

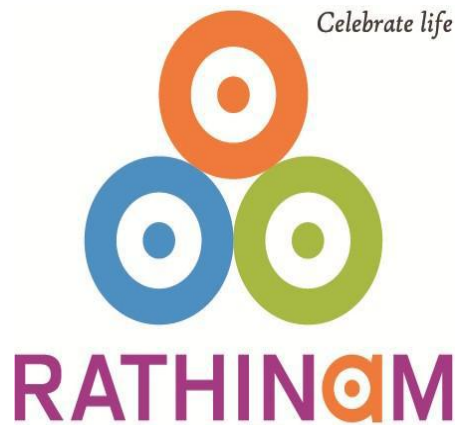


RATHINAM COLLEGE OF ARTS & SCIENCE (AUTONOMOUS)

(Affiliated to Bharathiar University, Re-Accredited by NAAC with 'A' Grade,

Approved by AICTE and Recognized by UGC under section 2f & 12B)

Rathinam Techzone Campus, Pollachi Road, Eachanari P.O, Coimbatore – 641 021



DEPARTMENT OF PSYCHOLOGY

Syllabus for

M. Sc APPLIED PSYCHOLOGY

(I-IV Semester)

2019-2021 Batch Onwards

Vision and Mission of the Institution:

VISION

To emerge as a world renowned institution that is integrated with industry to improve knowledge, skills, research culture and values in youth who can accelerate the overall development of India

MISSION

To improve superior education at affordable cost, nurture academic and research excellence, maintain eco – friendly and future – ready infrastructure, and create team of well qualified teaching professional who can build global competency and employability

CORE PURPOSE

Transform the youth into National Asset

Vision and Mission of the Department:

VISION

The department works with the vision to provide the student with high quality of education to compete globally and to produce the next generation of leaders in research, in teaching, and in the applications of psychology.

MISSION

The Mission of the Department is to enrich the knowledge of student in area of psychology through innovative and rigorous courses and rich experiential learning opportunities. Share our knowledge and expertise to students in order to work for the improvement of mental wellbeing, and to collaborate both locally and globally with researchers, our community, and policy makers.

Program Educational Objectives (PEO)

PEO 1: Proficiency in Psychology. Students can be able to learn major theories, latest development and research findings in Psychology. In Particular, students could be able to develop their skills in relating learned theories with the actual practice in clinical, industry, education and counseling through internships and research.

PEO 2: Professional Growth. The students would be effective in problem diagnosis, psychotherapy and counseling. In further, they could diagnose problems in workplace, education, sports, health, and society as well as develop appropriate intervention and analyze the outcome.

PEO 3: Research Proficiency in Psychology. The students should be able to do qualitative, quantitative and experimental research in different domains of Psychology in order to contribute the field with new findings that represents current problems of the society and verify existing theories.

PEO 4: Management Skills: Students could be able to implement effective mental health program in organization as well as they can contribute consultancies and counseling centers.

Mapping of Institute Mission to PEO

Institute Mission	PEO's
Imparting Knowledge and Skill	PEO1, PEO4
Research Culture	PEO3
Industry collaboration	PEO2
Emerging young India	PEO4

Mapping of Department Mission to PEO

Department Mission	PEO's
Imparting knowledge and skill through experimental learning	PEO1, PEO4
Professional Growth	PEO1, PEO3
Research Culture	PEO2

Program Outcomes (PO):

PO1	:	Ability to gain knowledge in different perspectives, concepts and current developments in major branches of Psychology.
PO2	:	Ability to improve skills related to clinical psychology such as diagnosis, counseling, psychotherapy, test administration.
PO3	:	Ability to understand workplace related problems such as job analysis, recruitment, job evaluation, and applying Psychological Principles to solve employee problems such as stress, conflict, and communication.
PO4	:	Ability to understand Psychological factors that cause problems in education, health and sports and developing appropriate solution.
PO5	:	Ability to indentify research problem, developing research design and using statistical methods.
PO6	:	Ability to identify the problem, formulate case and its associated intervention in the area of clinical, counseling, educational and industrial settings.
PO7	:	Ability to help individuals to enhance their way of living and know their potential
PO8	:	Ability to understand and change strategy in counseling, intervention and research to meet the demand of globalization

Correlation between the POs and the PEOs

Program Outcomes		PEO1	PEO2	PEO3	PEO4
PO1	:	✓			
PO2	:	✓			
PO3	:		✓	✓	
PO4	:		✓	✓	✓
PO5	:			✓	✓
PO6	:				✓
PO7	:		✓	✓	✓
PO8	:		✓	✓	

Components considered for Course Delivery is listed below:

1. Classroom Lecture - I
2. Laboratory class and demo - II
3. Assignments - III
4. Mini Project - IV
5. Project - V
6. Online Course - VI
7. External Participation - VII
8. Seminar - VIII
9. Internship - IX

Mapping of POs with Course Delivery:

Program Outcomes	Course Delivery								
	I	II	III	IV	V	VI	VII	VIII	IX
PO1	✓		✓			✓	✓		
PO2	✓	✓	✓		✓	✓		✓	✓
PO3	✓	✓	✓		✓			✓	
PO4	✓	✓	✓	✓			✓	✓	✓
PO5	✓	✓		✓					✓
PO6	✓	✓							✓
PO7				✓	✓	✓			
PO8		✓	✓	✓			✓	✓	

M.Sc-Applied Psychology

S.No.	Sem	Part	Sub Type	Sub Code	Subject	Credit	Hours	INT	EXT	Total
1	1	3	Theory	19MPY1CA	Psychometry and Research Methodology	4		40	60	100
2	1	3	Theory	19MPY1CB	Health Psychology	4		40	60	100
3	1	3	Theory	19MPY1CC	Organizational Behavior	4		40	60	100
4	1	3	Theory	19MPY1CD	Cognitive Psychology	4		40	60	100
5	1	3	Practical	19MPY1CP	Experimental Psychology-I	4		40	60	100
6	1	3	Elective -I	19MPY1EA	Elective - Consumer Psychology	4		40	60	100
1	2	3	Theory	19MPY2CA	Advanced Social Psychology	4		40	60	100
2	2	3	Theory	19MPY2CB	Personality Research and Applications	4		40	60	100
3	2	3	Theory	19MPY2CC	Human Resource Management	4		40	60	100
4	2	3	Theory	19MPY2CD	Theories of Motivation and Emotion	4		40	60	100
5	2	3	Theory	19MPY2CE	Theories of Counseling	4		40	60	100
6	2	3	Practical	19MPY2CP	Experimental Psychology II	4		40	60	100
7	2	3	Elective -II	19MPY2EB	Elective – Group Dynamics and Social Living	4		40	60	100
1	3	3	Theory	19MPY3CA	Psychopathology and Mental Hygiene	4		40	60	100
2	3	3	Theory	19MPY3CB	Psycho Diagnostics	4		40	60	100
3	3	3	Theory	19MPY3CC	Psychotherapeutics	4		40	60	100
4	3	3	Theory	19MPY3CD	OD Interventions	4		40	60	100
5	3	3	Practical	19MPY3CP	Experimental Psychology III	4		40	60	100
6	3	3	Elective -III	19MPY3EA	Elective - Applied Statistics and Test Constructions	4		40	60	100
1	4	3	Elective -IV	19MPY4CA	Elective – Educational Psychology	4		40	60	100
2	4	3	Project	19MPY4CB	Project Work/ Institutional Practicum	10		80	120	200
					Total credit	90		880	1320	2200

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY1CA	Psychometry and Research Methodology	4		40	60	Theory

Introduction: This paper consisted of detailed account of the psychometry, research methodology, types of research design and statistical analysis. It helps students to develop knowledge in different aspects of the research and ethical issues in conducting research.

CO1	:	To enhance knowledge in psychological measurement and Psychophysics theory
CO2	:	To understand the Science of Psychology, research methodology and gain awareness in ethical issues of psychological research
CO3	:	To learn techniques in conducting observational research, survey research and constructing, selecting, and using standardized questionnaires for data collection
CO4	:	To develop knowledge about Experiments and its various designs and statistical analysis
CO5	:	To learn about Single Case Study method as well as understand the difference between the True Experiment and Quasi Experiment

Unit I: Psychometry

Psychological Measurement: Orientation to Mental Measurement. Theory of measurement. Levels of Measurement – Nominal, Ordinal, Interval and Ratio Scales.

Psychophysical Theory: Definition of Psychophysics. Classical Psychophysics Vs Modern Psychophysics. Psychophysical Laws – Weber's Law, Fechner's Law

Psychophysical Methods: Method of Average Error. Method of Minimal Changes. Constant Method. Method of Pair Comparisons.

Unit II: Research Methodology

The Scientific Method – Science of Psychology- Science in Context (Historical context, Social and Cultural Context, Moral context) - Science and Common Sense. Goals of Science. Scientific Theory Construction and testing.

Problems, Hypotheses, Constructs, Variables and Definitions: Criteria for Problems and Problem Statements. Hypotheses. Importance of Problems and Hypothesis. Concepts Vs Constructs. Variables – Definition, Types. Operational Definitions.

Ethical Issues in Conduct of Psychological Research: Ethical Issues before beginning research – Risk/Benefit Ratio – Deception – Debriefing – Informed Consent – Privacy and Freedom of coercion - Research with animals – Reporting of Psychological Research.

Unit III: Descriptive Methods

Observational Research: Types of Observational Research - Observation without Intervention, Observation with Intervention. Recording behavior. Problems in conduct of Observational Research. Analysis of Observational Data. Sampling Technique: Time and Event Sampling, Observer Bias.

Survey Research: Characteristics of Surveys - Uses of Surveys – Sampling in Survey Research - Survey Methods (Mail Surveys, Personal Interviews, Telephonic Interviews, Internet Surveys), Survey Research Designs (Cross-Sectional Design, Successive Independent Group Design, Longitudinal Design) – Questionnaires (Questionnaires as

instruments, Reliability and Validity of Self-Report Measures, Constructing a questionnaire).

Unit IV: Experimental Methods

Introduction to Experiments: Characteristics of Experiments. Purpose of Experiments. Experimental Control. Factors Affecting Validity.

Independent Groups Designs: Random Groups Design. Alternative Independent Groups Design – Matched Groups Design & Natural Groups Design. Analysis of Experiments – Null-Hypothesis Testing, ANOVA.

Complex Designs: Nature of Main Effects and Interactions. Analysis of Complex Designs – Analysis with an Interaction, Analysis with No Interaction. Interpreting Interactions.

Unit V: Applied Research

Single-Case Research Designs: Characteristics of the Case Study Method. Advantages of Case Study Method. Disadvantages of Case Study Method. Experimental Analysis of behavior. Applied Behavior Analysis – Single-Case (N=1) Experimental Designs. Specific Experimental Designs – ABAB Design & Multiple-Baseline Design. Problems and Limitations of Single-Case Designs. Ethical Issues.

True-Experiments: True Experiments Vs Quasi-Experiments. Characteristics of True Experiments, Obstacles in conducting True Experiments, Issues relating to Internal Validity in True Experiments.

Reference Books:

1. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th edition). Singapore: McGraw-Hill.
2. McBurney, D.H. (2001). Research Methods. (5th edition). US : Wadsworth.
3. D'Amato, M.R. (1979). Experimental Psychology: Methodology, Psychophysics and Learning. New Delhi: Tata McGraw-Hill
4. Singh, A.K. (1997). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan.
5. Kerlinger, F.N. (1995). Foundations of Behavioral Research. India: Prism Books.
6. Guilford, J.B. (1954). Psychometric Methods. NY: McGraw-Hill.
7. Goode & Hatt. (1952). Methods in Social Research. New Delhi: McGraw Hill.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	L	H	L	H	L	L
C02	H	L	L	M	L	L	L	H
C03	L	L	H	M	H	M	L	H
C04	L	L	M	M	H	H	L	L
C05	L	L	L	M	H	M	L	H

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY1CB	Health Psychology	4		40	60	Theory

Introduction: Health Psychology helps students to understand the impact of behaviour in health as well as application of psychological principles to improve the health promoting behaviour and to deal with health compromising behaviour.

CO1	:	To learn different aspects, models, perspectives and approaches of Health Psychology as well as its research methods
CO2	:	To gain knowledge in theoretical background of health related behaviour and also personality and motivation factors' impact in health related behaviour
CO3	:	To enhance the knowledge about role of exercise and food in the health enhancing behaviour and nature of intimate relationship
CO4	:	To acquire knowledge in different types of stress and its theories as well as the coping mechanisms
CO5	:	To understand the application of Health Psychology in health compromising behaviour, chronic illness and diversity issues

Unit 1: The Nature of Health Psychology

Health - Homeostasis – Dimensions of Health and wellness: Emotional, Intellectual, Spiritual, Occupational, Social and Physical. Models of Health: Medical, Environmental and Holistic. Historical Perspectives on Health Healing: Biopsychosocial and Biomedical Approaches.

Factors Affecting Health: Mind and Body relationship – Genetic – Environmental and Behavioral Factors - The Changing Health Habits: Cognitive, Behavioral and Transtheoretical Models.

Research Methods in Health Psychology: Qualitative and Quantitative Research Methods - The Process of an Experimental Research – Correlational, Observational, Longitudinal and Cross sectional, Retrospective and Prospective Studies.

Unit II: Health Related Behavior

Biopsychological Origin of Health-Related Behaviors. Prevention: Primary, Secondary and Tertiary – Models and Theories on Health Behavior Interventions: The Health Belief Model – The Stages of Change Model – The Precaution Adoption Process Model (PAPM) - Theory of Planned Behavior (TPB) – Theory of Reasoned Action (TRA) – The Social Cognitive Learning Theory – Sociocultural Level Interventions Self Directed Behavior Change – Adherence to Health Related Recommendations.

Health Related Personality: Big Five Personality Traits – Type A, B, C, and D

personality factors – Hostility – Impulsivity.

Health Related Motivation: Providing Information – Persuading others – Attitude change – Enhancing self-efficacy – Motivation to behavior change.

Unit III: Health Enhancing Behaviors

Exercise: Movement and Exercise – Biopsychosocial Perspective – Biological, Psychological and Sociocultural factors on inactivity - Types of Exercise – Factors promoting Exercise Behavior - Theoretical Approaches on Exercise Behaviors: The Theories of Reasoned Action - Ajzen's Theory - Health Belief Model – Transtheoretical Approach.

Food: Functions of Food – The Seven Components of Food – Dietary Supplements – 2000 Calorie Food Pattern - The Healthy Eating Pyramid – Healthy Eating Behavior – Healthy Body Size - Dieting and Eating Disorders: Yo-yo Dieting, Crash Diets and Fad Diets - Obesity – Anorexia nervosa and Bulimia nervosa – Weight Management Programs.

Relationships: Sexuality and Intimate Relationships – Psychological and Behavioral Dimensions of Sexuality – The Relationships Dimension: The Life-Cycle of Intimate Relationships - Communicating in Intimate Relationships.

IV: The Nature and Coping of Stress

Stress - Stressors - Eustress - Distress -The Physiological and the Psychological Reactions to Stress – Health, Immune System and Gender - Posttraumatic Stress Disorders (PTSD) – College Student Stress - Measurement of Stress: Polygraph Tests; Performance Measures; Self Reports of Stress and Social Readjustment Rating Scale.

Theories of Stress: Walter Cannon and the Fight-or-Flight Response – Hans Selye and the General Adaptation Syndrome – Transactional theory – Conservation of resources theory.

Coping with Stress: Types of Coping: Problem Focused, Emotion Focused and Denial/Distancing/Giving Up - Stress Management Techniques: Biological Approaches: Control of body tension - Progressive Muscle Relaxation – Massage therapy. Therapeutic Psychological Approaches: Self help and Professional help - Religious and Spiritual Orientations - Stress Inoculation Training – Biofeedback – Redefinition and Guided Imagery.

Unit V Application of Health Psychology

Health Compromising Behaviors: Smoking: Biological and Psychological Effects of Tobacco - Types of Tobacco Related Damage to Health - Interventions for Smoking Cessation, Smoking Prevention for Teens and Young Adults. Alcohol: Biological and Psychological Effects of Alcohol Use and Abuse – Alcoholism - Interventions for Alcohol Abuse.

Chronic Illness: Cardiovascular Disease: Psychological Perspectives on CVD - Biological and Psychological Risk Factors - Prevention of CVD. Cancer: Biological and Psychological Analysis of Cancer – Psychological Interventions for Chronic Illness.

Diversity Issues: Health and Income – Health and Race Ethnicity and National Origin

- Health and Gender - Psychosocial Aspects of Being Female - Health and Disabilities - Health and Age.

Reference Books :

1. Charles Abraham, Mark Conner, Fiona Jones and Daryl O'Conner (2008). Health Psychology, London, HodderEducation.
2. Gordon, E. and Eric, G.(2010). Health And Wellness (10th Edition). Boston. Jones and BartlettPublishers.
3. Margaret, K. Snooks (2009). Health Psychology: Biological, Psychological, and Sociocultural Perspectives. Boston. Jones and BartlettPublishers.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	M	H	H	L	L	L	L
C02	H	M	L	H	L	L	H	H
C03	L	H	H	L	L	L	H	H
C04	L	H	H	M	L	L	M	M
C05	H	L	M	H	L	H	H	M

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY1CC	Organizational Behavior	4		40	60	Theory

Introduction: This course provides detailed information of fundamentals and opportunities of Organizational behaviour along with how Individual differences determine their behaviour in organization.

CO1	:	To understand the significance of Organizational Behaviour and its nature, scope, function, challenges, opportunities and contributing disciplines
CO2	:	To learn the individuals' differences such as perception, personality, and attitude in individuals' behaviour in organizations
CO3	:	To gain knowledge in perspectives of learning and motivation theories in organizational behaviour
CO4	:	To enhance knowledge in nature, function and problems of groups and teams in organization
CO5	:	To develop knowledge in communication, leadership style and change management in the organization

Unit I: Introduction to Organizational Behaviour

Definition, Need and Importance of Organizational Behaviour – Nature and Scope – Management Roles – Management functions – Management Skills - Challenges and Opportunities for Organizational Behaviour - Contributing Disciplines to the Organizational Behaviour – Organizational Behaviour Models

Unit II: Foundations of Individual Behaviour:

Perception: Person Perception – Shortcuts in Judging Others-Interpersonal Perception- Its applications,

Attitudes: Sources of Attitudes and its Application

Personality – Personality Determinants – Dimensions of Self Concept- Personality

Traits - Matching Personality and Jobs types – Traits relevant to Work Behaviour

Unit III: Learning, Motivation and Job Satisfaction

Learning: Theories of Learning, Shaping-Schedules of Reinforcement-Its Organizational Applications

Basic Motivation Concepts: Theories of Motivation – Content Theories: Maslow, Herzberg, Alderfer, McGregor, McClelland, Process Theories: Vroom, Porter and Lawler's Expectancy Model, Adams Equity Model, Skinner's Reinforcement Model, Goal Setting Theory – Applications of Motivation Theory MBO – Employee recognition and involvement program

Unit IV: Foundations of Group Behaviour

Types of Groups – Models of Group Development- External Conditions Imposed on the Group – Group Structure – Group Process – Group Decision Making Group Think and Group Shift – Inter group Relations - Methods for Managing Inter-group Relations Types of Teams – Models of Team Effectiveness – A developmental Model – A Systems Model Team Building Conflict Process: Types of Conflicts - Conflict management Techniques – Functional and Dysfunctional Outcomes of Conflict

Unit V: Dynamics of Organizational Behaviour:

Communication Process – Barriers to Effective Communication - Directions of Communications – Non-verbal Communications Leadership Theories: Personality Trait Theories – Behavioral Styles – Situational and Contingency Style - Transformational Leadership - Sources of Power Change Process: Forces for Change – Resistance to Change – Overcoming Resistance to Change - Approaches to Management Organizational Change- Implementing Successful Change- Organizational Development Intervention Strategies

Reference Books

1. Stephen P. Robbins, “Organizational Behavior”, Prentice Hall of India, 9th edition, 2006.
2. Hellriegel, Slocum and Woodman, “Organizational Behavior”, South-Western, Thomson Learning, 9th edition, 2004.
3. Fred Luthans, “Organizational Behavior”, McGraw Hill Book Co., 2005.
4. Newstrom & Davis, “Organizational Behaviour”, McGraw Hill, 2004
5. Jaffa Harris and Sandra Hartman, “Organizational Behaviour”, Jaico, 2003.
6. Jit S. Chand, Organizational Behavior, Vikas Publishing House Pvt. Ltd. 2nd edition, 2001

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	H	L	L	L	H	H
C02	H	M	H	L	H	H	M	M
C03	H	L	H	L	L	M	L	L
C04	H	L	H	L	L	H	M	M
C05	H	L	H	L	L	H	M	M

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY1CD	Cognitive Psychology	4		40	60	Theory

Introduction: This course provides detailed introduction and history of Cognitive psychology. The aim of this course is to help students to understand perception, attention and patter recognition. Students can be able to learn about memory process and theories of cognitive development.

CO1	:	To learn the history of Cognitive Psychology and the concept of cognitive Neuroscience
CO2	:	To understand the sensation, perception attention process and consciousness
CO3	:	To acquire knowledge about memory and its theories as well as techniques to improve memory
CO4	:	To develop knowledge in the Representation of Knowledge, cognitive development processes and theories
CO5	:	To enhance knowledge about nature and process of thinking, Problem Solving, Creativity and Decision Making

Unit I: Introduction, History and Cognitive Neuroscience

What is Cognitive Psychology? – Cognitive Psychology: Definition and domains- Roots of Cognitive Psychology – Conceptual Science and Cognitive Psychology.

Cognitive Neuroscience: Cognitive Psychology and Neuroscience, the Nervous System – the Neuron – the brain – Anatomy of the Brain, Neurophysiologic Sensing Techniques – MRI – EPI – CAT scan – PET scan, a tale two hemispheres – Cognitive Psychology and Brain Science - **Application:** Cognitive style and cognitivemap.

Unit II: Perception, Attention, Patter Recognition and Consciousness

Introduction: Perception and Attention – Sensation and Perception – Perceptual Span – Iconic Storage – Echoic Storage- Functions of sensory stores – Attention – Processing capacity and selective attention – Auditory signals- Models of selective attention- Visual attention- Automatic processing- The neurocognition of attention – Human Brain and Attention - PET.

Patter Recognition: Perceptual theories: Template-matching theory – Feature detection theory – Independent confirmation of feature analysis – Gestalt theory - Canonic perspectives- Prototype matching, Pattern recognition – The role of the perceiver. Application: of (feature analysis, template matching, prototypes) in Bottom-Up Top-Down and Pandemonium in visual processing

Consciousness: Explicit and implicit memory – Research with primes – Neuro Cognitive studies – Sleep and Amnesia – Modern theories of consciousness – Baars’ global workspace theory – Functions of consciousness.

Unit III: Memory Structure and Processes

Short term memory – Neurocognition and STM – working memory – Capacity of STM – The coding of Information in STM – Retrieval of Information from STM - **Long term memory:** Neurocognition and LTM – LTM Storage and structure – Very

long –Term Memory – Autobiographical Memories – Fallibility of Memory and Eyewitness Identification.

Theories and Neurocognition: Neurocognition of Memory – Two Memory Stores – Models of Memory – levels of Processing – Self-Reference Effect – Episodic and Semantic Memory Rumelhart – Tulving – McClelland.

Mnemonics and Experts: Mnemonic System – Experts and Expertise

Unit – IV: Mental Representations: Memory and Imagery

The Representation of Knowledge: Semantic organization – Associationist approach Semantic memory model – Set theoretical model – Semantic feature – Comparison model – Network model – Propositional model networks. Representation of Knowledge – Neurocognitive consideration – Connectionism and the Representation of Knowledge. Mental Imagery: Imagery and Cognitive Psychology – Neurocognitive Evidence – Cognitive Maps Storing – Retrieving – Retrieval from working and permanent memory – Theories of retrieval – Forgetting.

Cognitive development: life-span development – Developmental Psychology – Neurocognitive Development – Comparative Development – Cognitive Development- Assimilation and Accommodation: Piaget – Mind in Society: Vygotsky – Vygotsky and Piaget – Early Neural Development – Environment and Neural Development – Intelligence and ability – Development of Information Acquisition Skills- Higher-Order Cognition in Children – Prototype Formation among Children.

Unit V: Thinking, Problem Solving, Creativity and Decision Making

Thinking - Concept formation – Logic – Decision Making - Problem solving – Gestalt Heritage – Problem solving approaches – Algorithm - Heuristics - Definition of creativity – Process – Barriers on creativity – Human intelligence – Artificial Intelligence – AI and PDP – Machines and Mind – Perception and Artificial Intelligence – Language and Artificial Intelligence.

Reference:

Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education
 Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
 Eysenk, W. M and Keane, M. T. (2005) Cognitive Psychology: A Student’s Handbook (5thed) Psychology press. UK.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	L	M	L	L	L	M
C02	H	H	H	M	L	M	H	M
C03	H	M	H	L	M	H	M	L
C04	H	H	M	M	L	M	L	L
C05	H	M	H	H	L	M	H	H

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY1CP	Experimental Psychology-I	4		40	60	Practical

Introduction: Students can develop their skills in conducting experiments, data collection, data analysis and report writing.

CO1	:	To become proficient in conducting organizational behaviour related experiments
CO2	:	To become proficient in Psychometric and Research Methodology
CO3	:	To become proficient in conducting Health Psychology related experiments
CO4	:	To become proficient in conducting Cognitive Psychology related experiments

Experiments Related to Organizational Behaviour

1. Conflict Management Styles
2. Need Hierarchy - Motivation Questionnaire
3. Power Orientation Questionnaire – Identification of Power Bases
4. Leadership Style Questionnaire – Managerial Grid
5. McGregor's Theory X and Y Questionnaire

Experiments Related to Psychometric and Research Methodology

6. Methods of Average Error
7. Methods of Minimal Changes
8. Methods of Constant Stimuli
9. Methods of Paired Comparison
10. Correlational Research – An Instance

Experiments Related to Health Psychology

11. Stress Assessment Questionnaire
12. Quality of Life Index Questionnaire
13. Subjective Well Being Questionnaire
14. General Health Questionnaire
15. Student's Alcohol Syndrome Questionnaire

Experiments related to Cognitive Psychology

16. Laterality – left and right hemisphere specialization
17. Stroop Effect
18. Decision Making Exercise
19. Short term and Long Term Exercises
20. Cognitive Style Questionnaire

- This list is suggestive
- A minimum of 12 experiments/exercises must be completed

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	L	H	H	H	H	L	L	M
C02	L	H	H	H	H	L	L	M
C03	L	H	H	H	H	L	L	M
C04	L	H	H	H	H	L	L	M

Elective Paper

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY1EA	Consumer Psychology	4		40	60	Theory

Introduction: Students can be able to understand the influence of consumers' personality and motivation in their purchasing behaviour. It helps to learn about the influencing factors and decision making process of the consumer.

CO1	:	To learn nature and scope of consumer behaviour and role of motivation and personality in consumer behaviour
CO2	:	To understand the consumers' perception, learning and attitude
CO3	:	To gain knowledge about communication and group influence on consumer behaviour
CO4	:	To understand the nature of opinion leadership and diffusion of innovation process
CO5	:	To enhance knowledge about consumer decision making process

Unit I: Consumer Behaviour, Motivation and Personality

Consumer Behaviour: Nature and scope of Consumer Behaviour, Consumer Research and Marketing Segmentation

Consumer Motivation: Motivation as Psychological Force, Types and Theories of Motivation, Measurement of Motives

Personality and Consumer Behaviour: Theories of Personality, Personality and Understanding Consumer Diversity, Brand Personality, Self- and Self-Image

Unit II: Perception, Learning and Attitudes

Consumer Perception: Elements of Perception, Dynamics of Perception, Consumer Imagery

Consumer Learning: Elements of Consumer Learning, Behavioral Learning Theories, Cognitive Learning Theory, Measures of Consumer Learning

Consumer Attitude Formation and Change: Meaning of Attitudes, Structural Models of Attitudes, Attitude Formation, Strategies of Attitude Change

Unit III: Communication Process and Group Influences

Communication and Consumer Behaviour: Components of Communication, Communication Process, Designing Persuasive Communication, Marketing Communication and Ethics

Reference Groups and Family Influence: Understanding the Power of Reference Groups, Consumer Related Reference Groups, Celebrity and other Reference Groups, Family Concept, Socialization of Family Members, Function of Family, Family Life Cycle

Unit IV: Leadership and Diffusion of Innovation Process

Consumer Influence and the Diffusion of Innovations: Opinion Leadership, Opinion Leadership Process, Measurement of Opinion Leadership, Interpersonal Flow of

Communication

Diffusion of Innovation: Diffusion Process, Adoption Process, Profile of Consumer Innovator

Unit V: Consumer Decision Making Process:

Decision Making Process, Levels of Consumer Decision Making Process, Models of Consumers, Four views of Consumer Decision Making, Model of Consumer Decision Making,

REFERENCE TEXT:

1. Schiffman, L.G., Kanuk, LL. Consumer Behaviour, Prentice-Hall of India, Pvt Ltd, New Delhi, 2007
2. Loudon, D., Consumer Behaviour, Concepts and Applications, Albert Biutta, McGraw Hill, 2004
3. Kurder, K. Consumer Behaviour, PHI/Pearson, 2002

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	L	H	H	M	L	L
C02	H	L	L	H	H	M	L	L
C03	H	L	L	M	H	M	H	M
C04	H	L	L	H	L	M	H	M
C05	H	L	L	M	H	H	M	M

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY2CA	Advanced Social Psychology	4		40	60	Theory

Introduction: Students can understand social interactions, including their origins and their effects on the individual.

CO1	:	To learn the scientific nature, social cognition, negativity bias, social perception and impression formation
CO2	:	To gain the knowledge in attitude formation and different aspect of the individual's self in society
CO3	:	To understand the nature of stereotype, prejudice, discrimination and interpersonal relation
CO4	:	To help students to acquire knowledge in social influence and its different forms and functions
CO5	:	To understand the concept and nature of the harming and helping behavior of the individual in the social settings

Unit I: The Concept and Nature of Social Psychology

Working Definition - Scientific Nature - Understanding the Causes of Social behavior and thought. – Major trends in Modern Social Psychology: Cognition and behavior - Social Neuroscience - The role of implicit process and Social Diversity.

Social Cognition: Schemas – Heuristics and Automatic Processing. Errors in Social cognition:

Negativity bias – Optimistic bias – Counterfactual thinking – Thought suppression – Limits on Abilities. Affect on Cognition: The influence of Affect on Cognition and Cognition on Affect.

Social Perception: Non-Verbal Communication – Gazes and Stares – Body Language and Touching - Recognizing Deception. Attribution: Theories and Applications – Impression Formation: Asch's Experiment – Theories – Cognitive Perspective and Abstractions – Impression Management: Tactics and The Role of Cognitive Load.

Unit II: The Concept and Nature of Attitude and The Self

Formation of Attitudes: Social Learning – Functions of Attitude – Attitudes influence Behavior. Changing Attitudes: Persuasion- Cognitive processes- Resistance to persuasion: Reactance – Forewarning – Selective avoidance – Actively defending and Inoculation - Cognitive dissonance.

The Self: Personal Vs Social Identity - Self and Situation - Self and Others Treatment – Self awareness. Self-Esteem: Self-Serving biases. Social Comparison: Downward and Upward Social Comparison – Social Comparison and Social Identity Theories – Self-presentation and Self- regulation. Self and Prejudice: Cognitive Behavioral Consequences.

Unit III: The Concept and Nature of Prejudice and Attraction

Stereotyping: Glass ceiling – Tokenism - Benevolent and Hostile Sexism – Gender –

Formation and Operation of Stereotypes – Illusionary Correlation – Out Group Homogeneity and Change of stereotypes. Prejudice: Minimal Groups – Incidental Feelings and Implicit Association. The Origin of Prejudice: Threats to Self-esteem – Competition and Social Categorization. Discrimination: Modern Racism – Priming – Bonafide pipeline and Exposure – Countering the Effects of Prejudice: Learning not to Hate - Contact Hypothesis – Recategorization - Just Say No Stereotype and Social Influence.

Interpersonal Attraction: Internal Determinants of Attraction: The Need to Affiliate – The Basic Role of Affect. External Determinants of Attraction: The Power of Proximity and Observable Characteristics. Interactive Determinants of Attraction: Similarity – Complementarities and Mutual Liking.

Unit IV: The Concept and Nature of Social Influence

Close Relationships: Family – Friends – Lovers and Spouses - Interdependent Relationships – Romantic Relationships – Falling in Love – Theories of Liking and Loving and the Social Psychology of Marriage. Loneliness: Life without Close Relationship.

Conformity: Sherif's - Asch's and Milgram's studies on conformity - The Factors Affecting Conformity - Resistance to conform – Minority Influence. Compliance: Ingratiation - Foot in the Door and The Low ball - The Door in the Face and That is Not All - Fast Approaching and Deadline Technique – Scarcity. Symbolic Social Influence: Obedience to Authority and Social Influence in Work Settings.

Unit V: The Concept and Nature of Helping and Harming Behavior

Prosocial Behavior: Responding to an Emergency – Steps in Helping Vs Not Helping – External and Internal Influences on Helping Behavior: Situational Factor – Emotions and Empathy. Long Term Commitment to Prosocial Behavior: Volunteering – Self-Interest – Moral Integrity and Moral Hypocrisy. The Basic Motivation for Prosocial Behavior: Empathy - Altruism – Negative-State Relief - Empathic Joy and Genetic Determinism.

Theoretical Perspectives on Aggression: Biological – Drive - Social Learning and General Aggression Model. – Causes of Human Aggression: Social – Cultural – Personal and Situational. Aggression in Long Term Relationship: Bullying – Work Place Aggression. Prevention and Control of Aggression: Punishment – Cognitive Interventions – Catharsis and Forgiveness.

Reference Books

1. Baron R. A, Byrne D. and Branscombe N.R. (2009). Social Psychology 11th Edition, New Delhi, PrenticeHall.
2. Elliot Aronson, Timothy D. Wilson, and Robin M. Akert, (2010). Social Psychology, 7th Edition, Pearson Publishing.
3. Myers D. G (2006). Social Psychology. New Delhi. Tata McGraw Hill Publishing.

Admitted in M.Sc Applied Psychology from the academic year 2019-2020 & Onwards

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	M	L	L	M	H	M
C02	H	M	L	L	L	L	M	M
C03	H	L	L	M	M	M	M	M
C04	H	L	L	M	M	M	M	L
C05	H	L	M	M	L	L	M	M

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY2CB	Personality Research and Applications	4		40	60	Theory

Introduction: Students can learn major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviorist, evolutionary, and social learning perspective.

CO1	:	To learn the essentials of personality theory and its evaluation criteria as well as different kinds of assessment techniques
CO2	:	To understand the psychodynamic perspective and related perspectives in personality
CO3	:	To gain knowledge in dispositional perspective and learning perspectives in personality
CO4	:	To understand the nature and process of humanistic perspective and existential perspective
CO5	:	Students can learn about Cutting edge development and problems of personality research

Unit I: Personality Theory and Personality Assessment

Essential Components of Personality Theory. Criteria for evaluating personality theories.

Interview Technique. Self-Report Inventories: Single Trait Test, Multidimensional Tests. Projective Techniques

UNIT II: Psychodynamic Perspectives and Ego Psychology and Related Perspectives:

Classical Psychoanalysis – Concepts and Principles, Application. Individual Psychology – Basic tenets, Application. Analytical Psychology – Concepts and Principles, Application.

Erik Erikson's theory: Concepts and Principles. Erich Fromm's theory: Concepts and Principles. Karen Horney's theory: Concepts and Principles.

Unit III: Dispositional Perspectives and Learning Perspectives

Gordon Allport's theory: Concepts and Principles. Raymond Cattell's theory: Concepts and Principles. Hans J Eysenck's theory: Concepts and Principles.

Principles and Application of Learning theories: Operant Conditioning of Skinner. Social Cognitive theory by Bandura. Social learning theory by Rotter. Cognitive Theory by Kelly.

Unit IV: Humanistic Perspectives and Existential Perspectives and Existential Perspectives:

Humanistic theory of Abraham Maslow: Peak experiences – Self-actualizers - Hierarchy of needs - Measuring Self-Actualization. Phenomenological theory of Carl Roger. Application of concepts from Maslow's and Roger's theory.

Alternatives to Positivism – The Phenomenological view – Victor Frankl: Personal

Choice. Evaluation of Humanistic-Existential Approaches to Personality - Humanistic-Existential Approaches to Personality - Advantages and limits of Humanistic-Existential Approaches.

Unit V: New Frontiers in Personality Research

Basic assumptions in retrospect - Evaluation of personality theories - New World of Personality (Designer personalities, Utopian World Vs Abuse of Reward and Punishment, Genetic superhuman) – Eclecticism & Integral Psychology.

Current reflections and preoccupations in Personality research. Unresolved Problems in Personality. Pointers for future personality studies.

Reference Books:

1. Friedman, H.S. & Schustack, M.W. (2003). *Personality – Classic theories and Modern Research*. (2nd Edition). USA: Pearson Education.
2. Hjelle, L.A. & Ziegler, D.J. (1992). *Personality theories – Basic Assumptions, Research and Applications*. (3rd edition). NY: McGraw-Hill.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	M	H	L	L	L	L	M
C02	H	H	M	M	L	M	L	L
C03	H	H	L	M	L	H	M	L
C04	H	H	H	M	M	H	L	L
C05	L	M	M	M	H	H	L	H

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY2CC	Human Resource Management	4		40	60	Theory

Introduction: Students could learn strategic approach to the effective management of people in a company or organization such that they help their business gain a competitive advantage.

CO1	:	Students can understand the scope of HRM and difference of traditional HRM and strategic HRM
CO2	:	To learn about the job analysis, recruitment and employee testing and selection methods
CO3	:	To develop skills to conduct performance appraisal by using different methods
CO4	:	To learn employee compensations included Statutory and Non- statutory benefits
CO5	:	To understand the recent trends and nature and concept of international HRM

Unit I: Introducing Human Resources Concepts

Strategic Role of Human Resources and the HR Scorecard: Nature of HRM, Scope of HRM, Systems Approach to HRM, Traditional HR vs. Strategic HR, HRM in the new Millennium

HRM Human Resources Planning: Process of Human Resource Planning, Responsibility for HRP, Effective Human Resource Planning

Unit II: Determining, Attracting and Selecting Human Resources:

Job Analysis: Uses of Job Analysis, Process of Job Analysis, Methods of Collecting Job Analysis, Job Description, Job Specification, Role Analysis

Job design and Quality of Work Life: Techniques for Designing Jobs

Recruiting Human Resources: Sources of Recruitment, Methods of Recruitment, Recruitment – Indian Experiences

Employee Testing and Selection: Types of Tests, Tests as Selection Tools

Interviewing Candidates: Types of Interview, Interview Process, Reference Checks

Unit III: Developing Human Resources:

Appraising and Managing Performance: Performance Appraisal Process, Methods of Performance Appraisal, 360 degree Feedback System, Problems with Performance Appraisal : Training and Developing Employees: Need for Training, Systematic Approach to Training, Types of Training, Training Methods, Evaluation of Training
Career and Succession Planning: Concept of Career, Career Stages, Career Planning, Career Development, Succession Planning.

Unit IV: Rewarding Human Resources:

Employee Compensation, : Objectives of Compensation Planning, Compensation of

Pay Structure, Factors Influencing Compensation Levels
Financial Incentives and Employees Benefits and Services: Statutory and Non-statutory benefits, Incentive Plans, Individual Incentives, Group and Team Based Incentive Plans, Fringe Benefits, Establishing Strategic Pay plans,

Unit V: Recent Trends and Practices in Managing Human Resources

Participation and Empowerment: Forms of Participation, Alternative Approaches to Participation, Prospects of Empowerment

International Human Resources Management: Pressures of Globalization, Cultural Differences and HRM, International Recruitment Policy, International Selection Criteria, International Training and Development, International Compensation.

REFERENCE TEXT:

1. Rao V.S.P “Human Resources Management: Text and Cases”, Second Edition, Excel Books New Delhi 2007
2. Gary Dessler, “Human Resources management”, Tenth Edition, Pearson-Prentice Hall, New Delhi, 2005
3. David A DeCenzp and Stephen P Robbins, “Personnel and/Human Resource Management”, Third Edition, New Delhi 2004
4. Raymond J. Stone, “Human Resources Management”, John Wiley & Sons, New York 2005

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	H	L	L	H	M	H
C02	M	L	H	M	L	H	M	M
C03	M	L	H	L	L	H	L	M
C04	H	L	H	L	L	M	L	L
C05	H	L	M	L	L	H	L	H

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY2CD	Theories of Motivation and Emotion	4		40	60	Theory

Introduction: Students can learn about Motivation and emotion are two psychological features that seemingly share cause-and-effect relationship.

CO1	:	To learn history and different types and nature of motivation
CO2	:	To acquire knowledge about different kinds of motivation theories and approaches
CO3	:	To develop skills in application of the motivation theories in organization, clinical and advertisement
CO4	:	To understand the history, different types, theoretical perspectives
CO5	:	To learn the applications of emotion in therapy and counseling

Unit I: The Nature and Types of Motivation

Definition – History of Motivation – Not Dichotomous – Dynamic and Continuous – Subject to Numerous Factors – Regulatory and Purposive Approaches – Motivation Concepts as an Intervening Variable – Desire and Aversion as Intervening Variables . Needs: Physiological, Psychological, and Acquired Needs.

Types of Motivation: Primary Motivation and Secondary Motivation: Achievement Motivation, Affiliation Motivation, Competence Motivation, Power Motivation, Attitude Motivation, Socialization Motivation, Incentive Motivation, Fear Motivation and Change Motivation. Intrinsic Motivation – Extrinsic Motivation: Moving Toward Motivation, Moving Away Motivation – Conscious and Unconscious Motivation.

Unit II: Theoretical Approaches on Motivation

Ancient Approaches to Motivation: Instinct Theory – Classic Homeostatic Theory – Drive theory – Activation Theory- Psychoanalytical Theories - Reinforcement Theory of B.F. Skinner – Incentive Theories - Cognitive Evaluation Theory.

Abraham Maslow's Need Hierarchy Theory – McClelland's Theory of Needs – Atkinson's Expectancy – Value Theory – Spence and Helmreich's Achievement Theory – Theory of Sensation Seeking - Clayton Alderfer's ERG Theory - Process Theories.

Douglas - Resins Likert theory - Victor Vroom's Valence and Expectancy Theory - Porter and Lawler Theory – Robert Owen, Jeremy Bentham's The Carrot and the Stick Approach - Elton Mayo's Theory.

Unit III: Application of Motivation

Motivation in Organizations: Job Motivation and Satisfaction: Philosophical views - McGregor's Theory X and Y – Herzberg's Two-Factor Theory - Equity Theory - Goal Setting Theory of Edwin Locke – Theories of Job-satisfaction.

Motivation in Sports – Self-determination Theory – Achievement Goal Theory – Developing and Maintaining Effective Attention – Stress and performance Sport: Arousal – Anxiety – Stress – Building self-Confidence – Developing Mental Rehearsal and Imagery Skills - Achievement and competition.

Motivation in Advertising: The Communication Model – The Message – The Audience – Credibility and likability – Fear arousal – Motivational state or mood - Subliminal Advertising.

Unit IV: The Concepts of Emotions

Definition – Types of Emotions: Primary Emotions - Happiness, Surprise, Disgust, Fear, Anger and Sadness - Secondary Emotions: Positive Emotions: Love, Appreciation, Happiness, Hope, Enthusiasm, Vitality, Confidence, Gratitude, Patience, Trust, Vulnerable, Optimistic, Appreciative, Ashamed, and Astonished. Negative Emotions: Fear, Anger, Guilt, Depression, Pride, Jealousy, Self-pity, Anxiety, Resentment, Envy, Frustration, Shame, Denial, Offended, Regret, Resentful, Sad, Worried, Grief.

Historical Foundations: Philosophical – Wundt and Titchener – James and Lange – Cannon and Bard – Elizabeth Duffy – The Papez Circuit and the Kluver-Bucy Syndrome. Contemporary views: Structure of Affect – Emotions as Intervening Variables - Measurement of Emotion – The Biology of Emotion: Neural Mechanism - Hemispheric Differences in Emotions.

Theories of Emotions: Discrete Emotion Theories: Facial Feedback Hypothesis – Dimensional Theories of Emotions: Pleasant-unpleasant and Level of Arousal – Cognitive Theories of Emotions: Excitation Transfer Theory - Schachter’s Theory – Plutchik’s Theory of emotions – Candace Pert’s theory of Emotions.

Unit V: Application of Emotions

Counselling: Cognitive Behavioural Therapy – Aaron Becks – Albert Ellis ABC theory of Emotion and Rational Emotive Behaviour Therapy.

Coping Mechanism: Written Emotional Disclosure Interventions. Emotions in Sports: Self Regulation and Athletic Performance.

Emotions in the Workplace: Emotional Intelligence and Career Development – Leadership and Team Building Managing Emotions through Workplace Design.

Reference:

1. Franken, R. E. (2006). Human motivation (6th ed.). Wadsworth Thomson Learning, Belmont, CA.
2. Ferguson, E. D. (2000). Motivation: A biosocial and cognitive integration of motivation and emotion. Oxford University Press, New York.
3. Hugh Coolican (2007). Applied Psychology (2nd Edition), London, Hodder Education.
4. Reeve, J. (2009). Understanding Motivation and Emotion (5th edition). New York: John Wiley and Sons, Inc.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	H	H	L	L	M	L
C02	H	H	L	L	M	M	L	L
C03	M	L	H	L	H	H	L	M
C04	H	H	L	L	L	H	L	L
C05	L	H	H	L	L	M	L	L

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY2CE	Theories of Counseling	4		40	60	Theory

CO1	:	To understand the nature, activities, future and multicultural approach in counselling
CO2	:	To learn the theories and process of the individual and group counselling
CO3	:	To develop knowledge about different types of assessment techniques
CO4	:	To develop skills in applying theories for career planning and decision making
CO5	:	To understand the prevention methods, technology in counselling and legal issues

Unit 1: Introduction to counseling:

Counseling: Nature and scope, Definitions, Historical perspectives, Counseling as helping profession and Qualities of a good counselor. **Traditional activities:** Individual assessment, Individual Counseling, Group Counseling and Guidance, Career assistance, Consultation, Research, Evaluation and accountability and Prevention. **Future directions and Multicultural counseling.**

Unit 2: Individual counseling

Theories of counseling: Psychoanalytic theory, Person-Centered theory- Behavior theory, REBT, Transactional Analysis, Eclectic counseling, Reality therapy, other theories. **The counseling Process:** Relationship establishment, Problem identification and Exploration, Planning for problem solving and Solution, Application and termination. **Group techniques for counselors:** Definitions and Explanations, Group counseling, Group leadership, Group process, Group guidance activities and Values. Goals of Counseling. Special counseling populations.

Unit 3: Human assessment for counseling

Standardized tests: Meaning. Presenting and Selecting test: Reliability, Validity and Practicality. **Types of standardized test:** Intelligence testing, Aptitude testing, Interest inventories, Personality tests, and Achievement tests. **Observation:** Rating scales, Checklists, Inventories and Anecdotal reports. **Self-reporting and Other techniques:** Autobiography, Interviews, Diaries, and self-Expression essays. **Group assessment techniques:** Sociometric techniques, Ecological assessment and Records. **Consultation process:** models and skills.

Unit 4: Counseling for Career planning and Decision making

Theories of career planning and decision making: Trait-factor theory, Developmental theories, Personality theories, Social learning theory, Sociological theories, Economic theories, other theories and Implications. **Career planning and Decision making in Schools:** Counselor's role Student career development and

Techniques for Career planning and Decision making. **Career Counseling in Non-school settings.**

Unit 5: Prevention and Ethical issues

Prevention: Definitions and Explanations, Prevention in non-school setting, Wellness, Stress management and Recreation and leisure. **Counseling and technology:** Counseling and internet and technology and its impact. **Ethical and legal issues:** Nature of ethics, Ethical issues, the counselor and the law, Legal concerns for counselors.

Reference Books:

Gibson, R. L., and Mitchell, M.H. (2006). Introduction to counseling and guidance (6th Edition). Prentice-Hall of India Pvt. Ltd, New Delhi.

Narayana Rao, S. (2002). Counseling and Guidance (Rev. Second Edition). Tata McGraw-Hill, New Delhi.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	H	L	H	M	H	M	M
C02	H	H	L	M	M	H	M	M
C03	M	H	H	L	M	L	L	M
C04	M	H	H	H	M	M	L	L
C05	H	H	H	L	H	H	L	L

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY2CP	Experimental Psychology II	4		40	60	Practical

CO1	:	To become proficient in conducting Advanced Social Psychology related experiments
CO2	:	To become proficient in Personality related experiments
CO3	:	To become proficient in conducting Human Resources Management related experiments
CO4	:	To become proficient in conducting Counseling related experiments

Experiments Related to Advanced Social Psychology

1. Sociometry
2. Communication Experiment
3. Leadership Questionnaire
4. Choice Dilemma Experiment
5. Prisoner's Dilemma Experiment

Experiments Related to Personality Research and Applications

6. Eysenck Personality Questionnaire
7. Cattell's 16PF
8. Myers and Briggs Type Indicator
9. Jungian Functional Types
10. Thematic Apperception Test

Experiments Related to Human Resources Management

11. Job Satisfaction Questionnaire
12. Emotional Intelligence Questionnaire
13. Job Involvement Scale
14. Occupational Health and Stress Questionnaire
15. Personal Value Questionnaire

Experiments Related to Motivation and Emotion

16. Need Achievement Test
17. Self-Actualization Test
18. Intrinsic and Extrinsic Motivation Tests
19. Emotional Awareness Test
20. Student Motivation Problem Solving Questionnaire

Experiments Related to Theories of Counseling

21. Multicultural Counseling
22. REBT Counseling
23. Anecdotal Reports
24. Holland Vocational Personality Inventory
25. Recreation and Leisure.

- This list is suggestive
- A minimum of 15 experiments/exercises must be completed

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	L	H	H	H	H	L	L	M
C02	L	H	H	H	H	L	L	M
C03	L	H	H	H	H	L	L	M
C04	L	H	H	H	H	L	L	M

Elective Paper

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY2EB	Group Dynamics and Social Living	4		40	60	Theory

CO1	:	To understand the group dynamics, social loafing and understand the nature of deindividuation
CO2	:	To learn group polarization and group thinking
CO3	:	To understand the individual influence in group and different types of leaderships
CO4	:	To learn the characteristics and consequences of the prejudice
CO5	:	To understand pro-social behaviour and techniques to develop peace in the society

Unit I: Orientation, Social Facilitation, Social Loafing and

Deindividuation Orientation: The Nature and Functions of Group- The Nature of Group Dynamics Social Facilitation: The Presence of others affects- Crowding- The Effects of Social Arousal.

Social Loafing: Many hands make light work- Everyday life experiences of Social Loafing.

Deindividuation : People lose sense of Self in Group- Doing together what one would not do alone- Diminished self awareness

Unit II: Group Polarization and Group Think

Group Polarization: Group intensifies individual opinion- Risky Shift phenomenon- Everyday life experiences and group polarization

Group Think: Groups hinder as well as assist group decision- Symptoms of Group Think- Critiquing Group think- Preventing Group Think- Group Problem Solving

Unit III: Individual Influencing the Group and Leader and Leadership

Individuals Influencing the Group: Consistency and Self-Confidence- Defection from the majority.

Leader and Leadership: An investigation of Leader Flexibility across Multiple Group Situations- the Contingency Model: A theory of Leadership Effectiveness- Self Categorization and Leadership: Effects of Group Prototypically and Leader Stereotypically- The Romance of Leadership

Unit IV: Prejudice

Prejudice: Disliking others- Nature and Power of Prejudice- Social, Motivational Cognitive sources of Prejudice- The effects of Prejudice- Discrimination

Aggression: Hurting others- Nature and theories of aggression- Influence of aggression- Management of Aggression- Intervention for Aggression

Unit V: Prosocial Behaviour

Pro Social Behavior: Helping others- Reasons for helping- Time for helping- Who will help? - Steps to increase helping behavior

Conflict and Peace Making: Reasons for conflict- Types of Conflict- Achieving Peace.

Reference Books

1. John M.L. & Richard L.M. (2006). Small Groups. New York. Psychology Press.
2. Myers D.G (2006). Social Psychology. New Delhi. Tata Mc- Graw Hill Publishing

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
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C01	H	M	H	H	H	H	M	L
C02	H	M	H	H	M	M	L	L
C03	H	L	M	M	L	L	M	M
C04	H	H	H	M	M	L	L	L
C05	H	L	H	L	M	M	L	H

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY3CA	Psychopathology and Mental Hygiene	4		40	60	Theory

Introduction: This course provides detailed introduction about the various paradigms in psychopathology. The aim of this course is to help students to understand psychological disorders. Students can be able to learn about the developmental and cognitive disorder.

CO1	To become familiar to various paradigms in psychopathology
CO2	To gain knowledge in the classification of anxiety and somatoform disorder
CO3	To become proficient in mood disorders and its related consequences
CO4	To enable the students to understand the personality and substance related disorders
CO5	To gain knowledge in the cognitive disorder

Unit I: Paradigms in Psychopathology

The Supernatural Paradigm - The Genetic Paradigm and The Neuroscience Paradigm.

The Psychoanalytic Paradigm - The Cognitive Paradigm - The Behavioral Paradigm - The Humanistic Paradigm and The Socio cultural Paradigm.

Factors That Cut Across the Paradigms – Diathesis - An Integrative Paradigm - Multiple Perspectives on a Clinical Problem.

Unit II: Classifications in Psychopathology, Anxiety and, Somatoform Disorders

Classifications: Categories of Maladaptive behavior-Advantages and Disadvantages. DSM-IV: Classification of Mental Disorders - The major diagnostic Categories and axis- The Multiaxial Approach - ICD-10: International Classification Mental Disorders.

The Complexity of Anxiety Disorders- Generalized Anxiety Disorder- Phobias - Types of Phobias - Post Traumatic disorders- Obsessive- Compulsive Disorder.

Somatoform -Dissociative – Conversion – Hypochondriasis – Pain and Factitious Disorders.

Unit III: Mood Disorders, Suicide, Eating and Sleeping Disorders

Understanding and Defining Mood Disorders: Prevalence - Causes- Treatment - Major Depressive Disorder (MDD) - Bipolar Disorders – Substance induced Mood Disorders – Alcohol induced Mood Disorders – Benzodiazepine induced Mood Disorders.

Suicide: Classifications of suicide – Methods of Suicide – Causes, Treatment and Prevention.

Eating Disorders: Major Types of Eating Disorders - Causes- Symptoms Complications – Diagnosis and Treatment. Sleep Disorders: Common Disorders – Classifications and Treatment.

Unit IV: Sexual, Gender Identity Disorders, Substance- Related, Impulse Control and Personality Disorders

Normal Sexuality - Gender Identity Disorders – Factors Determining a Person’s Sexual Disorder - Overview of Sexual Dysfunction – Types of Sexual Disorder - Assessing Sexual Behavior - Causes and Treatment of Sexual Dysfunction – Paraphilia.

Substance Related Disorder: Categories of Substance Related Disorders - Depressants – Stimulators - Opioids - Hallucinogens - Causes of Substance-Related Disorders - Treatment of Substance-Related Disorders - Impulse Control Disorders.

Personality Disorders - Cluster A Personality Disorders - Cluster B Personality Disorders - Personality Disorders - Paranoid – Schizoid – Schizotypal – Histrionic – Narcissistic – Anti-Social Personality Disorders.

Unit V: Schizophrenia, Psychotic, Developmental and Cognitive Disorders

Perspectives on Schizophrenia- Clinical Description- Symptoms and Subtypes- Causes – Diagnosis – Mechanisms and Treatment of Schizophrenia.

Developmental and Behavioral Disorders: Attention-Deficit Disorder (ADD)/Attention-Deficit Hyperactivity Disorder (ADHD) - Angelman Syndrome - Autism Spectrum Disorders - Bipolar Disorder - Central Auditory Processing Disorder (CAPD) - Cerebral Palsy - Down Syndrome - Expressive Language Disorder - Fragile X Syndrome - IsoDicentric 15 - Landau-Kleffner Syndrome - Learning Disabilities (LD) - Mental Retardation - Neural Tube Defects - Phenylketonuria (PKU) - Prader-Willi Syndrome - Seizure Disorders - Tourette Syndrome - Traumatic Brain Injury (TBI) - Williams Syndrome.

Cognitive Disorders – Sub Categories - Delirium- Dementia – aphasia – Causes – Diagnosis – Prevention and Treatment .

Reference Books

1. Alloy L. B., Riskind J.H. & Mandos M.J. (2006). Abnormal Psychology: Current Perspectives. 9th Edition, New Delhi, Tata McGraw-Hill Pub. Com. Ltd.
2. Diagnostic and Statistical Manual for Mental Disorders (DSM-IV). Fourth Edition, Washington DC, the Division of Publications and Marketing, American Psychiatric Association.
3. ICD-10. (2007). The ICD-10 Classification of Mental and Behavioral Disorders: Clinical Descriptions and Diagnostic Guidelines, Geneva, World Health Organization, AITBS Publishers in India.

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	H	L	L	M	H	M	M
C02	H	H	L	L	M	H	M	M
C03	H	H	L	L	M	H	M	M
C04	H	H	L	L	M	H	M	M
C05	H	H	L	L	H	H	M	M

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY3CB	Psycho Diagnostics	4		40	60	Theory

Introduction: This course provides understanding of DSM and ICD classification of disorders. The aim of this course is to help students to acquire knowledge about case history. Students can be able to learn about Psychiatric assessment.

CO1	To become proficient in DSM and ICD classification of disorders
CO2	To acquire knowledge about the psychiatric interview and case history
CO3	To enable the students to understand the MSE
CO4	To enable the student to understand the psychiatric assessments
CO5	To become proficient in psychiatric assessment.

Unit I: Psychiatric Classification

History of Psychiatric Classification: Advances in Classification since 1800 – Objection – Theoretical Limitations and Practical Requirements – Current Classification Systems – Reliability of Present Psychiatric Classification.

ICD-10 and its Predecessors: History- Principal Difference between Chapter V (F) of ICD-10 and Chapter V of ICD-9. Features of ICD-10. Classification of mental and behavioral disorders based on ICD-10.

DSM-IV-TR and its Predecessors: History. DSM-IV-TR –Features, Multiaxial Evaluation, New and Controversial Categories, Culture Bound Syndromes, Guidelines, Decision Trees and Differential Diagnosis. Diagnostic Categories based on DSM-IV-TR.

Unit-II: Psychiatric Interviewing, History

General Issues concerning Interviewing. Rapport. Various features of Interview Proper. Specific Issues: Fees, Confidentiality, Supervision, Missed appointment and length of sessions, Follow-up, Difficult Patients, Burnout.

Psychiatric Interview: Time Management, Arrangement of Seating, Arrangement of Office, Notes taking, Follow-up Interviews. Interviewing Variations. Therapists' behavior affecting Interview.

Case History: Objective of Case History. Identifying Data, Chief Complaints, Present Illness, Past Illness, Personal History.

Unit III: Signs and Symptoms and Mental Status Examination

Typical Signs and Symptoms of Psychiatric Illness: Disturbances of Consciousness – Disturbances of Emotions – Disturbances of Motor Behavior – Disturbances in Thinking – Disturbances in Speech – Disturbances associated with Perception – Disturbances in Memory –Disturbances in Intelligence – Levels of Insight – Levels of Judgment.

Mental Status Examination. General Description. Mood and Affectivity. Speech Characteristics. Perception. Thought Content and Mental trends. Sensorium and

Cognition. Impulsivity. Judgment and Insight. Reliability.

Unit IV: Assessment

Rating Scales: Characteristics of Rating Scales. Various Rating Scales – BPRS, Hamilton Anxiety Rating Scale, Hamilton Rating Scale for Depression, Yale-Brown Obsessive Compulsive Scale, PANSS, Social and Occupational Assessment Scale, GAF.

Personality Inventories: Personality and the Inventory Types – Personal Data Sheets, Minnesota Multiphasic Personality Inventory, Cattell's 16PF, Personality Inventory for Children. Response Set.

Projective Techniques in Personality Assessment: Rationale – Rorschach Psychodiagnostics – Thematic Apperception Test – Sentence Completion Test – Word Association Test – Draw a person test – Merits of Projective Technique - Criticisms on Projective Tests.

Unit V: Assessment and Report

Intelligence Testing: Stanford-Binet Era – Early diagnostic use of Stanford-Binet – Studies on Intratest variability with psychiatric patients using Stanford-Binet Test. Wechsler-Bellevue Scale and its successor as clinical instruments – Studies on Scatter.

Neuropsychological Testing: Assessment of Reasoning, Concept formation and Problem Solving, Memory, Orientation, Perceptual and psychomotor performance, Language, Attention and Concentration. Neuropsychological Test Batteries: Luria-Nebraska Neuropsychological Test Battery – Halstead Reitan Battery of Neuropsychological Testing.

Case Report: Structure of Case Report. Further Diagnostic Studies – Summary of Findings – Diagnosis – Prognosis – Psychodynamic Formulation and Defense Mechanisms – Treatment Plan.

Reference Books:

1. Cohen, R.J. (2002). Psychological Testing and Assessment – An introduction to test and Measurement. (5th Edition). US: McGrawHill.
2. Wolman, B.B. (1965). Handbook of Clinical Psychology. NY: McGrawHill.
3. Kaplan, H.I. & Sadock, B.J. (1994). Synopsis of Psychiatry – Behavioral Sciences/Clinical Psychiatry. (8th Edn). NY: Williams & Wilkins.
4. The ICD-10 Classification of Mental and Behavioral Disorders – Clinical descriptions and diagnostic guidelines. (2007). New Delhi: A.I.T.B.S.

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	H	L	L	M	H	M	L
C02	M	H	L	L	L	H	M	H
C03	H	H	L	M	L	H	L	L
C04	H	H	L	M	L	H	L	L
C05	H	H	L	M	L	H	L	L

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY3CC	Psychotherapeutics	4		40	60	Theory

Introduction: Psychotherapeutics helps students to understand the key concepts, process and procedure of psychotherapies as well as it help the students to develop knowledge in different aspects of therapies.

CO1	To enable the students to understand the key concept and therapeutic process of psychoanalytic therapy
CO2	To acquire knowledge in the process and procedures involved in adlerian and existential therapy
CO3	To become proficient in the therapeutic procedures and application of person centered and gestalt therapy
CO4	To acquire knowledge about the principle and process of reality and behavior therapy
CO5	To become proficient in CBT and REBT

Unit I

Definition – Types of Psychotherapy – The Counsellor as a therapeutic person – Personal counseling for the Therapist. The Therapist's values and the Therapeutic process: The role of Values in Therapy – Dealing with Value Conflicts – The Role of Values in Developing Therapeutic Goals – Issues faced by Beginning Therapists – Confidentiality.

Psychoanalytic Therapy: Key Concepts: Human nature - Structure of Personality – Consciousness and Unconsciousness – Ego-defense Mechanisms – Development of Personality. The Therapeutic Process: Goals – Therapist's Function and Role – Client's experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures – Free Association – Interpretation – Dream Analysis - Analysis and interpretation of Resistance - Analysis and interpretation of Transference.

Unit II

Adlerian Therapy: Key Concepts: Human nature – Subjective perception of Reality – Unity and Patterns of Human Personality – Social Interest and Community Feeling – Birth Order and Sibling Relationships. The Therapeutic Process: Goals – Therapist's Function and Role – Client's experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures – Establishing the Relationship – Exploring the Individual's Dynamics – Encouraging Self-Understanding and insight – Helping with Reorientation – Areas of Application.

Existential Therapy: Key Concepts: Human nature – The Capacity for Self-Awareness – Striving for Identity and Relationship to Others – The Search for Meaning – Anxiety as a condition of living – Awareness of Death and Nonbeing. The

Therapeutic Process: Goals – Therapist’s Function and Role – Client’s experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures

Unit III

Person – Centered Therapy: Key Concepts: Human Nature – Basic Characteristics - **The** Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – Evolution of Person – Centered Methods – The Role of Assessment – Areas of Application.

Gestalt Therapy: Key Concepts: Human Nature – Principles of Gestalt Therapy Theory – The Now – Unfinished Business – Personality as Peeling an Onion – Contact and Resistance to Contact – Energy and Blocks to Energy. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – The Experiment in Gestalt Therapy – Preparing Clients for Gestalt Experiments – The role of Confrontation – Techniques of Gestalt Therapy.

Unit IV

Reality Therapy: Key Concepts: Human Nature – Choice Theory Explanation of Behaviour – Characteristics of Reality Therapy. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – The Practice of Reality Therapy – The Counseling Environment – Procedures That Led to Change – The WDEP system.

Behaviour Therapy: Key Concepts: Human Nature – Basic Characteristics and assumptions. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – Relaxation Training and Related Methods – Systematic Desensitization Exposure Therapies – Assertion Training – Self – Management Programs and Self-Directed Behaviour – Multimodal Therapy -

Unit V

Cognitive Behaviour Therapy: Key Concepts: Human Nature – View of Emotional Disturbance – A-B-C Theory of Personality. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – The Practice of Rational Emotive Behaviour Therapy - Aaron Beck’s Cognitive Therapy – Basic Principles – The Client/Therapist Relationship - Applications of Cognitive Therapy.

References:

1. Gerald Corey, (2001) Theory and Practice of Counseling and Psychotherapy, 6th Edition, California, Wadsworth, Brooks/Cole.
2. Burl E. Gilliland And Richard K. James, (1998) Theories and Strategies in Counseling and Psychotherapy, London, Allyn and Bacon.
3. John C. Masters, Thomas G. Burish, Steven D. Hollon And David C. Rimm (1987) Behavior Therapy, 3rd Edition, New York, Harcourt Brace Jovanovich College Publishers.
4. Lewis R. Wolberg, (1977) The Technique of Psychotherapy, 3rd Edition, New

York, Grune&Stratton.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	H	L	M	M	H	L	L
C02	H	H	L	M	M	H	L	L
C03	H	H	L	M	M	H	L	L
C04	H	H	L	M	M	H	L	L
C05	H	H	L	M	M	H	L	L

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY3CD	Organisational Development Interventions	4		40	60	Theory

Introduction: This course provides detailed information of origin and development of organization. In this course students gain knowledge about the basic concepts of organisation development (OD), training and intervention.

CO1	To acquire knowledge about the origin and development of organization
CO2	To become proficient in theory and management of organization development
CO3	To acquire knowledge about the organization development and intervention
CO4	To become proficient in OD and structural intervention
CO5	To acquire knowledge about the T-group training

Unit I: Introduction to Organization Development

Overview of the Field of Organization Development: Laboratory Training, Survey Research and Feedback, Action Research, Socio-technical and Socio-clinical approaches

Values and Assumptions and Beliefs in OD: OD Values and Assumptions, Implications of OD and Assumptions

Unit II: Theory and Management of OD

Foundations of Organization Development: Models and Theories of Planned Change, Systems Theory, Participation and Empowerment, Teams and Teamwork, Managing the OD Process: Diagnosis, Action Component – OD Interventions,

Unit III: Team, Intergroup and Third-Party Peacemaking Interventions

Overview of OD Interventions: Classifying OD Interventions

Team Interventions: Teams and Work Groups, Broad Team-Building Interventions, Process Consultation Interventions

Unit IV: Comprehensive OD Interventions and Structural Interventions:

Survey Feedback, Grid Organization Development, Schein Cultural System, Trans-organizational Development

Structural Interventions: MBO, Quality Circles, TQM, High Performance Work Systems

Unit V: T-Group Training

T-Groups, Behaviour Modeling, Life and Career Planning. Coaching and Mentoring Future and Organizational Development

References Books:

1. French, W.L and Bell, Jr C.H. and Vohra V. Organization Development, Pearson

Education,2006

2. Schien, Organizational Psychology, Tata McGraw Hill, New Delhi,2005

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	H	H	L	M	H	H
C02	H	L	H	H	L	M	H	H
C03	H	L	H	H	L	M	H	H
C04	H	L	H	H	L	M	H	H
C05	H	L	H	H	L	M	H	H

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY3CP	Experimental Psychology III	4		40	60	Practical

Introduction: Students can develop their skills in conducting experiments, data collection, data analysis and report writing.

CO1	To acquire knowledge in the experiments related to psychopathology and mental hygiene
CO2	To acquire knowledge in the experiments related to psycho diagnostics
CO3	To acquire knowledge in the experiment related to psychotherapeutics
CO4	To acquire knowledge in the experiment related to organization development

Experiments Related to Psychopathology and Mental Hygiene

1. Mental Health Questionnaire
2. Bell's Adjustment Inventory
3. Beck's Depression Inventory
4. Maudsley Obsessional Compulsive Inventory
5. Clinical Case Study

Experiments Related to Psycho diagnostics

7. Minnesota Multiphase Personality Inventory
8. Scale for the Assessment of Positive Symptoms
9. Bender Gestalt Test
10. Wechsler's Intelligence Scale for Children
11. Luria-Nebraska Neuropsychological Test Battery

Experiments Related to Psychotherapeutics

12. Cognitive Emotive Regulation Questionnaire
13. Job Anxiety Scale
14. Jacobson's Progressive Relaxation Therapy
15. Assertiveness Questionnaire
16. Irrational Beliefs Test (IBT)

Experiments Related to (Organization Development) OD Interventions

17. Johari Window Exercise
18. Fundamental Interpersonal Relations Orientation – Behaviour (FIRO –B)
19. Team Effectiveness Questionnaire
20. Organizational Role Stress Scale
21. Organizational Culture: OCTAPACE Profile
 - This list is suggestive

- A minimum of 10 experiments/exercises must be completed

Mapping of Course Outcomes with Program Outcomes:**Program Outcomes**

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	L	H	H	H	H	L	L	M
C02	L	H	H	H	H	L	L	M
C03	L	H	H	H	H	L	L	M
C04	L	H	H	H	H	L	L	M

Elective Paper

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY3EA	Applied Statistics and Test Constructions	4		40	60	Theory

Introduction: This course introduces the application of statistical tools on industrial and environmental study and analyses. It enables the students to learn the statistical methods, test development, standardisation and their applications in psychology.

CO1	To acquire skills in the application of central tendency
CO2	To become proficient in ANOVA and Non-Parametric statistics
CO3	To acquire knowledge about the test correction
CO4	To enable the student to understand the reliability and validity
CO5	To acquire knowledge in the test development and standardization

UNIT 1: Central tendency, Variability, Correlation and Regression

Nature and Scope of Applied Statistics. Basic concepts – Random Samples, Variables and Constant.

Measures of Central Tendency – Mode, Median, Arithmetic Mean, Effects of Score Transformation. Variability – Range, Semi-Interquartile Range, Variance and Standard Deviation. Score Transformation and Effects of Variability. Comparing means of two distributions.

Correlational Analysis – Matter of Direction, Matter of Degree. Meaning of Correlation. Methods.

UNIT 2: Student t Test, ANOVA (one way, two-way), Non-parametric statistics

One tail test, two tail test. Student ‘t’ – Application and Purpose, Assumptions, Calculation, Interpretation. Large sample t test. Test of Significance of difference in proportions. ANOVA – Application and Purpose, Assumptions, Calculation of One-way ANOVA and Two-way ANOVA. Interpreting interaction in Two-way ANOVA. Honestly Significant Difference.

Non-parametric tests – Assumptions. Chi-Square. Mann Whitney U Test. Kruskal-Wallis one-way analysis of variance by ranks. Wilcoxon test
Comparison of Parametric and Non-parametric tests.

UNIT 3: Test Construction (Introduction, Item Writing and Item Analysis)

Test Construction: Meaning of Test in Psychology. Classification of Test.

Characteristics of a Good Test. General Steps in Test Construction.
Item Writing: Meaning and Types of Items. Essay type and Objective type tests.
General guidelines for Item Writing. General Method for scoring Objective Tests.
Meaning and Purpose. Power Tests. Item Difficulty. Optimal Difficulty Value for a
Reliable Test. Index of Discrimination. Item Response Theory. Distractor Analysis.
Speed Tests. Factors affecting the Index of Difficulty and the Index of
Discrimination. Power of Item Analysis. The Item Characteristics Curve.

UNIT 4: Reliability and Validity

Reliability – Meaning. Methods. Satisfactory size for reliability. Standard Error of
Measurement. Factors influencing Reliability of Test Scores. Improving reliability of
test scores. Estimation of True Scores. Index of reliability.
Validity- Meaning. Types. Convergent Validation and Divergent Validation. Statistical
Methods for calculating validity. Factors influencing validity. Relation between
reliability and validity.

UNIT 5: Norms and Test Scales, and Response Set in Test Scores

Norms and Test Scales – Meaning of Norm-Referencing and Criterion-
Referencing. Steps in Developing Norms. Types of Norms and Test Scales – Age
Equivalent Norms, Grade – Equivalent Norms, Percentile Norms, Standard Score
Norms.
Response Set – Meaning. Types of Response Set. Implications of Response
Set. Methods to eliminate Response Sets.

References

Singh, A.K. (1997). Tests, Measurements and Research Methods in Behavioral
Sciences. Patna: Bharati Bhawan.
Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology
and Education. (3rd Edn). Singapore: John Wiley & Sons.
Anastasi, A. & Urbina, S. (2003). Psychological Testing. (7th Edn). New Delhi: Prentice
Hall of India.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
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C01	H	M	M	M	H	H	L	H
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C04	H	M	M	M	H	H	L	H
C05	H	M	M	M	H	H	L	H

Elective Paper

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY4CA	Educational Psychology	4		40	60	Theory

CO1	To enable the student to understand the origin and research in educational psychology
CO2	To become proficient in the theories of cognitive development
CO3	To become proficient in intelligence testing and language development
CO4	To enable the student to understand the concepts related to learning and motivation
CO5	To enable the student to understand the children with disabilities

Unit-I

Exploring Educational Psychology: Historical Background – Teaching: Art and Science – **Effective Teaching: Professional Knowledge and Skills - Goal-Setting and Instructional Planning Skills – Classroom Management Skills – Motivational Skills – Communication Skills – Technological Skills.**

Research in Educational Psychology: The Scientific Research approach – Research Methods – Program Evaluation Research,– Research Challenges.

Unit-II

Cognitive Development: Piaget’s Theory: Cognitive Processes – Piagetian Stages – Evaluating Piaget’s Theory: Contributions and Criticisms.

Vygotsky’s Theory - Assumptions – The Zone of Proximal Development – Scaffolding – Language and Thought.

Unit-III

Language Development: Language – Morphology – Syntax – Semantics – Biological and Environmental Influences. Memory: Encoding – Storage – Retrieval and Forgetting.

Intelligence: Intelligence Tests – Theories of Multiple Intelligence - Information-Processing Approach – Segler’ View – Meta cognition – The Good Information-Processing Model.

Unit- IV

Learning: Behavioural Approaches to Learning – Classical Conditioning – Operant Conditioning. Increasing Desirable Behaviours - Decreasing Undesirable Behaviour. Bandura’s Social Cognitive Theory – Observational Learning.

Motivation: Perspectives on Motivation – Extrinsic and Intrinsic Motivation – Other Cognitive Process – Anxiety and Achievement – Social Motives.

Unit-V

Hard-to-Reach, Low Achieving Students: Discouraged Students – Uninterested and Alienated Students – Dealing with Problem Behaviours: Management Strategies – Dealing with Aggression – Classroom and School-Based Programs.

Children With Disabilities: Sensory Disorders – Physical disorders – Mental Retardation – Speech and Language Disorders – Learning Disabilities – Attention Deficit Hyperactivity Disorder – Emotional and Behavioural Disorders.

Reference Books:

1. JOHN W. SANTROCK, (2006) Educational Psychology, 2nd Edition, New Delhi, TataMcGraw-Hill.
2. NORMAN A. SPRINT HALL, RICHARD C. SPRINT HALL AND SHARON M. OJA, (1994) Educational Psychology, 6th Edition, New York, McGraw-Hill.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	H	L	L	M	L	M	H	H
C02	H	L	L	M	L	H	L	L
C03	M	H	L	H	H	L	L	M
C04	H	L	L	H	L	M	L	L
C05	H	H	L	M	L	M	L	L

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
19MPY4CB	Project Work/ Institutional Practicum	4		40	60	Theory

Introduction: To enhance the students practical experience by visiting and working in actual clinical/industrial setting/doing research project to develop research skills

CO1	:	To improve the students skills in Psycho-diagnostics, counseling, psychotherapy by doing clinical practicum in clinical
CO2	:	To improve the skills in recruitment, test administration, training and development, and intervention by doing internship in the organization
CO3	:	Developing skills in finding research problem, developing hypothesis, collecting data, analyzing data and writing research report by doing research project under the guidance of the faculty

Maximum Marks: 200 (Project Report 150 + Viva Voce 50)

1. The objective of the Project work/ Clinical Practicum is to further their knowledge in Psychology and Psycho-diagnostics under the direct supervision of a Psychologist in Clinical/Organizational setting.

2 A Candidate undertaking Project work/Clinical Practicum should be equipped with the theoretical knowledge in the discipline and practical skills in Psycho-diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective material.

3. During the Project work/Clinical Practicum the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference where n the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed. The candidate maybe guided to pursue ten case studies in detail.

4. Besides, the candidates may be required to collect information regarding the following:

- The history of the organization, the mission statement of the organization, personality sketch of the pioneers in the organization, historical development of the department of Psychology in the organization.
- The demands and expectations of the role of the Psychologist.
- The privileges of the Psychiatrist/Mangers/Psychologists in the hospital and Personnel in the Hospital.
- The functional domain and demarcations of Psychologist VsPsychiatrists
- The organizational chart of the Organization and the status ofteam.
- The test privileges available at the Hospital/Industry. The test approved for administration in the clinical setting by the team, procedures followed in administering the tests in diagnosis and management and follow up of the use of various test, infancy.

- The therapeutic privileges available at the Hospital/Industry especially, those approved by the clinical team to provide psychotherapies/counseling and group therapies.
- The details about the hospital routines, mainly about the admission procedures, document maintained, regular clinical/organizational conference, meetings and the follow-up of the cases in detail.

5. The Project work/Clinical Practicum after the completion of the practice,, the report should be submitted to the Department of Psychology, Bharathiar University on or before 30th April of the year in which the candidates did the Practicum,. The Report should adequately reflect the exposure to the training and experience gained by the candidates during the Practicum

Incase a candidate could not submit the report within the date specified he/she may be granted extension of time for three months at one time for submitting their report.

The students can do a Project Work under the guidance of a Faculty.
(OR)
The students can do the Clinical Practicum in reputed Institutions under the guidance of a Psychologist

6. Guides for the Project work/Clinical Practicum will be allotted as per the student –preference.

7. Submission: Clinical Practicum report can also be submitted as project work based on the case analysis results.

8. The Objective of the Project Work is mainly to give an exposure to the students on Research Methodology and application of Psychological Principles.

The Project work may be a survey (fact findings or exploratory nature). Construction or Standardization of a test, collection of clinical case studies, a Problem solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.

NORMS FOR EVALUATION FOR PROJECT REPORT

1. Introduction	30Marks
2. Methodology	30Marks
3. ReviewofLiterature	20Marks
4. ResultsandDiscussions	50Marks
5. Summaryand Conclusion	10 Marks
6. ReferencesorBibliography	10 Marks

ProjectReport	150Marks
VivaVoceExamination:	50Marks

Total	<u>200Marks</u>
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Mapping of Course Outcomes with Program Outcomes:

Program Outcomes

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C02	L	H	M	M	M	H	H	H
C03	M	H	M	H	H	M	H	H
