



**Centurion University of Technology & Management,
Odisha**

B. A. Applied Psychology

(Three Years Program)

School of Social Sciences

2019

Course Curriculum (B.A. (Hons.))

Program in Applied Psychology

Course Objective

The objective of the undergraduate degree in Psychology at Centurion University is to gain an in-depth understanding of human behavior and experience. The course includes various aspects of the scientific study of behavior including human development, cognitive processes and decision making, personality and social influence, human and animal learning, psychopathology, psychotherapy and counselling and organizational behavior.

The program integrates theory and practice by appropriate combination of Classroom teaching and experiential learning/ practical in the laboratory/ field. About 40% of the time will be dedicated to experiential learning through laboratory/ field work. A student has to go through 151 Credit for BA (Psychology-Hons.).

Eligibility Criteria

Students should have passed 12th Class or Intermediate in any subject stream with 50% marks from a Recognized Board. Candidates who have appeared for their 12th class or Intermediate final exams and are awaiting results are also eligible to apply. Final pass result should be produced at the time of joining the program, if selected.

Meeting the eligibility criteria will not ensure a seat. The admission will be strictly on the basis of merit as per rules. However, eligibility is a must for consideration of admission.

Award of Degree

On successful completion of 3 years (6 semesters) program, student will be eligible for a Bachelor in Arts (Applied Psychology). A student is required to earn 151 credits over the period.

Courses	Minimum Credits
Foundation Course	3
Ability Enhancement Compulsory Course	8
Skill Enhancement Course	8
General Elective (Interdisciplinary)	24
Discipline (Core and Electives)	72 +24
Critical Thinking Seminar	12
Total	151

Course Structure

Semester-I

Code	Course	Course Type (Theory+ Practice+ Project)	Credit
BAAP1101	Basic Psychological processes	3+1+2	6
BAAP1102	Psychological testing	3+1+2	6
	Ability Enhancement Compulsory Course-I	4+0+0	4
	General Elective (Interdisciplinary)-I	6+0+0	6
FCMG0115	Human Rights	1+0+0	1
	Total Credits		23

Semester-II

Code	Course	Course Type (Theory+ Practice+ Project)	Credit
BAAP1201	Introduction to Psychology - I	3+1+2	6
BAAP1202	Introduction to Psychology - II	3+1+2	6
	Ability Enhancement Compulsory Course-II	4+0+0	4
	General Elective (Interdisciplinary)-II	6+0+0	6
FCMG0116	Introduction to Ethics	1+0+0	1
	Total Credits		23

Semester-III

Code	Course	Course Type (Theory+ Practice+ Project)	Credit
BAAP2101	Educational Psychology- I	3+1+2	6
BAAP2102	Developmental Psychology- I	3+1+2	6
BAAP2103	Statistics in Psychology	3+1+2	6
	Skill Enhancement Course-I		4
FCMG0401	Gender Issues in Development	1+0+0	1
	General Elective (Interdisciplinary)-III	4+2+0	6
	Total Credits		29

Semester IV

Code	Course	Course Type (Theory+ Practice+ Project)	Credit
BAAP2201	Psychology and Mental Health	3+1+2	6
BAAP2202	Counselling Psychology	3+1+2	6
BAAP2203	Introduction to Psychological Research Methods	3+1+2	6
	Skill Enhancement Course-II		4
	General Elective (Interdisciplinary)-IV	4+2+0	6
	Total Credits		28

Semester V

Code	Course	Course Type (Theory+ Practice+ Project)	Credit
BAAP3101	Social Psychology	3+1+2	6
BAAP3102	Community Psychology	3+1+2	6
	Discipline Specific Electives (DSE)-1	3+1+2	6
	Discipline Specific Electives (DSE)-2	3+1+2	6
	Total Credits		24

Semester VI

Code	Course	Course Type (Theory+ Practice+ Project)	Credit
BAAP3201	Child Psychology	3+1+2	6
BAAP3202	Research project	0+0+6	6
	Discipline Specific Electives (DSE)-1	3+1+2	6
	Discipline Specific Electives (DSE)-2	3+1+2	6
	Total Credits		24

Group-I- Discipline Specific Electives (DSE)			
Code	Course	Course Type	Credit
APDE0101	Psychology of Language	3+1+2	6
APDE0102	Psycholinguistics	3+1+2	6
APDE0103	Family Therapy	3+1+2	6
APDE0104	Autism Spectrum Disorders	3+1+2	6

Group-II- Discipline Specific Electives (DSE)			
Code	Course	Course Type	Credit
APDE0201	Psychopathology	3+1+2	6
APDE0202	Counselling Psychology	3+1+2	6
APDE0203	Behavioral Dysfunction	3+1+2	6
APDE0204	Educational and Vocational Guidance and counselling	3+1+2	6

List of Ability Enhancement Compulsory Courses			
Code	Course	Course Type	Credit
BAAE0101	English	4+0+0	4
BAAE0102	MIL (Alt. English/Oriya/Hindi)	4+0+0	4
BAAE0103	Environmental Issues and Challenges	4+0+0	4
BAAE0104	Indian Society: Continuities, Change, and Paradoxes	4+0+0	4

List of Skill Enhancement Courses (SEC)			
Code	Course	Course Type	Credit
BASE0101	Psychological Ethics	2+2+0	4
BASE0102	Computer in Social Science	2+2+0	4
BASE0103	Advanced Methods of Psychological Research	2+2+0	4
BASE0104	Communication and Development	2+2+0	4
BASE0105	Data Base and Statistical Packages	2+2+0	4

Course Contents

Semester-I

Basic Psychological Process

Course Title	Code	Type of course	T-P-PJ
Basic Psychological Process	BAAP1101	Theory+ Practice	4-2-0

Objective

- To develop an understanding of some basic concepts in psychology
- Appreciation of basic principles of human behavior.
- The skill of using the basic psychological concepts and tools in daily life.

Learning outcome

- The student will learn the skill of using the basic psychological concepts in day-to-day activities.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Learning Meaning and definition of learning, Classical conditioning- basic principles, turning principles into action. Operant Conditioning- Nature, learning based on consequences, basic principles, schedules of reinforcement, the cognitive perspective, applying the principles of operant conditioning. Observational Learning- basic principles, Observational learning and aggression, practical applications.

Module II: Perception - Sensation, the raw materials of understanding (brief description), the focus of our attention, the organizing principles, perceptual constancies and illusions, some key perceptual processes- pattern and distance, motion perception.

Module III: Memory -The Atkinson and Shiffrin model, working memory, episodic memory, semantic memory, procedural memory. Forgetting- Due to decay, due to interference, forgetting and retrieval inhibition.

Module IV: Structures and functions of central and autonomic nervous system, techniques of studying the functions of the brain.

Text Book:

- 1 Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
2. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata Mc. Graw Hill Publishing Company Limited.
- 3 Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
4. Varian, Hal R. Intermediate Microeconomics: A Modern Approach, W W Norton and Company

Psychological Testing

Course Title	Code	Type of course	T-P-PJ
Psychological Testing	BAAE1102	Theory+ Practice	4-2-0

Objective

<ul style="list-style-type: none"> To acquaint the students with the history of psychology and the modern development in the field. To help the students to develop an idea of different schools of Psychology and the thoughts formulated therein. To provide the students with the knowledge of history of Psychology in India.

Learning outcome

<ul style="list-style-type: none"> General Knowledge about Psychological theory
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Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Intelligence: Nature and Theories of intelligence- Gardner, Sternberg, Das and Naglieri, measurement of intelligence, heredity, environment and intelligence

Module II: Personality Trait theories of Personality: Allport, Cattell, Eysenck The big five factors

Module III: Measurements in Psychology Basic concepts of standardization, reliability, validity and understanding cultural limitation.

Text Books:

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.

PRACTICAL WORKS

Objectives

- To train students to demonstrate the operation of some of the basic principles of human behavior.
- To help students to relate the theoretical concepts to real life situations.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Raven's (Colored) Progressive Matrices Test	40 %	Report and Presentation
	NEOPI – short form		Report and Presentation
	Gardner's Multiple intelligence Test		Lab Work, Report
	Digit Span Test		Report and Presentation
	Developing any perceptual test/ Word Association Test		Report and Presentation
External Examination		60 %	Report and Presentation
Total		100 %	

Course outline

Module I: Introduction Individual Differences in Human Functioning Assessment of Psychological Attributes Intelligence Theories of Intelligence Theory of Multiple Intelligences Triarchic

Module II: Theory of Intelligence Planning, Attention-arousal, and Simultaneous- successive Model of Intelligence Individual Differences in Intelligence Variations of Intelligence

Module III: Some Misuses of Intelligence Tests (Box 1.1) Culture and Intelligence Emotional Intelligence Characteristics of Emotionally Intelligent Persons (Box 1.2) Special Abilities Aptitude : Nature and Measurement

Text Books:

1. Multiple Intelligences by Dr Howard Gardner, Publisher: Hachette

Semester-II

Introduction to Psychology

Course Title	Code	Type of course	T-P-PJ
Introduction to Psychology	(BAAP1201)	Theory+ Practice	4-2-0

Objective

- To help students to acquire an appreciation for psychological concepts in general.
- To develop in students an understanding of basic principles of human behavior.
- To develop in students the skill of using the basic psychological concepts in day-to-day activities.

Learning outcome

- The students will learn the skill of using the basic psychological concepts in day-to-day activities.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Personality Psychoanalysis Freud's theory of personality, Humanistic Psychology – Rogers's Self Theory: Maslow and the Hierarchy of Need. The Social Cognitive Theory: Basic approaches and the current standing.

Module II: Motivation Need, Drive and Incentives. Theories of motivation- Drive theory, Arousal theory, Expectancy theory, Forms of human needs and motivation- hunger, need for achievement, need for affiliation, need for power.

Module III: Emotion Nature and Definition of Emotion, Brief description of Cannon-Bard, James-Lange and Schachter-Singer theories of emotion; Expression of emotion in different cultures

Text Books:

1. Baron, R. A. (2002). Psychology (5th Edition). New Delhi, Pearson Education.

Reference Books:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition). Bombay, Tata-McGraw Hill.
2. Feldman, R. S. (2004). Understanding Psychology (6th Edition). New Delhi, Tata Mc. Graw Hill Publishing Company Limited.

Introduction to Psychology – II

Course Title	Code	Type of course	T-P-PJ
Introduction to Psychology II	(BAAP1202)	Theory+ Practice	4-2-0

Objectives:

- To acquaint the students with the basic concepts of psychology and the modern development in the field.
- To help the students to appreciate the differing views in psychology.
- To apply the knowledge in various fields.

Learning Outcome

- In this course, students will be trained to demonstrate the operation of some of the basic principles of human behavior.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Self-concept test	40 %	Written Examination
	Assignment understanding and rating emoji's.		Report and Presentation
	Experiments Test of emotional intelligence		Lab Work, Report
	Project on Impression formation.		Report and Presentation
	Quiz Test of creativity		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Module I: Thinking, Problem solving and Decision Making.

Module II: Emotional intelligence, Creativity.

Module III : Asking questions in Psychology: a basic understanding of research

1. Text Books:

Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.

SEMESTER – III

Educational Psychology

Course Title	Code	Type of course	T-P-PJ
Educational Psychology	BAAP2101	Theory+ Practice	4-2-0

Objective:

- To help the students to develop an idea about educational psychology and understand its importance.
- To guide students in appreciating the role of psychological concepts in educational setting.
- To enable the students to use some of the basic facts and findings obtained in the field of educational psychology in the actual context.

Learning outcome

- This course helps the students to develop an idea about educational psychology and understand its importance.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Pedagogy: Learning and teaching about Concepts: views of concept learning, strategies for teaching concepts, teaching concepts through discovery, teaching concepts through exposition, teaching concepts in diverse classrooms.

Module II: Learner differences and learning needs: Teaching students with learning disability and cerebral palsy, teaching gifted and talented students

Text Books:

1. Woolfolk, A. (2004). Educational Psychology, (9th Edition). Boston, Pearson.
2. Gage, N.L. & Berliner, D.C. (2009). Educational Psychology (5th Edition), Boston, Houghton Mifflin.

Reference Book:

1. Paulo Freire, Bell Hooks

Developmental Psychology

Course Title	Code	Type of course	T-P-PJ
Developmental Psychology	BAAP2102	Theory+ Practice	4-2-0

Objectives:

- To help students understand the basic principles of human development.
- To assist students to appreciate the transition across the developmental stages of human life
- To know about the critical periods in human development for the occurrence of specific behavioral changes.

Learning outcome

- The students will understand the transition across the developmental stages of human life

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	100 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination			Written Examination
Total		100 %	

Module I: Understanding Life-span Human Development: Defining and studying Development, studying genetic and environmental influences.

Module II: Development during Adolescence: Cognitive, social, emotional and, physical development and Gender identity

Module III: Theories of Development: Contributions of Vygotsky, Tolman, Bruner, Kohlberg and Gilligan.

Text Books:

1. Sigelman, C. K. & Rider, E. (2008). Life Span Human Development (6th Edition). UK, Wadsworth Publishing Company.

Reference Books:

1. Woolfolk, A. (2004). Educational Psychology (9th Edition). Boston, Pearson.
2. Papalia, D. (2009). Human Development (11th Edition). New York, McGraw-Hill.

PRACTICAL WORKS**Objectives:**

- To provide students with the experimental knowledge of the basic concepts covered in educational and developmental Psychology.
- To train students to administer psychological tests, score and interpret test scores.

Practical :

- Effect of mental set on problem solving behavior
- Observation skills: Phenomenon of social pressure
- Measuring academic stress
- Parent's interview

Text Books:

1. K. Sydsaeter and P. J. Hammond (2002): Mathematics for Economic Analysis. Pearson Educational Asia
2. A. C. Chiang and K. Wainwright (2005): Fundamental Methods of Mathematical Economics, McGraw Hill International Edition.
3. T. Yamane (2012): Mathematics for Economists, Prentice-Hall of India

Introduction to Psychological Research Methods

Course Title	Code	Type of course	L-T-PJ
Introduction to Psychological Research Methods	BAAP2103	Theory+ Practice	4-2-0

Objective

<ul style="list-style-type: none"> This is a course on statistical methods for Psychology. This course introduces students to the basic principles of research methods in Psychology. The focus of the course is on students learning how to do research in Psychology, with an emphasis on student-centered activities and problem solving. Students will learn about such key concepts as the scientific method; operationalizing constructs; independent and dependent variables; data types and ways of measurement; confounding variables; experimental and non-experimental design; questionnaire construction; developing and testing hypotheses; descriptive statistics and describing data graphically; and the ethics of research.

Learning outcome

<ul style="list-style-type: none"> The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.
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Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	End of semester open book multiple choice exam: The items in this exam test ability to apply learning.	40 %	Written Examination
	Conceptual knowledge quiz: Tests knowledge of key concepts		Report and Presentation
	SGDEs: tests ability to work in a group to come up with a solution to a problem in the context of critically analyzing claims		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Housekeeping; the scientific method and the research process
Operationalizing constructs; IVs and DVs; Ways of measuring; Types of data;
Questionnaire design

Module II: Validity and Reliability

Module III: Experimental design; Repeated measured design; Random selection vs random assignment; Non-experimental design;

Module IV: 3rd variable problems; threats to validity, Describing data Examining relations between variables, Examining differences between groups/conditions; Turning research questions into testable hypotheses

Module V: Longitudinal and pre-post designs, Quasi-experimental design; thematic analysis; coding qualitative data and examine relations between categorical variables

Text Books:

1. Research Methods for the Behavioral Sciences, 6th Edition; published by Cengage , Authors: Frederick J Gravetter & Lori-Ann B Forzano (e-book)

Semester IV
Psychology and Mental Health

Course Title	Code	Type of course	T-P-PJ
Psychology and Mental Health	BAAP2201	Theory+ Practice	4-2-0

Objectives:

- To help the students to develop an idea about mental health and understand the importance psychology.
- To guide students in appreciating the role of psychological concepts in educational setting.
- To enable the students to use some of the basic facts and findings obtained in the field of educational psychology in the actual context.

Learning outcome

- The students will develop an idea about mental health and how it affects human behaviour.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	100 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination			Written Examination
Total		100 %	

Course outline

Module I: Psychology of well-being: Concept of Health (WHO), understanding rights (right to life with dignity, right to know about bodily processes and child rights-UNCRC)

Module II: Health and Coping: Individual and gender differences in symptom perception, coping with the crisis of illness. Substance abuse and AIDS counselling.

Module III: Understanding stress: Nature of stress, causes of stress, cognitive appraisal of stressors and stress management.

Text Books:

- 1 Kirsh, Duffy and Atwater (2014) Psychology for living (11th edition) Pearson

Counseling Psychology

Course Title	Code	Type of course	T-P+PJ
Counseling Psychology	BAAP2202	Theory+ Practice	4-2-0

Objectives:

- To help students understand the basic principles of counseling
- To develop skills of counseling in students
- To develop an insight into different approaches used in counseling psychology.

Learning outcome

- The students will be able to understand an insight into different approaches used in counseling psychology.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Basic skills of counseling: Right to life with dignity, Confidentiality, active listening, non-judgmental and unconditional positive regard, Ethical considerations.

Module II: Approaches of Counseling: Person centered therapy, Rational Emotive Therapy, Cognitive Behavioral Therapy, Narrative Practices, Queer Affirmative Practices, Utkal-OLS approach.

Module III: Counselling Application: in Rehabilitation, Disaster management, Psychological first-aid. Recognizing what is not counselling.

PRACTICAL WORKS

Objectives:

- To provide students with the basic concepts covered in mental health and counseling Psychology.

Practical:

1. Writing a nonjudgmental description about a person coming to a counseling set up.
2. Interviewing a fellow student and reporting in a counseling framework.

Text Books:

1. Gladding, ST (2009) Counseling A comprehensive profession; Pearson education

Semester V

Social Psychology

Course Title	Code	Type of course	T-P-PJ
Social Psychology	BAAP3101	Theory+ Practice	4-2-0

Objectives:

- To make the students aware of the basic nature of their social reality and help them to understand this reality in psychological terms.
- To enable the students to appreciate the application of psychological principles in the development and maintenance of the relationship between individual and society.
- To enable the students to apply the principles of psychology in social behavior for the development of the society

Learning outcome

- Students will learn the application of psychological principles in the development and maintenance of the relationship between individual and society.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Stereotyping, Prejudice and Discrimination: The nature and origin of stereotyping; Prejudice and discrimination; and techniques for countering its effects.

Module II: Interpersonal Attraction and Close Relationship: Internal and external determinants of Attraction and factors influencing attraction. Close Relationships and Interdependent Relationship.

Module III: Social Influence and Pro-social Behavior: Conformity, Social Influence and Obedience to Authority; Pro-Social Behavior- Motives for Pro-Social Behavior, Bystander Apathy, External and Internal Influences on Helping Behavior.

Text Books:

1. Baron, R. A; Branscombe, N.R; Byrne, Donn; & Bhardawaj, G. 2012). Fundamentals of Social Psychology. Delhi, Pearson.

Community Psychology

Course Title	Code	Type of course	T-P-PJ
Community Psychology	BAAP3102	Theory+ Practice	4-2-0

Objectives:

- To introduce students to the historical influences, values and theories of community psychology.
- To develop insight into the levels and methods of community psychology, development of community intervention by linking theories to practice. Understanding social change.
- Community Mental Health: Understanding communities and community change with a focus on mental health.

Learning outcome

- The course helps the students to develop insight into the levels and methods of community psychology, development of community intervention by linking theories to practice. Understanding social change.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: What is community psychology? Development of community psychology. Outlining the framework of the strengths of collectivizing and to develop a greater sense of community.

Module II: Understanding values and methods of community psychology: individuals within environments. Citizen participation, empowerment and social change.

Module III: Community Mental Health. Understanding community based approaches to domestic abuse prevention, rights-based empowerment and the psychological

impact on individuals.

PRACTICAL WORKS

Objective:

- To help students understand concepts covered in social psychology and community psychology

Practical:

1. Identifying various stereotypes and prejudices (around gender/ caste/ disabilities/ sexualities) prevalent in the society.
2. Reflective paper on the social processes of violence depicted in movies.
3. Develop posters for behavior change intervention.

Text Books:

1. Kloos, B., J., Thomas, E., Wandermans, A., Elias, M. J., & Dalton, J. H. (2010). Community Psychology: Linkinf individuals and communities. New York: Wadsworth

Semester-VI

Child Psychology

Course Title	Code	Type of course	T-P-PJ
Child Psychology	BAAP3201	Theory+ Practice	4-2-0

Objectives:

- To demonstrate an understanding between theory and practice and be able to apply classroom learning to situations in life outside the classroom.
- To demonstrate an understanding of the scientific methods used to learn about child development.
- To understand the basic physical changes in the body and brain during childhood and the factors important for healthy growth.
- To understand the cognitive changes during childhood from Piagetian and Information Processing perspectives and the factors important for healthy growth.
- To understand the social and emotional changes during childhood, and the factors important for healthy growth.

Learning outcome

- The course helps the students to think critically and analytically, and to reason logically about issues in child development using course information and past experiences.
- This course provides a general introduction to the area of Developmental Psychology and a survey of developmental processes that influence the growth of the physical, intellectual, and socio-emotional aspects of the child from conception through middle childhood

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100 %	

Course outline

Module I: Overview/ Syllabus, Theories Research Methods, Biological and Environmental Foundations of Development, Foundations and Interactions

Module II: Prenatal Development, Birth and Newborns, Infancy- Growth and Motor Skills

Module III: Learning and Perception, Piaget Information Processing/ Language

Module IV: Emotions, Attachment and Self, Early Childhood- Growth and Health, Health Care/ Motor Development, Piaget/Vygotsky

Module IV: Information Processing/Language, Emotions/Self, Gender/Parenting/Child Maltreatment, Physical Development, Piaget/Information Processing/ADD, IQ/ Language/ School Observation Self/ Emotions Moral Development/ Peers

Text Books:

1. Berk, Laura (2005) Infants and Children, 5th ed. Allyn and Bacon, Boston, Mass.

Psychology Research Project

Course Title	Code	Type of course	T-P-PJ
Psychology Research Project	BAAP3202	Project	0-0-6

Objectives:

- To train the students to choose a topic of interest from any area of Psychology and collect materials to develop a thorough knowledge on it.
- To train the students to write a seminar paper on the chosen topic as per the APA style.
- To facilitate the development of the skill of presentation of the paper before the audience.

Learning outcome

- This course will help students to gain knowledge of the behavioral analysis of human being and develop the skill of presentation of the paper before the audience.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Oral Presentation		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination	Report and presentation	60 %	the students are to be evaluated with respect to the relevance of the topic chosen, content coverage, organization of information and originality in the style of writing and presentation of the paper
Total		100 %	

Discipline Specific Elective (DSE) Papers
Group-I
Psychology of Language

Course Title	Code	Type of course	T-P-PJ
Psychology of Language	APDE0101	Theory+ Practice	4-2-0

Objectives:

- To familiarize students with psychological phenomena related to language, theories that try to explain how and why these phenomena occur, and experimental evidence supporting or challenging these theories.
- To enable students to use appropriate vocabulary to describe mental disorders.

Learning outcome

This course will cover many areas of language research, including: the structure of language; language acquisition; speech perception and production; sentence processing; reading; language and the brain; and language disorders. This course introduces the vocabulary and concepts used by psychologists who study human language. The field of psycholinguistics is the study of how people produce and understand language. It is a branch of cognitive science, which is the study of mental processes.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100	

Course outline

Module-I: Introduction to Psychology of Language: Animal Communication and Human Language, The Science of Language, Speech Perception, Speech Production, Words, Sentences Reading Week, Discourse, Reading and Writing,

Module-II: Bilingualism, Signed Language Development, Language, Culture, and Thought

Text Books:

1. Ludden, D. (2016). The Psychology of Language: An integrated approach. Los Angeles, CA: Sage. ISBN: 978-1-4522-8880-2

Psycholinguistics

Course Title	Code	Type of course	T-P-PJ
Psycholinguistics	APDE0102	Theory+ Practice	4-2-0

Objectives:

<ul style="list-style-type: none"> • Operationalize linguistic descriptions and theories into testable psycholinguistic hypotheses. Formulate specific problems about how people perceive or produce language and sketch experimental designs to investigate these problems. • Understand how psycholinguistic experiments use predictor and outcome variables to test hypotheses and draw conclusions. • Read, comprehend, and summarize scientific articles in psycholinguistics. • Write clearly and concisely about the study of psycholinguistics.

Learning outcome

<ul style="list-style-type: none"> • This course provides an introduction to psycholinguistics, which is the study of how human beings perceive and produce language. • The focus will be on spoken language (not written), on experimental techniques (not computational or clinical), and on first-language competency (not second). Although this will cover some material on children’s language acquisition, the emphasis is on fully-formed adult language.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100%	

Course outline

Module I: Introduction. Reading: “How to read a scientific article” by May Purugganan and Jan Hewitt

Module II: Pre-natal learning. “Looking towards Babel” “Babies, birth, and language”

Module III: Fetal reactions to recurrent maternal speech. Infant Behavior and Development,

Module IV: Perception of speech sounds, Speech perception in infants. Acquiring words. “Words, and what we learn to do with them, “Words, and how we (eventually) find them”

Textbook:

1. Gerry T. M. Altmann. 1999. The Ascent of Babel. Oxford University Press.

Family Therapy

Course Title	Code	Type of course	T-P-PJ
Family Therapy	APDE0103	Theory+ Practice	4-2-0

Objectives:

- Introduce to the major areas of and contributors to theory and research in family therapy and familiarize with recurring themes and issues that have characterized the field since its inception.

Learning outcome

- This course will focus on understanding and analyzing fundamental family therapy behavioral phenomena associated with these disorders.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100%	

Practical Component

The students will work towards identifying their own theoretical frameworks. The students will learn how to make treatment recommendations, formulate a treatment plan and establish a treatment contract. Students will be expected to choose a particular area eg. Schools, Colleges, NGOs where they would like to work and will actually do counselling under supervision. Every week they will present

1. A taped session to the supervision group of which they are a part to discuss the treatment plan they are using, their own efficacy as revealed on the tape and their clients responses to them
2. Their own particular difficulties with the client, as well as their own issues of transference and other personal issues that get triggered off in relation to clients issues.
3. One transcribed verbatim of the session
4. A case study
5. A paper that describes their own personal orientation to counselling

Course outline

Module I: Origin and development of Family therapy, Origins of Family Therapy. Movements: Child guidance , Marriage counselling , Sex therapy , Group therapy , Group analysis , Encounter groups , Psychodrama , Gestalt therapy , Research traditions , Work groups , Role theory , Schizophrenia , Gregory Bateson , Three organizing themes ,Behavior patterns , Belief and context ,

Module II: Process in Family Therapy and basic technique , Stages of family Therapy, Stage 1 – Planning , Stage 2 – Assessment , Stage 3 – Treatment , Stage 4 – Disengaging or Reconstructing

Module III: Family Therapy – With Child and Adolescent – Focused Problem Physical child abuse - Systematic model of physical child abuse, Family therapy for physical child abuse.

Module IV: Family Therapy – With Adult – Focused Problem Depression and Anxiety - Depression , Anxiety , Systematic model of anxiety and depression , Couples therapy for anxiety and depression

Text Books:

1. Family Therapy: Concepts and Methods, 2016, Michael P. Nichols (Author), Sean Davis (Author)

Autism Spectrum Disorders

Course Title	Code	Type of course	T-P-PJ
Autism Spectrum Disorders	APDE0104	Theory+ Practice	4-2-0

Objectives:

- Introduce to the major areas of and contributors to theory and research in ASD and familiarize you with recurring themes and issues that have characterized the field since its inception.

Learning outcome

- Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder with widely varying symptomatology that affects 1 in 68 children. This course will focus on understanding and analyzing fundamental behavioral phenomena associated with these disorders.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100%	

Course outline

Module I: Introduction & Course Overview — introduction to ASD, its impact on children and families, its nature as a scientific puzzle; course overview; brief survey of the history of autism theory, research, and practice

Module II: History, diagnosis, and treatment of autism; current classification and diagnostic issues and techniques; epidemiological and etiological issues early social and communicative skills, and affective, cognitive, symbolic, and social factors in ASD.

Module III: Anxiety Disorders: Generalized anxiety disorder, phobias, obsessive Compulsive disorder, post-traumatic stress; major neurological and psychological theories of

ASD; current approaches to intervention; and research on sensory atypical ties and stereotyped and repetitive motor behavior disorder- etiology and treatment.

Module IV: Stress, Coping and Maladaptive Behavior: Stress and Coping, Stressful Situations and Life Transitions, Clinical Reaction to Stress, and Treating Stress-Related Problems.

Text Books:

1. Textbook of Autism Spectrum Disorders 1st Edition, by Eric Hollander (Author, Editor), Alex Kolevzon (Editor), Joseph T. Coyle (Editor)

Discipline Specific Elective (DSE) Papers

Group-II

Psychopathology

Course Title	Code	Type of course	T-P-PJ
Psychopathology	APDE0201	Theory + Practice	4-2-0

Objectives:

- To help students develop an idea about abnormal behavior.
To enable students to use appropriate vocabulary to describe mental disorders.
- To assist students in gaining knowledge of the methods of detecting, interpreting and treating the disorders.

Learning outcome

- This course will focus on understanding and analyzing the biological basis of psychological disorders. Students will build upon their knowledge from the clinical psychology class to delve deeper into the subtleties of psychological disorders, including analyzing patient case studies. This course also addresses the role of social workers as advocates for people with mental disorders and as environmental change agents.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100%	

Course outline

Module I: Stages in Empirical Econometric Research: Introduction and Current Paradigms in Psychopathology: The concept of normality and abnormality. Current Paradigms- the Biological Paradigm, the Psychodynamic Paradigm, Humanistic-Existential Paradigms, the Learning paradigm, and the Cognitive paradigm. Brief idea about DSM.

Module II: Anxiety Disorders: Generalized anxiety disorder, phobias, obsessive Compulsive disorder, post-traumatic stress disorder- etiology and treatment.

Module III: Stress, Coping and Maladaptive Behavior: Stress and Coping, Stressful Situations and Life Transitions, Clinical Reaction to Stress, and Treating Stress-Related Problems.

Text Books:

1. Davison, G. C. & Neale, J.M. (1998). Abnormal Psychology. New York: John Wiley & Sons.
2. Carson, R.C. Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology And Modern Life (14th Edition). New York: Harper Collins.
3. Kring, Ann M; Johnson, Sheri L; Davison, Gerald C; and Neale, John M. (2012). Abnormal Psychology (12th Edn). John Wiley and Sons.
4. Sarason, I.G., & Sarason, B.R. (2002). Abnormal Psychology: The problem of maladaptive behaviour. New Delhi: Prentice Hall.

Psychological Testing Counseling Psychology

Course Title	Code	Type of course	T-P-PJ
Counseling Psychology	APDE0202	Theory+ Practice	4-2-0

Objectives:

- To understand human behavior at different stages
- To recognize behavioral problems and examine strategies for positive behavior management
- To identify different types of exceptionalities and relate counseling theory to issues in counseling,
- To develop an ethical approach to counseling

Learning outcome

- This course will focus on understanding and analyzing the biological basis of psychological disorders.
- Students will build upon their knowledge from the clinical psychology class to delve deeper into the subtleties of psychological disorders, including analyzing patient case studies.
- This course also addresses the role of social workers as advocates for people with mental disorders and as environmental change agents.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100%	

Course outline

- Module I: Nature and Scope of Guidance**, Concept and Definition of Guidance and Counselling, Guidance and Life Goals, The Counselling Vocation, The Phases of the Counselling Process (Assessment, Intervention, and Termination), Characteristics of an Effective Counsellor, Personal challenges as a Counsellor
- Module II: Stage of Human development and areas of guidance**, Characteristics of Different Stages of Development (Physical, Cognitive, Emotional, Social, and Moral), Problems of Childhood, Problems of Adolescence, Problems of Adulthood and the Aged, The Concept of Adjustment and Adjustment at Different Stages of Life
- Module III: Exceptionality: Types and Problems**, Nature of Exceptionality, Intellectual Exceptionality: Intellectual Superiority and Mental Retardation, Sensory Handicaps: Visual, Aural, Motor and Speech Handicaps, Family and Personal Problems of the Exceptional, Care and Education of the Exceptional
- Module IV: Counselling Special groups**, characteristics and Needs of Special Groups , Socially and Economically Disadvantaged , Destitute and Orphans , Delinquents , Drop-outs , Aids Patients , Drug Addicts and Alcoholics , Pedophiles , Homosexuals
- Module V: Introduction to Abuse Counselling**, Types of Abuse, Causal, Theories of Abuse, Effects of Abuse, Statutory Requirements, Implications for Counselors, Support Networks, Referral Processes
- Module VI: Group and Individual Guidance**, Understanding Group Membership and Behaviour in Groups (Group Dynamics) , Characteristics of Group Guidance , Advantages of Group Guidance , Planning Group Counselling Sessions , Skills of Group Facilitation (including dealing with conflict) , Characteristics of Individual Guidance , Advantages of Individual Guidance , The Counselling Set-up
- Module VII: Fundamental Counselling skills** , The Client-Counsellor Relationship ,The Counsellor as a Role Model , The Counsellor's Needs , Counsellor Objectivity/Subjectivity , Emotional Involvement , Counselor Limits in Practice
- Module VIII: Basic Counselling Skills** , Observation Skills , Questioning , Communication Skills (Listening, Feedback, Non-Verbal) Making Notes and Reflections , The Counselling Interview , History Taking , Interviewing (Characteristics, Types, Techniques) , Developing Case Histories , Collecting, Documenting Information , Working with Other Professionals

Text Books:

1. Counselling Psychology: A Textbook for Study and Practice, David Murphy

Behavioral Dysfunction

Course Title	Code	Type of course	T-P-PJ
Behavioral Dysfunction	APDE0203	Theory+ Practice	4-2-0

Objectives:

- To enable the students to learn the causes, symptoms and types of various dysfunctional behavior.

Learning outcome

- This course will focus on understanding and analyzing various dysfunctional behavior and help to treat the mental patient.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100%	

Course outline

Module I: Perspective on Abnormal Behavior , Historical views of abnormal behavior , Meaning and definition of normality and abnormality , Models for understanding causes of behavior dysfunction , Psychoanalytic , Humanistic ,existential , Cognitive , behavioral , Transpersonal , Classification of mental disorder, Causal factors , Viewpoints in abnormal psychology

Module II: Stress and Anxiety related Disorder, Symptoms, Types, Cause and Management of Panic Attack, Generalized anxiety disorders, Phobia, OCD, Stress and Adjustment disorders, Dissociative disorders.

Module III: Mood Disorder and Psychotic Disorder, Symptoms, Types, Causes, Treatment

Module IV: Suicide, Facts about Suicide, Perspective on Suicide, Identifying Suicidal tendencies, Suicide Prevention

Module V: Personality Disorder, Substance related Disorder, Sexual and Gender identity Disorder, Symptoms, Types, Causes, Treatment

Module VI: Overview of Childhood, adolescence and geriatric disorder, Somatoform disorders and psychological factors and physical illness.

Module VII: Etiology of Learning Disabilities , Intervention with Learning Disabilities , The Concept of Mental Retardation , Classification of Mental Retardation , Etiology of Mental Retardation , Prevention and Treatment of Mental Retardation , Characteristics of Autistic Disorders , Etiology of Autistic Disorders , Treatment of Autistic Disorders.

Text Books:

1. Abnormal Psychology: Neuroscience Perspectives on Human Behavior and Experience
Paperback – 2 Jul 2015 , William J

Educational and Vocational Guidance and Counseling

Course Title	Code	Type of course	T-P-PJ
Educational and Vocational Guidance and counseling	APDE0204	Theory+ Practice	4-2-0

Objectives:

- To recognize differences among students, identify educational problems of students at different stages, administer and interpret different types of tests, help students with learning difficulties and social /emotional problems.

Learning outcome

- This course will focus on understanding and analyzing the biological basis of psychological disorders.
- Students will build upon their knowledge from the clinical psychology class to delve deeper into the subtleties of psychological disorders, including analyzing patient case studies. This course also addresses the role of social workers as advocates for people with mental disorders and as environmental change agents.

Evaluation Systems

Internal Examination	Component	% of Marks	Method of Assessment
	Midterm Test	40 %	Written Examination
	Assignment		Report and Presentation
	Experiments		Lab Work, Report
	Project		Report and Presentation
	Quiz		Surprise/Preannounced Ones
External Examination		60 %	Written Examination
Total		100%	

Course outline

Module I: Educational guidance and Counselling, The Purpose of Educational Guidance, Factors Contributing to Educational Problems , Self , Home , School , Neighborhood , Community , The Educational Guidance Program , Guidance at Primary School Level , Guidance at Secondary School Level , Guidance at College Level , Complementary Roles of the Teacher Counsellor and Professional Counsellor, Promoting Parental Collaboration in Educational Guidance.

Module II: Manage the guidance service, setting up of an Educational Cell/Unit, Monitoring and Evaluation of a Comprehensive Guidance Program in Educational Settings, Networking with Community Agencies.

Module III: Vocational guidance and Counselling , The Nature of Vocational Guidance, The Need for Vocational Guidance , The Socio-economic and Cultural Context , The Concept of Vocational Development and Factors Contributing to Vocational Development , Theories of Vocational Development , Donald Super’s Self-actualization .

Module IV: Techniques and skills in guidance, Understanding the Individual , Enabling the Individual to Understand Self , Case Study and Case Conference , Cumulative Records , Anecdotal Record , Interviews , Follow-up

Module V: Helping strategies in career guidance, Individual Counselling, Definition, Some Systematic Individual Counselling Models, Broad View of Career Counselling, Counsellor and Counsee Internal frame of reference, Outcomes of Career Counselling, Decision – Making Group Process, Rationale, Characteristics of the group, Use of groups

Text Books:

1. Educational & Vocational Guidance and Counselling, Nov 2011, O. B. Pal