



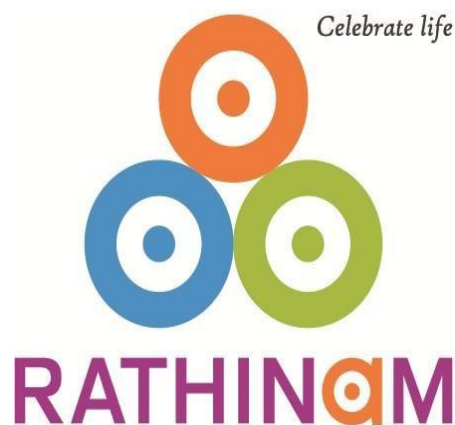
**RATHINAM**  
**COLLEGE OF ARTS & SCIENCE**



(An Autonomous Institution Affiliated to Bharathiar University, Accredited by NAAC with A++ (3.60 CGPA) in 3<sup>rd</sup> cycle,  
NIRF Ranked, Approved by AICTE and recognized by UGC under 2(f) & 12B)  
**Recognized under DBT STAR College Scheme by DBT, New Delhi**  
Rathinam Techzone Campus, Pollachi Road, Eachanari (PO), Coimbatore - 641021.

## **DEPARTMENT OF PSYCHOLOGY**

**RATHINAM COLLEGE OF ARTS AND  
SCIENCE (AUTONOMOUS)  
RATHINAM TECHZONE CAMPUS,  
EACHANARI, COIMBATORE -21.**



### **Syllabus for**

**MSc Applied Psychology (Semester I-IV)**

**2024-2025 Batch Onwards**

## **Vision and Mission of the Institution:**

### **VISION**

To emerge as a world-renowned Institution that is integrated with Industry to impart Knowledge, Skills, Research Culture and Values in youth who can accelerate the overall development of India.

### **MISSION**

To impart superior quality education at affordable cost, nurture academic and research excellence, maintain eco-friendly and future-ready infrastructure, and to create a team of well qualified teaching professionals who can build global competency and employability.

### **MOTTO**

Meaningful INDUSTRY-READY education and research by all means

## **Vision and Mission of the Department:**

### **VISION**

To cultivate a distinguished department within the institution, harmonizing cutting-edge industrial expertise with insights from psychology. Our pursuit is twofold: to attain acclaim for our academic prowess, research achievements, and innovative spirit, and to uphold our core values. By fostering an environment of excellence, we aim to attract top-tier faculty and students, thus playing a pivotal role in the nation's advancement.

### **MISSION**

To establish our department as a peer to any other within the institution, measured not only by the significance of our teaching and research but also by the caliber of our support services and facilities. We are committed to providing unparalleled learning opportunities, equipping students with innovative skills and a profound understanding of psychology, ensuring they are well-prepared for the demands of the future global workforce.

**Program Educational Objectives (PEO)**

<b>PEO1</b> :	Pursue a career as a globally competent and universally employable professional in core and related fields in diverse sectors who accelerates the overall development of India.
<b>PEO2</b> :	Pursue lifelong learning opportunities including graduate degrees to improve and expand domain specific and professional skills.
<b>PEO3</b> :	Advance personally and professionally by accepting professional and societal responsibilities, and pursuing leadership roles.

**Mapping of Institute Mission to PEO**

<b>Institute's Mission</b>	<b>PEO's</b>
To provide quality education at affordable cost, build academic and research excellence maintain eco-friendly and robust infrastructure, and	PEO1, PEO2
To create a team of well qualified faculty who can build global competency and employability among the youth of India.	PEO2, PEO3

**Mapping of Department Mission to PEO**

<b>Department Mission</b>	<b>PEO's</b>
Promoting rational thought	PEO 1, PEO 3
Cultivating research skills	PEO 2, PEO 3
Instilling professionalism	PEO 1, PEO 3,
Sustainable technical competence	PEO 2, PEO 3

**Program Outcomes (PO):**

<b>PO1</b> :	Demonstrate knowledge competency in core discipline
<b>PO2</b> :	Apply the appropriate knowledge and suitable skills in handling challenging situations.
<b>PO3</b> :	Conduct investigations of complex problems through various scientific approaches
<b>PO4</b> :	Design solutions for challenging, open-ended real-world or real-time problems.

<b>PO5</b>	: Use appropriate and advanced tools for wide range of practices with an understanding on its associated limitations
<b>PO6</b>	: Work effectively and responsibly as a member or a leader in a team
<b>PO7</b>	: Express complex concepts within the profession and with society at large
<b>PO8</b>	: Understand the professional roles and responsibilities
<b>PO9</b>	: Analyze social and environmental aspects of the professional practices
<b>PO10</b>	: Practice higher moral and ethical standards during the discharge of professional duties
<b>PO11</b>	: Incorporate commercial and financial acumen practices in all professional endeavors.
<b>PO12</b>	: Identify and address their professional development through lifelong learning

### **Program Specific Outcomes (PSO)**

<b>PSO 1:</b>	Able to integrate research practices and ethics in the application of psychology across clinical, counselling, education, industry and intellectual property rights policy.
<b>PSO 2:</b>	Able to develop newer strategies in applied field of psychology with counseling, intervention and therapeutic techniques that aligns with industry and technology
<b>PSO 3:</b>	Collaborate effectively in interdisciplinary teams, integrating psychological concept with other scientific and social disciplines to address contemporary societal issues

### Correlation between the POs and the PEOs

Program Outcomes	PEO 1	PEO 2	PEO 3
PO 1	3	1	3
PO 2	3	2	3
PO 3	1	2	3
PO 4	3	1	3
PO 5	3	3	2
PO 6	2	3	3
PO 7	2	3	1
PO 8	3	2	1
PO 9	2	2	3
PO 10	3	2	1
PO 11	2	1	1
PO 12	3	2	2
PSO 1	2	3	1
PSO 2	3	2	2
PSO 3	3	2	2

3 – Strong correlation; 2-moderate correlation; 1-Less correlation; Blank-no correlation

#### Components considered for Course Delivery is listed below:

- a. Class room Lecture
- b. Laboratory class and demo
- c. Assignments
- d. Mini Project
- e. Project
- f. Online Course
- g. External Participation
- h. Seminar
- i. Internship

**Mapping of POs with Course Delivery:**

Program Outcome	Course Delivery								
	a	b	c	d	E	f	g	h	i
PO1	3	3	1	1	2	1	3	3	1
PO2	3	3	2	3	3	1	1	2	3
PO3	3	3	1	3	1	1	1	2	3
PO4	2	3	2	3	3	1	1	3	1
PO5	3	2	1	3	1	3	3	3	3
PO6	2	3	1	3	3	1	2	3	3
PO7	2	3	1	3	1	1	2	3	3
PO8	2	2	1	2	3	3	2	3	3
PO9	1	1	2	3	3	3	2	3	3
PO10	2	1	2	3	2	2	2	2	2
PO11	1	1	2	2	2	3	3	3	3
PO12	1	2	3	2	2	2	3	3	3
PSO1	2	3	1	3	2	3	1	3	3
PSO2	3	2	2	3	3	2	2	3	2
PSO3	3	2	2	1	3	2	2	1	2

## MSc - Applied Psychology

S. No	Sem	Part	Sub Type	Subject	Credit	Hours	INT	EXT	Total
1	1	3	Theory	Advanced General Psychology	4	5	50	50	100
2	1	3	Theory	Cognitive Psychology	4	5	50	50	100
3	1	3	Theory	Advanced Social Psychology	4	5	50	50	100
4	1	3	Theory	Human Resource Management	4	5	50	50	100
5	1	3	Elective-I	Organizational Behaviour	4	5	50	50	100
6	1	3	Practical	Experimental Psychology-I	4	5	50	50	100
1	2	3	Theory	Psychopathology	4	5	50	50	100
2	2	3	Theory	Theories of Personality	4	5	50	50	100
3	2	3	Theory	Health Psychology	4	5	50	50	100
4	2	3	Theory	Research Methodology	4	5	50	50	100
5	2	3	Elective-II	Behaviour Modification	4	5	50	50	100
6	2	3	Practical	Experimental Psychology II	4	5	50	50	100
1	3	3	Theory	Neuro Psychology	4	6	50	50	100
2	3	3	Theory	Psychotherapeutics	4	6	50	50	100
3	3	3	Theory	Psychological Testing	4	6	50	50	100
4	3	3	Elective-III	Sports Psychology	4	6	50	50	100
5	3	3	Practical	Experimental Psychology III	4	6	50	50	100
6	3	3	ITR	Internship/Industrial Training	2		50	0	50
1	4	3	Theory	Consumer Psychology	4	6	50	50	100
2	4	3	Theory	Cyber Psychology	4	6	50	50	100
3	4	3	Practical	Experimental Psychology IV	4	6	50	50	100
4	4	3	Project	Project with Viva-Voce	8	12	100	100	200
				<b>Total credit</b>	<b>90</b>	<b>120</b>	<b>1150</b>	<b>1100</b>	<b>2250</b>

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Advanced General Psychology</b>	<b>4</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

**Introduction:** This course brushes upon the study of fundamental concepts of psychology and renders understanding on the various aspects in knowing Psychology. The aim is to enable the students to learn the key concepts, theories and processes in psychology.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

CO1	:	To acquire knowledge about the basic concepts and biological bases of human behavior.
CO2	:	To understand the concepts of sensation, perception, learning and memory.
CO3	:	To develop knowledge about the emphasis on thinking, language, intelligence and creativity.
CO4	:	To learn about the various aspects of motivation and emotions.
CO5	:	To acquire knowledge about various theories & perspective of personality as well as the assessments of personality and other assessments.

### **Unit-I: Definitions and Bases of Human Behaviour**

Definition of psychology. Types of Psychological Research. Contemporary approaches to Psychology. Scope of Psychology.

Biological bases of Human Behavior: Nervous system. Neurons. Structures and Functions of the Brain. Endocrine system. Genetic and Evolutionary Blue print of Behavior.

### **Unit II: Sensation & Perception, Learning & Memory**

**Sensation:** Visual system: Vision & Color Vision. Auditory system and other Senses.

**Perception:** Constancy Phenomena, Loss of organization, Types of Perception-Form, Depth, Movement. Illusions- Types of Illusion. Extrasensory Perception.

**Learning:** Nature of learning - Classical Conditioning - Operant Conditioning- Observational Learning-Cognitive factors and Learning. **Memory:** Nature of Memory- Memory Coding, Memory Storage- Memory Retrieval- Forgetting.

### **Unit - III: Thinking & Language, Intelligence & Creativity**

**Thinking:** Concept Formation- Problem solving- Critical Thinking- Reasoning-Decision



**Making. Language:** Language and Cognition- Language Acquisition- Language Development.

**Intelligence:** Theories on Intelligence-Assessment-Extremes of Intelligence-Influences on Intelligence. **Creativity:** Nature of Creativity-Steps in creativity Process-Characteristics of Creative thinkers.

#### Unit - IV: Motivation & Emotion

**Motivation:** Approaches to Motivation-Primary Motives and Learned Motives: Hunger,Sexuality, Social Motives, Need for Achievement.

**Emotion:** Biology of Emotion- Non-Biological Factors in Emotion - Classification in Emotion.

#### Unit - V: Personality - Theories & Assessment

**Theories of Personality** - Psychodynamic Perspective-Behavioral and Social Cognitive PerspectivesHumanistic Perspective- Trait Perspective.

**Assessment of Personality:** Self-Report test- Projective Test

**Other Assessments:** Behavioral Assessment- Cognitive Assessment

#### Reference Books

1. Passer, M.W. & Smith, R.E. (2019). *Psychology – The Science of Mind and Behaviour* (5<sup>th</sup> Edn). New Delhi: Tata McGraw-Hill.
2. Coon, D. & Mitterer, J, O. (2015). *Introduction to Psychology – Gateways to Mindand Behavior*. (14<sup>th</sup> Edn). USA: Thomson Wadsworth.

#### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	1	1	2	1	1	2	1	2	3	1	3	1	2
C02	2	1	1	3	1	2	1	1	1	1	3	1	2	3	1
C03	2	2	1	3	1	2	2	1	1	3	1	2	2	3	1
C04	2	1	2	1	1	1	3	1	1	1	1	3	2	3	1
C05	2	3	2	2	2	2	3	1	2	1	2	3	2	3	1

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Cognitive Psychology</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

**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 pattern recognition. Students can be able to learn about memory process and theories of cognitive development.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

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**

**Cognitive Psychology:** Meaning- 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 Cognitive Map.

**Unit II: Perception, Attention, Pattern Recognition and Consciousness**

**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 neuro-cognition of attention – Human Brain and Attention - PET.

**Pattern 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** – Neuro-cognition and STM – working memory – Capacity of STM – The coding of Information in STM – Retrieval of Information from STM

**Long term memory:** Neuro-cognition and LTM – LTM Storage and structure – Very long – Term Memory – Autobiographical Memories – Fallibility of Memory and Eyewitness Identification.

**Theories and Neuro-cognition:** Neuro-cognition 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 Books**

1. Solso, R. L. (2014). Cognitive Psychology (8<sup>th</sup> Edn). Delhi: Pearson
2. Eysenk, W. M and Keane, M. T. (2015) Cognitive Psychology: A Student's Handbook. (7<sup>th</sup> Edn). Psychology press. UK.

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	1	1	2	1	1	1	2	1	3	1	1	3	1	2
<b>C02</b>	3	3	3	2	1	2	3	2	2	3	3	3	3	2	2
<b>C03</b>	3	2	3	1	2	3	2	1	1	3	2	3	3	1	1
<b>C04</b>	3	3	2	2	1	2	1	1	1	3	3	2	3	2	1
<b>C05</b>	3	2	3	3	1	2	3	3	3	3	2	3	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Advanced Social Psychology	4	5	50	50	Theory

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

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

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**

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., & Branscombe, N. R. (2017). Social psychology (14th ed.). Pearson Education Limited.
2. Elliot Aronson, Timothy D. Wilson, and Robin M. Akert, (2015). Social Psychology, (9<sup>th</sup> Edn). Pearson Publishing.
3. Myers, D. G., & Twenge, J. M. (2016). Social psychology (12th ed.). McGraw-Hill Education.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	2	1	1	2	3	2	1	3	1	2	3	1	2
C02	3	2	1	1	1	1	2	2	1	3	2	1	3	2	2
C03	3	1	1	2	2	2	2	2	1	3	1	1	3	1	2
C04	3	1	1	2	2	2	2	1	1	3	1	1	3	2	1
C05	3	1	2	2	1	1	2	2	1	3	1	2	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Human Resource Management</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

**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.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

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 Books**

1. Rao, V.S.P. (2010). Human resources management: Text and cases (3rd ed.). Excel Books.
2. Dessler, G. & Varrkey. (2020). Human Resources management. (16<sup>th</sup> Edn). New Delhi: Pearson Education.
3. David A DeCenzp., & Stephen P Robbins. (2001). Personnel and/Human Resource Management”, (7<sup>th</sup> Edn). John Wiley & Sons.
4. Raymond J. Stone, (2008). Human Resources Management. (6<sup>th</sup> Edn). New York: John Wiley & Sons.

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	3	1	1	3	2	3	1	3	1	3	3	1	3
C02	2	1	3	2	1	3	2	2	2	2	1	3	3	2	2
C03	2	1	3	1	1	3	1	2	2	2	1	3	3	1	2
C04	3	1	3	1	1	2	1	1	1	3	1	3	3	2	1
C05	3	1	2	1	1	3	1	3	3	3	1	2	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Organizational Behavior</b>	<b>4</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

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

**Course Focus on:** Skill Development/ Employability/Research

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 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, Skinners 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, 9<sup>th</sup>edition,2006.
2. Hellriegel, Slocum and Woodman, “Organizational Behavior”, South-Western, Thomson Learning, 9<sup>th</sup> edition,2004.
3. Fred Luthans, “Organizational Behavior”, McGraw Hill Book Co.,2005.
4. New Strom & Davis, “Organizational Behaviour”, McGraw Hill,2004
5. Jaffa Harris and Sandra Hartman, “Organizational Behaviour”, Jaico,2003.
6. JitS.Chand, Organizational Behavior, Vikas Publishing House Pvt. Ltd. 2<sup>nd</sup> edition,2001

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	3	1	1	3	2	3	1	3	1	3	3	1	3
C02	2	1	3	2	1	3	2	2	2	2	1	3	3	2	2
C03	2	1	3	1	1	3	1	2	2	2	1	3	3	1	2
C04	3	1	3	1	1	2	1	1	1	3	1	3	3	2	1
C05	3	1	2	1	1	3	1	3	3	3	1	2	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Experimental Psychology-I</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Practical</b>

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

**Course Focus on:** Skill Development/Employability/Research

**Course Outcome:**

CO1	:	To become proficient in conducting General Psychology related experiments
CO2	:	To become proficient in Cognitive Psychology related experiments
CO3	:	To become proficient in conducting Human Resource Management related experiments
CO4	:	To become proficient in conducting Social Psychology related experiments

## Experiments

1. Teacher's Emotional Intelligence Inventory (PP) by *Shubra Mangal*
2. Behaviour Orientation Scale (Machiavellianism Scale) (PP) by *Praveen Kumar Jha*
3. Emotional Intelligence Scale (PP) by *Ekta Sharma*
4. Long Term Memory (PP) by *Dr. Kranti K Srivastava*
5. Continuous Visual Memory Test (PP) by *Donald E. Trahan and Glenn J. Larrabee*
6. IIP Aggression Scale (PP) by *Dr. Kranti K Srivastava*
7. Occupational Aspirational Scale (PP) by *J.S. Grewal*
8. Learning Disability Battery (AP) by *Rajshree Bhargava and R. L. Bhardwaj.*
9. Stroop Effect (AP) by *John Ridley Stroop*
10. Cognitive Battery Tests of Cognitive Abilities (AP) by *Richard W. Woodcock, Kevin S. McGrew & Nancy Mather*
11. Wechsler Adult Intelligence Scale (AP) by *David Wechsler*
12. Passi Test of Creativity (AP) by *B. K. Passi*
13. Memory Drum Apparatus (AP) by *G. E. Müller and Frederich Schumann*
14. Muller Lyre Apparatus (AP) by *Franz Carl Müller-Lyer*

- This list is suggestive
- A minimum of 10 experiments must be completed

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	1	3	3	3	3	1	1	2	1	1	3	3	3	1	2
<b>C02</b>	1	3	3	3	3	1	1	2	1	1	3	3	3	2	2
<b>C03</b>	1	3	3	3	3	1	1	2	1	1	3	3	3	1	2
<b>C04</b>	1	3	3	3	3	1	1	2	1	1	3	3	3	2	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Psychopathology</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

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 will be able to learn about the developmental and cognitive disorder.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

CO1	Aware of historical background & Classification systems of clinical psychology & able to use the assessment methods of clinical psychology
CO2	Explain various causes of schizophrenia, mood & somatoform disorder and do the diagnostic formulation
CO3	Discuss about the causes and diagnostic criteria for the types of personality, dissociative and sexual disorders.
CO4	The students will be able to analyse the causes and explain the symptoms of anxiety disorders & disorders of childhood and adolescents.
CO5	To gain knowledge in the cognitive disorder The students will be able to identify the causes of stress and the effect of traumatic events. Gets trained in the strategies to prevent mental illness and promote mental health.

**Unit I: Introduction and Classification**

**Clinical Psychology:** Definition – Brief History – Characteristics – Activities – Training – Ethics.

**Maladaptive Behaviour:** Psychosocial perspectives. **Classification:** DSM-IV TR – DSM-V – ICD-11 – Clinical interview & observation – Psychological tests – Psychological assessment in legal cases – Integration of assessment data - **Communicating Assessment Findings:** Goals – Writing style – Organizing report.

**Unit II: Schizophrenia, Mood and Somatoform Disorders**

**Biopsychosocial Causes & Clinical Picture**

**Schizophrenia:** Types – Cognitive model of delusions – Trauma model of hallucination. **Mood**

**Disorders:** Major depression – SAD - Dysthymia – Adjustment disorder with depressed mood.

**Bipolar Disorders:** Cyclothymia – Bipolar I & II – Other mood disorders – Postpartum depression.

**Somatoform Disorders:** Somatization – Hypochondriasis – Body Dysmorphic disorder – Conversion disorder.

### **Unit III: Personality, Dissociative and Sexual Disorders**

#### **Biopsychosocial Causes & Clinical Picture**

**Personality Disorders:** Cluster A – Cluster B – Psychopathy: Neurological mechanisms – Treatment – Cluster C disorders. **Dissociative Disorders:** Meaning – Types. **Sexual Disorders:** Human-sexual response cycle; **Sexual Dysfunction:** Erectile Dysfunction – Premature Ejaculation – Vaginismus – Treatment. **Paraphilias:** Paedophilia – Long term & proximal risk factors – Transvestic Fetishism – Gender identity disorder.

### **Unit IV: Anxiety Disorders and Disorders of Childhood & Adolescence**

**Anxiety Disorders:** Meaning – Types: GAD – Phobia – Panic attack – OCD. **Childhood and Adolescent Disorders:** Learning difficulties - Autism – ADHD – Working with adult ADHD – Eating disorders – **Addictions:** Alcohol – Heroin – Pathological gambling – Internet addiction. **Suicide:** Meaning – Risk factors – Warning signs & symptoms – Prevention – Role of Parents, Teachers, Psychologists and Society.

### **Unit V: Mental Hygiene and Mental Health**

**Mental Hygiene:** Meaning – Goals – Functions – Prevention and promotion. **Mental Health:** Definition – Symptoms of poor mental health – Characteristics of mentally healthy person – Mental health services and Act in India. **Coping with Trauma Related Conditions:** Rape – Military combat – Being a prisoner of war / concentration camp. **Coping with Chronic Illness:** Cancer – HIV AIDS – Diabetes – Hypertension. **Chronic Pain:** Pain Management Techniques.

### **Reference Books**

1. Jill M Hooley, James N Butcher, Mathew K Nock, Susan M Mineka, “Abnormal Psychology”, 17th Edition, Pearson Education, New York, 2016.
2. Hecker, J. E. & Thorpe, G. L., “Introduction to Clinical Psychology”, Pearson Education, New Delhi, 2005.
3. Alloy L. B., Riskind J.H. & Mandos M.J. (2006). Abnormal Psychology: Current Perspectives. (9<sup>th</sup> Edn). New Delhi, Tata McGraw-Hill Pub. Com. Ltd.
4. Bennett, P., “Abnormal and Clinical Psychology”, Tata McGraw-Hill Education, New Delhi, 2010.
5. Kaplan, H. J. & Sadcock, B. J., “Synopsis of Psychiatry”, 10th Edition, B. L. Wanerly Pvt Ltd, New Delhi, 2015.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	3	1	1	2	3	2	2	3	3	3	1	3	1	2
<b>C02</b>	3	3	1	1	2	3	2	2	2	3	3	1	3	2	2
<b>C03</b>	3	3	1	1	2	3	2	2	2	3	3	1	3	1	2
<b>C04</b>	3	3	1	1	2	3	2	2	2	3	3	1	3	2	2
<b>C05</b>	3	3	1	1	3	3	2	2	2	3	3	1	3	3	2



Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Health Psychology	4	5	50	50	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.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

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.

## **UNIT 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 GeneralAdaption 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**

2. Charles Abraham, Mark Conner, Fiona Jones and Daryl O’Conner (2016). Health Psychology, Routledge Publishers.
3. Gordon, E. and Eric, G. (2015). Health And Wellness (12<sup>th</sup> Edn). Boston. Jones and Bartlett Publishers.
4. Margaret, K. Snooks (2008). Health Psychology: Biological, Psychological, and Sociocultural Perspectives. (1<sup>st</sup> Edn). Boston. Jones and Bartlett Publishers.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	2	3	3	1	1	1	1	2	3	2	3	3	1	1
<b>C02</b>	3	2	1	3	1	1	3	3	2	3	2	1	3	2	3
<b>C03</b>	1	3	3	1	1	1	3	3	2	1	3	3	3	1	3
<b>C04</b>	1	3	3	2	1	1	2	2	1	1	3	3	3	2	2
<b>C05</b>	3	1	2	3	1	3	3	2	2	3	1	2	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Theories of Personality</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

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

**Course Focus on:** Skill Development/ Employability/Research

### Course Outcome

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	:	To analyze the Hindu, Zen, Buddhist and Sufism tradition of personality and 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: Hindu, Zen, Buddhist and Sufism Tradition and Research**

Hindu tradition: History - Major concepts – dynamics - structure – evaluation. Zen Tradition: Major concepts – dynamics - structure. Buddhist Tradition: History - Major concepts – dynamics - structure. Sufism: History - Major concepts – dynamics – structure.

Basic assumptions in retrospect - Evaluation of personality theories - New World of Personality

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. (2023). Personality: Understanding ourselves and others (5th ed.). Routledge.
2. Hjelle, L. A., & Ziegler, D. J. (2020). Personality theories: History, content, and research (10th ed.). Routledge.

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	2	3	1	1	1	1	2	1	3	2	3	3	1	2
<b>C02</b>	3	3	2	2	1	2	1	1	1	3	3	2	3	2	1
<b>C03</b>	3	3	1	2	1	3	2	1	1	3	3	1	3	1	1
<b>C04</b>	3	3	3	2	2	3	1	1	1	3	3	3	3	2	1
<b>C05</b>	1	2	2	2	3	3	1	3	3	1	2	2	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Research Methodology</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

**Introduction:** This paper consists of detailed account of the Research Methodology, Types of Research Design and Report Writing. It aids students to develop knowledge in different aspects of the research and ethical issues in conducting research.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

CO1	:	Understand the meaning of the research, various paradigms and methods of research
CO2	:	Differentiate the different sampling techniques, variables and hypotheses
CO3	:	Analyse the various research designs
CO4	:	Comprehend the different steps in qualitative research
CO5	:	The method of writing research report and publication of the findings

### Unit I: Introduction to Research

**Research:** Meaning – Purpose –History of scientific research in Psychology - Ethical issues in Psychological Research – **Paradigms of Research:** Quantitative – Qualitative – Mixed methods approach

**Methods of Research:** Introspection - Interview – observation – survey – Experiment- Quasiexperiment – Field studies

### Unit II: Research Process

**Research Process:** Steps - Research Problem -Operational Definition - **Review of Relevant**

**Literature:** Sources **Collection of Data:** Meaning - Methods **Population:** Meaning - Samples – Kinds of Samples – Determination of Sample Size – **Sampling Techniques:** Probability and Non-Probability –

**Variables:** Types - **Research Hypotheses:** Types – Criteria for Good Hypotheses

### Unit III: Research Design

Meaning of Research Design -Need for Research Design- Features of a Good Design- Important Concepts Relating to Research Design - **Different Research Designs:** Exploratory Research-

Descriptive and Diagnostic Research – Hypothesis Testing Research - **Basic Principles of Experimental Designs- Informal Experimental Designs:** Before-and-after without control design- After-only with control design - Before-and-after with control design.- **Formal experimental designs:** Completely Randomized Design - Randomized Block Design - Latin Square Design - Factorial Designs- **Non-Experimental Designs:** Relational-Comparative-cross sectional/cultural – Longitudinal

#### **Unit IV: Qualitative Research**

Meaning - Quantitative vs Qualitative - **Methods of Data Collection:** Observation – Interview – Focus Group Discussion – Case Studies –Personal Document Technique – **Analysing Qualitative Research:** Narrative Analysis - Discourse Analysis – Thematic Analysis – Content Analysis. **Reporting Qualitative Research Data. Data Analysis Software:** SPSS and NVivo

#### **Unit V: Report Writing**

**Meaning** – Structure and Format to write a report (APA 7<sup>th</sup>ed Guidelines – Steps in Writing a report – Types – Reference Manager – Precautions in writing a report – Art of writing a research proposal - How to publish a paper. **Key Issues:** Plagiarism – Bias

#### **Reference Books**

1. Kothari, C.R. & Garg, G. (2019). Research Methodology – Methods and Techniques. New Delhi:New Age International Publishers.
2. Coaley, K. (2010). An Introduction to Psychological Assessment and Psychometrics. New Delhi:Sage Publications.
3. McBurney, D.H. (2006). Research Methods. (7<sup>th</sup> Edn). US :Wadsworth.
4. Kerlinger, F.N. (2013). Foundations of Behavioral Research. India: Surjeet Publications.
5. Goode &Hatt. (2017). Methods in Social Research. India: Asia Law House.
6. Shaughnessy, J.J., Zechmeister, E.B. &Zechmeister, J.S. (2014).Research Methods in Psychology.(10<sup>th</sup> Edn). Singapore: McGraw-Hill.
7. Singh, A.K. (2019). Tests, Measurements and Research Methods inBehavioral Sciences. Patna:Bharati Bhawan.



**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	1	2	3	1	3	1	1	1	3	1	2	3	1	1
<b>C02</b>	2	1	1	1	3	1	1	3	1	2	1	1	3	2	3
<b>C03</b>	1	1	1	1	3	2	1	3	2	1	1	1	3	1	3
<b>C04</b>	1	1	1	2	3	1	1	3	1	1	1	1	3	2	3
<b>C05</b>	2	2	1	2	3	2	1	3	2	2	2	1	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Behaviour Modification</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

**Introduction:** This paper provides an introduction about human behavior and how behavior can be changed or treated. This course discusses reinforcement theory and how those techniques can be applied to positively or negatively affect human behavior

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

CO1	To acquire knowledge about behavior and its areas of applications.
CO2	To acquire skills on basic principles of behaviour modification.
CO3	To become proficient in measuring, observing and recording behaviour.
CO4	To acquire knowledge about behaviour modification techniques.
CO5	To acquire skills about cognitive therapy and cognitive restructuring.

**UNIT I : INTRODUCTION TO BEHAVIOR**

Human Behavior: Meaning - Behavior Modification: Meaning - Characteristics - Areas of Application: Developmental Disabilities - Mental illness – Education- Rehabilitation - Community - Business, Industry, and Human Services - Self Management- Child Management – Sports.

**UNIT II: BASIC PRINCIPLES OF BEHAVIOUR MODIFICATION**

Reinforcement: Factors Influencing the Effectiveness of Reinforcement- Schedules of Reinforcement – Extinction: Factors Influencing Extinction – Punishment: Factors Influencing the Effectiveness of Punishment - Stimulus Control: Discrimination and Generalization.

**UNIT III: MEASUREMENT OF BEHAVIOUR AND BEHAVIOUR CHANGE**

Target Behaviour: Definition - Observing and Recording Behaviour- The Logistic of Recording - The Observer- Principles and methods of Recording - Recording Instrument – Graphing Behaviour and Measuring Change.

**UNIT IV: BEHAVIOUR MODIFICATION TECHNIQUES**

Systematic Desensitization Process- Application- Basic Techniques: JPMR – REBT-Aversive techniques - Flooding- Modeling- Shaping- Prompting - Fading- Chaining-Token Economy- Time Out.

**UNIT V: MANAGEMENT OF BIO-PSYCHOSOCIAL ISSUES**

Management of Anxiety – Stress - Obesity - Phobia - Stuttering and Stammering- - Cognitive Behaviour Modification: Cognitive Therapy- Cognitive Restructuring- Self Management methods. Risk Factor Modification - Lifestyle Management - Interventions for Chronic Illness.

**Reference books:**

1. Miltenberger, R. G ., (2015). Behavior Modification. (6<sup>th</sup> Edn). Wadsworth Publishing Co Inc.
2. Martin,G; Pear, J (2014). Behavior Modification: What it is and how to do it. (10<sup>th</sup> Edn). NJ: Pearson Prentice Hall.
3. Wolpe.J., (1992). The Practice of Behavior Therapy. (4<sup>th</sup> Edn) NJ: Pearson Prentice Hall.

**Mapping of Course Outcomes with Program Outcomes**

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	3	3	1	2	2	1	1	2	3	3	3	3	3	1
<b>C02</b>	3	3	3	1	3	2	1	1	3	3	3	3	3	2	1
<b>C03</b>	2	1	3	1	2	2	1	3	2	2	1	3	2	2	3
<b>C04</b>	1	2	2	3	3	2	1	3	2	1	2	2	1	2	3
<b>C05</b>	1	1	1	3	3	2	3	3	3	1	1	1	1	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Experimental Psychology II</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Practical</b>

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

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

CO1	To acquire knowledge in the experiments related to Psychopathology
CO2	To acquire knowledge in the experiments related to Research Methodology
CO3	To acquire knowledge in the experiment related to Positive Psychology
CO4	To acquire knowledge in the experiment related to Health Psychology and Theories of Personality

### Experiments

1. Clinical Analysis Questionnaire (PP) by *Krug, S. E., Cattell, R. B., & Delhees*
  2. Children's Measure of Obsessive-Compulsive Symptoms (PP) by *Cecil R. Reynolds and Ronald B. Livingston*
  3. Eating Disorder Inventory (PP) by *D.M. Garner*
  4. Minnesota Multiphase Personality Inventory (PP) by *Starke R. Hathaway*
  5. Scale for the Assessment of Positive Symptoms (PP) by *Andreasen and Nancy C*
  6. Five Factor Personality Inventory for Children (PP) by *Barbaranelli, Caprara, Rabasca, and Pastorelli.*
  7. Eysenck's Personality Questionnaire (PP) by *Hans J. Eysenck*
  8. Bender Gestalt Test (AP) by *Lauretta Bender*
  9. Habit Interference Board (AP) by *Warner Brown*
  10. Child Apperception Test (AP) by *Leopold Bellak and Sonya Sorel Bellak*
  11. Rorschach Ink Blot Test (AP) by *Hermann Rorschach*
  12. Thematic Apperception Test (AP) by *Henry A. Murray*
  13. Experiments on Induced Stress and Task Performance (AP) by *Robert Yerkes and John Dillingham Dodson*
  14. Normal Probability Curve Demonstration Apparatus (AP) by *Galton Board*
- This list is suggestive
  - A minimum of 10 experiments/exercises must be completed

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	1	3	3	3	3	1	1	2	1	1	3	3	3	1	2
<b>C02</b>	1	3	3	3	3	1	1	2	1	1	3	3	3	2	2
<b>C03</b>	1	3	3	3	3	1	1	2	2	1	3	3	3	1	2
<b>C04</b>	1	3	3	3	3	1	1	2	3	1	3	3	3	2	2

Subject code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Neuro Psychology</b>	<b>4</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

**Introduction:**

This course introduces the study of Brain and its associated psychological Process, which helps to give an understanding to the field of Neuro Psychology. The aim is to enable the students to know the key concepts and structures in neuropsychology.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

CO1	To enable the students to understand the key concept and Disorders in Neuropsychology
CO2	To acquire knowledge in the anatomy and functioning of frontal lobe and temporal lobe
CO3	To acquire knowledge in the anatomy and functioning of Parietal lobe
CO4	To acquire knowledge in the anatomy and functioning of Occipital lobe and other developmental disorders
CO5	To become proficient in assessments used in neuropsychology

**Unit- I Introduction to Neuropsychology**

Neuro Psychology: Definition – Nature - Scope - Brief History – Basic Anatomy of the Brain: Hind Brain – Mid Brain – Fore Brain – Meninges – Ventricles – Cerebrospinal Fluid – Brain Functioning: Integration – Lateralization and Dominance – Neuro Plasticity - Common Neurological Disorders.

**Unit- II Frontal Lobe and Parietal Lobe**

Frontal Lobe: Anatomy and Functional Organization - Motor Cortex Dysfunction – Prefrontal Cortex Dysfunction – Brocas’ Area – Brocas’ Aphasia: Description - Analysis – Orbito Frontal Cortex Dysfunction and Personality. Temporal Lobe: Anatomical Features - Functional Organization - Auditory Perception Disturbances – Language Dysfunction: Wernicke’s Aphasia: Description – Analysis – Memory Dysfunctions – Complex Partial Seizure – Changes in Motivational and Emotional Behaviour.

### **Unit- III Parietal Lobe**

Parietal Lobe: Introduction - Anatomical Features: Anterior Parietal Lobe Dysfunctions: Somato Sensory Thresholds – Somato Perceptual Disorders – Disorders of Body Schema; Posterior Parietal Lobe Dysfunctions: Balint Syndrome – Disorders of Spatial Orientation – Apraxia – Spatial Dyslexia and Dyscalculia – Unilateral Spatial Neglect – Gerstmanns' Syndrome.

### **Unit- IV Occipital Lobe and Developmental Disorders**

Anatomical Features: Visual Pathway Dysfunctions - Cerebral Blindness - Visual Perception Defects – Visual Agnosia.; Neurological Basis of Developmental Disorders: Learning Disabilities – Types – Reading Disabilities – Non Language Learning Disabilities: Hyperactivity –Cerebral Palsy – Hydrocephalus – Autism – Fragile X Syndrome – Fetal Alcohol Syndrome.

### **Unit- V Assessment in Neuropsychology**

A) Neuro-physiological Assessment: Meaning - Introduction - Brain Imaging Techniques: Meaning - CT scan – MRI; Methods to Study Functional Status: PET - Methods to Study Electrical Activities: EEG – BEAM.

B) Neuro-psychological Assessment: Meaning – Uses - Bender Gestalt - Luria Nebraska Neuro-Psychological Battery - Halstead Reitan Battery - PGI Battery of Brain Dysfunction - Wechsler's Memory Scale - Memory for Design Test.

### **REFERENCES:**

1. Bryan Kolb, (2003): Fundamental of Human Neuro-psychology, (5th Edition), New York: Worth Publishers.
2. Kevin Walsh, A. O. (2001): Neuro-psychology: A Clinical Approaches, New York: Churchill Livingstone.
3. Kaplan, H.I. &Sadock, B.J. (2014). Synopsis of Psychiatry – Behavioral Sciences/Clinical Psychiatry. (11<sup>th</sup>Edn). NY: Williams &Wilkins.

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	2	1	1	1	1	2	1	1	3	2	1	3	1	1
<b>C02</b>	2	1	1	2	1	2	3	2	2	2	1	1	3	2	2
<b>C03</b>	2	1	1	2	1	2	3	2	3	2	1	1	3	1	2
<b>C04</b>	2	1	1	2	1	2	3	2	2	2	1	1	3	2	2
<b>C05</b>	2	1	1	3	1	2	3	3	2	2	1	1	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Psychotherapeutics	4	6	50	50	Theory



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

**Course Focus on:** Skill Development/ Employability/Research

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 – Introduction to Therapies

**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:** 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 & Existential Therapy

**Adlerian Therapy:** 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:** 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 & Gestalt Therapy**

**Person – Centered Therapy:** 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:** 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 & Behavior Therapy**

**Reality Therapy:** 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 Lad to Change – The WDEP system.

**Behavior Therapy:** 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 Behavior Therapy**

**Cognitive Behaviour Therapy:** 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, 6<sup>th</sup> Edition, California, Wadsworth, Brooks/Cole.
2. Burl E. Gilliland And Richard K. James, (2005) Theories and Strategies in Counseling and Psychotherapy, London, Allyn and Bacon.
3. Lewis R. Wolberg, (2000) The Technique of Psychotherapy, 3<sup>rd</sup> Edition, New York, Grune Stratton.

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	2	3	1	3	1	1	1	3	1	2	3	1	1
C02	2	1	1	1	3	1	1	3	1	2	1	1	3	2	3
C03	1	1	1	1	3	2	1	3	2	1	1	1	3	1	3
C04	1	1	1	2	3	1	1	3	1	1	1	1	3	2	3
C05	2	2	1	2	3	2	1	3	2	2	2	1	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Psychological Testing	4	6	50	50	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 will be able to learn about Psychiatric assessment.

**Course Focus on:** Skill Development/ Employability/Research

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

**Unit-II: Psychiatric Interviewing, History**

**General Issues concerning Interviewing.** Rapport. Various features of Interview. 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 Taking

**Unit III: Signs and Symptoms and Mental Status Examination**

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

**Mental Status Examination.** 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. Weschler-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.

**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. (2022). Psychological Testing and Assessment – An introduction to test and Measurement. (10<sup>th</sup> Edition). US: McGraw Hill.
2. Wolman, B.B.(2000) . Handbook of Clinical Psychology. NY: McGraw Hill.
3. Kaplan, H.I. &Sadock, B.J. (2014). Synopsis of Psychiatry – Behavioral Sciences/Clinical Psychiatry. (11<sup>th</sup>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:**

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	3	1	1	2	3	2	2	3	3	3	1	3	1	2
<b>C02</b>	3	3	1	1	2	3	2	2	2	3	3	1	3	2	2
<b>C03</b>	3	3	1	1	2	3	2	2	2	3	3	1	3	1	2
<b>C04</b>	3	3	1	1	2	3	2	2	2	3	3	1	3	2	2
<b>C05</b>	3	3	1	1	3	3	2	2	2	3	3	1	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Sports Psychology</b>	<b>4</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

Introduction: Sports psychology enable students understand the mental side of sports and understand the underlying psychological concepts. This course also emphasis on the application of these psychological concepts to the sportsmen.

**Course Focus on: Skill Development/ Employability/Research**

CO1	:	To understand the history, research methods of sports psychology and the mental side of sports.
CO2	:	To learn about the key concepts of athletic behavior
CO3	:	To understand the cognitive aspects of sports & theories related to it.
CO4	:	To learn about the social psychology of sports.
CO5	:	To understand the application of various aspects of sports psychology.

**Unit-I: Mental Side of Sport**

The Mental Side of Sport: Introduction to Sports Psychology- Factors influencing the mental demands of a given sport- sports and exercise psychology as an academic discipline- history of sport and exercise psychology- Research methods in sports and exercise psychology- what do sport Psychologist do

**Unit-II: Exploring Athletic Behaviour: Key Concepts**

Exploring Athletic behavior- Key concepts: Motivation and Goal setting- anxiety in Sport Performance- Concentration in Sports Performance- Self- Confidence- Peak Performance and Expertise.

**Unit-III: Cognitive Psychology and Sports**

Cognitive Psychology and Sport- Cognitive Style and Sport- Attention Style and performance- Imagery and Sport Performance- Attribution of self and others- Arousal, Stress and Anxiety.

Theories: Implicit Theories- Self- Determination Theory- Expectancy Value- Motivational Theory- Goal Theory- Attributions Theory.

**Unit- IV: Sports in Context: Social Psychology of Sports**

Sport in Context: The Social Psychology of Sport: Social Facilitation- Social Loafing- Team Dynamics- Group Process- Casual Attribution in Sport- Violence and Aggression in Sports.

**Unit-V: Applying Sport Psychological Phenomena**

Applying Sport Psychological Phenomena: Mental Skill Training- Self Talk- Mental Imagery- Relaxation Training- Calming the Physiology- Performance- inhibition due to personality- factors- Burn out and injuries – Substance Abuse- Aggression- Character Development- Youth Sport.

**Reference Books**

1. Aidan P. Moran (2012). Sport and Exercise Psychology, A Critical Introduction. (2<sup>nd</sup> Edn) Routledge.
2. John Kremer and Deirdre Scully. (2003). Psychology in Sport. Taylor and Francis Publishers
3. Robert Weinberg & Daniel Gould. (2014). Foundations of Sport and Exercise Psychology (6<sup>th</sup> Edn) Human Kinetics Publishers.

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	1	1	3	2	1	1	1	3	3	1	1	3	1	1
<b>C02</b>	1	1	1	3	1	2	1	1	3	1	1	1	3	2	1
<b>C03</b>	1	2	1	3	1	2	1	1	3	1	2	1	3	1	1
<b>C04</b>	1	2	1	3	1	2	1	1	3	1	2	1	3	2	1
<b>C05</b>	3	2	2	3	1	2	2	2	3	3	2	2	3	3	2

Subject Cde	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Experimental Psychology III</b>	<b>4</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>Practical</b>



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

**Course Focus on:** Skill Development/ Employability/Research

CO1	To acquire knowledge in the experiments related to psychological testing
CO2	To acquire knowledge in the experiments related to neuropsychology
CO3	To acquire knowledge in the experiment related to psychotherapeutics
CO4	To acquire knowledge in the experiment related to Organizational Behaviour

### Experiments

1. Mindfulness Scale (PP) by Jose J. Karisunkal and Reeta Sharma
  2. Measures of Psychosocial Development (MPD) (PP) by Gwen A. Hawley
  3. Psychological Hardiness Scale (PP) by Dr. Arun Kumar Singh
  4. Rotter's Locus of Control Scale (PP) by Julian Rotter
  5. Resilience Scale (PP) by Connor KM and Davidson JRT
  6. Defense Mechanism Inventory (PP) by N. R. Mrinal and Uma Singhal
  7. State Trait Anxiety Test (PP) by Spielberger
  8. Boston Assessment of Severe Aphasia (AP) by Nancy Helm-Estabrooks, Gail Ramsberger, Alisa R. Morgan and Marjorie Nicholas
  9. EEG, Biofeedback (AP) by Prasad Vision
  10. Wisconsin Card Sorting Test-64 (WCST-64) (AP) by Kongs, S. K., Thompson, L. L., Iverson, G. L., & Heaton, R. K
  11. Mc Dougall Disc (AP) by William McDougall
  12. Cube Construction Test by (AP) Dr Anjum Naseer Qureshi and Dr Vivek Bhargava
  13. Neuropsychological Functional Assessment Battery for Adults with Mental Handicaps (AP) by Dr. S. Venkatesan
  14. Bhatia battery by C.M. Bhatia
- This list is suggestive
  - A minimum of 10 experiments/exercises must be completed

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	1	3	1	1	3	2	3	1	3	1	3	3	1	3
<b>C02</b>	2	1	3	2	1	3	2	2	2	2	1	3	3	2	2
<b>C03</b>	2	1	3	1	1	3	1	2	2	2	1	3	3	1	2
<b>C04</b>	3	1	3	1	1	2	1	1	1	3	1	3	3	2	1

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Internship</b>	<b>2</b>		<b>50</b>	<b>50</b>	<b>Practical</b>

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

**Course Focus on:** Skill Development/ Employability/Research

CO1	:	To improve the students skills in Psycho-diagnostics, counseling, psychotherapy by doing internship in various settings
CO2	:	To improve the skills in recruitment, test administration, training and development, and intervention by doing internship in the organization

### GUIDELINES FOR THE INTERNSHIP

At the end of every semester, each student has to go for a mandatory internship/field work and submit an **Internship Report**.

1. The objective of the internship is to further their knowledge in Psychology and Psycho-diagnostics under the direct supervision of a Psychologist in Clinical/Industrial/Counselling setting.

2 A Candidate undertaking internship 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 internship the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical 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/Psychologists in the hospital/industry/counselling centre and Personnel in the hospital/industry/counselling centre.
- The functional domain and demarcations of Psychologist Vs Psychiatrists
- The organizational chart of the Organization and the status of team.
- The test privileges available at the Hospital/Industry/Counselling Centre. 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.

5. The internship after the completion of the practice, the report should be submitted to the Department of Psychology, Bharathiar University at the beginning of each semester in which the candidates did the internship, The Report should adequately reflect the exposure to the training and experience gained by the candidates during the internship.

**NORMS FOR EVALUATION FOR INTERNSHIP REPORT**

Internship Report: 20 Marks  
 Viva Voce Examination: 30Marks  
 Total -----  
 50Marks

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	1	3	3	1	3	3	1	1	2	1	2	3	3	1	2
C02	1	3	2	2	2	3	3	3	3	3	1	2	1	2	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Consumer Psychology</b>	<b>4</b>	<b>5</b>	<b>50</b>	<b>50</b>	<b>Theory</b>

**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.

**Course Focus on:** Skill Development/ Employability/Research

**Course Outcome:**

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 Books

1. Schiffman, L. G., Kanuk, L. L., & Hansen, H. (2014). Consumer behaviour: A European outlook (8th ed.). London: Pearson Education.
2. Biutta, A., & Loudon, D. L. (2008). Consumer behavior: Concepts and applications (2nd ed.). Pearson Education India.
3. Kurder, K. 2002. Consumer Behaviour, PHI/Pearson.

### Mapping of Course Outcomes with Program Outcomes

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	3	1	1	3	3	2	1	1	2	3	1	1	3	1	1
C02	3	1	1	3	3	2	1	1	2	3	1	1	3	2	1
C03	3	1	1	2	3	2	3	2	3	3	1	1	3	1	2
C04	3	1	1	3	1	2	3	2	3	3	1	1	3	2	2
C05	3	1	1	2	3	3	2	2	3	3	1	1	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Cyber Psychology	4	5	50	50	Theory

**Introduction:** This course helps in understanding the nature, scope and basic psychological features of cyberspace. It also helps students to learn about various new trends and research methods in cyber psychology.

**Course Focus on:** Skill Development/ Employability/Research

CO1 : To learn the basic concepts and psychological features of cyberspace
CO2 : To acquire knowledge about different identities individuals, take on cyberspace
CO3 : To learn about the nature of relationships online and various related conflicts.
CO4 : To understand the social psychology of online groups and their behavior.
CO5 : To know about the Mental Health in Cyberspace and Psychotherapy in Cyberspace

### Unit I: The Nature of Cyber Psychology

Meaning of Cyber Psychology and Cyberspace; History; Technology Across Lifespan; cyberspace as a psychological space - Basic psychological features of cyberspace-Networks as "Mind" and "Self"- Presence- Social Psychology of cyberspace: Self and community in the age of Internet. Role of psychologist in cyberspace; - Methods of Studying – Observational, Correlational, Experimental, Online Methods; Research Ethics in Cyber psychology; Importance and Application of Cyber Psychology.

### Unit II: The Nature of Individual in Cyberspace

Concept of Online identity and Multiple selves; Theories of self (In brief)– Goffman’s theory of self-presentation, Arkin’s self-presentation strategies, Self- Discrepancy Theory, Social



Information Processing - Hyper Personal Communication Model, Use and Gratification Theory, Morals and Social Norms; - Impression management and Self- Presentation-

Definition, Motivation for Managing Self-Impression, and its Impact; Cyberspace and Personality - Unique Components of Internet Environment- Anonymity, Control Over Physical Appearance

### **Unit III: The Nature of Relationships in Cyberspace**

Online community- Definition, Early history; Methods of Online Communication-Information Model, Channel Model and Mappings; Language in Online World; Psychology of Text Relationship, Transient and Long-Term Relationship, Cyberspace Romance; The Social Consequences of Online Interactions; social media-Introduction and Uses - Social Media and Cyber activism; Socially Connecting Through Blogs and Vlogs; Positive Aspect of Social Media

### **Unit IV: The Nature of Group Dynamics in Cyberspace**

Social Psychology of Online Groups- Developmental Stages of Mailing Lists; Making Virtual Communities - Work Communicating with Typed Text Chat; Decision-Making Method for E-Mail Groups; Extending A Work Group into Cyberspace; Using Discussion Boards in Teaching; Group Games; - Managing Deviant Behavior in Online Groups. Deviant Behavior and Cybercrime

### **Unit V: Mental Health in Cyber Space**

Importance of Mental Health in cyber space; internet-based disorders – Gaming, Cyber Bullying, Cybersickness, Cyber chondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Google Effect - social media And Cyber psychology Behaviors- Comparison and Low Self- Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation, Addictive Behavior, Eating Disorder, ADHD, Positive Correlates of Social Media Use, social media, and Memes.

Psychotherapy in Cyberspace - A Five- Dimensional Model of Online and Computer mediated Psychotherapy. Online Mental Health Therapies- Individual Telepsychotherpay, Self-Help Therapy - Online Self-Help Groups, Uses of Therapy in Mental Health Care Tools- Client and Therapist Relation, Telepsychiatry, Emails, Internet Relate Chats, Video Teleconferencing, Shared Hypermedia Tools.

### Reference Books

1. Kent L. Norman. (2017). Cyber Psychology: An Introduction to Human-Computer Interaction. (2nd Edn). Cambridge University Press.
2. Ravindra Thakur. (2017). Cyber Psychology. (2nd Edn). New Delhi, Global Vision Publishing House.
3. John. Sular. (2004). Psychology of Cyberspace Rider University, Lawrenceville, NJ 08648609-895-5430

### Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	1	3	1	1	3	2	3	1	3	1	3	3	1	3
<b>C02</b>	2	1	3	2	1	3	2	2	2	2	1	3	3	2	2
<b>C03</b>	2	1	3	1	1	3	1	2	2	2	1	3	3	1	2
<b>C04</b>	3	1	3	1	1	2	1	1	1	3	1	3	3	2	1
<b>C05</b>	3	1	3	1	1	3	2	3	1	3	1	3	3	3	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Experimental Psychology IV</b>	<b>4</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>Practical</b>

**Course Focus on:** Skill Development/ Employability/Research

CO1	:	To become proficient in conducting Organizational behavior related experiments
CO2	:	To acquire knowledge in the experiments related to Cyber psychology
CO3	:	To acquire knowledge in the experiment related to different concepts in Organizational behavior
CO4	:	To acquire knowledge in the experiments related to different aspects in Cyber Psychology

### Experiments

1. Ecological Attitude and Cognitive Scale (PP) by *M. Rajamanickam*
2. Need Hierarchy – Motivation Questionnaire (PP) by *Abraham Maslow*
3. FOMO Scale (PP) by *Przybylski, Murayama, DeHaan & Gladwell*
4. Nomophobia Scale (PP) by *Yildirim and Correia*
5. Bullying Assessment Scale (PP) by *Kutlu*
6. Multidimensional Online Impulsive Behavior Scale (MOIBS) (PP)
7. Parapsarik Sambandh Prashnawali Sociometry Test (PP) by *Guru Pyari Mathur.*
8. Reynolds Interference Task (AP) by *Cecil. R. Reynolds and Randy W. Kamphaus*
9. P.G.I. Memory Scale (AP) by *D. Pershad and N. N. Wig*
10. Case Studies
11. Word Association List (AP) by *Kent- Resanoff*
12. Concept formation blocks (AP) by *Haffaman Kasanenin*
13. Sack’s Sentence Completion Test (AP) by *Joseph M. Sacks and Sidney Levy*

- This list is suggestive
- A minimum of 10 experiments/exercises must be completed

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Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
<b>C01</b>	3	1	3	1	1	3	2	3	1	3	1	3	3	1	3
<b>C02</b>	2	1	3	2	1	3	2	2	2	2	1	3	3	2	2
<b>C03</b>	2	1	3	1	1	3	1	2	2	2	1	3	3	1	2
<b>C04</b>	3	1	3	1	1	2	1	1	1	3	1	3	3	2	1

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Project Work	4	12	50	50	Theory

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

**Course Focus on:** Skill Development/ Employability/Research

CO1	:	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
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Maximum Marks: 200 (Project Report 150 + Viva Voce 50)

1. The objective of the Project work/ is to further their knowledge in Psychology.
2. A Candidate undertaking Project work 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, 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.
4. The Project work after the completion of the practice, the report should be submitted to the Department of Psychology, Bharathiar University on or before the end of the semester in which the candidates did the project,. The Report should adequately reflect the exposure to the their project experience.

In case 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 should a Project Work under the guidance of a Faculty.**

5. Guides for the Project work will be allotted as per the student – preference.
6. Submission: Project report can also be submitted as project work based on the analysis results.
7. 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.	Review of Literature	20Marks
4.	Results and Discussions	50Marks
5.	Summary and Conclusion	10 Marks
6.	References or Bibliography	10 Marks

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Project Report 150Marks

Viva Voce Examination: 50Marks

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Total 200Marks

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

Course Outcomes	Program Outcomes												Program Specific Outcomes		
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	PS01	PS02	PS03
C01	1	3	3	1	3	3	1	1	1	2	3	1	2	3	1

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