



**ROYAL SCHOOL OF BEHAVIORAL & ALLIED SCIENCES
(RSBAS)**

DEPARTMENT OF PSYCHOLOGY

**COURSE STRUCTURE & SYLLABUS
(BASED ON NATIONAL EDUCATION POLICY 2020)**

FOR

**B.A. IN APPLIED PSYCHOLOGY
(4 YEARS SINGLE MAJOR)**

**W.E.F.
AY – 2025-26**

Detailed Syllabus of B.A. Applied Psychology

SYLLABUS (1st SEMESTER)

Subject Name: Introduction to Psychology I	Subject Code: APY062M101
Level of Course: 100	L-T-P-C: 3-0-0-3
Subject Code: Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Introduction to Psychology I** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and theories in Psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as sensation, perception, memory, motivation, emotion, individual differences.	BT2
CO3	Apply the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze the concept of individual differences in examining human mental processes	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	15
II.	Perception Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception & Application.	15
III.	Memory and Forgetting Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	15
IV.	Motivation & Emotion Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
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60 hrs	-	30 hrs
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Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (1st SEMESTER)

Subject Name: Life Span Development I	Subject Code: APY062M102
Level of Course: 100	L-T-P-C: 3-0-0-3
Subject Code: Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Life Span Development I** is to understand the basic nature concept of social psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concepts of growth and development	BT1
CO2	Understand the Physical, Cognitive and Language development	BT2
CO3	Apply the principles of psychology in human development	BT3
CO4	Differentiate the psychological needs of each stage of development.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	GROWTH AND DEVELOPMENT: Nature and characteristics, maturation, comparison between development and growth, relationship between development and maturation, factors influencing attitudes toward developmental change, factors influencing developmental task, stages of development, theories, basic methods of studying human Development,	15
II.	PRE-NATAL DEVELOPMENT a) Conception - Stages in prenatal development - Germinal stage, Embryonic stage and Fetal stage. b) Prenatal Environmental Influences - Teratogens, Prescription and Nonprescription, Drugs-illegal drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal, Disease and other Maternal Factors. c) Child birth – Stages of child birth d) New Born Assessment – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale. e) Chromosomal and Gene linked abnormalities – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, XYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.	15

	f) Genetic Counselling, Postpartum period: Physical, Emotional, Psychological and bonding	
III.	<p>PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT</p> <p>a) MOTOR DEVELOPMENT: Reflexes – Some new born reflexes; Sleeping, Crying. Motor development in infancy – meaning; sequence of motor development – Gross motor development; fine motor development.</p> <p>b) PERCEPTUAL DEVELOPMENT - Touch, Taste and Smell, Hearing, Vision. COGNITIVE DEVELOPMENT - Piaget’s theory of cognitive development. Vygotsky’s Theory of cognitive Development- Zone of Proximal Development and Scaffolding.</p> <p>d) LANGUAGE DEVELOPMENT – components of language development; Pre-linguistic development – receptivity to language, first speech sounds. Phonological development; Semantic development; Grammatical Development, Pragmatic development; Bilingualism.</p>	15
IV.	<p>EMOTIONAL , SOCIAL AND MORAL DEVELOPMENT</p> <p>a) EMOTIONAL DEVELOPMENT - Development of emotional expression- Basic Emotions, Self-Conscious Emotions, Emotional self-Regulation, Acquiring Emotional Display Rules, Understanding and Responding to Emotions of Others - Social Referencing, Empathy and Sympathy.</p> <p>b) SOCIAL DEVELOPMENT - Social Orientation, Development of attachment, security of attachment. Cultural Influences. Development of Self Awareness and Understanding Self.</p> <p>c) MORAL DEVELOPMENT - Kohlberg’s theory of Moral development.</p>	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Myers, D. G., & Smith, S. M. (2012). *Exploring social psychology*. New York: McGraw-Hill.

Reference Book:

1. Baumeister, R. F. (2007). *Encyclopedia of social psychology* (Vol. 1). Sage.
2. DeLamater, J. D., & Ward, A. (Eds.). (2006). *Handbook of social psychology* (p. 571). New York: Springer.

SYLLABUS (1st SEMESTER) Minor

Subject Name: Basic Psychology I	Subject Code: PSY062N101
Level of Course: 100	L-T-P-C: 3-0-0-3
Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Basic Psychology I** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and theories in Psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as sensation, perception, memory, motivation, emotion, individual differences.	BT2
CO3	Apply the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze the concept of individual differences in examining human mental processes	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	15
II.	Perception Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception & Application.	15
III.	Memory and Forgetting Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	15
IV.	Motivation & Emotion Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

1. MukulChandraBora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

Reference Books:

1. Baladev Upadhyaya, *Samskrta Śāstromka Itihās*, Chowkhambha, Varanasi, 2010.
2. D.M. Bose, S.N. Sen and B.V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K.R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrathana Sahitya, Bengaluru, 2021.
5. J.K. Bajaj and M.D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

SYLLABUS (1st SEMESTER) SEC I

Subject Name: Life Skills

Subject Code: APY062S111

Level of Course: 100

L-T-P-C: 3-0-0-3

Credit Units: 3

Scheme of Evaluation: T

Objective: The objective of **Life skills** is to introduce students to the basic concepts and importance of life skills

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recalling the meaning and importance of life skills	BT1
CO2	Understand the various types of life skills	BT2
CO3	Apply the various life skills specific to the situation.	BT3
CO4	Analyze concepts of various types of life skills	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion Use of Life skills in personal and professional life Life Skills Training – Models-4 H, Life Skills Education in the Indian Context.	7
	Self-awareness and empathy:	

II.	Definition and need for self-awareness and empathy; Self-esteem and self-concept, Human Values, tools and techniques of Self-awareness and empathy Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.	6
III.	Critical and creative Thinking Definition and need for Creativity and Critical Thinking, Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity, Lateral Thinking, Critical thinking Vs Creative thinking, Convergent & Divergent Thinking. Activities: Fish Bowl, Debates, 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion, brain storming and lateral thinking exercises	6
IV.	Decision Making and Problem Solving Definition of decision making and problem solving, Steps in problem solving: Problem Solving Techniques, Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.	6
	TOTAL	25

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Feldman, R. S. (2013). Understanding Psychology. New York: McGraw-Hills.
2. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.

Reference Books:

1. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ.
2. Durlak, J.A. (2000). Social and Emotional Learning: A Framework for Promoting Mental Health and Reducing Risk Behavior in Children and Youth.

SYLLABUS (2nd SEMESTER)

Subject Name: Introduction to Psychology II	Subject Code: APY062M201
Level of Course: 100	L-T-P-C: 3-0-0-3
Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Introduction to Psychology II** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and Theories in psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2

CO3	Apply the Principles of Psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze theoretical perspectives, and empirical findings that address psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Intelligence Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity; Emotional Intelligence, Social intelligence, Spiritual Intelligence	15
II.	Personality Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	15
III.	Cognition: Thinking, Deciding & Communication Thinking: Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. Decision Making: Definition, Process, Heuristics, Framing & decision strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. Language: Nature & development of language, Relationship between language & thought.	15
IV.	States of Consciousness Sleep & dreams: Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams. Altered states of consciousness: Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
2. Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (2nd SEMESTER)

Subject Name: Life Span Development II 1 **Subject Code: APY062M202**

Level of Course: 100
Credit Units: 3

L-T-P-C: 3-0-0-3
Scheme of Evaluation: T

Objective: The objective of **Life Span Development II** is to make the students understand the role of family, peers and community in influencing development at different stages.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of life span development.	BT1
CO2	Understand the various stages of development.	BT2
CO3	Apply the principles of psychology in human development	BT3
CO4	Differentiate the psychological needs of each stage of development.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	<p>PUBERTY & ADOLESCENCE</p> <p>a) Puberty: Meaning and Characteristics.</p> <p>b) Adolescence: Physical Development – Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.</p> <p>c) Physical and Mental Health – Physical Fitness, Sleep Needs, Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gate way drugs – alcohol – marijuana and tobacco. Addiction to Social media and Virtual Gaming.</p> <p>d) Psychosocial Development: Search for Identity- Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. Relationship with family, peers and adult society. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)</p>	15
II.	<p>EARLY ADULTHOOD: Characteristics of early adulthood.</p> <p>a) Health and Physical Development: Health status, Genetic and Behavioral Influences on Health and Fitness.</p> <p>b) Cognitive development –Piaget's shift to post formal thought. Schaies' model. Emotional Intelligence.</p> <p>c) Psycho-social development: Models - Normative, Timing-of-events, Trait and Typological. Intimate Relationships. Marital and non-marital life styles - Single life,</p>	15
III.	<p>MIDDLE ADULTHOOD: Characteristics of Middle adulthood.</p> <p>a) Physical Development – physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality.</p> <p>b) Cognitive development –The distinctiveness of adult cognition – the role of expertise, Integrative thought, practical problem solving, creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.</p> <p>c) Psycho-Social Development – Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce, LGBT issues, Friendships, Relationships with maturing children.</p> <p>d) Vocational Adjustments – Factors affecting vocational adjustment in</p>	15

	Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.	
IV.	<p>Late Adulthood & Old age: Characteristics of Late adulthood.</p> <p>a) Physical Changes: Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.</p> <p>b) Cognitive Development: Intelligence and Processing Abilities. Competence in everyday tasks & problem solving.</p> <p>c) Psychosocial Development – Personal Relationships in Late life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents.</p> <p>Characteristics, Changes in interest, physical changes, psychological changes, relationship and adjustment with others,</p> <p>Theories of ageing: programmed theories and damaged theories, Challenges faced by the aged</p>	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Papalia, D.E. (2004). Human Development. 9th Edition, New Delhi: Tata McGraw
2. Santrock, J.W. (2014) A Topical Approach to Life Span Development. 7th Edition, Dallas: McGraw Hill Education.

Reference Book:

1. Butterworth, G. (2014). *Principles of developmental psychology: An introduction*. Psychology Press.
2. Harris, M., & Butterworth, G. (2012). *Developmental psychology: A student's handbook*. Psychology Press.

SYLLABUS (2nd SEMESTER) Minor

Subject Name: Basic Psychology II	Subject Code: PSY062N201
Level of Course: 100	L-T-P-C: 3-0-0-3
Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Basic Psychology II** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and Theories in psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2
CO3	Apply the Principles of Psychology in day-to-day life for a better understanding of themselves and others ₁	BT3

CO4	Analyzetheoretical perspectives, and empirical findings that address psychology.	BT4
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Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Intelligence Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity; Emotional Intelligence, Social intelligence, Spiritual Intelligence	15
II.	Personality Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	15
III.	Cognition: Thinking, Deciding & Communication Thinking: Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. Decision Making: Definition, Process, Heuristics, Framing & decision strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. Language: Nature & development of language, Relationship between language & thought.	15
IV.	States of Consciousness Sleep & dreams: Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams. Altered states of consciousness: Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
2. Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (2nd SEMESTER) SEC II

Subject Name: Psychological Testing	Subject Code: APY062S211
Level of Course: 100	L-T-P-C: 0-0-0-6
Credit Units: 3	Scheme of Evaluation: P

Objective: The objective of **Psychological Testings** is to familiarize students with the application of psychological testing.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define psychological testing.	BT1
CO2	Understand the importance of psychological test construction.	BT2
CO3	Application of the psychological testing	BT3
CO4	Analyze the findings of various psychological testings	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Nature and uses: Uses and varieties of Psychological Tests, Origins, What is a Psychological Tests. Test Administration. Effects of Examiner and Situational Variables.	5
II.	Test construction. Ethical issues in psychological testing. Norms: Meaning, &Types Age, Grade, Percentile, Standard Scores, Normalized standard score.	10
III.	Intelligence testing: Stanford- Binet, Wechsler Scales; Raven's progressive matrices, VSMS	5
IV.	Personality Testing: Self-report Personality Inventory inventories: 16PF, Eysenck Personality Questionnaire; Projective techniques: Nature of Projective techniques and types	5
	TOTAL	25

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

SYLLABUS (3rd SEMESTER)

Subject Name: Abnormal Psychology I	Subject Code: APY062M301
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective:The objective of **Abnormal Psychology I** is to introduce students the aspects of psychopathology.

Course Outcomes:

After successful completion of the course, student will be able to
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CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define abnormal behaviour	BT1
CO2	Understand different types of psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction and Theoretical Perspective Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and IC D classification systems, Causes of Abnormal Behaviour Necessary, Predisposing, Precipitating and Reinforcing Causes.	15
II.	Mood disorders and Suicide Unipolar Mood Disorders, Bipolar Mood Disorders, Suicide: Theories of Suicide, Classification, Frequency, Causes, Treatment. Identification and Prevention	15
III.	Anxiety disorder Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.	15
IV.	Personality disorders Introduction to Clinical Features and Brief Descriptions of Cluster A, B, and Personality Disorders with Psychosocial Causal Factors	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). *Abnormal psychology*. 13 th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). *Abnormal Psychology Current Perspectives*. 9th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (3rd SEMESTER)

Subject Name: Applied Psychology	Subject Code: APY062M302
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Applied Psychology** is to introduce different domains of applied psychology and understand the application of psychology in different sectors.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concept of psychology	BT1
CO2	Understanding the different branches of psychology	BT2
CO3	Application of psychological principles in different branches	BT3
CO4	Analyse human behaviour from the perspectives of different branches	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Concept and definitions of Applied psychology, Theoretical approaches to applied psychology. Areas of Applied psychology, Methods and approaches of applied psychology.	15
II.	Psychology in community settings Clinical Psychology - the role of Clinical Psychologist -Community Psychology - the role of Community Psychologist - Health Psychology - the role of Health Psychologist - Applied Social Psychology - the role of Applied Social Psychologist -Applied Environmental Psychology - the role of Environmental Psychologist.	15
III.	Psychology in business and industrial settings Engineering Psychology - the role of engineering psychologist - Industrial and Organizational Psychology - the role of Organizational Psychologist - Organizational Development - the role of Organizational development professionals - Applied Cognitive Psychology - the role of applied Cognitive Psychologist -Consumer Psychology - the role of Consumer Psychologist.	15
IV.	Psychology and Human Development Applied Psychology in Education- School Psychology the role of School Psychologist- Applied Sport Psychology- the role of Sport Psychologist- Applied Developmental Psychology- the role of Applied Developmental Psychologist.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Griffith, C. R. (2010). An introduction to applied psychology, New York, NY, US: MacMillan Co.
2. Oskamp, S. (1984). Applied social psychology. Prentice Hall.

Reference Book:

1. Anne Anastasi. Fields of Applied Psychology. McGraw Hill Book Company
2. W. L. Gregory, W. J. Burroughs (1989). Introduction to Applied Psychology. Scott, Foresman and Company.
3. Oamar Hasan (1998). Applied Psychology: Indian Perspective. NewDelhi: GyanPublishing House.

Subject Name: Psychology of abnormal Behaviour I
Level of Course: 200
Credit Units: 4

Subject Code: APY062N301
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Psychology of abnormal Behaviour I** is to introduce students the aspects of psychopathology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define abnormal behaviour	BT1
CO2	Understand different types of psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction and Theoretical Perspective Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and IC D classification systems, Causes of Abnormal Behaviour Necessary, Predisposing, Precipitating and Reinforcing Causes.	15
II.	Mood disorders and Suicide Unipolar Mood Disorders, Bipolar Mood Disorders, Suicide: Classification, Frequency, Causes, Treatment. Identification and Prevention	15
III.	Anxiety disorder Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.	15
IV.	Personality disorders Introduction Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). *Abnormal psychology*. 13 th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). *Abnormal Psychology Current Perspectives*. 9 th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (3rd SEMESTER) SEC II

Subject Name: Psychological Practical
Level of Course: 200
Credit Units: 3

Subject Code: APY062N311
L-T-P-C: 0-0-0-6
Scheme of Evaluation: P

Objective: The objective of **Psychological Practical** is to familiarize students with the application of different psychological test.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of psychological testing.	BT1
CO2	Understand the procedure of conducting various psychological test	BT2
CO3	Application of specific psychological test in different setting	BT3
CO4	Analyze the findings of various psychological testings	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Intelligence test (will be selected from the tools available in the psychological lab)	5
II.	Personality Test (will be selected from the tools available in the psychological lab)	10
III.	Aptitude Test (will be selected from the tools available in the psychological lab)	5
IV.	Clinical Assessment Anxiety assessment, Depression assessment, memory	5
	TOTAL	25

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

SYLLABUS (4th SEMESTER)

Subject Name: Abnormal Psychology II
Level of Course: 200
Credit Units: 4

Subject Code: APY062M401
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective:The objective of **Abnormal Psychology II** is to make the students understand various behavioural dysfunctions and use the same in day-to-day life

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall different types of psychological disorder	BT1
CO2	Understand the criteria for psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Somatoform and Dissociative disorder Somatoform Disorders: Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Dissociative disorder: Dissociative identity disorder, dissociative amnesia, depersonalization/ derealisation disorder.	15
II.	Disorders of childhood and adolescence Intellectual disability - Definition, Levels, Clinical Types and Causal Factors; Autism spectrum disorders, Learning Disorder, Attention-Deficit/Hyperactivity Disorder, Conduct disorder, Opposition defiant disorder	15
III.	Psychotic disorders Schizophrenia: types, symptoms, treatment and management, delusion, other psychotic disorders; Clinical characteristics.	15
IV.	Sexual and Gender Variants Transgender, types The Paraphilia's and Gender Identity Disorders with Causal Factors, symptoms of sexual and gender identity disorder, treatment.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). *Abnormal psychology*. 13 th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). *Abnormal Psychology Current Perspectives*. 9 th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (4th SEMESTER)

Subject Name: Applied Social Psychology	Subject Code: APY062M402
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective:The objective of **Applied Social Psychology** is to understand the application of social psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and theories of Social Psychology.	BT1
CO2	Understand the influences of social psychology in personal setting	BT2
CO3	Apply the social psychological principles in various context	BT3
CO4	Analyze the principles of various theories in different context.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition, difference between social psychology and applied social psychology, feature, roles, theories and research methods	15
II.	Social Psychology in personal setting Personal relationships: attraction, attachment, selection process Positive well-being: Optimism	15
III.	Social Psychology in community setting Sense of community, environment, cultural diversity, classroom, Organizations, Media	15
IV.	Social Psychology in Health setting Clinical and Health	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2011). *Applied social psychology: Understanding and addressing social and practical problems*. Sage.

Reference Book:

- Turner, J. C., Reynolds, K. J., Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (2011). *Handbook of theories of social psychology*.

SYLLABUS (4th SEMESTER)

Subject Name: Rehabilitation Psychology	Subject Code: APY062M403
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective:The objective of **Rehabilitation Psychology** is to introduce the importance of rehabilitation, recovery and rehabilitation psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concept of rehabilitation psychology	BT1
CO2	Identify the importance of theoretical foundations in psychology for the study of rehabilitation, disability, and health.	BT2
CO3	Apply knowledge of models and concepts of disability and chronic illness to education, rehabilitation, and healthcare services	BT3
CO4	Analyse different psychological approaches to rehabilitation counselling	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Rehabilitation psychology Nature and scope of rehabilitation psychology; Concepts of ability and disability; Recovery and rehabilitation; Medical, neuropsychological, social and biopsychosocial model of disability.	15
II.	Rehabilitation of Persons with Disability Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation.; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities; Legal issues in rehabilitation for persons with disabilities: overview of RPwD act 2016	15
III.	Application of Rehabilitation Psychology Rehabilitation of addictions: drug and alcohol; Rehabilitation after abuse and violence; Palliative care, pain management and symptom control d; Sports Injury and Rehabilitation.	15
IV.	Psychological approaches to rehabilitation counselling Psychodynamic therapy in rehabilitation counselling; Person-centered therapy in rehabilitation counselling; Behavioural therapy in rehabilitation counselling; Cognitive- behavioural therapy in rehabilitation counselling.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.
2. Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY : Oxford University Press.

References:

1. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York, NY: Springer Publishing Company.
2. Falvo, D.R. (2013). Medical and psychosocial aspects of Chronic Illness and disability (5th ed.). Burlington, MA: Jones and Bartlett Learning.
3. Marini, I. & Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.

SYLLABUS (4th SEMESTER) Minor

Subject Name: Psychology of abnormal Behaviour II	Subject Code: PSY062N401
Level of Course: 200	L-T-P-C: 3-0-0-3
Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Psychology of abnormal Behaviour II** is to make the students understand various behavioural dysfunctions and use the same in day-to-day life

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall different types of psychological disorder	BT1
CO2	Understand the criteria for psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Somatoform and Dissociative disorder Somatoform Disorders: Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Dissociative disorder: Dissociative identity disorder, dissociative amnesia, depersonalization/ derealisation disorder.	15
II.	Disorders of childhood and adolescence Intellectual disability - Definition, Levels, Clinical Types and Causal Factors; Autism spectrum disorders, Learning Disorder, Attention-Deficit/Hyperactivity Disorder, Conduct disorder, Opposition defiant disorder	15
III.	Psychotic disorders Schizophrenia: types, symptoms, treatment and management ,delusion, other psychotic disorders; Clinical characteristics.	15
IV.	Sexual and Gender Variants Transgender, types The Paraphilia's and Gender Identity Disorders with Causal Factors, symptoms of sexual and gender identity disorder, treatment.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka,S.(2004).Abnormal psychology. 13 th Edition NewDelhi: Pearson Education.

2. Alloy, L.B., Riskind, J H., and Manos, M.J.(2006). Abnormal Psychology Current Perspectives. 9th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (4th SEMESTER) Minor

Subject Name: Psychology of Positivity
Level of Course: 200
Credit Units: 3

Subject Code: APY062N401
L-T-P-C: 3-0-0-3
Scheme of Evaluation: T

Objective: The objective of **Psychology of positivity** is to equip the students with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define positive psychology, health psychology, development psychology and clinical psychology	BT1
CO2	Understand human strengths and virtues	BT2
CO3	Apply the principles of positive psychology in real life situation	BT3
CO4	Examine the importance of self control and personal goal	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities: Personal mini experiments; Collection of inspiring life stories (magazines, websites, films etc)	15
II.	Positive emotions, Well-being and Happiness Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness- hedonic and Eudaimonic; Well- being: negative vs positive functions; Subjective well- being: Emotional, social and psychological well-being; Models of positive mental health	15
III.	Positive States and Processes Self-control: The value of self-control; Personal goals and self-regulation; Personal goal and well-being; goals that create self-regulation. (SWOT analysis) Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism	15
IV.	Applications of Positive Psychology Positive schooling, Positive parenting, Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced	15

	conceptualization; Lack of a developmental perspectives. (An action plan for coping)	
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baumgardner, S.R & Crothers, M.K.(2009).Positive Psychology. U.P: Dorling Kindersley PvtLtd.

Reference Book:

1.Snyder, C.R. & Lopez, S.J. (2002).Handbook of positive psychology. (eds.). New York: Oxford UniversityPress.

SYLLABUS (5th SEMESTER)

Subject Name: Bio-psychology
Level of Course: 300
Credit Units: 4

Subject Code: APY062M501
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Bio-psychology** is to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behaviour.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the biological basis of experience and behaviour	BT1
CO2	Understand the influence of behaviour, cognition, and the environment on bodily system	BT2
CO3	Apply the biological foundations for behaviour regulation	BT3
CO4	Analyses the influence of biological foundation in behaviour regulation	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Roots: The origins and nature of biopsychology, basic cytology and biochemistry, Mind Brain relationship. Methods of study of research in biopsychology: anatomical methods, degeneration techniques, lesion techniques, stereotaxic surgery, Histological methods, Tracing neural connections, Studying the structure of the living human brain	15
II.	Neurons and neuronal conduction Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters	15
III.	The Brain: Basic Features of Nervous System, Central Nervous System, Peripheral nervous system: Cranial Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex. Reflex behaviour, Reflex Model, Anatomy and Physiology of Reflex	15
IV.	Sensory and motor nervous systems , Endocrine System Anatomy of the Visual System, Analysis of visual information: Visual messages to the brain, Optic nerve conduction of stimulus. Audition – Auditory nervous system, auditory coding : Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary	15

	TOTAL	60
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Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Carlson, N.R. (2000). *Physiology of behaviour.*: London: Allen and Bacon.

References:

- Schneider M Alles (1990). *An introduction to Physiological Psychology* (3rd Edition) USA: Random House
- Leukel, F. (1985). *Introduction to Physiological Psychology*. CBS Publishing Company, New Delhi

SYLLABUS (5th SEMESTER)

Subject Name: Statistics in Psychological Research I Level of Course: 300 Credit Units: 4	Subject Code: APY062M502 L-T-P-C: 4-0-0-4 Scheme of Evaluation: T
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Objective: The objective of **Statistics in Psychological Research I** is to introduce students to the basic concepts of statistics with an emphasis on its application in psychological research.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of Statistics in Psychological Research	BT1
CO2	Describe the various methods of statistics	BT2
CO3	Application of the principles of statistics in Social Sciences researches	BT3
CO4	Analyze raw data and draw logical conclusion	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Statistics in Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement, Frequency Distributions, Percentiles, and Percentile Ranks, Graphic Representation of Data	15
II.	Measures of central tendency and dispersion Measures of Central Tendency: The Mode; The Median; The Mean; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions Measures of Variability: The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Properties and Comparison of	15

	Measures of Variability; Effects of Linear Transformations on Measures of Variability.	
III.	Normal Distribution Standard (z) Scores: Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks. The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	15
IV.	Correlation The Meaning of Correlation; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation, Spearman's Rank-Order Correlation Coefficient; correlation and causation; cautions concerning correlation coefficients	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: NewDelhi
2. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Reference Book:

1. Cowles, M. (2005). *Statistics in psychology: An historical perspective*. Psychology Press.
2. Rasch, D., Kubinger, K., & Yanagida, T. (2011). *Statistics in psychology using R and SPSS*. John Wiley & Sons.

SYLLABUS (5th SEMESTER)

Subject Name: Child Psychology	Subject Code: APY062M503
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Child Psychology** is to make the students understand the behavioural concepts pertaining to children.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Introduce the concept of family influences, cultural influences and	BT1

	biological influences on child's behaviour.	
CO2	Understand the multiple factors that are responsible for reactions to stress and maltreatment in children.	BT2
CO3	Apply the knowledge of Childhood Psychological Disorders in understanding children's behaviour.	BT3
CO4	Analyses child psychopathology through the knowledge of assessments and intervention.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Developing Competencies: Family and Systemic Influences, Sibling Influences, Cultural Influences, Biological Influences, Over all development (Emotional, Social Cognition, Language) Legal Aspects of Child Psychology: POCSO Act, Juvenile Justice Act, Domestic Violence Act.	15
II.	Impact of multiple factors on Child Psychology: Attachment theories, Parenting theories, Adoption and Fostering, Resilience, Impact of childhood trauma (reactions to stress, maltreatment)	15
III.	Childhood Psychological Disorders/Disabilities and Intervention: Feeding/Eating disorders, Learning disabilities, Autism Spectrum Disorder, Mental Retardation, Externalising Disorder: ADHD, Conduct Disorder, ODD, Childhood Substance Use Disorder, Internalising Disorder: Depression, OCD, Anxiety Disorders, Separation Anxiety Disorder	15
IV.	Assessments and Intervention for Child Psychopathology: Diagnostic classification, Neuropsychological Assessments, Psychological Assessments,	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

- Skuse, D., Bruce, H., Dowdney, L., Mrazek, D., *Child Psychology and Psychiatry: Frameworks for Practice*, 2nd Ed, 2011, West Sussex, Wiley-Blackwell

Reference Book:

- Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2006). *Handbook of child psychology* (Vol. 3, pp. 646-718). Hoboken, NJ, USA: John Wiley & Sons.

SYLLABUS (5th SEMESTER) Minor

Subject Name: Psychology for Health and Wellbeing	Subject Code: PSY062N501
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Psychology for Health and Wellbeing** is to introduce students to the basic concepts of health psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the concept of health psychology	BT1
CO2	Understand the sources of stress	BT2
CO3	Apply the different types of coping mechanisms to deal effectively with stress.	BT3
CO4	Examine the human strengths and virtues	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Illness, Health and Well being Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well-being.	15
II.	Stress and Coping Nature and sources of stress; Theories of stress; Effects of stress on physical and mental health; Coping and stress management	15
III.	Health management Health compromising behaviors: Smoking, Alcoholism & Substance use; Health-enhancing behaviors: Exercise, Nutrition, Diet, Weight control, Yoga.	15
IV.	Human strengths and life enhancement Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

Reference Book:

1. Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

SYLLABUS (6th SEMESTER)

Subject Name: Cognitive Psychology	Subject Code: APY062M601
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Cognitive Psychology** is to introduce the practical implications of cognitive processes in human performance.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level

CO1	Define the concept of cognitive psychology and brain-behaviour relationship	BT1
CO2	Understand the anatomy of the brain and its mechanisms responsible for human behaviour	BT2
CO3	Apply the knowledge of cognitive psychology in improving memory processes	BT3
CO4	Analyse the functions of the brain in language comprehension, language acquisition and thought	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Cognitive Psychology: Definition, History of cognitive psychology, Emergence of cognitive psychology, Cognition and Intelligence, Research Methods in Cognitive Psychology	15
II.	Cognitive neuroscience: Cognition in the brain: Mechanisms of the Brain, and executive Functions of the Brain, Brain Disorders, Intelligence and Neuroscience, Methods in cognitive neuroscience	15
III.	Perception: Sensation to Representation, Approaches to Perception, Visual perception in brain, Visual pattern recognition, speech recognition, context and pattern recognition. Attention and consciousness Memory: Models, Exceptional Memory and Neuropsychology, Processes, Practical Applications of Cognitive Psychology in improving memory processes, Representation and manipulation of Knowledge in: Images and Propositions: Spatial cognition and Cognitive Map	15
IV.	Language: Language Structure, Language Comprehension, Field of linguistics, Language acquisition, Language and Thought, Neuropsychology of Language	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Anderson, J.R. (2010). *Cognitive psychology and its implications* (8th Edition). NY: Worth Publishers.
2. Sternberg, R.J., & Sternberg, K. (2012). *Cognitive Psychology* (6th Edition). CA: Nelson Education

References:

1. Best, J.B. (1992). *Cognitive Psychology* (3rd Edition). West Publishing Company
2. Galotti, K.M. (2001). *Cognitive Psychology In and Out of the Laboratory*. 2nd Edition. Wadsworth

SYLLABUS (6th SEMESTER)

Subject Name: Counselling Psychology
Level of Course: 300
Credit Units: 4

Subject Code: APY062M602
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective:The objective of **Counselling Psychology** is to introduce the theoretical basis of counselling skills, interviewing techniques.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define scope and goals of counselling psychology	BT1
CO2	Understand the concepts and techniques of various approaches of therapies	BT2
CO3	Apply the knowledge of counselling in practice	BT3
CO4	Analyse ethics and professional issues in counselling	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Counselling psychology: Definition: Aims and Allied Professions, A brief overview of scope of counselling and psychotherapy; Goals of counselling in various areas; Counselling psychotherapy, types of counselling.	15
II.	Approaches to Counselling Therapy: The humanistic approach person-centered therapy): Historical Context, Carl Roger's Contribution, Key Concepts and Techniques in the Humanistic Approach, The Counsellor-Client Relationship, Application of the Humanistic Approach; Cognitive behaviour therapy: History Context of Cognitive Behavior Therapy; Gestalt therapy, Psychoanalytic therapy.	15
III.	Counselling as a process: Understanding counselling as a process- Outcome & process goals in counselling; Psychoanalysis: Introduction- Assumptions- acquisition- Maintenance- Practice. The counsellor as a Person- Personality characteristics, Self-awareness and Needs of the Counsellor Motivations of Becoming a Counsellor Role and Functions of a counsellor.	15
IV.	Ethical and Legal Consideration: Ethics and Professional Issues in Counselling, Definition of ethics, Ethics and Counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and among ethical codes, Ethical decision making, The Right of Informed Consent, Dimensions of Confidentiality, The Counselling Code of Ethics- Foundation- Purpose- Content- Violations- Considerations, Ethical Issues in Multi-Cultural counselling. Mental Health Care Act 2017	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Gladding, Samue T. (2009): *Counselling- A Comprehensive Profession, Sixth Edition*, Pearson Education, Published by Kindersley

SYLLABUS (6th SEMESTER)

Subject Name: Statistics in Psychological Research II	Subject Code: APY062M603
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Statistics in Psychological Research II** is to introduce students to the basic concepts of statistics to be applied in the field of psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of Statistics in Psychological Research	BT1
CO2	Describe the various methods of statistics	BT2
CO3	Application of the principles of statistics in Social Sciences researches	BT3
CO4	Analyze raw data and draw logical conclusion	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Inferential Statistics and Hypothesis Testing: The meaning of Statistical Inference and Hypothesis Testing;; Null and the Alternative Hypotheses; Choice of H_A : One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The Statistical Decision regarding Retention and Rejection of Null Hypothesis	15
II.	Hypothesis Testing About the Difference between Two Independent and Dependent (Correlated) Means Determining a Formula for t ; Degrees of Freedom for Tests of No Difference between Independent and Dependent Means; Testing a Hypothesis about Two Independent and Dependent Means; Assumptions When Testing a Hypothesis about the Difference between Two Independent and Dependent Means.	15
III.	Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of t and F .	15
IV.	Hypothesis Testing for Categorical Variables and Inference about Frequencies The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test. Nonparametric Approaches to Data: Introduction to	15

Distribution-free	
TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
2. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Reference Book:

1. Cowles, M. (2005). *Statistics in psychology: An historical perspective*. Psychology Press.
2. Rasch, D., Kubinger, K., & Yanagida, T. (2011). *Statistics in psychology using R and SPSS*. John Wiley & Sons.

SYLLABUS (6th SEMESTER)

Subject Name: Positive Psychology

Level of Course: 300

Credit Units: 4

Subject Code: APY062M604

L-T-P-C: 4-0-0-4

Scheme of Evaluation: T

Objective: The objective of **Positive Psychology** is to equip the students with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define positive psychology, health psychology, development psychology and clinical psychology	BT1
CO2	Understand human strengths and virtues	BT2
CO3	Apply the principles of positive psychology in real life situation	BT3
CO4	Examine the importance of self control and personal goal	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities: Personal mini experiments; Collection of inspiring life stories (magazines, websites, films etc)	15
II.	Positive emotions, Well-being and Happiness Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness- hedonic and Eudaimonic; Well- being: negative vs positive functions; Subjective well- being: Emotional, social and psychological well-being; Models of positive mental health	15

III.	Positive States and Processes Self-control: The value of self-control; Personal goals and self-regulation; Personal goal and well-being; goals that create self-regulation. (SWOT analysis) Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism	15
IV.	Applications of Positive Psychology Positive schooling, Positive parenting, Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives. (An action plan for coping)	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baumgardner, S.R & Crothers, M.K.(2009). *Positive Psychology*. U.P: Dorling Kindersley PvtLtd.

Reference Book:

1. Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*. (eds.). New York: Oxford University Press.

SYLLABUS (6th SEMESTER) Minor

Subject Name: Workplace Psychology	Subject Code: APY062N601
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Workplace Psychology** is to introduce the basic concepts of Organizational Behaviour and its applications in contemporary organizations.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define concepts of industrial and organizational psychology	BT1
CO2	Understand the implications of industrial psychology on the process of management	BT2
CO3	Apply the knowledge of industrial psychology in work place and implementing leadership skills	BT3
CO4	Analyse organizational outcome and productivity based on the applications of psychological interventions like motivation and development of human resources	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
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I.	Introduction to Industrial and Organizational Psychology: Definition, goals, key forces, and fundamental concepts, History of industrial psychology, Major Fields of I/O Psychology	15
II.	Individual in Workplace: Motivation- Definition, Types, Theories, Influencing factors Job satisfaction- Definition, Factors affecting job satisfaction, Consequences Leadership- Definition, Leadership Styles, Approaches to Leadership.	15
III.	Development of Human Resources: Job Analysis- Definition, Purpose, Types, Process, Methods Recruitment and Selection- Nature and objectives, Sources- Internal and External, Selection process Performance Management-Definition, Scope, Process, Tools	15
IV.	Organization Systems: Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication Organizational Culture- Definition, Levels, Characteristics, Types, Functions Workplace Violence Act	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Luthans, F. (2009). *Organizational Behaviour*. New Delhi: McCraw Hill
2. Schultz & Schultz, (2010). *Psychology and work today*. New York: Routledge.

Reference Book:

1. Buchanan, D. A., & Huczynski, A. (2019). *Organizational behaviour*. Pearson UK.
2. Robbins, S.P. & Judge, T.A. (2007). *Organizational Behaviour (12th Ed)*. New Delhi: Prentice Hall of India

SYLLABUS (7th SEMESTER)

Subject Name: Psychology of Personality	Subject Code: APY062M701
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Psychology of Personality** is to familiarize the students with current methods and theories for studying personality.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the basics of personality.	BT1
CO2	Understand the key characteristics of various theories and approaches of human personality	BT2

CO3	Apply concepts from the psychology of personality to an understanding of one's own personality functioning.	BT3
CO4	Compare different psychological research as it pertains to the understanding.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition, origin and history, features, Gender and personality. Cultural and personality. Research methods for studying personality.	15
II.	Psychodynamic and behavioral approach to personality Psychoanalytic, Neoanalytic: Carl Jung, Alfred Adler, Karen Horney, Erik Erikson. Behavioral approach: Social cognitive theory, Social learning theory Applications and critique.	15
III.	Trait and Humanistic -Existential Approache Allport's trait approach, Maslow's theory, Roger's theory, Dasein analysis: Ludwig Binswanger and Medard Boss Logotherapy: Viktor Frankl	15
IV.	Personality assessment Techniques: interviews, self-report, projective techniques, behavioral techniques, psycho-physiological techniques. Ethical issues: personal concern, legal and social.	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Larsen, R. J., Buss, D. M., Wismeijer, A., Song, J., & Van den Berg, S. (2005). *Personality psychology: Domains of knowledge about human nature.*
2. Ewen, R. B. (2014). *An introduction to theories of personality.* Psychology Press.

References:

1. Figueredo, A. J., Sefcek, J. A., Vasquez, G., Brumbach, B. H., King, J. E., & Jacobs, W. J. (2015). Evolutionary personality psychology. *The handbook of evolutionary psychology*, 851-877.

SYLLABUS (7th SEMESTER)

Subject Name: Organizational Behaviour	Subject Code: APY062M702
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Organizational Behaviour** is to introduce the basic concepts of Organizational Behaviour and its applications in contemporary organizations.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define concepts of industrial and organizational psychology	BT1
CO2	Understand the implications of organizational behaviour on the process of management	BT2
CO3	Apply the knowledge of organizational psychology in work place and implementing leadership skills	BT3
CO4	Analyse organizational outcome and productivity based on the applications of psychological interventions like motivation and development of human resources	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Industrial and Organizational Psychology: Definition, goals, key forces, and fundamental concepts, History of industrial psychology, Major Fields of I/O Psychology	15
II.	Individual in Workplace: Motivation- Definition, Types, Theories, Influencing factors Job satisfaction- Definition, Factors affecting job satisfaction, Consequences Leadership- Definition, Leadership Styles, Approaches to Leadership.	15
III.	Development of Human Resources: Job Analysis- Definition, Purpose, Types, Process, Methods Recruitment and Selection- Nature and objectives, Sources- Internal and External, Selection process Performance Management-Definition, Scope, Process, Tools	15
IV.	Organization Systems: Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication Organizational Culture- Definition, Levels, Characteristics, Types, Functions Workplace Violence Act	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Luthans, F. (2009). *Organizational Behaviour*. New Delhi: McCraw Hill
2. Robbins, S.P. & Judge, T.A. (2007). *Organizational Behaviour (12th Ed)*. New Delhi: Prentice Hall of India

References:

1. Buchanan, D. A., & Huczynski, A. (2019). *Organizational behaviour*. Pearson UK.

SYLLABUS (7th SEMESTER)

Subject Name: Clinical Psychology	Subject Code: APY062M703
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Clinical Psychology** is to develop a basic understanding about assessment and interventions in the context of clinical psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the basic concept of clinical psychology	BT1
CO2	Understand the different types of clinical assessments	BT2
CO3	Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field.	BT3
CO4	Analyze the effectiveness of various psychotherapies.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Foundations of Clinical Psychology Historical & Philosophical background; Nature of discipline: theory and research; Towards a Clinical Identity: education & training, professional activities and employment settings, differences/similarities with other mental health professions.	15
II.	Clinical Assessment Processes: planning, data-collecting, interpreting, and communicating findings; Clinical Interview: components and basic skills; Diagnosis and Classification: basic issues and skills; Other assessment components and skills (Intellectual, Neuropsychological, Personality and Behavioral assessment).	15
III.	Clinical Interventions General issues: Nature of specific therapeutic variables (client, therapist, relationship). Course of intervention; Various perspectives (briefly): Psychodynamic, Humanistic-Existential, Behavioral-Cognitive, Group & Family. Tele-psychotherapy: basic concepts and ethics.	15
IV.	Critical Issues In Clinical Psychology Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. MacNair, R. M. (2003). The psychology of peace: An introduction. Westport, CT: Praeger.

Reference Book:

- Schwebel, M., & Christie, D. (2001). Children and structural violence.
- Woolf, L. M., & Hulsizer, M. R. (2005). Psychosocial roots of genocide: Risk, prevention, and intervention, Journal of Genocide Research, 7, 101-128.

SYLLABUS (7th SEMESTER)

Subject Name: Family and Marital counselling	Subject Code: APY062M704
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Family and Marital counselling** is to acquaint the students with relevance of family and couples therapy.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the basic concepts relationships	BT1
CO2	Understand the various issues faced by families and couples	BT2
CO3	Apply the knowledge of couple therapy in dealing with interpersonal relationship.	BT3
CO4	Analyse the effectiveness of various couple therapy techniques.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to family and couples therapy Couple therapy: history, models and applications, Understanding adult attachment: theory, psychodynamics and couples relationship, Basic techniques of family therapy. Ethical issues in couple therapy	15
II.	Addressing special issues in couples therapy Marital Conflict, sexual dysfunction, physical aggression, Separation and divorce issues, drug abuse and alcoholism, Dysfunctional Communication	15
III.	Therapeutic interventions I Object relations couple therapy, Brief strategic couples therapy, Solution focused couples therapy, Narrative couple therapy	15
IV.	Therapeutic interventions II Affective- reconstructive couples therapy, Integrative behavioural couple therapy, Cognitivebehavioural couple therapy, Emotional focused couple therapy	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
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60 hrs	-	30 hrs
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Textbook:

1. Wetchler, J. L., Hecker, L. L., & Hecker, L. L. (2014). *An introduction to marriage and family therapy*. Routledge.

Reference Book:

1. Nichols, M.P. (2010). *Family Therapy: Concepts and Methods* (9th ed.). Boston: Allyn and Bacon.

SYLLABUS (7th SEMESTER) Minor

Subject Name: Basics of Counselling Psychology	Subject Code: APY062N701
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Basics of Counselling Psychology** is to introduce the theoretical basis of counselling skills, interviewing techniques and explore the field within the context of a relevant situation

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the basic concept of counselling psychology	BT1
CO2	Understand the concepts and techniques of various approaches of therapies	BT2
CO3	Apply the knowledge of counselling in practice	BT3
CO4	Analyse ethics and professional issues in counselling	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Counselling psychology: Definition: Aims and Allied Professions, A brief overview of scope of counselling and psychotherapy; Goals of counselling in various areas; Counselling psychotherapy, types of counselling.	15
II.	Approaches to Counselling Therapy: The humanistic approach person-centered therapy): Historical Context, Carl Roger's Contribution, Key Concepts and Techniques in the Humanistic Approach, The Counsellor-Client Relationship, Application of the Humanistic Approach; Cognitive behaviour therapy: History Context of Cognitive Behavior Therapy; Gestalt therapy, Psychoanalytic therapy.	15
III.	Counselling as a process: Understanding counselling as a process- Outcome & process goals in counselling; Psychoanalysis: Introduction- Assumptions- acquisition- Maintenance- Practice. The counsellor as a Person- Personality characteristics, Self-awareness and Needs of the Counsellor Motivations of Becoming a Counsellor Role and Functions of a counsellor.	15
IV.	Ethical and Legal Consideration: Ethics and Professional Issues in Counselling, Definition of ethics, Ethics and Counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and	15

among ethical codes, Ethical decision making, The Right of Informed Consent, Dimensions of Confidentiality, The Counselling Code of Ethics- Foundation- Purpose- Content- Violations- Considerations, Ethical Issues in Multi-Cultural counselling. Mental Health Care Act 2017	
TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Murphy, D. (Ed.). (2017). *Counselling psychology: A textbook for study and practice*. John Wiley & Sons.

Reference Book:

1. Larsson, P., Brooks, O., & Loewenthal, D. (2012). Counselling psychology and diagnostic categories: A critical literature review. *Counselling Psychology Review*, 27(3), 55-67.
2. Galbraith, V. (Ed.). (2017). *Counselling psychology*. Routledge.

SYLLABUS (8th SEMESTER)

Subject Name: Qualitative Research Methods	Subject Code: APY062M801
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Qualitative Research Methods** is to provide theoretical foundation on qualitative research methods in psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the key concept of qualitative research	BT1
CO2	Understand the different types of qualitative research.	BT2
CO3	Apply the research methods in appropriate settings with reference to individual, groups and situation.	BT3
CO4	Analyse the data through qualitative data analysis techniques.	BT4

Detailed Syllabus

Module s	Topics / Course content	Hour s
I.	Foundations of qualitative research Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research	15
II.	Qualitative research design Conceptualizing research questions, Issues of paradigm; Designing samples;	15

	Theoretical sampling, contrasting qualitative with quantitative approach in research process; Issues of Credibility and trustworthiness [L] [SEP]	
III.	Methods of collecting qualitative data What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies [L] [SEP]	15
IV.	Analysing qualitative data Different traditions of qualitative data analysis; thematic analysis, Interpretative phenomenological analysis, Narrative analysis, Discourse analysis, Content analysis	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Ritchie, J. & Lewis, J. (eds.). (2003). Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage [L]
[SEP]
2. Biber, S. N. H and Leavy (2006). The practice of qualitative research. New Delhi: Sage publications.

References:

1. Silverman, D and Marvasti, A (2008). Doing qualitative research. New Delhi: Sage publication

SYLLABUS (8th SEMESTER)

Subject Name: Research Methodology

Level of Course: 400

Credit Units: 4

Subject Code: APY062N802

L-T-P-C: 4-0-0-4

Scheme of Evaluation: T

Objective: The objective of **Research Methodology** is to introduce the students to understand the application of various techniques and appropriate methods.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and types of research and describe the research process.	BT1
CO2	Explain the principles of research design, sampling, and data collection.	BT2
CO3	Apply appropriate methods for formulating research problems and hypotheses.	BT3
CO4	Analyze qualitative and quantitative data using relevant tools and techniques.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Research Meaning, objectives, and characteristics of research, Types of research: Basic, applied, qualitative, quantitative, action research, Scientific method and research process, Criteria of good research	15
II.	Formulation of Research Problem Identifying and defining a research problem, Review of literature: Purpose and process, Research questions and objectives, Hypothesis: Characteristics, types, and formulation	15
III.	Research Design and Sampling Research design: Meaning, types (exploratory, descriptive, experimental, correlational), Sampling: Probability and non-probability methods, Determining sample size, Sampling errors and biases	15
IV.	Methods of Data Collection Tools: Questionnaire, interview schedule, observation, scales (Likert, Semantic differential), Reliability and validity of tools, Secondary data sources and archives, Ethical issues in data collection	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd Ed.) Oxford: Blackwell Publishers

References:

1. Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices.*
2. Kara, H. (2015). *Creative research methods in the social sciences: A practical guide.* Policy Press.

SYLLABUS (8th SEMESTER) Advanced course Core (in lieu of Dissertation)

Subject Name: Psychotherapy
Level of Course: 400

Subject Code: APY062M803
L-T-P-C: 4-0-0-4

Credit Units: 4	Scheme of Evaluation: T
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Objective: The objective of **Psychotherapy** is to introduce the theory and techniques of major psychotherapy approaches.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the approached of psychology.	BT1
CO2	Understand the concept behind various therapy	BT2
CO3	Apply the knowledge different therapeutic approaches	BT3
CO4	Analyse the effectiveness of various therapeutic procedure.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Meaning, definition, objectives & features of psychotherapy, therapeutic process, effectiveness of psychotherapy, methods of psychotherapy research, professional training and ethical issues of psychotherapy	15
II.	Psychodynamic therapies Psychoanalytic therapy, Adlerian psychotherapy, analytic psychotherapy, Object-Relations, and Interpersonal psychotherapy.	15
III.	HUMANISTIC, GROUP & FAMILY THERAPY Humanistic: Client-Centered, Existential and Gestalt therapies. Group therapy: introduction and applications of group therapy Family therapy: Introduction, development and Schools of family therapy	15
IV.	BEHAVIORAL & COGNITIVE THERAPIES Behavioral therapy: classical conditioning techniques and operant conditioning techniques. Cognitive therapy: Aron Beck's cognitive therapy, Albert Ellis Rational Emotive Behavior Therapy. Supportive Psychotherapy, Third Wave Psychotherapy: DBT, Mindfulness Activity	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Hecker, J., & Thorpe, G. (2015). *Introduction to clinical psychology*. Psychology Press.

Reference Book:

1. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley & Sons.

SYLLABUS (8th SEMESTER) Advanced course Core (in lieu of Dissertation)
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Subject Name: Indian Psychology	Subject Code: APY062M804
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Level of Course: 400
Credit Units: 4

L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective:The objective of **Indian Psychology** is to introduce the students with the core psychological concepts available in the Indian traditions.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the history of psychology	BT1
CO2	Understand the concepts of psychological ideas in the Vedas	BT2
CO3	Apply the principles of karma yoga	BT3
CO4	Analyse the relationship between Indian concept and wellbeing	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction: Historical events in the development of psychology in India, implications and applications, psychological ideas in the Vedas, Indian psychological thoughts in the age of globalization	15
II.	Self and personality: Ego and ahankāra, Models of personality in Buddhist psychology, Integral Psychology	15
III.	Pathways to knowledge Indian psychology and the scientific method, Integrating yoga epistemology and ontology into an expanded integral approach to research, Knowing in the Indian tradition	15
IV.	Affect and motivation Psychology of emotions: Some cultural perspectives, Implications of self and identity for conceptualizing motivation, the principles and practice of karma yoga	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Cornelissen, M., Misra, G., & Verma, S. (2011). *Foundations of Indian Psychology, Volume 1: Theories and Concepts* (Vol. 1). Pearson Education India.

SYLLABUS (8th SEMESTER) Advanced course Core (in lieu of Dissertation)

Subject Name: Gender Psychology
Level of Course: 400
Credit Units: 4

Subject Code: APY062M805
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Gender Psychology** is to sensitise the role of gender in shaping individuals' thoughts, feelings, and behaviours.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define gender, gender identity, sexual orientation	BT1
CO2	Understand gender roles and major theories that guide the field of gender psychology	BT2
CO3	Apply the psychological principles in dealing with individual differences	BT3
CO4	Analyse the impact of health promoting and health compromising behaviour	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction: Definition of terms, history, cultural differences, philosophical & political issues, methods.	15
II.	Gender role: Attitudes, sex related comparison: theory and observation	15
III.	Individual differences based on gender Achievement, communication, friendship and romantic relationship	15
IV.	Gender and Health Sex differences in health, relationship and health, paid worker role and health, mental health.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Vicki S. Helgeson, V.S. (2012). *Psychology of Gender*: Pearson Education, Inc.,

Reference Book:

1. Unger, R. K. (Ed.). (2004). *Handbook of the psychology of women and gender*. John Wiley & Sons.
2. Branscombe, N. R., & Ryan, M. K. (2013). The SAGE Handbook of gender and psychology. *The SAGE Handbook of Gender and Psychology*, 1-560.