

# M.Sc. Applied Psychology

## Syllabus

### AFFILIATED COLLEGES

Program Code: \*\*\*

2023 – 2024 onwards

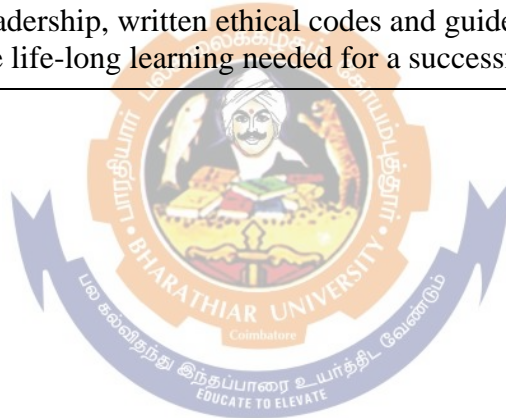


## BHARATHIAR UNIVERSITY

(A State University, Accredited with “A++” Grade by NAAC,  
Ranked 21<sup>st</sup> among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

<b>Program Educational Objectives (PEOs)</b>	
The <b>M. Sc. Applied Psychology</b> program describe accomplishments that graduates are expected to attain within five to seven years after graduation	
<b>PEO1</b>	To prepare students to excel in Post graduate Programs and to succeed in the field of counselling and HR through global, rigorous education
<b>PEO2</b>	To provide students with a solid foundation in psychology and help them in gaining skills in the various areas of psychology and also to pursue higher studies.
<b>PEO3</b>	To provide students with the foundation in skill development required to design, develop intervention strategies for behavior change
<b>PEO4</b>	To inculcate in students professional and ethical attitude, effective communication skills, teamwork skills, multidisciplinary approach, and an ability to relate psychological issues to broader social context, additional courses with regard to physical, psychological and career growth.
<b>PEO5</b>	To provide the student with an academic environment aware of excellence, outstanding leadership, written ethical codes and guidelines with moral values, and the life-long learning needed for a successful career.



<b>Program Specific Outcomes (PSOs)</b>	
After the successful completion of <b>M.Sc. Applied Psychology</b> program, the students are expected to	
<b>PSO1</b>	Understand the fields of Psychology and the research specific areas
<b>PSO2</b>	Understand the principles of psychology and its application in various fields
<b>PSO3</b>	Learn the concepts which form a catalyst to behavior
<b>PSO4</b>	Developing methods to write case analysis and assessment using psychological tests/instruments
<b>PSO5</b>	Learn to relate human behavior at work and develop intervention techniques problems encountered at work place.



<b>Program Outcomes (POs)</b>	
On successful completion of the <b>M. Sc. Applied Psychology</b> program	
<b>PO1</b>	Apply knowledge of psychology to help humans in society to find solution to their problems and improve quality of life
<b>PO2</b>	Identify, formulate, review literature and analyze human potentials and design programs for enhancing human behavior.
<b>PO3</b>	Design solution for human problems with appropriate consideration for the public health and safety, and the cultural, societal and the environmental considerations.
<b>PO4</b>	Use research based knowledge and research methods including design of experiments, analysis and interpretation of data, in psychological research
<b>PO5</b>	Understand the impact of Psychology in societal and environmental contexts, and demonstrate the knowledge and need for sustainable development
<b>PO6</b>	Choose suitable job position and apply learnt theoretical knowledge into practice
<b>PO7</b>	Can do outcome based research and able to find solution for problems exists in various work setups.
<b>PO8</b>	Engage in academics to educate students, counsel and guide for academic pursuit.
<b>PO9</b>	Develop innovative ideas to solve problems and make right decision with respect to profession based complexities.
<b>PO10</b>	Maintain and practice professionalism and decorum in engaging any profession

**BHARATHIAR UNIVERSITY: COIMBATORE 641 046**

**M. Sc. Applied Psychology Curriculum**

(For the students admitted during the academic year 2023 – 24 onwards)

Sem	Title of the Course	Credits	Hours Per Week		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
I	<b>CORE I:</b> Research Methodology and Statistics	4	4		25	75	100
	<b>CORE II:</b> Elements of Health Psychology	4	4		25	75	100
	<b>CORE III:</b> Organizational Behavior	4	4		25	75	100
	<b>CORE IV:</b> Cognitive Psychology	4	4		25	75	100
	<b>CORE V:</b> Practical- I	4		4	25	75	100
	Elective Course - I	4	4		25	75	100
	Supportive Course - I	2	2		12	38	50
II	<b>CORE VI:</b> Essentials of Social Psychology	4	4		25	75	100
	<b>CORE VII:</b> Personality Theories and Application	4	4		25	75	100
	<b>CORE VIII:</b> Human Resource Management	4	4		25	75	100
	<b>CORE IX:</b> Bio Psychology	4	4		25	75	100
	<b>CORE X:</b> Practical - II	4		4	25	75	100
	Elective Course - II	4	4		25	75	100
	Supportive Course - II	2	2		12	38	50
III	<b>CORE XI:</b> Psychopathology	4	4		25	75	100
	<b>CORE XII:</b> Psychodiagnostics	4	4		25	75	100
	<b>CORE XIII:</b> Psychotherapeutics	4	4		25	75	100
	<b>CORE XIV:</b> Organization Development	4	4		25	75	100
	<b>CORE XV:</b> Practical-III	4		4	25	75	100
	Elective Courses - III	4	4		25	75	100
	Supportive Courses -III	2	2		12	38	50
IV	<b>CORE XVI:</b> Perspectives in Counselling Psychology	4	4		25	75	100
	<b>CORE XVII:</b> Project work/ Clinical/Industrial Practicum	8				200	200
	<b>SWAYAM – MOOC – Online Course *</b>	2					50
	<b>Value Added Course #</b>	4					50
	<b>Job Oriented Course #</b>	4					50
	<b>Total</b>	<b>100</b>					<b>2400</b>

\* SWAYAM – MOOC and # One Value added course and One Job Oriented Course– Online courses shall be of duration at least 4 weeks with at least 2 credits. The course shall be mandatory and shall be completed within the third semester (i.e., before the beginning of the fourth semester)

Course code	RESEARCH METHODOLOGY AND STATISTICS		L	T	P	C
Core I			4	-	-	4
Pre-requisite	Basic in Research in Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enable students to understand the basics of research.</li> <li>To help students analyze and identify the variables and hypotheses used in the research.</li> <li>To enable students to understand the non-experimental methods in research.</li> <li>To understand the concepts of experimental research methods.</li> <li>To help students develop skills required for analyzing the data and writing in research.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To enable the understanding of the research methodology and ethics in research					K1
2	To understand the variables, measurement and hypotheses testing in research					K2
3	To familiarize with observational and survey research approaches.					K3
4	To enhance the knowledge of single-factor design and factorial design.					K4
5	To familiarize the quantitative and qualitative analysis of data and writing in research.					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Basics of Research</b>				<b>12 hours</b>	
<b>Research Methodology:</b> Meaning, Objectives, Types of Research, Significance of Research, Research Process, Research Question: Choice of a Problem, The Literature Review, Using the Internet.						
<b>Ethics in Research:</b> APA Ethics Code – Responsibility, Protection from Harm, Informed Consent, Privacy and Freedom from Coercion, Deception, Debriefing, Role of Research Participant, Ethics in Scientific Writing.						
<b>Writing in Psychology:</b> General Guidelines, Avoiding Sexism and Ethnic Bias in Writing, The Parts of a Paper, Documenting your Paper, Steps in Publication Process, Oral Presentations, Poster Presentations.						
<b>Unit:2</b>	<b>Variables And Hypotheses</b>				<b>12 hours</b>	
<b>Measurement:</b> What is measurement? Types of Measurement Scales, Comparison of the Scales, Measurement and Statistics- Reliability and Validity of Measurements						
<b>Variables:</b> Types of Variables – Dependent and Independent Variables, Confounded Variables, Quantitative and Categorical Variables, Continuous and Discrete Variables						
<b>Hypotheses:</b> Testing hypotheses, Dealing with Uncertainty in Hypothesis testing (Type I and Type II Errors, Alpha and Statistical Significance, Effect Size)						

<b>Unit:3</b>	<b>Non-Experimental Methods</b>	<b>12 hours</b>
<p><b>Observational Research:</b> Naturalistic Observation, Participant-Observer Research.</p> <p><b>Interview:</b> Formal interview and informal interview. <b>Focus Groups</b></p> <p><b>Survey Research:</b> How a questionnaire is designed, Administering the questionnaire.</p> <p><b>Sampling-</b> Steps in Sampling Design, Types of sampling designs: Non-probability and Probability sampling.</p>		
<b>Unit:4</b>	<b>Experimental Methods</b>	<b>12 hours</b>
<p><b>Between-groups designs:</b> Randomized-groups design, Matched-groups design, Factorial designs.</p> <p><b>Within-groups design:</b> Complete, Incomplete.</p> <p><b>Experimental design classification:</b></p> <p><b>Pre-experimental design:</b> One-shot case study, One group pretest-posttest design, Static-group comparison; True experimental designs: Equivalent-group design, Pretest-posttest group design, Solomon four-group design.</p> <p><b>Quasi-experimental design:</b> Time-series design, Equivalent time-sample design, Non-equivalent control group design, Counterbalanced design, Separate-sample pretest-posttest design, Patched-up design, Longitudinal design, Cross-sectional design, Cohort design.</p> <p><b>Ex-post facto design:</b> Correlational design, Criterion-group design.</p> <p><b>Steps in experimentation.</b></p>		
<b>Unit:5</b>	<b>Analysis of Data</b>	<b>12 hours</b>
<p>Quantitative Analysis I: Correlation and Regression (measures of relationship), student's t-distribution, One-Way ANOVA, Two-Way ANOVA, Repeated measures ANOVA.</p> <p><b>Quantitative Analysis II:</b> Chi-Square test of association, Wilcoxon Signed-rank test, Mann-Whitney test, Spearman's Rho, Kruskal-Wallis (unrelated differences), Friedman (related differences).</p> <p><b>Qualitative Analysis:</b> Grounded Theory, Interpretative Phenomenological Analysis, Content Analysis</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
	<b>Total Lecture hours</b>	<b>62 hours</b>
<b>Text Book(s)</b>		
1	Coolican, H. (2019). <i>Research Methods and Statistics in Psychology</i> (7 <sup>th</sup> Ed.). Routledge Publication.	
2	Graziano, A. M., & Raulin, M. L. (1989). <i>Research Methods: A process of inquiry</i> . Harper & Row.	
3	Hanna, D., & Dempster, M. (2012). <i>Psychology Statistics for Dummies</i> . John Wiley & Sons Publication.	

4	Kothari, C. R., & Gaurav, G. (2019). <i>Research Methodology: Methods and Techniques</i> (4 <sup>th</sup> Ed.). New Age International Publishers.
5	McBurney, D. C., & White, T. L. (2007). <i>Research methods</i> (7 <sup>th</sup> Ed.). Thomson Wadsworth.
6	Morling, B. (2017). <i>Research Methods in Psychology</i> (3 <sup>rd</sup> Ed.). W.W. Norton & Company Publication.
7	Singh, A. K. (2009). <i>Tests, Measurements and Research Methods in Behavioural Sciences</i> (5 <sup>th</sup> Ed., text rev.). Bharati Bhawan Publication.

**Reference Books**

1	American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> . (7 <sup>th</sup> Ed.). American Psychological Association.
2	Coolican, H. (1996). <i>Research Methods and Statistics in Psychology</i> (2 <sup>nd</sup> Ed.). Hodder & Stoughton Publication.
3	Coolican, H. (2014). <i>Research Methods and Statistics in Psychology</i> (6 <sup>th</sup> Ed.). Psychology Press.
4	Howitt, D., & Cramer, D. (2008). <i>Introduction to Research Methods in Psychology</i> (2 <sup>nd</sup> Ed.). Pearson Education.
5	Watt, R., & Collins, E. (2019). <i>Statistics for Psychology</i> . Sage Publication Ltd.

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1	Macdonald, S., & Headlam, N. (2009). <i>Research Methods Handbook</i> . CLES. <a href="https://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods">https://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods</a>
2	Batanero, C. (2000). <i>Training Researchers in the use of Statistics</i> . IASE. <a href="http://www.ugr.es/~batanero/documentos/training.pdf">http://www.ugr.es/~batanero/documentos/training.pdf</a>

Course Designed By: **Prof. N. Annalakshmi**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	M	S	S	S	S
CO2	M	S	S	M	S	S	S	S	S	S
CO3	S	S	M	S	M	S	S	M	S	M
CO4	S	S	M	S	S	M	S	M	S	M
CO5	M	M	S	S	S	S	M	S	M	S

\*S-Strong; M-Medium; L-Low



Course code	ELEMENTS OF HEALTH PSYCHOLOGY		L	T	P	C
Core II			4	-	-	4
Pre-requisite	Basics in Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To teach the field and factors influencing health psychology</li> <li>To understand the type of personality and psychological approaches to health</li> <li>To evaluate how people live with illness, why they find changing behavior difficult and what psychologists can do to help with chronic illness.</li> <li>To understand the factors influencing health</li> <li>To describe the psychological approaches to health</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Understand the biological, behavioral, cognitive and social determinants of health and risk factors for health-compromising behaviors.				K2	
2	Demonstrate advanced approaches to health and psychological approaches to health.				K4	
3	Evaluate the research in health psychology and apply this knowledge in the healthcare profession.				K5	
4	Create a healthy relationship and understand health-compromising behaviors.				K6	
5	Apply the principles of stress and coping strategies.				K3	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>The Field of Health Psychology and Factors Influencing Health</b>				<b>12 hours</b>	
<p><b>The Field of Health Psychology:</b> Definition and Focuses of Health Psychology - Health - Health Psychology - Wellness - Homeostasis - Historical perspectives on Health and Healing - Dimensions of Health and Wellness - Emotional, Intellectual, Spiritual, Occupational, Social and Physical - Models of Health: Medical, Environmental, Holistic - Bio-psycho-social and Bio-medical Model.</p> <p><b>Factors Influencing Health:</b> Mind and Body Relationship - Genetic - Environmental and Behavioral Factors - Health Habits - Primary Prevention - The Changing Health Behaviors: Demographic Factors - Age - Values - Health Locus Control - Social Influence - Personal Goals - Perceived Symptoms - Access to the Health care Delivery System - Cognitive Factors - Instability of Health Behavior - Socialization - Teachable Movement - Window of Vulnerability - Attitude Change and Self Efficacy on Health Behaviors.</p>						
<b>Unit:2</b>	<b>General Approaches to Health and Psychological Approaches to Health</b>				<b>12 hours</b>	
<p><b>General Approaches to Health:</b> Models and Theories of Health - 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.</p> <p><b>Psychological Approaches to Health:</b> Psychodynamic - Behavioral - Big Five Personality Traits - Type A, B, C, and D Personality Factors - Hostility - Impulsivity - Self-Efficacy - Attitude Change - Motivational Cues for Health.</p>						

<b>Unit:3</b>	<b>Health Enhancing Behaviors, Eating Behavior and Health and Maintaining Healthy Weight</b>	<b>12 hours</b>
<p><b>Health Enhancing Behaviors:</b> Meaning Definition and Benefits of Exercise - Types of Exercise - Choosing the Right Exercise - Bio-psycho-social Perspective - Biological, Psychological and Sociocultural factors on inactivity - Factors promoting Exercise behavior.</p> <p><b>Eating Behavior and Health:</b> Meaning and Definition of 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.</p> <p><b>Maintaining Healthy Weight:</b> Meaning and Definition of Healthy Weight - Obesity - Body Mass Index - Energy Balance - Popular Weight loss Program - Sensible Weight Management - Dieting and Eating Disorders: Yo-Yo Dieting, Crash Diets and Fad Diets - Obesity - Anorexia nervosa and Bulimia nervosa - Weight Management Programs.</p>		
<b>Unit:4</b>	<b>Healthy Relationships and Health-Compromising Behaviors</b>	<b>12 hours</b>
<p><b>Healthy Relationships:</b> Sexuality - Physical and Psychological Dimensions of Sexuality - Sexual Orientations - The Relationships Dimension of Sexuality: The Life-Cycle of Intimate Relationships - Developing Intimacy - Establishing Commitment - Endings in Relationship - Communicating in Intimate Relationships - Sending clear Messages - Effective Listening - Expressing Anger Constructively.</p> <p><b>Health Compromising Behaviors:</b> Smoking - Tobacco and Its Biological and Psychological Effect - Smokeless Tobacco - Tobacco Related Damage to Health - Effects of Parental Smoking on Children - Lung Cancer - Heart Disease and Bronchitis - Tobacco's Effects on Non-Smokers - Reasons for Smoking - Quitting Smoking and Related therapies. <b>Alcohol:</b> Alcoholism and Problem Drinking - The Phases of Alcoholism - Biological Psychological and Social effects of Alcohol Use and Abuse - Interventions for Alcoholism</p>		
<b>Unit:5</b>	<b>Stress and Coping, Heart Disease and Health</b>	<b>12 hours</b>
<p><b>Stress and Coping:</b> Stress - Stressors - Physiological and the Psychological Reactions to Stress - Theories of Stress by Walter Cannon and Hans Selye - Coping with Stress - Problem Focused, and Emotional Focused - Stress Management Techniques - Progressive Muscle Relaxation - Massage therapy - Self-help and Professional help - Religious and Spiritual Orientations - Stress Inoculation Training - Biofeedback - Redefinition and Guided Imagery.</p> <p><b>Heart Disease and Health:</b> Understanding of Cardiovascular Disease - Biological and Psychosocial Risk Factors for Cardiovascular Disease - Diet and Cardiovascular Disease - Primary, Secondary and Tertiary Prevention and Control of Cardiovascular Disease.</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>

<b>Text Book(s)</b>	
1	Edlin, G., & Golanty, E. (2018). <i>Health and wellness</i> . Jones & Bartlett Publishers.
<b>Reference Books</b>	
1	Snooks, M. K. (2009). <i>Health psychology: Biological, Psychological, and Sociocultural Perspectives</i> . Jones & Bartlett Publishers.
2	Taylor, S. E. (2018). <i>Health Psychology</i> . Tata McGraw Hill Edition.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Hamid, Y. (2019, July 22). <i>Psychology for Health and Wellbeing</i> [Video]. YouTube. <a href="https://swayam.gov.in/nd2_cec19_hs03/preview">https://swayam.gov.in/nd2_cec19_hs03/preview</a>
Course Designed By: <b>Dr. S. Rajakumari</b>	

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	M	M	S	S	M
CO3	S	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	S	S	S	S	M
CO4	S	S	S	S	M	S	S	S	M	S
CO5	M	S	S	S	M	M	S	S	M	M

\*S-Strong; M-Medium; L-Low



Course code	ORGANIZATIONAL BEHAVIOR		L	T	P	C
Core III			4	-	-	4
Pre-requisite	Basics In Organization Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To understand the nature of organizational behavior</li> <li>2. To explain the individual behavior related to motivation and rewards through models</li> <li>3. To identify the processes used in developing communication and resolving conflicts</li> <li>4. To explain group dynamics and demonstrate skills required for working in groups</li> <li>5. To discuss the implementation of organizational change</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To analyze the psychological principles that influence behavior in the workplace.					K4
2	Evaluate individual behavior in the workplace as influenced by personality, values, perceptions, and motivations					K5
3	Understand the management style as it relates to influencing and managing behavior in work settings					K2
4	Create modules to enhance group dynamics, communication, leadership					K6
5	Apply relevant contemporary theories, concepts and models to analyze real-life management situations.					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Need and Importance of Organizational Behaviour</b>					<b>12 hours</b>
Definition – Need and Importance of Organizational Behaviour - Nature and Scope – <b>Management Roles:</b> Interpersonal role, Informational Role, Decisional roles; Management functions; <b>Management Skills:</b> Technical, Human, Conceptual skills.						
<b>Challenges and Opportunities for Organizational Behaviour:</b> Economic, Globalization, Workforce Diversity, Employee Well-being, Ethical Behaviour - Contributing Disciplines to the Organizational Behaviour. <b>Organizational Behaviour Models:</b> Inputs, Process, Outcome; Evidence-based management (EBM)						
<b>Unit:2</b>	<b>Foundations of Individual Behaviour</b>					<b>12 hours</b>
<b>Perception:</b> Person Perception - Shortcuts in Judging Others-Interpersonal Perception- <b>Applications:</b> Decision making - Rational decision-making model - Bounded rationality - Intuitive Decision Making – Common Errors.						
<b>Attitudes:</b> Job Attitude – Job Satisfaction – Job involvement, organizational commitment, Perceived organizational support (POS) – Sources of Attitudes and its applications.						
<b>Personality:</b> Personality Determinants – Dimensions of Self Concept – Personality Traits – Matching Personality and Job types – Traits relevant to Work Behaviour.						

<b>Unit:3</b>	<b>Learning, Motivation and Job Satisfaction</b>	<b>12 hours</b>
<p><b>Learning:</b> Theories of Learning – Shaping-Schedules of Reinforcement – Its Organizational Applications.</p> <p><b>Motivation:</b> Theories of Motivation - <b>Content Theories:</b> Maslow, Herzberg, Alderfer, McGregor, McClelland, <b>Process Theories:</b> Vroom, Porter and Lawler’s Expectancy Model, Adams Equity Model, Skinner’s Reinforcement Model, Goal Setting Theory. <b>Applications of Motivation Theory</b> – Management by Objective (MBO) – Employee recognition and involvement program.</p>		
<b>Unit:4</b>	<b>Foundations of Group Behaviour</b>	<b>12 hours</b>
<p><b>Group:</b> Definition – Types of Groups – Ingroup and Outgroup – Models of Group Development- External Conditions Imposed on the Group – Group Structure – Group Process – Group Decision Making Group Think and Group Shift – Intergroup Relations – Methods for Managing Intergroup Relations.</p> <p><b>Team:</b> Definition – Types of Teams – Models of Team Effectiveness – A Developmental Model – A Systems Model of Team Building. Conflict Process: Types of Conflicts – Conflict Management Techniques – Functional and Dysfunctional Outcomes of Conflict.</p>		
<b>Unit:5</b>	<b>Dynamics of Organizational Behaviour</b>	<b>12 hours</b>
<p><b>Communication Process</b> – Barriers to Effective Communication – Directions of Communications – Nonverbal Communications.</p> <p><b>Leadership Theories:</b> Personality Trait Theories – Behavioral Styles – Situational and Contingency Style – Transformational Leadership – Sources of Power.</p> <p><b>Change Process:</b> Forces for Change – Resistance to Change - Overcoming Resistance to Change – Approaches to Management Organizational Change – Implementing Successful Change – Organizational Development Intervention Strategies.</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Robbins, S. P., Judge, T. A., & Campbell, T. T. (2017). <i>Organizational Behavior</i> (17 <sup>th</sup> Ed.). Pearson Education.	
<b>Reference Books</b>		
1	Chand, J.S. (2014). <i>Principles of Management</i> . (2 <sup>nd</sup> Ed.). Vikas Publishing House Pvt. Ltd.	
2	Hellriegel, D., & Slocum, J. W. (2021). <i>Organizational Behavior</i> (16 <sup>th</sup> Ed.). South-Western Cengage Learning.	
3	Harris, J., & Hartman, S. (2006). <i>Organizational Behavior</i> . Jaico Publishing House.	
4	Luthans, F. (2018). <i>Organizational Behavior: An evidence-based approach</i> (14 <sup>th</sup> Ed.). McGraw-Hill Education.	
5	Newstrom, J. W., & Davis, K. (2017). <i>Organizational Behavior</i> (12 <sup>th</sup> Ed.). McGraw-Hill Education.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	Panchal, N. (2020, January 13). <i>Organizational Behaviour</i> [Video]. YouTube. <a href="https://swayam.gov.in/nd2_cec20_mg03/preview">https://swayam.gov.in/nd2_cec20_mg03/preview</a>
2	Mitchell, R (n.d.). <i>Organisational behaviour: Know your people</i> . Coursera. <a href="https://www.coursera.org/learn/organisational-behaviour-know-your-people">https://www.coursera.org/learn/organisational-behaviour-know-your-people</a>
Course Designed By: <b>Dr. C. Balakrishnamurthy</b>	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	S	S	M	M	M	S	S	M
CO3	M	M	M	S	S	M	S	M	S	M
CO3	M	M	S	M	S	S	S	S	S	S
CO4	M	M	S	S	M	M	S	M	S	M
CO5	S	M	S	M	S	M	M	M	M	M

\*S-Strong; M-Medium; L-Low



Course code	COGNITIVE PSYCHOLOGY		L	T	P	C
Core IV			4	-	-	4
Pre-requisite	Basics in Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. Understand the mental processes and their relationship to Brain, Mind and behavior.						
2. Recognize the higher mental processes and their relevance in daily living.						
3. Relate the concepts of language and problem solving and creativity in everyday life						
4. Understand memory structure and process and its relation to neurocognition						
5. Understand the Neurophysiological sensing techniques and their applications						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Remember the theoretical approaches of cognitive neurosciences.					K1
2	Apply the various concepts of attention and memory.					K3
3	Describe the process, acquisition of language and development.					K1
4	Analyze the aspects of problem-solving and decision-making.					K5
5	Assess the structures, approaches of intelligence and strategies to improve intelligence					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>The Nature, History and Cognitive Neuroscience</b>				<b>12 hours</b>	
<b>Cognitive Psychology:</b> What is Cognitive Psychology? Definition and domains, Roots of Cognitive Psychology, Conceptual Science and Cognitive Psychology.						
<b>Cognitive Neuroscience:</b> Cognitive Psychology and Neuroscience, the Nervous System, the neuron, the cell body, the axon, presynaptic terminals, Anatomy of the Brain, Cerebral hemispheres, cerebral cortex, Sensory-motor areas, lobes of the brain, Neurophysiologic Sensing Techniques, MRI, EPI, CAT scan, PET scan, Memory and PET- a tale to hemispheres, split-brain research, Cognitive Psychology and Brain Science, <b>Application:</b> Cognitive style and cognitive map.						
<b>Unit:2</b>	<b>Perception, Attention, Pattern Recognition and Consciousness</b>				<b>12 hours</b>	
<b>Perception and Attention:</b> Sensation and Perception, Perceptual Span, Iconic Storage, Echoic Storage, Functions of sensory stores, Attention, Processing capacity and selective attention, Auditory signals, Models of selective attention, Visual attention, Automatic processing, The neuro-cognition of attention, Human Brain and Attention, PET.						
<b>Pattern Recognition: Perceptual theories:</b> Template-matching theory, Feature detection theory, independent confirmation of feature analysis, Gestalt theory, Canonic perspectives, Prototype matching, Pattern Recognition, and the role of the perceiver. <b>Application:</b> Applications of feature analysis, template matching, prototypes in Bottom-Up Top-Down and Pandemonium in visual processing						
<b>Consciousness:</b> Explicit and implicit memory, Research with primes, Neuro-Cognitive studies, Sleep and Amnesia, Modern theories of consciousness, Baars' global workspace theory, Functions of consciousness.						

<b>Unit:3</b>	<b>Memory Structure and Process</b>	<b>12 hours</b>
<p><b>Short-term memory:</b> Neurocognition and STM, working memory, Capacity of STM, The coding of Information in STM, Retrieval of Information from STM. <b>Long-term memory:</b> Neurocognition and LTM, LTM Storage and Structure, Very Long-Term Memory, Autobiographical Memories, Fallibility of Memory and Eyewitness Identification.</p> <p><b>Theories:</b> Early studies, Neurocognition of Memory, Two Memory Stores, Memory in the larger cognitive domain. <b>Models of Memory:</b> Waugh and Norman, Atkinson and Shiffrin, Level of recall, levels of Processing, Self-Reference Effect, Episodic and Semantic Memory, Tulving, A connectionist (PDP) model of memory - Rumelhart and McClelland. <b>Mnemonics and Experts:</b> Mnemonic System, Experts and Expertise.</p>		
<b>Unit:4</b>	<b>Mental Representations: Memory and Imagery</b>	<b>12 hours</b>
<p><b>The Representation of Knowledge:</b> 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.</p> <p><b>Mental Imagery:</b> Imagery and Cognitive Psychology, Neurocognitive Evidence, Cognitive Maps Storing, Retrieving, Retrieval from working and permanent memory, Theories of retrieval, Forgetting.</p> <p><b>Cognitive development:</b> Life-span development, Developmental Psychology, Neurocognitive Development, Comparative Development, Cognitive Development, Assimilation and Accommodation – Piaget, Mind in Society- Vygotsky, Vygotsky and Piaget.</p> <p><b>Neurocognitive Development:</b> Early Neural Development, Environment and Neural Development, Intelligence and Ability, Development of Information Acquisition Skills, Higher-Order Cognition in Children, Prototype Formation among Children.</p>		
<b>Unit:5</b>	<b>Thinking, Problem-Solving, Creativity and Decision Making</b>	<b>12 hours</b>
<p><b>Thinking:</b> Concept formation Association, Hypothesis testing, Logic inferences and deductive reasoning, Syllogistic reasoning. <b>Problem-solving:</b> Gestalt Problem-solving approaches, Algorithm, Heuristics. <b>Creativity:</b> Definition of creativity, Process, Barriers to creativity Judging creativity.</p> <p><b>Decision Making:</b> Steps in the decision-making process, Reasoning Dialogues, Decision frames, Bayes theory of decision making. <b>Intelligence:</b> Human intelligence, Cognitive theories of Intelligence, Artificial Intelligence, AI and PDP, Machines and Mind, Perception and Artificial Intelligence, AI and Human Cognition, The Chinese Room Language and Artificial Intelligence.</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Best, J. B. (1999). <i>Cognitive Psychology</i> . Wadsworth Publishing Co.	
2	Solso, R. L. (2014). <i>Cognitive Psychology</i> (8th Ed.). Pearson Education	



<b>Reference Books</b>	
1	Hunt, R. & Elli, H. C. (2006). <i>Fundamentals of Cognitive Psychology</i> (7 <sup>th</sup> Ed.). Tata McGraw Hill.
2	Sternberg, J. R. (2009). <i>Applied Cognitive Psychology: Perceiving, Learning and Remembering</i> . Cengage Learning India.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Cherry, K. (2022). <i>What is Cognitive Psychology? The science of how we think</i> . Very Well mind. <a href="https://www.verywellmind.com/cognitive-psychology-4157181">https://www.verywellmind.com/cognitive-psychology-4157181</a>
2	Farnsworth, B. (n.d.). What is cognitive psychology. Research Gate. <a href="https://imotions.com/blog/cognitive-psychology/">https://imotions.com/blog/cognitive-psychology/</a>
Course Designed By: <b>Dr.C.Balakrishnamurthy</b>	

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	P08	P09	P10
CO1	S	M	M	S	M	M	S	S	M	M
CO3	M	S	S	M	S	M	S	M	S	M
CO3	S	M	M	S	M	S	S	M	M	S
CO4	M	M	M	M	S	M	M	S	S	M
CO5	M	S	S	S	M	M	M	M	S	M

\*S-Strong; M-Medium; L-Low



Course code	EXPERIMENTAL PSYCHOLOGY - I		L	T	P	C
Core V			-	-	8	4
Pre-requisite	Basics in Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objective of this course is to:						
<ol style="list-style-type: none"> <li>To realize the importance and utility of the methodology and statistics in psychology.</li> <li>To learn the strategy to interpret the results of the factors/variables</li> <li>To draw a meaningful conclusion based on the assessment results and data</li> <li>To write clear, cogent summaries and interpretations.</li> <li>To enhance skills to conduct psychological test</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To apply an appropriate statistical analysis to the data					K3
2	To evaluate the various factors associated with health and well-being					K5
3	To understand the psychological factors related to the organization					K2
4	To evaluate the performance and quality of the employee					K5
5	To analyze the individual cognitive skills					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Research Methodology and Statistics</b>				<b>12 hours</b>	
<ol style="list-style-type: none"> <li>Survey method</li> <li>Focus group</li> <li>Design an experiment</li> <li>Computing t-test</li> <li>Computing partial correlation</li> <li>Computing ANOVA</li> </ol>						
<b>Unit:2</b>	<b>Health Psychology</b>				<b>12 hours</b>	
<ol style="list-style-type: none"> <li>Stress Assessment Questionnaire</li> <li>Quality of Life Index Questionnaire</li> <li>Sustainable habit scale</li> <li>Spiritual intelligence scale</li> <li>Student's Alcohol Syndrome Questionnaire</li> <li>Multidimensional Health profile</li> <li>Subjective Well Being Questionnaire</li> <li>General Health Questionnaire</li> <li>PGI Health Questionnaire</li> <li>Mental Health Checklist</li> </ol>						
<b>Unit:3</b>	<b>Organizational Behaviour</b>				<b>12 Hours</b>	
<ol style="list-style-type: none"> <li>MBTI</li> <li>Motivational Climate Scale</li> <li>Minnesota Satisfaction Scale</li> <li>Decision-Making Style Scale</li> <li>Leadership Effectiveness Scale</li> </ol>						

6. Organizational Health Description		
7. Power Motive Inventory		
8. Vocational Preference Inventory		
<b>Unit:4</b>	<b>Cognitive Psychology</b>	<b>12hours</b>
1. Metacognitive Inventory		
2. Stroop effect		
3. Pandey's Cognitive Development test		
4. Mental Imagery Questionnaire		
5. Cognitive Style Questionnaire		
6. Short-term and Long-Term Exercises		
7. Conflictive Thoughts Analysis Inventory		
8. Behavioural & Emotional Rating Scale		
<ul style="list-style-type: none"> <li>• This list is suggestive</li> <li>• A minimum of 12 experiments/exercises must be completed</li> </ul>		
<b>Unit:5</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Myers, A., & Hansen, C. H. (2012). <i>Experimental psychology</i> . Cengage Learning.	
<b>Reference Books</b>		
1	Anastasi, A., & Urbina, S. (2016). <i>Psychological testing</i> . Prentice Hall/Pearson Education.	
2	Coolican, H. (2018). <i>Research Methods and Statistics in Psychology</i> . Routledge.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Guha, R. (2020, September 14). <i>Great Experiments in Psychology</i> [Video]. You Tube. <a href="https://swayam.gov.in/nd1_noc20_hs45/preview">https://swayam.gov.in/nd1_noc20_hs45/preview</a>	
Course Designed By: <b>Dr. G. K. Sellakumar</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	P09	P010
CO1	M	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	S	S	S	S	M
CO3	S	S	S	S	M	S	S	M	M	S
CO4	S	S	S	S	M	S	S	M	M	M
CO5	M	S	S	S	M	S	M	M	S	M

\*S-Strong; M-Medium; L-Low

Course code	ESSENTIALS OF SOCIAL PSYCHOLOGY		L	T	P	C
Core VI			4	-	-	4
Pre-requisite	Basics in Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To understand the theories, concepts, and perspectives in social psychology.</li> <li>To explain how theories used to describe human attitude and behavior.</li> <li>Analysis the nature of human diversity and attitudes toward diversity</li> <li>Recognize the factors that influence individuals in patterns of social behavior</li> <li>Understand the dynamics of intergroup relationships, conflict, and cooperation</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	To understand the key substantive content of the field of social psychology					K2
2	Use existing knowledge and concepts to identify the causes of the social behavior					K3
3	Develop the ability to analysis regarding the principles of social behavior					K4
4	Able to evaluate empirical findings to explain, predict, and influence behavior.					K5
5	Remember the ethics in social psychology research					K1
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create						
<b>Unit:1</b>	<b>Genesis and Focus of Social Psychology</b>				<b>12 hours</b>	
<b>Introduction:</b> Origin and Development of Social Psychology - Modern Trends in Social Psychology - Cognitive - Multicultural - Evolutionary - Neuroscience - Implicit Processes and Social Diversity.						
<b>Social Perception:</b> Non-Verbal Communication - Basic Channels - Gazes and Stares - Body Language and Touching - Recognizing Deception - Individual Differences. <b>Attribution:</b> Meaning - Theories - Jones and Davis Theory - George Kelly's Theory - Weiner's Theory - Impression Formation and Impression Management.						
<b>Social Cognition:</b> Definition - Schemas and Prototypes – <b>Heuristics:</b> Types of Heuristics - <b>Errors in Social cognition:</b> Negativity bias - Optimistic bias - Counterfactual thinking - Thought Suppression - Limits on Abilities.						
<b>Unit:2</b>	<b>Attitude and Self</b>				<b>12 hours</b>	
<b>Attitudes and Human Behavior:</b> Nature and Functions of Attitudes - <b>Formation of Attitudes:</b> Social Learning - Direct Experiences and Genetic Factors - Attitudes Influence Behavior.						
<b>Persuasion:</b> Process of Changing Attitudes - Traditional and Cognitive approaches - Other factors affecting Persuasion - Resistance to Changing Attitudes - Reactance - Forewarning - Selective avoidance - Actively defending and Inoculation - Cognitive dissonance.						
<b>Self:</b> Definition - Possible Self - Self Concepts - Self-awareness - Self-Esteem - Self Focusing - Self Monitoring - Self Efficacy - Self Presentation - Self Regulation - Gender Identity - Gender Consistency - Sex Typing and Psychology of Androgyny						

Unit:3	Prejudice and Interpersonal Attraction	12 hours
<p><b>Prejudice and Discrimination:</b> Definition - Nature and Origin of Prejudice - Direct Intergroup Conflict - Early Experiences - Social Categorization - Cognitive Sources of Prejudice - Modern Racism - Priming - Discrimination: Bonafide Pipeline and Exposure - <b>Techniques for Minimizing Prejudice:</b> Learning Not to Hate - Direct Intergroup Contact - Re-Categorization - Cognitive Interventions.</p> <p><b>Interpersonal Attraction:</b> Definition and Nature of Interpersonal Attraction - <b>Internal Determinants of Attraction:</b> The Need to Affiliate - The Basic Role of Effect - <b>External Determinants of Attraction:</b> The Power of Proximity and Observable Characteristics - <b>Interactive Determinants of Attraction:</b> Similarity - Complementarities and Mutual Liking.</p> <p><b>Interdependent Relationships:</b> Close Relatives - Friendships - Loneliness - Romantic Relationships - Theories of Love - Marital Relationships - Success and Failure of Marriage.</p>		
Unit:4	Social Influence and Pro-social Behavior	12 hours
<p><b>Social Influence:</b> Definition - Conformity - Classical Conformity Studies: Sherif's - Asch's, and Milgram's studies on conformity - The Factors Affecting Conformity: Cohesiveness - Group Size - Type of Social Norm - Bases of Conformity - Need for Individual - Minority Influence.</p> <p><b>Compliance:</b> 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 - Obedience to Authority.</p> <p><b>Pro-Social Behavior:</b> Definition - Basic Concepts - Empathy - Altruism - Reasons for Helping - Empathy Altruism Hypotheses - Negative State Relief Model - Empathic Joy Hypotheses and Genetic Determinism - Responding to an Emergency - Bystander Effect - Diffusion of Responsibility - Heroism - Five Steps in Helping Vs. Not Helping - <b>External and Internal Influences on Helping Behavior:</b> Situational Factor - Emotional Personality Disposition - Altruistic Personality - Motives for Volunteering.</p>		
Unit:5	Aggression, Group and Individual Behaviour	12 hours
<p><b>Aggression:</b> Definition - Nature of Aggression - <b>Theories:</b> Instinct - Biological - Drive - Social Learning and Cognitive - <b>Personal Causes:</b> Type A Behavior - Hostility - Irritability - Gender - Social Causes - Frustration - Direct Propagation - Exposes to Media Violence - Height End Arousal - Spiritual Arousal - Sexual Jealousy - Situational Causes - Child Maltreatment - Workplace Violence - Bullying - Prevention and Control of Aggression - Punishment - Cognitive Interventions - Catharsis Training in Social Skills and Forgiveness.</p> <p><b>Groups and Individual Behavior:</b> Definition - Nature and Function of Groups - The Benefits and Costs of Working with Others - Social Facilitation - Social Loafing - Deindividuation - Group Polarization - Groupthink - Individuals Influence on Group - Perceived Fairness in Groups - Decision Making by Groups.</p> <p><b>Application: Work settings:</b> Job satisfaction – Productivity – Organizational Culture – Employee well-being; <b>Health:</b> Social Norms – Social Support – Promoting healthy behaviors; <b>Environmental Psychology:</b> Social Norms – Social Influence – Sustainable behaviors.</p>		

<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Baron, R. A., & Branscombe, N. R. (2017). <i>Social Psychology</i> (14 <sup>th</sup> Ed.). Pearson Education, Boston.	
<b>Reference Books</b>		
1	Aronson, E., Wilson, T. D., & Akert, R. M. (2015). <i>Social Psychology</i> (9th Ed.). Pearson.	
2	Feldman, R. S. (2015). <i>Social Psychology</i> . (4 <sup>th</sup> Ed.). Pearson	
3	Myers, D. G. (2017). <i>Social Psychology</i> . (10 <sup>th</sup> Ed.). McGraw Hill Education.	
4	Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2017). <i>Applied Social Psychology: Understanding and addressing social and practical problems</i> (3 <sup>rd</sup> Ed.). Sage Publications.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Plous, S. (n.d.). <i>Social Psychology</i> . Coursera. <a href="https://www.coursera.org/learn/social-psychology">https://www.coursera.org/learn/social-psychology</a>	
2	edX. (n.d.). <i>Introduction to Social Psychology</i> . <a href="https://www.edx.org/course/introduction-to-social-psychology">https://www.edx.org/course/introduction-to-social-psychology</a>	
Course Designed By: <b>Mr. S. Dhanraj</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	M	M	S	S	M
CO3	M	M	S	M	S	M	S	M	S	M
CO3	M	M	S	S	M	S	M	S	M	S
CO4	S	S	M	S	M	S	S	S	M	S
CO5	S	M	S	M	S	S	S	M	S	S

\*S-Strong; M-Medium; L-Low

-Course code		PERSONALITY THEORIES AND APPLICATION	L	T	P	C
Core VII			4	-	-	4
Pre-requisite	Basics in Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enable students to understand the concept and assessment of personality.</li> <li>To help students to understand the dispositional domain and biological domain in personality.</li> <li>To understand the intrapsychic domain of personality.</li> <li>To enable students to familiarize with cognitive, social and cultural domains in personality.</li> <li>To enhance the understanding of Eastern approaches to personality.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To enable the understanding of the levels of personality analysis and sources of personality data.					K1
2	To understand the trait and physiological approaches to personality.					K3
3	To familiarize the psychoanalytic approaches related to motives and personality.					K4
4	To enhance the knowledge on perception, interpretation- self, social and cultural aspects of personality.					K4
5	To familiarize with facets of personality and Eastern approaches to personality.					K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Personality: Concept and Assessment</b>					<b>12 hours</b>
<p><b>Three levels of Personality Analysis:</b> Human Nature, Individual and Group Differences, and Individual Uniqueness. <b>Six Domains of Knowledge about Human Nature:</b> Dispositional Domain, Biological Domain, Intrapsychic Domain, Cognitive-Experiential Domain, Social and Cultural Domain, and Adjustment Domain. <b>The role of personality theory. Standards for evaluating personality theory.</b></p> <p><b>Sources of Personality Data:</b> Self-Report Data (S- Data), Observer-Report Data (O-Data), Test-Data (T-Data), and Life-Outcome Data (L-Data). Personality assessment techniques- Inventories, Projective tests. <b>Evaluation of Personality Measures:</b> Reliability, Validity, Generalizability.</p>						
<b>Unit:2</b>	<b>Dispositional Domain and Biological Domain</b>					<b>12 hours</b>
<p>What is a Trait? Two Basic Formulations. <b>Identification of the Most Important Traits:</b> Lexical Approach, Statistical Approach, Theoretical Approach. <b>Taxonomies of Personality -</b> Eysenck's Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System, Five-Factor Model, HEXACO Model.</p> <p><b>Physiological Measures Commonly Used in Personality Research:</b> Electrodermal Activity (Skin Conductance), Cardiovascular Activity, Brain Activity, and Other Measures. <b>Physiologically Based Dimensions of Personality:</b> Extraversion-Introversion, Sensitivity to Reward and Punishment, Sensation Seeking, Neurotransmitters and Personality, Morningness-Eveningness, Brain Asymmetry and Affective Style.</p>						

Unit:3	The Intrapsychic Domain	12 hours
<p><b>Psychoanalytic Approaches to Personality:</b> Sigmund Freud: Classical psychoanalysis. Carl Jung: Analytical Psychology. Alfred Adler: Individual Psychology. Eric Berne: Transactional Analysis.</p> <p><b>Psychoanalytic Approaches-Contemporary Issues:</b> The Neo-Analytic Movement, Ego Psychology (Erikson's stages of development, Karen Horney's Feminine Psychology), Klein's Object Relations Theory. Sullivan's Interpersonal theory of personality, Eric Fromm's Freedom theory.</p> <p><b>Motives and Personality:</b> Murray's theory of needs. The Big Three Motives – Achievement, Power, Intimacy. <b>Humanistic Tradition:</b> Maslow and Roger's Contribution.</p>		
Unit:4	Cognitive/ Experiential Domain and Social and Cultural Domain	12 hours
<p><b>Personality revealed through Perception-</b> Field dependence. <b>Personality revealed through Interpretation</b> - Kelly's Personal Construct Theory, Rotter's theory of Locus of Control, Seligman's theory of Learned Helplessness. <b>Personality revealed through Goals</b> - Personal Projects Analysis - Life Tasks, Goals, and Strategies.</p> <p><b>Approaches to the Self:</b> Descriptive Component of Self-<b>Self Concept</b>. Evaluative Component of the Self-<b>Self-Esteem</b>. Social Component of the Self-<b>Social Identity</b>.</p> <p><b>Social Domain</b>–Sex, Gender and Personality: Science and politics of studying sex and gender. Sex Differences in Personality. Masculinity, Femininity and Androgyny, and sex roles. Theories of Sex Differences.</p>		
Unit:5	Facets Of Personality and Eastern Approaches to Personality	12 hours
<p><b>Skinner:</b> Operant Conditioning. <b>Albert Bandura:</b> Observational Learning Self-efficacy <b>Martin E. P. Seligman:</b> Optimistic/ Pessimistic Explanatory Style.</p> <p><b>Eastern approaches: Yoga and the Hindu Tradition</b> –Major concepts and Personal growth. <b>Zen and the Buddhist Tradition</b> – Major Concepts and Personal Growth. <b>Sufism and the Islamic Tradition</b> – Major Concepts and Personal Growth. <b>Integral Psychology (Sri Aurobindo)</b>– Basic Concepts and Model of Being. <b>Probabilistic Orientation</b> – Basic Postulate and Seven Factors.</p>		
Unit:6	Contemporary Issues	2 hours
<p>Expert lectures, online seminars – webinars</p>		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Dalal, A. S. (2004). <i>Living Within – The Yoga Approach to Psychological Health and Growth, Selections from the Works of Sri Aurobindo and the Mother</i> . Sri Aurobindo Ashram.	
2	Frager, R., & Fadiman, J. (2013). <i>Personality and Personal Growth</i> (6 <sup>th</sup> Ed.). Pearson.	
3	Friedman, H. S., & Schustack, M.W. (2006). <i>Personality: Classic Theories and Modern Research</i> (3 <sup>rd</sup> Ed.). Pearson Education.	



4	Larsen, R. J., & Buss, D. M. (2011). <i>Personality Psychology – Domains of Knowledge About Human Nature</i> (3 <sup>rd</sup> Ed.). Tata McGraw Hill Education.									
5	Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2014). <i>Personality Psychology: Domains of Knowledge About Human Nature</i> (4 <sup>th</sup> Ed.). McGraw Hill Education.									
Other suggested reading:										
1. Annalakshmi, N. (2022). Probabilistic Orientation and “Sailing through therapy”- A perspective from Sangam literature. <i>Indian Journal of Clinical Psychology</i> , 48(02), 100-111.										
Reference Books										
1	Cooper, C. (2021). <i>Individual Differences in Personality</i> (4 <sup>th</sup> Ed.). Routledge.									
2	Dalal, A. S. (2004). <i>Living Within – The Yoga Approach to Psychological Health and Growth, Selections from the Works of Sri Aurobindo and the Mother</i> . Sri Aurobindo Ashram.									
3	Feist, J., & Feist, G. J. (2008). <i>Theories of Personality</i> (7 <sup>th</sup> Ed.). McGraw Hill.									
4	Morrison, J. H., & O’Hearne, J. J. (1977). <i>Practical Transactional Analysis in Management</i> . Addison-Wesley Publishing Company.									
5	Narayanan, S., & Annalakshmi, N. (2001). The Probabilistic Orientation of Personality. In Cornelissen, Matthijs (Ed.), <i>Consciousness and its Transformation</i> . SAICE. <a href="http://www.ipi.org.in/texts/ip2-4.1-.php">http://www.ipi.org.in/texts/ip2-4.1-.php</a>									
6	Schultz, D. P., & Schultz, S. E. (2013). <i>Theories of Personality</i> (10 <sup>th</sup> Ed.). Cengage Learning.									
7	Stewart, I. (1989). <i>Transactional Analysis Counseling in Action</i> . Sage Publications.									
8	Tuber, S. (2012). <i>Understanding Personality through Projective Testing</i> . Jason Aronson.									
9	Weiner, I. B., & Greene, R. L. (2017). <i>Handbook of Personality Assessment</i> (2 <sup>nd</sup> Ed.). Wiley.									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	Narayanan, S., & Annalakshmi, N. (2001). The Probabilistic Orientation of Personality. In Cornelissen, Matthijs (Ed.), <i>Consciousness and its Transformation</i> . SAICE. <a href="http://www.ipi.org.in/texts/ip2/ip2-4.1-.php">http://www.ipi.org.in/texts/ip2/ip2-4.1-.php</a>									
2	MCAT (n.d.). <i>Freudian Psychotherapy</i> . Khan academy. <a href="https://www.khanacademy.org/test-prep/mcat/behavior/theories_personality/e/theories-of-personality">https://www.khanacademy.org/test-prep/mcat/behavior/theories_personality/e/theories-of-personality</a>									
Course Designed By: <b>Prof N. Annalakshmi</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	M	M	S	M	M	M	M
<b>CO2</b>	S	S	M	S	S	M	S	S	S	S
<b>CO3</b>	M	S	S	M	M	S	S	M	M	M
<b>CO4</b>	M	M	S	S	S	M	M	S	S	S
<b>CO5</b>	M	M	S	S	S	S	S	M	M	M

\*S-Strong; M-Medium; L-Low

Course code	HUMAN RESOURCE MANAGEMENT			L	T	P	C
Core VIII				4	-	-	4
Pre-requisite	Basics in Human Relations			Syllabus Version		2023-24	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>To enable students to understand the various concepts in HR management.</li> <li>To help students analyze, plan and identify the various approaches for the management of human resources.</li> <li>To enable students to understand the process of HR management.</li> <li>To understand the concepts of incentives, plans and benefits.</li> <li>To help students develop skills required for HR management at the application level.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, students will be able to:							
1	To enable the understanding of the concepts of HRM						K1
2	To understand the testing and selections process of Human Resources						K2
3	To familiarize with the appraisal process; develop skills needed for training and career planning						K3
4	To enhance the knowledge of employee compensation, financial incentives, plans and benefits						K4
5	To familiarize recent trends and practices in managing human resources						K4
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create							
<b>Unit:1</b>	<b>Key Human Resources Concepts</b>					<b>12 hours</b>	
<p><b>HRM:</b> Meaning and Definition of HRM – Nature of HRM – Scope of HRM – Importance – Evolution of HRM: Personnel management, Human Relations Movement, Civil Rights, Strategic Human Resource Management (SHRM) – Systems Approach to HRM: Input, Process, Output - Role of HRM in achieving organizational goals – Functions of HRM – Managerial Functions – Operative Functions.</p> <p><b>Human Resources Planning:</b> Objectives – Process of Human Resource Planning - Forecasting, Current Status, Workforce Gap, Developing and implementing HR strategies, Evaluation.</p> <p><b>Responsibility for HRP:</b> Collaboration – Line Managers, Finance Department, Operation Department, Employees – <b>Effective Human Resource Planning:</b> Align with strategy, Reviews, workforce analytics, Stakeholders, Implement HR strategies.</p>							
<b>Unit:2</b>	<b>Determining, Attracting and Selecting Human Resources</b>					<b>12 hours</b>	
<p><b>Job Analysis:</b> Uses of Job Analysis, Process of Job Analysis – Methods of Collecting Job Analysis – Job Description – Job Specification – Role Analysis.</p> <p><b>Job Design:</b> Approaches – Engineering – Human relation – Job Characteristics approach – Work Scheduling. <b>Techniques for Job Design:</b> Job simplification – Job enlargement – Job rotation – Job enrichment – Total Quality Management.</p> <p><b>Recruiting Human Resources:</b> Sources of Recruitment – Methods of Recruitment, Recruitment – Indian Experiences. <b>Employee Testing and Selection:</b> Types of Tests – Tests as Selection Tools. <b>Interviewing Candidates:</b> Types of Interviews – Interview Process – Reference Checks.</p>							

Unit:3	Developing Human Resources	12 hours
<p><b>Appraising and Managing Performance:</b> Performance Appraisal Process – Goal Setting, Feedback, Evaluation, HR Appraisal, Development planning – Methods of Performance Appraisal Graphic rating scales – Behavioral observation scales - Critical incident method - 360-degree Feedback System – Management by objectives (MBO) - Ranking method - Problems with Performance Appraisal.</p> <p><b>Training and Developing Employees:</b> Need for Training – Systematic Approach to Training – Types of Training: Classroom training, on-the-job training, simulations, e-learning, and coaching – instructor-led training, Orientation training, Leadership training, Role-playing, – Evaluation of Training.</p> <p><b>Career and Succession Planning:</b> Concept of Career – Career Stages – Career Planning- Identifying skills and knowledge, Training and Development, Potential Career Paths – Career Development – Succession Planning.</p>		
Unit:4	Rewarding Human Resources	12 hours
<p><b>Employee Compensation:</b> Basic Pay – Incentives – Benefits – Rewards – Objectives of Compensation Planning: Pay equity, Pay rates, Wage curve – Compensation of Pay Structure: Wages, Allowance, Elements of Wage System – Factors Influencing Compensation Levels - Indian Scenario – Wage Policy – Compensation system.</p> <p><b>Financial Incentives and Employees Benefits and Services:</b> Statutory and Non-statutory benefits – <b>Incentive Plans:</b> Individual Incentives - Piece Rate -Taylor’s and Merricks Rate System, Standard Hours Plans, – Group and Team-Based Incentive Plans – Fringe Benefits – Establishing Strategic Pay plans.</p>		
Unit:5	Recent Trends and Practices in Managing Human Resources	12 hours
<p><b>Participation and Empowerment:</b> Forms of Participation – Employee Involvement Teams, Quality Circles, Participatory Management – Alternative Approaches to Participation – Prospects of Empowerment – Indian Experience.</p> <p><b>International Human Resources Management:</b> Pressures of Globalization – Cultural Differences and HRM – International Recruitment Policy – International Selection Criteria – International Training and Development – International Compensation.</p>		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Dessler, G. (2017). <i>Human resource management</i> (15 <sup>th</sup> Ed.). Pearson.	
2	Rao, V.S.P. (2007). <i>Human Resources Management: Text and Cases</i> (2 <sup>nd</sup> Ed.). Excel Books.	
<b>Reference Books</b>		
1	DeCenzo, D. A., & Robbins, S. P. (2016). <i>Fundamentals of Human Resource Management</i> (10 <sup>th</sup> Ed.). John Wiley & Sons.	
2	Stone, R. J. (2013). <i>Human Resource Management</i> (8 <sup>th</sup> Ed.). John Wiley & Sons.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	Srivatsava, K. B.L. (2019, July 29). <i>Human Resource Development</i> [Video]. You Tube. <a href="https://swayam.gov.in/nd1_noc19_mg51/preview">https://swayam.gov.in/nd1_noc19_mg51/preview</a>
2	Vulpen, E.P. (n.d.), <i>7 Human Resource Management Basics Every HR Professional Should Know</i> . AIHR. <a href="https://www.digitalhrtech.com/human-resource-basics/">https://www.digitalhrtech.com/human-resource-basics/</a>
Course Designed By: <b>Mr. S. Dhanraj</b>	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	M	S	S	S
CO2	M	S	S	M	S	M	S	M	S	M
CO3	S	S	M	S	M	S	M	S	S	M
CO4	S	S	M	S	S	S	S	S	S	S
CO5	M	M	S	S	S	S	S	S	M	M

\*S-Strong; M-Medium; L-Low



Course code	BIO PSYCHOLOGY		L	T	P	C
Core IX			4	-	-	4
Pre-requisite	Basics in Physiological Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To explain the historical foundation and research methods in biopsychology.</li> <li>To discuss the brain, end the functions of the nervous system</li> <li>To understand the major endocrine glands and physiology behind the sensory system.</li> <li>To teach the state of states of consciousness, motivation and emotion.</li> <li>To describe the physiology behind sensory systems</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Understand the process of neurons sending and receiving signals, visualizing the living human brain					K2
2	Analyze the functional anatomy and organization of the human brain					K4
3	Evaluate the mechanisms of hormone function and visual system					K5
4	Understand the physiology behind sensory systems					K2
5	Evaluate the neural mechanism of reward, punishment and emotion					K5
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create						
<b>Unit:1</b>	<b>Introduction to Neuron and Nervous System</b>				<b>12 hours</b>	
<p><b>Bio Psychology:</b> Introduction – Research in Biopsychology – Divisions of Biopsychology – Historical Foundations. <b>Neuron:</b> Anatomy – Functions – Synapse – Neural Conduction and Synaptic Transmission.</p> <p><b>Methods of Studying the Nervous System:</b> 1. <b>Methods of Visualizing and Stimulating the Living Human Brain:</b> Contrast X-Rays - X-Ray Computed Tomography – Magnetic Resonance Imaging – Positron Emission Tomography – Functional MRI – Magnetoencephalography - Transcranial Magnetic Stimulation. 2. <b>Recording Human Psychophysiological Activity:</b> Scalp Electroencephalography - Muscle Tension – Eye Movement – Skin Conductance – Cardiovascular Activity. 3. <b>Invasive Physiological Research Methods:</b> Stereotaxic Surgery – Lesion Methods – Electrical Stimulation – Invasive Electrophysiological Recording Methods – Neuropsychological Testing.</p>						
<b>Unit:2</b>	<b>Brain and its functions</b>				<b>12 hours</b>	
<p><b>Nervous system:</b> Classification – Anatomy of ANS – Functions of ANS – Reflex plan of the Central Nervous System.</p> <p><b>Parts of Brain:</b> Functions of the major parts of the brain – Functional anatomy of the cerebral cortex. <b>Supporting and nourishing tissues in the CNS:</b> Meninges – Cerebrospinal fluid – Neuroglia. <b>Functional organization of the brain:</b> Neocortex – Reticular and projection systems - Limbic system – Hypothalamus.</p>						

<b>Cerebral metabolism:</b> CNS circulation - Blood Brain- Barrier – Neuro secretion.		
<b>Unit:3</b>	<b>Endocrine Glands and Visual System</b>	<b>12 hours</b>
<p><b>Endocrine Gland:</b> Characteristics – Endocrine and exocrine glands - Hormone characteristics – Methods of investigation - Mechanisms of hormone functions. <b>Major endocrine gland:</b> Hypophysis (pituitary) - Thyroid – Parathyroid – Pancreas - Adrenal gland - Gonads – ovaries and testes - Thymus gland - Pineal gland.</p> <p><b>Principles of Sensory System Organization:</b> Hierarchical Organization - Functional Segregation - Parallel Processing. <b>The Visual System:</b> Light Enters the Eye and Reaches the Retina - The Pupil and the Lens - Eye Position and Binocular Disparity - The Retina and Translation of Light into Neural Signals - Cone and Rod Vision - Spectral Sensitivity - Eye Movement. <b>Visual Transduction:</b> The Conversion of Light to Neural Signals - From Retina to Primary Visual Cortex - Retinotopic Organization – Damage to Primary Visual Cortex.</p>		
<b>Unit:4</b>	<b>Auditory system, Somatosensory system and Chemical Senses</b>	<b>12 hours</b>
<p><b>The Auditory System:</b> The Ear - From the Ear to the Primary Auditory Cortex - Subcortical Mechanisms of Sound Localization - Auditory Cortex - Effects of Damage to the Auditory System.</p> <p><b>Somatosensory System: Touch and Pain</b> - Cutaneous Receptors – Dermatomes - Two Major Somatosensory Pathways - Cortical Areas of Somatosensation - Effects of Damage to the Primary Somatosensory Cortex.</p> <p><b>Chemical Senses:</b> Olfactory System - Gustatory System - Brain Damage and the Chemical Senses.</p>		
<b>Unit:5</b>	<b>State of Consciousness, Motivation and Emotion</b>	<b>12 hours</b>
<p><b>States of Consciousness:</b> Physiological and psychological states - Sleep and activation - Attention and vigilance. <b>Meditation</b> – Aroused attention - Quiet waking - Slow-wave sleep - REM sleep.</p> <p><b>Physiology behind Motivation:</b> Hypothalamic centers – Regulation of thirst – Hunger and sex drives – Neural mechanism of reward and punishment.</p> <p><b>Neural mechanism in Emotion</b> – Somatic and Visceral feedback – ANS and Emotion – Endocrine glands and emotion – Hypothalamus and emotion – Limbic system and emotion – Cerebral cortex and emotion –Psychosurgery.</p>		

<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Leukel, F. (2002). <i>Introduction to Physiological Psychology</i> . CBS Publishers and Distributors Private Limited.	
<b>Reference Books</b>		
1	Pinel, J. P. (2014). <i>Biopsychology</i> . Pearson Education.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Mooc list (n.d.). <i>Psychology- Biopsychology</i> . Virtual e university. <a href="https://www.mooc-list.com/course/psychology-biopsychology-virtual-euniversity">https://www.mooc-list.com/course/psychology-biopsychology-virtual-euniversity</a>	
2	Mooc list (n.d.). <i>Introduction to Psychology- Biological Psychology</i> . Future learn. <a href="https://www.mooc-list.com/course/introduction-psychology-biological-psychology-futurelearn">https://www.mooc-list.com/course/introduction-psychology-biological-psychology-futurelearn</a>	
Course Designed By: <b>Dr. S. Rajakumari</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	M	M	S	S
CO2	S	S	S	S	M	M	S	M	M	S
CO3	S	S	S	S	M	S	M	S	S	M
CO4	S	S	S	S	M	S	S	S	S	M
CO5	M	S	S	S	M	S	S	S	M	M

\*S-Strong; M-Medium; L-Low

Course code	EXPERIMENTAL PSYCHOLOGY II		L	T	P	C
Core X			-	-	8	4
Pre-requisite	Basics in Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enable students to understand the experimental approach in scientific investigation.</li> <li>To develop the structured report writing skill of the experiments.</li> <li>To enable students to identify and apply appropriate experimental tests according to the requirements.</li> <li>To familiarize the students with the procedures for conducting experiments and psychological tests.</li> <li>To enhance the skills needed for conducting experiments and psychological tests.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To become proficient in measuring social dimensions of human behavior					K5
2	To become proficient in measuring personality tests					K4
3	To become proficient in measuring human resource-related tests in organization settings					K4
4	To become proficient in measuring memory and learning aspects of human behavior					K5
5	To become proficient in measuring tests related to counseling psychology					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Experiments Related to Advanced Social Psychology</b>				<b>12 hours</b>	
<ol style="list-style-type: none"> <li>Self-esteem Questionnaire</li> <li>Prejudice scale</li> <li>Stereotype inventory</li> <li>Aggression scale</li> <li>Pro-Environmental Behaviour Scale</li> <li>Sociometry</li> <li>Self Concept Rating</li> <li>Social Intelligence</li> <li>Vineland Social Maturity Scale</li> </ol>						
<b>Unit:2</b>	<b>Experiments Related to Personality Research</b>				<b>12 hours</b>	
<ol style="list-style-type: none"> <li>Thematic Apperception Test (TAT)</li> <li>Rorschach Ink Blot Test</li> <li>Minnesota Multiphasic Personality Inventory</li> <li>NEO FFI</li> <li>Rep Test (Kelly)</li> <li>Group Embedded Figure Test</li> <li>Cattell's 16 PF</li> </ol>						



<b>Unit:3</b>	<b>Experiments Related to Human Resource Management</b>	<b>12 hours</b>
<ol style="list-style-type: none"> <li>1. Organizational Commitment Scale</li> <li>2. Managerial Effectiveness Scale</li> <li>3. Job Value Questionnaire</li> <li>4. Quality of Work life Scale</li> <li>5. Organizational Climate Inventory</li> <li>6. Employee mental health Inventory</li> <li>7. Emotional Intelligence Questionnaire</li> <li>8. Personal Value Questionnaire</li> <li>9. Job Involvement Scale</li> </ol>		
<b>Unit:4</b>	<b>Experiments Related to Bio Psychology</b>	<b>12 hours</b>
<ol style="list-style-type: none"> <li>1. Human Information Processing Survey</li> <li>2. Biofeedback</li> <li>3. Brief Neuropsychological Cognitive Evaluation</li> <li>4. Psychophysiological State Inventory</li> <li>5. Ergo Graph for measuring physical fatigue</li> <li>6. Steadiness Tester Electrical with Impulse</li> <li>7. Behaviour Orientation Scale</li> </ol>		
<b>Unit:5</b>	<b>Experiments Related to Counselling Psychology</b>	<b>12 hours</b>
<ol style="list-style-type: none"> <li>1. School Counseling</li> <li>2. Grief counseling</li> <li>3. Vocational counseling</li> <li>4. Family counseling</li> <li>5. Substance counseling</li> <li>6. REBT Counselling</li> <li>7. Recreation and Leisure</li> <li>8. PGI General Well-being measure</li> </ol>		
<p style="text-align: center;">This list is suggestive - A minimum of 12 experiments/exercises must be completed</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Anastasi, A., & Urbina, S. (2010). <i>Psychological testing</i> . Prentice Hall/Pearson Education.	
<b>Reference Books</b>		
1	Rajamanickam, M. (2005). <i>Experimental Psychology</i> . Concept Publishing Company.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Best Masters in Psychology (n.d.). <i>What is Experimental Psychology</i> . <a href="https://www.bestmastersinpsychology.com/faq/what-is-experimental-psychology/">https://www.bestmastersinpsychology.com/faq/what-is-experimental-psychology/</a>	
2.	UCL (n.d.). <i>Experimental Psychology</i> . <a href="https://www.ucl.ac.uk/pals/research/experimental-psychology/">https://www.ucl.ac.uk/pals/research/experimental-psychology/</a>	
Course Designed By: <b>Dr. C. Balakrishnamurthy</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	M	S	S	S	M
CO2	S	M	S	S	S	M	M	S	M	M
CO3	S	M	M	S	M	M	M	M	M	S
CO4	M	S	S	S	S	S	S	M	M	S
CO5	M	S	S	S	S	M	S	S	S	M

\*S-Strong; M-Medium; L-Low



Course code	PSYCHOPATHOLOGY			L	T	P	C
Core XI				4	-	-	4
Pre-requisite	Basics in Abnormal Psychology			Syllabus Version	2023-24		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To understand the contribution of psychological, biological, and sociocultural factors.</li> <li>2. To integrate theoretical and empirical research findings in understating mental disorders.</li> <li>3. To describe the etiology and treatment of psychological disorders.</li> <li>4. Understand the use of diagnostic tools, including the DSM and ICD.</li> <li>5. Learn multiple perspectives in evaluating and interpreting mental disorders.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, students will be able to:							
1	Understand the major psychological disorders and be able to identify them as per the diagnostic manual						K2
2	To analysis the role of neurobiology, psychological, and social context in the evaluation of mental disorders						K4
3	Apply the contemporary theories and research related to the causes and treatments of psychological disorders						K3
4	Apply the principles of diagnosis and treatment to a case study						K3
5	Remember the ethical and legal issues relevant to the provision of mental health services						K1
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Create							
<b>Unit:1</b>	<b>Mental Disorder, Classification, and Neurocognitive Disorders</b>					<b>12 hours</b>	
Definition and classification of mental disorders – Models of Mental Disorders - Diagnostic classification system and functions.							
<p><b>Theoretical approaches to causes and treatment of psychopathology:</b> <b>Biological</b> – genetics, brain chemistry, hormonal imbalances, treatment; <b>Psychodynamic</b> – unconscious conflicts, early childhood experiences, defense mechanisms, treatment; <b>Cognition and Behavior</b> Conditioning and Cognitive Processes – learned helplessness – Social Learning – belief – maladaptive thinking, treatment; <b>Humanistic-Existential</b> – Needs, self-actualization, personal growth, meaning in life, treatment; <b>Social Cultural approaches</b> – economic, social support, gender, age, race, treatment; Diathesis Stress Model.</p>							
<p><b>Neurocognitive Disorders:</b> Delirium - Alzheimer’s disease – Causes – Amnestic disorder - Parkinson’s disease - Huntington’s disease.</p>							

<b>Unit:2</b>	<b>Disorders of Childhood and Adolescence</b>	<b>12 hours</b>
<p><b>Neurodevelopmental Disorders:</b> Autism Spectrum Disorder – Attention-Deficit/Hyperactivity Disorder (ADHD) – Specific learning disorders - Intellectual disability – Organic retardation syndromes - Tourette syndrome – Tic disorder.</p> <p><b>Disruptive, impulse-control, and conduct disorders:</b> Oppositional defiant disorder – Intermittent explosive disorder – Conduct disorder – Pyromania – Kleptomania.</p> <p><b>Anxiety and Depression in Children and Adolescents:</b> Separation anxiety disorder - Childhood depression and bipolar disorder.</p> <p>Avoidant/Restrictive Food Intake Disorder – <b>Elimination Disorders:</b> Encopresis – Enuresis.</p>		
<b>Unit:3</b>	<b>Anxiety, Trauma, Stress-Related and Somatoform Disorders</b>	<b>12 hours</b>
<p><b>Anxiety Disorders:</b> Panic – Agoraphobia – Specific phobias – Generalized anxiety disorder – Social anxiety disorder – Other specified and unspecified anxiety-related disorders.</p> <p><b>Obsessive-compulsive and related disorders:</b> obsessive-compulsive disorder – Body dysmorphic disorder – Trichotillomania – Excoriation disorder – Hoarding disorder – Other specified and unspecified obsessive-compulsive disorder.</p> <p><b>Dissociative Disorders:</b> Dissociative Fugue- dissociative identity disorder - Dissociative Amnesia- Derealization/ Depersonalization disorder. <b>Somatoform Disorders:</b> Factitious disorder - Conversion disorder-Somatic Symptom disorder - Illness anxiety disorder.</p>		
<b>Unit:4</b>	<b>Disorders of Adult Personality, Gender, and Behaviour</b>	<b>12 hours</b>
<p><b>Personality Disorders:</b> Odd - Dramatic - Anxious Personality Disorders.</p> <p><b>Psychosexual Disorders:</b> Gender Dysphoria – Homosexuality. <b>Paraphilic Disorders:</b> Fetishistic -Transvestic - Exhibitionistic - Voyeuristic - Frotteuristic - Pedophilic - Sexual Masochism - Sexual Sadism Disorder.</p> <p><b>Eating Disorders:</b> Anorexia Nervosa - Bulimia Nervosa - Binge-eating disorder - sleep disorders.</p> <p><b>Substance Use and Addictive Disorders:</b> Alcohol- Depressants - Stimulants - Hallucinogens, Cannabis, and Combinations of Substances –Gambling Disorders.</p>		
<b>Unit:5</b>	<b>Mood Disorders, Schizophrenia and Other Psychotic Disorders</b>	<b>12 hours</b>
<p><b>Depressive Disorder</b> - Major Depressive Disorder – Causes – Treatment - <b>Bipolar disorders:</b> Bipolar I and II - Theoretical Perspectives – Dysthymic Disorder (Persistent Depressive Disorder) – Cyclothymic Disorders.</p> <p><b>Schizophrenia spectrum and other psychotic disorders:</b> Schizophrenia – Brief psychotic disorder – Schizophreniform disorder – schizoaffective disorder – Delusional disorder – Psychotic disorder due to another medical condition – Substance/medication-induced psychotic disorder.</p>		

<b>Unit: 6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2015). <i>Abnormal Psychology</i> . (16 <sup>th</sup> Ed.). Pearson Higher Education.	
2	Comer, R. J. (2015). <i>Abnormal Psychology</i> (9 <sup>th</sup> Ed.). Macmillan.	
<b>Reference Books</b>		
1	American Psychiatric Association. (2013). <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5 <sup>th</sup> Ed.).	
2	Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2013). <i>Psychopathology: History, Diagnosis, and Empirical Foundations</i> . (3 <sup>rd</sup> Ed.). John Wiley & Sons.	
3	World Health Organization. (2018). <i>International statistical classification of diseases and related health problems</i> (11 <sup>th</sup> Ed.).	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Coursera (n.d.). <i>Psychology</i> . <a href="https://www.coursera.org/browse/health/psychology">https://www.coursera.org/browse/health/psychology</a>	
2	edX. (n.d.). <i>Introduction to Clinical Psychology</i> . <a href="https://www.edx.org/course/introduction-to-clinical-psychology">https://www.edx.org/course/introduction-to-clinical-psychology</a>	
Course Designed By: <b>Dr. S. Rajakumari</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	M	S	M	M	M	M	M	M	M
CO3	M	M	M	S	S	S	S	S	M	S
CO3	M	S	S	M	S	M	S	M	S	M
CO4	M	S	M	S	M	S	M	S	S	S
CO5	S	M	S	M	S	M	S	M	M	M

\*S-Strong; M-Medium; L-Low

Course code	PSYCHODIAGNOSTICS		L	T	P	C
Core XII			4	-	-	4
Pre-requisite	Basis in Abnormal Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To enable students to understand the classification systems and the rating scales.						
2. To develop an understanding of the clinical examination of patients.						
3. To enable students to identify and analyze various signs and symptoms useful for diagnosis.						
4. To familiarize the students with psychological testing in child cases and personality assessments.						
5. To enhance the skills needed for assessment, case report writing and ethics in clinical psychology.						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To help students understand the history and current classification systems and the rating scales					K1
2	To develop interview skills and case history taking.					K3
3	To familiarize various signs and symptoms helpful for diagnosis.					K2
4	To enable students to familiarize themselves with the psychological testing in child psychiatry and self-report personality inventories.					K4
5	To enhance the skills in analyzing intelligence testing, neuropsychological testing, case report and ethics.					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Classification and Rating Scales</b>				<b>12 hours</b>	
<b>Classification:</b> History of Psychiatric classification. Current classifications systems- ICD11 & DSM-5. Comparison of DSM-5 and ICD-11. <b>Brief Instruments for Treatment Planning, Monitoring and Outcome Assessment:</b> Symptom checklist-90-R, Brief Symptom Inventory (BSI), The Beck Depression Inventory, and State-Trait Anxiety Inventory.						
<b>Psychiatric Rating Scales:</b> Selection and Characteristics of Rating Scales. Brief Psychiatric Rating Scale (BPRS), Scale for the Assessment of Positive Symptoms (SAPS) and Scale for the Assessment of Negative Symptoms (SANS), Hamilton Rating Scale for Depression (HAM-D), Hamilton Anxiety Rating Scale (HAM-A), Addiction Severity Index (ASI), Yale-Brown Obsessive- Compulsive Scale (YBOCS), DSM-5 Self- Rated levels 1 Cross-Cutting Symptom Measure – Adult Form, DSM-5 levels 1 Cross-Cutting Symptom Measure- Child Form (Age 6-17), DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity, WHO Disability Assessment Schedule (WHO DAS).						
<b>Unit:2</b>	<b>Clinical Examination of The Patient</b>				<b>12 hours</b>	
<b>Clinical Examination of the Patient-</b> Basics of Interviewing: Rapport, Transference and Countertransference. Specific Interview Techniques. <b>Specific Issues:</b> Fees, Confidentiality, Supervision, Missed Appointment and Length of Sessions, Arrangement of Seating and Office,						

<p>Notes Taking, Follow-up Interviews. <b>Interviewing difficult patients:</b> Patients with Psychosis, Depressed and Potentially Suicidal Patients, Hostile, Agitated, and Potentially Violent Patients, and Deceptive Patients. Cultural Formulation Interview (CFI).</p> <p><b>The Case History:</b> Psychiatric Interview- General Principles, Process of the Interview. Elements of Psychiatric interview- Identifying data, source and reliability, Chief complaint, Present Illness, Past Psychiatric history, Substance use/abuse, Past medical history, Family history, Developmental and Social History, Review of systems, Mental Status Examination (MSE), Physical examination, Formulation DSM-5 diagnoses, Treatment plan. Mini-Mental Status Examination (MMSE). of Interview. Cultural Issues of Interview.</p>		
<b>Unit:3</b>	<b>Signs and Symptoms</b>	<b>12 hours</b>
<p>Definition of Signs and Symptoms. <b>Consciousness:</b> Disturbances in Consciousness, Disturbance in Attention, Disturbance in Suggestibility. <b>Emotions:</b> Mood, Affect, Other Emotions, Physiological Disturbances Associated with Mood. <b>Disturbances in Motor Behavior (Conation).</b> <b>Thinking:</b> General Disturbance in the Form or Process of Thinking, Specific Disturbances in the Form of Thought, Specific Disturbance in the Content of Thought. <b>Experience of Self:</b> Disturbance of Awareness of Self-Activity, Disturbances in the Immediate Awareness of Self-Unity, Disturbance of the Continuity of Self, Disturbance of the Boundaries of Self.</p> <p><b>Speech:</b> Disturbance in Speech, Aphasic Disturbance. <b>Perception:</b> Disturbances of Perception, Disturbances associated with Cognitive Disorder and Medical Conditions, Disturbances associated with Conversion and Dissociative Phenomena. <b>Memory:</b> Disturbance of Memory, Levels of Memory. <b>Intelligence:</b> Information and Vocabulary, Abstraction. <b>Insight:</b> Complete Denial (Grade 1) to True Emotional Insight (Grade 6). <b>Judgment:</b> Critical Judgment, Automatic Judgment, Impaired Judgment, Test vs. Situational.</p>		
<b>Unit:4</b>	<b>Assessment, Examination and Psychological Testing in Child Psychiatry:</b>	<b>12 hours</b>
<p><b>Assessment, Examination and Psychological Testing in Child Psychiatry:</b> Clinical Interviews. Structured and Semi-Structured Interviews. Rating scales. Child Psychiatric Evaluation. Mental Status Examination for Children. Neuropsychiatric Assessment. Developmental, Psychological and Educational Testing.</p> <p><b>Personality Inventories:</b> MMPI-3, MCMI – IV. <b>Projective Techniques:</b> Nature of Projective Techniques, Classification of Projective Tests, Thematic Apperception Test (TAT), Rorschach Inkblot Test, Children Apperception Test (CAT), Sentence Completion Test, Evaluation of Projective Techniques.</p>		
<b>Unit:5</b>	<b>Intelligence and Neuropsychological Assessment, Case Report, Ethics</b>	<b>12 hours</b>
<p><b>Intelligence Testing:</b> Stanford Ford-Binet Intelligence Scale, Wechsler Intelligence Scales, Raven’s Progressive Matrices Test, Seguin Form Board, Social Maturity Scale. <b>Neuropsychological Test Batteries:</b> Luria-Nebraska Neuropsychological Test Battery, Halstead</p>		

Reitan Battery of Neuropsychological Testing, Bender Visual Motor Gestalt Test, Cognitive Screening Tools and Neuropsychological Tests in India.

**Case Report:** Psychiatric history, Summation of MSE, further diagnostic studies, a summary of findings, Diagnosis, Prognosis, Psychodynamic formulation, and Comprehensive Treatment Plan.

**Ethics in Psychiatry:** Professional Codes, Basic Ethical Principles, Respect for Autonomy, Beneficence, Nonmaleficence, Justice, Specific Issues, Ethics in Managed Care, Impaired Physicians, Physicians in Training, Physician Charter of Professionalism, Military Psychiatry. Ethical issues in Mental Health Care.

<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>

<b>Text Book(s)</b>	
1	American Psychiatric Association. (2013). <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5 <sup>th</sup> Ed.).
2	American Psychiatric Association. (2022). <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5 <sup>th</sup> Ed., text rev.).
3	Casey, B., & Kelly, B. (2019). <i>Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry</i> (4 <sup>th</sup> Ed.). Cambridge University Press.
4	Kellerman, H., & Burry, A. (2007). <i>Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report</i> (4th Ed.). Springer Publication.
5	World Health Organization. (2019). <i>International Statistical Classification of Diseases and related health problems</i> (11th Ed.).
<b>Reference Books</b>	
1	Butcher, J. N. (2009). Clinical Personality Assessment: History, Evolution, Contemporary Models, and Practical Applications. In J. N. Butcher (Eds.), <i>Oxford Handbook of Personality Assessment</i> (pp. 5-21). Print Publication.
2	Sadock, B. J., Sadock, V. A & Ruiz, P. (2015). <i>Kaplan &amp; Sadock's Synopsis of Psychiatry</i> (11 <sup>th</sup> Ed.). Wolters Kluwer Publication.
3	Schnittker, J. (2017). <i>The Diagnostic System: Why the Classification of Psychiatric Disorders is Necessary, Difficult, and Never Settled</i> . Columbia University Press.



Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	<a href="https://www.lexico.com/definition/psychodiagnostics">https://www.lexico.com/definition/psychodiagnostics</a>
2	Weider, A. (1953). Concepts of Psychodiagnostic Tests. In A. Weider (Ed.), <i>Contributions toward medical psychology: Theory and psychodiagnostics methods</i> , Vol. 2, (pp. 459–484). Ronald Press Company. <a href="https://doi.org/10.1037/11296-001">https://doi.org/10.1037/11296-001</a>
Course Designed By: <b>Prof. Dr. N. Annalakshmi</b>	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	S	S	M	M	M	M	M	M	M
CO2	S	M	S	S	S	S	M	S	M	S
CO3	S	M	M	S	M	M	M	S	M	S
CO4	M	S	S	M	S	S	M	S	S	M
CO5	M	S	S	S	S	M	S	M	S	M

-Strong; M-Medium; L-Low



Course code	PSYCHOTHERAPEUTICS		L	T	P	C
Core XIII			4	-	-	4
Pre-requisite	Basics in Abnormal Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. Demonstrate knowledge in designing psychological interventions.						
2. Understand the applications of psychotherapy						
3. Remember the context of effective treatment						
4. Understand the types of therapies						
5. Prepare the students to qualify for professional psychotherapeutic counseling						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Evaluate counseling and its implication					K6
2	Illustrate the psychodynamic theories involved in counseling					K4
3	Analyze the significance of Existential and Humanistic approaches in counseling					K5
4	Appraise the various techniques in behavioral therapies					K6
5	Understand the contemporary approaches to psychotherapy					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
<b>Unit:1</b>	<b>Contexts of Effective Treatment and Overview of Background</b>				<b>12 hours</b>	
<b>Development of Theories of Counseling and Psychotherapy:</b> Understanding theories of Counseling and Psychotherapy, Characteristics of Successful clients, Therapeutic Alliance, Guidelines, Clinician skills, Training and Experience, Personal and Professional Characteristics of Effective clinician, Impact of setting on the treatment process, ethical guidelines and standards, role induction, skill development, questioning and interviewing.						
<b>Overviews of Background-focused treatment systems:</b> The role of therapist, transference, countertransference, Disclosure.						
<b>Unit:2</b>	<b>Classic Psychoanalysis and Post and Neo Freudians</b>				<b>12 hours</b>	
<b>Important theoretical concepts:</b> Application and use of Freudian psychoanalysis, evaluation of Brief Psychodynamic theory, important theoretical concepts, treatment using psychoanalysis.						
<b>Brief Psychodynamic theory (BPT):</b> Specific Models of BPT, Application and use of BPT, evaluation. <b>Individual Psychology:</b> Important theoretical concepts, treatment using individual psychology, application and current use, evaluation, Skill development, Analytical Psychology, Important theoretical concepts, treatment using individual psychology applications and current use, evaluation, skill development, Ego Psychologists, object relation theorists, and Self-psychology.						
<b>Unit:3</b>	<b>Psychotherapies emphasizing emotions and sensations</b>				<b>12 hours</b>	
<b>Existential Psychotherapy:</b> Important theoretical concepts, treatment using individual psychology, application and current use, evaluation, Skill development. <b>Gestalt Therapy:</b> Important theoretical concepts, treatment using individual psychology, application and current use, evaluation, Skill development.						
<b>Narrative therapy:</b> Development, therapeutic alliance, strategies. <b>Solution-focused brief therapy:</b> Important theoretical concepts, treatment using individual psychology, applications and						

current use, evaluation. <b>Feminist therapy:</b> Development, Therapeutic alliance, Relational power, Strategies, skill development, Mapping.		
<b>Unit:4</b>	<b>Thought-focused and Action Focused Therapies</b>	<b>12 hours</b>
<b>The Development of Rational Emotive Behaviour Therapy (REBT):</b> Important theoretical concepts, Format of sessions, Treatment, Application of REBT, Evaluation. <b>Cognitive Therapy:</b> Development, Important theoretical concepts, Treatment, Application, Current use, Evaluation, Skill development.		
<b>Behavior Therapy and Cognitive Behavioral Therapy:</b> Development of Social Learning Theory, Treatment goals, strategies, Interventions, Goal setting, Donald Meichenbaum Cognitive behavior modification, Dialectical Behaviour Therapy, Acceptance and Commitment Therapy, Mindfulness-based cognitive therapy, Applications, Evaluation, Skill development.		
<b>Unit:5</b>	<b>Treatment Approaches</b>	<b>12 hours</b>
<b>Family Therapies:</b> Adlerian Family Therapy, Multigenerational Family Therapy, Structural Family Therapy, Family Therapies that focus on emotions, Family therapies that focus on thoughts and Actions, Post Modern Approaches to Family Therapy, Integrative Models of Family Systems Theory, Applications of Family therapy, Evaluation, Skill development.		
<b>Reality Therapy:</b> Development, Theoretical Concepts, Treatment, Application and current use, evaluation. <b>Other Therapies:</b> Art therapy, Music Therapy, Drama Therapy.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Seligman, L., & Reichenberg., L. W. (2015). <i>Theories of Counselling and Psychotherapy</i> . Prentice Hall of India.	
<b>Reference Books</b>		
1	Corey, G. (2009). <i>Counselling and Psychotherapy theory and practice</i> . Cengage Learning.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Coursera (n.d.). <i>Psychotherapies</i> . Positive Psychiatry and Mental Health. <a href="https://www.coursera.org/lecture/positive-psychiatry/psychotherapies-QucyU">https://www.coursera.org/lecture/positive-psychiatry/psychotherapies-QucyU</a>	
2	NHS inform. (n.d). Counselling and Psychotherapy. <a href="https://www.nhsinform.scot/tests-and-treatments/counselling-and-therapies/psychotherapy">https://www.nhsinform.scot/tests-and-treatments/counselling-and-therapies/psychotherapy</a>	
Course Designed By: <b>Dr. G.K. Sellakumar</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	M	M	S	M	S	S	M	M	S	S
CO3	M	M	M	S	M	M	S	S	M	M
CO3	S	M	S	S	S	M	S	M	S	S
CO4	S	S	M	M	M	S	M	S	S	M
CO5	S	S	S	S	M	M	S	S	S	S

\*S-Strong; M-Medium; L-Low

Course code		ORGANISATION DEVELOPMENT (OD)	L	T	P	C
Core XIV			4	-	-	4
Pre-requisite	Basics in Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To enable students to understand the nature of Organisation Development.</li> <li>To help students to understand various theories and models of Organisation Development</li> <li>To understand OD intervention and team-building processes</li> <li>To enable students to familiarize themselves with training models in Organisation Development.</li> <li>To develop skills required for training and interventions.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To enable the understanding of the various fields in Organisation Development					K1
2	To understand the theories and models of Organisation development and management					K2
3	To familiarize various OD intervention processes and team building processes					K3
4	To enhance the knowledge of comprehensive OD interventions and structural interventions					K4
5	To familiarize with the T-group training model in Organisation Development					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>The Nature of Organization Development</b>					<b>12 hours</b>
<b>Overview of the Field of Organization Development:</b> Definition - Laboratory Training – Survey Research and Feedback – Action Research – Sociotechnical and Socio-clinical approaches						
<b>Values and Assumptions and Beliefs in OD:</b> Early statements of OD Values and Assumptions.						
<b>Implications of OD and Assumptions:</b> Dealing with Individuals – Dealing with groups – Designing & running organizations.						
<b>Unit:2</b>	<b>Theory and Management of OD</b>					<b>12 hours</b>
<b>Foundations of Organization Development:</b> Models and Theories of Planned Change – Kurt Lewin's model of the Change process – Burke-Litwin model of Organisational Change – Systems Theory – Nature of systems – Congruence among system elements – Sociotechnical systems theory & open systems planning and open systems thinking – Participation and Empowerment – Teams and Teamwork.						
<b>Managing the OD Process:</b> Diagnosis – Action Component – OD Interventions – Nature – Analyzing discrepancies – Program management component – Phases of OD program – A model of Managing change – Some pitfalls and how to avoid them.						

<b>Unit:3</b>	<b>Team, Intergroup and Third-Party Peacemaking Interventions</b>	<b>12 hours</b>
<p><b>Overview of OD Interventions: Classifying OD Interventions:</b> Diagnostic Activities – Team – Building Activities – Intergroup Activities – Education and Training Activities – Structural Activities – Process Consultation Activities – Grid Organisation Development Activities – Third – Party Peacemaking Activities – Coaching and Counseling Activities – Life and Career – Planning Activities – Planning and Goal Setting Activities – Strategic Management Activities – Organizational Transformation Activities – Thinking about OD interventions.</p> <p><b>Team Interventions:</b> Teams and Work Groups – Cross-functional teams – Effective teams – High-performance teams – Broad Team-Building Interventions. <b>Process Consultation Interventions:</b> Process Consultation – Coaching and Counseling Intervention.</p>		
<b>Unit:4</b>	<b>Comprehensive OD Interventions and Structural Interventions</b>	<b>12 hours</b>
<p><b>Comprehensive OD Interventions:</b> Survey Feedback – Appreciative inquiry – Grid Organization Development – Managerial grid – Teamwork development – Intergroup development – Developing an ideal strategic corporate model – Implementing the ideal strategic model – systematic critique - Schein Cultural analysis – Trans-organizational Development.</p> <p><b>Structural Interventions:</b> MBO &amp; appraisal – Quality Circles – TQM – High Involvement &amp; High-Performance Work Systems.</p>		
<b>Unit:5</b>	<b>T-Group Training</b>	<b>12 hours</b>
<p><b>Training Experiences:</b> T-Groups – Behaviour Modeling – Life and Career Planning – Career anchors – Life goals exercise – The collage and the letters – Coaching and Mentoring.</p> <p><b>Future and Organizational Development:</b> The changing environment – Fundamental strengths of OD. <b>OD's Future:</b> Leadership and values – OD training – Interdisciplinary nature of OD – Diffusion of technique – Integrative practice – Mergers – Acquisitions &amp; alliances – Rediscovering &amp; Recording History – Search for community and High Performance and Community.</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	French, W.L., Bell Jr, C.H & Vohra, V. (2011). <i>Organization Development</i> . Pearson Prentice Hall.	
2	Anderson, D. L. (2019). <i>Organization development: The process of leading organizational change</i> . Sage Publications.	
<b>Reference Books</b>		

1	Schein, E.M. (1990). <i>Organizational Psychology</i> . Tata McGraw Hill.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Srivatsava, K.B.L (2020, January 27). <i>Managing change in Organizations</i> [Video]. You Tube. <a href="https://swayam.gov.in/nd1_noc20_mg16/preview">https://swayam.gov.in/nd1_noc20_mg16/preview</a>
2	Vulpen, E.V (n.d). <i>What is Organizational Development? A Complete Guide</i> . AIHR. <a href="https://www.digitalhrtech.com/organizational-development/">https://www.digitalhrtech.com/organizational-development/</a>
Course Designed By: <b>Dr. C. Balakrishnamurthy</b>	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	S	S	M	M	M	M	M	S	S
CO2	S	S	M	S	S	S	M	M	M	M
CO3	M	S	S	M	M	M	M	S	M	M
CO4	M	M	S	S	S	M	S	M	S	S
CO5	M	M	S	S	S	M	S	S	S	S

\*S-Strong; M-Medium; L-Low



Course code	EXPERIMENTAL PSYCHOLOGY - III			L	T	P	C
Core XV				-	-	8	4
Pre-requisite	Basics in Psychology			Syllabus Version		2023-24	
<b>Course Objectives:</b>							
The main objective of this course is to: To provide students with practical exposure to assess, apply and interpret various Mental health, Depression, Psychotherapies and Organizational stress.							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, students will be able to:							
1	To assess and interpret the mental health of an individual.					K2	
2	To assess the various Personality and Intelligence patterns of an individual.					K4	
3	To apply the various psychotherapies for Mental illnesses.					K3	
4	To evaluate the relationship between employees and management					K5	
5	To analyze the interpersonal relationship skill of an individual					K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>							
<b>Unit:1</b>	<b>Psychopathology</b>					<b>12 hours</b>	
<ol style="list-style-type: none"> <li>1. Beck Anxiety Inventory</li> <li>2. Hamilton Anxiety Scale</li> <li>3. Millon Clinical Multiaxial Inventory (MCMI)</li> <li>4. Positive Affect and Negative Affect Schedule (PANAS)</li> <li>5. Pittsburgh Sleep Quality Index</li> <li>6. PTSD checklist</li> <li>7. Mental Health Inventory</li> <li>8. Clinical Case Study</li> <li>9. Family Pathology Scale</li> <li>10. Job Anxiety Scale</li> </ol>							
<b>Unit:2</b>	<b>Psychodiagnostics</b>					<b>12 hours</b>	
<ol style="list-style-type: none"> <li>1. Alexander Passalong Test</li> <li>2. Beck Depression Inventory</li> <li>3. Hamilton Rating Scale for Depression (HAM – D)</li> <li>4. Autism Maladaptive Behavior Scale</li> <li>5. Yale-Brown Obsessive Compulsive Scale (Y-BOCS)</li> <li>6. Brief Test of Attention</li> <li>7. Bender Gestalt Test</li> <li>8. PGI Battery of Brain Dysfunction</li> <li>9. Reynolds Adolescent Depression Scale</li> </ol>							
<b>Unit:3</b>	<b>Psychotherapeutics</b>					<b>12 hours</b>	
<ol style="list-style-type: none"> <li>1. Free Association</li> <li>2. Cognitive Restructuring</li> <li>3. Jacobson's Progressive Relaxation Therapy</li> <li>4. Existential Therapy</li> <li>5. Reality Therapy</li> </ol>							

6. Behavior Therapy
7. Assertiveness Questionnaire

<b>Unit:4</b>	<b>Organization Development (OD)</b>	<b>12 hours</b>
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1. Johari Window Exercise
2. Fundamental Interpersonal Relations Orientation – Behaviour (FIRO – B)
3. Team Effectiveness Questionnaire
4. Organizational Role Stress Scale
5. Organizational Culture: OCTAPACE Profile
6. Occupational Aspiration Scale
7. Leadership Preference
8. Occupational Stress Index
9. Job Satisfaction Scale

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

<b>Unit:5</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
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Expert lectures, online seminars – webinars

<b>Total Lecture hours</b>	<b>62 hours</b>
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**Text Book(s)**

- 1 | Postman, L., & Egan, J. P. *Experimental Psychology* (1985). Kalyani Publications

**Reference Books**

- 1 | Andrewes, D. (2015). *Neuropsychology: From Theory to Practice*. Psychology Press.
- 2 | Parameshwaran, E. G., & Ravichandra, R. (2011). *Experimental Psychology*. Neelkamal Publications.

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

- 1 | Guha, R. (2020, September 14). Great Experiments in Psychology [ Video]. You Tube. [https://swayam.gov.in/nd1\\_noc20\\_hs45/preview](https://swayam.gov.in/nd1_noc20_hs45/preview)

Course Designed By: **Dr. G.K. Sellakumar**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	M	M	S	M
CO3	S	S	S	S	M	S	S	S	M	S
CO3	S	S	S	S	M	M	M	S	S	S
CO4	S	S	S	S	M	M	S	M	M	S
CO5	M	S	S	S	M	M	S	S	M	M

\*S-Strong; M-Medium; L-Low



Course code	PERSPECTIVES IN COUNSELLING PSYCHOLOGY		L	T	P	C
Core XVI			4	-	-	4
Pre-requisite	Basics in Counselling Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Formulate a comprehensive view of the profession of counseling.</li> <li>2. Prepare the students for professional counseling.</li> <li>3. Apply skills and knowledge of counseling in various settings.</li> <li>4. Understand the theories of counseling</li> <li>5. Familiarize the evaluation of counseling</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Identify the attitudes and roles of a professional counselor, and understand the stages of counseling					K1
2	Develop family and school counseling and formulate vocational Counseling.					K5
3	Understand the structure of Counselling					K2
4	Analyze the methods in individual and group counseling					K5
5	Understand the need for counseling to improve the quality of life					K2
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Origin, Scope and Structure of Counselling</b>				<b>12 hours</b>	
<b>Origin and Scope of Counseling:</b> Meaning and Definition of Counseling, Meaning of Advice, Direction and Guidance, Aims and Objectives of Counseling, Elements of Counseling, Levels of Counseling, Helping Relationship. <b>Types of Counseling:</b> Directive and Non-Directive Methods of Counseling, Peer Counseling.						
<b>Structure of Counseling:</b> Preparation for Counseling, Counseling Relationships, The Content and Process of Counseling, Steps in the Counseling Process, Counseling Interactions, Factors affecting the Counseling Process, Skills needed for the Counselor, Effective Counselor, Qualities of a Good Counselor, Types of Counselor, Factors of Counselee.						
<b>Unit:2</b>	<b>Early Theories of Counseling and Contemporary Theories of Counseling</b>				<b>12 hours</b>	
<b>Early Theories of Counseling:</b> Psychoanalytic Theory, Adlerian Theory, Gestalt Theory, Behavioristic Theory, Cognitive Behavioristic Theory, Humanistic and Existential Theories, Transpersonal Theories, Person-Centered Theory, Social and Cultural Theories.						
<b>Contemporary Theories of Counseling:</b> Reality Theory, Feminine Theory, Transactional Analysis, Eclectic Theory, Post Modern Theory, Multicultural and Integrated Theories.						
<b>Unit:3</b>	<b>Individual Counselling and Group Counselling</b>				<b>12 hours</b>	
<b>Individual Counseling:</b> Meaning and Definition of Individual Counseling, Nature of Individual Counseling, Process of Individual Counseling, Benefits of Individual Counseling, Grief Counseling, Counseling for Stressful Life Events.						

<b>Group Counseling:</b> Meaning and Definition of Group Counseling, Nature of Group Counseling, The Fields of Group Counseling, Limitations and Assumption of Group Counseling, Value of Group Counseling.		
<b>Unit:4</b>	<b>School Counselling and Vocational Counselling</b>	<b>12 hours</b>
<b>School Counseling:</b> Meaning and Definition of School Counseling, Nature of School Counseling, Counseling the Elementary School Students, Counseling the High School Students, Counseling the College Students, Role of Teacher in Counseling, Duties and Functions of School Counselor, Counseling and School Curriculum.		
<b>Vocational Counseling:</b> Meaning and Definition of Vocational Counseling, Nature of Vocational Counseling, Theories of Vocational Counseling, Process of Vocational Counseling, Vocational Counseling and Vocational Guidance, Features of Vocational Counseling and Vocational Guidance, Rehabilitation and Supportive Counseling.		
<b>Unit:5</b>	<b>Counseling in Specific Areas and Reviews in Counselling</b>	<b>12 hours</b>
<b>Counseling in Specific Areas:</b> The Nature and Purpose of Family Counseling, Counseling Children and Parents, Marriage Counseling, Premarital Counseling, Marital Enrichment Program, Counseling the Women, Counseling the Weaker Section, Counseling the Drug Addicts, Counseling the Delinquent.		
<b>Reviews of Counseling:</b> Nature and Purpose of Counseling Evaluation, Monitoring the Effectiveness of Counseling, Approaches to Evaluation, Problems of Evaluation, Problem of Assessing the Change, Types of Evaluation, Techniques of Evaluation, Usefulness of Counseling Evaluation, Controlling Extraneous Variables.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Gibson, R.L., & Mitchell, M.H. (2015). <i>Introduction to Counseling and Guidance</i> . Prentice-Hall.	
2	Rao, N.S. (2002). <i>Counseling and Guidance</i> . Tata McGraw-Hill Publishing Co. Ltd.	
<b>Reference Books</b>		
1	Corey, G. (2013). <i>Theory and Practice of Counseling and Psychotherapy</i> . Brooks.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.alliant.edu/blog/difference-between-clinical-and-counseling-__psychology">https://www.alliant.edu/blog/difference-between-clinical-and-counseling-__psychology</a>	
2	Canadian Psychological Association (n.d.). <i>Counselling Psychology Definition</i> . <a href="https://cpa.ca/sections/counsellingpsychology/counsellingdefinition/">https://cpa.ca/sections/counsellingpsychology/counsellingdefinition/</a>	
Course Designed By: <b>Dr. S. Rajakumari</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	S	S	S	S	S
CO3	M	M	S	M	M	M	M	M	M	M
CO3	S	S	S	M	M	S	M	S	S	S
CO4	M	S	S	S	S	M	S	M	M	M
CO5	M	M	S	M	M	S	M	S	S	S

**BHARATHIAR UNIVERSITY, COIMBATORE – 641 046**

**M.Sc., APPLIED PSYCHOLOGY  
SEMESTER PATTERN (CBCS)**

(For the Students admitted during the Academic year 2023-2024 and onwards)

**CORE COURSE – XVII  
PROJECT WORK  
OR**

**CLINICAL/INDUSTRIAL PRACTICUM REPORT**

(Candidates are required to choose strictly only one of these two during the full fourth semester)

**MAXIMUM MARKS: 200 (Project Report 150 + Viva Voce 50)**

1. The objective of the Project work/ Clinical Practicum is to further their knowledge in Psychology and Psycho-diagnostics under the direct supervision of a Psychologist in a Clinical/Organizational setting.
- 2 A Candidate undertaking Project work/Clinical Practicum should be equipped with 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 conferences where the cases are diagnosed, and the treatment/management plan mooted and progress in treatment/training discussed. The candidate may be 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, the personality sketch of the pioneers in the organization, and the 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 Psychologists Vs. Psychiatrists
  - The organizational chart of the organization and the status of the team.
  - The test privileges are available at the Hospital/Industry. The test is 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 tests, if any.
  - 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, documents maintained, regular clinical/organizational conferences, meetings and the follow-up of the cases in detail.

6. 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 30<sup>th</sup> 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 cannot submit the report within the date specified, he/she may be granted an extension of time for three months at one time for submitting their report.

The students can do **Project Work** under the guidance of a Faculty.

**OR**

The students can do the **Clinical /Industrial Practicum** in reputed Institutions under the guidance of a Psychologist or HR Personnel

6. Guides for the Project work OR Clinical/Industrial Practicum will be allotted as per the candidates' preference.
7. The candidates are required to maintain a work diary for three months of clinical/Industrial Practicum. The candidates should submit a fortnightly report along with a copy of the log book endorsed by the field supervisor by email. The candidates should mandatorily visit the department on two pre-decided dates to present their progress to their assigned supervisor. The students are required to report to the concerned guide at the department after completing 70 working days of Clinical/Industrial Practicum by <sup>the third</sup> week of March.
8. Further, the candidates are required to maintain attendance at the department after completing the Practicum till the date of the viva voce examination. The candidates should submit the Clinical/Industrial Practicum Report within 20 days (inclusive of holidays) after completion of the Clinical/industrial Practicum.

8. Submission of Clinical/Industrial Practicum: The norms for evaluation for Clinical Practicum Report/ Industrial Practicum Report are given below:

1.	Introduction, Objectives, and Work carried Out by the candidate	=	30 marks
2.	Case Studies	=	70 marks
3.	Summary and Conclusion	=	20 marks
4.	Attendance	=	30 marks
			-----
			150 marks
			-----
	Practicum report	=	150 marks
	Viva voce	=	50 marks
	Total	=	200 marks

9. The Objective of the Project Work is mainly to give 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.

The norms for evaluation for Project Report are given below:

1.	Introduction	30 marks
2.	Review of Literature	20 marks
3.	Methodology	30 marks
4.	Results and Discussion	50 marks
5.	Summary and Conclusion	10 marks
6.	References	10 marks

150 marks

Project report	=	150 marks
Viva voce	=	50 marks
Total	=	200 marks



Course code	CYBERPSYCHOLOGY			L	T	P	C
<b>Elective - I - A</b>				<b>4</b>	-	-	<b>4</b>
<b>Pre-requisite</b>	<b>Basics in Psychology</b>			<b>Syllabus Version</b>	<b>2023-24</b>		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To understand the nature of Cyberpsychology</li> <li>2. To describe the nature of the individual in Cyberspace</li> <li>3. To analyze the nature of relationships in Cyberspace</li> <li>4. Understand the effect of group dynamics in Cyberspace</li> <li>5. Describe the research methods in Cyberpsychology</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, students will be able to:							
1	To analyze the applications of Cyberpsychology						K5
2	Understanding personality types in Cyberspace						K3
3	To describe transference among people online						K1
4	Understand the social psychology of online groups						K3
5	Remember the ethics in cyberspace research						K1
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>							
<b>Unit:1</b>	<b>The Nature of Cyberpsychology</b>					<b>12 hours</b>	
Cyberpsychology – Definition – Human Computer Interface – Cyberspace as a Psychological Space – Psychology in Cyberspace - Basic Psychological Features of Cyberspace - Networks as Mind and Self – Model of Cyberpsychology - 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.							
<b>Unit:2</b>	<b>The Nature of Individuals in Cyberspace</b>					<b>12 hours</b>	
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.							
<b>Unit:3</b>	<b>The Nature of Relationships in Cyberspace</b>					<b>12 hours</b>	
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.							
<b>Unit:4</b>	<b>The Nature of Group Dynamics in Cyberspace</b>					<b>12 hours</b>	
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 Cyberpsychological Niche and Equilibrium.		
<b>Unit:5</b>	<b>The Nature of Flow Experience and Research Methods in Cyberpsychology</b>	<b>12 hours</b>
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.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Norman, K. L. (2008). <i>Cyberpsychology: An Introduction to Human-Computer Interaction</i> . University of Maryland, Cambridge University Press.	
<b>Reference Books</b>		
1	Suler, J. (2003). <i>The psychology of cyberspace</i> . Rider University.	
2	Thakur, R. (2011). <i>Cyber Psychology</i> . Global Vision Publishing House.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="http://cyberpsychology.org/cyberpsychology/">http://cyberpsychology.org/cyberpsychology/</a>	
2	<a href="https://online.king.edu/news/cyberpsychology/">https://online.king.edu/news/cyberpsychology/</a>	
Course Designed By: <b>Dr. S. Rajakumari</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	S	M	M	S	M
CO3	M	S	M	M	S	S	M	S	S	M
CO3	S	M	S	M	S	M	S	S	S	M
CO4	S	S	M	S	M	M	M	S	M	M
CO5	S	M	S	M	S	M	S	M	S	S

\*S-Strong; M-Medium; L-Low

Course code	SPORTS PSYCHOLOGY			L	T	P	C
Elective – I – B			4	-	-		4
Pre-requisite		Basis in Psychology	Syllabus Version	2023-24			
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To understand the theoretical foundation and the effectiveness of psychologist's role with clients in sports, exercises and performance psychology.</li> <li>2. Understanding Athletic behaviors</li> <li>3. To describe the relationship between cognitive psychology and sports psychology</li> <li>4. To describe the social psychology of sports</li> <li>5. Understanding to apply sports psychological phenomenon</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, students will be able to:							
1	Understand the theoretical foundation of the mental processes that influence human performance in athletic settings.						K2
2	Develop and apply health, physical activity, and psychological principles in the sports						K3
3	Evaluate the effectiveness of cognitive psychology in sports						K5
4	Identify and apply psychological techniques to enhance performance in sports						K4
5	Evaluate the needs of athletes and plan psychotherapies based on this evaluation.						K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>Mental Side of Sport</b>						<b>12 hours</b>
<p><b>The Mental Side of Sport:</b> 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.</p> <p><b>Personality and Sports Psychology:</b> Understanding personality structure, Psychodynamic approach, Trait approach, Situational approach, Interactional approach, Phenomenological approach, Research methods in sports and exercise psychology.</p>							
<b>Unit:2</b>	<b>Exploring Athletic Behaviour: Key Concepts</b>						<b>12 hours</b>
<p><b>Exploring Athletic behavior:</b> Key concepts, Motivation and Goal setting, Three approaches to motivation, building motivation, achievement motivation and competitiveness, increasing motivation in athletes.</p> <p><b>Anxiety in Sports Performance:</b> Identifying sources of anxiety, Types of anxiety, State anxiety, Trait anxiety, social physique anxiety. <b>Concentration in Sports Performance:</b> Dimensions of attention, the importance of concentration in sports, principles of effective concentration.</p> <p><b>Self-Confidence:</b> Assessing self-confidence, Building self-confidence, Influence of expectations on performance, Peak Performance and Expertise.</p>							



<b>Unit:3</b>	<b>Cognitive Psychology and Sports</b>	<b>12 hours</b>
<p><b>Cognitive Psychology and Sport:</b> Cognitive Style and Sport, Attention Style and performance, Imagery and Sports Performance, Factors affecting the effectiveness of imagery, How imagery works, Uses of imagery, Keys to effective imagery, When to use imagery, Attribution of self and others, Arousal, Stress and Anxiety.</p> <p><b>Theories:</b> Implicit Theories, Self- Determination Theory, Expectancy Value motivation theory, <b>Goal Theory:</b> process, performance, outcome, Attributions Theory.</p>		
<b>Unit:4</b>	<b>Sports in Context: Social Psychology of Sports</b>	<b>12 hours</b>
<p><b>Sport in Context: The social psychology of sports:</b> Social Facilitation, Understanding group structure, Creating effective team climate, Social loafing, Team Dynamics, Group Process, Conceptual model of cohesion, Strategies for enhancing cohesion, Casual Attribution in Sports.</p> <p><b>Violence and Aggression in Sports:</b> Understanding the causes of aggression, Examining aggression in sports.</p>		
<b>Unit:5</b>	<b>Applying Sport Psychological Phenomena</b>	<b>12 hours</b>
<p><b>Applying Sport Psychological Phenomena: Mental Skill Training:</b> Self Talk, Mental Imagery, Relaxation Training, Calming the Physiology, Performance, Inhibition due to personality factors.</p> <p><b>Burnout and injuries:</b> Frequency of overtraining, Staleness and burnout, models of burnout, Factors leading to athletics burnout, symptoms of burnout, ways to measure burnout, treatment and prevention of burnout, Substance Abuse, Character Development, Youth Sports.</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Moran, A. (2004). <i>Sport and exercise psychology: A critical introduction</i> . Routledge.	
<b>Reference Books</b>		
1	Kreme, J. M., & Scully, D. (2003). <i>Psychology in sport</i> (2nd ed.). Taylor & Francis.	
2	Weinberg, R., & Gould, D. (2023). <i>Foundations of sport and exercise psychology</i> (8 <sup>th</sup> ed.). Human Kinetics Publishers.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.udemy.com/course/fully-accredited-professional-sports-psychology-diploma/">https://www.udemy.com/course/fully-accredited-professional-sports-psychology-diploma/</a>	
Course Designed By: <b>Dr. C. Balakrishnamurthy</b>		

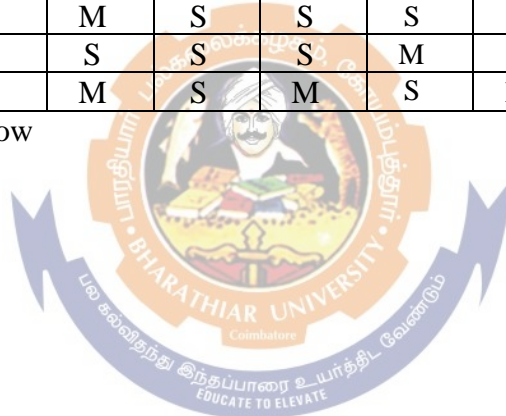
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P01 0
CO1	M	S	S	S	M	M	M	M	S	M
CO3	S	S	S	S	M	S	M	S	S	M
CO3	S	S	S	S	M	M	M	S	S	S
CO4	S	S	S	S	M	M	M	S	S	S
CO5	M	S	S	S	M	M	S	M	S	S

Course code	INTEGRAL PSYCHOLOGY		L	T	P	C
Elective - I - C			4	-	-	4
Pre-requisite	Basis In Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To understand consciousness and reality						
2. To describe the outer being and outer mind						
3. To describe Purusha and Prakriti						
4. Understanding techniques controlling disturbance of the mind						
5. Remember techniques for growth and mastery						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	List out the levels of consciousness					K1
2	Understand the inner being and subliminal self					K3
3	Discover the Psychology of Faith					K3
4	Remember techniques to control anger, feelings of inferiority					K1
5	Apply dynamic meditation and self-observation for growth					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Consciousness the Reality</b>				<b>12 hours</b>	
Consciousness is the reality. The Manifold Being. The Surface Being and the Inner Being. Levels of Consciousness: Conscience, Subconscient, Superconscient. Gradations of higher consciousness.						
<b>Unit:2</b>	<b>Outer Being and Outer Mind</b>				<b>12 hours</b>	
Outer Being: Outer Mind, Outer Vital Being and Outer Physical Being. Inner Being; the Subliminal Self. The Psychic Being & psychic entity. Psychological phenomena						
<b>Unit:3</b>	<b>Purusha and Prakriti</b>				<b>12 hours</b>	
Purusha and Prakriti: Soul and Nature - The Gunas of Prakriti: The three modes of Nature - Self, Ego and Individuality - Liberation and transformation. The Psychology of Faith.						
<b>Unit:4</b>	<b>Techniques to Control Disturbance of Mind, Vital and Physical</b>				<b>12 hours</b>	
Dealing with disturbance of Mind (Anxiety, obsessions and compulsions), disturbance of Vital (Boredom, Lack of energy, Depression, Anger, Feelings of inferiority, Sensitiveness) and disturbance of physical consciousness: Will, discipline and endurance, Faith and suggestion.						
<b>Unit:5</b>	<b>Techniques for Growth and Mastery</b>				<b>12 hours</b>	
Stepping back - Becoming aware of 'oneself' – Self-observation – Visualization – Mastery through attitude – Identification – Using life as a mirror – Widening of consciousness – Dynamic meditation – Exercising static power – Awakening inner consciousness – Drawing upon helpful forces.						

<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Dalal, A. S. (1987). <i>Living within – The yoga approach to psychological health and growth: Selections from the works of Sri Aurobindo and The Mother</i> . Sri Aurobindo Ashram.	
<b>Reference Books</b>		
1	Dalal, A. S. (2001). <i>A greater psychology – An Introduction to the psychological thought of Sri Aurobindo</i> . Jeremy P. Tarcher & Putnam.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.tandfonline.com/doi/abs/10.1080/19349637.2012.737685">https://www.tandfonline.com/doi/abs/10.1080/19349637.2012.737685</a>	
2.	<a href="https://www.integralpsychology.org/about-integral-psychology.html">https://www.integralpsychology.org/about-integral-psychology.html</a>	
Course Designed By: <b>Prof. N. Annalakshmi</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	S	M	M	M	M	M	S	M
CO3	M	S	M	M	S	M	M	M	S	M
CO3	S	M	S	M	S	S	S	S	M	M
CO4	S	M	M	S	S	S	M	S	M	M
CO5	S	M	S	M	S	M	S	M	S	S

\*S-Strong; M-Medium; L-Low



Course code	POSITIVE PSYCHOLOGY		L	T	P	C
Elective – II – A			4	-	-	4
Pre-requisite	Basics in Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. Outline the nature and importance of Positive Psychology						
2. Understand the perspectives of Positive Psychology						
3. Recognize the importance of Prosocial behavior						
4. Understand the importance of positive cognitive states and processes						
5. Enhance personal growth and development						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Identify positive emotions that affect happiness in everyday life					K1
2	Predict Positive Traits, Motives and Self –efficacy					K2
3	Identify and classify Hope, flow, wisdom and courage					K1
4	Recognize and appraise the neurobiology of Optimism and Emotional Intelligence					K1
5	Understand the nature of good work and gainful employment					K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>The Nature and Assessment of Positive Psychology</b>				<b>12 hours</b>	
<b>Definition of Positive Psychology:</b> Nature of Positive Psychology, Western Perspectives on Positive Psychology, Eastern Perspectives on Positive Psychology, value systems,						
<b>Classifications and Measures of Human Strengths and Positive Outcomes:</b> Identifying your personal strengths, Developmental assets, Internal assets, and External assets.						
<b>Unit:2</b>	<b>Positive Emotional States and Process</b>				<b>12 hours</b>	
<b>The Principles of Pleasure:</b> Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being, determinants of well-being, positive youth development, elements of Psychological, Social and Emotional well-being, and resilience.						
<b>Making the Most of Emotional Experience:</b> Emotional-Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling, Major Theories of Development.						
<b>Unit:3</b>	<b>Positive Cognitive States and Processes</b>				<b>12 hours</b>	
<b>Nature of Self-Efficacy:</b> Optimism, Childhood antecedents of optimism. <b>Hope:</b> Structure of Hope, Childhood Antecedents of Hope, The Neurobiology of Hope.						
<b>Two Universal Virtues:</b> Wisdom and Courage, Theories of wisdom, developing wisdom, measurement of wisdom, theories of courage, the measurement of courage.						
<b>Mindfulness:</b> Mindfulness as a state of mind, mindfulness qualities, and benefits of mindfulness.						
<b>Flow:</b> The flow state, benefits of flow, Spirituality, and Successful aging.						

<b>Unit:4</b>	<b>Prosocial Behavior and Changing Human Behavior</b>	<b>12 hours</b>
<p><b>Altruism:</b> The genetic and neural foundation of Empathy, Portals to Altruism, cultivating Altruism, Measuring Altruism, The Egotism motive, Forms of Egotism. <b>Gratitude:</b> Cultivating gratitude, Measuring gratitude. <b>Forgiveness:</b> Forgiving one person, forgiving oneself, measuring forgiveness.</p> <p><b>Attachment:</b> Adult attachment, infant attachment. <b>Love:</b> The triangular theory of love, self-expansion theory of romantic love, Flourishing Relationship.</p> <p><b>Changing Human Behavior:</b> Balanced conceptualization of Mental Health and Behavior Interceding to prevent the Bad and Enhance the Good, Primary enhancement, Secondary enhancement.</p>		
<b>Unit:5</b>	<b>Positive Environment and Positive Psychology in Contexts</b>	<b>12 hours</b>
<p><b>Positive Schooling:</b> The components of positive schooling, Teaching as a calling, and Giving back to teachers. <b>Gainful Employment:</b> The Psychology of Gainful Employment, Performing Well and meeting goals, Variety in job duties, Safe work environment.</p> <p><b>Me/We Balance:</b> Individualism, Collectivism, The uniqueness scale, Need for uniqueness, The Positive Psychology of us. <b>Positive Psychology in Context:</b> Building Better Communities, Developing Strengths and Living Well in a Cultural Context, Living Well at Every Stage of Life.</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars - webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Synder, C. R., & Lopez, S. J. (2008). <i>Positive psychology</i> . Sage Publications.	
<b>Reference Books</b>		
1	Carr, A. (2008). <i>Positive psychology: The science of happiness and human strategies</i> . Routledge.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.psychologytoday.com/us/basics/positive-psychology">https://www.psychologytoday.com/us/basics/positive-psychology</a>	
2	<a href="https://www.goodtherapy.org/learn-about-therapy/types/positive-psychology">https://www.goodtherapy.org/learn-about-therapy/types/positive-psychology</a>	
Course Designed By: <b>Dr. S. Rajakumari</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	M	M	S	S	S	S	M	S	M
CO3	S	S	S	M	M	M	M	S	M	S
CO3	S	S	S	S	S	S	S	S	M	M
CO4	M	S	M	S	S	S	M	S	M	S
O5	M	M	S	S	M	S	S	S	M	S

\*S-Strong; M-Medium; L-Low

Course code	CONSUMER BEHAVIOR		L	T	P	C
<b>Elective – II – B</b>			<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Basics in Marketing Psychology</b>		<b>Syllabus Version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. Understand the applications of Consumer Behavior						
2. Familiarize the concepts of marketing segmentation and consumer diversity						
3. Discuss the principal factors that influence consumers as individuals and decision-makers with an application to the buying decision process.						
4. Understand the impact of marketing on consumer behavior						
5. Demonstrate methods to improve customer satisfaction						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Identify factors that influence consumer behavior					K1
2	Describe the target market and determine the positioning strategy according to consumer characteristics and behavior					K1
3	Understand the essence of how consumers make decisions and be able to assess the relevant implications for marketing practitioners.					K2
4	Analyze how involvement influences consumer purchases					K4
5	Analyze the major stages that consumers usually go through when making a consumption					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Consumer Behavior, Motivation and Personality</b>				<b>12 hours</b>	
<b>Consumer Behavior:</b> Nature and scope of Consumer Behavior, Marketing concept, the marketing mix. <b>Consumer Research:</b> Developing research objectives, depth interviews, focus groups, and projective techniques. <b>Marketing Segmentation:</b> Bases of segmentation, benefits of segmentation.						
<b>Consumer Motivation:</b> Motivation as Psychological Force, Goals, Dynamics of Motivation, Types and System of Needs, Theories of Motivation, and Measurement of Motives.						
<b>Personality and Consumer Behavior:</b> Consumer Innovativeness, Consumer Dogmatism, Theories of Personality, Personality and Understanding Consumer Diversity, Brand Personality, Brand Personification, personality and Color, Self- and Self-Image, Extended self- altering the self.						
<b>Unit:2</b>	<b>Perception, Learning and Attitudes</b>				<b>12 hours</b>	
<b>Consumer Perception:</b> Elements of Perception, Dynamics of Perception, Perceptual organization, grouping, closure, Consumer Imagery, Model of strategic positioning, the effectiveness of brand repositioning.						
<b>Consumer Learning:</b> Elements of Consumer Learning, Behavioral Learning Theories, Classical conditioning, Instrumental conditioning, Consumer Involvement, Cognitive Learning Theory, Outcomes and Measures of Consumer Learning.						
<b>Consumer Attitude Formation and Change:</b> Structural Models of Attitudes, Tricomponent Attitude model, attitude toward behavior model, Attitude Formation, personality factors. <b>Strategies of Attitude Change:</b> Utilitarian function, ego-defensive function.						

<b>Unit:3</b>	<b>Communication Process and Group Influences</b>	<b>12 hours</b>
<p><b>Communication and Consumer Behavior:</b> Components of Communication, Communication Process, Word of Mouth communication, Social networks, Brand communities, Designing Persuasive Communication, Marketing Communication and Ethics.</p> <p><b>Reference Groups:</b> Understanding the Power of Reference Groups, Consumer Related Reference Groups, Celebrity and Other Reference Groups. <b>Family Concept:</b> Changing structure of the family, Nuclear family, Extended family, Socialization of Family Members, Function of Family, Economic well-being, Emotional Support, Family decision making, Family Life Cycle.</p>		
<b>Unit:4</b>	<b>Leadership and Diffusion of Innovation Process</b>	<b>12 hours</b>
<p><b>Consumer Influence and the Diffusion of Innovations: Opinion Leadership:</b> Opinion Leadership Process, Measurement of Opinion Leadership, Interpersonal Flow of Communication.</p> <p><b>Diffusion of Innovation:</b> Diffusion Process, the channels of communication, the social system, Adoption Process, stages in the adoption process, the adoption process and information sources. <b>Characteristics of Consumer Innovator:</b> Personality traits, social characteristics, demographic characteristics, technology and innovators.</p>		
<b>Unit:5</b>	<b>Consumer Decision-Making Process</b>	<b>12 hours</b>
<p><b>Decision-Making Process: Levels of Consumer Decision-Making Process:</b> Extensive problem solving, limited problem solving, routinized response behavior. <b>Models of Consumers Decision making:</b> Input, Process, and Output. <b>Four views of Consumer Decision Making:</b> An economic view, a passive view, a cognitive view, emotional view.</p> <p><b>Consumer gifting behavior:</b> Process of gifting, the gestation stage, the presentation stage. Relationship marketing.</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Schiffman, L. G., & Kanuk, L. L. (2007). <i>Consumer behaviour</i> . Prentice-Hall.	
<b>Reference Books</b>		
1	Loudon, D. L., & Della Bitta, A. J. (1993). <i>Consumer behavior: Concepts and applications</i> (4 <sup>th</sup> ed.). McGraw Hill.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.demandjump.com/blog/the-importance-of-consumer-behavior-in-marketing">https://www.demandjump.com/blog/the-importance-of-consumer-behavior-in-marketing</a>	
2	<a href="https://www.brandwatch.com/blog/how-understand-influence-consumer-behavior/">https://www.brandwatch.com/blog/how-understand-influence-consumer-behavior/</a>	
Course Designed By: <b>Mr. S. Dhanraj</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	M	M	M	S	S	S	M	M	M	M
CO3	M	M	M	S	S	M	M	S	S	S
CO3	M	M	M	S	S	S	S	M	M	S
CO4	S	M	S	M	S	S	M	S	S	S
CO5	M	S	S	M	M	S	M	S	S	M

\*S-Strong; M-Medium; L-Low

Course code	EDUCATIONAL PSYCHOLOGY		L	T	P	C
Elective – II – C			4	-	-	4
Pre-requisite	Basics in Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Understand the importance of Educational Psychology</li> <li>2. To describe the research methods in Educational Psychology</li> <li>3. To understand the theories of cognitive development</li> <li>4. Explain the concepts of language and intelligence</li> <li>5. To understand special education</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Describe the origin and nature of mental health care in the welfare system					K1
2	Analyze the Psychological conceptions of the environment					K4
3	Apply Community-based health promotion methods					K3
4	Understand diagnosis, prescribing and implementing					K2
5	Discover the Choices in Evaluation and participatory evaluation as an integrated process					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Exploring Educational Psychology</b>				<b>12 hours</b>	
Exploring Educational Psychology: Historical Background- Teaching: Art and Science-Effective Teaching: Professional Knowledge and Skills-Goal Setting and Instructional Planning Skills-Classroom Management Skills-Motivational Skills-Technological Skills. Research in Educational Psychology: The Scientific Research Approach – Research Methods-Programme Evaluation Research-Research Challenges.						
<b>Unit:2</b>	<b>Cognitive Development: Piaget's Theory and Vygotsky's Theory</b>				<b>12 hours</b>	
Cognitive Development: Piaget's theory: Cognitive Processes-Piagetian Stages-Evaluating Piaget's Theory: Contributions and Criticisms. Vygotsky's Theory-Assumptions- Zone of Proximal Development-Scaffolding- Language and Thought. The Brain: Development of Neuron and Brain Region- Development of Brain in Childhood and Adolescents						
<b>Unit:3</b>	<b>Language Developments and Intelligence</b>				<b>12 hours</b>	
Language Development: Language-Morphology-Syntax- Semantics-How Language Develops-Biological and Environmental Influence. Memory: Encoding-Storage-Retrieval and Forgetting. Intelligence: Intelligence Tests- Theories of Multiple Intelligence-Information- Processing Approach –Segler' View – Metacognition – Good Information Processing Model						



<b>Unit:4</b>	<b>Learning and Motivation</b>	<b>12 hours</b>
<p>Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. Increasing Desirable Behaviors- Decreasing Undesirable Behavior. Bandura's Social Cognitive Theory-Observational Learning.</p> <p>Motivation: Perspectives on Motivation- Extrinsic and Intrinsic Motivation- Pother cognitive Process-Anxiety and Achievement-Social Motives.</p> <p>Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method- Dramatization-Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia</p>		
<b>Unit:5</b>	<b>Special Education</b>	<b>12 hours</b>
<p>Hard-to-reach, Low Achieving Students: Discouraged Students- Uninterested and Alienated Students- Dealing with Problem Behaviors: Management Strategies- Dealing with Aggression – Classroom and School-Based Programs.</p> <p>Children With Disabilities: Sensory Disorders- Physical disorders-Mental Retardation-Speech and Language Disorders- Learning Disabilities- Attention Deficit Hyperactivity Disorder-Emotional and Behavioral Disorders.</p> <p>Slow Learners- Autism Spectrum Disorders. Children Who Are Gifted: Characteristics, Life Course of the Gifted- Educating Gifted Child</p>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
	<b>Total Lecture hours</b>	<b>62 hours</b>
<b>Text Book(s)</b>		
1	Santrock, J. W. (2006). <i>Educational psychology</i> (2 <sup>nd</sup> ed.). Tata McGraw Hill.	
<b>Reference Books</b>		
1	Sprinthall, R. C., Sprinthall, N. A., & Oja, S. N. (1994). <i>Educational psychology: A developmental approach</i> (6 <sup>th</sup> ed.). McGraw Hill.	
2	Robinson, S. (2009). <i>Foundation of educational psychology</i> (2 <sup>nd</sup> ed.). Ane Books Pvt. Ltd.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://johnparankimalil.wordpress.com/2012/03/09/meaning-nature-and-scope-of-educational-">https://johnparankimalil.wordpress.com/2012/03/09/meaning-nature-and-scope-of-educational-</a>	
2	<a href="https://www.apa.org/action/science/teaching-learning">https://www.apa.org/action/science/teaching-learning</a>	
Course Designed By: <b>Dr. C. Balakrishnamurthy</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	M	M	M	M	M
CO3	M	S	S	M	M	S	S	M	S	S
CO3	M	M	S	M	S	S	S	M	S	M
CO4	S	S	S	M	S	S	M	S	M	S
CO5	S	M	S	M	S	S	M	M	M	M

\*S-Strong; M-Medium; L-Low

Course code	APPLIED STATISTICS AND PSYCHOLOGICAL TEST CONSTRUCTION		L	T	P	C
Elective – III – A			4	-	-	4
Pre-requisite	Basics in Psychological Statistics		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Understand Central tendency, Variability, Correlation and Regression</li> <li>2. Learn to calculate Student t-Test, ANOVA (one-way, two-way), Non-parametric statistics</li> <li>3. Nature of test construction</li> <li>4. Describe reliability and validity</li> <li>5. Understand Norms and Test Scales, and Response Set in Test Scores</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Recognize the nature and applications of applied statistics					K1
2	Understand the computation of non-parametric statistics					K2
3	Remember the steps in test construction					K1
4	Describe the standard error of measurement and index of reliability					K1
5	Illustrate the Meaning of Norm-Referencing and Criterion-Referencing. and the steps in developing norms					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Central tendency, Variability, Correlation and Regression</b>				<b>12 hours</b>	
Nature and Scope of Applied Statistics. Basic concepts – Random Samples, Variables and Constant. Measures of Central Tendency – Mode, Median, Arithmetic Mean, Effects of Score Transformation. Variability – Range, Semi-Interquartile Range, Variance and Standard Deviation. Score Transformation and Effects of Variability. Comparing means of two distributions. Correlational Analysis – Matter of Direction, Matter of Degree. Meaning of Correlation. Methods.						
<b>Unit:2</b>	<b>Student t-Test, ANOVA (one-way, two-way), Non-parametric statistics</b>				<b>12 hours</b>	
One tail test, two tail test. Student 't' – Application and Purpose, Assumptions, Calculation, Interpretation. Large sample t-test. Test of Significance of difference in proportions. ANOVA – Application and Purpose, Assumptions, Calculation of One-way ANOVA and Two-way ANOVA. Interpreting interaction in Two-way ANOVA. Honestly Significant Difference. Non-parametric tests – Assumptions. Chi-Square. Mann Whitney U Test. Kruskal-Wallis one-way analysis of variance by ranks. Wilcoxon test. Comparison of Parametric and Non-parametric test						
<b>Unit:3</b>	<b>Test Construction (Introduction, Item Writing and Item Analysis)</b>				<b>12 hours</b>	
Test Construction: Meaning of Test in Psychology. Classification of Test. Characteristics of a Good Test. General Steps in Test Construction. Item Writing: Meaning and Types of Items. Essay type and Objective type tests. General guidelines for Item Writing. General Method for Scoring Objective Tests. Meaning and Purpose. Power Tests. Item Difficulty. Optimal Difficulty Value for a Reliable Test. Index of Discrimination. Item Response Theory. Distractor Analysis. Speed Tests. Factors Affecting the Index of Difficulty and the Index of Discrimination. Power of Item Analysis. The Item						

Characteristics Curve.		
<b>Unit:4</b>	<b>Reliability and Validity</b>	<b>12 hours</b>
Reliability – Meaning. Methods. A satisfactory size for reliability. Standard Error of Measurement. Factors Influencing Reliability of Test Scores. Improving the reliability of test scores. Estimation of True Scores. Index of reliability. Validity- Meaning. Types. Convergent Validation and Divergent Validation. Statistical Methods for calculating validity. Factors influencing validity. Relation between reliability and validity		
<b>Unit:5</b>	<b>Norms and Test Scales, and Response Set in Test Scores</b>	<b>12 hours</b>
Norms and Test Scales – Meaning of Norm-Referencing and Criterion-Referencing. Steps in Developing Norms. Types of Norms and Test Scales – Age Equivalent Norms, Grade – Equivalent Norms, Percentile Norms, Standard Score Norms. Response Set – Meaning. Types of Response Set. Implications of Response Set. Methods to eliminate Response Sets.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Singh, A. K. (2015). <i>Tests, measurements and research methods in behavioural sciences</i> . Bharati Bhawan.	
<b>Reference Books</b>		
1	Minium, E. W., King, B. M., & Bear, G. (1993). <i>Statistical reasoning in psychology and education</i> (3rd ed.). John Wiley & Sons.	
2	Anastasi, A. & Urbina, S. (2003). <i>Psychological testing</i> (7 <sup>th</sup> ed.). Prentice Hall.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.statisticshowto.com/construct-validity/">https://www.statisticshowto.com/construct-validity/</a>	
2	<a href="https://online.stat.psu.edu/stat502/lesson/1/1.2">https://online.stat.psu.edu/stat502/lesson/1/1.2</a>	
Course Designed By: <b>Prof. N.Annalakshmi</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	M	M	M	M	M
CO3	M	S	S	M	M	M	S	M	M	S
CO3	M	M	S	M	S	S	M	M	S	M
CO4	S	S	S	M	S	S	S	M	S	S
CO5	S	M	S	M	S	S	M	S	S	M

\*S-Strong; M-Medium; L-Low

Course code	COMMUNITY PSYCHOLOGY		L	T	P	C
<b>Elective – III – B</b>			<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Basis in Psychology</b>		<b>Syllabus Version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To understand the influence and current issues in community mental health</li> <li>2. Describe the project-based research model</li> <li>3. Explain the basic concepts of prevention</li> <li>4. Describe the Impetus for the diagnosis</li> <li>5. Understand the ethics in community intervention</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Describe the origin and nature of mental health care in the welfare system					K1
2	Analyze the Psychological conceptions of the environment					K4
3	Apply Community-based health promotion methods					K3
4	Understand diagnosis, prescribing and implementing					K2
5	Discover the Choices in Evaluation and participatory evaluation as an integrated process.					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Community Psychology</b>				<b>12 hours</b>	
Origin of Mental Health care in the welfare system, Community Mental health, Influence of Applied Social Psychology and the War on Poverty, Current issues in Community Mental Health, Interdisciplinary Community Psychology <b>Psychological conceptions of the environment</b> - Social, environmental influences on behavior, Perceived social climates, Social roles, Social capital, Socio-Physical Environment						
<b>Unit:2</b>	<b>Approach to research Participatory action approaches to research.</b>				<b>12 hours</b>	
<b>Community development context of research:</b> What is Community Development – Research and Community Development – Building Research relationships in a community development context <b>Project-based research model:</b> Diagnose, Prescribe, Implement, Evaluate – Participatory flexibility, Where are you in the project cycle.						
<b>Unit:3</b>	<b>Prevention</b>				<b>12 hours</b>	
Basic concepts in prevention, Secondary prevention, Primary mental health project, Limitations of Secondary prevention in mental health, Universal and primary prevention. Prevention through stepwise risk reduction, School as a locus of prevention, Community-based health promotion, Self-help group: Growth of Self-Help Groups, Types of Self-Help Groups, The Nature of Self-Help Groups, Dynamics of Self-Help Groups, Self-Help and the Model of a Family, How Self-Help Groups Work, Starting Self-Help Groups						

<b>Unit:4</b>	<b>Diagnosing</b>	<b>12 hours</b>
The impetus for diagnosis, Structure for a Diagnostic Process – The core group, Problems, Opportunities, and Issues, Needs Assessment, Asset Mapping, Needs and Resources Prescribing: A planning approach, Program prescriptions. Implementing: Research as Action, Community Research, Target Research		
<b>Unit:5</b>	<b>Evaluation</b>	<b>12 hours</b>
Choices in Evaluation, Participatory evaluation from the beginning, participatory evaluation as an integrated process Beyond Information: Art of Paying attention, Role Models for Research as a Daily Practice, Information management and information technology Writing proposals, Ethics in Community Intervention		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Stoecker, R. (2012). <i>Research methods for community change: A project-based approach</i> (2 <sup>nd</sup> ed.). Sage Publications.	
<b>Reference Books</b>		
1	Levine, M., Perkins, D. D., & Perkins, D. V. (2005). <i>Principles of community psychology: Perspectives and applications</i> (3 <sup>rd</sup> ed.). Oxford University Press.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.scra27.org/what-we-do/what-community-psychology/">https://www.scra27.org/what-we-do/what-community-psychology/</a>	
2	<a href="https://www.apa.org/about/division/div27">https://www.apa.org/about/division/div27</a>	
Course Designed By: <b>Prof. N. Annalakshmi</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	M	M	M	S
CO3	M	M	S	M	M	M	M	M	S	S
CO3	M	S	S	M	S	S	M	M	M	M
CO4	S	M	S	M	S	S	M	S	S	S
CO5	S	M	S	M	S	S	M	M	M	M

\*S-Strong; M-Medium; L-Low

Course code	REHABILITATION PSYCHOLOGY		L	T	P	C
Elective – III – C			4	-	-	4
Pre-requisite	Basics in Abnormal Psychology		Syllabus Version		2023-24	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To understand the nature of various disability and its influence in everyday life.</li> <li>2. Describe the significance of rehabilitation measures in various aspects.</li> <li>3. Explain the relationship and difference between rehabilitation, reformation and realization.</li> <li>4. Describe the various rehabilitation programs implemented for the welfare of the needy.</li> <li>5. Understand the ethical issues and application of appropriate rehabilitation measures.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Deal effectively to rehabilitate people with specific or special need.					K1
2	Will be able to measure the nature and level of disability					K4
3	Work effectively in collaboration with rehabilitation team					K3
4	Can educate the community on rehabilitation schemes and programs offered.					K2
5	Will be able to play a significant role in assessing and enhancing the client motivation to act independently.					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Introduction to Rehabilitation Psychology</b>				<b>12 hours</b>	
<b>Rehabilitation Psychology:</b> Meaning and Concept of Rehabilitation –Rehabilitation Psychology, Definition- scope- methods and Functions - historical roots and perspectives of Rehabilitation Psychology - Rehabilitation Goals and objectives of rehabilitation.						
<b>Unit:2</b>	<b>Competencies of Rehabilitation Psychologists</b>				<b>12 hours</b>	
Role and Nature of Rehabilitation Psychologist – Rehabilitation psychologist as a profession-Competencies of rehabilitation psychologists, nature and job areas of rehabilitation psychologists, Areas of Rehabilitation Services-Rehabilitating the addicts-Alcoholics and drug abusers, victims of violence, HIV, AIDS, trauma, annulled, abused, refugees in camps, offenders of criminal acts, physically and mentally challenged, prisoners in jail and disaster-Family and Marital Rehabilitation- Socio Economic Rehabilitation for Disabled, injured and the unemployed.-Vocational Rehabilitation, Community Based Rehabilitation Program						
<b>Unit:3</b>	<b>Rehabilitation Intervention</b>				<b>12 hours</b>	
Physical, psychological, psychosocial rehabilitation of various disabilities-Types of disabilities: Concept and definitions, Classification of various disabilities, Incidence and prevalence Types of disabilities Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism , Mental illness, Learning disabilities, Multiple handicaps.						

<b>Unit:4</b>	<b>Psychological Rehabilitation Interventions</b>	<b>12 hours</b>
Definition and basic principles of Psychological Rehabilitation, Assessment, diagnosis, and Intervention – Psychoanalytic therapy, Client Centred Therapy, Cognitive Behaviour therapy, Rational Emotive therapy, supportive therapy, Augmentative therapy and Behaviour therapy.		
<b>Unit:5</b>	<b>Rehabilitation Approaches and Management</b>	<b>12 hours</b>
Designing training program for rehabilitation psychologists, Training need analysis and implementation of training program. Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects. Psychological Intervention: Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Management: Designing Training Programs for Professionals: Training Need Analysis, Implementation of Training Programs Monitory and Impact Studies. Role and functions of Non-Government Organization in rehabilitation-Capacity building for NGOs- Early intervention-Special Education- objectives and functions and emerging trends in special Education-Assessment and evaluation of individual with special needs.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars - webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Fraser N. Watts and Bennar, D. H. (1983): Theory and Practice of Psychiatric Rehabilitation, New York: John Wiley & Sons	
2	Golden, C. J. 1984. <i>Current Topics in Rehabilitation Psychology</i> . London:Grune & Stratton.	
3	Nirbhay N.Singh. 1998. <i>Comprehensive Clinical Psychology: Application</i> , Volume 9. Pergamon: Elsevier Science.	
4	Zigler, E and Gates, D.B. 1999. <i>Personality Development in Individuals with Mental Retardation</i> . New York: Cambridge University Press.	
5	Kundu, C.L. 2000. <i>Status of Disability in India-2000</i> . New Delhi: Rehabilitation Council of India.	
<b>Reference Books</b>		
1	Bhatia M.S (2004): Essentials of Psychiatry. New Delhi: CBS Publication.	
2	Shelly E Taylor (2003): Health Psychology, New Delhi.	
3	Joel A. De Lisa et al (1998): Rehabilitation Medicine: Principle and Practice, (3 <sup>rd</sup> Edition) Philadelphia: Lippincot Raven Publication.	
4	Reeta Peshawaria & Venkatesan, (1992) Behavioural Approach in Mentally Retarded Children – A manual for teaching, Sccunderabad: NIMH Publication.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://swayam2.ac.in/">Psychology for Health and Well Being - Course (swayam2.ac.in)</a>	
2	<a href="https://unacademy.com/">Rehabilitation Psychology (unacademy.com)</a>	
Course Designed By: <b>Dr. G. K. Sellakumar</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	M	M	M	S
CO3	M	M	S	M	M	M	M	M	S	S
CO3	M	S	S	M	S	S	M	M	M	M
CO4	S	M	S	M	S	S	M	S	S	S
CO5	S	M	S	M	S	S	M	M	M	M

\*S-Strong; M-Medium; L-Low





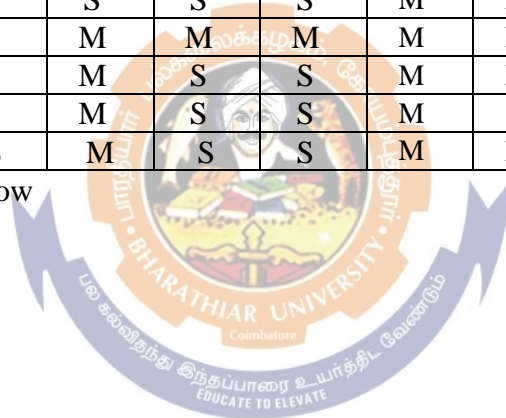
Course code	THERAPEUTIC COUNSELLING		L	T	P	C
Elective - III - D			4	-	-	4
Pre-requisite	Basis in Psychology	Syllabus Version	2023-24			
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>To understand the significance of therapeutic counseling</li> <li>Describe the difference and relationship of therapeutic counselling from other counselling.</li> <li>Explain the application of therapeutic counseling in the appropriate area/situation.</li> <li>Describe the diagnosis of therapeutic counseling and its application</li> <li>Understand the prognosis and effectiveness of therapeutic counseling</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	Gain knowledge on therapeutic counseling and its application					K1
2	The significance and its area of application					K4
3	Implement therapeutic counseling to alleviate human sufferings					K3
4	Compare the difference between the pre and post counseling results					K2
5	Develop and apply therapeutic counseling model and find effectiveness of the intervention.					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to Therapeutic Counseling</b>				<b>12 hours</b>	
<b>Therapeutic Counseling:</b> Introduction, Concept, meaning and definition- objectives. Nature and scope of therapeutic Counseling. Historical background and its areas-Therapeutic counseling in various areas -Counseling for Chemically dependent Clients (Counseling the addicts), Counseling for Suicide prevention, mental health and Mental Illness, Role of a counsellor in mental health, Mental illness: Psychosis, Delusion, Counseling in Industry.						
<b>Unit:2</b>	<b>Therapeutic Counseling and Ethics</b>				<b>12 hours</b>	
Therapeutic counseling and Ethics, ethical issues, ethical person Confidentiality, Maintaining boundaries in therapy, Dual relationships, Duty of care. Virtues, values and ethics in counselling practice, Values in counseling, ethics guidelines and their basis in moral reasoning -Personal intuition, Ethical guidelines developed by professional organizations, Ethical principles, General moral theories. Applying moral principles and ethical codes: from theory to practice-Negotiating, informed consent, the use of persuasion, Ethical issues involved in the use of touch Ethical issues in research on counseling, Strategies for maintaining ethical standards.						
<b>Unit:3</b>	<b>Therapeutic Relationship</b>				<b>12 hours</b>	
<b>Therapeutic Relationship-</b> counseling relationship, importance and characteristics of relationship, empathy, congruence and presence, experiential focusing, motivational interviewing, therapeutic care and warmth, relationship in counselling and psychotherapy, telephone and online counselling relationship. Collaboration- the therapeutic alliance: Setting goals, Agreeing tasks, Creating a bond, Client feedback, alliance ruptures, therapeutic Relationships with children and young people. writing the therapeutic frame with a child or young person, maintaining the trust of a child or young person, challenges of an adult/child relationship, Dealing with feelings of responsibility, Supporting affect-regulation, Relating at depth with a child or young person.						

<b>Unit:4</b>	<b>Skills in Counseling intervention</b>	<b>12 hours</b>
Basic skills and advanced skills and Techniques, Assessing Clients problem, DSM V, Counseling assessment method- Application of Skills. Advanced Counseling Skills and Techniques : Accessing ego states, Naming ego states, Speak respectfully to all states when working with ego states, Accessing ego states—a review, Working with introjects, Speaking to an introject, conversations with introjects, Speaking to the introject of a deceased person, Speaking to the introject of a fetus, Speaking to the introject of a perpetrator, Bridging from the unwanted symptom to the cause of the problem, Resolving a trauma.		
<b>Unit:5</b>	<b>Therapeutic Counseling Theories and interventions</b>	<b>12 hours</b>
Various Therapy Techniques, Types of intervention in counseling: Counsellor centred, Counseele centred, Couples counseling, Family therapy, Group counseling, Telephone counseling, Schools, colleges and university, Voluntary work, Health centre, Hospitals and Work place. <b>Exercises:</b> Relevant case analysis and case presentations.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars - webinars		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Sherry Cormier (2016). Counseling Strategies and Interventions for Professional Helpers 9 <sup>th</sup> Edition	
2	David Capuzzi and Mark D. Stauffer (1976) .Counseling and Psychotherapy Theories and Interventions 6th Eds. American Counseling Association, Library of Congress Cataloging-in-Publication Data. Alexandria, VA 22304.	
3	Gordon Emmerson (2006). Advanced Skills and Interventions in Therapeutic Counseling	
4	Laveena D Mello (2018). Therapeutic Counseling Intervention, Srinivas Publication.	
5	<a href="#">Rosanne Knox</a> & <a href="#">Mick Cooper</a> (2015). The Therapeutic Relationship in Counselling and Psychotherapy Publisher: SAGE Publications Ltd Online pub date, December 27, 2018 DOI: <a href="https://doi.org/10.4135/9781473916869">https://doi.org/10.4135/9781473916869</a> .	
6	Stephen Paul & Divine Charura (2015).An Introduction to the Therapeutic Relationship in Counselling and Psychotherapy, SAGE Publications Ltd, DOI: <a href="https://doi.org/10.4135/9781473909854">https://doi.org/10.4135/9781473909854</a> .	
<b>Reference Books</b>		
1	Gelso, C. J. (2011). The real relationship in psychotherapy: The hidden foundation of change. American Psychological Association.	
2	Michael D.Reiter (2022) Therapeutic Interviewing Essential Skills and Contexts of Counseling, 2nd Edition	

3	John McLeod (2013). An Introduction to Counseling, 5th Eds. Open University Press McGraw- Hill Education
4	Gelso, C. J. (2011). The real relationship in psychotherapy: The hidden foundation of change. American Psychological Association
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Horvath, A. O. (2001). The alliance. <i>Psychotherapy</i> , 38(4), 365–372.
2	Mark J. D. Jordans (2003). Publisher UNICEF Nepal TRAINING HANDBOOK ON Psychosocial Counselling for Children in Especially Difficult Circumstances A trainer’s Guide (3 <sup>rd</sup> Edition), UNICEF.
Course Designed By: <b>Dr. G. K. Sellakumar</b>	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	M	M	M	S
CO3	M	M	S	M	M	M	M	M	S	S
CO3	M	S	S	M	S	S	M	M	M	M
CO4	S	M	S	M	S	S	M	S	S	S
CO5	S	M	S	M	S	S	M	M	M	M

\*S-Strong; M-Medium; L-Low



Course code	INTRODUCTION TO PSYCHOLOGY		L	T	P	C
Supportive I			2	-	-	2
Pre-requisite	Basis in Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To understand the nature of Psychology						
2. Learn the role of the nervous system, endocrine systems and consciousness						
3. Understand the basic anatomy and functions of sensation and perception						
4. Describe the cognition and problem-solving strategies						
5. Know the fundamental principles and features of personality and motivation						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To understand different models of human behavior based on science					K2
2	To analyze major components of biological systems studied in psychology					K4
3	Evaluate the methods to improve memory and problem solving					K5
4	Design, conduct, or evaluate basic psychological techniques to improve personality					K6
5	Apply psychological principles to everyday life					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>The Nature and Scope of Psychology</b>				<b>5 hours</b>	
The Nature and Scope of Psychology- Consciousness and Behavior- Methods and Fields						
<b>Unit:2</b>	<b>Biological Bases of Human Behaviour</b>				<b>5 hours</b>	
Biological Bases of Human Behaviour - Heredity and Environment- The Role of sensory processes and Human Behavior						
<b>Unit:3</b>	<b>Attention, Perception and Learning</b>				<b>5 hours</b>	
Attention, Perception and Learning - Selective Attention- Sorting out the World- Division of Attention- Perception: Visual, form and Movement- Learning Principles- Memory and Forgetting.						
<b>Unit:4</b>	<b>Intelligence and Creativity</b>				<b>5 hours</b>	
Intelligence and Creativity - Intelligence- IQ- Measuring Intelligence- Mental Retardation- Gifted- Creativity- Problem-Solving						
<b>Unit:5</b>	<b>Personality and Motivation</b>				<b>5 hours</b>	
Personality and Motivation - Theories of Personality- Assessment and its Development- Human Motivation- Needs- Understanding Emotions						
<b>Unit:6</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Expert lectures, online seminars - webinars						
<b>Total Lecture hours</b>					<b>27 hours</b>	

<b>Text Book(s)</b>	
1	Baron, R. A., & Misra, G. (2016). <i>Psychology</i> (5 <sup>th</sup> ed.). Pearson India.
<b>Reference Books</b>	
1	Morgan, C., King, R. A., Weisz, J. R., & Schopler, J. (2017). <i>Introduction to psychology</i> (7 <sup>th</sup> ed.). McGraw Hill Education.
2	Kuther, T. L. (2019). <i>The psychology major's handbook</i> (5 <sup>th</sup> ed.). Sage Publications.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	<a href="https://www.coursera.org/learn/introduction-psychology">https://www.coursera.org/learn/introduction-psychology</a>
2	<a href="https://www.edx.org/course/introduction-to-psychology">https://www.edx.org/course/introduction-to-psychology</a>
Course Designed By: <b>Mr. S. Dhanraj</b>	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	M	S	M	M	S	M	M	M	S
CO3	M	S	M	M	S	M	M	M	M	M
CO3	S	M	S	M	S	M	M	M	S	M
CO4	S	S	M	S	M	M	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	M

\*S-Strong; M-Medium; L-Low



Course code	PROBABILISTIC ORIENTATION FOR PERSONALITY DEVELOPMENT		L	T	P	C
Supportive II			2	-	-	2
Pre-requisite	Basis in Psychology		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To understand the Psychological Foundation of Human Beings</li> <li>2. Describe the Basic premise of Probabilistic Orientation</li> <li>3. Explain Insight into Bias, Healthy Skepticism.</li> <li>4. Describe Unconditional Acceptance and Appreciation of chance</li> <li>5. Understand Intervention Studies on adolescents and young adults</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	List the construct of Probabilistic Orientation					K1
2	Describe the assessment of Probabilistic orientation					K1
3	Analyze the applications of Probabilistic orientation					K5
4	Outline the Seven Factors of Probabilistic Orientation					K4
5	Illustrate the Effect of Probabilistic Orientation Broadcast Intervention					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Psychological Foundation of Human Beings</b>				<b>05 hours</b>	
Psychological Foundation of Human Being: Thinking, Motivation, and Personality. Interrelation between thinking, motivation and personality. Personal Construct Psychology. The construct of Probabilistic Orientation (PO)						
<b>Unit:2</b>	<b>Basic premise of Probabilistic Orientation</b>				<b>05 hours</b>	
Basic premise of Probabilistic Orientation – Origin of universe - Big Bang Theory and Evolution of Nature - Seven Factors of Probabilistic Orientation – Assessing Probabilistic Orientation.						
<b>Unit:3</b>	<b>PO Exercises I</b>				<b>05 hours</b>	
Unbounded Expectancy, Sensing Unlimited Possibilities, Insight into Bias, Healthy Skepticism.						
<b>Unit:4</b>	<b>PO Exercises II</b>				<b>05 hours</b>	
Unconditional Acceptance, Appreciation of chance and Awareness of Predictability.						
<b>Unit:5</b>	<b>Research studies on PO</b>				<b>05 hours</b>	
Intervention Studies on adolescents and young adults –Effect of Probabilistic Orientation Broadcast Intervention- Study on efficacy of PO therapy.						

<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
A MINIMUM OF 2 PRACTICALS NEEDS TO BE DONE BY THE CANDIDATE, AND THE RECORD OF WORK HAS TO BE SUBMITTED BASED ON THE ABOVE SYLLABUS		
	<b>Total Lecture hours</b>	<b>27 hours</b>
<b>Text Book(s)</b>		
1	Narayanan, S. & Annalakshmi, N. (2001). The probabilistic orientation. In M. Cornelissen. (Ed.), <i>Consciousness and its transformation</i> . SAICE.	
<b>Reference Books</b>		
1	Annalakshmi, N. (2003). <i>Integral psychotherapeutic intervention with adolescent students and adult cancer patients</i> [Unpublished doctoral dissertation]. Bharathiar University.	
2	Annalakshmi, N. (2004). Intervention for cancer patients through integral psychotherapy. In K. Joshi & M. Cornelissen (Eds.), <i>History of science, philosophy and culture in Indian civilization</i> (pp. 444-460). Project of History of Indian Science, Philosophy and Culture.	
3	Thomas, C. V. (2005). <i>The efficacy of the probabilistic orientation counseling (POC) among the novices</i> [Unpublished doctoral dissertation]. Bharathiar University.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	<a href="https://ieeexplore.ieee.org/document/4655521">https://ieeexplore.ieee.org/document/4655521</a>	
2	<a href="https://arxiv.org/abs/2006.09740">https://arxiv.org/abs/2006.09740</a>	
Course Designed By: <b>Prof. N.Annalakshmi</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	M	M	M	S
CO3	S	S	S	S	M	S	M	M	S	S
CO3	S	S	S	S	M	S	M	M	M	M
CO4	S	S	S	S	M	S	M	S	S	S
CO5	M	S	S	S	M	S	M	M	M	M

\*S-Strong; M-Medium; L-Low

Course code	TRANSACTIONAL ANALYSIS			L	T	P	C
Supportive III				2	-	-	2
Pre-requisite	Basis in Psychology			Syllabus Version	2023-24		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>To teach students with an in-depth understanding of application of Transactional Analysis in the health profession.</li> <li>Understand the key concepts of transactional analysis</li> <li>Describe the meaning of Game analysis</li> <li>Understand the techniques of script analysis</li> <li>Help students understand the analysis of relationships</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Understand and solve relationship problems of clients						K2
2	Gain an insight into the type of personalities						K1
3	Analyze the reason which creates people tick						K4
4	Apply the therapy to improve the relationship						K3
5	Re-evaluate the personal goals and life goals of clients						K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>Transactional Analysis Key Concepts</b>					<b>05 hours</b>	
What is Transactional Analysis- Analysis of Ego states- What makes Transactional Analysis to be TA?							
<b>Unit:2</b>	<b>Transactional Analysis Proper</b>					<b>05 hours</b>	
Transactional Analysis Proper: The Analysis of Transactions- The Analysis of Strokes- The Contents of Communication.							
<b>Unit:3</b>	<b>Game Analysis</b>					<b>05 hours</b>	
Games Analysis - Games that are played							
<b>Unit:4</b>	<b>Script Analysis</b>					<b>05 hours</b>	
Script Analysis - - Life Management and History of the Person							
<b>Unit:5</b>	<b>The Analysis of Relationships</b>					<b>05 hours</b>	
The Analysis of Relationships - Person to Person- Analysis of Organizations- Person to Person In-Group.							



<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
A MINIMUM OF 2 PRACTICALS NEEDS TO BE DONE BY THE CANDIDATE, AND THE RECORD OF WORK HAS TO BE SUBMITTED BASED ON THE ABOVE SYLLABUS		
	<b>Total Lecture hours</b>	<b>27 hours</b>
<b>Text Book(s)</b>		
1	Berne, E. (1961). <i>Transactional analysis in psychotherapy: A systematic individual and social psychiatry</i> . Grove Press.	
2	Stewart, I. (1989). <i>Transactional analysis counselling in action</i> . Sage Publications.	
<b>Reference Books</b>		
1	Goulding, R. L., & Goulding, M. M. (1978). <i>The power is in the patient: A Ta/Gestalt approach to psychotherapy</i> . TA Publications.	
2	Stewart, I., & Joines, V. (2012). <i>TA today: A new introduction to transactional analysis</i> (2 <sup>nd</sup> ed.). Lifespace.	
3	Harris, T. A. (2012). <i>I'm OK, you're OK</i> . Harper and Row.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://hearttoheartindia.com/advanced-certificate-course-ta/">https://hearttoheartindia.com/advanced-certificate-course-ta/</a>	
Course Designed By: <b>Dr. C. Balakrishnamurthy</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	M	M	M	M	S
CO3	S	S	S	S	M	S	M	M	M	M
CO3	S	S	S	S	M	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	M
CO5	M	S	S	S	M	S	M	S	S	S

\*S-Strong; M-Medium; L-Low

Course code	DATA ANALYSIS USING SPSS		L	T	P	C
Value Added			2	-	-	2
Pre-requisite	Basics in Statistics		Syllabus Version	2023-24		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Introduce students to the SPSS software and its capabilities for statistical analysis.</li> <li>2. Enable students to import data into SPSS and manipulate data within SPSS.</li> <li>3. To choose appropriate descriptive statistics to summarize data and visualize data in SPSS</li> <li>4. Train students to formulate and test hypotheses using inferential statistics like t-tests, regression analysis and ANOVA.</li> <li>5. Familiarize students with the process of interpreting statistical output and making decisions based on the results.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, students will be able to:						
1	To import data into SPSS and manipulate data within SPSS					K1
2	Proficient in choosing appropriate descriptive statistics					K2
3	Familiarity with inferential statistical techniques like t-tests, regression and ANOVA					K5
4	Proficient in formulating and testing hypotheses using inferential statistics					K6
5	To interpret the output of statistical tests and make decisions					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to SPSS Environment</b>				<b>05 hours</b>	
<b>General description:</b> functions, menus, data files, output files – <b>Data Editor:</b> entering data, data view, variable view, missing values, naming variables, creating coding for variables – <b>SPSS file management:</b> saving SPSS data files, retrieving SPSS data files – <b>Data Manipulation:</b> data transformation, output management.						
<b>Unit:2</b>	<b>Descriptive analysis of data</b>				<b>05 hours</b>	
<b>Visualize data distributions:</b> Frequencies – Histogram – Graphs. <b>Describing variables numerically:</b> Mean, Median Mode – <b>Understanding variance:</b> Standard deviation, Z-score, Standard Error – <b>Exploring data with SPSS:</b> Explore, Crosstabs, Charts – <b>Examining assumptions of parametric statistics:</b> test for normality, test for homogeneity of variances, transformations, reporting the output of normality.						
<b>Unit:3</b>	<b>Hypothesis Testing and Inferential Statistics</b>				<b>05 hours</b>	
<b>Hypothesis testing:</b> Formulate – Steps in Hypothesis testing - Null and alternative hypotheses, calculate p-values, and interpret results. <b>Relationships among continuous variables:</b> Covariance <b>Linear Correlation:</b> code data, run analysis, reading output, reporting results from the output – <b>Simple and Multiple Regression:</b> code data, run analysis, reading output, reporting results from the output.						

<b>Unit:4</b>	<b>Comparing two means</b>	<b>05 hours</b>
Theoretical Consideration – related and unrelated t-test – assumption for t-test, the rationale for t-test – <b>Comparing mean</b> : coding data for comparison, run analysis, reading and interpretation of output, reporting results from t-test.		
<b>Unit:5</b>	<b>Comparing several means:</b>	<b>05 hours</b>
Analysis of Variance (ANOVA) – <b>one-way ANOVA</b> – Assumptions of one-way ANOVA, code data, run analysis, reading output, and reporting output. <b>Two-way ANOVA</b> – Assumptions of Two-way ANOVA, code data, run analysis, reading output, reporting output.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>02 hours</b>
Expert lectures, online seminars - webinars		
<b>Total Lecture hours</b>		<b>27 hours</b>
<b>Text Book(s)</b>		
1	Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics</i> (5 <sup>th</sup> ed.). Sage Publications.	
2	Pallant, J. (2021). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i> (7 <sup>th</sup> ed.). Open University Press.	
<b>Reference Books</b>		
1	Field, A., & Hole, G. (2003). <i>How to design and report experiments</i> . Sage Publications.	
2	Pituch, K. A., & Stevens, J. P. (2016). <i>Applied multivariate statistics for the social sciences</i> (6 <sup>th</sup> ed.). Routledge.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.udemy.com/course/spss-data-analysis-spss-online-video-training-course/">https://www.udemy.com/course/spss-data-analysis-spss-online-video-training-course/</a>	
2	<a href="https://onlinecourses.swayam2.ac.in/arp19_ap77/preview">https://onlinecourses.swayam2.ac.in/arp19_ap77/preview</a>	
Course Designed By: <b>Dr. G.K. Sellakumar</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	S	M	S	M	M	S	M	M	M	S
CO3	M	S	M	M	S	M	M	M	M	M
CO3	S	M	S	M	S	M	M	M	S	M
CO4	S	S	M	S	M	M	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	M

\*S-Strong; M-Medium; L-Low

Course code	BEHAVIOR MODIFICATION			L	T	P	C
<b>Job Oriented</b>				2	-	-	2
<b>Pre-requisite</b>	Basic principles of behavior modification			<b>Syllabus Version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>To enable students to understand the basics of behavior modification.</li> <li>To help students analyze the basic principles of behavior modification.</li> <li>To enable students to explain the procedures to establish a new behavior.</li> <li>To understand the procedures to increase desirable behaviors and decrease undesirable behaviors.</li> <li>To help students develop skills required to analyze behavior change procedures.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, students will be able to:							
1	To enable the understanding of behavior modification and observing & recording behavior.						K2
2	To understand and apply the concepts of reinforcement, extinction and punishment.						K3
3	To analyze the concepts of shaping, prompting, chaining and behavioral skill training procedures.						K4
4	To evaluate the knowledge on understanding problem behaviors through functional assessment and differential reinforcement.						K5
5	To familiarize the students with the concepts of self-management, token economy, behavioral contracts and cognitive behavior modification.						K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>							
<b>Unit:1</b>	<b>Introduction to Behavior Modification</b>					<b>5 hours</b>	
<b>Behavior modification:</b> Definition – Characteristics. <b>Historical Roots:</b> Major Figures – Early Behavior Modification Researchers – Areas of Application.							
<b>Observing and Recording Behavior:</b> Direct And Indirect Assessment – Defining the Target Behavior – the Logistics of Recording. <b>Choosing a Recording Method:</b> Continuous Recording – Percentage of Opportunities – Product Recording – Interval Recording – Time Sample Recording – <i>Graphing Behavior and Measuring Change.</i>							
<b>Unit:2</b>	<b>Basic Principles of Behavior Modification</b>					<b>5 hours</b>	
<b>Reinforcement:</b> Definition – Positive and Negative Reinforcement – Social versus Automatic Reinforcement – Escape and Avoidance Behaviors – Conditioned and Unconditioned Reinforces.							
<b>Punishment:</b> <i>Definition</i> – A Common Misconception about Punishment – Positive and Negative Punishment – Unconditioned and Conditioned Punishers – Contrasting Reinforcement and Punishment – Factors that Influence the Effectiveness of Punishment – Problems with Punishment.							
<b>Unit:3</b>	<b>Procedures to Establish New Behavior</b>					<b>5 hours</b>	
<b>Shaping:</b> Definition – Applications of Shaping – How to Use Shaping – Shaping of Problem Behaviors. <b>Prompting and Transfer of Stimulus Control:</b> Prompting – Fading – Types of Prompts. <b>Transfer of Stimulus Control:</b> Prompt Fading – Prompt Delay – Stimulus Fading – How to Use Prompting and Transfer of Stimulus Control.							

<b>Chaining:</b> Definition – Analyzing Stimulus – Response Chains – Task Analysis – Backward Chaining – Forward Chaining – Total Task Presentation – How To Use Chaining Procedures.		
<b>Unit:4</b>	<b>Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior</b>	<b>5 hours</b>
<b>Behavioral Skills Training Procedures:</b> Components of the Behavioral Skills Training Procedure – Enhancing Generalization After Behavioral Skills Training – In Situ Training – Behavioral Skills Training and The Three-Term Contingency – Applications of Behavioral Skills Training Procedures.		
<b>Differential Reinforcement:</b> Differential Reinforcement of Alternative Behavior – Differential Reinforcement of Other Behavior – Differential Reinforcement of Low Rates of Responding.		
<b>Antecedent Control Procedures:</b> Definition – Research on Antecedent Control Strategies – Using Antecedent Control Strategies.		
<b>Unit:5</b>	<b>Other Behavior Change Procedures</b>	<b>5 hours</b>
<b>Habit Reversal Procedures:</b> Definition – Habit Reversal Procedures – Applications of Habit Reversal – Other Treatment Procedures for Habit Disorders. <b>The Token Economy:</b> Definition – Implementing a Token Economy – Practical Considerations – Application of a Token Economy.		
<b>Behavioral Contracts:</b> Definition – Components of a Behavioral Contract –Types of Behavioral Contracts – Negotiating a Behavioral Contract – Applications of Behavioral Contracts. <b>Fear and Anxiety Reduction Procedures:</b> Definition – Procedures to Reduce Fear And Anxiety – Clinical Problems.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Expert lectures, online seminars - webinars		
<b>Total Lecture hours</b>		<b>27 hours</b>
<b>Text Book(s)</b>		
1	Miltenberger, R. G. (2016). <i>Behavior modification: Principles and procedures</i> (6 <sup>th</sup> ed.). Cengage Learning.	
<b>Reference Books</b>		
1	Martin, G., & Pear, J. J. (2019). <i>Behavior modification: What it is and how to do it</i> . Routledge.	
2	Wolpe, J. (1990). <i>The practice of behavior therapy</i> . Pergamon press.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://courseforbehaviormodification.com/">https://courseforbehaviormodification.com/</a>	
2	<a href="https://sweetinstitute.teachable.com/p/behavior_modification">https://sweetinstitute.teachable.com/p/behavior_modification</a>	
Course Designed By: <b>Prof. N. Annalakshmi</b>		

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	M	S	S	S	S
CO2	M	S	S	M	S	S	S	S	S	S
CO3	S	S	M	S	M	S	S	M	S	M
CO4	S	S	M	S	S	M	S	M	S	M
CO5	M	M	S	S	S	S	M	S	M	S

\*S-Strong; M-Medium; L-Low



# ANNEXURE



<b>List of Elective papers (Colleges can choose any one the paper as electives)</b>		
<b>Elective –I</b>	<b>A</b>	Cyber Psychology
	<b>B</b>	Sports Psychology
	<b>C</b>	Integral Psychology
<b>Elective –II</b>	<b>A</b>	Positive Psychology
	<b>B</b>	Consumer Behaviour
	<b>C</b>	Educational Psychology
<b>Elective –III</b>	<b>A</b>	Applied Statistics and Psychological Test Construction
	<b>B</b>	Community Psychology
	<b>C</b>	Rehabilitation Psychology
	<b>D</b>	Therapeutic Counselling

<b>Supportive Course I</b>	Introduction to Psychology
<b>Supportive Course II</b>	Probabilistic Orientation for Personality Development
<b>Supportive Course III</b>	Transactional Analysis