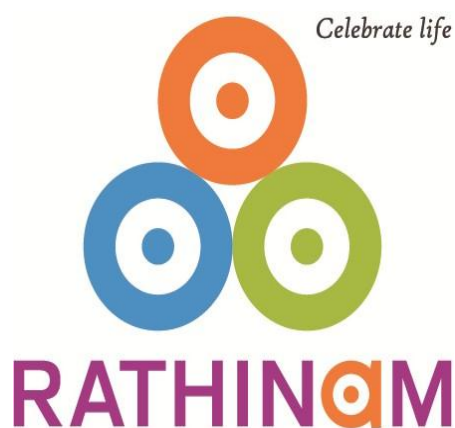


DEPARTMENT OF PSYCHOLOGY

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



Syllabus for

M. Sc APPLIED PSYCHOLOGY

(I-IV Semester)

2021-2023 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

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

MISSION

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

Program Educational Objectives (PEO)

PEO1	:	Proficiency in Psychology. Students can be able to learn major theories, latest development and research findings in Psychology. In Particular, students could be able to develop their skills in relating learned theories with the actual practice in clinical, industry, education and counseling through internships and research.
PEO2	:	Professional Growth. The students would be effective in problem diagnosis, psychotherapy and counseling. In further, they could diagnose problems in workplace, education, sports, health, and society as well as develop appropriate intervention and analyze the outcome.
PEO3	:	Research Proficiency in Psychology. The students should be able to do qualitative, quantitative and experimental research in different domains of Psychology in order to contribute the field with new findings that represents current problems of the society and verify existing theories.
PEO4	:	Management Skills: Students could be able to implement effective mental health program in organization as well as they can contribute consultancies and counseling centers.

Mapping of Institute Mission to PEO

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

Mapping of Department Mission to PEO

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

Program Outcomes (PO):

PO1	:	Ability to gain knowledge in different perspectives, concepts and current developments in major branches of Psychology.
PO2	:	Ability to improve skills related to clinical psychology such as diagnosis, counseling, psychotherapy, test administration.
PO3	:	Ability to understand workplace related problems such as job analysis, recruitment, job evaluation, and applying Psychological Principles to solve employee problems such as stress, conflict, and communication.
PO4	:	Ability to understand psychological factors that cause problems in education, health and sports and developing appropriate solution.
PO5	:	Ability to identify research problem, developing research design and using statistical methods.

PO6	:	Ability to identify the problem, formulate case and its associated intervention in the area of clinical, counseling, educational and industrial settings.
PO7	:	Ability to help individuals to enhance their way of living and know their potential
PO8	:	Ability to understand and change strategy in counseling, intervention and research to meet the demand of globalization
PO9	:	Ability to gain knowledge about the new disciplines in psychology and its application in current society.

Program Specific Outcomes (PSO)

PSO1	:	Ability to gain knowledge in different perspectives, concepts and current developments in major branches of Psychology.
PSO2	:	Ability to understand the applications of theoretical perspectives and use of subject knowledge in real life situations
PSO3	:	Ability to identify research problem, developing research design and using statistical methods.
PSO4	:	Ability to understand and change strategy in counseling, intervention and research to meet the demand of globalization

Correlation between the POs and the PEOs

Program Outcomes		PEO1	PEO2	PEO3	PEO4
PO1	:	3	2	2	2
PO2	:	3	3	2	2
PO3	:	3	2	1	2
PO4	:	3	2	1	2
PO5	:	2	2	3	2
PO6	:	3	2	2	2
PO7	:	2	1	1	2
PO8	:	1	2	1	2
PO9	:	3	3	3	2
PSO1	:	3	2	2	2
PSO2	:	3	3	3	2
PSO3	:	2	2	3	2
PSO4	:	1	2	1	2

Components considered for Course Delivery is listed below:

1. Classroom Lecture
2. Laboratory class and demo
3. Assignments
4. Mini Project
5. Project
6. Online Course
7. External Participation
8. Seminar
9. Internship

Mapping of POs with Course Delivery:

Program Outcomes	Course Delivery								
	1	2	3	4	5	6	7	8	9
PO1	3	3	3	2	3	3	3	3	3
PO2	3	3	2	1	2	2	2	3	3
PO3	3	1	3	3	3	3	2	3	3
PO4	3	3	3	2	3	2	2	3	3
PO5	3	2	2	2	3	2	2	2	2
PO6	3	3	2	2	3	1	2	2	3
PO7	3	3	2	2	3	1	3	3	3
PO8	3	3	2	2	3	2	3	2	3
PO9	2	3	3	3	3	3	3	3	3
PSO1	3	3	3	2	3	3	3	3	3
PSO2	3	2	3	3	3	3	2	3	3
PSO3	3	2	2	2	3	2	2	2	2
PSO4	3	3	2	2	3	2	3	2	3

M.Sc-Applied Psychology

S.No	Sem	Part	Sub Type	Subject	Credit	Hours	INT	EXT	Total
1	1	3	Theory	Advanced General Psychology	4	4	50	50	100
2	1	3	Theory	Research Methodology and Statistics	4	4	50	50	100
3	1	3	Theory	Health Psychology	4	4	50	50	100
4	1	3	Theory	Human resource management	4	4	50	50	100
5	1	3	Practical	Experimental Psychology-I	4	4	50	50	100
6	1	3	Elective-I	Elective – Sports Psychology	4	4	50	50	100
1	2	3	Theory	Advance Social Psychology	4	4	50	50	100
2	2	3	Theory	Personality Theories and Application	4	4	50	50	100
3	2	3	Theory	Organizational Behaviour	4	4	50	50	100
4	2	3	Theory	Theories of Motivation and Emotion	4	4	50	50	100
5	2	3	Practical	Experimental Psychology II	4	4	50	50	100
6	2	3	Elective-II	Elective – Cyber Psychology	4	4	50	50	100
1	2	3	Theory	Psychopathology and Mental Hygiene	4	4	50	50	100
2	3	3	Theory	Psycho Diagnostics	4	4	50	50	100
3	3	3	Theory	Psychotherapeutics	4	4	50	50	100
4	3	3	Theory	Organization Development	4	4	50	50	100
5	3	3	Practical	Experimental Psychology III	4	4	50	50	100
6	3	3	Elective-III	Consumer behavior	4	4	50	50	100
1	4	3	Theory	School Counseling	4	4	50	50	100
2	4	3	Theory	Cognitive Psychology	4	4	50	50	100
3	4	3	Theory	Positive Psychology	4	4	50	50	100
4	4	3	Project	Project Work/ Institutional Practicum	6	4	75	75	150
				Total credit	90		1125	1125	2250

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Advanced General Psychology	4		40	60	Theory

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

Course Focus on: Skill Development/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

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 Retrieve- 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 Perspectives Humanistic Perspective- Trait Perspective.

Assessment of Personality: Self-Report test- Behavioral Assessment- Cognitive Assessment-Projective Test.

Reference Books

1. Passer, M.W. & Smith, R.E. (2019). *Psychology – The Science of Mind and Behavior*. (5th Edn). New Delhi: Tata McGraw-Hill.
2. Coon, D. & Mitterer, J. O. (2015). *Introduction to Psychology – Gateways to Mind and Behavior*. (14th 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	PS01	PS02	PS03	PS04
C01	3	1	1	1	2	1	1	2	1	3	1	2	2
C02	2	1	1	3	1	2	1	1	1	2	3	1	1
C03	2	2	1	3	1	2	2	1	1	2	3	1	1
C04	2	1	2	1	1	1	3	1	1	2	3	1	1
C05	2	3	2	2	2	2	3	1	2	2	3	2	1

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Research Methodology and Statistics	4		40	60	Theory

Introduction: This paper consisted of detailed account of the psychometry, research methodology, types of research design and statistical analysis. It help 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	:	To enhance knowledge in psychological measurement and Psychophysics theory
CO2	:	To understand the Research methodology and gain awareness in ethical issues of psychological research
CO3	:	To learn about the sampling and techniques in conducting observational research, survey research, Interview method and constructing, selecting, and using standardized questionnaires for data collection
CO4	:	To develop knowledge about Experimental methods and Research designs
CO5	:	To understand the difference between the True Experiment and Quasi Experiment as well as learn about various statistical analysis

Unit I: Psychometry

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

Psychophysical Theory: Definition of Psychophysics. Classical Psychophysics Vs Modern Psychophysics. Psychophysical Laws – Weber’s Law, Fechner’s Law Psychophysical Methods: Method of Average Error. Method of Minimal Changes. Constant Method. Method of Pair Comparisons.

Unit II: Research Methodology

Problems, Hypotheses, Constructs, Variables and Definitions: Criteria for Problems and Problem Statements- Concepts Vs Constructs. Operational Definitions. Variables: Concept, Definition and types; Hypothesis: Meaning, definition and types of hypothesis; formulation of hypotheses.

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

Unit III: Sampling and Data Collection

Sample calculation; types of sampling – probability and non-probability sampling methods- characteristics, assumptions and types of sampling: Definition; Sample, Population and Universe, Sampling Frame, and sample size

Methods of Data Collection: Observation- Characteristics of Observational Research- Types of Observational Research - Observer Bias, Interview, Case study (Characteristics, Advantages & Disadvantages), Survey- Characteristics of Surveys - Uses of Surveys – Sampling in Survey Research - Survey Methods- Survey Research Designs, Questionnaires- Questionnaires as instruments, Reliability and Validity of Self-Report Measures, Constructing a questionnaire- Experimentation: Basic assumptions, characteristics and types.

Unit IV: Experimental Methods

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

Research Designs: Meaning, purpose and principles; Quantitative Vs Qualitative designs- Experimental design – Between Group design, Within group Design, Mixed Design, Matched Groups Design, Natural Groups Design. Correlational design, cross-sectional design, longitudinal design, Expost facto design, Field experiment and other research designs(Complex Designs).

Unit V: Applied Research and Statistics

True-Experiments: True Experiments Vs Quasi-Experiments.

Measures of Central Tendency and Variability- Normal Probability Curve- Nature, Characteristics, and Applications- Skewness and kurtosis. Analysis of Experiments – Null-Hypothesis Testing, ANOVA- Test of Significance: ‘t’ Test- Regression and Prediction

Parametric Tests: Correlation - Pearson’s Product Moment, Spearman Rank Order, Kendall Rank Correlation and Bi-serial Correlation. Non-parametric Tests- Chi-Square, Sign Test, and Wilcoxon Singed Rank Test. Ethical Issues in Research; and Report Writing (APA Style)

Reference Books:

1. Shaughnessy, J.J., Zechmeister, E.B. &Zechmeister, J.S. (2014).Research Methods in Psychology. (10th Edn). Singapore: McGraw-Hill.
2. Singh, A.K. (2019). Tests, Measurements and Research Methods inBehavioral Sciences. Patna: Bharati Bhawan.
3. Guilford, J.B. (1984). Psychometric Methods. (2nd Edn) Bombay :McGraw-Hill.
4. Kothari, C.R. & Garg, G. (2019). Research Methodology – Methods and Techniques. New Delhi: New Age International Publishers.
5. Coaley, K. (2010). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.
6. McBurney, D.H. (2006). Research Methods. (7th Edn). US :Wadsworth.
7. D’Amato, M.R. (1993). Experimental Psychology: Methodology, Psychophysics and Learning. (8th Edn). New Delhi: Tata McGraw-Hill
8. Kerlinger, F.N. (2013). Foundations of Behavioral Research. India: Surjeet Publications.
9. Goode &Hatt. (2017). Methods in Social Research. India: Asia Law House.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	1	2	3	1	3	1	1	1	3	2	1	1
C02	2	1	1	1	3	1	1	3	1	2	3	3	3
C03	1	1	1	1	3	2	1	3	2	1	2	3	3
C04	1	1	1	2	3	1	1	3	1	1	1	3	3
C05	2	2	1	2	3	2	1	3	2	2	3	3	3

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

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

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 General Adaption Syndrome – Transactional theory – Conservation of resources theory.

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

Unit V Application of Health Psychology

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

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

Diversity Issues: Health and Income – Health and Race Ethnicity and National Origin - Health and Gender - Psychosocial Aspects of Being Female - Health and Disabilities - Health and Age.

Reference Books :

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

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	2	3	3	1	1	1	1	2	3	3	1	1
C02	3	2	1	3	1	1	3	3	2	3	3	1	3
C03	1	3	3	1	1	1	3	3	2	1	3	1	3
C04	1	3	3	2	1	1	2	2	1	1	3	1	2
C05	3	1	2	3	1	3	3	2	2	3	3	1	2

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

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

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 TEXT:

1. Rao V.S.P. (2007). Human Resources Management: Text and Cases. (2nd Edn). New Delhi: Excel Books
2. Dessler, G. & Varrkey. (2020). Human Resources management. (16th Edn). New Delhi: Pearson Education.
3. David A DeCenzp., & Stephen P Robbins. (2001). Personnel and/Human Resource Management”, (7th Edn). John Wiley & Sons.
4. Raymond J. Stone, (2008). Human Resources Management. (6th 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	PS01	PS02	PS03	PS04
C01	3	1	3	1	1	3	2	3	1	3	2	1	3
C02	2	1	3	2	1	3	2	2	2	2	2	1	2
C03	2	1	3	1	1	3	1	2	2	2	2	1	2
C04	3	1	3	1	1	2	1	1	1	3	2	1	1
C05	3	1	2	1	1	3	1	3	3	3	3	1	3

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

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

Course Focus on: Skill Development/Research

Course Outcome:

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

Experiments Related to Organizational Behaviour

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

Experiments Related to Psychometric and Research Methodology

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

Experiments Related to Health Psychology

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

Experiments related to Cognitive Psychology

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

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

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	1	3	3	3	3	1	1	2	1	1	3	3	2
C02	1	3	3	3	3	1	1	2	1	1	3	3	2
C03	1	3	3	3	3	1	1	2	1	1	3	3	2
C04	1	3	3	3	3	1	1	2	1	1	3	3	2

Elective Paper

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Sports Psychology					

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

Course Outcome:

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. (2nd 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 (6th Edn) Human Kinetics Publishers.

Admitted in M.Sc Applied Psychology from the academic year 2021-2022 & Onwards

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	1	1	3	2	1	1	1	3	3	1	2	1
C02	1	1	1	3	1	2	1	1	3	1	3	1	1
C03	1	2	1	3	1	2	1	1	3	1	3	1	1
C04	1	2	1	3	1	2	1	1	3	1	3	1	1
C05	3	2	2	3	1	2	2	2	3	3	3	1	2

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

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

Social Cognition: Schemas – Heuristics and Automatic Processing. Errors in Social cognition: Negativity bias – Optimistic bias – Counterfactual thinking – Thought suppression – Limits on Abilities. Affect on Cognition: The influence of Affect on Cognition and Cognition on Affect.

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

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

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

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

Unit III: The Concept and Nature of Prejudice and Attraction

Stereotyping: Glass ceiling – Tokenism - Benevolent and Hostile Sexism – Gender – Formation and Operation of Stereotypes – Illusionary Correlation – Out Group Homogeneity and Change of stereotypes. Prejudice: Minimal Groups – Incidental Feelings and Implicit Association. The Origin of Prejudice: Threats to Self-esteem – Competition and Social Categorization. Discrimination: Modern Racism – Priming – Bonafide pipeline and Exposure – Countering the

Effects of Prejudice: Learning not to Hate - Contact Hypothesis – Re-categorization - Just Say No Stereotype and Social Influence.

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

Unit IV: The Concept and Nature of Social Influence

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

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

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

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

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

Reference Books

1. Baron R. A, Byrne D. and Branscombe N.R. (2008). Social Psychology. (12th Edn). Pearson Publishers.
2. Elliot Aronson, Timothy D. Wilson, and Robin M. Akert, (2015). Social Psychology, (9th Edn). Pearson Publishing.
3. Myers D. G (2012). Social Psychology. (11th Edn). New Delhi. Tata McGraw Hill Publishing.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	1	2	1	1	2	3	2	1	3	2	1	2
C02	3	2	1	1	1	1	2	2	1	3	1	1	2
C03	3	1	1	2	2	2	2	2	1	3	2	2	2
C04	3	1	1	2	2	2	2	1	1	3	2	2	1
C05	3	1	2	2	1	1	2	2	1	3	3	1	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Personality Research and Application	4		40	60	Theory

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	:	Students can learn about Cutting edge development and problems of personality research

Unit I: Personality Theory and Personality Assessment

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

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

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

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

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

Unit III: Dispositional Perspectives and Learning Perspectives

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

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

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

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

Alternatives to Positivism – The Phenomenological view – Victor Frankl: Personal Choice. Evaluation of Humanistic-Existential Approaches to Personality - Humanistic-Existential Approaches to Personality - Advantages and limits of Humanistic-Existential Approaches.

Unit V: New Frontiers in Personality Research

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

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

Reference Books:

1. Friedman, H.S. & Schustack, M.W. (2010). *Personality – Classic theories and Modern Research*. (5th Edn). USA: PearsonEducation.
2. Hjelle, L.A. & Ziegler, D.J. (1992). *Personality theories – Basic Assumptions, Research and Applications*. (3rd Edn). NY:McGraw-Hill.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	2	3	1	1	1	1	2	1	3	2	1	2
C02	3	3	2	2	1	2	1	1	1	3	1	1	1
C03	3	3	1	2	1	3	2	1	1	3	2	1	1
C04	3	3	3	2	2	3	1	1	1	3	2	2	1
C05	1	2	2	2	3	3	1	3	3	1	2	3	3

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

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

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

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

Unit I: Introduction to Organizational Behaviour

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

Unit II: Foundations of Individual Behaviour:

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

Attitudes: Sources of Attitudes and its Application

Personality – Personality Determinants – Dimensions of Self Concept- Personality Traits - Matching Personality and Jobs types – Traits relevant to Work Behaviour

Unit III: Learning, Motivation and Job Satisfaction

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

Basic Motivation Concepts: Theories of Motivation – Content Theories: Maslow, Herzberg, Alderfer, McGregor, McClelland, Process Theories: Vroom, Porter and Lawler's Expectancy Model, Adams Equity Model, 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, Timothy A Judge & Neharika Vohra (2018). Organizational Behavior. (18th Edn). Pearson Publications.
2. Hellriegel & Slocum. (2011). Organizational Behavior, (13th Edn). OH: South-Western Cengage Learning.
3. Fred Luthans. (2010). Organizational Behavior. (12th Edn). McGraw Hill Education.
4. John W. Newstrom. (2014). Organizational Behaviour: Human Behaviour at work. (14th Edn) McGraw Hill.
5. Jaffa Harris & Sandra Hartman. (2006). Organizational Behaviour. Jaico Books.
6. J. S.Chandan. (2005). Organizational Behavior, (3rd Edn).Vikas Publishing House Pvt. Ltd.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	1	3	1	1	1	3	3	1	3	1	1	3
C02	3	2	3	1	3	3	2	2	1	3	1	3	2
C03	3	1	3	1	1	2	1	1	1	3	3	1	1
C04	3	1	3	1	1	3	2	2	1	3	3	1	2
C05	3	1	3	1	1	3	2	2	2	3	3	1	2

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

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

Course Focus on: Skill Development/Research

Course Outcome:

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

Unit I: The Nature and Types of Motivation

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

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

Unit II: Theoretical Approaches on Motivation

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

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

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

Unit III: Application of Motivation

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

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

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

Unit IV: The Concepts of Emotions

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

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

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

Unit V: Application of Emotions

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

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

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

Reference:

1. Franken, R. E. (2007). Human motivation (6th ed.). Wadsworth /Thomson Learning, Belmont,CA.
2. Ferguson, E. D. (2000). Motivation: A biosocial and cognitive integration of motivation and emotion. Oxford University Press, New York.
3. Hugh Coolican (2007). Applied Psychology. (2nd Edn). London: Hodder Education.
4. Reeve, J. (2017). Understanding Motivation and Emotion (7th Edn). New York: John Wiley and Sons, Inc.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	1	3	3	1	1	2	1	1	3	2	1	1
C02	3	3	1	1	2	2	1	1	1	3	2	2	1
C03	2	1	3	1	3	3	1	2	1	2	3	3	2
C04	3	3	1	1	1	3	1	1	1	3	2	1	1
C05	1	3	3	1	1	2	1	1	1	1	3	1	1

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

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

Course Focus on: Skill Development/Research

Course Outcome:

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

Experiments Related to Advanced Social Psychology

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

Experiments Related to Personality Research and Applications

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

Experiments Related to Human Resources Management

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

Experiments Related to Motivation and Emotion

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

Experiments Related to Theories of Counseling

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

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

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	1	3	3	3	3	1	1	2	1	1	3	3	2
C02	1	3	3	3	3	1	1	2	1	1	3	3	2
C03	1	3	3	3	3	1	1	2	1	1	3	3	2
C04	1	3	3	3	3	1	1	2	1	1	3	3	2

Elective Paper

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Cyber Psychology	4		40	60	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

Course Outcome:

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 nature of Flow experience and Research Methods in Cyber psychology

Unit I: The Nature of Cyber Psychology

Cyber-Psychology – Definition – Human Computer Interface – Cyberspace as a Psychological Space – Psychology in Cyberspace - Basic Psychological Features of Cyberspace - Networks as Mind and Self – Model of Cyber Psychology - The Online Disinhibition Effect.

Psychology of Avatars and Graphical Space - Two Paths of Virtual Reality - The Facts of Dreaming in Cyberspace - Black Hole of Cyberspace - Online Lingo - Internet Demographics - Cyberspace Humor - Coping with Spam.

Unit II: The Nature of Individual in Cyberspace

Identity Management in Cyberspace - Personality types in Cyberspace - Unique Roles in Cyberspace - Transference to Computers and Cyberspace - Addiction to Computers and Cyberspace - Regressive behavior in Cyberspace - Online Gender - Switching - Adolescents in Cyberspace.

Wizards: The Heart of an Online Community - On being a "god" - Y2K and Apocalyptic Thinking - Integrating Online and Offline Living - An Online Psycho - Educational Program.

Unit III: The Nature of Relationships in Cyberspace

In-person versus Cyberspace Relationships - Transient and Long-Term Online Relationships - The psychology of Text Relationships - Hypotheses about Online Text Relationships - E-mail Communication and Relationships – Transference among People Online.

How to Resolve Conflict Online – Cyberspace Romances – Subtlety in Multimedia Chat - Media: Games, Entertainment, and Education - The Future: the Ultimate Human-Computer Interface.

Unit IV: The Nature of Group Dynamics in Cyberspace

Social psychology of Online Groups - Developmental stages of Mailing Lists - Making Virtual Communities work - Unique Groups in Cyberspace - Decision Making Methods for E-mail Groups - Changes in Group Boundaries and Dynamics.

Group Games using Avatars- Geezer Brigade: Studying an Online Group- Managing Deviant Behavior in Online Groups – Online Photo-Sharing Communities - Establishing a Cyber psychological Niche and Equilibrium.

Unit V: The Nature of Flow Experience and Research Methods in Cyber psychology

Flow as a Psychological Construct – Flow in Empirical Research – Studies related to Cyberspace – Flow in Diverse Cyberspace related Activities – Optimal Expedience and Psychological Addiction – Cross cultural studies -. Publishing online - Case studies of digital life forms - One of Us: Participant observation research - Steps in studying an online group - Ethics in cyberspace research - Studying full cyberspace immersion.

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

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	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	1	1	1	1	1	1	2	3	3	2	1	2
C02	2	1	1	2	1	1	1	1	3	2	2	1	1
C03	2	1	1	2	1	2	2	1	3	2	2	1	1
C04	2	1	1	2	1	2	2	1	3	2	2	1	1
C05	2	1	1	2	3	1	2	2	3	2	2	3	2

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

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

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

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

Unit I: Paradigms in Psychopathology

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

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

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

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

Classifications: Categories of Maladaptive behavior-Advantages and Disadvantages. DSM-IV and ICD. Case History Taking and MSE.

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

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

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

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

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

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

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

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

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

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

Unit V: Schizophrenia, Psychotic, Developmental and Cognitive Disorders Perspectives on Schizophrenia- Clinical Description- Symptoms and Subtypes- Causes – Diagnosis – Mechanisms and Treatment of Schizophrenia.

Developmental and Behavioral Disorders: Attention-Deficit Disorder (ADD)/Attention- Deficit Hyperactivity Disorder (ADHD) - Angelman Syndrome - Autism Spectrum Disorders - Bipolar Disorder - Central Auditory Processing Disorder (CAPD) - Cerebral Palsy - Down Syndrome - Expressive Language Disorder - Fragile X Syndrome - IsoDicentric 15 - Landau-Kleffner Syndrome - Learning Disabilities (LD)

- Mental Retardation - Neural Tube Defects - Phenylketonuria (PKU) - Prader-Willi Syndrome - Seizure Disorders - Tourette Syndrome - Traumatic Brain Injury (TBI) - Williams Syndrome.

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

Reference Books

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

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	3	1	1	2	3	2	2	3	3	2	2	2
C02	3	3	1	1	2	3	2	2	2	3	3	2	2
C03	3	3	1	1	2	3	2	2	2	3	3	2	2
C04	3	3	1	1	2	3	2	2	2	3	3	2	2
C05	3	3	1	1	3	3	2	2	2	3	3	3	2

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

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

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

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

Unit I: Psychiatric Classification

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

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

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

Unit-II: Psychiatric Interviewing, History

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

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

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

Unit III: Signs and Symptoms

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

Unit IV: Assessment

Rating Scales: Characteristics of Rating Scales. Various Rating Scales – BPRS, Hamilton Anxiety Rating Scale, Hamilton Rating Scale for Depression, Yale-Brown

Obsessive Compulsive Scale, PANSS, Social and Occupational Assessment Scale, GAF.

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

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

Unit V: Assessment and Report

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

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

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

Reference Books:

1. Cohen, R.J. (2009). Psychological Testing and Assessment –An Introduction to test and Measurement. (7th Edn). US: McGrawHill.
2. Wolman, B.B. (1968). Handbook of Clinical Psychology. NY: McGrawHill.
3. Kaplan, H.I. & Sadock, B.J. (2014). Synopsis of Psychiatry – Behavioral Sciences/Clinical Psychiatry. (11th Edn). NY: Lippincott 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	PS01	PS02	PS03	PS04
C01	3	3	1	1	2	3	2	1	2	3	2	2	1
C02	2	3	1	1	1	3	2	3	3	2	3	1	3
C03	3	3	1	2	1	3	1	1	3	3	2	1	1
C04	3	3	1	2	1	3	1	1	3	3	2	1	1
C05	3	3	1	2	1	3	1	1	2	3	2	1	1

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

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

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

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

Unit I

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

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

Analysis - Analysis and interpretation of Resistance - Analysis and interpretation of Transference.

Unit II

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

Existential Therapy: Key Concepts: Human nature – The Capacity for Self-Awareness – Striving for Identity and Relationship to Others – The Search for Meaning – Anxiety as a condition of living – Awareness of Death and Nonbeing. The Therapeutic Process: Goals – Therapist's Function and Role – Client's experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures

Unit III

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

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

Unit IV

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

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

Unit V

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

References:

1. Gerald Corey, (2015) Theory and Practice of Counseling and Psychotherapy, (10th Edition), Cengage Learning Custom Publishing.
2. Burl E. Gilliland And Richard K. James, (2002) Theories and Strategies in Counseling and Psychotherapy. (5th Edn). Pearson Publications.
3. John C. Masters, Thomas G. Burish, Steven D. Hollon And David C. Rimm (1987) Behavior Therapy, (3rd Edn). New York, Harcourt Brace Jovanovich College Publishers.
4. Lewis R. Wolberg, (1995) The Technique of Psychotherapy, (4th Edn), New York: Jason Aronson Inc. Publishers

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	3	1	2	2	3	1	1	1	3	3	2	1
C02	3	3	1	2	2	3	1	1	1	3	2	2	1
C03	3	3	1	2	2	3	1	1	1	3	1	2	1
C04	3	3	1	2	2	3	1	1	1	3	1	2	1
C05	3	3	1	2	2	3	1	1	2	3	2	2	1

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

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

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

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

Unit I: Introduction to Organization Development

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

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

Unit II: Theory and Management of OD

Foundations of Organization Development: Models and Theories of Planned Change, Systems Theory, Participation and Empowerment, Teams and Teamwork,

Managing the OD Process: Diagnosis, Action Component – OD Interventions,

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

Overview of OD Interventions: Classifying OD Interventions

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

Unit IV: Comprehensive OD Interventions and Structural Interventions: Survey Feedback, Grid Organization Development, Schein Cultural System, Trans-organizational Development
Structural Interventions: MBO, Quality Circles, TQM, High Performance Work Systems

Unit V: T-Group Training

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

References Books:

1. French, W.L and Bell, Jr C.H. and Vohra V. (2017). Organization Development: Behavioural Science for Organizational Development, (6th Edn). Pearson Education.
2. Schien, (1990) Organizational Psychology. (3rd Edn). Prentice Hall of India Pvt. Ltd. New Delhi

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	1	3	3	1	2	3	3	1	3	3	1	3
C02	3	1	3	3	1	2	3	3	2	3	2	1	3
C03	3	1	3	3	1	2	3	3	3	3	3	1	3
C04	3	1	3	3	1	2	3	3	3	3	3	1	3
C05	3	1	3	3	1	2	3	3	3	3	3	1	3

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

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

Experiments Related to Psychopathology and Mental Hygiene

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

Experiments Related to Psycho diagnostics

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

Experiments Related to Psychotherapeutics

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

Experiments Related to (Organization Development) OD Interventions

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

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

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	1	3	3	3	3	1	1	2	1	1	1	3	2
C02	1	3	3	3	3	1	1	2	1	1	1	3	2
C03	1	3	3	3	3	1	1	2	2	1	2	3	2
C04	1	3	3	3	3	1	1	2	3	1	2	3	2

Elective Paper

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

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

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 TEXT:

1. Schiffman, L.G., Kanuk, LL. (2008). Consumer Behaviour, (9th Edn). Phi Learning Pvt Ltd, New Delhi.
2. Albert Biutta, & Loudon, D., (2000). Consumer Behaviour, Concepts and Applications, (4th Edn), NY: McGraw Hill
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	PS01	PS02	PS03	PS04
C01	3	1	1	3	3	2	1	1	2	3	2	3	1
C02	3	1	1	3	3	2	1	1	2	3	3	3	1
C03	3	1	1	2	3	2	3	2	3	3	3	3	2
C04	3	1	1	3	1	2	3	2	3	3	3	1	2
C05	3	1	1	2	3	3	2	2	3	3	3	3	2

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	School Psychology	4		40	60	Theory

Introduction: This course helps students to understand the nature, scope, models and issues of social psychology and its intervention.

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

CO1	To learn nature and scope of school psychology, role of assessment and ethics in school counselling.
CO2	To understand various models of school counselling
CO3	To gain knowledge about the identity crisis, parental separation and loss & bereavement
CO4	To understand the concepts of bullying, sexual inclination, drugs and alcohol misuse.
CO5	To enhance knowledge about low self-esteem, depression, life meaning and spiritual emptiness in school psychology.

UNIT I: School Counselling, Role of Testing in Schools and Professional and Ethical Boundaries in School Counselling.

School Counselling: Meaning-Need-Development-Scope-What counselling is for-Development of School Counselling-Scope-the counselor's relationships within school. Role of Testing in Schools: Pre-School Assessment-Assessment in the Primary Grads and High Schools-Admission into College-Entrance into Professional Training. Professional and Ethical Boundaries in School Counselling: Confidentiality and the Law-Codes of Confidentiality with Pupil Clients in School-Child Protection and Codes of Confidentiality.

UNIT II: Models of School Counselling

Models of School Counselling: Adler's Theories in School Counseling-Rogers's Person-(Child)-Centered School Counseling-Behaviorism-Ellis's Rational Emotive Behavior Therapy in School Counseling-Beck's Cognitive Behavioral Therapy in School Counseling. Glasser's Reality Therapy Supported by Choice Theory in School Counseling-Group Counseling-Solution-Focused Brief Counseling-Strengths Based Counseling in the Schools-Virtual Counseling

UNIT III: Identity Crisis, Parental Separation and Loss and Bereavement.

Identity Crisis among Adolescents: Erikson's theory and Marcia's theory Parental Separation and Stepparent Conflict: Counselling at the Beginning of Parental Separation-Counselling after Separation-Counselling on Living with Step Parents. Loss and Bereavement: The Context of Bereavement for Young People-Effect of Bereavement on Development-Bereavement Counselling

UNIT IV Bullying, Sexual Inclination, Drugs and Alcohol Misuse.

Bullying School: Counselling Bullies-Counselling the Groups-Counselling Victims of Physical Abuse-Counselling Victims of Verbal Abuse. Anger, Aggression and Violence in Schools: Violence and Aggression as a Social Problem-Counselling Violent and Aggressive Pupils. Sexual Inclination and Conduct: Heterosexual Inclination and Conduct-Counselling for Heterosexual Young People-Counselling For Homosexual Young People. Smoking, Drugs and Alcohol Misuse: Drugs in the Society-Counselling Smokers-Counselling for Drug and Alcohol Problems.

UNIT V: Low Self-Esteem, Depression, Life Meaning and Spiritual Emptiness-

Low Self-Esteem, Depression and Suicidal Thoughts: Counselling To Raise Self-Esteem-
Counselling Depressed Young People-Counselling Those with Suicidal Thoughts-Counselling
the Sexually Abused .Life Meaning and Spiritual Emptiness: Spirituality in the Western Life
Style-Spiritual Development-Spiritual Counselling and Problems of Congruence-Integrative
Style of Spirituality-Centered Counselling.

REFERENCES

1. Lines, D. (2011). Brief counselling in schools: Working with young people from 11 to 18. (3rd Edn). Sage Publications.
2. Baginsky, W. (2004). School counselling in England, Wales and Northern Ireland: a review. London: National Society for the Prevention of Cruelty to Children.
3. Chandrashekar C.R. (Editor) (2008) Manual for college teachers on students counselling, National Institute of Mental Health & Neuro Sciences, (3rd Edn). Bangalore-560029
4. Models of School Counselling http://www.sagepub.in/upm-data/42517_6_pdf.pdf retrieved on 04.12.2013

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	2	3	1	3	2	2	1	1	1	2	1	2	1
C02	2	3	1	3	1	3	1	1	1	2	1	1	1
C03	1	2	1	3	1	3	1	1	2	1	2	1	1
C04	1	2	1	3	1	3	2	1	3	1	3	1	1
C05	1	2	1	3	1	3	2	2	2	1	3	1	2

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

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

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

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

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

Application: Cognitive style and cognitive map.

Unit II: Perception, Attention, Patter Recognition and Consciousness Introduction:

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

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

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

Unit III: Memory Structure and Processes

Short term memory – Neurocognition and STM – working memory – Capacity of STM – The coding of Information in STM – Retrieval of Information from STM - **Long term memory:** Neurocognition and LTM – LTM Storage and structure – Very long –Term Memory – Autobiographical Memories – Fallibility of Memory and Eyewitness Identification.

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

Mnemonics and Experts: Mnemonic System – Experts and Expertise

Unit – IV: Mental Representations: Memory and Imagery

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

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

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

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

Reference:

1. Solso, R. L. (2014). Cognitive Psychology (8th Edn). Delhi: Pearson
2. Education Best, J. B. (1999). Cognitive Psychology. (5th Edn). USA: Wadsworth Publishing Co.
3. Eysenk, W. M and Keane, M. T. (2015) Cognitive Psychology: A Student’s Handbook. (7th 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	PS01	PS02	PS03	PS04
C01	3	1	1	2	1	1	1	2	1	3	1	1	2
C02	3	3	3	2	1	2	3	2	2	3	2	1	2
C03	3	2	3	1	2	3	2	1	1	3	1	2	1
C04	3	3	2	2	1	2	1	1	1	3	2	1	1
C05	3	2	3	3	1	2	3	3	3	3	3	1	3

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Positive Psychology	4		40	60	Theory

Introduction: This course helps the students to Understand the aims and scope of Positive Psychology and apply the basic concepts from the course to an analysis of their own lives and personal strength.

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

CO1	To enable the students to learn about the nature and assessments of positive psychology.
CO2	To understand various positive emotional states and its processes.
CO3	To understand the positive cognitive states and its processes.
CO4	To learn about the prosocial behavior and changing human behavior.
CO5	To gain knowledge on the positive environment and positive psychology in context.

UNIT I: The Nature and Assessment of Positive Psychology

Definition of Positive Psychology- Traditional Psychology- Origin, Assumptions and Goals of Positive Psychology- Western Perspectives on Positive Psychology. Eastern Perspectives on Positive Psychology- Classifications and Measures of Human Strengths and Positive Outcomes.

UNIT II: Positive Emotional States and Process

The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being. Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social.

Happiness, Flow and Savoring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Two traditions- subjective well-being: the hedonic basis of happiness; self-realization, the eudaimonic basis of happiness; comparing hedonic and eudaimonic views of happiness; Cultivating Flow and Savoring

Making the Most of Emotional Experience: Emotional-Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling.

UNIT III: Positive Cognitive States and Processes

Seeing Future through Self-Efficacy – Optimism and Hope. Two Universal Virtues – Wisdom and Courage- In Search of Optimal Experiences: Mindfulness, Flow, and Spirituality.

Unit IV: Prosocial Behaviour and Changing Human Behaviour

Empathy and Egotism-Portals to Compassion, Altruism, Gratitude, and Forgiveness. Attachment, Love, and Flourishing Relationships.

Changing Human Behavior: Balanced conceptualizations of Mental Health and Behavior. Interceding to prevent the Bad and Enhance the Good.

Unit V: Positive Environment and Positive Psychology in Contexts.

Life Above Zero: Interconnections of the “Good” and the “Bad”

Positive Schooling. Good Work – The Psychology of Gainful Employment. The Me/We Balance – Building Better Communities.

Admitted in M.Sc Applied Psychology from the academic year 2021-2022 & Onwards

Positive Psychology in Context – Developing Strengths and Living Well in a Cultural Context,
Living well at Every Stage of Life.

Reference Book

1. C.R.Snyder and Shane J Lopez. (2014). Positive Psychology – The Scientific and Practical Explorations of Human Strengths. (3rd Edn). Sage Publications.
2. Baumgardner, S.T., & Crothers, M, K. (2014). Positive Psychology. New Delhi:Pearson

Mapping of Course Outcomes with Program Outcomes:

Course Out-comes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	3	2	1	1	1	1	2	1	1	3	2	1	1
C02	2	1	1	2	1	2	3	2	2	2	2	1	2
C03	2	1	1	2	1	2	3	2	3	2	3	1	2
C04	2	1	1	2	1	2	3	2	2	2	2	1	2
C05	2	1	1	3	1	2	3	3	2	2	3	1	3

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

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

Course Focus on: Skill Development/ Employability/Research

Course Outcome:

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

Maximum Marks: 150 (Project Report 100 + Viva Voce 50)

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

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

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

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

- The history of the organization, the mission statement of the organization, personality sketch of the pioneers in the organization, historical development of the department of Psychology in the organization.
- The demands and expectations of the role of the Psychologist.
- The privileges of the Psychiatrist/Mangers/Psychologists in the hospital and Personnel in the Hospital.
- The functional domain and demarcations of Psychologist Vs Psychiatrists
- The organizational chart of the Organization and the status of team.
- The test privileges available at the Hospital/Industry. The test approved for administration in the clinical setting by the team, procedures followed in administering the tests in diagnosis and management and follow up of the use of various test, infancy.
- The therapeutic privileges available at the Hospital/Industry especially, those approved by the clinical team to provide psychotherapies/counseling and group therapies.
- The details about the hospital routines, mainly about the admission procedures, document maintained, regular clinical/organizational conference, meetings and the follow-up of the cases in detail.

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

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.

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

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

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

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

NORMS FOR EVALUATION FOR PROJECT REPORT

1. Introduction	20Marks
2. Methodology	20Marks
3. Review of Literature	10Marks
4. Results and Discussions	30Marks
5. Summary and Conclusion	10 Marks
6. References or Bibliography	10 Marks

Project Report 100Marks
Viva Voce Examination: 50Marks

Total 150Marks

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes									Program Specific Outcomes			
	P01	P02	P03	P04	P05	P06	P07	P08	P09	PS01	PS02	PS03	PS04
C01	1	3	3	1	3	3	1	1	2	1	3	3	1
C02	1	3	2	2	2	3	3	3	3	1	3	2	3
C03	2	3	2	3	3	2	3	3	3	2	3	3	3
