



SCHOOL OF LIBERAL ARTS

Master of Arts in Applied Psychology

Programme Code: 225

Programme Level: Post Graduate

Year: 2025-2026

Approved in the 38th Meeting of the Academic

Council Held on 28th June 2025

PREFACE

The KRMU envisions all its programmes in the best interest of its students, and in this endeavour, it offers a new vision to all its courses. It imbibes an outcome-based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure teaching-learning experiences in a more outcome-based fashion.

The outcome-based curriculum strengthens students' experiences and prepares them for academia and employability, sustainability, and lifelong learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and skills for entrepreneurship.

The redesigned curriculum elaborates in-depth background knowledge required in the practice of psychology. Individuals who want to pursue their careers in psychology will get diverse exposure to different branches in psychology at KRMU. We help students grow into mature and conscientious psychologists through rigorous learning and research and intensive internship programmes.

The K.R. Mangalam University hopes the outcome-based curriculum will help students in making informed decisions at the time of working with prospective client groups in the field of psychology.

ACKNOWLEDGEMENT

The development of a Curriculum for Postgraduate degree courses in the Department of Psychology is a result of thorough deliberations by a team of subject experts. The curriculum is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance, i.e., outcomes at different levels. It formulates content around activities that lead to specific outcomes.

I wish to acknowledge all our experts who have been involved in the process of developing this curriculum for M.A. **Applied** Psychology. I acknowledge the guidance and support provided by Prof. Raghuvir Singh, Vice Chancellor, K.R. Mangalam University, K.R. Mangalam University throughout the process of developing this curriculum.

I extend my gratitude to my team members for their research, effort, and expertise throughout the development of the curriculum.

Last but not least, I express my heartfelt thanks to our external academic experts for their valuable contribution towards shaping this curriculum.

Prof. (Dr.) Renu Verma
Dean
School of Liberal Arts

1. INTRODUCTION

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRMU have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, education, journalism, management, media and other study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

1. Enduring legacy of providing education by the high achievers who demonstrate leadership in diverse fields.
2. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

2. OBJECTIVES

1. Enhance leadership qualities among the youth, understanding ethical values and environmental realities.
2. Foster employability and entrepreneurship through a futuristic curriculum and progressive pedagogy with cutting-edge technology.
3. Instill a notion of lifelong learning through stimulating research, outcomes-based education, and innovative thinking.
4. Integrate global needs and expectations through collaborative programs with premier universities, research centres, industries, and professional bodies.

3. UNIVERSITY VISION AND MISSION

3.1 Vision

K.R. Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research, and innovation, preparing socially responsible life-long learners contributing to nation building.

3.2 Mission

1. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology
2. Instill notion of lifelong learning through stimulating research, Outcomes-based education, and innovative thinking
3. Integrate global needs and expectations through collaborative programs with premier universities, research centres, industries, and professional bodies.
4. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities

4. ABOUT THE SCHOOL OF LIBERAL ARTS

The School of Liberal Arts (SOLA), Formerly known as School of Humanities, established in 2015, offers a comprehensive range of undergraduate, postgraduate, and doctoral programs across various disciplines, including English, Economics, Psychology, Political Science, and Chinese. At SOLA, we are committed to cultivating a profound understanding of the human experience through the study of literature, arts, philosophy, and related fields. Our vibrant academic community engages in dynamic discussions, critical analysis, and creative exploration, providing students with a rich educational experience that enhances both their personal and professional growth.

We are dedicated to promoting a liberal education that empowers students to develop unique perspectives, strong communication skills, refined social etiquette, and a deep sense of ethical responsibility toward society and the nation. SOLA aims to nurture intellectually astute individuals who confidently represent themselves as thought leaders on global platforms. Our distinguished faculty, experts in their respective fields, are integral to this mission, fostering an

environment of academic excellence and intellectual growth.

4.1 School Vision

To attain international recognition as a high-quality multidisciplinary learning that nurtures ethical, reflective and socially engaged individuals capable of addressing complex global challenges.

4.2 School Mission

- To foster a learner-centric and multidisciplinary environment that integrates humanities, social sciences and creative disciplines to develop well-rounded individuals.
- To instill innovative pedagogies and diverse course pathways that promote intellectual curiosity, civic engagement and lifelong learning.
- To advance ethical reasoning, cultural awareness and a global perspective through a dynamic and inclusive curriculum.
- To cultivate experiential and applied learning that empowers students to engage with real-world challenges through innovation, collaboration and sustained academic growth.
- To provide opportunities for holistic development through research engagement, creative practices, internships and community-based learning for impactful societal contribution.

5. ABOUT THE PROGRAMME: MASTER'S IN APPLIED PSYCHOLOGY

The M.A. in Applied Psychology is a two-year postgraduate degree designed to deepen students' understanding of psychological principles and their practical applications across various fields. This program emphasizes the application of psychological theories and methodologies to address real-world challenges, equipping students with advanced analytical, problem-solving, and research skills. With a strong focus on applied psychology, the program prepares students for diverse professional roles and further academic pursuits. It fosters intellectual growth, critical thinking, and ethical practice, encouraging students to make meaningful contributions to the psychological field.

5.1 Nature of the Programme:

The M.A. in Applied Psychology is a two-year degree program structured to provide an in-depth exploration of psychological principles with a focus on their practical applications in contemporary settings. The curriculum integrates a broad range of applied psychological perspectives, including organizational, health, clinical, and counseling psychology, enabling students to gain expertise in various domains within the discipline.

Through a combination of theoretical instruction, hands-on experiences, and research projects, students engage with core areas of applied psychology such as behavioral interventions, psychological assessment, psychotherapy, mental health counseling, and workplace psychology. The program emphasizes the use of evidence-based practices, advanced research methodologies, and statistical tools, preparing students to analyze and address complex psychological issues. A focus on interdisciplinary learning and the application of psychology to diverse social and cultural contexts is central to the program.

The curriculum includes opportunities for internships, fieldwork, and independent research, allowing students to apply their knowledge in practical settings. Graduates are well-prepared for careers in clinical practice, counseling, human resources, organizational development, education, and community mental health. The program also lays a robust foundation for those interested in pursuing doctoral studies or specialized training in psychology.

6. DEFINITIONS

➤ Programme Outcomes (POs)

Programme Outcomes are statements that describe what the students are expected to know and would be able to do upon graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme.

➤ Programme Specific Outcomes (PSOs)

Programme Specific Outcomes are statements about the various levels of knowledge specific to the given program which the student would be acquiring during the program.

➤ Programme Educational Objectives (PEOs)

Programme Educational Objectives of a degree Programme are the statements that describe the expected achievements of graduates in their career, and what the

graduates are expected to perform and achieve during the first few years after graduation.

➤ **Credit**

1 Credit refers to a unit of 01 theory contact hours/tutorial hours per week or 02 hours of lab/practical work per week.

6.1 Programme Educational Objectives (PEO)

PEO1: Pursuing a career as a successful professional in the field of psychology and engaged in entrepreneurship.

PEO2: Professionally sound and working in leadership positions

PEO3: Using universal values and adhering to the highest level of professional ethics.

PEO4: Become a responsible citizen contributing to societal development and nation-building.

6.2 Programme Outcomes (PO)

PO1: Problem-solving skills: To equip the students with advanced problem-solving abilities.

PO2: Critical thinking: Apply critical thinking ability to assess information from multiple perspectives.

PO3: Creativity: Able to generate the new ideas for a better life and novel solutions to the problems encountered in their professions.

PO4: Communication and soft skills: Communicate effectively with peers and society at large and able to comprehend complex information.

PO5: Environmental Sensitivity: Protection of environment and biodiversity through sustainable practices in their day-to-day life and profession.

PO6: Team Building and Leadership: Students will be transformed as effective team members and dynamic leaders aligned with culture and values in a multidisciplinary setting. **PO7: Entrepreneurship:** Inculcate entrepreneurs' mindset to enhance the employability of youth for a better quality of life.

PO8: Technological advancement: Adapt to new technology and innovation for a universal view on social impact and professional growth.

PO9: Cross-cultural adaptability: Cultivate an understanding of the cultural and social dimensions of environmental issues, recognizing diverse perspectives and sensitivity towards the upliftment of the poor and vulnerable sections of society for inclusive growth.

6.3 Programme Specific Outcomes:

PSO1: Understanding empirical findings, advanced psychological theories, and complex psychological issues.

PSO2: Applying advanced psychological theories, and methodologies in clinical, educational, or organizational settings to enhance individual and group functioning.

PSO3: Analyzing complex psychological studies to identify limitations, validity of findings, and implications for practice and research.

PSO4: Evaluating the effectiveness of psychological interventions, therapies, and programs based on empirical evidence and established professional standards.

PSO5: Creating innovative psychological interventions, research proposals, and programs that address real-world challenges, contributing to the field through advanced independent inquiry.

7. ELIGIBILITY CRITERIA OF M.A. APPLIED PSYCHOLOGY PROGRAMME

The candidate should have passed a Bachelor's degree (any discipline) or equivalent degree from a recognized university with a minimum of 50% marks in aggregate. Candidates who have appeared in the examination of final year examination shall also be eligible. However, for such candidates shall be provisional. The reservation and relaxation for SC/ST/OBC/PwD and other categories shall be as per the rules of the central/state government, whichever is applicable

8. CAREER OPPORTUNITIES

The Master's degree program provides students with an entry to a rewarding career as a psychologist. Multiple career opportunities are available for students upon successful completion of the program. The wide array includes jobs like, clinical psychologist, a child psychologist, rehabilitation psychologist, oncological counsellor, school counsellor, psychometrician, teacher and researcher. Relatively new super-specializations such as sports, forensic and environmental psychology also offer excellent career opportunities to students with training in these domains.

9. CLASS TIMINGS

The class will be held from Monday to Friday from 9.10 A.M. to 4.00 P.M.

10. PROGRAM DURATION

The program duration of the Master's in Psychology is as follows:

Name of the Program	Duration
M.A. Applied Psychology	2 Years (4 Semesters)

COURSE STRUCTURE OF M.A. APPLIED PSYCHOLOGY PROGRAMME (2025-26)

Scheme of Studies MA Applied Psychology (2025-27)

Semester 1st								Semester 2nd							
S.No	Category of Course	Course Code	Course Title	L	T	P	C	S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	SLAPIA 101	Introduction to Applied Psychology	3	1	0	4	1	Core	SLAPAP 201	Applied Psychometrics	3	1	0	4
2	Core	SLAPAC 102	Applied Cognitive Psychology	3	1	0	4	2	Core	SLAPDP 202	Developmental Psychology	3	1	0	4
3	Core	SLAPAS 103	Applied Social Psychology	2	1	0	3	3	Core	SLAPAP 203	Abnormal Psychology	2	1	0	3
4	Core	SLAPBB 104	Biological Basis of Behaviour	2	1	0	3	4	Core	SLAPHP 204	Health Psychology	2	1	0	3
5	Core	SLAPSM 105	Statistical Methods	2	1	0	3	5	Core	SLAPPP 205	Psychometrics Practical	0	0	6	3
6	Core	SLAPCP 106	Cognitive Psychology Practical	0	0	6	3	6	DSE	DSE-I	Discipline Specific Elective-I	2	1	0	3
Total Credits							20	Total Credits							20

Students on exit shall be awarded Post Graduate Diploma after securing the requisite 40 credits in Semesters I and II

Students must undertake a compulsory one-month summer internship during the summer break, to be evaluated in the third semester.

Semester 3rd								Semester 4th							
S.No	Category of Course	Course Code	Course Title	L	T	P	C	S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	SLAPGC 301	Guidance and Counseling	3	1	0	4	1	Core	SLAPRM 401	Research Methodology	3	1	0	4
2	Core	SLAPHR 302	Human Resource Management	3	1	0	4	2	Core	SLAPMS 402	Multivariate Statistics	3	1	0	4
3	Core	SLAPPS3 03	Psychotherapies	2	1	0	3	3	Core	SLAPRE 403	Research Ethics and Publication	2	1	0	3
4	Core	SLAPPP3 04	Positive Psychology	2	1	0	3	4	Core	DSE-III	Discipline Specific Elective-III	2	1	0	3

5	Core	SLAPCP 305	Counseling Practical	0	0	6	3		5		SLAPDR 404	Dissertation				1 0
6	DSE	DSE-II	Discipline Specific Elective-II	2	1	0	3									
7	SI	SI001	Summer Field Work/Intern ship before the third semester				4									
Total Credits							24		Total credits							2 4
Students on exit shall be awarded a Masters in Applied Psychology after securing the requisite 88 credits on completion of Semester IV																
Pool of DSE																
				Semester-II							Semester-III					Semester IV

S.no	Name of the Pool	Course Category	Course Code	DSE-I	Course Code	DSE-II	Course Code	DSE-III
1	Rehabilitation Psychology	DSE-A	SLAPD R206	Disability and Rehabilitation	SLAPRC306	Rehabilitation Assessment and Counselling	SLAPCR 405	Psychosocial Issues and Community Based Rehabilitation
2	Forensic Psychology	DSE-B	SLAPFF 207	Fundamentals of Forensic Psychology	SLAPCB307	Personality and Criminal Behaviour	SLAPLE 406	Legal Concepts and Evidence Related Issues
3	Neuropsychology	DSE-C	SLAPFN 208	Fundamentals of Neuroscience and Neuropsychology	SLAPNP308	Neuroanatomy and Pathology	SLAPNI 407	Neuro-Assessment and Intervention
4	Organizational Psychology	DSE-D	SLAPOF 209	Introduction to Organizational Behaviour	SLAPIO309	Interpersonal Processes of Organization	SLAPSO 408	Selection and Assessment in Organizations
5	Developmental Psychopathology	DSE-E	SLAPCP 210	Childhood Psychopathology	SLAPAP310	Adolescent Psychopathology	SLAPGP 409	Geriatric Psychopathology

Five Pool Having 15 Papers

SYLLABUS

Semester 1st							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	SLAPIA101	Introduction to Applied Psychology	3	1	0	4
2	Core	SLAPAC102	Applied Cognitive Psychology	3	1	0	4
3	Core	SLAPAS103	Applied Social Psychology	2	1	0	3
4	Core	SLAPBB104	Biological Basis of Behaviour	2	1	0	3
5	Core	SLAPSM105	Statistical Methods	2	1	0	3
6	Core	SLAPCP106	Cognitive Psychology Practical	0	0	6	3
Total Credits							20

SEMESTER-I

SLAPIA101	Introduction to Applied Psychology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

This course offers an introduction to the fundamental concepts, theories, and applications of psychology in various fields. It explores how psychological principles are applied in real-world settings to address human behavior, cognition, and emotions. The course emphasizes the practical aspects of psychology, including its applications in education, health, business, and everyday life. Students will gain an understanding of key psychological theories and methods and learn how these are utilized to solve practical problems and improve human well-being.

Course Outcomes

On completion of this course, students will be able to

CO1. Describe the scope, history, and branches of applied psychology.

C05. Demonstrate ethical use of scientific methods in applied contexts.

case studies, and collaborative group activities to foster a comprehensive understanding of psychological principles in practical settings. Leveraging digital tools such as virtual simulations, interactive assessments, and online learning platforms, students will engage with topics including health, organizational, educational, and clinical psychology. Throughout the course, students will participate in role-play exercises, case analyses, and problem-solving workshops to apply psychological theories to real-life scenarios, promoting critical thinking and practical skills.

Continuous assessments, including reflective journals, quizzes, and group presentations, will be used to gauge students' understanding and application of concepts. The instructor will provide guidance and support through dedicated office hours, online forums, and regular feedback to address individual learning needs. This approach ensures students acquire not only theoretical knowledge but also hands-on experience in the field, preparing them for diverse applications of psychology in their professional lives.

Text Books:

1. *Applied Psychology* by Graham C. Davey
2. *Psychology Applied to Modern Life: Adjustment in the 21st Century* by Wayne Weiten & Dana S. Dunn

Reference Books:

- *Applied Psychology: Research, Training and Practice* by Rowan Bayne & Ian Horton
- *Introduction to Clinical Psychology* by Geoffrey P. Kramer, Douglas A. Bernstein & Vicky Phares
- *Social Psychology* by David Myers
- *Industrial and Organizational Psychology* by Paul E. Spector

Open Educational Resource (OER):

- *Introduction to Psychology* – OpenStax, Rice University

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SEMESTER I

SLAPAC102	Applied Cognitive Psychology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

The Applied Cognitive Psychology course explores how the principles of cognitive psychology can be applied to solve real-world problems and enhance human performance across various domains. This course delves into the core cognitive processes such as perception, attention, memory, language, problem-solving, and decision-making, and examines how these processes influence everyday activities and professional practices.

Students will learn to analyze cognitive functions and dysfunctions and apply this knowledge to areas such as education, technology, healthcare, and organizational settings. The course emphasizes the practical application of cognitive theories to improve learning, optimize human-computer interactions, enhance decision-making, and develop interventions for cognitive impairments.

Through lectures, case studies, research projects, and hands-on activities, students will gain a deep understanding of how cognitive psychology can be used to address practical issues and improve outcomes in various contexts. Ethical considerations and the impact of cultural diversity on cognitive processes will also be discussed, preparing students to apply cognitive psychology in a responsible and culturally sensitive manner.

Course Outcomes

On completion of this course, students will be able to

- CO1.** Outline the history, scope, and research methods of applied cognitive psychology.
- CO2.** Explain memory and language mechanisms and their practical applications.

- CO3.** Apply cognitive theories to reasoning, bias, and decision-making scenarios.
- CO4.** Compare major models of consciousness, attention, and perception—including Indian perspectives.
- CO5.** Integrate cognitive-neuroscience evidence and ethics to design applied research solutions.

Course Content:

UNIT I *Introduction to Applied Cognitive Psychology* (15 lecture hours)

History and scope of **Applied** cognitive psychology, Key cognitive processes: perception, attention, memory, language, thinking, Research methods in **Applied** cognitive psychology, Cognitive neuroscience and its applied relevance, Ethical considerations in applied cognitive research

UNIT II *Memory and Language* (15 lecture hours)

Memory: Types, Encoding, Storage and Retrieval from Sensory, Short term and Long-Term Memory. Retrieval Strength, Storage Strength and Meta-Memory, Atkinson and Shiffrin, BADELEY- HITCH; Executive processing. Frontal lobe connection. Frontal damage and frontal Hypothesis, Biochemical basis of learning and memory; Application of memory

UNIT III *Reasoning and Decision Making* (15 lecture hours)

Reasoning: Inductive and Deductive reasoning, categorical syllogisms, conditional syllogism, syllogistic reasoning, Algorithm and Heuristics; Biases- Representativeness, Confirmation Bias, Gambler's Fallacy, Sunk-Cost Effect; Decision Making: Framing Effect, Risk Aversion, Overconfidence, Hindsight Bias, Cognitive Basis of Social Judgement, Stereotyping and Prejudice, Attitude to Risk

UNIT IV *Consciousness, Attention and Perception* (15 lecture hours)

Consciousness: Consciousness as a scientific construct, Cognitive psychology and Consciousness, Function and structure of Consciousness, Modern theories of Consciousness,

Indian approaches to consciousness. Attention: Selective and divided attention, Signal detection and vigilance, Automatic processing; Perception: Pattern recognition, Top down and bottom up approaches, Theories of Gestalt School , Osgood, Gibson, Bayesian approach, Neuro-physiological correlates of consciousness, attention and visual perception

Learning Experience:

The *Applied Cognitive Psychology* course combines engaging lectures, experiential learning, and collaborative projects to explore the practical applications of cognitive psychology in areas such as decision-making, memory, perception, and problem-solving. Utilizing digital tools like cognitive simulations, interactive assessments, and virtual labs, students will actively engage with course material and investigate cognitive processes through real-world case studies and experimental design projects.

Students will participate in group discussions, analyze case studies, and conduct mini-experiments to apply cognitive theories to everyday and professional contexts, such as user experience design, educational strategies, and cognitive rehabilitation. Continuous assessments—including reflective journals, quizzes, and group presentations—will support the development of critical thinking and research skills.

Instructors will offer support and guidance through office hours, online forums, and timely feedback to facilitate personalized learning. This immersive learning experience will enable students to understand and apply cognitive principles in real-world settings, equipping them with both theoretical insight and practical skills in cognitive psychology.

Text Books:

1. *Cognitive Psychology: A Student's Handbook* by Michael W. Eysenck & Mark T. Keane
2. *Cognition: Exploring the Science of the Mind* by Daniel Reisberg

Reference Books:

- *Cognitive Psychology* by Robert L. Solso, Otto H. MacLin & M. Kimberly MacLin
- *Thinking, Fast and Slow* by Daniel Kahneman
- *The Student's Guide to Cognitive Neuroscience* by Jamie Ward
- *Applied Cognitive Psychology: Perceiving, Learning and Remembering* by Douglas J. Herrmann, Mark McKim, & Christopher J. Dineen

Open Educational Resource (OER):

- *Introduction to Cognitive Psychology* – MIT OpenCourseWare

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SEMESTER-I

SLAPAS103	Applied Social Psychology	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

This course, Applied Social Psychology, explores the practical application of social psychological theories and research to address real-world issues. Students will delve into how social influences, group dynamics, cultural contexts, and interpersonal relationships shape individual and collective behaviors. The course covers a wide range of topics including social perception, attitude formation and change, conformity, aggression, and pro-social behavior.

Through a combination of lectures, discussions, case studies, and hands-on projects, students will learn to analyze and interpret social phenomena, design and evaluate interventions, and apply ethical and culturally sensitive approaches to solving social problems. By the end of the course, students will be equipped with the knowledge and skills to use social psychological principles to effect positive change in various professional and societal contexts.

Course Outcomes

On completion of this course, students will be able to

CO1. Define the nature, scope, and methods of applied social psychology.

CO2. Apply social psychology to personal, educational, environmental, and workplace settings.

C05. Understand the role of social psychologists in promoting social change.

Learning Experience:

The *Applied Social Psychology* course employs a dynamic mix of interactive lectures, collaborative projects, and community-based activities to investigate the role of social psychology in addressing real-world issues. Through the use of digital platforms, case simulations, and online discussion forums, students will explore concepts like social influence, group behavior, attitude change, and prejudice reduction in various contexts such as organizations, healthcare, and public policy.

Students will engage in case studies, community observation exercises, and group projects where they can apply social psychological theories to practical challenges, like promoting social justice, enhancing workplace cohesion, and improving public health communication. Assessments, including quizzes, reflective essays, and project presentations, will encourage students to critically analyze and creatively apply course content.

The instructor will provide continuous support through office hours, online Q&A sessions, and constructive feedback. This applied approach allows students to deepen their understanding of social psychology and its potential to drive positive change in society, preparing them for impactful roles in various professional fields.

Text Books:

1. *Applied Social Psychology: Understanding and Addressing Social and Practical Problems* by Frank W. Schneider, Jamie A. Gruman & Larry M. Coutts
2. *Social Psychology* by David G. Myers & Jean M. Twenge

Reference Books:

- *Applied Social Psychology in India* by Girishwar Misra
- *Social Psychology* by Elliot Aronson, Timothy D. Wilson & Robin M. Akert
- *The Social Animal* by Elliot Aronson
- *Handbook of Social Psychology* by Susan T. Fiske, Daniel T. Gilbert & Gardner Lindzey

Open Educational Resource (OER):

- *Social Psychology* – Boundless (Lumen Learning)

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SEMESTER I					
Course Code: SLAPBB104	Biological Basis of Behaviour	L	T	P	C
Version: 1.0		2	1	0	3
Category of Course	Discipline Specific Course				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Description

The **Biological Basis of Behavior** course provides a comprehensive exploration of the neurobiological foundations of human behavior. This course is crucial for students pursuing degrees in psychology, neuroscience, and related fields, as it bridges the gap between biological sciences and psychological phenomena. Understanding the biological underpinnings of behavior is essential for academic success in advanced topics of psychology and is critical for careers in clinical psychology, neuropsychology, and psychiatric research. This course is fundamental within the curriculum as it equips students with a deeper understanding of how biological processes influence cognition, emotion, and behavior. This knowledge is pivotal for any professional working with mental health, cognitive development, or any area where human behavior needs to be understood or modified.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1.** Describe the scope, history, and research methods of biopsychology.
- CO2.** Explain the structure and function of the nervous and sensory-motor systems.
- CO3.** Understand neural communication and the role of neurotransmitters and hormones.
- CO4.** Analyze neurological bases of memory, emotion, and stress.
- CO5.** Apply biopsychological concepts to understand brain–behavior relationships.

Course Content

UNIT I *Introduction* (12 lecture hours)

Biopsychology: Definition, nature and scope, Difference between biopsychology and neuropsychology; Evolution and historical beginnings, genetics and behavior; Research methods in Biopsychology, Ethics in Biopsychology research.

UNIT II *Nervous System and Sensory-Motor System* (11 lecture hours)

Central Nervous System: Brain and Spinal Cord; Peripheral nervous systems: Somatic Nervous System- Spinal and Cranial Nervous, Autonomic Nervous System: Sympathetic and parasympathetic NS; Sensory systems: Visual, auditory, tactile, olfactory, gustatory, Attention and sensorimotor integration

UNIT III *Communication in Brain* (12 lecture hours)

Neurons: Definition, Structure and Types; Neural communication: Resting potential, action potential, and synaptic transmission; Neurotransmitters: Types and role, Hormones: Types and role; Neurological diseases: Dementia and Alzheimer

UNIT IV *Integrative Brain Functions* (11 lecture hours)

Neurobiology of Emotion: Role of limbic system, Neural Basis of Learning and Memory: Role of hippocampus and cortical areas in memory consolidation, Hebbian learning and synaptic plasticity, Brain and Stress Response: Acute vs. chronic stress, Psychoneuroimmunology- Interactions between the brain, stress, and immune system, Integration of Cognition and Emotion

Learning Experience:

The Biological Basis of Behavior course will be delivered through a blend of interactive lectures, hands-on laboratory sessions, and group discussions, employing technology such as virtual simulations and online learning platforms to enhance engagement and understanding. Students will actively participate in case studies, group projects involving experimental design, and peer review sessions that encourage collaboration and practical application of theoretical knowledge. Continuous assessments, including quizzes and exams, will evaluate

comprehension and application of course materials. The instructor will provide ample support and feedback through office hours and online communication, encouraging students to seek assistance to optimize their learning experience. This comprehensive approach ensures a deep understanding of neurobiological principles and their real-world applications in various professional contexts.

Text Books:

1. *Biopsychology* by John P.J. Pinel & Steven J. Barnes
2. *Fundamentals of Human Neuropsychology* by Bryan Kolb & Ian Q. Whishaw

Reference Books:

- *Physiology of Behavior* by Neil R. Carlson
- *Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience* by S. Marc Breedlove, Neil V. Watson & Mark R. Rosenzweig
- *Principles of Neural Science* by Eric Kandel, James Schwartz & Thomas Jessell
- *The Human Brain Book* by Rita Carter

Open Educational Resource (OER):

- *Neuroscience Online: An Electronic Textbook for the Neurosciences* – Developed by the Department of Neurobiology and Anatomy, UTHHealth

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SEMESTER I					
Course Code: SLAPSM105	Statistical Methods	L	T	P	C
Version: 1.0		2	1	0	3
Category of Course	Discipline Specific Course				
Total Contact Hours	45				
Pre-Requisites/ Co-Requisites					

Course Perspective

The **Statistical Methods** course is designed to equip students with the quantitative skills necessary for data analysis across a variety of disciplines including economics, psychology, sociology, business, and natural sciences. This course supports academic goals by providing foundational knowledge in descriptive and inferential statistics, hypothesis testing, and data interpretation skills that are critical for research and decision-making processes in professional settings. Statistical Methods is a core course in any program that involves data analysis and evidence-based decision making. It enables students to critically analyze data and apply statistical reasoning to solve real-world problems, which is crucial for success in careers such as data science, market research, policy analysis, and beyond.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1. Explain the role of statistics in psychological research and data representation.

CO2. Compute and interpret measures of central tendency and variability.

CO3. Apply concepts of normal distribution and z-scores in data analysis.

CO4. Interpret skewness and kurtosis to assess data distribution.

CO5. Calculate and analyze correlation using Pearson's and Spearman's methods.

Course Content

UNIT I *Introduction*

(12 lecture hours)

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 (Histogram; Frequency Polygon; Bar Diagram; Pie Chart; Cumulative Frequency Graph; Factors Affecting the Shape of Graphs).

UNIT II *Measures of Central Tendency*

(11 lecture hours)

Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw

Scores and Grouped Scores; Central Tendency Measures in Normal and Skewed Distributions; Measures of Variability: Range; Semi-Interquartile Range; Variance; Standard Deviation (Properties and Comparison); Effects of Linear Transformations on Measures of Variability.

UNIT III *Normal Distribution*

(12 lecture hours)

Standard (z) Scores: Standard Scores; Properties of z-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; Applications of Normal Curve, Divergence From Normality (Skewness and Kurtosis).

UNIT IV *Correlation*

(11 lecture hours)

Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient.

Learning Experience:

The Statistical Methods course will engage students through interactive lectures, hands-on workshops, and collaborative group projects, utilizing statistical software like SPSS, R, or Python to enhance practical learning. The course will incorporate real-world case studies and data sets to apply statistical theories actively, fostering critical thinking and problem-solving skills. Students will participate in peer reviews and use an online course management system for continuous engagement and submission of assignments. Assessments will include quizzes, project-based assignments, and a comprehensive final project to evaluate understanding and application of statistical methods. The instructor will provide robust support and feedback, encouraging students to leverage office hours and online forums for additional help, ensuring a dynamic and supportive learning environment.

Text Books:

1. *Statistics for Psychology* by Arthur Aron, Elliot Coups, & Elaine Aron
2. *Psychological Testing and Statistics* by Rajendra Kumar Sharma

Reference Books:

- *Understanding Statistics in the Behavioral Sciences* by Robert R. Pagano
- *Fundamentals of Statistics in Psychology and Education* by J.P. Guilford & Benjamin

Fruchter

- *Statistical Methods for Psychology* by David C. Howell
- *Basic Statistics for the Behavioral Sciences* by Kenneth D. Hopkins & Glen C. Hopkins

Open Educational Resource (OER):

- *Introduction to Statistics* – OpenStax, Rice University

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SLAPCP106	COGNITIVE PSYCHOLOGY PRACTICAL	L	T	P	C
Version 2.0		0	0	6	3
Pre-requisites/Exposure					
Co-requisites					

Course Outcomes

On completion of this course, the students will be able to

CO1. Students would be able to design, conduct and report experimental research.

CO2. Students would gain empirical knowledge in the areas of Applied Experimental Psychology, social, cognitive, personality, clinical and health.

CO3. Students would learn efficiently about the administration, interpretation and reporting of psychological tests and experiments.

Course Description

The Cognitive Psychology Practical course is designed to provide students with hands-on experience in investigating and understanding cognitive processes such as memory, attention,

perception, language, and decision-making. Through a series of structured experiments, simulations, and data analysis exercises, students will explore how cognitive functions are measured and analyzed in experimental settings. This course emphasizes the practical application of cognitive theories, experimental design, data interpretation, and critical evaluation of research findings. By the end of the course, students will have a robust foundation in cognitive research methods and be prepared to apply these techniques in advanced studies or professional contexts.

Each student would perform four to six experiments/test from the areas mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests/ experiments, duly signed by the respective teachers. During examination one experiment/test, would be conducted. Evaluation would be based on performance in conduct, written and viva.

Course Content

Unit I

(15 Practicum hours)

a) Any two experiments from following areas

1. Short Term Memory
2. Long Term Memory
3. Perceptual Constancy
4. Depth Perception

Unit II

(15 Practicum hours)

b) Any two tests from following areas

1. Role of set in thinking
2. Concept Formation
3. Problem Solving
4. Creativity

Unit III

(15 Practicum hours)

c) Any two tests from following areas

1. The Wechsler Intelligence Scales
2. Raven's Progressive Matrices
3. Multi Dimensional Aptitude Battery (MAB)
4. Differential Aptitude Test (DAT)

Text Books:

1. *Experimental Psychology* by M. Rajamanickam
2. *Cognitive Psychology: Theory, Process and Methodology* by Robert L. Solso, Otto H. MacLin & M. Kimberly MacLin

Reference Books:

- *Experimental Psychology* by Robert S. Woodworth & Harold Schlosberg
- *Cognitive Psychology* by Michael W. Eysenck & Mark T. Keane
- *Psychological Testing: Principles, Applications, and Issues* by Robert M. Kaplan & Dennis P. Saccuzzo
- *Measurement and Evaluation in Psychology and Education* by Robert M. Thorndike & Tracy Thorndike-Christ

Open Educational Resource (OER):

- *Research Methods in Psychology* by Paul C. Price, Rajiv Jhangiani, & I-Chant A. Chiang – BCcampus OpenEd

SEMESTER-II

Semester 2nd							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	SLAPAP201	Applied Psychometrics	3	1	0	4
2	Core	SLAPDP20	Developmental Psychology	3	1	0	4

		2					
3	Core	SLAPAP203	Abnormal Psychology	2	1	0	3
4	Core	SLAPHP204	Health Psychology	2	1	0	3
5	Core	SLAPPP205	Psychometrics Practical	0	0	6	3
6	DSE	DSE-I	Discipline Specific Elective-I	2	1	0	3
Total Credits							20

SLAPAP201	Applied Psychometrics	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Outcomes

On completion of this course, the students will be able to

- CO1.** Define key concepts, history, and need for psychometric testing.
- CO2.** Explain test construction, standardization, reliability, and validity processes.
- CO3.** Apply psychometric tools across clinical, educational, and organizational settings.
- CO4.** Analyze cultural, linguistic, and technological considerations in test adaptation.
- CO5.** Evaluate ethical and societal issues related to psychological testing.

Course Description

Psychometrics as a sub-discipline of the field of psychology with a focus on theory and application of psychological measurement which includes measurement of intelligence, aptitude, personality in general and micro areas of human behavior where applicable. In the present paper students will learn about the advantages and disadvantages of different assessment formats such as selected response items, performance assessments, and computer-based testing. Specific topics covered are tests and scales construction, application of test in varied setting, issues and challenges in test constructions etc.

Course Content

UNIT I *Introduction*

(15 lecture hours)

Psychometrics: Meaning, Need and Application of Psychometrics Measurement, History of Test Development; Types of Psychometric Measures, Classical Test Theory.

UNIT II *Test and Scale construction*

(15 lecture hours)

Test Development: Steps, Standardization: Reliability: Meaning, Types, Validity: Meaning, Types. Factors affecting reliability and validity. Norms: Qualitative and Quantitative norms. Test Adaptation: Language and Cultural adaptation of test, Threats to Psychometric Quality. Computerized testing

UNIT III *Applications of Psychological testing*

(15 lecture hours)

Clinical Application: Psychodiagnostics Tools, Clinical Rating Scales: Need and Types; Psychometric Testing in Organization: Need and Types; Psychometric Testing in Educational Settings: Need and Types, Application of Psychometric testing in career guidance; Psychometric testing in Military and settings.

UNIT IV *Ethics and Issues in Psychological Testing*

(15 lecture hours)

Ethics: Meaning and Importance; Ethical Issues in Psychological Testing: International guidelines; Challenges of cultural adaptation and translation of tests. Psychological testing and Society, Professional, moral and social issues shaping the field of testing.

Learning Experience:

The *Applied Psychometrics* course offers a practical, skill-based approach to understanding the development, administration, and interpretation of psychological tests and assessments. Students will engage in interactive lectures, hands-on test development projects, and collaborative exercises that emphasize real-world applications of psychometric principles in various settings, such as clinical, educational, and organizational environments. Using psychometric software and digital platforms, students will gain experience in test construction, item analysis, reliability and validity assessment, and scoring procedures.

In this course, students will work on projects that involve designing, analyzing, and validating psychological assessments, often collaborating in groups to foster peer learning and teamwork. Continuous assessments, such as quizzes, reflective journals, and project presentations, will monitor students' understanding of psychometric techniques and encourage practical application. Additionally, case studies will provide opportunities to

explore ethical considerations and address common challenges in psychometric testing.

Instructors will offer guidance through interactive feedback sessions, online Q&A, and individualized support, enabling students to refine their skills and deepen their understanding of psychometric theory and its applications. This experiential learning approach equips students with the foundational knowledge and technical skills needed to develop and apply psychometric assessments confidently and ethically in professional settings.

Text Books:

1. *Psychological Testing and Assessment* by Ronald Jay Cohen & Mark E. Swerdlik
2. *Foundations of Psychological Testing: A Practical Approach* by Leslie A. Miller & Robert L. Lovler

Reference Books:

- *Psychometrics: An Introduction* by R. Michael Furr & Verne R. Bacharach
- *Principles of Psychological Testing* by Anne Anastasi & Susana Urbina
- *Psychological Testing: Principles, Applications, and Issues* by Robert M. Kaplan & Dennis P. Saccuzzo
- *Handbook of Psychological Assessment* by Gary Groth-Marnat

Open Educational Resource (OER):

- *Psychological Testing and Assessment* – Open Textbook by Rice University (Lumen Learning)

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SLAPDP202	Developmental Psychology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				

UNIT III *Middle Childhood to Adolescence*

(15 lecture hours)

School-age cognitive development (Piaget, information processing, executive function), Identity development (Erikson, Marcia) and self-concept, Peer relationships, bullying, and prosocial behavior, Puberty and its psychosocial impact, Gender development, body image, and media exposure, Risk behavior and mental health challenges in adolescence, Role of school, family, and policy in adolescent development

UNIT IV *Adulthood, Aging, and Applied Developmental Concerns* (15 lecture hours)

Aging and development: Physical, cognitive, and socio-emotional changes in adulthood and old age; theories of aging, coping with life transitions, dementia, Alzheimer's disease.

Developmental psychology in clinical settings: Pervasive Developmental Disorders, Role of developmental psychologists in assessment, therapy, and rehabilitation; ethical issues.

Learning Experience:

The *Developmental Psychology* course provides an immersive learning experience, blending lectures, case studies, and experiential projects to explore the lifespan approach to human development. Students will investigate key developmental stages, from infancy through adulthood, and examine cognitive, emotional, and social changes that occur across these stages. Utilizing multimedia tools, virtual simulations, and real-world case examples, students will gain a thorough understanding of developmental theories and their application in diverse contexts.

Throughout the course, students will participate in group discussions, analyze developmental case studies, and engage in observation-based projects that connect theory with practical insights. Assessments such as reflective journals, quizzes, and presentations on developmental topics will reinforce the material and encourage critical thinking. Students may also conduct interviews or observations to explore real-life applications of developmental principles, applying ethical guidelines and methods learned in class.

Instructors will provide continuous support through office hours, online discussion forums, and detailed feedback on assignments, ensuring that students have the guidance needed to succeed. This hands-on approach to learning fosters a deep understanding of developmental processes, equipping students to apply developmental psychology concepts in fields like education, counseling, and healthcare.

Text Books:

1. *Life-Span Human Development* by Carol K. Sigelman & Elizabeth A. Rider
2. *Development Through the Lifespan* by Laura E. Berk

Reference Books:

- *Human Development: A Life-Span View* by Robert V. Kail & John C. Cavanaugh
- *Theories of Development: Concepts and Applications* by William Crain
- *Child Development* by John Santrock
- *Developmental Psychology: Childhood and Adolescence* by David Shaffer & Katherine Kipp

Open Educational Resource (OER):

- *Lifespan Development* – OpenStax (Lumen Learning)

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SEMESTER II

SLAPAP203	Abnormal Psychology	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

This course provides an in-depth exploration of the nature, causes, and treatment of abnormal behavior. It covers historical perspectives, major theoretical models, diagnostic classifications, and research methods. The course will examine various mental disorders, including anxiety disorders, mood disorders, psychotic disorders, and personality disorders, with a focus on their causes, symptoms, and therapeutic approaches. Emphasis is placed on

current diagnostic frameworks (DSM-5 and ICD-11) and evidence-based interventions.

Course Outcomes

On completion of this course, students will be able to

CO1. Describe the foundations, classification systems, and perspectives in abnormal psychology.

CO2. Identify symptoms, causes, and treatments of anxiety, OCD, and mood disorders.

CO3. Explain developmental, eating, and substance use disorders with clinical understanding.

CO4. Analyze major disorders like schizophrenia, delusions, and personality disorders.

C05. Apply diagnostic tools and therapeutic approaches used in abnormal psychology.

Course Content

UNIT I *Foundations of Abnormal Psychology* (12 lecture hours)

Introduction: Definitions of abnormality, historical perspectives, evolution of abnormal psychology; current trends in the field. Classification and Diagnosis: DSM and ICD, Theoretical Perspectives: Biological, psychodynamic, cognitive, behavioral, and socio-cultural models of abnormal behavior. Research Methods: Clinical observation, case studies, experiments

UNIT II *Anxiety, OCD and Mood disorder* **(11 lecture hours)**

Anxiety Disorders: Clinical feature, Etiology and treatment of Generalized anxiety disorder (GAD), Panic disorder, Specific and Social phobias, PTSD

Obsessive-Compulsive Disorder: Clinical feature, Etiology and treatment; Mood disorder: Clinical feature, Etiology and treatment of Depressive Disorders, Bipolar Disorders

UNIT III *Developmental and eating disorder* (12 lecture hours)

Neurodevelopmental Disorders: Clinical features, Etiology and treatment of Autism spectrum disorder (ASD), ADHD, Intellectual disability, Learning Disability

Eating Disorders: Clinical features, Etiology and treatment of Anorexia nervosa, bulimia nervosa, binge-eating disorder, Substance Use and Addictive Disorders, Etiology and treatment.

UNIT IV *Schizophrenia, Delusion and Personality Disorders* (11 lecture hours)

Schizophrenia: Diagnostic guidelines, Types. Cause and Treatment; Delusional Disorder: Diagnostic guidelines, Types. Cause and Treatment; Personality Disorders: Diagnostic guidelines, Types. Cause and Treatment

Learning Experience

The Abnormal Psychology course offers a comprehensive and interactive approach to understanding mental health disorders, their origins, symptoms, and treatments. Through a combination of lectures, case studies, group discussions, and multimedia resources, students will explore the biological, psychological, and social factors that contribute to abnormal behavior. The course emphasizes the application of diagnostic criteria, understanding of therapeutic approaches, and the ethical considerations in mental health practice.

Students will engage in analysis of case studies, role-play exercises, and small group projects to develop a deeper understanding of diagnostic processes and treatment planning. Using digital tools and virtual simulations, students will examine real-life scenarios and learn to recognize symptoms, evaluate diagnostic criteria, and consider various intervention strategies. Assessments will include quizzes, reflective journals, and presentations, fostering critical thinking and practical application of course content.

The instructor will provide guidance through office hours, online Q&A, and constructive feedback on assignments, supporting personalized learning paths. This experiential approach ensures that students gain a nuanced understanding of abnormal psychology, preparing them for careers in mental health, counseling, and related fields by equipping them with both theoretical knowledge and practical skills.

Text Books:

1. *Abnormal Psychology* by Ronald J. Comer
2. *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* by Richard P. Halgin & Susan Krauss Whitbourne

Reference Books:

- *Abnormal Psychology* by Susan Nolen-Hoeksema
- *Case Studies in Abnormal Psychology* by Thomas F. Oltmanns & Michele Martin
- *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)* – American Psychiatric Association
- *Foundations of Abnormal Psychology* by Bhargava M. & J.S. Chauhan (Indian

Perspective)

Open Educational Resource (OER):

- *Abnormal Psychology* – Saylor Academy

Assessment & Evaluation

Course Code:	Psychometrics Practical	L	T	P	C	
SLAPPP205						
Version: 1.0		0	0	6	3	
Category of Course	Discipline Specific Course					
Total Contact Hours	60					
Pre-Requisites/ Co-Requisites						

Course Description

The Psychometrics Practical course is designed for students at the master's level to develop advanced skills in psychological testing, assessment, and measurement. This course emphasizes hands-on experience in administering, scoring, interpreting, and analyzing psychometric tests and scales. Students will be trained to assess a wide range of psychological constructs such as intelligence, personality, attitudes, and abilities. The course provides practical exposure to the development of reliable and valid instruments, the use of standardized assessments, and advanced data analysis techniques related to psychometrics. This practical course is essential for students pursuing careers in psychological testing, clinical psychology, human resources, or research.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1. Administer and interpret standardized intelligence and aptitude tests.

CO2. Conduct personality assessments using both objective and projective tools.

CO3. Develop and refine items for psychometric test construction.

CO4. Evaluate reliability using appropriate statistical techniques.

CO5. Apply factor analysis to examine the structural validity of psychological scales.

Course Content

Unit I

- **Wechsler Adult Intelligence Scale (WAIS):** Administer and interpret a standardized measure of adult intelligence.
- **Raven's Progressive Matrices:** Measure abstract reasoning and non-verbal intelligence.
- **Differential Aptitude Tests (DAT):** Evaluate different abilities and aptitudes such as verbal reasoning, numerical reasoning, and mechanical reasoning.

Unit II

- **Minnesota Multiphasic Personality Inventory (MMPI-2):** Administer and interpret this clinical personality inventory.
- **NEO Personality Inventory (NEO-PI-R):** Assess personality dimensions based on the Five-Factor Model (Big Five).
- **Rorschach Inkblot Test:** Learn to administer and analyze this projective test for personality and emotional functioning.

Unit III

- **Test Construction and Item Writing:** Develop and refine items for a new psychometric tool.
- **Reliability Testing:** Apply techniques such as **Cronbach's Alpha**, **Split-Half Reliability**, and **Test-Retest Reliability** for psychometric evaluations.
- **Factor Analysis:** Conduct **Exploratory Factor Analysis (EFA)** and **Confirmatory Factor Analysis (CFA)** to assess the structural validity of a scale.

Learning Experience

The *Psychometrics Practical* course offers an advanced, experiential learning environment where students engage in the real-world application of psychometric theories and techniques. Students will administer standardized intelligence, ability, and personality assessments, and learn the principles of constructing new psychometric tools.

Laboratory sessions will be devoted to hands-on experience in scoring, interpreting, and reporting psychometric test results. Collaborative group projects will allow students to work on developing and validating their own psychological assessments. Feedback from peers and

instructors will help students refine their psychometric skills and techniques.

The course integrates Open Educational Resources (OER) such as freely available testing manuals, research papers, and psychometric databases, allowing students access to credible and up-to-date learning materials. Continuous feedback through peer review and instructor guidance ensures that students develop both theoretical and practical competence in psychometric testing and measurement.

Text Books:

1. *Psychological Testing and Assessment* by Ronald Jay Cohen & Mark E. Swerdlik
2. *Psychological Testing: Principles, Applications, and Issues* by Robert M. Kaplan & Dennis P. Saccuzzo

Reference Books:

- *Essentials of Psychological Testing* by Susana Urbina
- *Handbook of Psychological Testing* by Paul Kline
- *Psychometrics: An Introduction* by R. Michael Furr & Verne R. Bacharach
- *Applied Multivariate Statistical Analysis* by Richard A. Johnson & Dean W. Wichern (for Factor Analysis & EFA/CFA)

Open Educational Resource (OER):

- *Psychological Assessment* – Noba Project (Psychological Science modules)

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SEMESTER II						
Course	Code:	Health Psychology	L	T	P	C
SLAPHP204						
Version: 1.0			2	1	0	3

Biological stress response: Role of HPA axis, cortisol, and allostatic load, Impact of chronic stress on cardiovascular, immune, and endocrine systems, Psychological variables: Resilience, optimism, locus of control, emotional regulation, Mind-body approaches: Mindfulness, yoga, relaxation training, and biofeedback, Psychoneuroimmunology and psychosomatic illnesses

UNIT III *Health Behaviors and Interventions*

(12 lecture hours)

Health-enhancing vs. health-compromising behaviors, Theories of health behavior change: Health Belief Model (HBM), Theory of Planned Behavior (TPB), Transtheoretical Model (TTM), Social Cognitive Theory (SCT), Designing and evaluating health promotion programs, Digital health and behavior tracking tools (eHealth, mHealth), Role of motivation, adherence, and habit formation, Cultural influences on health behavior

UNIT IV *Chronic Illness, Pain, and Healthcare Systems*

(11 lecture hours)

Psychological aspects of chronic illness, Pain perception and management: Biopsychosocial approach to pain, Psychological interventions; Patient-practitioner relationships: Communication, trust, and adherence to treatment; Psychological interventions for chronic illness and pain management: Health psychology in healthcare systems, Ethical and cultural considerations in care.

Learning Experience:

The Health Psychology course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in role-plays and practical exercises to understand the psychological aspects of health and illness. They will analyze case studies on stress management, chronic illness, and health behavior change interventions. Students will also design health promotion programs targeting specific health issues. Assessments will include project work, reflective essays, and exams that integrate theoretical understanding with practical application.

Text Books:

1. *Health Psychology: A Biopsychosocial Approach* by Richard O. Straub
2. *Health Psychology* by Shelley E. Taylor

Reference Books:

- *Introduction to Health Psychology* by Val Morrison & Paul Bennett
- *Health Psychology: Theory, Research and Practice* by David F. Marks, Michael Murray, Brian Evans, & Emee Vida Estacio
- *The Psychology of Health and Illness: An Open Access Textbook* by Deborah Fish Ragin
- *Mind-Body Health: The Effects of Attitudes, Emotions and Relationships* by Keith J. Karren, Lee Smith, & Brian Whitley

Open Educational Resource (OER):

- *Health Psychology* – Noba Project

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Semester 3rd							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	SLAPGC301	Guidance and Counseling	3	1	0	4
2	Core	SLAPHR302	Human Resource Management	3	1	0	4
3	Core	SLAPPS303	Psychotherapies	2	1	0	3
4	Core	SLAPPP304	Positive Psychology	2	1	0	3
5	Core	SLAPCP305	Counseling Practical	0	0	6	3

6	DSE	DSE-II	Discipline Specific Elective-II	2	1	0	3
7	SI	SI001	Summer Field Work/Internship before the third semester				4

SEMESTER-III

SLAPGC301	Guidance and Counselling	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Description

This course provides an introduction to the field of guidance and counselling, exploring its theories, approaches, and techniques. It emphasizes understanding the role of guidance and counselling in educational and clinical settings, ethical considerations, and practical applications to promote personal and social development.

Course Outcomes

On completion of this course, the students will be able to

CO1. Describe the goals, types, and historical development of guidance and counselling.

CO2. Compare major counselling approaches and their real-world applications.

CO3. Demonstrate core counselling skills, techniques, and the counselling process.

CO4. Apply counselling strategies to diverse populations and settings.

CO5. Evaluate ethical, legal, and cross-cultural issues in counselling practice.

Course Content

UNIT I *Foundations of Guidance and Counselling* (15 lecture hours)

Definitions, goals, and scope of guidance and counselling, Historical development of counselling in India and globally, Types: Educational, vocational, personal, and rehabilitation guidance,

Principles and stages of guidance, Role of guidance in schools, colleges, and workplaces, Qualities and roles of an effective counsellor

UNIT II *Theoretical Approaches to Counselling* (15 lecture hours)

Major counselling approaches: Psychoanalytic (Freud, Adler), Person-centered (Carl Rogers), Cognitive-behavioral (Beck, Ellis), Gestalt and existential approaches, Multicultural and integrative models, Comparison of directive, non-directive, and eclectic counselling, Application of theories to case examples

UNIT III *Counselling Process, Skills, and Techniques* (15 lecture hours)

Stages of the counselling process: Rapport building, assessment, goal setting, intervention, termination, Basic counselling skills: Listening, empathy, questioning, reflection, summarizing. Techniques: Role-play, modeling, problem-solving, homework, Group counselling: Dynamics, stages, advantages, Record keeping, documentation, and supervision

UNIT IV *Applications and Ethical Issues in Counselling* (15 lecture hours)

Career guidance and assessment tools (interest inventories, aptitude tests), Counselling children, adolescents, families, and special populations, School-based counselling programs and life skills education, Ethical and legal issues in counselling practice (confidentiality, boundaries, informed consent), Cross-cultural counselling: Sensitivity, values, and communication, Crisis intervention and referral procedures

Learning Experience:

This course provides a dynamic and interactive learning environment, blending theoretical knowledge with practical application. Students will participate in lectures, case studies, role-play simulations, and group projects to apply HR concepts in real-world scenarios. Digital tools and online learning platforms will enhance engagement, enabling students to explore various HR functions through simulations and virtual HR management software.

Throughout the course, students will work on projects that involve creating HR plans, designing performance evaluation systems, and addressing complex employee relations scenarios. Continuous assessments, such as quizzes, reflective journals, and presentations, will help reinforce learning and encourage critical thinking. Case studies will allow students to analyze real-life HR challenges and propose solutions, while role-playing exercises

provide hands-on experience in dealing with recruitment, conflict resolution, and

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

organizational change.

Instructors will support students through office hours, online discussions, and regular feedback, ensuring a personalized learning experience. This approach equips students with the knowledge and skills to excel in HR roles, promoting effective people management and contributing to organizational development.

Text Books:

1. *Counselling: A Comprehensive Profession* by Samuel T. Gladding
2. *Guidance and Counselling* by R.A. Sharma

Reference Books:

- *Introduction to Counselling* by Michael Scott Nystul
- *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* by Linda Seligman & Lourie Reichenberg
- *Guidance and Counselling for Children and Adolescents in Schools* by Namita Ranganathan
- *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* by Gerard Egan

Open Educational Resource (OER):

- *Introduction to Professional Counseling* – Open Textbook Library (University of Minnesota)

Assessment & Evaluation

SLAPHR302	Human Resource Management	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Description

The *Human Resource Management* (HRM) course offers students an in-depth understanding of the principles, functions, and strategic importance of HRM within organizations. Covering essential topics such as recruitment, selection, training and development, performance management, compensation, and employee relations, the course highlights the critical role HR professionals play in fostering an organization's success. Emphasis is placed on modern HR practices, ethical considerations, and the alignment of HR strategies with organizational goals. By the end of the course, students will have a comprehensive foundation in HRM, enabling them to effectively manage human capital in diverse professional settings.

Course Outcomes

On completion of this course, the students will be able to

- CO1.** Explain the role of psychology in HRM and workplace behavior.
- CO2.** Apply psychological tools and principles in recruitment and selection.
- CO3.** Use motivation and learning theories to design effective training programs.
- CO4.** Evaluate strategies for enhancing employee performance and well-being.
- CO5.** Analyze ethical, cultural, and psychological aspects of HR practices.

Course Content

UNIT I *Introduction to HRM*

(15 lecture hours)

Nature and functions of HRM with psychological relevance, Role of psychology in understanding human behavior at work, HRM vs. Organizational Psychology vs. I-O Psychology, Strategic HRM and organizational culture, Psychological contracts and employee expectations, Role of HR psychologists in organizations

UNIT II *Psychological Principles in Recruitment and Selection* (15 lecture hours)

Job analysis and competency modeling from a psychological perspective, Psychological testing and tools for selection: Aptitude, personality, integrity, EI, Structured vs. unstructured interviews: Bias and decision-making, Assessment centers and situational judgment tests, Legal, ethical, and

cultural issues in personnel selection, Hiring for values, culture-fit, and emotional intelligence

UNIT III *Training, Motivation, and Performance Psychology* (15 lecture hours)

Adult learning theories and training psychology, Instructional design: ADDIE model, learning objectives, feedback, Cognitive and behavioral approaches to employee training, Theories of motivation at work: Maslow, Herzberg, Self-Determination Theory, Goal-setting, feedback, and appraisal systems, Enhancing performance through psychological interventions

UNIT IV *Employee Well-being, Work-Life Balance, and Ethics* (15 lecture hours)

Psychological well-being at work: Stress, burnout, and resilience, Work-life balance and boundary management, Emotional labor and job satisfaction, Employee assistance programs (EAPs) and wellness interventions, Ethics in HR: Fairness, discrimination, data privacy, Diversity, equity, and inclusion (DEI) through a psychological lens

Learning Experience

This course provides a dynamic and interactive learning environment, blending theoretical knowledge with practical application. Students will participate in lectures, case studies, role-play simulations, and group projects to apply HR concepts in real-world scenarios. Digital tools and online learning platforms will enhance engagement, enabling students to explore various HR functions through simulations and virtual HR management software.

Throughout the course, students will work on projects that involve creating HR plans, designing performance evaluation systems, and addressing complex employee relations scenarios. Continuous assessments, such as quizzes, reflective journals, and presentations, will help reinforce learning and encourage critical thinking. Case studies will allow students to analyze real-life HR challenges and propose solutions, while role-playing exercises provide hands-on experience in dealing with recruitment, conflict resolution, and organizational change.

Instructors will support students through office hours, online discussions, and regular feedback, ensuring a personalized learning experience. This approach equips students with the knowledge and skills to excel in HR roles, promoting effective people management and contributing to organizational development.

Text Books:

1. *Psychology and Work Today* by Duane Schultz & Sydney Ellen Schultz
2. *Human Resource Management* by Gary Dessler

Reference Books:

- *Work Psychology: Understanding Human Behaviour in the Workplace* by John Arnold et al.
- *Industrial and Organizational Psychology* by Paul E. Spector
- *Human Resource Management: A Contemporary Approach* by Ian Beardwell & Len Holden
- *Applied Psychology in Human Resource Management* by Wayne F. Cascio & Herman Aguinis

Open Educational Resource (OER):

- *Human Resource Management* – Saylor Academy

Assessment & Evaluation

SLAPPP304	Positive Psychology	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure					
Co-requisites					

Course Description

Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. This rapidly growing field is shedding light on what makes us happy, the pursuit of happiness, and how we can lead more fulfilling, satisfying lives. *This course synthesizes and integrates wellness principles and strategies into life, education and work place settings.* The course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include well being, happiness, optimism, positive virtues, mindfulness, gratitude, optimism and psychological health.

Course Outcomes

On completion of this course, the students will be able to

CO1: Understand the definition, goals, and scope of positive psychology.

CO2: Analyze positive emotions, well-being, and happiness from various theoretical perspectives.

CO3: Apply principles of self-regulation and personal goal setting to enhance well-being.

CO4: Examine positive cognitive traits such as resilience, optimism, hope, and gratitude.

CO5: Utilize positive psychology in educational, workplace, and mental health settings.

Course Content

UNIT I *Introduction to Positive Psychology* (12 lecture hours)

Positive Psychology: Definition; goals and assumptions; Relationship with other branches of Psychology, Application of Positive psychology: educational setting, workplace and mental health.

UNIT II *Positive Emotions, Well-being and Happiness* (11 lecture hours)

Content Summary: Positive emotions: Broaden and build theory, Cultivating positive emotions; Happiness: Hedonic and Eudaimonic perspective; Well-being: negative vs positive functions; Subjective well-being: Emotional, social and psychological well-being; Model of complete mental life.

UNIT III *Self-control, Regulation and Personal Goal Setting* (12 lecture hours)

The value of self-control; Personal goals and self-regulation; Personal goals and well-being; Goals that create self-regulation; Everyday explanations for self-control failure.

UNIT IV *Positive Cognitive States and Processes* (11 lecture hours)

Resilience: Developmental and clinical perspectives, Sources of resilience in childhood and adulthood; Optimism: How optimism works, variation of optimism and pessimism; Forgiveness; Gratitude; Hope.

Learning Experience

The Positive Psychology course provides an engaging and reflective learning environment focused on exploring strengths, well-being, resilience, and personal growth. Through a blend of interactive lectures, hands-on exercises, and self-reflection activities, students will investigate core concepts such as happiness, gratitude, optimism, and life satisfaction. Digital platforms, multimedia resources, and case studies will support students in understanding how positive psychology principles can be applied to enhance individual and community well-being. Students will participate in activities such as journaling, gratitude exercises, and strength-based assessments, applying positive psychology theories to personal experiences. Group projects, reflective assignments, and community-based interventions will foster collaboration and help students apply course concepts in real-world contexts. Continuous assessments, including reflective journals, presentations, and quizzes, will support students in developing a practical understanding of how to cultivate positive mental health and resilience. The instructor will offer support through office hours, interactive discussions, and detailed feedback, encouraging personal growth and well-being. This experiential approach enables students to internalize the principles of positive psychology, preparing them to promote well-being in both personal and professional settings.

Text Books:

1. **Positive Psychology: The Scientific and Practical Explorations of Human Strengths** by C.R. Snyder, Shane J. Lopez, Jennifer Teramoto Pedrotti
2. **Positive Psychology: The Science of Happiness and Flourishing** by William C. Compton & Edward Hoffman

Reference Books:

- *Character Strengths and Virtues: A Handbook and Classification* by Christopher Peterson & Martin Seligman
- *Flourish: A Visionary New Understanding of Happiness and Well-being* by Martin Seligman
- *The How of Happiness: A New Approach to Getting the Life You Want* by Sonja Lyubomirsky
- *Positive Psychology: Theory, Research and Applications* by Ilona Boniwell

Open Educational Resource (OER):

- **Positive Psychology – Noba Project**

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SLAPPS303	Psychotherapies	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

The **Psychological Therapies** course offers an in-depth exploration of the major therapeutic approaches used in the treatment of psychological disorders. This course covers a range of therapies, including cognitive-behavioral therapy (CBT), psychodynamic therapy, humanistic and existential therapies, and contemporary integrative approaches. Students will gain a solid understanding of the historical development, theoretical foundations, and practical applications of each therapy.

Students will explore how these therapies address various psychological conditions and how to apply them in diverse clinical settings. The course emphasizes the practical skills needed to conduct therapy, including assessment, intervention, and evaluation techniques. Through interactive lectures, case studies, role-playing, and simulated therapy sessions, students will practice and refine their therapeutic skills.

Ethical standards and cultural competence are integral components of the course. Students will learn to navigate ethical dilemmas and apply culturally sensitive practices in their therapeutic work. The course prepares students to critically evaluate the efficacy of different therapeutic approaches and to develop individualized treatment plans tailored to the unique needs of each client.

By the end of the course, students will be equipped with the knowledge and skills necessary to apply psychological therapies effectively and ethically in professional practice.

Course Outcomes

On completion of this course, students will be able to

CO1. Explain the foundations, types, and ethical aspects of psychotherapy.

C05. Compare humanistic, existential, and interpersonal therapy models in practice.

Application.

Learning Experience:

The *Psychotherapies* course provides a comprehensive and interactive experience, introducing students to major therapeutic approaches, techniques, and practices used in mental health settings. Through a mix of lectures, case analyses, role-plays, and hands-on exercises, students will explore therapies such as cognitive-behavioral therapy (CBT), psychodynamic therapy, humanistic therapy, and mindfulness-based approaches. The course emphasizes understanding diverse client needs and tailoring therapeutic interventions accordingly.

Students will engage in practical activities like mock therapy sessions, therapeutic role-play exercises, and group discussions to develop empathy, communication skills, and clinical insight. Case studies and multimedia resources will allow students to analyze real-world applications of therapeutic techniques, examining how different approaches address various psychological issues. Assessments, including reflective journals, presentations, and skill-building exercises, will reinforce students' knowledge of therapeutic principles and enhance their practical skills.

The instructor will provide continuous guidance through office hours, discussion forums, and personalized feedback on therapeutic exercises. This immersive learning experience equips students with foundational therapeutic skills, preparing them to approach client issues thoughtfully and effectively in professional mental health or counseling roles.

Text Books:

1. **Theory and Practice of Counseling and Psychotherapy** by Gerald Corey
2. **Cognitive Behavior Therapy: Basics and Beyond** by Judith S. Beck

Reference Books:

- *The Handbook of Psychotherapy* by Allen E. Bergin & Sol L. Garfield
- *Mindfulness-Based Cognitive Therapy for Depression* by Zindel Segal, J. Mark G. Williams, and John D. Teasdale
- *On Becoming a Person: A Therapist's View of Psychotherapy* by Carl Rogers
- *The Handbook of Humanistic Psychology* by Kirk J. Schneider, J. F. Pierson, and James F. T. Bugental

Open Educational Resource (OER):

- **Psychotherapy** – Noba Project

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Semester III						
SIAP001	Summer Internship	L	T	P	C	
Version 1.0						4
Category of Course	Summer Internship					
Total Contact Hours	120 Hrs					
Pre-requisites/Co-requisites	Knowledge of MS Office, Some soft Skills					

Course Description:

Internships in Psychology provide students with invaluable opportunities to apply theoretical knowledge from their academic studies to real-world psychological practice. These internships enable students to gain hands-on experience, develop professional skills, and explore various career pathways in the field of psychology. Placements may include hospitals, clinics, counseling centers, educational institutions, research organizations, corporate offices, and community health settings, where students can apply their psychological knowledge and gain practical experience in mental health care, counseling, research, or organizational psychology.

Course Objectives:

- **Application of Theory:** To provide psychology students with opportunities to apply theoretical concepts learned in the classroom to real-life psychological settings, including counseling, mental health interventions, or research.
- **Skill Development:** To foster the development of essential professional skills such as communication, empathy, ethical decision-making, and problem-solving, critical in various psychology careers.

- **Professional Exposure:** Students learn about workplace dynamics, professional etiquette, collaboration, time management, and ethics in a professional psychological setting.
- **Resume Enhancement:** Internships enhance the student's professional profile, increasing their competitiveness for jobs or further studies after graduation.
- **Career Insights:** Students gain practical insight into various fields of psychology, helping them explore career aspirations, strengths, and areas for further development.

Types of Psychology Internships:

- **Clinical Settings:** Interning at hospitals, clinics, or rehabilitation centers where students can observe mental health professionals, assist with assessments, counseling sessions, or psychotherapy under supervision.
- **Counseling Centers:** Interning at school or university counseling centers or community mental health services, where students can gain hands-on experience working with clients on mental health or developmental issues.
- **Educational Institutions:** Interning in schools or special education settings, assisting school psychologists or counselors in working with children on behavioral, developmental, or learning challenges.
- **Corporate/Organizational Settings:** Interning in human resources, organizational behavior, or wellness programs within corporate settings to apply psychology in employee development, well-being, and organizational dynamics.
- **Research Organizations:** Working with universities, research centers, or think tanks on psychological research projects, data analysis, literature reviews, or field studies related to mental health, cognition, or behavior.
- **Non-Profit or NGO Work:** Interning with NGOs focused on mental health awareness, community interventions, or social psychology, allowing students to work on campaigns, advocacy, or interventions to address social issues.

Guidelines for students:

1. All the students need to go for internship for minimum of 4 weeks.
2. Students can take mini projects, assignments, case studies by discussing it with concerned authority from industry and can work on it during internship.
3. All students should compulsorily follow the rules and regulations as laid by industry.
4. Every student should take prior permissions from concerned industrial authority if they want to use any drawings, photographs or any other document from industry.

5. Student should follow all ethical practices and SOP of industry.
6. Students have to take necessary health and safety precautions as laid by the industry.
7. Student should contact his /her academic guide from university on weekly basis to communicate the progress.
8. Each student has to prepare internship report in consultation with the academic guide.

Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student may contact Industrial Supervisor/ Faculty Mentor/TPO for assigning special topics and problems and should prepare the final report on the assigned topics. The training report should be signed by the Internship Supervisor and Faculty Mentor.

The Internship report will be evaluated on the basis of following criteria:

- i. Originality.
- ii. Adequacy and purposeful write-up.
- iii. Organization, format, drawings, sketches, style, language etc.
- iv. Variety and relevance of learning experience.
- v. Practical applications, relationships with basic theory and concepts taught in the course.

Assessment:

- Internship Performance Feedback & Certificate (30%)
- Internship Report (50%)
- Internship Presentation (20%)

Note: The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.

Course	Code:	Counselling Practical	L	T	P	C
SLAPCP305						

Version: 1.0		0	0	6	3
Category of Course	Discipline-Specific Course				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

The *Counselling Practical* course is designed for master's level students to develop core skills in counseling through hands-on practice. The course emphasizes the application of various counseling approaches, including psychodynamic, cognitive-behavioral, person-centered, and integrative models. Students will engage in role-playing, simulated sessions, and case analysis to enhance their counseling techniques, including active listening, empathy, reflection, and questioning. Ethical considerations and multicultural competencies will be integrated throughout the course to prepare students for real-world counseling practice. This course is essential for students pursuing careers in counseling, psychotherapy, or clinical psychology.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1. Administer and interpret tools measuring attitude, coping, and emotional intelligence.

CO2. Evaluate occupational stress and its psychological impact.

CO3. Assess aptitude, abilities, and career preferences using standardized tools.

CO4. Apply psychometric tools to explore job satisfaction and workplace variables.

CO5. Conduct assessments related to family dynamics, abuse perception, and digital behavior.

Course Content

UNIT I

- Attitude Scale
 - Coping Strategy
 - Emotional Intelligence Inventory
 - Occupational Stress

UNIT II

- Differential Abilities (Revised)
- Differential Aptitude Test Battery
- Career Preference Record
- Job Satisfaction

UNIT III

- Family Relationship Inventory
- Percieved Parental Abuse Scale
- Cyber Crime Awareness
- Internet Addiction Test

Learning Experience

The *Counselling Practical* course offers an experiential learning environment where students can apply theoretical knowledge to real-life counseling situations. Role-playing exercises and simulated counseling sessions will provide students with an opportunity to practice a variety of counseling techniques and approaches. Feedback from peers and instructors will guide students in refining their counseling skills.

Students will also work on case studies and participate in group discussions, where they will analyze different client issues and apply relevant counseling theories to develop intervention plans. The course incorporates **Open Educational Resources (OER)**, including free access to case studies, counseling videos, and ethical guidelines. These resources will enable students to continuously develop their counseling abilities and apply them in diverse professional settings.

Text Books:

1. **Psychological Testing: Principles, Applications, and Issues** by Robert M. Kaplan & Dennis P. Saccuzzo
2. **Essentials of Psychological Testing** by Susana Urbina

Reference Books:

- *Psychological Testing and Assessment* by Ronald Jay Cohen & Mark Swerdlik
- *Handbook of Psychological Assessment* by Gary Groth-Marnat
- *Practicing Psychological Testing* by A.K. Singh
- *Psychometrics: An Introduction* by R. Michael Furr

Open Educational Resource (OER):

- "Psychological Testing" – Noba Project

Semester 4th							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	SLAPRM401	Research Methodology	3	1	0	4
2	Core	SLAPMS402	Multivariate Statistics	3	1	0	4
3	Core	SLAPRP403	Research Ethics and Publication	2	1	0	3
4	Core	DSE-III	Discipline Specific Elective-III	2	1	0	3
5		SLAPDR404	Dissertation				10

SLAPDR404	Dissertation	L	T	P	C
Version 1.0					10
Pre-requisites/Exposure	Research Methodology				

Description:

The dissertation is a vital component of the Master's in Applied Psychology, designed to provide students with the opportunity to engage in independent, in-depth research on a psychological topic relevant to their area of specialization. Under the supervision of a faculty mentor, students identify a research problem, review existing literature, formulate hypotheses or research questions, and apply appropriate research methods to collect and analyze data. The dissertation enables students to demonstrate their ability to integrate theoretical knowledge with practical research skills, while also contributing original insights to the field. This process enhances critical thinking, scientific inquiry, and professional communication skills, culminating in a comprehensive written thesis and, where applicable, a formal presentation or defense.

Course Outcomes:

CO1: Demonstrate the ability to design and conduct independent psychological research.

CO2: Apply appropriate research methodologies and statistical techniques to analyze data.

CO3: Critically review and synthesize relevant psychological literature.

CO4: Formulate clear research questions or hypotheses based on theoretical frameworks.

CO5: Communicate research findings effectively through academic writing and presentations with ethical standards.

4. Responsibilities

Stakeholder	Responsibility
Student	Conduct literature review, prepare the proposal, collect and analyze data, write dissertation, and defend it.
Supervisor	Provide research guidance, methodological support, and approve all stages of the dissertation.

5. Procedure

Step 1: Topic Selection and Guide Allocation

- Select a research topic relevant to your specialization.
- Get topic approved by assigned guide.
- Submit Topic Approval Form with:
 - Title
 - Problem Statement
 - Rationale
 - Objectives
 - Guide's Signature

Step 2: Proposal Development

- Prepare a detailed research proposal including:

- Introduction and background
- Review of literature
- Objectives and hypotheses
- Methodology (sample, tools, procedure)
- Ethical considerations
- Timeline and expected outcomes

Formatting: Times New Roman, 12 pt, 1.5 spacing, APA 7th Edition

Step 4: Data Collection

- Follow approved methodology strictly.
- Obtain informed consent.
- Ensure participant confidentiality and data protection.

Timeline: Week 6-10

Step 5: Data Analysis

- Analyze data using appropriate statistical or qualitative methods.
- Use software such as SPSS, JASP, NVivo, or Excel as per research design.
- Consult guide for validation of findings.

Step 6: Dissertation Writing

NOTE: Dissertation writing should be in APA 7th Manual

Suggested Structure:

1. Cover Page
2. Declaration & Certificate (student and guide)
3. Acknowledgment
4. Abstract (200–250 words)

5. Table of Contents
6. Main Chapters:
 - a. Chapter I – Introduction
 - b. Chapter II – Review of Literature
 - c. Chapter III – Methodology
 - d. Chapter IV – Results
 - e. Chapter V – Discussion
 - f. Chapter VI – Summary, Limitations, and Implications
7. References (APA 7th)
8. Appendices (Tools, Consent Forms, Raw Data if required)

Formatting: A4 size, Times New Roman, 12 pt, 1.5 line spacing, 1” margin on all sides

Step 7: Pre-submission Review

- Submit draft to guide for final feedback.
- Revise based on comments.

Step 8: Final Submission

Submit:

- 4 hardbound copies (spiral as per department)

Step 9: Viva-Voce Examination

- Presentation (10–15 minutes)
- Emphasis on:
 - Understanding of concepts
 - Research process
 - Findings and implications

- Ability to respond to queries
- Conducted by a panel including external and internal examiners

6. Evaluation Rubric

Component	Marks (%)
Proposal	10%
Execution and Research	15%
Dissertation Writing	30%
Data Analysis & Interpretation	20%
Viva-Voce Presentation	15%
Formatting and Timeliness	10%

7. Appendix

- **Appendix A:** Topic Approval Form
- **Appendix B:** Sample Consent Form
- **Appendix C:** Responses

Assessment & Evaluation

Course	Code:	Research Ethics and Publication	L	T	P	C
SLAPRP403						
Version: 1.0			2	1	0	3
Category of Course	Discipline-Specific Course					
Total Contact Hours	60					
Pre-Requisites/ Co-Requisites						

Course Perspective

This course introduces students to the ethical considerations in conducting psychological research and provides practical guidance on writing comprehensive research reports. It covers core ethical principles, institutional guidelines, and skills necessary for drafting and presenting research findings.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1.** Explain the importance of ethics and historical violations in psychological research.
- CO2.** Apply ethical guidelines, including consent and confidentiality, in diverse research contexts.
- CO3.** Demonstrate skills in structuring and writing clear, ethical research reports.
- CO4.** Identify and prevent plagiarism while maintaining academic integrity.
- CO5.** Prepare and present research findings effectively with proper formatting and citation.

Course Content

UNIT I *Introduction to Research Ethics* **(12 lecture hours)**

Importance of ethics in psychological research; Ethical principles: Beneficence, non-maleficence, autonomy, justice; Historical cases of ethical violations: Tuskegee Study, Milgram Experiment, Zimbardo's Stanford Prison Experiment.

The role of Institutional Review Boards (IRBs); Ethical challenges in contemporary psychological research.

UNIT II *Ethical Guidelines in Research* (11 lecture hours)

American Psychological Association (APA) Ethical Guidelines; Informed consent, confidentiality, and debriefing; Special considerations for research with vulnerable populations (e.g., children, elderly); Ethics in online and digital research; Handling sensitive data: Privacy, security, and data protection.

UNIT III *Principles of Report Writing* (12 lecture hours)

Structure of a research report: Introduction, literature review, methods, results, discussion,

conclusion; Abstract writing and formulating titles; Reporting data and results: Using tables, charts, and figures; Writing style: Clarity, coherence, and conciseness; Referencing and citation: APA format and avoiding plagiarism.

UNIT IV *Plagiarism, Academic Integrity, and Research Presentation* (11 lecture hours)

Understanding plagiarism: Types and consequences; Tools and techniques for plagiarism detection; Proper citation techniques: Paraphrasing and summarizing; Academic integrity in research collaborations; Presenting research findings: Formatting, submission guidelines, and oral presentations.

Learning Experience:

This course will combine lectures, case studies, and critical discussions of ethical challenges in research. Students will explore landmark ethical cases and how they shaped the development of modern ethical guidelines. The report writing component will focus on building students' ability to write research papers in line with academic standards, ensuring clarity, coherence, and proper referencing. Emphasis will be placed on understanding and avoiding plagiarism through correct citation and paraphrasing techniques.

Text Books:

1. **Ethics in Psychology and the Mental Health Professions: Standards and Cases** by Gerald P. Koocher & Patricia Keith-Spiegel
2. **Writing for Psychology** by Mark L. Mitchell & Janina M. Jolley

Reference Books:

- *Publication Manual of the American Psychological Association (7th Edition)* – American Psychological Association
- *Principles of Research in Behavioral Science* by Bernard E. Whitley & Deborah J. Kite
- *Practical Research: Planning and Design* by Paul D. Leedy & Jeanne Ellis Ormrod
- *Doing Ethical Research with Children* by Sarah Banks & Mary Nind

Open Educational Resource (OER):

- **"Ethics in Research"** – Research Methods in Psychology (OER by University of Minnesota)

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code: SLAPRM401	Research Methodology	L	T	P	C	
Version: 1.0		3	1	0	4	
Category of Course	Discipline Specific Course					
Total Contact Hours	60					
Pre-Requisites/ Co-Requisites						

Course Perspective

This course introduces students to the fundamental principles and practices of research in psychology. It covers various research designs, methods of data collection, and ethical considerations in psychological research.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1.** Define the goals and types of psychological research using the scientific method.
- CO2.** Differentiate among experimental, correlational, and observational research designs.
- CO3.** Apply appropriate data collection techniques for psychological investigation.
- CO4.** Evaluate research validity, reliability, and common sources of bias.
- CO5.** Follow ethical principles in conducting and reporting psychological research.

Course Content

UNIT I *Introduction to Research in Psychology* (15 lecture hours)

Definition and goals of psychological research; Scientific method and psychology; Types of research: Basic, applied, and translational research; Hypothesis formulation and operationalization of variables; Research questions and literature review.

UNIT II *Research Designs* **(15 lecture hours)**

Experimental research: Variables, control, and manipulation; Quasi-experimental designs.
Correlational research: Understanding relationships between variables; Longitudinal vs. cross-sectional designs; Case studies and naturalistic observation.

UNIT III *Data Collection Techniques* **(15 lecture hours)**

Surveys and questionnaires: Construction, advantages, and limitations; Interviews: Structured, semi-structured, and unstructured formats; Observational methods: Participant vs. non-participant observation; Psychometric testing: Standardization and norms; Archival research and secondary data analysis.

UNIT IV *Ethics and Validity in Research* **(15 lecture hours)**

Ethical guidelines in psychological research; Informed consent, confidentiality, and debriefing. Internal and external validity; Reliability and replicability in research; Common biases in psychological research.

Learning Experience:

In this course, students will engage in a combination of lectures, group discussions, and hands-on research design activities. They will be introduced to real-life research studies, allowing them to analyze and critique methodologies used in psychological research. The course includes opportunities to design and propose a research project, encouraging students to apply their knowledge of research designs and data collection techniques. Ethical considerations and dilemmas in psychological research will be addressed through case studies and reflective exercises. By the end of the course, students will have a solid foundation in planning, conducting, and evaluating psychological research.

Text Books:

1. **Research Methods in Psychology: Evaluating a World of Information** by Beth Morling
2. **Discovering the Scientist Within: Research Methods in Psychology** by Gary W. Lewandowski Jr., Natalie J. Ciarocco, & David B. Strohmetz

Reference Books:

- *Research Methods in Psychology* by John J. Shaughnessy, Eugene B. Zechmeister, & Jeanne S. Zechmeister
- *Introduction to Research Methods in Psychology* by Dennis Howitt & Duncan Cramer
- *Practical Research: Planning and Design* by Paul D. Leedy & Jeanne Ellis Ormrod
- *Methods in Behavioral Research* by Paul C. Cozby & Scott Bates

Open Educational Resource (OER):

- "Research Methods in Psychology" by University of Minnesota Libraries Publishing

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code: SLAPMS402	Multivariate Statistics	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Course				

Total Contact Hours	60
Pre-Requisites/ Co-Requisites	

Course Perspective

This course provides an introduction to multivariate statistical techniques commonly used in psychology and the behavioral sciences. It focuses on understanding and applying multivariate

methods to analyze complex data sets involving multiple variables, offering a deeper insight into the relationships between variables.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1.** Explain the purpose, types, and assumptions of multivariate statistical methods.
- CO2.** Apply multiple regression and factor analysis techniques in psychological research.
- CO3.** Conduct and interpret Structural Equation Modeling and Rasch analysis.
- CO4.** Use discriminant analysis, MANOVA, and cluster analysis for multivariate data interpretation.
- CO5.** Prepare, clean, and transform data for advanced statistical analysis.

Course Content

UNIT I Introduction to Multivariate Statistics (15 lecture hours)

Overview of multivariate techniques in behavioral research. Types of multivariate methods: Descriptive vs. inferential. Assumptions underlying multivariate analysis: Normality, multicollinearity, homogeneity. Preparing data: Data cleaning, dealing with missing data, and transformations.

UNIT II *Multiple Regression and Factor Analysis* (15 lecture hours)

Multiple Regression: Concepts, assumptions, and applications of multiple regression. Multicollinearity, residual analysis, and diagnostic techniques; Hierarchical and stepwise regression; Factor Analysis and PCA (Principal Component Analysis); EFA vs. CFA: Differences and applications; Factor extraction methods: Principal components, maximum likelihood; Factor rotation: Varimax, oblimin, and promax; Interpreting and reporting factor analysis results.

UNIT III *Structural Equation Modeling (SEM) and Rasch Modeling* (15 lecture hours)

Introduction to SEM: Concepts, assumptions, and applications; Path analysis and model specification; Goodness-of-fit indices: RMSEA, CFI, TLI; Measurement models and latent

variables; Reporting results of SEM analysis; Overview of Rasch models: Principles and assumptions; Differences between classical test theory and Rasch modelling; item characteristic curves (ICC).

UNIT IV *Discriminant Analysis, MANOVA, and Cluster Analysis* (15 lecture hours)

Discriminant Analysis: Purpose and assumptions of discriminant analysis; Canonical discriminant functions and group classification; Multivariate Analysis of Variance (MANOVA); Differences between ANOVA and MANOVA; Assumptions of MANOVA: Homogeneity of variance-covariance matrices; Interpreting MANOVA results; Cluster Analysis: Types of clustering methods: Hierarchical vs. k-means clustering; Interpreting cluster solutions and dendrograms.

Learning Experience:

The course offers a combination of theoretical lectures and hands-on application of multivariate statistical techniques. Students will use statistical software (SPSS, R) to analyze complex datasets, focusing on real-world data from psychology and social sciences. Group discussions will focus on the assumptions, limitations, and interpretations of multivariate methods. By the end of the course, students will be able to perform multivariate analyses, interpret results, and communicate findings in professional research reports.

Text Books:

1. **Multivariate Data Analysis** by Joseph F. Hair Jr., William C. Black, Barry J. Babin, & Rolph E. Anderson
2. **Discovering Statistics Using IBM SPSS Statistics** by Andy Field

Reference Books:

- *Applied Multivariate Statistical Analysis* by Richard A. Johnson & Dean W. Wichern
- *Multivariate Analysis for the Behavioral Sciences* by Kimmo Vehkalahti & Brian S. Everitt
- *Principles and Practice of Structural Equation Modeling* by Rex B. Kline
- *Applying the Rasch Model: Fundamental Measurement in the Human Sciences* by Trevor Bond & Christine Fox

Open Educational Resource (OER):

- **Multivariate Statistics: Concepts, Models, and Applications** by Bruce L. Bowerman

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

DISCIPLINE SPECIFIC ELECTIVES

SLAPDR206	Disability and Rehabilitation	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

The Disability and Rehabilitation course offers a comprehensive exploration of the psychological, social, and medical aspects of disability and the rehabilitation process. Students will examine various types of disabilities—physical, cognitive, developmental, and sensory—and understand the impact of these conditions on individuals, families, and communities. The course covers theoretical frameworks, assessment methods, and intervention strategies used in rehabilitation, emphasizing a holistic, person-centered approach to supporting individuals with disabilities. By the end of the course, students will have a thorough understanding of disability rights, inclusive practices, and effective rehabilitation strategies, equipping them to work compassionately and competently in this field.

Course Outcomes

On completion of this course, students will be able to

- CO1.** Describe key models and classifications of disability using global frameworks.
- CO2.** Explain the lifespan approach to disability and related psychosocial aspects.
- CO3.** Analyze rehabilitation models, services, and community-based strategies.
- CO4.** Identify assistive technologies and roles of multidisciplinary rehabilitation teams.
- CO5.** Evaluate disability-related policies, rights, and ethical issues in rehabilitation.

Course Content

UNIT I *Introduction to Rehabilitation and Disability* (12 lecture hours)

Definitions: Medical, social, biopsychosocial, and rights-based models, ICF and ICD frameworks, Classification of disabilities (physical, sensory, intellectual, neurodevelopmental, psychiatric), Causes: Congenital, acquired, and environmental.

UNIT II *Life-span Approach to Disability* (11 lecture hours)

Concepts of impairment, disability, and handicap; types and causes of impairments. Realms of impairments: physical, cognitive, sensory, and psychosocial; Early identification and developmental concerns, Disability in adolescence and adulthood, Ageing and disability: Geriatric implications, Role of family and community

UNIT III *Rehabilitation & Disability Models and Services* (12 lecture hours)

Models of disability: medical, social, biopsychosocial, and rights-based models. The enabling-disabling process: understanding how physical, social, and psychological environments impact disability and rehabilitation; Medical, vocational, educational, and psychological rehabilitation, Community-Based Rehabilitation (CBR): Principles and components, Role of multidisciplinary teams, Assistive technologies

UNIT IV *Policies, Rights, and Inclusion* (11 lecture hours)

Ethical considerations in rehabilitation: autonomy, consent, confidentiality, and the role of advocacy; Rehabilitation policies and Acts: Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, RPWD Act 2016, National Trust Act, UNCRPD and global policy context, Disability certification and benefits, Ethical issues and advocacy

Learning Experience:

The learning experience in this course combines interactive lectures, hands-on activities, case studies, and field-based projects to deepen students' understanding of disability and rehabilitation practices. Students will participate in simulations, role-plays, and group

discussions to appreciate the challenges faced by individuals with disabilities and learn effective communication and support strategies. Digital tools, such as virtual rehabilitation exercises and assistive technology simulations, will enhance students' practical skills and familiarize them with current advancements in the field.

Throughout the course, students will work on group projects involving real-life case studies, conduct community-based assessments, and develop rehabilitation plans tailored to various disability types. Continuous assessments, including quizzes, reflective journals, and presentations, will reinforce theoretical knowledge and encourage the application of learned concepts. Field visits and guest lectures from rehabilitation professionals will offer valuable insights into real-world rehabilitation settings.

The instructor will support students through regular feedback, office hours, and online discussions, ensuring a comprehensive understanding of disability and rehabilitation. This hands-on approach prepares students to contribute effectively to inclusive, supportive environments in healthcare, education, and community rehabilitation settings.

Text Books:

1. **Foundations of Rehabilitation Counseling with Persons Who Are Blind or Visually Impaired** by J. Elton Moore, Anne Steere, & Richard G. Rubin
2. **Disability Studies and the Inclusive Classroom** by Susan Baglieri

Reference Books:

- *Introduction to Disability Studies* by Ronald J. Berger
- *Handbook of Rehabilitation Psychology* by Robert G. Frank, Timothy R. Elliott
- *The Psychological and Social Impact of Illness and Disability* by Irmo Marini & Mark A. Stebnicki
- *Rehabilitation Services: An Introduction for the Human Services Professional* by Charles A. Milligan

Open Educational Resource (OER):

- **Disability, Ethics, and Society** – OpenLearn, The Open University

SLAPRC306	Rehabilitation Assessment and Counselling	L	T	P	C
Version 1.0					

		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

The Rehabilitation Assessment and Counselling course provides students with a deep understanding of assessment techniques and counseling approaches tailored to individuals undergoing rehabilitation. Focusing on various types of disabilities and rehabilitation needs, this course covers assessment methodologies, counseling theories, and interventions that support individuals in achieving optimal independence and quality of life. Students will learn about psychological assessments, disability evaluation, and therapeutic communication skills essential for effective rehabilitation counseling. By the end of the course, students will be equipped to conduct comprehensive assessments and provide empathetic counseling support in rehabilitation settings.

Course Outcomes

On completion of this course, students will be able to

CO1. Understand the role of assessment in rehabilitation counseling and intervention planning.

CO2. Administer and interpret psychological tests relevant to disability and rehabilitation.

CO3. Apply supportive counselling techniques tailored to individuals and families.

CO4. Develop individualized rehabilitation plans using assessment and case formulation.

CO5. Collaborate in multidisciplinary settings while adhering to ethical practices in rehabilitation.

Course Content

UNIT I *Assessment in Rehabilitation Counseling* (12 lecture hours)

Need for assessment in counseling: its role in decision-making, planning, and implementing individualized interventions; Assessment-based models for intervention, Functional, psychological, and vocational assessment, Adaptive behavior scales (e.g., VSMS, Vineland), Work samples and aptitude testing (e.g., DBDA, GATB), Cognitive screening tools and behavioral checklists,

UNIT II *Psychological Testing and Interpretation* (11 lecture hours)

Definition and goals of rehabilitation counseling, Personality, intelligence, and neuropsychological testing, Tools used in disability settings (WAIS, WISC, NIMHANS Battery), Ethical issues in test use, Writing rehabilitation-focused psychological reports, Communicating findings to clients, families, and multidisciplinary teams

UNIT III *Counseling and Intervention in Rehabilitation* (12 lecture hours)

Principles of supportive counselling, Techniques: Psychoeducation: Disability awareness, adjustment, rights, active listening, Grief, trauma, and loss counselling, Family counselling and systemic approaches, Crisis intervention and coping enhancement, Counselling ethics: Boundaries, respect for autonomy, informed consent

UNIT IV *Integration into Practice* (11 lecture hours)

Using assessment data for individualized rehabilitation planning, Bio-psycho-social case formulation, Client-centered and SMART goal-setting, Multidisciplinary collaboration in implementation, Delivering feedback and counselling support to caregivers, Monitoring progress and adapting interventions, Documentation and professional communication, Ethical dilemmas in integrated rehabilitation practice

Learning Experience:

This course combines interactive lectures, hands-on assessment practice, and role-play exercises to foster practical skills in rehabilitation assessment and counseling. Students will engage in case studies, mock assessments, and simulated counseling sessions to apply assessment tools and counseling techniques in realistic scenarios. Digital platforms and rehabilitation software will provide additional resources to understand client-centered approaches and intervention planning.

Throughout the course, students will complete group projects, develop rehabilitation case studies, and design individualized intervention plans. Continuous assessments, including quizzes, reflective journals, and counseling demonstrations, will reinforce theoretical knowledge and practical application. Guest lectures from rehabilitation professionals and field visits will provide students with real-world insights into the challenges and practices in rehabilitation counseling.

Instructors will provide regular guidance and feedback, supporting students through office hours, online discussions, and personalized feedback. This comprehensive learning approach

prepares students to work effectively in rehabilitation settings, helping individuals navigate their challenges with compassion and expertise.

Textbooks:

1. **Strauser, D. R. (2013).** *Assessment in Rehabilitation and Mental Health Counseling* (2nd ed.). Springer Publishing Company.
2. **Sue, D. W., & Sue, D. (2015).** *Counseling the Culturally Diverse: Theory and Practice* (7th ed.). Wiley.

Reference Books:

1. **Frank, R. G., & Elliott, T. R. (Eds.). (2014).** *Handbook of Rehabilitation Psychology* (2nd ed.). American Psychological Association.
2. **Kraus, K. D. (2007).** *Psychological Assessment in Clinical Rehabilitation*. Allyn & Bacon.
3. **Vocci, R. J. (2018).** *Rehabilitation Counseling: Basics and Beyond*. Charles C Thomas.
4. **Simpson, C. G., & Spencer, V. G. (2009).** *Counseling Individuals With Disabilities*. Pro-Ed.

Open Educational Resource (OER):

- **Rehabilitation Counseling: An Introduction – OER Commons**

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SLAPCR405	Psychosocial Issues and Community-Based Rehabilitation	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

The *Psychosocial Issues and Community-Based Rehabilitation* course explores the social, cultural, and psychological factors that impact individuals with disabilities within community settings. Focusing on the holistic needs of individuals, this course addresses key psychosocial issues, such as stigma, identity, social support, and community inclusion, as well as the role of family and caregivers in rehabilitation. Students will learn about the principles and practices of community-based rehabilitation (CBR), a people-centered approach aimed at empowering individuals with disabilities to participate fully in their communities. By the end of the course, students will have the knowledge and skills to assess psychosocial needs and develop community-centered rehabilitation plans.

Course Outcomes

On completion of this course, students will be able to

CO1. Explain the principles, components, and goals of Community-Based Rehabilitation (CBR).

CO2. Analyze psychosocial and mental health challenges associated with disability.

CO3. Evaluate the impact of disability on families and address related social issues.

CO4. Understand vocational rehabilitation needs and strategies for workplace inclusion.

CO5. Apply empowerment and advocacy strategies to support individuals with disabilities.

Course Content

UNIT I *Introduction to Community-Based Rehabilitation (CBR)* (12 lecture hours)

Definition, goals, and objectives of CBR; Key principles of CBR: equality, social justice, dignity, integration; Components of CBR: rehabilitation services, education and training, income generation opportunities, long-term care facilities, prevention of disabilities, monitoring and evaluation.

UNIT II *Psychosocial and Mental Health Issues in Disability* (11 lecture hours)

Stress and coping styles related to disability: body image, autonomy, self-esteem, adaptation, and adjustment; Psychopathological reactions: anxiety, depression, adjustment issues, and co-existing mental health disorders; Mental health interventions: approaches for addressing

emotional and behavioral disorders, substance use, and other psychological challenges.

UNIT III *Role of Family and Social Issues in Rehabilitation* (12 lecture hours)

Family issues: impact of disability on family dynamics, family burden, and family adaptation models; Social attitudes toward disability: stigma, prejudice, discrimination, and strategies for attitude change; Social participation and support: networks, societal barriers, and strategies for inclusion and empowerment.

UNIT IV *Vocational Rehabilitation and Empowerment* (11 lecture hours)

Vocational issues: career development, work-related stress, economic independence, assistive devices, and workplace modifications. Role of CBR professionals: advocacy, community awareness, social mobilization, and empowerment strategies. Empowerment issues: self-help groups, political participation, and support systems for individuals with disabilities.

Learning Experience:

This course provides a multifaceted learning experience, combining lectures, community case studies, and interactive workshops to understand the challenges and opportunities faced by individuals with disabilities. Students will engage in group discussions, analyze real-life case studies, and participate in community-based projects to explore the intersection of psychosocial issues and rehabilitation. Digital resources, including videos, case simulations, and virtual discussions, will enhance students' understanding of the complexities involved in community-based rehabilitation.

Throughout the course, students will conduct field visits, develop intervention plans, and collaborate with community organizations to assess and address the needs of individuals with disabilities. Continuous assessments, including quizzes, reflective journals, and community engagement projects, will encourage critical thinking and the application of theory to practice. Guest lectures from professionals in the field and interactive workshops on culturally sensitive interventions will provide students with practical insights into community-based rehabilitation.

Instructors will support students through regular feedback, office hours, and online forums, fostering a supportive learning environment. This approach ensures students are equipped with both the knowledge and empathy needed to promote social inclusion, resilience, and community participation for individuals with disabilities.

Textbooks:

1. Thomas, M., & Thomas, M. J. (2003). *Manual for CBR Planners*. Asia Pacific Disability Rehabilitation Journal.
2. Hartley, S. (Ed.). (2006). *Community-Based Rehabilitation (CBR): A Strategy for Rehabilitation, Equalization of Opportunities, Poverty Reduction and Social Inclusion of People with Disabilities*. University College London.

Reference Books:

1. Werner, D. (2009). *Disabled Village Children: A Guide for Community Health Workers, Rehabilitation Workers, and Families*. Hesperian Foundation.
2. Stone, E. (1999). *Disability and Development: Learning from Action and Research on Disability in the Majority World*. The Disability Press.
3. Turmusani, M. (2003). *Disabled People and Economic Needs in the Developing World: A Political Perspective from Jordan*. Ashgate Publishing.
4. Mitra, S. (2018). *Disability, Health and Human Development*. Palgrave Macmillan.

Open Educational Resource (OER):

- *CBR Guidelines* – World Health Organization (WHO)

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SLAPFF207	Fundamentals of Forensic Psychology	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

The Fundamentals of Forensic Psychology course introduces students to the intersection of psychology and the legal system. Covering key topics such as criminal behavior, profiling, eyewitness testimony, mental health in the justice system, and the assessment of offenders,

this course provides a foundational understanding of how psychological principles apply to forensic settings. Students will examine how psychologists work within criminal and civil law contexts, assisting with investigations, assessments, and rehabilitation. By the end of the course, students will understand core forensic psychology concepts and be prepared to pursue advanced studies or careers in criminal justice, legal consulting, or forensic assessment.

Course Outcomes

On completion of this course, students will be able to

- CO1.** Describe the foundations, scope, and ethical principles of forensic psychology.
- CO2.** Analyze criminal behavior using psychological theories and investigative techniques.
- CO3.** Apply forensic psychological tools for assessment and personality evaluation.
- CO4.** Evaluate mental health challenges and coping strategies in forensic settings.
- CO5.** Examine vocational rehabilitation and stress management within forensic environments.

Course Content

UNIT I *Overview and Training in Forensic Psychology* (12 lecture hours)

Definition, nature, and scope of forensic psychology; historical context and main thinkers (Hugo Munsterberg, William Stern, J. McKeen Cattell, Alfred Binet, William Marston); Forensic psychology and related fields: law, forensic science, clinical psychology, social psychology; role of forensic psychologists, ethical principles, professional competencies; Key forensic organizations: Forensic Science Lab (FSL), Central Forensic Science Laboratory (CFSL), Criminal Investigation Department (CID), Central Bureau of Investigation (CBI), National Crime Records Bureau (NCRB).

UNIT II *Criminal Behavior and Investigation Techniques* (11 lecture hours)

The psychology of confession and investigation: interrogation tactics, cognitive interviews, detecting lies and deceit; Eyewitness testimony: recall memory, the misinformation effect, source monitoring, expert testimony; Theories of crime and criminal behavior: juvenile and adult offenders, sexual offenders, definitions, and causes of criminal behavior;

UNIT III *Forensic Psychological Assessment and Evaluation* (12 lecture hours)

Forensic psychological assessment of criminal behavior: Rogers Criminal Responsibility Assessment Scales (R-CRAS), antisocial personality scale, aggression scale; High-risk occupations and forensic psychological assessment; Personality assessment in forensic settings: overview of the 16PF, projective techniques (e.g., Rorschach inkblot test, Thematic Apperception Test), Risk assessment for high-risk occupations

UNIT IV *Mental Health, Stress, and Coping in Forensic Settings* (11 lecture hours)

Mental illness in prison/jail populations: anxiety, depression, adjustment problems, substance use, and other co-existing mental health conditions, Dual diagnoses, substance use, adjustment disorders, Stress coping techniques, burnout in offenders and staff, Vocational rehabilitation and psychological support tools, case studies, and practical applications of stress management techniques; Vocational issues in forensic settings: career competency, work-related stress,

Learning Experience:

This course combines theoretical lectures, case studies, and hands-on activities to provide a comprehensive learning experience in forensic psychology. Students will engage in interactive discussions, analyze real-world criminal cases, and participate in role-play exercises, such as courtroom scenarios and mock forensic interviews. Digital tools and multimedia resources, such as case documentaries and criminal profiling simulations, will further immerse students in the field.

Throughout the course, students will work on group projects involving criminal profiling, psychological evaluations, and crime scene analysis. Continuous assessments, including quizzes, reflective journals, and case presentations, will encourage students to apply forensic psychology theories and develop critical thinking skills. Guest lectures from forensic professionals and optional field visits to forensic facilities will provide insights into real-world forensic psychology practices.

Instructors will offer guidance through office hours, online Q&A, and feedback on assignments, ensuring a personalized learning journey. This approach equips students with the foundational knowledge and practical skills needed to pursue careers in forensic psychology or related fields within the criminal justice system.

Textbooks:

1. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to Forensic Psychology: Research and Application* (5th ed.). SAGE Publications.
2. Pozzulo, J., Bennell, C., & Forth, A. E. (2021). *Forensic Psychology* (6th ed.). Pearson Education Canada.

Reference Books:

1. Gudjonsson, G. H. (2003). *The Psychology of Interrogations and Confessions: A Handbook*. Wiley.
2. Melton, G. B., Petrila, J., Poythress, N. G., & Slobogin, C. (2017). *Psychological Evaluations for the Courts: A Handbook for Mental Health Professionals and Lawyers* (4th ed.). Guilford Press.
3. Roesch, R., Zapf, P. A., & Hart, S. D. (2009). *Forensic Psychology and Law*. Wiley.
4. Canter, D. (2008). *Criminal Psychology*. Routledge.

Open Educational Resource (OER):

- National Institute of Justice (NIJ) – *Forensic Psychology Resources*

Assessment & Evaluation

SLAPCB307	Personality and Criminal Behaviour	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

This course provides a comprehensive overview of the role of personality in criminal behavior. It covers theories of crime, the relationship between mental health and criminality, and the role of police psychology in criminal investigations. The course explores key psychological concepts such as psychopathy, aggression, and violence, and their relevance to understanding criminal behavior. Students will also examine strategies for crime prevention, rehabilitation, and psychological assessment in forensic settings.

Course Outcomes

On completion of this course, students will be able to

CO1. Explain the nature, scope, and origins of criminal psychology and antisocial behavior.

CO2. Analyze the role of police psychology and psychological profiling in investigations.

CO3. Evaluate the links between psychopathy, mental disorders, and violent crime.

CO4. Understand psychological frameworks for crime prevention and offender rehabilitation.

CO5. Examine the psychological impact of terrorism and substance-related criminal behavior.

Course Content

UNIT I *Introduction to Criminal Psychology and Behavior* (12 lecture hours)

Definition, nature, and scope of criminal psychology; theories of crime, theoretical perspectives on human nature, disciplinary perspectives in criminology, defining and measuring crime, antisocial behavior, crime and delinquency; Origins of criminal behavior: genetics and antisocial behaviour, Delinquency and antisocial personality traits

UNIT II *Police Psychology and Criminal Profiling* (11 lecture hours)

Criminal competencies and psychological profiling: personality traits and criminal behavior. Psychological autopsy: understanding manner of death and predicting future criminal behavior; The role of police psychology in criminal investigations: trends, approaches, and challenges; Psychological profiling and personality analysis in the context of law enforcement; Applications of criminal profiling in solving violent crimes.

UNIT III *Psychopathy, Mental Disorders, and Violent Crime* (12 lecture hours)

Definition and behavioral descriptions of psychopathy; Theories and models of psychopathy (two-factor, three-factor, four-factor models); Neurobiological factors and psychopathy: understanding the brain's role in criminal behavior; Mental illness and criminal responsibility: competency, defenses, and risk assessment; Aggression and violence: theoretical perspectives, copycat crime, and the contagion effect.

UNIT IV *Prevention, Rehabilitation, and Terrorism*

(11 lecture hours)

Prevention of crime: strategies for reducing criminal behavior, rehabilitation of offenders. Juvenile delinquency: developmental theories, prevention, intervention, and treatment; The role of psychology in terrorism: terrorist typologies and psychological effects; Substance abuse, drugs, and crime: behavioral typologies and trajectories; Effective interventions for serious offenders: psychological approaches to rehabilitation and crime prevention.

Learning Experience:

This course offers an engaging blend of interactive lectures, case studies, and experiential learning activities. Students will analyze criminal profiles, review psychological case studies, and participate in group discussions to explore how personality traits may predispose individuals to criminal behavior. Digital tools, such as personality assessment simulations and case documentaries, will provide students with practical insights into real-world applications of personality theory in criminal psychology.

Students will work on projects involving personality assessments, offender profiling, and case analyses, applying theoretical knowledge to real and hypothetical scenarios. Continuous assessments, including quizzes, reflective journals, and presentations on criminal cases, will reinforce course concepts and encourage critical thinking. Role-play exercises, such as mock interviews and profiling exercises, will help students develop practical skills in assessing personality and criminal risk factors.

Instructors will support students through office hours, online forums, and personalized feedback, ensuring a well-rounded learning experience. This approach enables students to gain a deep understanding of the role of personality in criminal behavior, preparing them for future studies or careers in forensic psychology, criminal justice, or criminology.

Textbooks:

1. **Hollin, C. R.** (2013). *Psychology and Crime: An Introduction to Criminological Psychology* (2nd ed.). Routledge.
2. **Bartol, C. R., & Bartol, A. M.** (2014). *Criminal Behavior: A Psychological Approach* (10th ed.). Pearson.

Reference Books:

1. **Blackburn, R.** (1998). *The Psychology of Criminal Conduct: Theory, Research and Practice*. Wiley.
2. **Wright, J. P., & Boisvert, D.** (2009). *Criminal Behavior: A Developmental Approach*. Routledge.
3. **Canter, D.** (2004). *Mapping Murder: The Secrets of Geographical Profiling*. Virgin Books.
4. **Hare, R. D.** (1999). *Without Conscience: The Disturbing World of the Psychopaths Among Us*. Guilford Press.

Open Educational Resource (OER):

- **National Criminal Justice Reference Service (NCJRS)** – Criminal Psychology Resources

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SLAPLE406	Legal Concepts and Evidence-Related Issues	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

This course offers a comprehensive exploration of key legal concepts and evidence-related issues in the context of criminal law and forensic science. It covers criminological theories, restorative justice principles, and the evolution of criminal law in India. Students will learn about forensic science techniques used in criminal investigations, the criminal justice process, and the role of forensic evidence in court. The course also addresses forensic chemistry, toxicology, DNA analysis, and medico-legal considerations in injury and death investigations.

Course Outcomes

On completion of this course, students will be able to

CO1. Explain criminological theories and principles of restorative and juvenile justice.

CO2. Interpret foundational concepts of Indian criminal law and key legal provisions.

CO3. Apply forensic science techniques in crime scene investigation and analysis.

CO4. Analyze the structure and roles within the criminal justice system and prosecution.

CO5. Understand forensic biology and medico-legal procedures in criminal cases.

Course Content

UNIT I *Criminology, Criminal Behavior, and Restorative Justice* (12 lecture hours)

Definition and evolution of criminology; criminological schools of thought; Theories of criminal behavior: biological, psychological, and sociological perspectives; Restorative justice: historical account, principles, and values; Juvenile justice: key concepts and its role in the criminal justice system.

UNIT II *Criminal Law and its Foundations* (11 lecture hours)

Sources of Indian law: constitutional and legal frameworks; Essentials of crime and criminal conspiracy; Specific offenses: Rape (POSCO Act), Murder, analysis of drug-related offenses (NDPS Act); Overview of recent forensic-related legislation and key legal changes in India.

UNIT III *Forensic Science and Criminal Investigations* (12 lecture hours)

History of scientific investigation in criminal law; Crime scene processing and documentation; Forensic techniques: Fingerprint analysis, document examination, ballistics, forensic physics; Forensic chemistry and toxicology: alcohol analysis, explosives, narcotics, and toxic substances; Role of expert testimony and quality assurance in forensic investigations.

UNIT IV *Criminal Justice Administration and Forensic Biology* (11 lecture hours)

hours)

Police in the criminal justice system: roles and responsibilities; Prosecution and criminal courts: evidence and its admissibility in trials; Criminal justice institutions and processes: overview of the criminal justice system; Forensic biology and DNA: forensic medicine, injuries and wounds, serology, DNA analysis, and forensic anthropology; Medico-legal aspects of death: asphyxial deaths, injury analysis, and forensic odontology.

Learning Experience:

This course offers a dynamic learning environment that combines lectures, case analyses, and interactive exercises to bridge the gap between psychology and the legal system. Students will engage in mock trials, case discussions, and role-play scenarios to understand the importance of evidence in criminal and civil cases. Digital tools and multimedia resources, such as trial simulations and video case studies, will provide practical exposure to courtroom procedures and evidence-related issues.

Throughout the course, students will participate in group projects analyzing real and hypothetical cases, focusing on the role of evidence and the application of psychological principles. Continuous assessments, including quizzes, reflective journals, and mock trial presentations, will encourage students to apply legal concepts and critically evaluate evidence. Guest lectures from legal professionals and forensic experts will offer students valuable insights into real-world legal practices and the psychological dimensions of evidence handling.

The instructor will provide support through regular feedback, office hours, and interactive Q&A sessions, ensuring a comprehensive understanding of course material. This hands-on approach prepares students for roles in forensic psychology, legal consulting, and criminal justice by equipping them with essential skills to assess and handle evidence within legal contexts.

Textbooks:

- Saferstein, R. (2018). *Criminalistics: An Introduction to Forensic Science* (12th ed.). Pearson.
- Siegel, L. J. (2018). *Criminology: Theories, Patterns, and Typologies* (13th ed.). Cengage Learning.

Reference Books:

- Paranjape, N. V. (2020). *Criminology, Penology and Victimology* (20th ed.). Central Law Publications.
- Sharma, B. R. (2021). *Forensic Science in Criminal Investigation and Trials* (6th ed.). Universal Law Publishing.
- Ahuja, R. (2001). *Criminology*. Rawat Publications.
- James, S. H., & Nordby, J. J. (2005). *Forensic Science: An Introduction to Scientific and Investigative Techniques* (2nd ed.). CRC Press.

Open Educational Resource (OER):

- **National Criminal Justice Reference Service (NCJRS)** – Criminal Justice and Forensics Resource Hub

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course SLAPFN208	Code:	Fundamentals of Neuroscience and Neuropsychology	L	T	P	C
Version: 1.0			2	1	0	3
Category of Course	Discipline Specific Elective					
Total Contact Hours	60					
Pre-Requisites/ Co-Requisites						

Course Perspective

This course provides an in-depth understanding of the foundational principles of neuropsychology and its application to behavioral and cognitive domains. It covers the structure and function of the central nervous system, neuropsychological methods, and the neural basis of spatial processing, language, memory, and emotion. The course also examines the application of neuropsychology to psychopathology and brain disorders, as well as brain development and recovery from injury.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1. Describe the foundational principles, methods, and functioning of the brain in neuropsychology.

CO2. Analyze functional brain systems related to language, memory, emotion, and decision-making.

CO3. Understand brain development, plasticity, and neuropsychological assessment in children.

CO4. Evaluate the integration of cognitive and neural activity in neuropsychological theories.

CO5. Apply neuropsychological knowledge to psychopathology and neurodegenerative conditions.

Course Content

UNIT I *Foundations and Functioning of the Brain* (12 lecture hours)

Introduction and foundations of neuropsychology: history, localization, holism, and the psychometric approach; Neural mechanisms at the molecular and cellular levels. Structure and function of the central nervous system: brain and spinal cord. Methods in neuropsychology: lesion studies, brain imaging, electrophysiological techniques. Studies of individuals with behavioral and cognitive abnormalities, The visual system as a model of nervous system function.

UNIT II *Neuropsychology of Functional Systems* (11 lecture hours)

Spatial processing: spatial thinking, spatial imagery, and spatial recognition. Language and language disorders: neural substrates of language function, aphasia, and other communication disorders; Neuropsychology of memory: critical brain structures involved in memory, neural substrates of different types of memory (e.g., declarative, procedural, working memory); Brain and emotion, Prefrontal cortex function, decision-making, and behavior regulation.

UNIT III *Developmental Neuropsychology* (12 lecture hours)

Developmental neuropsychology: brain development across the lifespan, developmental abnormalities, and neuropsychological assessment in children; Recovery of function after brain damage: plasticity and rehabilitation following brain injury; Unified theory of mind and brain: the relationship between cognition, behavior, and neural activity; intertheoretical reduction and

the integration of neuropsychological theories.

UNIT IV *Applications of Neuropsychology* (11 lecture hours)

Neuropsychology applied to behavioral domains: psychopathology, including schizophrenia, mood disorders, anxiety disorders, and sociopathy; Neuropsychology of dementing diseases: Alzheimer's disease, Parkinson's disease, and other neurodegenerative disorders.

Learning Experience:

The Fundamentals of Neuroscience and Neuropsychology course provides a comprehensive introduction to the structure and function of the nervous system and its relationship with behavior and cognition. Through engaging lectures, interactive demonstrations, and case-based learning, students explore the neurobiological mechanisms underlying sensory processing, motor control, memory, and emotions. The course also delves into neuropsychological disorders such as aphasia, amnesia, and executive dysfunction, illustrating the impact of brain damage on cognitive and behavioral processes. Hands-on activities include EEG analysis, neuroimaging interpretation, and cognitive assessments, fostering practical skills for understanding the brain-behavior connection.

Textbooks:

1. Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology* (7th ed.). Worth Publishers.
2. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive Neuroscience: The Biology of the Mind* (5th ed.). W. W. Norton & Company.

Reference Books:

- Walsh, K., & Darby, D. (2005). *Neuropsychology: A Clinical Approach* (5th ed.). Churchill Livingstone.
- Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment* (5th ed.). Oxford University Press.
- Heilman, K. M., & Valenstein, E. (2011). *Clinical Neuropsychology* (5th ed.). Oxford University Press.
- Banich, M. T., & Compton, R. J. (2018). *Cognitive Neuroscience* (5th ed.). Cambridge University Press.

Open Educational Resource (OER):

- **National Institute of Mental Health (NIMH)** – Brain and Cognitive Function Resources

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code: SLAPNP308	Neuroanatomy and Pathology	L	T	P	C	
Version: 1.0		2	1	0	3	
Category of Course	Discipline Specific Elective					
Total Contact Hours	60					
Pre-Requisites/ Co-Requisites						

Course Perspective

This course focuses on the detailed anatomy of the nervous system and its associated pathologies. Students will explore the organization and function of the brain, spinal cord, and peripheral nervous system and understand the mechanisms underlying various neurological disorders. The course covers neurodevelopment, trauma, infections, neurodegenerative diseases, and the clinical implications of neuroanatomical and pathological findings.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1.** Describe the structure, development, and vascular system of the brain and spinal cord.
- CO2.** Analyze the causes and effects of neurotrauma and neurovascular pathologies.
- CO3.** Evaluate mechanisms and manifestations of neurodegenerative and infectious diseases.
- CO4.** Understand the genetic and diagnostic aspects of neurological disorders.
- CO5.** Interpret the functional consequences of brain lesions using clinical and neuroimaging approaches.

Course Content

UNIT I *Foundations and Functioning of the Brain* (12 lecture hours)

Overview of neuroanatomy: structure and organization of the central and peripheral nervous systems; Neurodevelopment: formation and differentiation of the brain and spinal cord during prenatal development; Major brain regions: cortex, cerebellum, brainstem, basal ganglia, thalamus, hypothalamus, and limbic system; The spinal cord and peripheral nerves: structure, function, and organization; Cerebrovascular system

UNIT II *Neurotrauma and Neurovascular Pathology* (11 lecture hours)

Traumatic brain injury (TBI): types, mechanisms, and consequences of brain injuries. Spinal cord injuries: classification, causes, and outcomes; Stroke and cerebrovascular accidents (CVA): ischemic and hemorrhagic stroke, risk factors, and brain damage. Neurovascular disorders: aneurysms, arteriovenous malformations, and vascular dementia. Neurological recovery and plasticity: mechanisms and factors influencing recovery after injury.

UNIT III *Neurodegenerative and Infectious Diseases* (12 lecture hours)

Neurodegenerative diseases: Alzheimer's disease, Parkinson's disease, Huntington's disease, and amyotrophic lateral sclerosis (ALS); Cellular and molecular mechanisms underlying neurodegeneration: protein misfolding, oxidative stress, and apoptosis.

Infectious diseases of the nervous system, The role of genetics in neurological disorders: hereditary and sporadic forms of neurodegeneration; Diagnostic techniques: neuroimaging and neuropathological assessments in neurological diseases.

UNIT IV *Brain Lesions and Functional Impact* (11 lecture hours)

Frontal, temporal, parietal, and occipital lobe damage, Aphasia, apraxia, agnosia, neglect syndromes, Disorders of consciousness: Coma, vegetative state, locked-in syndrome, Neuroimaging in lesion localization (clinical examples)

Learning Experience:

The Neuroanatomy and Pathology course offers a dynamic learning experience through a

combination of lectures, interactive 3D models, and lab-based sessions. Students explore the detailed structure and function of the nervous system, with a focus on the brain, spinal cord, and neural pathways. The course integrates clinical case studies of neurodegenerative diseases, traumatic brain injuries, and other neuropathologies, encouraging students to connect anatomical knowledge with real-world conditions. Lab sessions involving brain dissections and histological slides allow hands-on learning. Group discussions and problem-solving exercises further deepen students' understanding of neuroanatomical abnormalities and their implications for clinical practice.

Textbooks:

1. Blumenfeld, H. (2010). *Neuroanatomy Through Clinical Cases* (2nd ed.). Sinauer Associates.
2. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience: Exploring the Brain* (4th ed.). Wolters Kluwer.

Reference Books:

1. Crossman, A. R., & Neary, D. (2014). *Neuroanatomy: An Illustrated Colour Text* (5th ed.). Churchill Livingstone.
2. Martin, J. H. (2012). *Neuroanatomy: Text and Atlas* (4th ed.). McGraw-Hill Education.
3. Waxman, S. G. (2017). *Clinical Neuroanatomy* (28th ed.). McGraw-Hill Education.
4. Ropper, A. H., & Samuels, M. A. (2019). *Adams and Victor's Principles of Neurology* (11th ed.). McGraw-Hill Education.

Open Educational Resource (OER):

- **National Institute of Neurological Disorders and Stroke (NINDS)** – Neurological disease resources and clinical research

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code: SLAPNI407	Neuro-assessment and Intervention	L	T	P	C
Version: 1.0		2	1	0	3
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course covers the principles and methods of neuropsychological assessment, focusing on tools and techniques used to evaluate cognitive, emotional, and behavioral functioning in individuals with neurological disorders. Students will explore interventions used in neuropsychological rehabilitation, including cognitive training and behavioral therapy. The course includes case studies to help students design evidence-based interventions for specific neurological conditions.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1.** Explain the goals, tools, and ethical principles of neuropsychological assessment.
- CO2.** Apply cognitive and behavioral intervention techniques for neurological conditions.
- CO3.** Evaluate clinical case studies and evidence-based neuropsychological practices.
- CO4.** Interpret pediatric and geriatric neuropsychological assessments and interventions.
- CO5.** Assess the role of culture, technology, and ethics in neuropsychological practice.

Course Content

UNIT I *Neuropsychological Assessment Techniques* (12 lecture hours)

Introduction to neuropsychological assessment: goals and applications. Assessment tools: intelligence tests, memory scales (e.g., Wechsler Memory Scale), and executive function tests (e.g., Stroop Test, Wisconsin Card Sorting Test). Behavioral and emotional assessments: assessing mood, anxiety, and personality traits. Neuroimaging techniques: functional MRI (fMRI), PET scans, EEG, and their role in neuropsychological assessments. Ethical considerations in neuropsychological testing.

UNIT II *Neuropsychological Interventions*

(11 lecture hours)

Cognitive rehabilitation: memory retraining, attention training, and problem-solving techniques. Behavioral interventions: cognitive-behavioral therapy (CBT) for managing emotional and behavioral problems. Neuroplasticity and recovery: principles of brain plasticity and their applications in rehabilitation. Interventions for specific conditions: traumatic brain injury (TBI), stroke, dementia, and neurodevelopmental disorders. Multidisciplinary approaches to neuropsychological rehabilitation: integrating physical, cognitive, and emotional therapies.

UNIT III *Case Studies and Evidence-Based Practices*

(11 lecture

hours)

Case-based neuropsychological assessment and intervention planning. Case studies of individuals with traumatic brain injury (TBI), stroke, Parkinson's disease, and Alzheimer's disease. Evaluating the effectiveness of neuropsychological interventions: outcome measures and long-term follow-up. Innovative techniques in neuropsychological rehabilitation: virtual reality, brain-computer interfaces, and cognitive prosthetics. Future directions in neuropsychological assessment and intervention: emerging technologies and ethical considerations.

UNIT IV *Neuropsychological Assessment and Intervention* (12 lecture hours)

Pediatric neuropsychological assessment: evaluating cognitive, behavioral, and social functioning in children with neurodevelopmental disorders; Assessment and intervention for age-related cognitive decline: Alzheimer's disease, mild cognitive impairment, and age-related memory changes; Cross-cultural considerations in neuropsychological assessment: cultural biases, language differences, and adaptation of assessment tools; Ethics in neuropsychological research and clinical practice

Learning Experience:

The Neuro-assessment and Intervention course provides a comprehensive learning experience through a blend of theoretical lectures, hands-on workshops, and case-based discussions.

Students engage with neuropsychological assessment tools, learning to administer, score, and interpret various standardized tests used to evaluate cognitive, emotional, and behavioral functioning. Interactive sessions include real-life case studies that illustrate neuropsychological conditions, followed by group discussions on developing tailored intervention strategies. Practical workshops offer opportunities for students to practice intervention techniques, fostering skills in rehabilitation and cognitive retraining. Reflective assignments and feedback sessions enhance clinical decision-making and professional growth.

Textbooks:

1. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment* (5th ed.). Oxford University Press.
2. Goldstein, L. H., & McNeil, J. E. (2012). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians* (2nd ed.). Wiley-Blackwell.

Reference Books:

1. Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). *A Compendium of Neuropsychological Tests: Administration, Norms, and Commentary* (3rd ed.). Oxford University Press.
2. Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology* (7th ed.). Worth Publishers.
3. Heilman, K. M., & Valenstein, E. (2011). *Clinical Neuropsychology* (5th ed.). Oxford University Press.
4. Butcher, J. N. (2019). *Clinical Personality Assessment: History, Measurement, and Application*. Oxford University Press.

Open Educational Resources (OER):

- **National Institute of Mental Health (NIMH)** – Resources on brain disorders and cognitive interventions

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course SLAPO209	Code:	Introduction to Organisational Behaviour	L	T	P	C
Version: 1.0			2	1	0	3
Category of Course	Discipline Specific Elective					
Total Contact Hours	60					
Pre-Requisites/ Co-Requisites						

Course Perspective

This course introduces fundamental theories and concepts in organizational behavior (OB), covering individual, group, and organizational dynamics. It explores how psychological principles impact workplace behavior, focusing on motivation, leadership, communication, and organizational culture. Emphasis is placed on analyzing and enhancing organizational effectiveness.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1.** Describe the foundational concepts, scope, and theories of organizational behavior.
- CO2.** Analyze individual differences, motivation, and workplace attitudes impacting performance.
- CO3.** Apply concepts of group dynamics, communication, and conflict resolution in organizational settings.
- CO4.** Evaluate organizational culture, change management processes, and leadership roles.
- CO5.** Demonstrate ethical decision-making and adaptability in workplace behavior and practices.

Course Content

UNIT I *Foundations of Organizational Behavior*

(12 lecture hours)

Definition, scope, and importance of organizational behavior in today's workplace; Evolution of OB as a field, including contributions from psychology, sociology, and management. Theories of OB: Classical, human relations, and contingency approaches; Individual Differences: Personality theories (Big Five, MBTI); Factors influencing perception in the workplace, attribution theory, perceptual biases; Workplace Attitudes and Job Satisfaction: Components of attitudes, the role of emotions, attitude-behavior consistency

UNIT II *Motivation and Individual Behavior* (11 lecture hours)

Content Theories: Maslow's hierarchy of needs, Herzberg's two-factor theory, McClelland's need theory; Process Theories: Vroom's expectancy theory, Goal-setting theory, Equity theory, and reinforcement theories; Job Satisfaction and Work Engagement: Factors influencing satisfaction, impact on turnover and absenteeism, and fostering a positive work environment; Work Stress and Management

UNIT III *Interpersonal, Group Behavior, Conflict* (12 lecture hours)

Communication styles and barriers, Group formation, roles, norms, and cohesiveness, Conflict, management and negotiation skills, Group decision-making and team work, Conflict and Conflict Resolution: Sources of conflict, conflict resolution styles (Thomas-Kilmann model), negotiation techniques, and the role of mediation; Power and Influence in Teams: Sources of power, bases of influence, and managing power dynamics within teams.

UNIT IV *Organizational Culture and Change* (11 lecture hours)

Definition and significance of culture in organizations, types of organizational culture (e.g., clan, adhocracy, hierarchy, market). Change Management; Reasons for change, models of change (Lewin's Change Model, Kotter's 8-step model, ADKAR model); Steps for successful change management, strategies to overcome resistance, and the role of leadership in change; Innovation and Adaptability; Ethical behavior, whistleblowing, and workplace integrity

Learning Experience:

The Introduction to Organisational Behaviour course offers an engaging learning experience through a combination of lectures, case studies, and interactive group activities. Students explore foundational theories and real-world applications of organizational behavior, including

motivation, leadership, and group dynamics. Class discussions and simulations encourage critical thinking and collaborative problem-solving, while case analysis deepens understanding of workplace behavior. Guest lectures from industry professionals provide practical insights, and reflective assignments foster personal growth. This course equips students with the knowledge and skills to analyze and improve organizational effectiveness in diverse settings.

Textbooks:

1. Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior* (18th ed.). Pearson.
2. Luthans, F. (2011). *Organizational Behavior: An Evidence-Based Approach* (12th ed.). McGraw-Hill Education.

Reference Books:

1. Greenberg, J. (2011). *Behavior in Organizations* (10th ed.). Pearson.
2. Newstrom, J. W. (2014). *Organizational Behavior: Human Behavior at Work* (14th ed.). McGraw-Hill Education.
3. Nelson, D. L., & Quick, J. C. (2012). *Organizational Behavior: Science, The Real World, and You* (8th ed.). Cengage Learning.
4. McShane, S. L., & Von Glinow, M. A. (2018). *Organizational Behavior* (8th ed.). McGraw-Hill Education.

Open Educational Resources (OER):

- MIT OpenCourseWare – Organizational Behavior

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code:	Interpersonal Processes of Organization	L	T	P	C
SLAPIO309					
Version: 1.0		2	1	0	3
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				

Pre-Requisites/ Co-Requisites	
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Course Perspective

This course delves into interpersonal processes within organizational settings, including communication, conflict management, negotiation, decision-making, and the impact of diversity and power dynamics. Students will learn to assess and apply theories of interpersonal interaction and understand their influence on productivity, team effectiveness, and organizational culture.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand key concepts of interpersonal behavior in organizational contexts.

CO2: Apply effective communication and feedback techniques at the workplace.

CO3: Analyze decision-making styles, group dynamics, and teamwork effectiveness.

CO4: Evaluate power, influence, and conflict management strategies in organizations.

CO5: Promote inclusive, collaborative, and psychologically safe work environments.

Course Content

UNIT I *Foundations of Interpersonal Behavior in Organizations* (12 lecture hours)

Nature and significance of interpersonal behavior in the workplace, Self-awareness and self-concept at work, Personality and interpersonal effectiveness, Interpersonal perception and attribution in organizational settings, Emotional intelligence and interpersonal sensitivity, Trust and credibility in professional relationships

UNIT II *Communication and Feedback Processes* (11 lecture hours)

Models and types of workplace communication, Barriers to effective communication, Non-verbal communication and listening skills, Giving and receiving feedback, Assertiveness and workplace dialogue, Psychological safety and inclusive communication climates

UNIT III *Decision-Making, Group Dynamics and Team Functioning* (12 lecture hours)

Decision-Making Models: Rational decision-making model, bounded rationality, and incremental models; Individual vs. Group Decision-Making, Formal and informal group structures, Team roles, norms, and cohesiveness, Decision-making in groups: strengths and biases, Groupthink and conformity, Virtual teams and collaboration, Heuristics and Biases in Decision-Making: Common biases (e.g., anchoring, availability, confirmation)

UNIT IV *Influence, Power, and Conflict Management* (11 lecture hours)

Power Dynamics in Organizations: Power bases and influence strategies, Politics in organizations and impression management, Conflict: Types, causes, and outcomes, Conflict resolution styles (Thomas-Kilmann model), Negotiation skills and mediation, Managing difficult conversations

Learning Experience:

The Interpersonal Processes of Organization course provides a dynamic learning experience through interactive lectures, role-playing, and simulations that allow students to practice communication, negotiation, and conflict resolution skills in real-world scenarios. Case studies, group discussions, and workshops on conflict management and negotiation further enhance learning, while peer feedback and reflective journals encourage self-assessment and improvement. Guest speakers offer industry insights, and group projects foster collaboration and the application of course concepts to organizational challenges. This comprehensive approach equips students with essential interpersonal skills for professional success.

Textbooks:

1. Kreitner, R., & Kinicki, A. (2013). *Organizational Behavior* (10th ed.). McGraw-Hill Education.
2. Robbins, S. P., & Hunsaker, P. L. (2011). *Training in Interpersonal Skills: Tips for Managing People at Work* (6th ed.). Pearson.

Reference Books:

1. Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. Bantam.

2. Whetten, D. A., & Cameron, K. S. (2015). *Developing Management Skills* (9th ed.). Pearson.
3. Adler, R. B., & Elmhorst, J. M. (2012). *Communicating at Work: Principles and Practices for Business and the Professions* (11th ed.). McGraw-Hill Education.
4. Yukl, G. (2012). *Leadership in Organizations* (8th ed.). Pearson Education.

Open Educational Resources (OER):

- Saylor Academy – Organizational Behavior

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code: SLAPSO408	Selection and Assessment in Organizations	L	T	P	C
Version: 1.0		2	1	0	3
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course provides a comprehensive exploration of employee selection and assessment processes within organizations, covering recruitment strategies, psychometric assessments, and performance evaluations. The course emphasizes the practical application of techniques used in human resource management to make effective, evidence-based hiring decisions and evaluate employee performance.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the objectives and importance of recruitment and selection.

CO2: Apply job analysis and competency mapping for effective personnel selection.

Ensuring confidentiality, test fairness, respecting candidates' rights, and minimizing adverse impact in testing.

Learning Experience:

In the Selection and Assessment in Organizations course, students will gain practical and theoretical insights through various engaging learning methods. The course will be structured around interactive lectures, case studies, role-playing simulations, and hands-on activities related to recruitment, selection, and employee assessment processes.

Students will engage in workshops where they will practice designing and conducting interviews, applying psychometric assessments, and interpreting assessment results. Case studies will be used to simulate real-world selection scenarios, allowing students to apply theoretical concepts to practice. Through these cases, students will explore the effectiveness of various selection techniques, assess the reliability and validity of tools, and evaluate the ethical considerations involved in hiring decisions.

Interactive group discussions will foster collaborative learning and allow students to explore different recruitment strategies and approaches to selection within diverse organizational contexts. Peer feedback and reflective sessions will enhance critical thinking and problem-solving skills, encouraging students to refine their approach to assessment methods.

Additionally, students will participate in mock performance appraisal exercises, practicing giving and receiving feedback and exploring the challenges of managing underperformance and improving employee engagement. Real-time analysis of case studies involving selection and assessment will further develop students' ability to make evidence-based decisions in real organizational settings.

Guest lectures from HR professionals and organizational psychologists will also offer students valuable industry insights, linking academic concepts with contemporary workplace practices, and providing a well-rounded learning experience.

Textbooks:

1. Gatewood, R. D., Feild, H. S., & Barrick, M. R. (2010). *Human Resource Selection*

(7th ed.). South-Western College Pub.

2. Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson Education.

Reference Books:

1. Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology. *Psychological Bulletin*, 124(2), 262–274.
2. Cascio, W. F., & Aguinis, H. (2019). *Applied Psychology in Human Resource Management* (8th ed.). Pearson.
3. Arthur, D. (2012). *Recruiting, Interviewing, Selecting & Orienting New Employees* (5th ed.). AMACOM.
4. Cook, M. (2016). *Personnel Selection: Adding Value Through People* (6th ed.). Wiley-Blackwell.

Open Educational Resources (OER):

- Saylor Academy – Human Resource Management

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code:	Childhood Psychopathology	L	T	P	C
SLAPCP210					
Version: 1.0		2	1	0	3
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course explores the development, diagnosis, and treatment of psychological disorders that emerge in childhood. It covers a range of psychopathologies, including neurodevelopmental, emotional, and behavioral disorders, with an emphasis on understanding the biological,

psychological, and social factors affecting children's mental health.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand foundational concepts, classifications, and principles of developmental psychopathology.

CO2: Identify symptoms and interventions for major neurodevelopmental disorders in children.

CO3: Analyze emotional and behavioral disorders in childhood and appropriate therapeutic strategies.

CO4: Apply assessment techniques and treatment approaches suitable for children's mental health.

CO5: Evaluate ethical and cultural considerations in diagnosing and treating childhood psychopathology.

Course Content

UNIT I *Introduction to Childhood Psychopathology* (12 lecture hours)

Foundations of Childhood Psychopathology: Definitions, historical context, and key concepts; Developmental Psychopathology: Principles of developmental psychology, Risk and protective factors, Classification systems: DSM-5 and ICD-11 for children, Early childhood mental health

UNIT II *Neurodevelopmental Disorders* (11 lecture hours)

Autism Spectrum Disorder (ASD): Symptoms, diagnostic criteria, early intervention, and treatment approaches; Attention-Deficit/Hyperactivity Disorder (ADHD): Diagnostic features, etiology, and behavioral and pharmacological interventions; Intellectual Disability: Criteria, assessment, and adaptive behavior development; Learning Disorders: Types (dyslexia, dysgraphia, dyscalculia), assessment, and educational interventions.

UNIT III *Emotional and Behavioral Disorders in Childhood* (12 lecture hours)

Anxiety Disorders: Separation anxiety, generalized anxiety disorder, and phobias in children. Mood Disorders: Depression and early-onset bipolar disorder, symptomatology, and treatment considerations. Conduct Disorder and Oppositional Defiant Disorder (ODD): Behavioral manifestations, family dynamics, and intervention techniques.

Obsessive-Compulsive Disorder (OCD) in Children: Characteristics, assessment, and evidence-based interventions.

UNIT IV *Assessment, Treatment, and Ethical Consideration* (11 lecture hours)

Assessment Tools: Developmentally appropriate methods for evaluating childhood psychopathology (e.g., play therapy, behavioral observation, interviews with family). Therapeutic Approaches: Cognitive-behavioral therapy (CBT), family therapy, and play therapy for children. Pharmacotherapy in Children: Approaches and ethical considerations, side effects, and impact on development. Cultural and Ethical Issues: Cultural sensitivity, confidentiality, and the role of family in treatment decisions.

Learning Experience:

In the Childhood Psychopathology course, students will engage in a variety of learning experiences that combine theory, research, and practical applications. The course will include interactive lectures, case study analyses, and group discussions to foster a comprehensive understanding of mental health disorders in childhood, such as Autism Spectrum Disorder, ADHD, and childhood anxiety disorders.

Students will participate in role-playing activities, simulating clinical assessments and interventions to develop practical skills in diagnosing and managing childhood psychopathologies. Video presentations of real-world case studies will further aid in bridging theoretical knowledge with clinical practice.

Reflective assignments and discussions on the impact of family dynamics, educational settings, and cultural factors on childhood mental health will provide a deeper understanding of the socio-environmental influences on psychological development.

Additionally, students will have opportunities to review current research in child psychopathology, promoting critical thinking and evidence-based practice. Guest lectures from child psychologists and pediatric mental health professionals may be incorporated to provide insights into contemporary challenges and practices in the field. The course aims to create an engaging, hands-on learning experience that prepares students to work effectively with children facing psychological difficulties.

Textbooks:

1. Mash, E. J., & Wolfe, D. A. (2018). *Abnormal Child Psychology* (7th ed.). Cengage Learning.
2. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry* (11th ed.). Wolters Kluwer.

Reference Books:

1. Gillberg, C. (2010). *The ESSENCE of Autism and Other Neurodevelopmental Conditions: Rethinking Co-morbidity, Transdiagnostic Approaches and Person-Centered Care*. Jessica Kingsley Publishers.
2. Carr, A. (2015). *The Handbook of Child and Adolescent Clinical Psychology* (3rd ed.). Routledge.
3. Silverman, W. K., & Ollendick, T. H. (Eds.). (2005). *Evidence-Based Assessment of Child and Adolescent Disorders*. Oxford University Press.
4. Barkley, R. A. (2014). *Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment* (4th ed.). Guilford Press.

Open Educational Resources (OER):

- Child Mind Institute – Resources on Childhood Disorders

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code:	Adolescent Psychopathology	L	T	P	C
SLAPAP310					
Version: 1.0		2	1	0	3
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				

Pre-Requisites/ Co-Requisites	
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Course Perspective

This course covers mental health issues specific to adolescence, focusing on the biological, social, and psychological factors contributing to the onset of psychopathologies during this developmental stage. Key topics include mood disorders, identity formation, and risk behaviors, along with effective intervention strategies.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand key concepts of adolescent psychopathology.

CO2: Identify emotional and behavioral disorders in adolescents.

CO3: Analyze neurodevelopmental and trauma-related issues.

CO4: Apply assessment and treatment strategies.

CO5: Evaluate ethical and professional roles in adolescent care.

Course Content

UNIT I *Understanding Adolescent Psychopathology* (12 lecture hours)

Introduction to Adolescent Psychopathology: Characteristics of adolescence: Physical, emotional, cognitive, and social changes, Risk and protective factors: Family dynamics, peer influence, school environment, Developmental psychopathology approach, Classification systems: DSM-5 and ICD-11 in adolescent diagnosis, Stigma, help-seeking behavior, and barriers to mental health care

UNIT II *Emotional and Behavioral Disorders in Adolescents* (11 lecture hours)

Depression and dysthymia, Anxiety disorders: Social anxiety, GAD, panic disorder, Self-injurious behavior and suicidal ideation, Oppositional defiant disorder (ODD) and conduct disorder, Substance use and behavioral addictions (internet, gaming, social media)

UNIT III *Neurodevelopmental and Trauma-Related Disorders* (12 lecture hours)

ADHD in adolescence: Persistence and challenges, Autism spectrum disorders: Adolescent manifestations and support, Learning disabilities and school refusal, Trauma-related disorders: PTSD, complex trauma, Eating disorders: Anorexia nervosa, bulimia nervosa, binge-eating disorder.

UNIT IV *Assessment and Treatment Strategies for Adolescents* (11 lecture hours)

Diagnostic tools: MINI-KID, CBCL, YSR, screening inventories, School-based assessments and mental health screening, Therapeutic approaches: CBT, DBT for adolescents, family therapy, Crisis intervention and suicide prevention, Role of school psychologists, counselors, and multidisciplinary teams, Mental health promotion and life skills education, Cultural and Ethical Issues: Confidentiality, consent, and ethical challenges in adolescent therapy.

Learning Experience

This course offers a blend of theoretical learning, interactive discussions, and practical applications designed to deepen students' understanding of adolescent mental health issues. Students will engage in case studies, role-playing, and simulation exercises to develop practical skills in assessing and addressing common adolescent psychopathologies, such as mood disorders, anxiety, and behavioral issues.

Through group discussions, students will examine the unique developmental, social, and cultural factors impacting adolescent mental health. Reflective journaling and self-assessment exercises will encourage students to consider their attitudes and biases, promoting empathy and cultural sensitivity.

Guest speakers, including mental health professionals specializing in adolescent care, may provide real-world insights, while multimedia resources such as videos and interviews will enrich the learning experience. This course aims to equip students with both the knowledge and skills necessary to support adolescent mental health effectively.

Textbooks:

1. Mash, E. J., & Barkley, R. A. (Eds.). (2014). *Child Psychopathology* (3rd ed.). Guilford

Press.

2. Evans, D. L., Foa, E. B., Gur, R. E., Hendin, H., O'Brien, C. P., Seligman, M. E. P., & Walsh, B. T. (Eds.). (2005). *Treating and Preventing Adolescent Mental Health Disorders: What We Know and What We Don't Know*. Oxford University Press.

Reference Books:

1. Loeber, R., & Farrington, D. P. (Eds.). (2001). *Child Delinquents: Development, Intervention, and Service Needs*. Sage.
2. Carr, A. (2015). *The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach* (3rd ed.). Routledge.
3. Kendall, P. C. (Ed.). (2011). *Child and Adolescent Therapy: Cognitive-Behavioral Procedures* (4th ed.). Guilford Press.
4. Goldstein, S., & Brooks, R. B. (Eds.). (2007). *Handbook of Resilience in Children*. Springer.

Open Educational Resources (OER):

- Teen Mental Health by Dalhousie University

Assessment & Evaluation

Assessment & Evaluation						
Components	Continuous Assesment	Mid Examination	Term	End Examination	Term	
Weightage (%)	30	20		50		
Course Code:	Geriatric Psychopathology		L	T	P	C
SLAPGP409						
Version: 1.0			2	1	0	3
Category of Course	Discipline Specific Elective					
Total Contact Hours	60					
Pre-Requisites/ Co-Requisites						

Course Perspective

This course examines mental health issues specific to older adults, focusing on age-related cognitive and emotional changes, including dementia, depression, anxiety, and other disorders.

Course Outcomes

CO1: Understand the theories and psychological challenges of aging.

CO2: Identify common psychiatric and neurocognitive disorders in the elderly.

CO3: Apply appropriate assessment tools for geriatric mental health.

CO4: Implement therapeutic and community-based interventions.

CO5: Evaluate ethical and legal aspects of geriatric care.

UNIT I *Ageing and Psychological Well-being* **(12 lecture hours)**

UNIT II *Geriatric Psychiatric and Neurocognitive Disorders* (11 lecture hours)

UNIT III *Assessment in Geriatric Psychopathology* **(12 lecture hours)**

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informed consent and reporting

UNIT IV *Interventions and Geriatric Care*

(11 lecture hours)

Therapeutic Approaches: Cognitive-behavioral therapy (CBT), reminiscence therapy, and life review therapy adapted for older adults. Psychotherapy approaches: CBT, Reminiscence therapy, ACT, Supportive and family-based interventions, Community-based and institutional care models, Role of caregivers and caregiver burden, End-of-life care, palliative psychology, and dignity therapy, Legal and ethical considerations: Guardianship, advanced directives

Learning Experience:

This course combines theoretical instruction with case-based learning, encouraging students to understand and empathize with the psychological challenges faced by older adults. Students will participate in case studies, role-playing, and scenario analysis to apply diagnostic criteria and develop intervention strategies for common geriatric psychopathologies.

Simulated assessments and intervention planning sessions will provide hands-on experience with age-appropriate tools and techniques, fostering practical skills in evaluating cognitive and emotional changes in older adults. Group discussions and reflective journaling will enable students to consider ethical issues, caregiver perspectives, and cultural considerations when working with elderly clients.

Guest lectures from geriatric psychologists and field visits to care facilities may be included, offering insights into the complexities and rewards of working in geriatric mental health care.

Textbooks:

1. Sadavoy, J., Jarvik, L. F., & Grossberg, G. T. (2004). *Comprehensive Review of Geriatric Psychiatry* (3rd ed.). American Psychiatric Publishing.
2. Yaffe, K., & Halpain, M. C. (2013). *Geriatric Psychiatry Review and Exam Preparation Guide*. Oxford University Press.

Reference Books:

1. Blazer, D. G. (2009). *The Age of Melancholy: "Major Depression" and Its Social Origins*. Routledge.
2. Agronin, M. E. (2014). *Principles and Practice of Geriatric Psychiatry* (3rd ed.). Oxford

University Press.

3. Molinari, V., & Yochim, B. (Eds.). (2017). *Mental Health and Aging: A Need-to-Know Guide for Clinicians*. Springer Publishing.
4. Zarit, S. H., & Zarit, J. M. (2015). *Mental Disorders in Older Adults: Fundamentals of Assessment and Treatment* (2nd ed.). Guilford Press.

Open Educational Resources (OER):

- **National Institute on Aging** – Health Information