



SCHOOL OF HUMANITIES

Masters of Arts in Applied Psychology

Programme Code: 225

Programme Level: Masters

Year: 2024-2025

POSTGRADUATE PROGRAMME

Approved in 34th Meeting of Academic Council

Held on 29th June 2024

PREFACE

The KRMU envisions all its programmes in the best interest of their 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 prepare the students for academia and employability, sustainability and life-long 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 also 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 an 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 leads to specific outcomes.

I wish to acknowledge all our experts who have been involved in the process of developing this curriculum for M.A 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 the least, I express my heartfelt thanks to our external academic experts for their valuable contribution towards shaping this curriculum.

Prof. (Dr.) Tania Gupta
Dean
School of Humanities

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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 KRM 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 to 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 futuristic curriculum and progressive pedagogy with cutting-edge technology.
3. Instil 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 HUMANITIES

The School of Humanities (SOHS), 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 SOHS, 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. SOHS 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 by excelling in interdisciplinary education, research, and innovation.

4.2 School Mission

To foster cross-curricular innovation, focusing on building a strong foundation of knowledge and skills.

- To instill lifelong learning among the students.
- To advance humanitarian goals of global peace, sensitivity, and cooperation through an inclusive and dynamic curriculum.
- To cultivate analytical and critical research skills, scientific inquiry, and creative thinking in students.
- To provide opportunities to students for acquiring language proficiency and socio-cultural-philosophical awareness.

5. About the Programme: Masters 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 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 the 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**

Credit refers to a unit of 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 at leadership positions

PEO3: Using universal values and adhere 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. Psychology Programme

The candidate should have passed a bachelor 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 the final year shall also be eligible. However, for such candidate's admission shall be provisional. The reservation and relaxation for SC/ST/OBC/PwD and other categories shall be as per the rules of central/state government, whichever is applicable.

8. Career Opportunities

The Master degree program provides students an entry to a rewarding career as a psychologist. Multiple career opportunities are available for students upon successful completion of the program.

1. Clinical Psychologist- Provides mental health assessments, diagnoses, and therapy to individuals facing emotional and psychological challenges.
2. Counseling Psychologist- Helps clients cope with life challenges, offering support for personal, social, and emotional issues through counseling.
3. Human Resources (HR) Specialist- Manages employee relations, recruitment, and training, leveraging psychology to enhance workplace productivity and job satisfaction.
4. Industrial-Organizational (I/O) Psychologist- Uses psychological principles to improve employee productivity, satisfaction, and overall organizational efficiency.
5. Market Research Analyst- Studies consumer behavior, conducting research to inform companies about market trends and product demand.
6. Forensic Psychologist- Applies psychology in legal settings, performing evaluations and developing rehabilitation programs for offenders.
7. Health Psychologist- Works with patients to manage health-related behaviors, like coping with illness or quitting smoking, to promote well-being.
8. School Psychologist- Supports students' academic and emotional development, providing assessments and interventions in educational settings.
9. Research Psychologist- Conducts studies to advance the understanding of psychological phenomena and applies findings to real-world issues.
10. Behavioral Therapist- Provides interventions for behavioral issues, using techniques like CBT to help clients develop healthy behavior patterns.
11. Sports Psychologist- Works with athletes to improve performance, manage stress, and enhance mental resilience in competitive environments.
12. Community Psychologist- Designs programs addressing community issues such as addiction or violence, often working with public health or advocacy groups.
13. Rehabilitation Psychologist- Assists individuals with disabilities or chronic conditions in achieving their maximum potential for functional independence.
14. Child Psychologist- Specializes in child development, assessing and treating emotional or behavioral challenges faced by children and adolescents.
15. Academic or Career Advisor- Helps students or clients with academic and career planning, providing guidance based on personal strengths and challenges.
16. Neuropsychologist- Studies the relationship between brain function and behavior, often working with patients who have cognitive impairments or brain injuries.

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 Master 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 (2024-25)

Scheme of Studies MA Applied Psychology (2024-26)

Semster 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	HUAP501	Introduction to Applied Psychology	3	1	0	4	1	Core	HUAP502	Applied Psychometrics	3	1	0	4
2	Core	HUAP503	Applied Cognitive Psychology	3	1	0	4	2	Core	HUAP504	Developmental Psychology	3	1	0	4
3	Core	HUAP505	Applied Social Psychology	2	1	0	3	3	Core	HUAP506	Abnormal Psychology	2	1	0	3
4	Core	HUAP507	Biological Basis of Behaviour	2	1	0	3	4	Core	HUAP508	Health Psychology	2	1	0	3
5	Core	HUAP509	Statistical Methods	2	1	0	3	5	Core	HUAP52	Psychometrics Practical	0	0	6	3
6	Core	HUAP51	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	HUAP601	Guidance and Counseling	3	1	0	4	1	Core	HUAP602	Research Methodology	3	1	0	4
2	Core	HUAP603	Human Resource Management	3	1	0	4	2	Core	HUAP604	Multivariate Statistics	3	1	0	4
3	Core	HUAP605	Psychotherapies	2	1	0	3	3	Core	HUAP606	Research Ethics and Publication	2	1	0	3
4	Core	HUAP607	Positive Psychology	2	1	0	3	4	Core	DSE-III	Discipline Specific Elective-III	2	1	0	3

5	Core	HUAP5 53	Counseling Practical	0	0	6	3	5		HUAP6 08	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							24	

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Students on exit shall be awarded Masters in Applied Psychology after securing the requisite 88 credits on completion of Semester IV

Pool of DSE

			Semester-II			Semester-III			Semester IV
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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	HUAP512	Disability and Rehabilitation	HUAP609	Rehabilitation Assessment and Counselling	HUAP610	Psychosocial Issues and Community Based Rehabilitation
2	Forensic Psychology	DSE-B	HUAP514	Fundamentals of Forensic Psychology	HUAP611	Personality and Criminal Behaviour	HUAP612	Legal Concepts and Evidence Related Issues
3	Neuropsychology	DSE-C	HUAP516	Fundamentals of Neuroscience and Neuropsychology	HUAP613	Neuroanatomy and Pathology	HUAP614	Neuro-Assessment and Intervention
4	Organizational Psychology	DSE-D	HUAP518	Introduction to Organizational Behaviour	HUAP615	Interpersonal Processes of Organization	HUAP616	Selection and Assessment in Organizations
5	Developmental Psychopathology	DSE-E	HUAP520	Childhood Psychopathology	HUAP617	Adolescent Psychopathology	HUAP618	Geriatric Psychopathology

SYLLABI

Semster 1st							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	HUAP501	Introduction to Applied Psychology	3	1	0	4
2	Core	HUAP503	Applied Cognitive Psychology	3	1	0	4
3	Core	HUAP505	Applied Social Psychology	2	1	0	3
4	Core	HUAP507	Biological Basis of Behaviour	2	1	0	3
5	Core	HUAP509	Statistical Methods	2	1	0	3
6	Core	HUAP551	Cognitive Psychology Practical	0	0	6	3
Total Credits							20

SEMESTER-I

HUAP501	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:: Identify and explain the key concepts and historical developments in applied psychology, including its nature, scope, and major theoretical perspectives.

CO2:: Apply appropriate psychological principles to analyze case studies and real-life scenarios.

CO3:: Analyze the impact of socio-economic deprivation on disadvantaged groups and evaluate strategies for social integration and conflict resolution.

CO4:: Evaluate ethical dilemmas and cultural considerations in psychological practice.

CO5:: **Evaluate** how applied psychology can be utilized to address contemporary social issues, such as violence, discrimination, and socio-economic disparities, and **propose** evidence-based interventions.

CO6:: Formulate strategies to address these issues, demonstrating an understanding of how to integrate ethical and culturally sensitive approaches into psychological interventions.

Course Content

UNIT I

15 lecture hours

Introduction to Applied Psychology

Introduction: Nature and Scope of Applied Psychology; historical context of applied psychology; Scientific approach to Behaviour, theoretical perspectives of applied psychology; **Psychology Applied to Human Problems:** Psychological Well-Being, happiness disposition, normality and abnormality, causal factors in mental disorders, therapeutic approaches; **Rehabilitation Psychology:** Prevention, role of psychologists in rehabilitation, aging , juvenile delinquency, victims of violence

UNIT II

15 lecture hours

Applied Psychology to human resource development

Human resource Development: psychological principles of teaching learning process, learning styles, learning disabilities, vocational guidance, career counselling, value education;

Work and Organisational Psychology: Personnel Selection, sensitivity training, theories of work motivation, leadership, ergonomics; **Sports and Military Psychology:** psychological interventions, rehabilitation of injured athletes, psychological tests in military, human factor engineering in defence

UNIT III

15 lecture hours

Applied psychology to socio-economic problems

Disadvantaged groups: relative and absolute deprivation, consequences of deprivation; social integration and prejudice, causal factors of conflicts; **Terrorism:** theories of terrorism, radicalization process, terror profiling, terror organisations, victims of terrorism, generalized

anxiety; **Gender and environment:** glass ceiling, issues of discrimination, women in Indian society, noise, pollution, crowding, psychological consequences of population explosion

UNIT IV

15 lecture hours

Psychology Applied to Socio Economic Development

Psychology of IT and Mass Media: developments in media psychology, psychological consequences, teleconferencing, internet addiction disorder, internet as a psychological space;

Community Psychology: Community and mental health, leadership for social change, group decision making; **Economic Development:** Achievement motivation, characteristics of entrepreneurial behaviour, government policies, Consumer rights and consumer courts.

Learning Perspective:

The Introduction to Applied Psychology course will integrate interactive lectures, real-world 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. Bayne and Horton , Applied psychology, Sage Publications , 2003
2. Weiten and Lloyd, Psychology applied to Modern Life and Adjustment in 21st Century, Thomas Wadsworth Publications, 2004
3. Sharma, R, Applied Psychology, Atlantic Publications, 2009
4. Bachav, A. M, Applied Psychology, Chandralok Prakashan, 2012
5. C.R. Snyder & Shane J. Lopez , Positive Psychology, Sage Publications, 2007
6. Taylor Shelley, Health Psychology: Tata McGraw-Hill
7. David F. Marks, Michael Murray, Brian Evans, Carla willing Cailine Woodall & Catherine E Sykes, Health Psychology, Sage Publications, 2006
8. Richard H. Cox, Sport Psychology, McGraw –Hill Higher Education 2002

Suggested Readings:

Griffith, C. R. (2010). An introduction to applied psychology.
 Oskamp, S. (1984). Applied social psychology. Prentice Hall.

Assessment & Evaluation

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

SEMESTER I

HUAP503	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: Recall and explain key cognitive theories and concepts. They will describe how these cognitive processes impact everyday life and professional settings..

CO2: Apply cognitive psychology principles to analyze practical problems and develop solutions that improve cognitive performance and outcomes..

CO3: Design and conduct cognitive psychology experiments or studies, analyze data, and create comprehensive reports that articulate their findings and implications for practice.

CO4: Evaluate ethical issues and practical applications in cognitive psychology, propose strategies to address these issues, and integrate ethical considerations into their professional practice.

CO5: Able to explain major cognitive processes, such as perception, attention, memory, language, and problem-solving, and discuss their relevance to real-world applications.

CO6: Analyze research studies in cognitive psychology, evaluate their methodologies, and interpret their implications for understanding human cognition..

Course Content

UNIT I

15 lecture hours

Introduction to Applied Cognitive Psychology

Introduction: Meaning, Aim, Application, Career in Applied Cognitive Psychology, Historical Linkage with schools of psychology; **Development of Applied Cognitive Psychology:** Early Cognitive Research, Post-War Development; Indian Approach to Cognition **Research in Applied Cognitive Psychology:** Basic and Applied Cognitive Researches, Information Processing Approach, Parallel Distributed Processing, Top-Down And Bottom Up Processing

UNIT II

15 lecture hours

Memory and Language

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

UNIT III

15 lecture hours

Reasoning and Decision Making

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

15 lecture hours

Consciousness, Attention and Perception:

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 , Network-feedback model, 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:

Cognitive Psychology: Applying the Science of the Mind" by Gregory Robinson-Riegler and Bridget Robinson-Riegler

Cognitive Psychology and Its Implications" by John R. Anderson

Applied Cognitive Psychology: A Textbook" by Douglas J. Herrmann and Michael Gruneberg

Cognitive Psychology: Theory, Process, and Methodology" by Dawn M. McBride and J. Cooper Cutting

Applied Cognitive Psychology: Perceiving, Learning, and Remembering" edited by David Groome, Michael Eysenck, and Alan Baddeley

References Books/ Materials:

The Cambridge Handbook of Applied Perception Research" edited by Robert R. Hoffman, Peter A. Hancock, Mark W. Scerbo, Raja Parasuraman, and James L. Szalma

Cognition and Instruction" by Roger Azevedo and Vincent Alevén
 The Oxford Handbook of Cognitive Engineering" edited by John D. Lee and Alex Kirlik
 The Cognitive Neurosciences" edited by Michael S. Gazzaniga and George R. Mangun
 Human Cognitive Abilities: A Survey of Factor-Analytic Studies" by John B. Carroll

Assessment & Evaluation

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

SEMESTER-I

HUAP505	Applied Social Psychology	L	T	P	C
Version 1.0		3	1	0	4
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:: Recall and explain key theories and concepts in social psychology, and describe how these ideas apply to various social contexts.
- CO2:: Analyze case studies and real-world scenarios to identify social psychological factors at play and apply appropriate theories to explain behaviors observed in these contexts..
- CO3:: Apply social psychological theories to create interventions or programs aimed at addressing specific social issues, demonstrating how these interventions can lead to positive behavioral and social change.
- CO4:: Evaluate ethical challenges and cultural factors in social psychological research and practice, and formulate strategies to incorporate ethical and culturally sensitive approaches into their work.

CO5:: Explain major social psychological theories, such as social identity theory, cognitive dissonance theory, and attribution theory, and apply these theories to understand human behavior in social contexts.

CO6:: Apply research methods in social psychology to design and conduct experiments or surveys, and interpret the results to gain insights into social behavior..

Course Content

UNIT I

15 lecture hours

Introduction to Applied Social Psychology

Introduction: Nature, fields of applied social psychology, historical context of applied psychology; **Research methods in applied social psychology:** self-report methods, observation, experimental and qualitative research methods; **Theories-** Cognitive dissonance theory, groupthink theory, research methods in applied social psychology, role of applied social psychologists.

UNIT II

15 lecture hours

Social Psychology to Clinical and counselling psychology

Introduction: the origins of psychological disorders, the social psychological roots of social anxiety, social psychological model of depression; **The treatment and prevention of psychological disorders:** self-presentation theory, hopelessness theory approach to treating depression, the diagnosis of psychological disorders, biases in clinical decision making, **Health:** definition of health psychology, biopsychosocial model, persuasion and social influence in mental health coverage, health belief model, theory of planned behaviour, stages of change model, stress coping and social support

UNIT III

15 lecture hours

Applying Social Psychology to Personal Relationships

Positive Personal Relationships: Attraction, Cognitive, Reward and equity perspective; Attachment styles and selection process; **Cognitive errors** and student–teacher relations, fundamental attribution error, belief perseverance, social categorization, self-perceptions and their academic consequences, self-handicapping, self-serving bias, over justification effect; **Nonverbal Communication:** Basic Channels, Recognizing Deception, Impression Formation & Impression Management, Asch’s Research, Cognitive perspectives, Social Cognition- Schemas, sources of error in social cognition.

UNIT IV

15 lecture hours

Social Psychology to Diversity and Legal Systems

Diversity: Cultural Diversity, Hofstede's Cultural taxonomy, Schwartz's Values Framework; Personal Diversity- Gender, ethnic background and social class; challenges in diversity- prejudice and discrimination, conflict and conflict resolution; **The Crime and Criminal:** Social Psychology of Crime; Origins of Criminal Behaviour; **Criminal Justice System:** Role of Police Investigation, Court room, Prison setting; Eyewitness Testimony; Factors affecting eyewitness accuracy.

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:

Social Psychology: Goals in Interaction" by Douglas Kenrick, Steven L. Neuberg, and Robert B. Cialdini

Applied Social Psychology: Implications for Organizational and Clinical Practice : Gun R. Semin and Klaus Fiedler

References Books/ Materials:

Alam, M. R. et al (2020), Dimensions of social behavior: Delhi: Maek Publications.

Farr, R.M. (1960). The Roots of Modern Social Psychology, Oxford, Blackwell.

.Mishra, G. (Ed) (1990). Applied Social psychology. Nd: Sage

Pandey J (ED) (1988) Psychology in India: the state of art: Basic and Applied Social psychology (vol.20, new Delhi: Sage

Pandey, J. (1980). Perspectives on Experimental Social psychology in India, ND: Concept

Leah Levin- Human Rights Questions and Answers,. National Book Trust; New Delhi.

Dalal A.K & Mishra, G. (2001) Social Psychology (Vol.1), ND, Sage.

Assessment & Evaluation

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

SEMESTER I						
Course Code: HUAP507	Biological Basis of Behaviour	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 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: Explaining the neurobiological mechanisms that underpin various cognitive functions and behaviors.
- CO 2:: Analyzing behavioral data using neurobiological principles to understand normal and abnormal human behaviors.
- CO 3:: Applying neuroimaging and other neuroscientific methods to investigate the biological bases of behavior.
- CO 4:: Evaluating the validity and implications of neurobiological research in the context of current and emerging psychological theories.
- CO 5 :: Integrating knowledge from the course to propose or refine approaches to the treatment and management of psychological disorders based on their biological underpinnings.

Course Content

UNIT I

Introduction

15 lecture hours

Biopsychology as a neuroscience, evolution and historical beginnings, genetics and behavior, animals in research, research methods

UNIT II **15 lecture hours**

Anatomy of the nervous system and Sensory Motor Systems

Divisions of the nervous system, resting membrane potential, action potential, synaptic transmission, neurotransmitters, the visual system, hearing, touch, smell and taste, attention, sensorimotor

UNIT III **15 lecture hours**

Neuroplasticity and lateralization

Development of the nervous system, neurological diseases, amnesia and learning, split brain, left and right hemispheres

UNIT IV **15 lecture hours**

Biopsychology of motivation

Hunger and eating (theories, factors, physiological research), obesity, anorexia and bulimia nervosa, Hormones and sex (neuroendocrine system), Gonadal hormones and sexual development, Sleep and dreaming (sleep deprivation, circadian sleep cycles), Drug addiction

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.

Textbooks:

Biological Psychology by James W. Kalat

Principles of Neural Science by Eric Kandel, James Schwartz, and Thomas Jessell

Suggested Readings

Behavioral Neuroscience by S. Marc Breedlove and Neil V. Watson "Neuropsychology: From Theory to Practice" by David Andrewes

Open Educational Resources (OER)

Fundamentals of Neuroscience by HarvardX on edX

Neuroscience Online: An Electronic Textbook for the Neurosciences" - Developed by the Department of Neurobiology and Anatomy at The University of Texas Health Science Center at Houston (UTHealth)

Assessment & Evaluation

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

SEMESTER I							
Course Code: HUAP509	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: Applying appropriate statistical techniques to analyze and interpret data in various contexts..
- CO 2:: Interpreting the results of statistical analyses and communicate findings effectively to both technical and non-technical audiences.
- CO 3:: Evaluating the appropriateness of different research designs for addressing specific research questions, considering potential biases and ethical issues.
- CO 4:: Utilizing statistical software to perform analyses, ensuring accuracy and efficiency in data handling.
- CO 5 :: Developing and supporting evidence-based conclusions, demonstrating the ability to apply statistical reasoning in practical and professional scenarios.

Course Content

UNIT I

12 lecture hours

Introduction

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

12 lecture hours

Measures of Central Tendency:

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

10 lecture hours

Normal Distribution

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

10 lecture hours

Correlation

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.

Textbooks:

Discovering Statistics Using IBM SPSS Statistics by Andy Field
Statistics for the Behavioral Sciences by Frederick J Gravetter and Larry B. Wallnau

Suggested Readings

The Elements of Statistical Learning: Data Mining, Inference, and Prediction by Trevor Hastie, Robert Tibshirani, and Jerome Friedman
Applied Multivariate Statistical Analysis by Richard A. Johnson and Dean W. Wichern

Open Educational Resources (OER)

Online Statistics Education: A Multimedia Course of Study (<http://onlinestatbook.com/>) - Project by David Lane at Rice University

Statistics and Probability on Khan Academy (<https://www.khanacademy.org/math/statistics-probability>)

Assessment & Evaluation

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

HUAP551	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. STM
2. LTM
3. Perceptual Constancy
4. Depth Perception

Unit II

10 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)

Suggested Readings:

Text book [TB]:

- McGuigan, F.J. (1997). Experimental Psychology Methods of Research. New York: Prentice Hall.
- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.

- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed) NY: Prentice- Hall.
- Postman, L. & Eagan, J.P. (1985). Experimental Psychology. New Delhi: Kalyani.

Reference Books/Materials

- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IB
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Singh, A.K. (2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).

SEMESTER-II

Semester 2nd							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	HUAP502	Applied Psychometrics	3	1	0	4
2	Core	HUAP504	Developmental Psychology	3	1	0	4
3	Core	HUAP506	Abnormal Psychology	2	1	0	3
4	Core	HUAP508	Health Psychology	2	1	0	3
5	Core	HUAP552	Psychometrics Practical	0	0	6	3
6	DSE	DSE-I	Discipline Specific Elective-I	2	1	0	3
Total Credits							20

HUAP502	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. Build quality tests aimed towards promoting valid score interpretation, and will learn how to evaluate the use of a specific test for a specific purpose.
- CO2. Explain psychometric models with psychometric data.
- CO3. Understand the way of writing report of the psychometric techniques.
- CO4. Gain knowledge about the various tests along with their applicability.
- CO5. Describe fundamental aspects of test quality such as reliability and validity.
- CO6. Evaluate tests and items using statistical and qualitative methods.

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

8 lecture hours

Introduction The importance of Psychometrics and Psychological Measurement & Social, Basic Concepts in psychological Measurement, Classical Test Theory

UNIT II

8 lecture hours

Test and Scale construction: Steps followed in test development and standardization. Difference between test and scale construction, Reliability and Validity: Different types, factors affecting reliability and validity. Norms: Qualitative and Quantitative norms.

UNIT III

12 lecture hours

Applications of Psychological testing: Clinical, Organizational and Business, Educational, Military and career guidance settings. Alternatives to Self Report & Threats to Psychometric Quality

UNIT IV

12 lecture hours

Professional, moral and social issues shaping the field of testing, Ethical Issues in Psychological Testing: International guidelines, Challenges of cultural adaptation and translation of tests. Psychological testing and Society, Computerized 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. Murphy, K. R., & Davidshofer, C. O. (2005). Psychological testing: Principles and applications. 6th Edition Englewood Cliffs, N.J: Prentice-Hall.
2. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cenengage.
3. Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd.
4. Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication.
5. Miller, L.A., Lovler, R.L., McIntire, S.A. (2013). Psychological Testing: A practical Approach. 4th Edition, New Delhi: Sage publications.
6. Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6 th Ed.). Boston: Allyn & Bacon.

Reference Books/Materials

- Linn, R. L., & Miller, M. D. (2005). Measurement and assessment in teaching (9th edition). Upper Saddle River, NJ: Prentice-Hall.
- Baron, J. B. (1991). Strategies for the development of effective performance exercises. Applied Measurement in Education, 4, 305-318.
- Bennet, R., & Ward, W. (1993). Construction versus choice in cognitive measurement. Hillsdale, NJ: Lawrence Erlbaum Associates. Crehan, K. D., Haladyna, T. M., & Brewer, B. W. (1993).
- Use of an inclusive option and the optimal number of options for multiple-choice items. Educational and Psychological Measurement, 53, 241-247.
- Cronbach, L. J. (1946). Response sets in objective tests. Educational and psychological measurement, 6, 475-494.
- Downing, S. M., & Haladyna, T. M. (1997). Test item development: Validity evidence from quality assurance procedures. Applied Measurement in Education, 10, 61-82.
- Downing, S. M., & Haladyna, T. M. (Eds.) (2006). Handbook of Testing (pp. 329-347). Mahwah, NJ: Lawrence Erlbaum.
- Haladyna, T. M. (1992). The effectiveness of several multiple-choice item formats. Applied Measurement in Education, 5, 73-88.

Open Education Resources

<https://www.egyankosh.ac.in/bitstream/123456789/73590/3/Unit-9.pdf>
[https://www.publichealth.columbia.edu/research/population-health-methods/item-response-theory#:~:text=The%20item%20response%20theory%20\(IRT,outcomes%2C%20responses%20or%20performance\).](https://www.publichealth.columbia.edu/research/population-health-methods/item-response-theory#:~:text=The%20item%20response%20theory%20(IRT,outcomes%2C%20responses%20or%20performance).)

HUAP504	Developmental Psychology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Description

This course provides an in-depth exploration of developmental psychology across the lifespan. It covers key theories, research methods, and practical applications relevant to physical, cognitive, and socio-emotional development. Students will analyze how developmental psychology can be applied to address developmental issues, disorders, and real-world challenges in different cultural contexts. The course also emphasizes the developmental changes from infancy to old age and the role of psychology in enhancing individual well-being at each stage.

Course Outcomes

On completion of this course, students will be able to

- CO1:: Identify key concepts and stages of human development from conception through old age, emphasizing the interaction between biological and environmental factors.
- CO2:: Analyze major theories of development (e.g., cognitive, psychosocial, behavioral) and their relevance to various developmental stages.
- CO3:: Critically evaluate the impact of socio-cultural factors, including family dynamics, education, and socioeconomic status, on development.
- CO4:: Assess the implications of developmental disorders and challenges, with a focus on early diagnosis, interventions, and therapeutic approaches.
- CO5:: Formulate evidence-based interventions for addressing developmental challenges and propose research-based solutions to contemporary developmental issues.
- CO6:: Apply developmental psychology principles to real-life scenarios and diverse cultural contexts.

Course Content

UNIT I

15 lecture hours

Introduction to Developmental Psychology

Introduction: Historical context, nature, and scope of developmental psychology; research methods in developmental psychology (longitudinal, cross-sectional, sequential designs); major theories of development: psychodynamic, cognitive, behavioral, and socio-cultural approaches; Prenatal development: Stages of prenatal development, environmental

influences, prenatal screening, and care; Infancy: Developmental milestones, attachment theory, early cognitive and emotional development, temperament, early intervention programs.

UNIT II **15 lecture hours**
Cognitive and Language Development

Cognitive development in the stages of development from childhood to old age: Piaget's theory of cognitive development, Vygotsky's socio-cultural theory, information processing approach, cognitive changes in childhood and adolescence; Language development childhood to old age: Theories of language acquisition (Chomsky, Skinner), stages of language development, bilingualism, language disorders, and interventions; Educational implications: Role of developmental psychology in education, strategies for supporting cognitive development in school settings.

UNIT III **15 lecture hours**
Socio-Emotional and Personality Development

Emotional development childhood to old age: Theories of emotional regulation, temperament, emotional intelligence, the role of family and peers in emotional growth, impact of trauma and abuse on emotional development; Personality development childhood to old age: Erikson's psychosocial stages, identity formation, the role of culture in personality development, gender identity and roles, and adolescence; Moral development childhood to old age: Kohlberg's stages of moral development, Gilligan's critique, moral reasoning and behavior in different cultures.
Impact of media and technology on socio-emotional development across the lifespan.

UNIT IV **15 lecture hours**
Developmental Challenges and Disorders

Developmental disorders: Autism spectrum disorders, ADHD, learning disabilities, and intellectual disabilities; diagnosis, early interventions, and therapeutic approaches. 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: Role of developmental psychologists in assessment, therapy, and rehabilitation; ethical considerations in developmental psychology practice.

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:

- Berk, L. E. (2018). *Development Through the Lifespan* (7th Edition). Pearson.
- Siegler, R., Deloache, J., & Eisenberg, N. (2017). *How Children Develop* (5th Edition). Worth Publishers.
- Papalia, D., & Feldman, R. (2012). *Human Development* (12th Edition). McGraw-Hill.
- Kail, R. V., & Cavanaugh, J. C. (2018). *Human Development: A Life-Span View* (8th Edition). Cengage Learning.

References Books/ Materials:

- Santrock, J. W. (2019). *Life-Span Development* (17th Edition). McGraw-Hill Education.
- Shaffer, D. R., & Kipp, K. (2014). *Developmental Psychology: Childhood and Adolescence* (9th Edition). Cengage Learning.
- Smith, P. K., Cowie, H., & Blades, M. (2015). *Understanding Children's Development* (6th Edition). Wiley.
- Bee, H. L., & Boyd, D. (2019). *The Developing Child* (13th Edition). Pearson.

SEMESTER II

HUAP506	Abnormal Psychology	L	T	P	C
Version 1.0		3	1	0	4
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:: Identify and explain the key concepts, history, and classification systems in abnormal psychology.

CO2:: Critically evaluate the major theoretical perspectives (biological, psychological, and socio-cultural) in understanding mental disorders.

CO3:: Diagnose mental health disorders based on DSM/ICD criteria and propose evidence-based treatments.

CO4:: Assess the role of biological, psychological, and environmental factors in the onset and course of mental disorders.

CO5:: Critically analyze ethical issues in the diagnosis, treatment, and research of abnormal behavior.

CO6:: Develop a comprehensive understanding of how to integrate contemporary research into the practice of abnormal psychology.

Course Content

UNIT I

8 lecture hours

Foundations of Abnormal Psychology

Introduction: Definitions of abnormality, historical perspectives, evolution of abnormal psychology, and the medical model; current trends in the field. Classification and Diagnosis: Overview of DSM-5 and ICD-11 systems, cultural and ethical considerations in diagnosis, reliability, and validity of assessments. Theoretical Perspectives: Biological, psychodynamic, cognitive, behavioral, and socio-cultural models of abnormal behavior. Research Methods: Experimental, correlational, case study methods.

UNIT II

12 lecture hours

Mental Disorders-I

Anxiety disorders: Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder (Social Phobia), Panic Disorder, Panic Attack (Specifier), Agoraphobia
Generalized Anxiety Disorder; Depressive Disorders: Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder; Bipolar disorders: Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder; Obsessive Compulsive and Related Disorders;

UNIT III

12 lecture hours

Mental Disorders-II

Sleep and Wake Disorders: Insomnia Disorder, Hypersomnolence Disorder, Narcolepsy; Disruptive Disorders: Oppositional Defiant Disorder, Intermittent, Explosive Disorder, Conduct Disorder, Antisocial Personality Disorder, Pyromania, Kleptomania; Developmental Disorders: Mental retardation, Autism and attention deficit hyperactivity disorder; **Eating Disorders: Anorexia nervosa, bulimia nervosa, binge-eating disorder; psychological and biological factors,**

UNIT IV

8 lecture hours

Schizophrenia and Personality Disorders

Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder; Catatonia; Personality Disorders: Cluster A, B and C.

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:

Barlow, D. H., & Durand, V. M. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edition). Cengage Learning.

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2019). *Abnormal Psychology* (14th Edition). Wiley.

Comer, R. J. (2018). *Abnormal Psychology* (10th Edition). Worth Publishers.

American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). American Psychiatric Publishing.

References Books/ Materials:

Oltmanns, T. F., & Emery, R. E. (2018). Abnormal Psychology (9th Edition). Pearson.

Maddux, J. E., & Winstead, B. A. (2015). Psychopathology: Foundations for a Contemporary Understanding (4th Edition). Routledge.

Sarason, I. G., & Sarason, B. R. (2017). Abnormal Psychology: The Problem of Maladaptive Behavior (11th Edition). Pearson.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). Abnormal Psychology (17th Edition). Pearson.

Course Code: HUPS152	Psychometrics Practical	L	T	P	C
Version: 1.0		0	0	4	2
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: Develop advanced proficiency in administering and interpreting psychometric tests and assessments.

CO 2: Design, develop, and validate new psychometric tools to measure psychological constructs.

CO 3: Apply statistical techniques to analyze psychometric properties such as reliability and validity.

CO 4: Critically evaluate existing psychometric instruments and their applicability in different contexts.

CO 5: Utilize ethical guidelines and professional standards in psychometric testing and interpretation.

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** (Internal Consistency, Test-Retest Reliability) – Apply techniques like Cronbach's Alpha and Split-Half reliability for psychometric evaluations.
- **Factor Analysis** – Conduct Exploratory and Confirmatory Factor Analysis (EFA & 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.

Textbooks:

- Psychometric Theory by Jum C. Nunnally and Ira H. Bernstein
- Fundamentals of Psychological Measurement by Gregory J. Boyle, Donald H. Saklofske, and Gerald Matthews

Suggested Readings

- Principles of Psychological Testing by Frederick T. L. Leong and James M. Austin
- Handbook of Psychological Testing by Paul Kline

Open Educational Resources (OER)

- ERIC - Education Resources Information Center (research database for educational and psychometric tools)
- Psychometric Research Online (available through the International Test Commission)

SEMESTER II					
Course Code: HUAP508	Health Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Generic Elective/ Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The Health Psychology course explores the psychological, behavioral, and social factors that influence health and illness. It examines the role of psychology in the prevention and treatment of disease, the promotion of health, and the improvement of healthcare systems. Students will learn about the biopsychosocial model of health, stress management, health behavior change, and how psychological principles are applied to improve health outcomes. This course is vital for those pursuing careers in healthcare, counseling, and psychology.

Course Outcomes

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

CO1: Understand the biopsychosocial model of health and illness and its application to health psychology.

CO2: Analyze the psychological and behavioral factors contributing to physical health and illness.

CO3: Apply theories of health behavior change to improve individual and community health outcomes.

CO4: Explore the role of stress and coping mechanisms in health and illness.

CO5: Examine the impact of psychological factors on chronic illness, pain, and healthcare utilization.

CO6: Critically evaluate health promotion interventions and the role of health psychologists in healthcare settings.

Course Content

UNIT I

15 lecture hours

Introduction to Health Psychology

Definition and scope of health psychology; The biopsychosocial model: Integration of biological, psychological, and social factors in health; Historical perspectives on health and illness: From mind-body dualism to the holistic approach; Research methods in health psychology: Experimental, correlational, and longitudinal studies; The role of health psychologists in healthcare: Prevention, intervention, and policy advocacy; Ethical issues in health psychology research and practice.

UNIT II

15 lecture hours

Stress, Coping, and Health

Theories of stress: General adaptation syndrome, transactional model of stress; Physiological responses to stress: The role of the autonomic nervous system and endocrine system; Psychological responses to stress: Cognitive appraisal, perceived control, and resilience; Coping mechanisms: Problem-focused and emotion-focused coping, and their impact on health; The relationship between stress and illness: Cardiovascular disease, immune function, and mental health; Stress management techniques: Relaxation training, biofeedback, mindfulness, and cognitive-behavioral therapy (CBT).

UNIT III

15 lecture hours

Health Behaviors and Interventions

Health-compromising behaviors: Smoking, alcohol consumption, poor diet, and physical inactivity; Theories of health behavior change: Health Belief Model, Theory of Planned Behavior, and Transtheoretical Model; Designing health interventions: Targeting individual, group, and community health behaviors; Preventive healthcare: Screening programs, immunizations, and health education campaigns; Health promotion strategies: Reducing risk factors and enhancing protective factors; Role of health psychology in chronic disease management: Diabetes, hypertension, and asthma.

UNIT IV

15 lecture hours

Chronic Illness, Pain, and Healthcare Systems

Psychological aspects of chronic illness: Impact on quality of life and mental health; Pain perception and management: Theories of pain, psychological factors influencing pain, and pain treatment; Patient-practitioner relationships: Communication, trust, and adherence to treatment; Psychological interventions for chronic illness and pain management: CBT, acceptance and commitment therapy (ACT), and biofeedback; Healthcare systems and health psychology: Improving patient outcomes through integrated care; Cultural and societal influences on health and healthcare access

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.

Textbooks:

1. □ Taylor, S. E. (2017). *Health Psychology*. McGraw-Hill Education.
2. Sarafino, E. P., & Smith, T. W. (2020). *Health Psychology: Biopsychosocial Interactions*. Wiley.

Suggested Readings

1. Brannon, L., & Feist, J. (2019). *Health Psychology: An Introduction to Behavior and Health*. Cengage Learning.
2. Ogden, J. (2019). *Health Psychology: A Textbook*. Open University Press.

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	HUAP601	Guidance and Counseling	3	1	0	4

2	Core	HUAP603	Human Resource Management	3	1	0	4
3	Core	HUAP605	Psychotherapies	2	1	0	3
4	Core	HUAP607	Positive Psychology	2	1	0	3
5	Core	HUAP553	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

HUAP601	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 key concepts and historical development of guidance and counselling.
CO2: Differentiate between various theoretical approaches to counselling.
CO3: Apply counselling skills and techniques in hypothetical client scenarios.
CO4: Assess clients' needs and develop tailored intervention plans.
CO5: Evaluate ethical principles and cultural factors influencing counselling practices.
CO6: Reflect on the role of self-awareness and empathy in effective counselling.

Course Content

UNIT I

15 lecture hours

Foundations of Guidance and Counselling

Introduction to Guidance and Counselling: Definition, scope, and importance.
Historical Development: Evolution of guidance and counselling as a profession, key milestones, and influential figures.
Types of Guidance: Educational, vocational, personal, and social guidance.
Counselling Process: Phases of counselling - rapport building, problem identification, exploration, goal setting, intervention, and termination.
Skills Required for Effective Counselling: Empathy, active listening, questioning, and non-verbal communication.

UNIT II

15 lecture hours

Theoretical Approaches to Counselling

Psychoanalytic Approach: Key concepts, techniques, and role of the unconscious.
Humanistic Approach: Client-centered therapy (Carl Rogers), self-actualization, and unconditional positive regard.
Cognitive-Behavioral Approach: Basic principles, cognitive restructuring, and behavior modification techniques.
Existential Approach: Emphasis on meaning, freedom, and responsibility.
Integrative Approaches: Combining theories and techniques based on client needs.

UNIT III

15 lecture hours

Assessment and Intervention in Counselling

Assessment Techniques in Counselling: Interviewing, psychological testing, observation, and self-report measures.
Goal Setting and Treatment Planning: Identifying client goals, SMART goals, and developing tailored intervention plans.
Counselling for Specific Issues: Techniques for dealing with anxiety, depression, grief, and stress management.
Crisis Intervention: Understanding crisis situations, crisis intervention models, and brief counselling strategies.
Documentation and Case Management: Record-keeping, confidentiality, and handling sensitive client information.

UNIT IV

15 lecture hours

Ethical and Cultural Considerations in Counselling

Ethics in Counselling: Informed consent, confidentiality, dual relationships, and professional boundaries.

Counsellor’s Role and Self-Awareness: Importance of self-awareness, ongoing supervision, and personal development for counsellors.

Cultural Sensitivity in Counselling: Working with diverse populations, understanding cultural values, and tailoring approaches to be culturally inclusive.

Legal Considerations: Legal rights of clients, mandatory reporting, and ethical decision-making frameworks.

Current Trends in Counselling: Technology in counselling (teletherapy, online counselling), and future directions of the field.

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

Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th Edition). Cengage Learning.

Gibson, R. L., & Mitchell, M. H. (2011). Introduction to Counseling and Guidance (7th Edition). Pearson.

Suggested Readings:

Nelson-Jones, R. - Practical Counselling and Helping Skills (6th Edition). Sage.

Gladding, S. T. - Counseling: A Comprehensive Profession (8th Edition). Pearson.

American Counseling Association - Code of Ethics and Standards of Practice.

Kottler, J. A. - On Being a Therapist (4th Edition). Jossey-Bass.

HUAP603	Human Resource Management	L	T	P	C
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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:: Analyze the role of human resource management (HRM) in organizations, including its functions, challenges, and strategic importance.

CO2:: Evaluate various HRM strategies and practices for recruitment, selection, training, and performance management.

CO3:: Demonstrate an understanding of employee motivation theories and their application in organizational settings.

CO4:: Assess the impact of diversity, inclusion, and organizational culture on HRM practices and employee relations.

CO5:: Develop skills in conflict resolution, negotiation, and leadership within the context of HRM.

CO6:: Apply ethical principles and legal considerations to HRM decision-making and policy development.

Course Content

UNIT I

15 lecture hours

Introduction to HRM & Strategic Alignment: Definition and Evolution of HRM, Strategic HRM: Aligning HR with Business Strategy, HR Planning and Forecasting, The Changing Workplace and Emerging HR Trends, Globalization and HRM Ethical Issues in HRM

UNIT II

15 lecture hours

Talent Acquisition & Management: Job Analysis and Design, Recruitment and Selection Strategies, Onboarding and New Employee Orientation, Performance Management and Appraisal Systems, Training and Development Methods, Employee Compensation and Benefits

UNIT III

15 lecture hours

Employee Relations & Workforce Management: Employee Engagement and Motivation, Communication and Employee Relations, Labor Law and Regulations, Workplace Discipline and Grievance Procedures, Workplace Safety and Health Management, Managing Diversity, Equity, and Inclusion

UNIT IV

15 lecture hours

Future of Work & HRM Transformation: The Gig Economy and Flexible Work Arrangements, Artificial Intelligence and Automation in HR, Talent Management in a Digital Age, Data-Driven HR Practices and Analytics, HR Change Management and Transformation, Case Studies and Contemporary Issues in HRM

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

Human Resource Management: Theory and Practice by John Bratton and Jeffrey Gold

Human Resource Management for the Hospitality and Tourism Industries by Dennis Nickson

Work in the 21st Century: An Introduction to Industrial and Organizational Psychology by Frank J. Landy and Jeffrey M. Conte

Human Resource Management by Gary Dessler

Reference Books/Materials

The Essential HR Handbook: A Quick and Handy Resource for Any Manager or HR Professional by Sharon Armstrong and Barbara Mitchell

Strategic Human Resource Management by Jeffrey A. Mello

HUAP607	Positive Psychology	L	T	P	C
Version 1.0		3	1	0	4
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. Develop Wellbeing and resilience which are vital to developing efficient problem solving skills, building and maintaining interpersonal relationships and realistic goal setting to perform and contribute meaningfully in daily life.
- CO2. Develop the skills required for effective decision-making and problem solving by using positive psychology principles.
- CO3. Navigate life's transitions by the help of mindfulness, resilience and wellbeing.
- CO4. Contribute to enhanced productivity, the prevention of chronic lifestyle disease, enjoyment of life, and personal fulfillment.
- CO5. Demonstrate ability to be effective leaders and team members within business organizations, educational environments, and/or community settings.
- CO6. Develop the essential techniques of Positive Psychology Coaching, Understanding, experiencing, and practicing the techniques at the heart of effective coaching.

Course Content

UNIT I

15 lecture hours

Introduction to Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology Seligman's PERMA

UNIT II

15 lecture hours

Happiness: Introduction to Psychology of happiness, well being and scope, Types of happiness- Eudaimonic and Hedonic History of Happiness, Theories, Measures and Positive correlates of happiness Traits associated with Happiness Setting Goals for Life and Happiness

UNIT III

15 lecture hours

Positive emotions and its influences: Mindfulness and Positive Thinking, Resilience, flow, gratitude and forgiveness, Negative Emotions: Shame, guilt, Embarrassment and Anger, Optimism and Psychological Health.

UNIT IV

15 lecture hours

Positive Psychology in Practice: Promoting Human Flourishing in Work, Health, Education, and Everyday Life, Positive Psychology and Life Coaching, Integrating positive psychology in practice.

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. Carr, A. (2004). *Positive Psychology. The Science of Happiness and Human Strengths*. London: Routledge.
2. Snyder, C.R. & Lopez, S. (2007). *Positive Psychology. The scientific and Practical explorations of Human Strengths*. Sage Publications
3. Seligman, M. E. P. (2002). *Positive Psychology, Positive Prevention, and Positive Therapy*. In C. R. Snyder and S. J. Lopez (Eds.), *Handbook of Positive Psychology*, 528-540. Oxford University Press.
4. Fredrickson, B. L. (2001). *The Role of Positive Emotions in Positive Psychology: The BroadenandBuild Theory of Positive Emotions*. *American Psychologist*, 56, 218-226.
5. Lomas, T., Hefferon, K., & Ivtzan, I. (2014). *Applied positive psychology: Integrated positive practice*. Thousand Oaks, CA: SAGE Publications.
6. Lyubomirsky, S. (2013). *The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does*. New York, NY: Penguin.

Reference Books/Materials

- Haidt, J. (2006). *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. New York: Basic Books.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University press.
- Seligman, M.E.P. (2002). *Authentic happiness*. New York: Free Press.

- Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
- Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley and Sons.
- Peterson, C. (2006), Positive Psychology, New York: Oxford University Press.
- Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2nd Ed). Sage Publication, Inc.
- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. Journal of Personality & Social Psychology, 88, 377-389.
- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999.
- Badhwar, N. K. (2014). Well-being: Happiness in a worthwhile life. New York, NY: Oxford University Press.

HUAP605	Psychotherapies	L	T	P	C
Version 1.0		3	1	0	4
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 Identify and **describe** key therapeutic approaches such as cognitive-behavioral therapy (CBT), psychodynamic therapy, humanistic therapy, and other contemporary methods.

CO2 **Analyze** and **evaluate** the strengths and limitations of different therapeutic modalities, **compare** their efficacy, and **determine** their suitability for specific client situations.

CO3 **Apply** therapeutic techniques from various approaches in role-play and simulated sessions, **develop** treatment plans, and **demonstrate** competency in conducting therapeutic interventions.

CO4 **Evaluate** ethical dilemmas and cultural factors in therapy, **formulate** strategies to address these issues, and **integrate** ethical and culturally sensitive practices into their therapeutic work.

CO5. **Critically evaluate** the effectiveness of different therapeutic approaches based on empirical evidence and **assess** their appropriateness for various psychological disorders and client profiles.

CO6 **Demonstrate** proficiency in applying specific therapeutic techniques, such as cognitive restructuring, free association, active listening, and empathy, in both individual and group settings.

Course Content

UNIT I

8 lecture hours

Psychotherapy: Definition, History, Types of Psychotherapy, Need of Psychotherapy. Ethics of Psychotherapeutic Intervention: American Psychological Association (APA) Guidelines, Indian Association of Clinical Psychologists (IACP)- Code of conduct. Psychodiagnostics: Need of Assessment, Types of Assessment.

UNIT II

12 lecture hours

Behaviour Therapy and Cognitive- Behaviour Therapy: Behaviour Therapy: Assumption, Model. Techniques of Behaviour Therapy: Modeling, Systematic desensitization, Exposure and Response Prevention, Relaxation Training: JPMR, Biofeedback Method; Dialectical Behaviour Therapy; Applied Behaviour Analysis. Cognitive- Behaviour Therapy: Assumption, Beck Cognitive Behaviour Therapy, Rational Emotional Behaviour Therapy; Third Wave Cognitive Behaviour Therapy.

UNIT III

12 lecture hours

Cognitive- Behaviour Therapy (CBT): Definition, Assumption, Merits and Demerits of Cognitive Behaviour Therapy. Types of CBT: Beck Cognitive Behaviour Therapy; Rational Emotional Behaviour Therapy. Third Wave Cognitive Behaviour Therapy: Mindfulness-Based Cognitive Therapy (MBCT).

UNIT IV

8 lecture hours

Humanistic and Existential Therapy: Client Centered Therapy: Model, Client-Therapist Relationship, Transference. Logo Therapy, Existential Therapy, Narrative therapy
Interpersonal Therapy: Procedure, 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:

Theory and Practice of Counseling and Psychotherapy by Gerald Corey

Cognitive Behavior Therapy: Basics and Beyond by Judith S. Beck

Theories of Psychotherapy & Counseling: Concepts and Cases by Richard S. Sharf

Introduction to Psychotherapy: An Outline of Psychodynamic Principles and Practice by Anthony Bateman, Dennis Brown, and Jonathan Pedder

The Handbook of Counselling Psychology edited by Barbara Douglas, Ray Woolfe, Windy Dryden, and Sheila Strawbridge

References Books/ Materials:

Integrative and Eclectic Counselling and Psychotherapy by Stephen Palmer and Ray Woolfe

Essentials of Clinical Supervision” by Jane M. Campbell

Mind Over Mood: Change How You Feel by Changing the Way You Think" by Dennis Greenberger and Christine A. Padesky

The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are" by Daniel J. Siegel

The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients" by Irvin D. Yalom

Semester III					
SIAP001	Summer Internship	L	T	P	C
Version 1.0					2
Category of Course	Summer Internship				
Total Contact Hours	120 Hrs				
Pre-requisites/Co-requisites	Knowledge of MS Office, Some soft Skills				

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.

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: HUAP553	Counselling Practical	L	T	P	C
Version: 1.0		0	0	4	2
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:** Demonstrate advanced counseling skills, including active listening, empathy, reflection, and appropriate questioning.
- CO 2:** Apply different counseling approaches to a variety of client scenarios, integrating theoretical models with practical techniques.
- CO 3:** Conduct simulated counseling sessions, utilizing key techniques from psychodynamic, cognitive-behavioral, and person-centered approaches.
- CO 4:** Critically evaluate the effectiveness of counseling interventions and adjust techniques based on client feedback and outcomes.

CO 5: Adhere to ethical guidelines and professional standards while demonstrating cultural competence in diverse counseling contexts.

Course Content

Unit I

- **Active Listening and Empathy** – Practice techniques for enhancing client-counselor rapport and understanding.
- **Reflecting and Summarizing** – Develop skills to accurately reflect client emotions and summarize key points in a session.
- **Questioning Techniques** – Practice open-ended and probing questions to facilitate client exploration of issues.

Unit II

- **Cognitive-Behavioral Therapy (CBT) Techniques** – Implement cognitive restructuring, thought-stopping, and behavioral activation in role-play scenarios.
- **Person-Centered Counseling Techniques** – Apply unconditional positive regard, congruence, and empathy in simulated client interactions.
- **Psychodynamic Counseling** – Explore transference, countertransference, and defense mechanisms in a therapeutic setting.

Unit III

- **Solution-Focused Brief Therapy (SFBT)** – Practice goal-setting and the “miracle question” technique in brief counseling sessions.
- **Multicultural Competence in Counseling** – Develop skills for addressing cultural differences in counseling, including language, values, and beliefs.
- **Ethical Issues in Counseling** – Analyze ethical dilemmas using professional codes of conduct, confidentiality issues, and informed consent in practical settings.

Learning Experience

The *Counseling 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.

Textbooks:

- *The Skilled Helper* by Gerard Egan
- *Counseling Skills and Theory* by Margaret Hough

Suggested Readings

- *On Becoming a Person* by Carl Rogers
- *Cognitive Behavioral Therapy: Basics and Beyond* by Judith S. Beck

Open Educational Resources (OER)

- *OpenLearn: Free Counseling Courses* (provided by The Open University)
- *American Counseling Association Ethics* (available online at counseling.org)
- *NOBA Project: Counseling Psychology* (nobaproject.com)

Semester 4th							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Core	HUAP602	Research Methodology	3	1	0	4
2	Core	HUAP604	Multivariate Statistics	3	1	0	4
3	Core	HUAP606	Research Ethics and Publication	2	1	0	3
4	Core	DSE-III	Discipline Specific Elective-III	2	1	0	3
5		HUAP608	Dissertation				10

HUAP608	Dissertation	L	T	P	C
Version 1.0					6
Pre-requisites/Exposure	Research Methodology				

Description: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are

expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars

The following guidelines may be followed during the preparation of the thesis.

- One should go through the guidelines of dissertation preparation before beginning.
- The thesis should be prepared using standard text processing software such as MS Word, Latex.
- The dissertation should be free from typographical errors.
- It must be written in the English Language.
- One should ensure uniformity in fonts, text, spacing, margins, figures, tables, etc.
- Please ensure that you remove all personal information from your thesis, e.g., email address, mailing or home address, etc. You must remove or black/white out all signatures in your dissertation

Components of Dissertation

- Conceptualization - formulation of the research question(s); aims and objectives, development of theoretical framework to conceptualize the problems or issues
- Review of literature - articulation of the state of the questions and identification of appropriate theoretical perspectives from a detailed review of the literature
- Explanation of research methods - discussion of possible research procedures and a rationale for the methods chosen data collection - clear description of the research process undertaken to implement the research design, description, analysis and evaluation of findings
- Reporting of results – linked to research objectives, and referring to key methodological issues outlined earlier
- Analysis/discussion - effective presentation, discussion and synthesis of results
- Conclusion - recommendations for future research

Presentation, layout - physical format of your work, clarity of writing style, effective use of images, tables, figures, charts diagrams etc., coherent use of argument, and critical analysis of evidence, in support of one's investigation

Course Code: HUAP606	Research Ethics and Publication	L	T	P	C
Version: 1.0		0	0	4	2
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: Understand ethical principles and guidelines governing research in psychology.

CO2: Identify and address ethical dilemmas in research.

CO3: Apply appropriate ethical practices in research involving human participants and data.

CO4: Develop skills for writing clear and structured research reports.

CO5: Present research findings following academic standards and formats.

CO6: Use proper citation, referencing, and plagiarism avoidance techniques.

Course Content

UNIT I

15 lecture hours

Introduction to Research Ethics

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

15 lecture hours

Ethical Guidelines in Research

APA (American Psychological Association) 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

15 lecture hours

Principles of Report Writing

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

15 lecture hours

Plagiarism, Academic Integrity, and Research Presentation

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.

Textbooks:

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.

Smith, R. (2019). Research Methods and Ethics in Psychology: A Guide for Students. Wiley.

Suggested Readings

Roberts, C. M. (2020). The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation. Corwin Press.

Resnik, D. B. (2018). The Ethics of Science: An Introduction. Routledge.

Assessment & Evaluation

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

Course Code: HUAP602	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	
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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: Understand different research designs and methodologies in psychology.

CO2: Formulate research questions and hypotheses.

CO3: Apply appropriate data collection techniques for psychological research.

CO4: Analyze ethical issues in psychological research.

CO5: Evaluate the validity and reliability of psychological research.

Course Content

UNIT I

15 lecture hours

Introduction to Research in Psychology

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

15 lecture hours

Research Designs

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

15 lecture hours

Data Collection Techniques

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

15 lecture hours

Ethics and Validity in Research

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.

Textbooks:

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research Methods in Psychology*. McGraw-Hill.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.

Suggested Readings

Coolican, H. (2014). *Research Methods and Statistics in Psychology*. Routledge.

Goodwin, C. J., & Goodwin, K. A. (2016). *Research in Psychology: Methods and Design*. Wiley

Assessment & Evaluation

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

Course Code: HUAP604	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: Understand the fundamentals of multivariate statistical techniques.

CO2: Apply multivariate methods to real-world data in psychology and social sciences.

CO3: Use statistical software (e.g., SPSS, R) to conduct multivariate analyses.

CO4: Interpret and report the results of multivariate statistical analyses.

CO5: Critically evaluate the assumptions and limitations of multivariate techniques.

CO6: Conduct advanced data analysis using various multivariate approaches.

Course Content

UNIT I

15 lecture hours

Introduction to Multivariate Statistics

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

15 lecture hours

Multiple Regression and Factor Analysis

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

15 lecture hours

Structural Equation Modeling (SEM) and Rasch Modeling

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

15 lecture hours

Discriminant Analysis, MANOVA, and Cluster Analysis

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.

Textbooks:

Tabachnick, B. G., & Fidell, L. S. (2019). *Using Multivariate Statistics*. Pearson.
 Kline, R. B. (2015). *Principles and Practice of Structural Equation Modeling*. Guilford Press.

Suggested Readings

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). *Multivariate Data Analysis*. Cengage Learning.
 Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics*. Sage.

Assessment & Evaluation

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

DISCIPLINE SPECIFIC ELECTIVES

HUAP512	Disability and Rehabilitation	L	T	P	C
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Version 1.0		3	1	0	4
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:: Explain the historical development, current issues, and trends in the rehabilitation field.
- CO2:: Understand and apply theoretical concepts of impairment, disability, and handicap, and assess quality of life for individuals with disabilities.
- CO3:: Evaluate various models of disability, the enabling-disabling process, and their impact on social participation and adjustment.
- CO4:: Assess the specific challenges faced at different life stages and develop adaptive strategies for each.
- CO5:: Critically evaluate rehabilitation ethics and policies, and understand the social and legal frameworks supporting individuals with disabilities.

Catalog Description

This course offers a comprehensive overview of the field of disability and rehabilitation. It explores the history, growth, and specialization areas within rehabilitation, as well as the current challenges and trends. The course covers theoretical concepts related to impairment and disability, models of rehabilitation, and the impact of disabilities across different stages of life. Emphasis is also placed on rehabilitation ethics, policy issues, and the role of national and international frameworks in supporting individuals with disabilities.

Course Content

UNIT I

15 lecture hours

Introduction to Rehabilitation and Disability

Overview of the profession, history, and growth of the rehabilitation field; areas of specialization; current issues and trends in rehabilitation; magnitude and incidence of disability; cost of disability; Major national reports and surveys on disability; global and

national disability frameworks; the role of rehabilitation professionals in improving the quality of life for individuals with disabilities.

UNIT II **15 lecture hours**
Concepts and Theories in Disability and Rehabilitation

Concepts of impairment, disability, and handicap; types and causes of impairments. Realms of impairments: physical, cognitive, sensory, and psychosocial; Functional capacity and its relation to coping and well-being; quality of life (QoL) and its functional domains; Methods of assessing quality of life: specific and global indicators, content areas, and subjective versus objective measures; Impact of disability on well-being and social participation.

UNIT III **15 lecture hours**
Models of Disability and the Enabling-Disabling Process

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; Effects of disability on participation: barriers to inclusion, role of assistive technology, and environmental adaptations. Psychosocial theories of adjustment to disability; strategies for enhancing adjustment and coping; Functional limitations and strategies to reduce and accommodate these limitations.

UNIT IV **15 lecture hours**
Disability Across the Life Cycle and Ethical Issues in Rehabilitation

Disability through the life cycle: specific challenges in childhood, adolescence, young adulthood, middle age, and older adulthood; Adaptive strategies at each life stage; the role of family, community, and social services; 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, UN Convention on the Rights of Persons with Disabilities (UNCRPD); Contemporary challenges: civil rights, empowerment issues, and the role of policy in promoting disability inclusion.

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.

CO1:: Apply assessment techniques to evaluate cognitive, emotional, and behavioral functioning and use this data to guide individualized interventions.

CO2:: Understand and apply key theories and models in rehabilitation counseling, while maintaining ethical and professional boundaries.

CO3:: Design and implement specific intervention strategies to address psychological, academic, and social challenges in rehabilitation settings.

CO4:: Assess vocational interests and competencies, and provide effective vocational counseling to aid in skill development and job placement.

Course Content

UNIT I

15 lecture hours

Assessment in Rehabilitation Counseling

Need for assessment in counseling: its role in decision-making, planning, and implementing individualized interventions; Assessment-based models for intervention: decision-making models, strategies for assessing intervention efficacy; Instruments used for assessing cognitive, learning, behavioral, and emotional functioning; tools for assessing social and emotional development; Assessing perception of problems and potential for participation in interventions; Evaluating the effectiveness of interventions using quantitative and qualitative measures.

UNIT II

15 lecture hours

Theories and Concepts in Rehabilitation Counseling

Definition and goals of rehabilitation counseling: a historical overview, and its role in addressing the needs of individuals with disabilities; Theories and techniques in counseling: cognitive, behavioral, humanistic, and psychodynamic approaches; Counselor roles, boundaries of confidentiality, and ethical guidelines in counseling activities; Concept of dual relationships and ethical considerations in handling them; conflict resolution and professional challenges in counselling; Cultural, gender, and spiritual factors influencing counseling outcomes.

UNIT III

15 lecture hours

Counseling and Intervention Approaches

Individual counseling approaches: non-directive, existential, humanistic, person-centered, cognitive-behavioral therapy (CBT), and behavior modification techniques; Intervention approaches for specific challenges: remedial training for learning difficulties and scholastic problems; Developing social skills, academic skills, assertiveness, and anger management

HUAP610	Psychosocial Issues and Community-Based Rehabilitation	L	T	P	C
Version 1.0		3	1	0	4
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:: Understand the key goals, principles, and components of Community-Based Rehabilitation (CBR).

CO2:: Identify and address psychosocial issues such as stress, coping mechanisms, and mental health challenges in individuals with disabilities.

CO3:: Analyze the role of family and community in the rehabilitation process and develop interventions to strengthen support systems.

CO4:: Evaluate vocational challenges and social issues related to disability, and propose solutions for better integration and support.

Course Content

UNIT I

15 lecture hours

Introduction to Community-Based Rehabilitation (CBR)

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

15 lecture hours

Psychosocial and Mental Health Issues in Disability

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

15 lecture hours

Role of Family and Social Issues in Rehabilitation

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

8 lecture hours

Vocational Rehabilitation and Empowerment

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.

Text Books:

Helander, E. (1993). *Prejudice and Dignity: An Introduction to Community-Based Rehabilitation*. UNDP.

Thomas, M., & Thomas, M. J. (2003). Manual for CBR Planners. Asia Pacific Disability Rehabilitation Journal.

Finkenflugel, H. (2017). Community-Based Rehabilitation: CBR Guidelines as a Participatory Strategy in Africa. Routledge.

References Books/ Materials:

Turnbull, A. P., Turnbull, H. R., & Wehmeyer, M. L. (2011). Exceptional Lives: Special Education in Today’s Schools (7th Edition). Pearson.

Albrecht, G. L., Seelman, K. D., & Bury, M. (2001). Handbook of Disability Studies. SAGE Publications.

Shakespeare, T. (2013). Disability Rights and Wrongs. Routledge.

HUAP514	Fundamentals of Forensic Psychology	L	T	P	C
Version 1.0		3	1	0	4
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:: Explain the meaning, scope, and historical development of forensic psychology.

CO2:: Identify key thinkers and global perspectives in forensic psychology.

CO3:: Understand the role, responsibilities, and ethical guidelines of forensic psychologists.

CO4:: Analyze the psychological aspects of confession, investigation, and eyewitness testimony.

CO5:: Apply forensic psychological assessment techniques to criminal behavior and high-risk occupations.

CO6:: Understand the application of personality, cognitive, and stress-related assessments in forensic settings.

Course Content

UNIT I

15 lecture hours

Overview and Training in Forensic Psychology

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; Global perspectives in forensic psychology; Forensic training and practice: 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

15 lecture hours

Criminal Behavior and Investigation Techniques

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

15 lecture hours

Forensic Psychological Assessment and Evaluation

Forensic psychological assessment of criminal behavior: Rogers Criminal Responsibility Assessment Scales (R-CRAS), Structured Inventory of Malingered Symptomatology (SIMS), 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) for understanding thoughts and feelings; Cognitive and perceptual assessments in forensic settings: assessment techniques for cognitive functions and perceptual abilities, implications for forensic evaluations.

UNIT IV

15 lecture hours

Mental Health, Stress, and Coping in Forensic Settings

Mental health issues in forensic populations: anxiety, depression, adjustment problems, substance use, and other co-existing mental health conditions; Psychosocial and emotional assessments: spiritual distress, technology-related anxieties, and their relevance in forensic contexts; Stress and coping mechanisms in forensic settings: managing stress in offenders and high-risk populations, case studies, and practical applications of stress management techniques; Vocational issues in forensic settings: career competency, work-related stress, assistive devices, environmental modifications, and support systems for individuals with disabilities.

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.

Text Books:

Bartol, C. R., & Bartol, A. M. (2017). Introduction to Forensic Psychology: Research and Application (5th Edition). SAGE Publications.

Gudjonsson, G. H. (2018). The Psychology of Interrogations and Confessions: A Handbook (2nd Edition). Wiley.

Wrightsmann, L. S., & Fulero, S. M. (2017). Forensic Psychology (4th Edition). Wadsworth Cengage Learning.

References Books/ Materials:

Roesch, R., & Gagnon, N. (2015). Handbook of Forensic Psychology (2nd Edition). Springer.
 Heilbrun, K. (2014). Forensic Mental Health Assessment: A Casebook (2nd Edition). Oxford University Press.

Grisso, T. (2019). Evaluating Competencies: Forensic Assessments and Instruments (4th Edition). Springer Publishing.

HUAP611	Personality and Criminal Behaviour	L	T	P	C
Version 1.0		3	1	0	4
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:: Define and explain the nature and scope of criminal psychology and key theories of crime.

CO2:: Analyze the relationship between psychological disorders and criminal behavior, with a focus on psychopathology and mental illness.

CO3:: Understand the role of police psychology in profiling, assessing criminal competencies, and predicting future criminal behavior.

CO4:: Apply psychological theories to understand violent criminal behavior, including terrorism, drug-related crime, and cybercrime.

CO5:: Evaluate prevention and rehabilitation strategies for juvenile offenders and other individuals exhibiting criminal behavior.

CO6:: Assess the role of mental health and personality in the prevention, assessment, and treatment of criminal behavior.

Course Content

UNIT I

8 lecture hours

Introduction to Criminal Psychology and Behavior

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, cumulative risk model, developmental cascade, social environmental risk factors, parental risk factors, psychological risk factors

UNIT II

12 lecture hours

Police Psychology and Criminal Profiling

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

12 lecture hours

Psychopathy, Mental Disorders, and Violent Crime

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

8 lecture hours

Prevention, Rehabilitation, and Terrorism

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.

Text Books:

- Bartol, C. R., & Bartol, A. M. (2017). *Introduction to Forensic Psychology: Research and Application* (5th Edition). SAGE Publications.
- Gudjonsson, G. H. (2018). *The Psychology of Interrogations and Confessions: A Handbook* (2nd Edition). Wiley.
- Wrightsmann, L. S., & Fulero, S. M. (2017). *Forensic Psychology* (4th Edition). Wadsworth Cengage Learning.

References Books/ Materials:

- Roesch, R., & Gagnon, N. (2015). *Handbook of Forensic Psychology* (2nd Edition). Springer.
- Heilbrun, K. (2014). *Forensic Mental Health Assessment: A Casebook* (2nd Edition). Oxford University Press.
- Grisso, T. (2019). *Evaluating Competencies: Forensic Assessments and Instruments* (4th Edition). Springer Publishing.

HUAP612	Legal Concepts and Evidence related Issues	L	T	P	C
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Version 1.0		3	1	0	4
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 the evolution of criminology, key criminological theories, and the principles of restorative justice.

CO2:: Understand the key elements of criminal law in India, including specific offenses and special laws like NDPS and POSCO.

CO3:: Analyze the role of forensic science in criminal investigations, focusing on crime scene processing and forensic techniques such as fingerprint analysis and ballistics.

CO4:: Evaluate the criminal justice process, including evidence admissibility, police roles, and court procedures.

CO5:: Understand the principles and techniques of forensic chemistry, toxicology, and DNA analysis in legal contexts.

CO6:: Assess the medico-legal aspects of injuries, death, and biological evidence in forensic investigations.

Course Content

UNIT I

8 lecture hours

Criminology, Criminal Behavior, and Restorative Justice

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

12 lecture hours

Criminal Law and its Foundations

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

12 lecture hours

Forensic Science and Criminal Investigations

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

8 lecture hours

Criminal Justice Administration and Forensic Biology

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.

Text Books:

Paranjape, N. V. (2017). Criminology and Penology. Central Law Publications.
 Pillai, K. N. C. (2019). Criminal Law (13th Edition). Eastern Book Company.
 Fisher, B. A. J. (2004). Techniques of Crime Scene Investigation (7th Edition). CRC Press.

References Books/ Materials:

James, S. H., & Nordby, J. J. (2009). Forensic Science: An Introduction to Scientific and Investigative Techniques (3rd Edition). CRC Press.
 Saferstein, R. (2018). Criminalistics: An Introduction to Forensic Science (12th Edition). Pearson Education.
 Ahuja, R. (2014). Forensic Science in Criminal Investigation & Trials (4th Edition). LexisNexis Butterworths.

Course Code: HUAP516	Fundamentals of Neuroscience and Neuropsychology	L	T	P	C
Version: 1.0		3	1	0	4
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:: Understand the historical background and foundational principles of neuropsychology.
- CO2:: Explain the structure and function of the central nervous system and its role in cognition and behavior.
- CO3:: Apply neuropsychological methods to the study of functional systems such as memory, language, and emotion.
- CO4:: Analyze the neuropsychological basis of psychopathological disorders such as schizophrenia, mood disorders, and dementia.

CO5:: Evaluate the principles of brain development, recovery from injury, and the relationship between mind and brain.

CO6:: Assess neuropsychological theories and apply them to behavioral and clinical contexts.

Course Content

UNIT I

15 lecture hours

Foundations and Functioning of the Brain

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

15 lecture hours

Neuropsychology of Functional Systems

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: the interaction between emotion and cognition, brain regions involved in emotional regulation; Prefrontal cortex function: the role of the prefrontal cortex in higher-order cognitive functions, decision-making, and behavior regulation.

UNIT III

15 lecture hours

Developmental Neuropsychology

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

15 lecture hours

Applications of Neuropsychology

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:

Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology* (7th Edition). Worth Publishers.

Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive Neuroscience: The Biology of the Mind* (5th Edition). W.W. Norton & Company.

Banich, M. T., & Compton, R. J. (2018). *Cognitive Neuroscience* (4th Edition). Cambridge University Press.

Suggested Readings:

Lezak, M. D., Howieson, D. B., & Bigler, E. D. (2012). *Neuropsychological Assessment* (5th Edition). Oxford University Press.

Carlson, N. R. (2017). *Physiology of Behavior* (12th Edition). Pearson.

Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience: Exploring the Brain* (4th Edition). Wolters Kluwer.

Assessment & Evaluation

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

Course Code: HUAP613	Neuroanatomy and Pathology	L	T	P	C
Version: 1.0		3	1	0	4
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:: Identify and explain the structural organization of the brain, spinal cord, and peripheral nervous system.

CO2:: Understand the mechanisms of common neurological pathologies, including traumatic injuries, infections, and neurodegenerative diseases.

CO3:: Analyze how anatomical changes in the brain and nervous system lead to functional impairments in specific neurological disorders.

CO4:: Explain the neurodevelopmental processes and their implications for brain function and dysfunction.

CO5:: Evaluate the impact of genetic and environmental factors on the pathology of the nervous system.

CO6:: Assess the clinical significance of neuroanatomical findings in the diagnosis and treatment of neurological diseases.

Course Content

UNIT I

15 lecture hours

Foundations and Functioning of the Brain

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: blood supply to the brain and its role in maintaining neural function.

UNIT II

15 lecture hours

Neurotrauma and Neurovascular Pathology

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

15 lecture hours

Neurodegenerative and Infectious Diseases

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: meningitis, encephalitis, and prion diseases.

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

UNIT IV

15 lecture hours

Genetic and Metabolic Disorders of the Nervous System

Genetic disorders affecting the nervous system: Down syndrome, Tay-Sachs disease, Wilson's disease, and Fragile X syndrome.

Metabolic and storage diseases: Phenylketonuria (PKU), Gaucher disease, and Niemann-Pick disease.

Role of metabolic dysfunction in neurodevelopmental and neurodegenerative conditions.

Mitochondrial disorders: impact on nervous system function, including Leigh syndrome and mitochondrial encephalopathy.

Advances in genetic testing and counseling for neurogenetic conditions.

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. Purves, D., Augustine, G. J., Fitzpatrick, D., & Hall, W. C. (2018). *Neuroscience* (6th Edition). Oxford University Press.
2. Crossman, A. R., & Neary, D. (2018). *Neuroanatomy: An Illustrated Colour Text* (6th Edition). Elsevier.

3. Kiernan, J. A. (2014). *Barr's The Human Nervous System: An Anatomical Viewpoint* (10th Edition). Lippincott Williams & Wilkins.

Suggested Readings

Haines, D. E. (2018). *Neuroanatomy: Atlas of Structures, Sections, and Systems* (9th Edition). Wolters Kluwer.

Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2012). *Principles of Neural Science* (5th Edition). McGraw-Hill.

Ropper, A. H., & Samuels, M. A. (2019). *Adams and Victor's Principles of Neurology* (11th Edition). McGraw-Hill Education.

Assessment & Evaluation

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

Course Code: HUAP614	Neuro-assessment and Intervention	L	T	P	C
Version: 1.0		3	1	0	4
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:: Understand the purpose and methods of neuropsychological assessment in clinical practice.

CO2:: Apply assessment tools to evaluate cognitive and emotional functioning in neurological disorders.

CO3:: Analyze the role of neuropsychological evaluations in diagnosis and rehabilitation.

CO4:: Design interventions for cognitive rehabilitation and management of behavioral disorders.

CO5:: Critically evaluate the efficacy of different neuropsychological interventions for specific conditions.

CO6:: Develop case-based neuropsychological assessment and intervention plans for individuals with neurological impairments.

Course Content

UNIT I

15 lecture hours

Neuropsychological Assessment Techniques

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

15 lecture hours

Neuropsychological Interventions

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

15 lecture hours

Case Studies and Evidence-Based Practices

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

15 lecture hours

Advanced Topics in Neuropsychological Assessment and Intervention

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: informed consent, privacy, and considerations in working with vulnerable populations; Future directions: advancements in neurostimulation techniques (e.g., TMS, tDCS) and their applications in neurorehabilitation.

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:

- Lezak, M. D., Howieson, D. B., & Bigler, E. D. (2012). *Neuropsychological Assessment* (5th Edition). Oxford University Press.
- Parsons, M. W., & Hammeke, T. A. (2021). *Neuropsychology for Clinical Practice* (2nd Edition). Guilford Press.
- Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Cognitive Rehabilitation in Perspective*. Guilford Press.

Suggested Readings

- Stuss, D. T., & Knight, R. T. (2013). *Principles of Frontal Lobe Function* (2nd Edition). Oxford University Press.
- Prigatano, G. P., & Pliskin, N. H. (2003). *Clinical Neuropsychology and Cost Outcome Research: A Beginning*. Psychology Press.
- Anderson, V., Spencer-Smith, M., & Wood, A. (2011). *Neuropsychology: From Theory to Practice*. Psychology Press.

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination

Weightage (%)	30	20	50
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Course Code: HUAP518	Introduction to Organisational Behaviour	L	T	P	C
Version: 1.0		3	1	0	4
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 key theories and historical developments in organizational behavior, identifying the multidisciplinary roots and scope of the field.
- CO2: Analyze the role of individual differences, such as personality, perception, and attitudes, and their impact on motivation, job satisfaction, and performance.
- CO3: Evaluate various motivational theories and apply them to improve employee engagement, productivity, and job satisfaction in real-world scenarios.
- CO4: Apply principles of group dynamics to enhance teamwork, resolve conflicts, and manage group processes for high-performance outcomes.
- CO5: Critically assess the impact of organizational culture on employee behavior, commitment, and organizational change.
- CO6: Develop strategies to foster a positive organizational culture, support change initiatives, and promote ethical behavior and social responsibility within organizations.

Course Content

UNIT I

15 lecture hours

Foundations of Organizational Behavior

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; understanding OB's interdisciplinary nature; Individual Differences: Personality theories (Big Five, MBTI); their relevance to OB, and the impact of personality on work behaviors; Perception and Attribution: 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, and the importance of job satisfaction for productivity and morale.

UNIT II

15 lecture hours

Motivation and Individual Behavior

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

15 lecture hours

Group Dynamics and Teamwork

Definition of groups vs. teams, types of teams, benefits and challenges of teamwork in organizations; Stages of Group Development: Tuckman's stages (forming, storming, norming, performing, adjourning); understanding roles, norms, and group cohesiveness. Team Roles and Effectiveness: Belbin's team roles, building effective teams, and assessing team performance; Communication in Teams; 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

15 lecture hours

Organizational Culture and Change

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; Ethics and Social Responsibility in OB

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:

Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior* (17th Edition). Pearson.
 McShane, S. L., & Von Glinow, M. A. (2018). *Organizational Behavior: Emerging Knowledge, Global Reality* (8th Edition). McGraw-Hill.
 Luthans, F. (2011). *Organizational Behavior: An Evidence-Based Approach* (12th Edition). McGraw-Hill.

Suggested Readings

Greenberg, J., & Baron, R. A. - *Behavior in Organizations*
 Huczynski, A. A., & Buchanan, D. A. - *Organizational Behaviour*
 Schein, E. H. - *Organizational Culture and Leadership*
 Cameron, K. S., & Quinn, R. E. - *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*
 Luthans, F. - *Organizational Behavior: An Evidence-Based Approach*
 Hackman, J. R., & Oldham, G. R. - *Work Redesign*
 Mullins, L. J. - *Management and Organisational Behaviour*
 Yukl, G. A. - *Leadership in Organizations*

Assessment & Evaluation

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

Course Code: HUAP615	Interpersonal Processes of Organization	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

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: Explain and apply interpersonal communication models to improve organizational effectiveness.

CO2: Identify and evaluate strategies for conflict resolution and negotiation in workplace contexts.

CO3: Apply decision-making theories to enhance individual and team problem-solving capabilities.

CO4: Assess the impact of power dynamics and diversity on workplace relationships.

CO5: Analyze how social influence and groupthink affect team functioning and decision-making.

CO6: Design strategies for building inclusive, cooperative, and resilient workplace environments.

Course Content

UNIT I

15 lecture hours

Communication in Organizations

Theories of Communication: Understanding the communication process; Shannon and Weaver's model, transactional model, and Barnlund's transactional model; Types of Communication: Verbal and non-verbal communication, formal vs. informal communication,

listening skills, and feedback mechanisms; Communication Channels: Face-to-face, virtual communication, digital tools in modern organizations, and their impact on productivity and employee morale; Barriers to Effective Communication: Psychological, physical, semantic, and organizational barriers; cultural and language differences; Strategies for Improving Communication: Active listening, empathetic communication, assertiveness training, and techniques to improve communication within teams.

UNIT II

15 lecture hours

Conflict Resolution and Negotiation

Sources of Conflict in Organizations: Types of conflicts (task, process, relationship), causes of conflict, and recognizing early signs of conflict; Conflict Management Styles: Thomas-Kilmann conflict modes (competing, collaborating, compromising, avoiding, accommodating) and their applications in different scenarios; Negotiation Techniques and Strategies: Distributive vs. integrative bargaining, interest-based negotiation, and building win-win solutions; Role of Emotional Intelligence in Conflict Resolution; Mediation and Facilitation

UNIT III

15 lecture hours

Decision-Making in Organizations

Decision-Making Models: Rational decision-making model, bounded rationality, and incremental models; Individual vs. Group Decision-Making: Pros and cons of group decision-making, enhancing creativity in groups, and techniques to avoid groupthink. Heuristics and Biases in Decision-Making: Common biases (e.g., anchoring, availability, confirmation) and their effects on decision quality; Improving Decision-Making Processes: Delphi method, brainstorming, the nominal group technique, and scenario planning for better decisions; Ethical Decision-Making

UNIT IV

15 lecture hours

Power, Diversity, and Social Influence

Power Dynamics in Organizations: Sources of power (legitimate, reward, coercive, expert, referent), power tactics, and their impact on workplace behavior; Diversity and Inclusion Social Influence and Groupthink: Mechanisms of social influence, Asch and Milgram's experiments, understanding groupthink, and techniques to avoid conformity pressure. Managing Diversity; Leadership and Social Influence: Role of leadership in fostering positive influence, leading diverse teams, and building a culture of trust and mutual respect.

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:

Greenberg, J. (2013). *Behavior in Organizations* (10th Edition). Pearson.
 Huczynski, A. A., & Buchanan, D. A. (2019). *Organizational Behaviour* (10th Edition). Pearson.

Suggested Readings

Schein, E. H. - *Organizational Culture and Leadership* (5th Edition). Wiley.
Fisher, R., Ury, W., & Patton, B. - *Getting to Yes: Negotiating Agreement Without Giving In*.
Tannen, D. - *Talking from 9 to 5: Women and Men at Work*. William Morrow & Co.

Assessment & Evaluation

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

Course Code: HUAP616	Selection and Assessment in Organizations	L	T	P	C
Version: 1.0		3	1	0	4
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: Explain recruitment and selection processes within organizational contexts, including job analysis and competency mapping.

CO2: Design and apply effective selection techniques, such as structured interviews and psychometric assessments, for evaluating candidates.

CO3: Assess the reliability and validity of various selection and assessment tools used in employee evaluation.

CO4: Apply performance appraisal methods, including 360-degree feedback, to support employee development.

CO5: Evaluate the ethical considerations in psychological testing and assessment, ensuring fairness and transparency in hiring practices.

CO6: Implement evidence-based strategies for effective recruitment, selection, and employee assessment in diverse organizational settings.

Course Content

UNIT I

15 lecture hours

Recruitment and Selection Process

Introduction to Recruitment and Selection: Objectives, scope, and importance of the recruitment process in achieving organizational goals.

Job Analysis and Competency Mapping: Identifying and defining job roles; techniques for job analysis, competency-based assessments, and creating job descriptions.

Recruitment Strategies: Internal vs. external recruitment; sourcing channels (advertising, job boards, employee referrals, social media, job fairs).

Legal and Ethical Considerations in Hiring: Equal employment opportunity (EEO) guidelines, diversity and inclusion, and avoiding discrimination in recruitment.

Evaluating Recruitment Effectiveness: Metrics for assessing recruitment strategies, cost-per-hire, time-to-hire, and quality of hire.

UNIT II

15 lecture hours

Selection Techniques and Interviewing

15 lecture hours

Overview of Selection Techniques: Criteria for selection, comparing structured and unstructured selection methods, and identifying key competencies.

Interviewing Techniques: Structured vs. unstructured interviews, behavioral interviews, situational interviews, and panel vs. one-on-one formats.

Interviewer Bias and Objectivity: Recognizing and mitigating biases (halo effect, confirmation bias, similarity bias), and using objective criteria in selection.

Effective Interview Design: Preparing job-related questions, creating evaluation rubrics, and training interviewers for consistent candidate assessment.

Selection Decision-Making: Techniques for comparing candidates (compensatory vs. non-compensatory models), weighted scoring, and making final hiring decisions.

UNIT III

15 lecture hours

Psychometric and Cognitive Assessments

Introduction to Psychometric Testing: Definition, purpose, and types of psychometric tests (aptitude, personality, cognitive ability).

Cognitive Assessments: Types of cognitive tests (e.g., IQ tests, problem-solving ability, and reasoning tests), interpreting scores, and understanding cognitive strengths and weaknesses.

Personality Assessments: Big Five model, Myers-Briggs Type Indicator (MBTI), and other common personality assessments in selection contexts.

Reliability and Validity in Testing: Understanding the reliability, validity, and standardization of assessment tools; ensuring accurate and fair measurements.

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

UNIT IV

15 lecture hours

Performance Appraisal and Feedback

Introduction to Performance Appraisal: Objectives of appraisal, aligning performance goals with organizational strategy, and types of performance appraisal methods; Performance Appraisal Methods: 360-degree feedback, self-assessment, peer review, management by objectives (MBO), and rating scales; Goal-Setting and Performance Criteria: Establishing measurable, attainable goals (SMART framework); setting performance standards.

Providing Constructive Feedback: Techniques for effective feedback (e.g., SBI model), building employee motivation, and fostering a culture of continuous improvement.

Managing Underperformance: Identifying causes of poor performance, developing performance improvement plans, and coaching for performance enhancement.

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:**

Cascio, W. F., & Aguinis, H. - *Applied Psychology in Human Resource Management* (7th Edition). Pearson.

Anderson, N., Ones, D. S., Sinangil, H. K., & Viswesvaran, C. - *Handbook of Industrial, Work & Organizational Psychology*. Sage Publications.

Gatewood, R. D., Feild, H. S., & Barrick, M. (2015). *Human Resource Selection* (8th Edition). Cengage Learning.

Suggested Readings

Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. - *Human Resource*

Fisher, R., Ury, W., & Patton, B. - *Getting to Yes: Negotiating Agreement Without Giving In*.

Tannen, D. - *Talking from 9 to 5: Women and Men at Work*. William Morrow & Co.

Assessment & Evaluation

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

Course Code: HUAP520	Childhood Psychopathology	L	T	P	C

Version: 1.0		3	1	0	4
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: Identify and describe various childhood psychological disorders and their developmental implications.

CO2: Analyze biological, psychological, and social factors contributing to childhood psychopathology.

CO3: Apply diagnostic tools and assessment methods for evaluating childhood disorders.

CO4: Recommend evidence-based therapeutic interventions suitable for children.

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

CO6: Assess the impact of familial, cultural, and environmental influences on childhood mental health.

Course Content

UNIT I

15 lecture hours

Introduction to Childhood Psychopathology

Foundations of Childhood Psychopathology: Definitions, historical context, and key concepts; Developmental Psychopathology: Frameworks for understanding mental disorders in children; Risk and Protective Factors: Genetic predispositions, family environment, and socio-cultural influences; Early Warning Signs and Screening: Recognizing behavioral indicators and the role of early intervention.

UNIT II

15 lecture hours

Neurodevelopmental Disorders

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

15 lecture hours

UNIT III: Emotional and Behavioral Disorders in Childhood

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

15 lecture hours

Assessment, Treatment, and Ethical Considerations

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:

Mash, E. J., & Wolfe, D. A. (2018). *Abnormal Child Psychology* (7th Edition). Cengage Learning.

Wicks-Nelson, R., & Israel, A. C. (2015). *Abnormal Child and Adolescent Psychology* (8th Edition). Pearson.

Suggested Readings

Kazdin, A. E. - *Child and Adolescent Psychotherapy* (2003). Oxford University Press.

Beauchaine, T. P., & Hinshaw, S. P. - *Child and Adolescent Psychopathology* (2nd Edition). Wiley.

American Psychiatric Association - *DSM-5: Diagnostic and Statistical Manual of Mental Disorders* (5th Edition).

Assessment & Evaluation

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

Course Code: HUAP617	Adolescent Psychopathology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

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: Describe major psychological disorders affecting adolescents and their developmental implications.

CO2: Analyze the role of family, peer, and social factors in adolescent mental health.

CO3: Apply diagnostic criteria and assessment tools specific to adolescent psychopathology.

CO4: Evaluate intervention strategies suitable for adolescent disorders.

CO5: Address ethical concerns in working with adolescent populations.

CO6: Critically assess the impact of media and societal pressures on adolescent mental health.

Course Content

UNIT I

15 lecture hours

Understanding Adolescent Psychopathology

Introduction to Adolescent Psychopathology: Definitions, developmental considerations, and risk factors.

Hormonal and Neurological Changes: Impact on emotional regulation and behavior.

Identity Development: Role of self-esteem, peer influence, and identity crises in mental health.

Screening and Early Intervention: Identifying at-risk youth and the importance of timely intervention.

UNIT II

15 lecture hours

Mood and Anxiety Disorders in Adolescence

Depressive Disorders: Major depressive disorder, dysthymia, and suicidal ideation in adolescence.

Anxiety Disorders: Social anxiety, generalized anxiety disorder, and panic disorder in teens.

Eating Disorders: Anorexia nervosa, bulimia nervosa, binge-eating disorder, and body dysmorphism.

Self-Harm and Suicidality: Risk factors, warning signs, and prevention strategies.

UNIT III

15 lecture hours

Behavioral and Personality Disorders

Substance Use Disorders: Impact on brain development, risk factors, and treatment approaches.

Conduct Disorder: Characteristics, etiology, and intervention methods.

Borderline Personality Disorder (BPD) in Adolescents: Symptoms, assessment, and DBT approaches.

Oppositional Defiant Disorder (ODD) in Adolescents: Symptoms, family dynamics, and intervention.

UNIT IV

15 lecture hours

Assessment and Treatment Strategies for Adolescents

Diagnostic Tools and Assessments: Self-reports, structured interviews, and standardized scales.

Therapeutic Approaches: Cognitive-behavioral therapy (CBT), dialectical behavior therapy (DBT), and group therapy for adolescents.

Family Therapy and Parental Involvement: Role of family in treatment, family systems therapy.

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:

Kaplan, P. S. (2018). *Adolescence: Development, Diversity, Context, and Application* (10th Edition). Pearson.

Steinberg, L. (2014). *Adolescence* (11th Edition). McGraw-Hill Education.

Suggested Readings

Spear, L. P. - *The Behavioral Neuroscience of Adolescence* (2010). W.W. Norton & Company.

Prinstein, M. J. - *The Portable Mentor: Expert Guide to a Successful Career in Psychology* (2013). Springer.

American Psychiatric Association - *DSM-5: Diagnostic and Statistical Manual of Mental Disorders* (5th Edition).

Assessment & Evaluation

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

Course Code: HUAP618	Geriatric Psychopathology	L	T	P	C
Version: 1.0		3	1	0	4
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. Emphasis is placed on understanding the biopsychosocial factors that impact mental health in aging, assessment tools tailored to older adults, and effective intervention strategies for this population.

Course Outcomes

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

CO1: Describe common mental health disorders in older adults and their biopsychosocial underpinnings.

CO2: Analyze cognitive and emotional changes associated with aging and their implications for mental health.

CO3: Apply assessment tools and diagnostic criteria specific to geriatric populations.

CO4: Evaluate interventions tailored to address geriatric psychopathologies.

CO5: Understand ethical considerations and cultural sensitivity in geriatric mental health care.

CO6: Develop strategies for managing age-related mental health challenges and enhancing the well-being of older adults.

Course Content

UNIT I

15 lecture hours

Introduction to Geriatric Psychopathology

Aging and Mental Health: Overview of the physiological, cognitive, and emotional aspects of aging.

Prevalence and Etiology of Geriatric Disorders: Genetic, environmental, and psychosocial risk factors.

Impact of Aging on the Brain: Neuroplasticity, neurodegeneration, and age-related changes in brain structure and function.

Biopsychosocial Model in Geriatric Mental Health: Integrative approach to understanding mental health in older adults.

UNIT II

15 lecture hours

Cognitive Disorders in Older Adults

Dementia and Related Disorders: Types (Alzheimer's, vascular dementia, Lewy body dementia, frontotemporal dementia), symptoms, progression, and treatment approaches.

Mild Cognitive Impairment (MCI): Characteristics, early detection, and potential progression to dementia.

Delirium: Causes, distinguishing features from dementia, risk factors, and management strategies.

Assessment of Cognitive Disorders: Screening tools (MMSE, MoCA) and neuropsychological assessments for older adults.

UNIT III

15 lecture hours

Mood and Anxiety Disorders in Older Adults

Depression in the Elderly: Symptoms, unique presentations in older adults, and differentiating depression from dementia.

Late-Onset Anxiety Disorders: Generalized anxiety disorder, panic disorder, and phobias in geriatric populations.

Bereavement and Adjustment Disorders: Coping with loss, loneliness, and life transitions.

Suicidality in Older Adults: Risk factors, prevention, and intervention strategies.

UNIT IV

15 lecture hours

Treatment, Care, and Ethical Issues in Geriatric Psychopathology

Therapeutic Approaches: Cognitive-behavioral therapy (CBT), reminiscence therapy, and life review therapy adapted for older adults.

Pharmacotherapy and Polypharmacy Concerns: Managing medication in older adults, risks of polypharmacy, and potential side effects.

Social Support and Caregiving: Role of family and community, caregiver stress, and strategies to support caregivers.

Ethical and Cultural Considerations: End-of-life care, informed consent, autonomy, and respecting cultural beliefs and values in geriatric mental health.

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:

Blazer, D. G. (2015). *Essentials of Geriatric Psychiatry* (3rd Edition). American Psychiatric Publishing.

Sadock, B. J., & Sadock, V. A. (2014). *Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry* (11th Edition). Wolters Kluwer.

Suggested Readings

APA - DSM-5: *Diagnostic and Statistical Manual of Mental Disorders* (5th Edition).

Knight, B. G. - *Psychotherapy with Older Adults* (4th Edition). Sage Publications.

Lichtenberg, P. A. - *Handbook of Assessment in Clinical Gerontology* (2nd Edition). Elsevier.

Holt-Lunstad, J., & Smith, T. B. - Loneliness and Social Isolation as Risk Factors for Mortality: A Meta-Analytic Review (2015). *Perspectives on Psychological Science.*]

Assessment & Evaluation

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