

ERA UNIVERSITY
PG DEPARTMENT OF CLINICAL PSYCHOLOGY
FIRST SEMESTER

Paper Code No.	Title of the paper	Credit	Marks
B404101T	<i>Foundations of Clinical Psychology</i>	5	100
B404102T	<i>Motivation & Emotion: Process and Theories</i>	5	100
B404103T	<i>Life Span Development</i>	5	100
B404104T	<i>Social Psychology: Comprehensive Study</i>	5	100
B404105P	<i>Practicals</i>	5	100

Total Credits-25

YEAR-1ST / SEMESTER-1ST

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
01	B404101T	Foundations of Clinical Psychology	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aims to understand: 1. About the basic concepts of Clinical Psychology. 2. Clinical Psychology as a profession. 3. Have basic understanding about the diagnosis. 4. Various types of assessments.			At the end of the course the student will be able to: 1. Have clear understanding how to perform psychological assessment. 2. Have basic knowledge about the diagnostic statistical manual. 3. Have basic understanding of various cognitive and neuropsychological assessment.				

Unit-1

Total Teaching Hours: 20

Clinical Psychology: Nature, Scope and development of clinical psychology, Characteristics of clinical psychology, Models of clinical psychology- Psychoanalytical, Humanistic, Interpersonal, Cognitive and Biological; Key Assumptions and Role of Clinical Psychology.

Unit-2

Total Teaching Hours: 17

Diagnostic Classifications: ICD, DSM, Differential Diagnosis, Diagnostic Crisis; Psychological Assessments: Rapport Building, Case History, Interview- Types and Stages, and Mental Status Examination.

Unit-3*Total Teaching Hours: 20*

Clinical Assessment Tools: Naturalistic Observation, Controlled Observation, Behavioral Checklist and Crisis Intervention; Personality Assessments: Projective and Non-Projective Techniques.

Unit-4*Total Teaching Hours: 18*

Writing Case Reports, Assessment in Various Settings: Industrial/Organizational Settings, Forensic Settings, Medical and Hospital Settings, Geriatric Settings, Trauma Care with Children and Adults.

Readings:

- American Psychiatric Association: “*Diagnostic and statistical manual of mental Disorders*”, DSM-5 (5th Edition)
- Barker, C., Pistrang, N., & Elliott, R. (2015, December 14). *Research Methods in Clinical Psychology*. John Wiley & Sons..
- Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & Lilienfeld, S. O. (2020, October 29). *Introduction to Clinical Psychology*. Cambridge University Press.
- Hecker, J., & Thorpe, G. (2015, November 19). *Introduction to Clinical Psychology*. Psychology Press.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2013, July 1). *Introduction to Clinical Psychology*.
- Sundberg, N. D., Winebarger, A. A., & Taplin, J. R. (2002, January 1). *Clinical Psychology*. Pearson.

Foundation of Clinical Psychology (Paper Code B404101T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	2	2	2	3	3	1	1	-	2	-	-	3	1	2
C02	-	3	-	2	1	1	-	-	-	-	-	-	3	1
C03	1	2	1	3	1	2	3	2	3	1	3	2	3	1
C04	1	3	1	3	1	2	2	2	1	1	2	3	3	1
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-1ST / SEMESTER-1ST

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
02	B404102T	Motivation & Emotion: Process and Theories	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aims to understand: <ol style="list-style-type: none"> About the basic concept of Motivation and Emotion. Role of motivation and emotion in shaping behavior. Have basic understanding of various perspective and approach to assess motivation and emotion. 			At the end of the course the student will be able to understand: <ol style="list-style-type: none"> Have a clear understanding of how motivation and emotion influence the behaviour of humans. Have basic knowledge of all the theories in motivation and emotion. Critically evaluate and comprehend the human's activities and relate motivational models to the frame work of historic and contemporary humanity events taking places nationally and internationally. 				

Unit-1

Total Teaching Hours: 20

Nature and the levels of Motivation: Need, Instincts, Arousal and Measurement of Needs; Biological Motives/Needs: Hunger, Biological Basis of Hunger and Theories of Hunger- Set point Theory, Positive Incentive Perspective, Settling Point Theory; Thirst: Biological Basis and Theories; Sex: Physiological Determinants, Social and Environmental Arousal.

Unit-2

Total Teaching Hours: 20

Psychological Motives: Competence, Exploration of Stimulus Seeking, Acquired Fear, Learned Helplessness; Achievement Motive: Tendency to achieve Success and Avoid Failure; Conflicts; Sociological Motives: Affiliation Motive, Nature and Determinants, Relationship between Affiliation and Anxiety, Approval Motive: Mc Clelland's Psychological Motives.

Unit-3*Total Teaching**Hours:17*

Theories of Motivation: Hull's Drive theory, Lewin's Field Theory, Cognitive Consistency Theories- Balance Theory, Cognitive Dissonance Theory, Casual Antecedents, The Hedonic Bias, Indian Perspective of Motivation.

Unit-4*Total Teaching Hours: 18*

Development and Expression of Emotion, Ontogeny and Emotional Communication in Primates, Temperament and Emotional Expressions in Humans, Discreet Theory of Emotion, Cognitive Theories of Emotions: Necessity of Cognition, Cognitive Arousal Theory, Excitation Transfer Theory, Buck's theory of Motivation-Emotion systems.

Readings:

- Beck, R.C. (2005). *Motivation: Theories and Principles* (1st Ed.)
- Buck Ross (1987). *Human Motivation & Emotion*. John Willey & Sons.
- Cofer, C. N., & Appley, M. H. (1964). *Motivation: Theory and Research*. New York: Wiley..
- Petri, L.H., Govern, J.M. (2013). *Motivation: Theories, Research and Application*. (6th Ed.). Cengage Learning.
- Plutchik, R., Kellerman, H. (1980). *Emotion: Theory, Research and Experience*. Academic Press New York.
- Weiner, B (1992). *Human Motivation: Metaphor, Theories & Research*. Sage Publication.

Motivation & Emotion: Process and Theories (Paper Code B404102T)**CO-PO and PSO Mapping**

CO	P01	P02	P03	P04	P05	P06	P07	P08	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	-	3	1	3	3	2	2	3	1	2	1	2	1	2
C02	-	3	1	3	3	3	3	2	2	2	1	1	2	2
C03	-	3	1	3	3	3	3	1	1	2	1	1	1	2
C04	-	2	1	3	3	2	2	3	1	2	1	1	1	2
Strong contribution-3,			Average contribution- 2,						Low contribution-1,					

YEAR-1ST / SEMESTER-1ST

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
03	B404103T	Life Span Development	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aims to understand: <ol style="list-style-type: none"> 1. The various developmental stages across lifespan. 2. Recognize the developmental principles, milestones and major issues of human development. 3. The various methods used by developmental psychologists while studying the development. 			At the end of the course the students will be able to: <ol style="list-style-type: none"> 1. Understand and comprehend the role of socio-cultural perspective towards determining human growth obtain a knack to interpret main developmental concerns. 2. Have basic knowledge of all developmental theories. 				

Unit-1

Total Teaching Hours: 17

Introduction to human development: Prenatal, Infancy, Childhood, Adolescence, Adult, Old Age; Influence on Development: Heredity, Environment and Maturation; Nature Versus Nurture Controversy; Methods of assessing development.

Unit- 2

Total Teaching Hours: 20

Prenatal development: Genes, DNA, Chromosomes and related abnormalities; Infancy and childhood development, Physical Development, Language Development, Cognitive development, Temperament styles, Attachment styles and its effects. Moral Development, Psycho- social development in infancy and childhood.

Unit-3

Total Teaching Hours: 20

Adolescence: Changes during puberty, sexual development, Gender differences; Cognitive development and cognitive changes in adolescence, Parenting Styles and its effect, Psycho-social development in adolescence; Juvenile Delinquency.

Unit-4

Total Teaching Hours: 18

Adulthood and old age: Transition from adolescence to early adulthood, Psychosocial

Development in adulthood, Diversity in roles and relationships, Marriage-contemporary trends, Parenting and grand parenting, Transition from young adulthood to old age, Psychosocial development in old age; the empty nest syndrome; Perspective on death and bereavement, Degenerative changes.

Readings:

- Belsky, J. (2002). *Experiencing the lifespan* (1st ed.). Worth Publisher.
- Berk, L. (2017). *Development through lifespan* (7th ed.). Pearson.
- Kail, R.V., Cavanaugh, J.C. (2018). *Human Development: A life span View* (8th ed.).Cengage Learning.
- Kuther, T.L. (2019). *Lifespan Development* (2nd ed.). SAGE Publication.
- Md, F.V.R., Lebowitz., E.R., Sukhodolsky, D.G. (2021). *Developmental Psychopathology: An Introduction* (1st ed.). LWW
- Miller, P.H. (2016). *Theories of developmental psychology* (6th ed.). Worth Publisher.
- Rider, E.A. & Sigelman, C.K. (2002). *Human Development across lifespan: International Edition* (7th ed.). Generic.
- Santrock, J.W. (2002). *Lifespan development* (18th ed.). McGraw

Life Span Development (Paper Code B404103T)														
CO-PO and PSO Mapping														
CO	P01	P02	P03	P04	P05	P06	P07	P08	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	3	1	3	2	1	2	1	1	1	1	1	1	2
CO2	1	2	1	3	3	2	3	2	2	2	1	1	1	2
CO3	1	2	1	3	3	1	3	2	2	2	1	2	1	2
CO4	2	2	2	3	3	2	3	3	2	3	1	2	1	2
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-1ST / SEMESTER-1ST

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
04	B404104T	Social Psychology: Comprehensive Study	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aims to understand: <ol style="list-style-type: none"> About the basic concept of social psychology. Role of social factors in shaping behaviour. Have basic understanding of various perspective and approach to the behaviour in social psychology. 			At the end of the course the student will be able to understand: <ol style="list-style-type: none"> Have a clear understanding of how social aspects influence the behaviour of humans. Have basic knowledge of all the theories in social psychology. Critically evaluate and comprehend the stressful human's communal activities and relate social psychological models to the frame work of historic and contemporary humanity of events taking places nationally and internationally. 				

Unit-1

Total Teaching Hours: 20

Nature, scope and history of social psychology; Methods of social psychology- Experimental method, observational method, Survey, Case History, Field Study, Sociometric method; Social Cognition-Schema, Self-fulfilling prophecy, Judgmental Heuristics.

Unit-2

Total Teaching Hours: 18

Social Perception- Attribution, Attitude and persuasion; Prejudice and Discrimination; Social influence-Conformity, Compliance, Obedience, Social power, Social Facilitation, Social Loafing, De-individualization, Group Polarization; Prosocial Behavior.

Unit-3

Total Teaching Hours: 17

Aggression; Group- Meaning, Classification, Importance, Function & Formation. Theories of Intergroup Relations- Social Identity Theory, Relative Deprivation Theory, Realistic Conflict

Theory; Leadership Styles and effectiveness, Theories of Leadership.

Unit-4

Total Teaching Hours: 20

Interpersonal Attraction- Friendship, Love, theories of Interpersonal Attraction- Reinforcement Theory, Balance Theory; Applied Social Psychology- Personal Space, Crowding and territoriality. Other aspect of Social Psychology- Poverty, Population & Environmental Health Hazard.

Readings:

- Baron, R.A., & Branscomb, N.R. (2012). *Social Psychology* (13th ed.) New Delhi: Pearson.
- Baron, R.A., Byrne, D & Bhardwaj, G. (2010). *Social psychology* (12th ed.). NewDelhi: Pearson.
- Baumeister, R.F., & Bushman, B.J. (2013) *Social Psychology and Human Nature* (3rd Ed.). Wadsworth Pub. Co.
- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2018). *Social Psychology* (5thed.). W.W. Norton & Company.
- Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2020). *Social Psychology: The Science of everyday Life* (3rd ed.) Worth Publications.
- Heinzen, T.E., & Goodfriend, W. (2021). *Social Psychology* (2nd ed.). SAGE Publication, Inc.
- Kassin, S., Fein, S., & Markus, H.R. (2020). *Social Psychology* (11th ed.). Cengage Learning.

Social Psychology: Comprehensive Study (Paper Code B404104T)

CO-PO and PSO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	3	3	1	3	3	3	3	3	3	2	2	2	1	2
C02	3	2	2	3	2	2	2	1	1	1	1	1	2	1
C03	3	3	1	3	3	3	3	3	3	3	2	2	3	1
C04	2	3	1	2	2	2	2	3	3	3	3	1	2	2

Strong contribution-3,

Average contribution- 2,

Low contribution-1,

YEAR-1ST / SEMESTER-1ST

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
05	B404105P	Practicals	0	0	10	5	75
Learning Objectives			Learning Outcomes				
<p>The course aims to understand:</p> <ol style="list-style-type: none"> 1. The administration of various psychological tests. 2. The applicability of various tests in real life. 3. To expose the student to the combination of abilities such as how to perform the psychological tests and how to report the data. 			<p>At the end of course the student will be able to:</p> <ol style="list-style-type: none"> 1. Have an array of proficiency to perform various psychological assessments required in understanding human's personality in various developmental stages. 2. Prepare a standard report of the obtained result. 				

S No.	Name of the Practicals
1.	Case Study
2.	Mental Status Examination
3.	Sociometric Method
4.	Leadership Rating Scale
5.	Achievement Motivation
6.	Emotional Intelligence
7.	Vineland Social Maturity Scale
8.	Attachment Styles
Note: Any other experiment or test can be included which is relevant to the content of the concerned theory paper.	

Practical (Paper Code B404105P)

CO-PO and PSO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	1	3	3	3	1	3	3	3	2	1	3	2
CO2	2	1	2	3	3	2	1	2	3	3	1	1	2	1
CO3	2	2	2	3	3	3	3	3	3	3	2	2	3	2
CO4	2	3	2	3	3	3	2	2	3	3	1	1	3	1

Strong contribution-3,

Average contribution- 2,

Low contribution-1,

YEAR-1st / SEMESTER-2nd

Paper Code No.	Title of the paper	Credits	Marks
B404201T	<i>Neuropsychology: Structure and Process</i>	5	100
B404202T	<i>Cognitive Psychology</i>	5	100
B404203T	<i>Psychopathology-1: Neuroses and Personality Pathology</i>	5	100
B404204T	<i>Personality: Theories and Assessment</i>	5	100
B404205P	<i>Practicals</i>	5	100

Total Credits- 25

YEAR-1st / SEMESTER-2nd

Course Number	Course Code	Course Title	L	T	P	Credits	Total Hours
06	B404201T	Neuropsychology: Structure and Process	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aims to understand: <ol style="list-style-type: none"> 1. Basic concept and knowledge of biology on the human and its consequences on the behaviour. 2. Role of nervous system, glands, hormones and neurotransmitters on mental functioning and shaping overall behaviour. 3. Have basic understanding of various hormonal and neurotransmitter related disorders. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Identify the biological basis of behaviour with detailed knowledge and understanding of anatomy of brain. 2. Explain the pathways of behaviour on the basis of combination of neural activities taking place in brain. 3. Understand the biological aspect of various motivations, cognition and behaviours. 				

Unit-1

Total Teaching Hours: 20

Introduction to Neuropsychology- Nature; Methods of studying Neuropsychology;- Electrophysiological methods; Nerve Impulses: Generation and conduction of action potential; Synaptic Transmission; Neurotransmitters and behaviour- Role of neurotransmitters (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour.

Unit-2*Total Teaching Hours: 20*

Brain- Organization and functions of the brain and spinal cord, Division of the Brain, Cranial Nerves, Hemispheric Structure function and connections; Endocrine glands and hormone products- Functions of different glands and hormones. Hormonal imbalance and behaviour; Biology and Stages of Reproductive Behaviour.

Unit-3*Total Teaching Hours: 18*

Sleep, arousal and wakefulness- Stages and Theories of sleep, Circadian Rhythm and Biological Rhythms. Dreaming-Theories and its Biological Perspectives; Homeostasis: Temperature Regulation and its Biological Basis, Thirst and Hunger.

Unit-4*Total Teaching Hours: 17*

Vision- Structure and Function of Eye and Theories of Colour Perception; Hearing- Structure and Function of Ear, Different Components of Sound and Theories Related to Sound Perception; Chemical Sense- Olfaction and Taste; Mechanical Senses- Vestibular and Kinaesthetic Sense.

Readings:

- Anderson, V., Northam, E. H., J. & Wrennall, J. (2005). *Developmental Neuropsychology: A Clinical Approach*. NY: Psychology Press, Taylor and Francis Group.
- Carlson, N. R. (2019). *Physical Psychology* (6th Ed.). Pearson.
- Hayward, S. (1997). *Biological Psychology*. Mackmillon.
- Kalat, James W. (2018). *Biological Psychology* (13th Ed.). Cengage Learning.
- Kolb, B., Eishhaw, I. Q. (2015). *Fundamentals of Human Neuropsychology* (7th Ed.). Worth Publication
- Kreutzer, J. S., DeLuca, J. (2018). *Encyclopaedia of Neurophysiology* (2nd Ed.). Springer.
- Pinel. J & Barnes, S. (2022). *Biopsychology* (11th Ed.). Pearson

Neuropsychology: Structure and Process (Paper Code B404201T)**CO-PO and PSO Mapping**

CO	P01	P02	P03	P04	P05	P06	P07	P08	PS01	PS02	PS03	PS04	PS05	PS06
C01	2	3	1	3	2	2	2	1	3	3	2	1	2	3
C02	1	3	1	1	1	3	3	2	3	2	2	3	2	2
C03	2	2	1	3	2	2	2	2	2	2	2	2	1	2
C04	2	2	1	3	2	2	1	2	2	1	1	1	1	2

Strong contribution-3,

Average contribution- 2,

Low contribution-1,

YEAR-1st / SEMESTER- 2nd

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
07	B404202T	Cognitive Psychology	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. Learn the basic human cognition, brain function and brain and behaviour relationship. 2. About different instruments and equipment used in monitoring brain functions. 3. About new field where cognitive psychology is being used. 			At the end of this course student will be able to: <ol style="list-style-type: none"> 1. Know different functions of the brain and its relationship with psychological functioning. 2. Understand the basic concept of cognitive function like attention, perception, memory, intelligence and problem solving, etc. 				

Unit-1

Total Teaching Hours: 20

The Foundations of Cognitive Psychology: Brief History of Cognitive Psychology, Emergence and Scopes. Mental Representation; Methods of Studying Cognition- Behavioral Methods, Correlational Neuroimaging Methods, Brain Activation; Learning: Classical Conditioning, Operant Conditioning, Schedule of Reinforcement, Observational Learning, Latent Learning.

Unit-2

Total Teaching Hours: 18

Attention: Introduction, Types, Determinants, Models and theories of Attention: Perception: Introduction, Perceptual Constancies, Gestalt's Law of Perceptual Organization, Depth Perception- Monocular & Binocular Perception, Top-Down & Bottom-Up Theory, Effect of Emotion on Attention and Perception, Illusions; Related Models of Object Recognition.

Unit-3

Total Teaching Hours: 20

Memory: Processing of Memory, Types of Memory, Models of Memory, Working Memory- Nature, Brief History of Working Memory, Models of Working Memory, Effect of Emotion of Declarative Memory, Theories of Forgetting, Amnesia; Language: Stages of language Development, Nature of Language, Language Comprehension and Process of Language Production.

Unit-4*Total Teaching Hours: 17*

Intelligence: Meaning, Theories of intelligence- Gardner’s Theory, Cattell’s Theory, Sternberg’s Triarchic Theory, PASS Theory of Intelligence; Creativity: Stages and Models; Reasoning, Problem Solving, Decision Making.

Readings:

- Anderson, J. (2015). *Cognitive Psychology and its Implications* (8th ed.).Freeman/Worth.
- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of Laboratory* (5th ed.). New Delhi: Sage.
- Goldstein, E.B. (2014). *Cognitive Psychology: Connecting Mind, Research and every day experiences*. Wadsworth Cengage.
- Hunt, R.R., Ellis, H.C. (2004). *Fundamentals of cognitive Psychology* (7th ed.). New Delhi: Tata McGraw-Hill.
- Riegler, B.R., Riegler, G.R. (2008). *Cognitive Psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.
- Sternberg. R.J., Sternberg, K. (2015). *Cognitive Psychology* (7th ed.). CengageLearning.

Cognitive Psychology (Paper Code B404202T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	3	1	3	1	3	2	1	1	3	2	2	3	2
CO2	2	2	2	1	2	2	3	3	2	2	2	1	2	2
CO3	1	3	2	2	2	3	1	3	2	2	2	2	3	2
CO4	2	3	1	3	2	2	2	2	2	2	2	1	3	2
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-1st / SEMESTER-2nd

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
08	B404203T	Psychopathology-1: Neuroses and Personality Pathology	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. Basic concept of psychotherapy and human deviated behaviors. 2. History of psychopathology and current methods of diagnosis being used. 3. Different categories of psychopathologies, their symptoms, causes and treatments. 4. How to carry out assessment in various settings. 			At the end of the course the student will be able to understand: <ol style="list-style-type: none"> 1. The criteria being used worldwide to diagnose a person with any disorder. 2. Different categories of disorders with their causes and treatment. 3. Historical journey of psychopathology through ages. 4. Categorize the symptoms of people and accurate diagnosis of disorders using DSM/ICD 				

Unit-1

Total Teaching Hours: 15

Historical Context: Introduction, Historical journey and Various Traditions, Scientific Methods; Integrative Approach to Psychopathology: Genetic Contribution, Neuroscience and its Contribution, Behavioral and Cognitive Science, Emotions, Cultural-Social & Interpersonal Factors, Developmental factors.

Unit-2

Total Teaching Hours: 20

Anxiety Disorders: Definition, Ethology, Comorbidity and Treatment; Generalized Anxiety Disorder (GAD), Panic Disorder, Phobias, Social Anxiety Disorder, Posttraumatic Stress Disorder (PTSD), obsessive-compulsive disorder (OCD), Body Dysmorphic Disorder (BDD).

Unit-3

Total Teaching Hours: 17

Sleep-Wake Disorders- Types, Etiology and Treatment; Insomnia, Hypersomnia, Narcolepsy, Breathing Related Sleep Disorder, Disorder of Arousal, REM Sleep Behavior Disorder, and Substance Induced Sleep Disorder; Eating Disorder- Bulimia Nervosa, Anorexia Nervosa, Binge Eating Disorder, Causes of Eating Disorder.

Unit-4

Total Teaching Hours: 23

Personality Disorders, Causes of Personality Disorders, Treatment of Personality Disorders; Neurodevelopmental Disorders: Definition, Ethology, Comorbidity Treatment- Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Intellectual Development Disorder.

Readings:

- American Psychological Association (2013). *Diagnostic and Statistical manual of Mental Disorders* (5th Ed.). CBS.
- Barlow, D.H., Durand, V.M., Hofmann, S.G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Ed.). Cengage.
- Butcher, J.N., Hooley, J.M., Mineka, S. (2018). *Abnormal Psychology* (17th Ed.). Pearson.
- Comer, R.J. (2018). *Abnormal Psychology* (9th Ed.). Worth.
- Mangal, S.K. (2020). *Abnormal Psychology*. Sterling Publication Pvt. Ltd.
- Sarason, T.G., Sarason, B.R. (2017). *Abnormal Psychology* (11th Ed.). Pearson.
- Whitbourne, S.K. (2021). *Abnormal Psychology: Clinical Perspective on Psychological Disorders* (9th Ed.). McGraw Hill.

Psychopathology-1: Neuroses and Personality Pathology (Paper Code B404203T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	2	3	3	1	1	2	3	1	3	3
CO2	1	2	2	3	2	2	3	2	2	2	3	2	2	3
CO3	2	1	1	3	1	1	2	2	1	3	2	1	1	2
CO4	1	1	3	3	3	3	3	2	3	2	3	2	3	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-1st / SEMESTER-2nd

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
09	B404204T	Personality: Theories and Assessment	4	1	0	5	75
Learning Objective			Learning Outcome				
The course aims to understand: <ol style="list-style-type: none"> 1. Basic concepts of personality and the way it influences the behaviour of the individual. 2. The Indian viewpoint of personality. 3. The western perspective of personality/. 4. The viewpoint of various personality theories. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Have clear understanding of how personality shapes the behaviour of the humans. 2. Have basic knowledge understanding of different viewpoints. 3. Learn the application of various theories in understanding the personality of human. 				

Unit-1

Total Teaching Hours: 20

Personality: Concept and nature, Determinants of personality; Basic issues in studying of personality; Trait and type approaches: Hippocrates, Sheldon, Kretschmer, Friedman, Allport, Cattell Eysenck, Costa and McCrae. Assessment of Personality Methods and Tools: 16 Personality Factor, Eysenck Personality Inventory, Thematic Apperception Test.

Unit-2

Total Teaching Hours: 20

Psychodynamic and psychosocial approach: Freud, Jung, and Adler; Neo-Freudian: Karen Horney, Sullivan, Erik Fromm; Erik Erikson, Murray's theory of Psychogenic needs.

Unit-3

Total Teaching Hours: 18

Behaviouristic and Social Learning approaches: Skinner and Bandura; Humanistic and Phenomenological Theories: Person-Centered Theory, Personal Construct Theory; Holistic Dynamic Theory, Transpersonal theory.

Unit-4

Total Teaching Hours: 17

Indian Psychological Perspective: Swabhaava: Concept and Characteristics, Triguna Theory, Ashtanga Yoga of Patanjali, Buddhism, Sufism.

Readings:

- Albert, B. Even (2010). *An introduction to Theories of Personality* (7th Ed.). New York: Psychology Press
- Arkoff, A.A. (1985). *Psychology and Personal Growth* (4thEd.). Allyn & Bacon Inc.
- Burger, J.M. (1986). *Personality: Theories and Research*. Wordsworth Pub. Co
- Fadima, J.& Fager, R. (1976). *Personality and Personal Growth*. NewYork: Harger and Row
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality* (4th Ed.). New Delhi, India: Wiley India Pvt. Ltd.
- Hergenhahn, B.R. & Olson, M.H. (2011). *An introduction to theory of personality*. UK: Pearson.
- Mishra, G. (2011). *Handbook of Psychology in India*. New Delhi Oxford University Press. Publishers
- Rao, K.R. & Paranjpe, A.C. (2017). *Psychology in Indian Tradition*. New Delhi: Springer. (Chapter 1: page 1-5; Chapter 3: page 71-78, 85-92; Chapter 4: page 95-105,118-121; Chapter 5: page 129-133, 139-145; Chapter 6: 167-179)
- Schultz, D.P., & Schultz, S.E. (2013). *Theories of Personality* (10th Ed.). New Delhi, India: Cengage Learning
- Suhotra (2007). *Vedantic Psychology: India ancient vision of mind*. The Bhaktivedanta Academy.

Personality: Theories and Assessment (Paper Code B404204T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	3	3	3	2	3	3	2	3	1	3	3
CO2	3	3	2	3	3	3	2	3	3	2	2	2	3	3
CO3	3	2	2	3	3	3	2	3	3	2	2	3	3	3
CO4	2	1	2	3	2	2	2	3	3	3	2	1	2	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-1st / SEMESTER-2nd

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
10	B404205P	Practicals	0	0	10	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. The applicability of biopsychology, neuropsychology and cognitive psychology in real life. 2. Have the knowledge of various tests and experiments related to biological and cognitive aspects of psychology. 3. Expose the student to the combination of abilities such as how to perform psychological tests as well as how to report the data. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Have an array of proficiency to perform various psychological assessments required in understanding cognitive behaviour. 2. Prepare a standard report of the obtained results collected from survey, clinical interview, case study, observation and biofeedback. 3. Develop the basic understanding of research methodological tools and techniques used. 				

S.No.	Name of Practicals
1.	Lobar Functioning Test
2.	Repertory Grid
3.	Wechsler Memory Scale
4.	Standard Progressive matrices
5.	16-Personality Factor
6.	Malins intelligence Scale for Indian Children
7.	Becks Depression Inventory
8.	Hamilton Anxiety Scale
9.	Bhatia Battery
Note: Any other experiment or test can be included which is relevant to the content of the concerned theory paper.	

Practicals (Paper Code B404205P)**CO-PO and PSO Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	2	2	3	3	2	3	3	3	2	3	3	3	3
CO2	3	2	3	3	3	3	3	3	3	3	2	3	3	3
CO3	2	3	3	3	3	2	2	2	3	1	2	3	3	3
CO4	1	3	3	3	3	2	2	1	2	1	1	3	3	2
Strong contribution-3,			Average contribution- 2,						Low contribution-1,					

YEAR-2nd / SEMESTER-3rd

Paper Code No.	Title of the Paper	Credits	Marks
B404301T	<i>Psycho-Diagnostic Assessment: Cognitive Functions and Personality Patterns</i>	5	100
B404302T	<i>Psychopathology-2 Somatic and Psychoses</i>	5	100
B404303T	<i>Research Methodology: Quantitative And Qualitative Measures</i>	5	100
B404304T	<i>Psychotherapies-1</i>	5	100
B404305P	<i>Practicals</i>	5	100

Total credits- 25

YEAR-2nd / SEMESTER-3rd

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
11	B404301T	Psycho-Diagnostic Assessment: Cognitive Functions and Personality Patterns	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. The basic concept of doing psychological diagnosis and assessment methods. 2. Types and process of different diagnostic tests. 3. The present ethical standards of doing a psychological assessment and diagnostic activities. 4. The standard ways of writing case reports. 5. To carry out assessment in various setting and populations 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Classify the symptoms of the people for more accurate predictions of the disorders using DSM/ICD. 2. Different assessment tools like various inventories, questionnaires, observation skills to obtain the clinical data for further use like which test to administer on which population. 3. Have clear picture of projective and non-projective methods of assessments. 				

Unit-1*Total Teaching Hours: 14*

Psycho-Diagnostics: Nature and Scope, Classification, Types and Characteristics of Psycho-Diagnostic Methods; Process of Psycho-Diagnostic Assessments, Differential Diagnosis, Psychometric Basis of Assessment.

Unit-2*Total Teaching Hours: 20*

Clinical Assessment Tools: Nature and Types of Interviews, Case History, Mental Status Examination, Mini MSE; Developmental Assessments: Vineland Social Maturity Scale, Developmental Screening Test, Seguin Form Board Test; Test for Attention and Concentration: Knox Cube Imitation Test.

Unit-3*Total Teaching Hours: 20*

Cognitive Assessment tools: Stanford - Binet test, Wechsler Adult Intelligence Scale, (WAIS), Wechsler Intelligence Scale for Children, Power Tests: Raven's Progressive Matrices, Wechsler's Memory Scale (WMS), P.G.I. Battery, AIMS Battery; Personality Testing: Self-Report Personality Inventories, Minnesota Multiphasic Personality Inventory (MMPI).

Unit-4*Total Teaching Hours: 21*

Personality Assessment: Projective Tests: Rorschach Inkblot Test, Sentence Completion Test (S.C.T.), Word Association Test (W.A.T.); Testing for Special Population: S.L.D and A.D.H.D.; Testing for Clinical Disorders: Hamilton Anxiety, Beck Depression Inventory and Yale Brown Obsessive Compulsive Scale.

Readings:

- American Psychological Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th Ed.). CBC.
- Black, D.W., Grant, J.E. (2014). *DSM-5 Guidebook: The Essential Components to the Diagnostic and Statistical Manual of Mental Disorders*.
- Cohen, R.J., Psychology, M.O.E., Professor, E.S.D. (2012). *Psychological Testing and assessment: An introduction to test and measurement* (8th Ed.). McGraw-Hill Education.
- Gregory, R.J. (2022). *Psychological Testing: History, Principles and Applications: International Edition* (6th Ed.). Robert J. Gregory.

- Kellerman, H., Burry, A. (2007). *A Handbook of Psychodiagnostics Testing: Analysis of Personality in the Psychological Report* (4th Ed.). Springer.
- Miller, L.A., Lovler, R.L. (2019). *Foundations of Psychological Testing: A practical Approach* (6th Ed.). SAGE Publications, Inc.\

Psycho-Diagnostic Assessment: Cognitive Functions and Personality Patterns (Paper Code B404301T)														
CO-PO and PSO Mapping														
CO	P01	P02	P03	P04	P05	P06	P07	P08	PS01	PS02	PS03	PS04	PS05	PS06
C01	2	2	1	3	3	3	3	1	3	2	1	1	2	3
C02	1	2	3	3	3	2	2	2	2	1	1	1	3	3
C03	2	2	2	3	3	3	3	1	2	2	1	1	3	3
C04	3	2	3	3	3	2	3	2	3	2	2	1	3	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-2st / SEMESTER-3nd

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
12	B404302T	Psychopathology-2 Somatic and Psychoses	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 5. Basic concept of psychotherapy and human deviated behaviours. 6. History of psychopathology and current methods of diagnosis being used. 7. Different categories of psychopathologies, their symptoms, causes and treatments. 8. How to carry out assessment in various settings. 			At the end of the course the student will be able to understand: <ol style="list-style-type: none"> 5. The criteria being used worldwide to diagnose a person with any disorder. 6. Different categories of disorders with their causes and treatment. 7. Historical journey of psychopathology through ages. 8. Categorize the symptoms of people and accurate diagnosis of disorders using DSM/ICD 				

Unit-1

Total Teaching Hours: 20

Substance Abuse Disorders- Alcohol Use Disorder, Sedative/Hypnotic or Anxiolytic Related Disorder, Stimulant Use Disorder, Tobacco-Related Disorder, Caffeine-Related Disorder, Opioid Use Disorder, Hallucinogen-Related Disorder, Causes of Substance Related Disorder, Treatment of Substance Related Disorder.

Unit-2

Total Teaching Hours: 17

Somatic Symptom Disorders: Illness Anxiety Disorder, Conversion Disorder; Dissociative Disorders: Depersonalization-De-realization Disorder, Dissociative Amnesia and Dissociative Identity Disorder, Causes and Treatment

Unit-3

Total Teaching Hours: 20

Sexual Dysfunctions: Etiology and treatment , Human Sexual Response Cycle and its associated Disorders, Paraphilic Disorders- Frotteuristic, Fetishistic , Transvestic, Voyeuristic, Exhibitionistic, Sexual Sadism and Masochism and Gender Dysphoria

Unit-4

Total Teaching Hours: 18

Mood Disorders: Etiology and treatment : Depression and Mania, Types of Mood Disorders- Bipolar-1 and Bipolar-2, Dysthymic Disorder, Cyclothymic Disorder and Double Depression; Schizophrenia and Delusional Disorder- Symptoms Subtypes, Causes & Treatment.

Readings:

- American Psychological Association (2013). *Diagnostic and Statistical manual of Mental Disorders* (5th Ed.). CBS.
- Barlow, D.H., Durand, V.M., Hofmann, S.G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Ed.). Cengage.
- Butcher, J.N., Hooley, J.M., Mineka, S. (2018). *Abnormal Psychology* (17th Ed.). Pearson.
- Comer, R.J. (2018). *Abnormal Psychology* (9th Ed.). Worth.
- Mangal, S.K. (2020). *Abnormal Psychology*. Sterling Publication Pvt. Ltd.
- Sarason, T.G., Sarason, B.R. (2017). *Abnormal Psychology* (11th Ed.). Pearson.
- Whitbourne, S.K. (2021). *Abnormal Psychology: Clinical Perspective on Psychological Disorders* (9th Ed.). McGraw Hill.

Psychopathology-2 Somatic and Psychoses (Paper Code B404302T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	3	3	1	3	1	2	2	3	3	1	2
CO2	1	3	1	3	3	1	3	2	1	3	3	3	1	2
CO3	2	2	1	3	3	1	2	1	1	2	1	1	1	1
CO4	2	3	2	3	3	1	3	1	3	2	3	3	1	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-2nd / SEMESTER-3rd

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
13	B404303T	Research Methodology: Quantitative And Qualitative Measures	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. The idea of research and the statistics used in psychology. 2. Build up the potential of the student to comprehend the nature of psychological data and the applicability of various statistical tools on those obtained data. 3. The different paradigm of research like Quantitative, Qualitative and Mixed method research. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Understand psychological Data and use a suitable scaling technique. 2. Get a hold of indispensable skills of psychological statistical analysis. 3. Gain knowledge of various kinds of statistical methods to carry out scientific research. 				

Unit-1

Total Teaching Hours: 17

Research: Meaning, Purpose and Dimensions; Levels of Measurement, Research Problem, Hypothesis, Sampling- Probability and Non-Probability; Psychological Tests: Introduction and Types, Test Administrations, Psychometric Properties of the test, Practical Application of Testing and Ethical Consideration

Unit-2

Total Teaching Hours: 20

Research Designs: Experimental Designs, Quasi-Experimental Designs, Ex-post Facto Design, Field Studies, Cross-Cultural Studies, Focus Group and Ethnography, Randomized Block Design, Repeated Measure Design and Cohort Studies.

Unit-3

Total Teaching Hours: 18

Quantitative Measures: Central Tendency and dispersion, Normal Probability Curve; Parametric Tests: T-test, ANOVA, Non-Parametric Tests: Chi Square Test, Mann-Whitney U Test, Kruskal-Wallis H test, Friedman test

Unit-4

Total Teaching Hours: 20

Correlation: Pearson Product Moment, Spearman Rank Order Method, Partial and Multiple Correlations, Biserial, Point-Biserial and Phi-Coefficient; Linear Regression; Qualitative Methods: Interview Technique, Focus Group, Journaling, Thematic analysis, observation and its types, writing a research report.

Readings:

- Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6thed.). Pearson India.
- Kerlinger, F.N. (1983). *Foundations of Behavioural Research*. New Delhi: Surjeet Publications.
- Kumar, Ranjit. (2010). *Research Methodology: A step-by-step guide for beginners*
- Mangal, S.K., Mangal, Shubhra. (2018). *Research Methodology in behavioural Sciences*. PHI Learning.
- Mohanty, B., Mishra, S. (2015). *Statistics for Behavioural and social sciences*. New Delhi: Sage Publications
- Singh, A.K. (2019). *Tests, Measurements and Research Methods in Behavioural Sciences* (6th ed.). Bharti Bhawan.

Research Methodology: Quantitative and Qualitative Measures (Paper Code B404303T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	3	1	1	2	1	3	3	1	2	3	3
CO2	2	1	3	3	2	1	2	1	2	3	1	2	2	2
CO3	3	1	3	3	3	2	3	1	2	3	1	1	2	2
CO4	2	1	3	3	2	1	2	1	1	3	1	1	2	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-2ND / SEMESTER-3RD

Course Number	Course Code	Course title	L	T	P	Credit	Total Hours
14	B404304T	Psychotherapies-1	4	1	0	5	75
Course Objectives			Course Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. Different approach to perform psychotherapies. 2. Psycho-dynamic therapies and its applications. 3. Existential and gestalt therapies and its application. 4. Behavioural therapies and cognitive therapies and its applications. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Use various types of psychotherapies as per the client's need and requirements for facilitating the clients to solve his/her problems. 2. Have an idea of performing psychodrama, sex therapy, Behavioural Therapies, marital therapy and cognitive therapies. 3. Understand the importance of mindfulness, other relaxation techniques and its application. 				

Unit 1

Total Teaching Hours: 20

Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; ethical and legal issues involved in therapy work; rights and responsibilities of psychotherapist; issues related to consent (assent in case of minors); Therapeutic Relationship.

Unit 2

Total Teaching Hours: 18

Counselling skills- Interviewing Skills : Micro Skills, Listening, Paraphrasing, Reflection, Use and Abuse of Questions, Summarizing and Closure, Open-Ended Questions, Clarification, Reflection, Facilitation and Confrontation, Immediacy, Silences in Interviews, Verbal and Non-Verbal Components.

Unit 3

Total Teaching Hours: 17

Psychoanalytic & Psychodynamic theories: Psychoanalytic therapy, key concepts and Therapeutic Process -Sigmund Freud, Melanie Klein and Heinz Kohut.

Unit 4

Total Teaching Hours: 20

Behavior therapies: Origin, foundations, Principles & Methodologies, Behavioural assessment, Formulations and Treatment goals, Desensitization (Imaginal and , in-vivo),

Extinction - (graded exposure, flooding and response prevention), Skill training - (assertiveness training, modelling), Operant procedures - (token economy, contingency management), Aversion Therapy and Self-control procedures

Readings:

- Cooper, M., & Law, D. (2018). *Working with Goals in Psychotherapy and Counselling* (Illustrated Ed.). Oxford University Press.
- Corey, G. (2020). *Theory and Practice of Counseling and Psychotherapy*, Enhanced (10th Ed.). Brooks/Cole.
- Flanagan, J.S., Flanagan, R. (2015). *Counseling and psychotherapy Theories in Context and Practice with Video resource Centre: Skills, Strategies and Techniques* (2nd Ed.). Wiley.
- Rogers, C.R. (2004). *On Becoming a Person: A therapist's view of Psychotherapy*. Constable & Robinson Ltd.
- Sadock, B.J., Sadick, V.A. (2017). *Kaplan and Sadock's Comprehensive Textbook of Psychiatry* (10th Ed.). LWW.
- Seligman, L., Reichenberg, L. (2015) *Theories of Counseling and Psychotherapy: System, Strategies and Skills* (4th Ed.). Pearson.

Psychotherapies-1 (Paper Code B404304T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	3	1	3	3	3	3	3	3	2	3	3	3	3
CO2	1	3	2	3	2	2	3	3	3	2	3	3	2	3
CO3	2	3	1	3	3	3	2	3	2	3	3	3	2	2
CO4	3	3	1	3	1	3	3	3	2	3	3	3	2	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-2nd / SEMESTER-3rd

Course Number	Course Code	Course Title	L	T	P	Credits	Total Hours
15	B404305P	Practicals	0	0	10	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. Various psych diagnostic techniques to understand individual's behaviour. 2. Have the knowledge of various tests and their administration used during counselling and performing psychotherapies. 3. And expose the students to the combination of abilities such as how to perform the Psychological tests as well as how to report the data. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Have an array of proficiency to perform various psychological assessments required in understanding individual's conscious and unconscious thinking. 2. Prepare a standard report of the obtained results collected from different tests. 				

S No.	Name of the Practicals
1.	Rorschach Inkblot Test
2.	Thematic Apperception Test
3.	Sentence Completion Test
4.	Stanford-Binet Intelligence test
5.	Interview Schedules
6.	Reliability (Split-Half)
7.	Adjustment Inventory
8.	Academic Stress Questionnaire

Note: Any other experiment or test can be included which is relevant to the content of the concerned theory paper.

Practicals (Paper Code B404305P)**CO-PO and PSO Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	2	2	1	3	1	2	3	3	3	2	1	2	3	2
C02	1	1	3	3	3	2	3	2	1	2	1	1	3	3
C03	1	3	2	3	3	3	3	2	2	3	2	1	2	1
C04	1	2	1	3	3	3	3	2	2	3	2	1	2	1
Strong contribution-3,			Average contribution- 2,						Low contribution-1,					

YEAR-2nd / SEMESTER-4th

Paper Code No.	Title of the Paper	Credits	Marks
B404401T	<i>Psychotherapies-2</i>	5	100
B404402T	<i>Positive Psychology: Eastern and Western Approach</i>	5	100
B404403T	<i>Health & Rehabilitation Psychology</i>	5	100
B404404P	<i>Practicals</i>	3	100
B404405R	<i>Dissertation</i>	5	100
B404406R	<i>Internship</i>	2	

Total Credits- 25

YEAR-2nd / SEMESTER-4th

Course Number	Course Code	Course title	L	T	P	Credit	Total Hours
16	B404401T	Psychotherapies-2	4	1	0	5	75
Course Objectives			Course Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 5. Different approach to perform psychotherapies. 6. Psycho-dynamic therapies and its applications. 7. Existential and gestalt therapies and its application. 8. Behavioural therapies and cognitive therapies and its applications. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 4. Use various types of psychotherapies as per the client's need and requirements for facilitating the clients to solve his/her problems. 5. Have an idea of performing psychodrama, sex therapy, Behavioural Therapies, marital therapy and cognitive therapies. 6. Understand the importance of mindfulness, other relaxation techniques and its application. 				

Unit 1

Total Teaching Hours: 20

Cognitive Approaches to psychotherapy: Brief overview, Rational Emotive Behaviour Therapy; Cognitive Behaviour Therapy; Mindfulness based Cognitive Therapy.

Unit 2

Total Teaching Hours: 15

Physiological therapies: Origin, basis, techniques, process, outcome, indications with respect to Progressive Muscular Relaxation, Autogenic Training, Biofeedback- EMG, GSR, EEG, EKG; Eye Movement Desensitization and Reprocessing.

Unit 3*Total Teaching Hours: 20*

Affective Psychotherapies: Transactional Analysis; Dialectical Behaviour Therapy; Humanistic and Existential Therapy: Person-Centered Therapy; Gestalt Therapy, Psychodrama.

Unit 4*Total Teaching Hours: 20*

Therapy in special conditions: Therapies and Techniques in the management of Bereavement, Trauma, HIV/AIDS, Learning Disabilities and Intellectual Disability, Systemic Therapy-Family and Marital Therapy; Geriatric management.

Readings:

- Cooper, M., & Law, D. (2018). *Working with Goals in Psychotherapy and Counselling* (Illustrated Ed.). Oxford University Press.
- Corey, G. (2020). *Theory and Practice of Counseling and Psychotherapy*, Enhanced (10th Ed.). Brooks/Cole.
- Flanagan, J.S., Flanagan, R. (2015). *Counseling and psychotherapy Theories in Context and Practice with Video resource Centre: Skills, Strategies and Techniques* (2nd Ed.). Wiley.
- Rogers, C.R. (2004). *On Becoming a Person: A therapist's view of Psychotherapy*. Constable & Robinson Ltd.
- Sadock, B.J., Sadock, V.A. (2017). *Kaplan and Sadock's Comprehensive Textbook of Psychiatry* (10th Ed.). LW
- Seligman, L., Reichenberg, L. (2015) *Theories of Counseling and Psychotherapy: System, Strategies and Skills* (4th Ed.). Pearson.

Psychotherapies-2 (Paper Code B404401T)**CO-PO and PSO Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	3	3	3	3	3	3	3	3	2	3	3
CO2	1	2	2	3	2	2	3	2	3	2	3	3	3	2
CO3	2	3	1	3	3	2	3	3	3	2	2	2	3	3
CO4	2	3	1	3	2	2	3	3	3	2	3	3	3	3
Strong contribution-3,			Average contribution- 2,						Low contribution-1,					

YEAR-2nd / SEMESTER-4th

Course Number	Course Code	Course Name	L	T	P	Credit	Total Hours
17	B404402T	Positive Psychology: Eastern and Western Approach	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. Significance of Positive Psychology in healing the client and promoting wellbeing in them. 2. Various types of characters and strengths which are present in humans. 3. Need for positive education and positive health. 4. The concept of positive aging, positive psychology in multicultural perspective and communities as well as at work 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Understand the concept and importance of happiness and wellbeing. 2. Promote and encourage the development of different character, strength and virtues in the personality of others and self for holistic wellbeing and personality development. 3. Understand the perspective of individual's behavior shaped due to eastern and western perspectives. 				

Unit-1

Total Teaching Hours: 17

Positive Psychology: Introduction, Assumptions and Goals; Happiness: Hedonic and Eudemonic; Eastern Perspective on Positive Psychology: Buddhism, and Hinduism; Western Perspective: Judeo-Christian and Islamic; Culture and Well-Being.

Unit-2

Total Teaching Hours: 20

Positive Emotional State and Well-Being: Positive Affect, Positive Emotions, Happiness and Well-Being, Determinants of Subjective Well-Being, Coping Strategies: Emotion-Focused Coping, Emotional Story Telling; Resilience; Clinical Perspective: Growth through Trauma.

Unit-3

Total Teaching Hours: 18

Positive Cognitive States: Self-Efficacy- Definition and Components; Optimism and Learned Optimism; Hope; Wisdom. Courage: Introduction, Implicit theory of Courage; Self-Esteem; Personal Goals and Self-Regulation, Goal Conflicts, Self-Control Failure: Excuses and Irresistible Impulses.

Unit-4

Total Teaching Hours: 20

Mindfulness: Introduction, Mindful Meditation, Benefits; Flow: Introduction and Benefits; Religion and Spirituality: Introduction, Differences in Religion and Spirituality,

Religion/Spirituality and Well-Being, Styles of Religious Coping, Religion and Virtue: Forgiveness and Gratitude.

Readings:

- Biswas-diener, R., Dean, B. (2009). Positive Psychology Coaching: Putting the science of Happiness to Work for your Clients (1st Ed.). Wiley.
- Compton, W.C., Hoffman, E.L. (2019). Positive Psychology: The Science of Happiness and Flourishing (3rd. Ed.). SAGE Publications
- Hart, R. (2020). Positive Psychology. Routledge.
- Rashid, T., Seligman, M. (2019). Positive Psychotherapy: Workbook (Series in Positive Psychology) (Workbook Ed.). Oxford University Press.
- Smith, W., Boniwell, I., Green, S. (2021). Positive Psychology Coaching in the Workplace (1st Ed.). Springer.
- Snyder, C.R., Lopez, S.J., Edwards, L.M., Marques, S.C. (2021). The Oxford Handbook of Positive Psychology (3rd Ed.). Oxford University Press. Lopez, S.J. (2012).
- The Encyclopaedia of Positive Psychology (1st Ed.). WileyBlackwell.

Positive Psychology: Eastern and Western Approach (Paper Code B404402T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	3	1	3	2	3	1	1	2	1	1	3
CO2	2	2	1	3	3	3	3	2	1	1	3	3	3	2
CO3	2	3	2	3	1	3	3	3	2	3	1	3	3	3
CO4	2	3	1	3	1	3	2	2	2	3	2	2	3	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-2nd / SEMESTER-4th

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
18	B404403T	Health & Rehabilitation Psychology	4	1	0	5	75
Learning Objectives			Learning Outcomes				
The course aims to understand: 1. Role of mental functioning and its effect on physical health. 2. Different models of health psychology. 3. Importance of rehabilitation in psychological recovery. 4. Different methods and processes of rehabilitations.			At the end of the course the student will be able to: 1. Understand the relation of physical health parallel with psychological functioning. 2. Understand the process of rehabilitation and different programs related to it. 3. Understand the psychological factors affecting physical health of an individual.				

Unit-1

Total Teaching Hours: 17

Overview of Health Psychology, Need, Biomedical Model, Psychosomatic Medicine, Current Perspective of Health and Illness, Biopsychosocial Model, Gender Perspective, Goals and Future of Health Psychology.

Unit-2

Total Teaching Hours: 20

Theoretical Foundation: Health Locus of Control, Unrealistic Optimism; Cognition Model: Health Belief Model, Protection Motivation Theory; Social Cognition Model: Theory of Reassured Action and Planned Behavior, Leventhal's Self-regulatory Model of Illness, Cognition, Application and Evolution of Models, Adaption and Crisis, Coping and Support.

Unit-3

Total Teaching Hours: 18

Health Care System: Inequalities in Healthcare, Using Health Scenarios, The Attitude of Health Professionals, Burnout of health Professionals, Designing Healthcare Work Environment, Health Promoting Behaviors and Preventions.

Unit-4

Total Teaching Hours: 20

Rehabilitation: History of Rehabilitation, Principles of Psychosocial Rehabilitation, Psychosocial Aspects of Disability, Skill Training, Vocational Evaluation and Training, Career Counselling, Community Based Rehabilitation Service, Family Education Awareness Programs.

Readings:

- Baum, A., Revenson, T. A., & Singer, J. E. (2001). *Handbook of health psychology*. Mahwah, NJ: Lawrence Erlbaum.
- Goldstein, L.H., & McNeil, J.E. (2004). *Clinical neuropsychology*. John Wiley & Sons Ltd.: Chichester, West Sussex, England.
- Marks, F. D., Murray, M., Evans, B., & Estacio, V. E. (2015). *Health psychology: Theory, research and practice* (4th Ed.) New Delhi: Sage.
- Marks, F. D., Murray, M., Evans, B., & Willig, C. (2000). *Health psychology: Theory, research and practice*. New Delhi: Sage.
- Noggle, C.A., Dean, R.S., & Barisa, M.T. (Eds.) (2013). *Neuropsychological rehabilitation*. New York: Springer Publishing Co.
- Pratt, C.W., Gill, K.J., Barrett, N.M., & Roberts, M.M. (2007). *Psychiatric rehabilitation* (2nd Ed.). New York: Academic Press.
- Sarafino, E. P. & Smith, T.W. (2013). *Health Psychology: Biopsychosocial Interventions*. New York: Wiley Global Education.
- Taylor, S.E. (2015). *Health Psychology* (9th Ed.). New York: McGraw Hill Education

Health & Rehabilitation Psychology (Paper Code B404403T)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	3	1	2	3	3	3	2	2	3	3	2
CO2	2	2	1	3	1	3	3	3	3	1	1	2	3	3
CO3	3	3	2	3	1	3	1	3	3	2	1	3	3	2
CO4	2	2	1	3	1	3	1	3	2	1	1	3	3	2
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-2nd / SEMESTER-4th

Course Number	Course Code	Course Title	L	T	P	Credits	Total Hours
19	B404404P	Practicals	0	0	6	3	90
Learning Objectives			Learning Outcomes				
The course aimed to understand: 4. Various psych diagnostic techniques to understand individual's behaviour. 5. Have the knowledge of various tests and their administration used during counselling and performing psychotherapies. 6. And expose the students to the combination of abilities such as how to perform the Psychological tests as well as how to report the data.			At the end of the course the student will be able to: 3. Have an array of proficiency to perform various psychological assessments required in understanding individual's conscious and unconscious thinking. 4. Prepare a standard report of the obtained results collected from different tests.				

S No.	Name of the Practicals
1.	Challenging and Changing Thoughts
2.	Self-Concept
3.	Social Intelligence Scale
4.	Psychological Well-Being
5.	Resilience Scale
6.	Transactional Analysis
7.	Life Satisfaction Scale
8.	Spiritual Quotient
Note: Any other experiment or test can be included which is relevant to the content of the concerned theory paper	

Practicals (Paper Code B404404P)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	3	3	3	3	3	2	3	3	3	2
CO2	1	1	2	2	2	1	2	2	2	2	2	3	2	2
CO3	1	3	1	3	3	2	3	2	2	1	2	2	3	2
CO4	1	3	1	3	1	2	2	3	2	2	3	3	2	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

YEAR-2nd / SEMESTER-4th

Course Number	Course code	Course Title	L	T	P	Credit	Total Hours
20	B404405R	Dissertation	0	0	0	5	75
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> 1. Plan and connect in an autonomous and continued critical exploration and assessment of a selected research area related to environment and humanity. 2. Scientifically recognizing significant speculations, theories and concepts, connecting these to suitable methodologies and data, apply apt tools and techniques in order to draw proper conclusions. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Communicate the concept related to research in both written and oral form in a standard format. 2. Properly apply and relate both qualitative and/or quantitative assessment processes of the obtained data. 3. Comprehend and apply ethical standard while collecting the data and evaluation of data and other related resources. 				

Readings:

- Goldstein, L.I. (1992). *The Clinical Psychology Dissertation in Historical Context*. Antioch New England
- Harrison, E., Rentzelas, P. (2021). *Your Psychology Dissertation (Student Success)* (1st Ed.). SAGE Publications Ltd.
- Kazdin, A.E. (2021). *Research Design in Clinical Psychology* (5th Ed.). Cambridge University Press.
- Peoples, K. (2020). *How to write a Phenomenological Dissertation: A Step-by-Step Guide (Qualitative Research Methods)* (1st Ed.). SAGE Publication.
- Publisher, A. (2021). *APA 7th Manual Made Easy: Full Concise Guide Simplified for Students (Student Citation Styles)*. Independently Published.

Dissertation (Paper Code B404405R)**CO-PO and PSO Mapping**

CO	P01	P02	P03	P04	P05	P06	P07	P08	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	3	3	3	3	3	3	2	3	3	3	1	1	1	3
C02	3	2	3	3	3	3	3	3	3	3	2	2	2	2
C03	2	1	3	3	3	2	3	3	3	3	3	2	2	3
C04	3	2	3	3	3	2	3	3	3	3	2	3	3	3

Strong contribution-3,

Average contribution- 2,

Low contribution-1,

YEAR-2nd / SEMESTER-4th

Course Number	Course code	Course Title	L	T	P	Credit	Total Hours
21	B404406R	Internship	0	0	0	2	45 hours
Learning Objectives			Learning Outcomes				
The course aimed to understand: <ol style="list-style-type: none"> Practice skill that student has learned during the entire program. Develop practical skills, gain the angle of professional environment and get assistance as well as benefit from supervisor's experience and guidance. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> To critically reflect, evaluate, integrate and systemize what the student has learned and achieved as a psychology scholar through training. Systemize and investigate the intellectual, communal and ethical framework of psychological relevance on society and everyday living. Get the accurate and practical picture of Psychology as a profession. 				

Internship (Paper Code B404406R)														
CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3	3	2	3	2	3	3	3	3
CO2	3	1	2	3	3	3	2	2	2	1	2	2	2	2
CO3	2	2	1	3	3	2	3	3	3	2	3	3	3	2
CO4	2	3	1	3	3	3	3	3	3	3	3	3	3	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				

ELECTIVE COURSE

Course Number	Course Code	Course Title	L	T	P	Credit	Total Hours
22	B404407E	Applied Psychology in Everyday Life	1	0	1	2	30
Learning Objectives			Learning Outcomes				
The course aims to understand: <ol style="list-style-type: none"> 1. The overview of Human Psychology. 2. The application of the course in daily life. 3. Self and society from the psychological perspective. 4. That how to improve the functioning of an individual in cognitive, interpersonal and intrapersonal domain. 			At the end of the course the student will be able to: <ol style="list-style-type: none"> 1. Feel more sensitive towards others. 2. Understand their internal psychological state more clearly. 3. Be more aware of taking professional help. 				

Unit-1

Teaching Hours: 7

Fundamentals of Human Behavior, Learning: Conditioning and Observation Learning in Everyday life, Memory: Types and Functions.

Unit-2

Teaching Hours: 7

Motivation: External & Internal, Yerkes-Dodson Law of Motivation, Maslow's Hierarchy of Needs; Emotional Intelligence and its application in everyday life.

Unit-3

Teaching Hours: 7

Stress: Meaning and Coping Strategies; Frustration: Types and Causes, Conflict and Its types; Aggression: Meaning and Types of Aggression, Management of Aggression.

Unit-4

Teaching Hours: 9

Stereotypes and Prejudices: Meaning and Methods to reduce Prejudices; Relationship: Meaning and Types of Relationship; Myths Related to Counseling and Ways to Overcome.

Readings:

- Baron, R.A. (2012). *Psychology* (5th Ed.). Pearson.
- Baron, R.A., & Branscomb, N.R. (2012). *Social Psychology* (13th Ed.) New Delhi: Pearson.
- Petri, L.H., Govern, J.M. (2013). *Motivation: Theories, Research and Application*. (6th Ed.). Cengage Learning.
- Sternberg. R.J., Sternberg, K. (2015). *Cognitive Psychology* (7th Ed.). Cengage Learning.

Applied Psychology in Everyday life (Paper CodeB404407E)

CO-PO and PSO Mapping

CO	P01	P02	P03	P04	P05	P06	P07	P08	PS01	PS02	PS03	PS04	PS05	PS06
C01	3	3	2	3	2	3	3	2	2	3	2	3	3	3
C02	3	3	3	3	3	3	3	2	2	3	3	2	2	3
C03	3	3	2	3	2	2	2	3	3	1	1	3	3	3
C04	3	3	1	3	1	2	2	3	1	1	3	3	3	3
Strong contribution-3,					Average contribution- 2,					Low contribution-1,				