**BHARATHIAR UNIVERSITY : : COIMBATORE 641 046**

**M. Sc Applied Psychology Curriculum (University Department)**

*(For the students admitted during the academic year 2025 – 26 onwards)*

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|  | **Course**  **Code** | **Title of the Course** | **Credits** | **Hours Per Week** | | | **Maximum Marks** | | |
| **Sem** | **Theory** | | **Practical** | **CIA** | **ESE** | **Total** |
| I | 23PSYB13A | Research Methodology and Statistics | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB13B | Health Psychology | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB13C | Organizational Behavior | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB13D | Cognitive Psychology | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB13P | Practicals- I | 4 |  | 4 | | 25 | 75 | 100 |
| 23PSYB1EA | Elective Course | 4 | 4 |  | | 25 | 75 | 100 |
|  | Supportive Course | 2 | 2 |  | | 12 | 38 | 50 |
| II | 23PSYB23A | Social Psychology | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB23B | Personality Theories and Application | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB23C | Human Resource Management | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB23D | Bio Psychology | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB23E | Counselling Psychology | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB23P | Practicals - II | 4 |  | 4 | | 25 | 75 | 100 |
| 23PSYB2EA | Elective Course | 4 | 4 |  | | 25 | 75 | 100 |
|  | Supportive Course | 2 | 2 |  | | 12 | 38 | 50 |
|  | 23PSYB2VA | **\*Value Added Course** | 4 |  |  | | 100 | Nil | 100 |
| III | 23PSYB33A | Psychopathology | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB33B | Psychodiagnostics | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB33C | Psychotherapeutics | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB33D | Organization Development | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB33P | Practical-III | 4 |  | 4 | | 25 | 75 | 100 |
| 23PSYB3EA | Elective Course | 4 | 4 |  | | 25 | 75 | 100 |
| 23PSYB3JA | **\*\*Job Oriented Course** | 4 |  |  | | 100 | Nil | 100 |
|  | Supportive Course | 2 | 2 |  | | 12 | 38 | 50 |
|  |  | \*\*\*\*Psychology for Health and Wellbeing | 1 | 0 | 2 | | 100 | Nil | 100 |
| IV | 23PSYB47V | Project work/ Clinical/Industrial Practicum | 8 |  |  | |  | 200 | 200 |
|  | 23PSYB4NS | **\*\*\*SWAYAM** MOOC/Coursera – Online Course | 2 |  |  | |  |  | 50 |
|  | **Total** | | **100** |  | | | | | **2600** |

\*Value Added course (online/offline) with 4 credits is mandatory and shall be completed by the end II Semester.

\*\*Job oriented course (online/offline) with 4 credits is mandatory and shall be completed by the end of III semester.

\*\*\*SWAYAM MOOC/Coursera/on any online course of duration of 4 weeks with at least 2 credits is mandatory and shall be completed before the end of the IV Semester.

\*\*\*\* Psychology for Health and Wellbeing course (AUDIT Course) for 1 credit is mandatory and may be completed by end of III semester.

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| **Course code** | | | | **23PSYB13A** | **RESEARCH METHODOLOGY AND STATISTICS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | |  | | | **4** | | | **-** | **-** | **4** |
| **Pre-requisite** | | | | | Basic in Research in Psychology | | | **Syllabus Version** | | | | **2024-25** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To enable students to understand the basics of research. 2. To help students analyze and identify the variables and hypotheses used in the research. 3. To enable students to understand the non-experimental methods in research. 4. To understand the concepts of experimental research methods. 5. To help students develop skills required for analyzing the data and writing in research. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 on single factor design and factorial design. | | | | | | | | | K4 | |
| 5 | | | To familiarize the quantitative and qualitative analysis of data and writing in research. | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Basics of Research** | | | | | | **12 hours** | | | |
| **Research Methodology:** Meaning, Objectives, Types of Research, Significance of Research, Research process, Research Question:Choice of a Problem, The Literature Review, Using the Internet.  **Ethics in Research**: APA Ethics Code – Responsibility, Protection from Harm, Informed Consent, Privacy and Freedom from Coercion, Deception, Debriefing, Role of Research Participant, Ethics in Scientific Writing.  **Writing in Psychology**: 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. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Variables And Hypotheses** | | | | | **12 hours** | | | | |
| **Measurement**: What is measurement? Types of Measurement Scales, Comparison of the Scales, Measurement and Statistics- Reliability and Validity of Measurements  **Variables**: Types of Variables – Dependent and Independent Variables, Confounded Variables, Quantitative and Categorical Variables, Continuous and Discrete Variables  **Hypotheses**: Testing hypotheses, Dealing with Uncertainty in Hypothesis testing (Type I and Type II Errors, Alpha and Statistical Significance, Effect Size) | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Non-Experimental Methods** | | | **12 hours** | | | | | | |
| **Observational Research**: Naturalistic Observation, Participant-Observer research.  **Interview:** Formal interview and informal interview**. Focus Groups**  **Survey Research**: How a questionnaire is designed, Administering the questionnaire.  **Sampling**- Steps in Sampling Design, Types of sampling designs: Non-probability and Probability sampling. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Experimental Methods** | | | **12 hours** | | | | | | |
| **Between-groups designs**: Randomized-groups design, Matched-groups design, Factorial designs.  **Within-groups design**:Complete, Incomplete.  **Experimental design classification:**  **Pre-experimental design**: 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.  **Quasi-experimental design**: Time-series design, Equivalent time-samples design, Non-equivalent control group design, Counterbalanced design, Separate-sample pretest-posttest design, Patched-up design, Longitudinal design, Cross-sectional design, Cohort design.  **Ex-post facto design:** Correlational design, Criterion-group design.  **Steps in experimentation.** | | | | | | | | | | | | | |
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| **Unit:5** | | | | Analysis of Data | | **12 hours** | | | | | | | |
| **Quantitative Analysis I**: Correlation and Regression (measures of relationship), Student’s t-distribution, One Way ANOVA, Two Way ANOVA, Repeated measures ANOVA. **Quantitative Analysis II:** Chi-Square test of association, Wilcoxon Signed-rank test, Mann-Whitney test, Spearman’s Rho, Kruskal-Wallis (unrelated differences), Friedman (related differences).  **Qualitative Analysis**: Grounded Theory, Interpretative Phenomenological Analysis, Content Analysis | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | |
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|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | Coolican, H. (2024). *Research Methods and Statistics in Psychology* (8th Ed.). Routledge Publication. | | | | | | | | | | | | |
| 2 | Graziano, A. M., & Raulin, M. L. (1989). *Research Methods: A process of inquiry*. Harper & Row. | | | | | | | | | | | | |
| 3 | Hanna, D., & Dempster, M. (2012). *Psychology Statistics for Dummies*. John Wiley & Sons Publication. | | | | | | | | | | | | |
| 4 | Kothari, C. R., & Gaurav, G. (2019). *Research Methodology: Methods and Techniques* (4th Ed.). New Age International Publishers. | | | | | | | | | | | | |
| 5 | McBurney, D. C., & White, T. L. (2007). *Research methods* (7th Ed.). Thomson Wadsworth. | | | | | | | | | | | | |
| 6 | Morling, B. (2021). *Research Methods in Psychology* (4th Ed.) W.W. Norton & company Publication. | | | | | | | | | | | | |
| 7 | Singh, A. K. (2009). *Tests, Measurements and Research methods in Behavioural Sciences* (5th Ed., text. Rev)*.* Bharati Bhawan Publication. | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | |
| 1 | American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7th Ed.). American Psychological Association. | | | | | | | | | | | | |
| 2 | Coolican, H. (1996). *Research Methods and Statistics in Psychology* (2nd Ed.). Hodder & Stoughton Publication. | | | | | | | | | | | | |
| 3 | Coolican, H. (2014). *Research Methods and Statistics in Psychology* (6th Ed.). Psychology Press. | | | | | | | | | | | | |
| 4 | Howitt, D., & Cramer, D. (2008). *Introduction to Research Methods in Psychology* (2nd Ed.). Pearson Education. | | | | | | | | | | | | |
| 5 | Watt, R., & Collins, E. (2019). *Statistics for Psychology*. Sage Publication Ltd. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | <https://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods> | | | | | | | | | | | |
| 2 | | <http://www.ugr.es/~batanero/documentos/training.pdf> | | | | | | | | | | | |
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| Course Designed By: Prof. N. Annalakshmi | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **P07** | **P08** | **P09** | **P10** |
| **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

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| **Course code** | | | | **23PSYB13B** | **HEALTH PSYCHOLOGY** | **L** | | | | **T** | **P** | **C** |
| **Core** | | | | |  | **4** | | | | **-** | **-** | **4** |
| **Pre-requisite** | | | | | Basics in Psychology | **Syllabus Version** | | | | | **2023** | |
| **Course Objectives:** | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To teach the field and factors influencing health psychology 2. To understand the type of personality and psychological approaches to health 3. To evaluate how people live with illness, why they find changing behavior difficult and what psychologist can do to help with chronic illness. 4. To understand the factors influencing health 5. To describe the psychological approaches to health | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | | | Understand the biological, behavioural, cognitive and social determinants of health, and risk factors for health-compromising behaviours. | | | | | | | | 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 health-care profession. | | | | | | | | K5 | |
| 4 | | | Create the healthy relationship and to understand health compromising behaviors. | | | | | | | | K6 | |
| 5 | | | Apply the principles of stress and coping strategies. | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:1** | | | | **The Field of Health Psychology and Factors Influencing Health** | | | | **12 hours** | | | | |
| **The Field of Health Psychology**: 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.  **Factors Influencing Health:** 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. | | | | | | | | | | | | |
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| **Unit:2** | | | | **General Approaches to Health and Psychological Approaches to Health** | | | **12 hours** | | | | | |
| **General Approaches to Health:** Models and Theories of Health - The Heath 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.  **Psychological Approaches to Health:** Psychodynamic - Behavioral - Big Five Personality Traits - Type A, B, C, and D Personality Factors - Hostility - Impulsivity - Self-Efficacy - Attitude Change - Motivational Cues for Health. | | | | | | | | | | | | |
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| **Unit:3** | | | | **Health Enhancing Behaviors, Eating Behavior and Health and Maintaining Healthy Weight** | | | | | **12 hours** | | | |
| **Health Enhancing Behaviors:** Meaning Definition and Benefits of Exercise - Types of Exercise - Choosing the Right Exercise - Bio-psycho-social Perspective - Biological, Psychological and Socio-cultural factors on inactivity - Factors promoting Exercise Behavior.  **Eating Behavior and Health:** 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.  **Maintaining Healthy Weight:** 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. | | | | | | | | | | | | |
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| **Unit:4** | | | | **Healthy Relationships and Health Compromising Behaviors** | | | | | **12 hours** | | | |
| **Healthy Relationships:** 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.  **Health Compromising Behaviors:** 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 - **Alcohol** Alcoholism and Problem Drinking - The Phases of Alcoholism - Biological Psychological and Social effects of Alcohol Use and Abuse - Interventions for Alcoholism | | | | | | | | | | | | |
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| **Unit:5** | | | | **Stress and Coping, Heart Disease and Health** | | | | | **12 hours** | | | |
| **Stress and Coping:** 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.  **Heart Disease and Health:** 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. | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | | | | **2 hours** | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | |
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|  | | | | **Total Lecture hours** | | | | | **62 hours** | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | Edlin, G., & Golanty, E. (2018). *Health and wellness*. Jones & Bartlett Publishers. | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | |
| 1 | Snooks, M. K. (2009). *Health psychology: Biological, psychological, and sociocultural perspectives*. Jones & Bartlett Publishers. | | | | | | | | | | | |
| 2 | Taylor, S. E. (2018). *Health psychology*. New Delhi: Tata McGraw Hill Edition. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |
| 1 | | <https://swayam.gov.in/nd2_cec19_hs03/preview> | | | | | | | | | | |
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| Course Designed By: Dr.R.Nithya | | | | | | | | | | | | |

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| **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

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| **Course code** | | | | **23PSYB13C** | | **ORGANIZATIONAL BEHAVIOR** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  | |  | **4** |
| **Pre-requisite** | | | | | | Basics In Organization Psychology | | | **Syllabus Version** | | | | **2024-25** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the nature of organizational behaviour 2. To explain the individual behaviour related to motivation and rewards through models 3. To identify the processes used in developing communication and resolving conflicts 4. To explain group dynamics and demonstrate skills required for working in groups 5. To discuss the implementation of organizational change | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| 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 | | | Analyze 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 | | | Evaluate contemporary theories, concepts, and models to analyze real-life management situations. | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Need and Importance of Organizational Behaviour** | | | | | | **12 hours** | | | | |
| Definition – Need and Importance of Organizational Behaviour - Nature and Scope –  **Management Roles**: Interpersonal role, Informational Role, and Decisional roles; Management functions; **Management Skills**: Technical, Human, and Conceptual skills. Disciplines that contribute to OB  **Challenges and Opportunities for Organizational Behaviour**: Economic, Globalization, Workforce Diversity, Employee Well-being, Ethical Behaviour - Contributing Disciplines to the Organizational Behaviour.  **Organizational Behaviour Models**: Inputs, Process, Outcome; Evidence-based management (EBM), Career Objectives – The Diverse workforce – cultural diversity, gender diversity, gender discrimination in employment, the process of gendering, benefits, and problems. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Foundations of Individual Behaviour** | | | | | **12 hours** | | | | | |
| **Perception**: Person Perception - Shortcuts in Judging Others-Interpersonal Perception Applications.  **Decision making** - Rational decision-making model - Bounded rationality - Intuitive  Decision Making – Common Errors. Ethics in Decision Making.  **Attitudes:** Attitude and Behavior. Job Attitude – Job Satisfaction – Job involvement, organizational commitment, Perceived organizational support (POS) – Sources of Attitudes and their applications.  **Personality**: Personality Frameworks - Personality Determinants – Dimensions of Self-Concept – Personality Traits – Matching Personality and Job types – Traits relevant to Work Behaviour. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Learning, Motivation and Job Satisfaction** | | | **12 hours** | | | | | | | |
| **Learning:** Theories of Learning - Shaping-Schedules of Reinforcement - Its Organizational Applications.  **Basic Motivation Concepts**: Theories of Motivation - **Content Theories**: Maslow, Herzberg, Alderfer, McGregor, McClelland; **Process Theories:** Vroom, Porter and Lawler’s Expectancy Model, Adams Equity Model, Skinners Reinforcement Model, Goal Setting Theory – Job Engagement - Applications of Motivation Theory - Management by Objective (MBO) - Employee recognition and involvement program. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Foundations of Group Behaviour** | | | **12 hours** | | | | | | | |
| **Group:** Types of Groups - Models of Group Development - External Conditions Imposed on the Group - Group Structure - **Group Process** - Group Decision Making Group Think and Group Shift - Inter-group Relations - Methods for Managing Inter-group Relations  **Team:** Types of Teams - Models of Team Effectiveness - A Developmental Model - A Systems Model Team Building. **Conflict Process**: Types of Conflicts - Conflict Management Techniques - Functional and Dysfunctional Outcomes of Conflict | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Dynamics of Organizational Behaviour** | | **12 hours** | | | | | | | | |
| **Communication Process** - Functions of Communication - Barriers to Effective Communication - Directions of Communications - Non-verbal Communications.  **Leadership Theories:** Personality Trait Theories - Behavioral Styles - Situational and Contingency Style - Contemporary Theories - Transformational Leadership - Sources of Power.  **Change Process:** Process of Change - Forces for Change - Resistance to Change - Overcoming Resistance to Change - Approaches to Management Organizational Change - Implementing Successful Change- Organizational Development Intervention Strategies | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **02 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Robbins, S. P., Judge, T. A., & Campbell, T. T. (2022). *Organizational behavior* (19h ed.). Pearson. | | | | | | | | | | | | | | |
| 2 | McShane, S. L., & Glinow, M. A. V. (2022). *Organizational behavior* (10th ed.). McGraw-Hill Education. | | | | | | | | | | | | | | |
| 3 | Greenberg, J. (2021). *Behavior in organizations* (11th ed.). Pearson. | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2021). *Organizational behavior: Improving performance and commitment in the workplace* (7th ed.). McGraw-Hill Education. | | | | | | | | | | | | | | |
| 2 | Luthans, F., & Youssef, C. M. (2020). *Organizational behavior: An evidence-based approach* (14th ed.). SAGE Publications. | | | | | | | | | | | | | | |
| 3 | Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2020). *Organizational behavior and management* (12th ed.). McGraw-Hill Education. | | | | | | | | | | | | | | |
| 4 | Nelson, D. L., & Quick, J. C. (2021). *Organizational behavior: Science, the real world, and you* (10th ed.). Cengage Learning. | | | | | | | | | | | | | | |
| 5 | Schermerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2021). *Organizational behavior* (14th ed.). Wiley. | | | | | | | | | | | | | | |
| 6 | Nelson, D. L., Quick, J. C., & Khandelwal, P. (2016). *Organizational behavior: A South Asian perspective.* Delhi: Cengage Learning India. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://swayam.gov.in/nd2_cec20_mg03/preview> | | | | | | | | | | | | | |
| 2 | | <https://www.coursera.org/learn/organisational-behaviour-know-your-people> | | | | | | | | | | | | | |
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| Course Designed By: Dr. M. Vinothkumar | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **P08** | **P09** | **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

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| **Course code** | | | | **23PSYB13D** | | **COGNITIVE PSYCHOLOGY** | **L** | | | | | | **T** | **P** | **C** |
| **Core** | | | | | |  | **4** | | | | | | **-** | **-** | **4** |
| **Pre-requisite** | | | | | | Basics in Psychology | **Syllabus Version** | | | | | | 2020-2021 | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the mental processes and their relationship to Brain, Mind and   behavior.   1. Recognize the higher mental processes and its relevance in daily living. 2. Relate the concepts of language and problem solving and creativity in everyday life 3. Understand memory structure and process and its relation to neurocogniton 4. Understand the Neurophysiological sensing techniques and their applications | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **The Nature, History and Cognitive Neuroscience** | | | | | | **12 hours** | | | | |
| **Cognitive Psychology:** What is Cognitive Psychology? Definition and domains, Roots of Cognitive Psychology, Conceptual Science and Cognitive Psychology.  **Cognitive Neuroscience:** Cognitive Psychology and Neuroscience, the Nervous System, the neuron, the 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. **Application:** Cognitive style and cognitive map. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Perception, Attention, Pattern Recognition and Consciousness** | | | | | | | **12 hours** | | | |
| **Perception and Attention:** Sensation and Perception, Perceptual Span, Iconic Storage, Echoic Storage, Functions of sensory stores, Attention, Processing capacity and selective attention , Auditory signals, Models of selective attention, Visual attention, Automatic processing, The neuro-cognition of attention, Human Brain and Attention, PET.  **Pattern Recognition:** **Perceptual theories:** Template-matching theory, Feature detection theory, Independent confirmation of feature analysis, Gestalt theory, Canonic perspectives, Prototype matching, Pattern recognition, The role of the perceiver. **Application:** Applications of feature analysis, template matching, prototypes in Bottom-Up Top-Down and Pandemonium in visual processing  **Consciousness:** Explicit and implicit memory, Research with primes, Neuro Cognitive studies, Sleep and Amnesia, Modern theories of consciousness, Baars’ global workspace theory, Functions of consciousness. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Memory Structure and Process** | | | | **12 hours** | | | | | | |
| **Short term memory:** Neurocognition and STM, working memory, Capacity of STM, The coding of Information in STM, Retrieval of Information from STM. **Long term memory**: Neurocognition and LTM, LTM Storage and structure, Very long Term Memory, Autobiographical Memories, Fallibility of Memory and Eyewitness Identification.  **Theories:** Early studies, Neurocognition of Memory, Two Memory Stores, Memory in the larger cognitive domain. **Models of Memory:** 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. **Mnemonics and Experts:** Mnemonic System, Experts and Expertise. | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **Mental Representations: Memory and Imagery** | | | | **12 hours** | | | | | | |
| **The Representation of Knowledge:** Semantic organization, Associationist approach, Semantic memory model, Set theoretical model, Semantic feature, Comparison model, Network model, Propositional model networks, Representation of Knowledge, Neurocognitivie consideration, Connectionism and the Representation of Knowledge.  **Mental Imagery:** Imagery and Cognitive Psychology, Neurocognitive Evidence, Cognitive Maps Storing, Retrieving, Retrieval from working and permanent memory, Theories of retrieval, Forgetting.  **Cognitive development:** Life-span development, Developmental Psychology, Neurocognitive Development, Comparative Development, Cognitive Development, Assimilation and Accommodation – Piaget, Mind in Society- Vygotsky, Vygotsky and Piaget.  **Neurocognitive Development:** Early Neural Development, Environment and Neural Development, Intelligence and ability, Development of Information Acquisition Skills, Higher-Order Cognition in Children, Prototype Formation among Children. | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **Thinking, Problem Solving, Creativity and Decision Making** | | | | | **12 hours** | | | | | |
| **Thinking:** Concept formation Association, Hypothesis testing, Logic inferences and deductive reasoning, Syllogistic reasoning. **Problem solving:** Gestalt Problem solving approaches, Algorithm, Heuristics. **Creativity:** Definition of creativity, Process, Barriers on creativity Judging creativity.  **Decision Making:** Steps in decision making process, Reasoning Dialogues, Decision frames, Bayes theory of decision making. **Intelligence:** 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. | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | | **62 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Solso, R. L. (2014). *Cognitive Psychology* (8th ed.)*.* Delhi: Pearson Education | | | | | | | | | | | | | | |
| 2 | Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Sternberg, J. R. (2009). *Applied Cognitive Psychology: Perceiving, Learning and*  *Remembering*. Cengage Learning India, New Delhi. | | | | | | | | | | | | | | |
| 2 | Hunt, R. & Elli, H. C. (2006). *Fundamentals of Cognitive Psychology* (7th ed.). Tata McGraw Hill, New Delhi. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://www.verywellmind.com/cognitive-psychology-4157181> | | | | | | | | | | | | | |
| 2 | | <https://imotions.com/blog/cognitive-psychology/> | | | | | | | | | | | | | |
| Course Designed By: Dr K.V Krishna | | | | | | | | | | | | | | | |

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| **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

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| **Course code** | | | | **23PSYB13P** | **PRACTICALS – I** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | |  | | | **-** | | | **-** | | **8** | **4** |
| **Pre-requisite** | | | | | Basics in Psychology | | | **Syllabus Version** | | | | 2023 | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objective of this course are to:   1. To realize the importance of research designs and statistical tools 2. To assess and understand the avenues to health and wellness 3. To understand the need and importance of organizational climate 4. To assess and understand the effect of cognitions and the ways to measure them 5. To understand the various measures in reporting test data and interpreting them | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | To understand methods to collect data and apply stastical techniques | | | | | | | | | | K3 | |
| 2 | | | To evaluate measures such as quality of life, stress and creating a health profile | | | | | | | | | | K5 | |
| 3 | | | To understand the role of test measures and psychological testing in organizations | | | | | | | | | | K2 | |
| 4 | | | To assess the levels of cognitions and tools to detect them | | | | | | | | | | K5 | |
| 5 | | | To understand the structure ,style and formatting of presenting reported data | | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Research Methodology and Statistics** | | | | | | **12 hours** | | | | |
| 1. Conduct a Survey 2. Conduct a Focus group 3. Design an experiment 4. Computing t-test 5. Computing partial correlation 6. Computing ANOVA | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Health Psychology** | | | | | **12 hours** | | | | | |
| 1. Stress Assessment Questionnaire 2. Quality of Life Index Questionnaire 3. Sustainable habit scale 4. Spiritual intelligence scale 5. Student’s Alcohol Syndrome Questionnaire 6. Multidimensional Health profile | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Organizational Behaviour** | | | 1. **hours** | | | | | | | |
| 1. MBTI 2. Motivational Climate Scale 3. Minnesota Satisfaction Scale 4. Decision Making Style Scale 5. Leadership Effectiveness Scale 6. Organisational Health Description | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Cognitive Psychology** | | | **12hours** | | | | | | | |
| 1. Metacognitive Inventory 2. Stroop effect 3. Pandey’s Cognitive Development test 4. Mental Imagery Questionnaire 5. Cognitive Style Questionnaire 6. Laterality- Left Hemisphere Right Hemisphere | | | | | | | | | | | | | | |
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| * This list is suggestive * A minimum of 12 practicals/exercises must be completed | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | |
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|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | Myers, A., & Hansen, C. H. (2012). *Experimental psychology*. Cengage Learning. | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | |
| 1 | Anastasi, A., & Urbina, S. (2016). *Psychological testing*. Prentice Hall/Pearson Education. | | | | | | | | | | | | | |
| 2 | Coolican, H. (2018). *Research methods and statistics in psychology*. Routledge. | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://swayam.gov.in/nd1_noc20_hs45/preview> | | | | | | | | | | | | |
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| Course Designed By: Prof. N. Annalakshmi | | | | | | | | | | | | | | |

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| **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

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| **Course code** | | | | **23PSYB23A** | | **SOCIAL PSYCHOLOGY** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  | |  | **4** |
| **Pre-requisite** | | | | | | Basics in Psychology | | | **Syllabus Version** | | | | **2024-25** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Introduce students to the foundational theories, concepts, and perspectives in social psychology 2. Facilitate an understanding of the application of social psychological theories in explaining human attitudes and behaviors. 3. Analyze the dynamics of human diversity and attitudes toward diversity. 4. Identify and evaluate factors influencing patterns of individual and group behavior 5. Examine intergroup relationships, including cooperation, conflict, and resolution mechanisms | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | | |
| 1 | | | Understand the fundamental concepts, theories, and research methods used in social psychology. | | | | | | | | | | | K2 | |
| 2 | | | Apply social psychological principles to explain the causes and influences of human social behavior. | | | | | | | | | | | K3 | |
| 3 | | | Analyze (K4) the underlying mechanisms that govern social interactions and individual behaviors in diverse settings. | | | | | | | | | | | K4 | |
| 4 | | | Evaluate (K5) empirical research and theoretical models to predict, interpret, and influence social behavior. | | | | | | | | | | | K5 | |
| 5 | | | Apply (K3) ethical guidelines and principles relevant to conducting social psychological research. | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Genesis and Focus of Social Psychology** | | | | | | **12 hours** | | | | |
| Origin and Development of Social Psychology - Modern Trends in Social Psychology - Cognitive - Multicultural - Evolutionary - Neuroscience - Implicit processes and Social Diversity. Research Designs – Systematic Observation – Correlation – Experimental method.  **Social Perception:** Non-Verbal Communication - Basic Channels - Gazes and Stares - Body Language and Touching - Recognizing Deception - Individual Differences. **Attribution:** Meaning - Theories - Jones and Davis Theory - George Kelly’s Theory - Weiner’s Theory - Impression Formation and Impression Management.  **Social Cognition:** Definition - Schemas and Prototypes – Heuristics: Types – Representativeness – Availability – Anchoring and Adjustment – Status Quo Heuristics - Errors in Social cognition: Negativity bias - Optimistic bias - Counterfactual thinking - Thought suppression - Limits on Abilities. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Attitude and Self** | | | | | **12 hours** | | | | | |
| **Attitudes and Human Behavior**: Nature and Functions of Attitudes - Formation of Attitudes: Social Learning - Direct Experiences and Genetic Factors - Attitudes Influence Behavior.  **Persuasion**: Process of Changing Attitudes - Traditional and Cognitive approaches - Emotions and Attitude Change - Other factors affecting Persuasion - Resistance to Changing Attitudes - Reactance - Forewarning - Selective avoidance - Actively defending and Inoculation - Cognitive dissonance.  **Self-Concept**: Self in different social context – Self-Presentation Tactics – Determining Who am I? – Introspection - Self-Evaluation Maintenance Model – Social Identity Theory – Personal vs Social Identity - Self-Construal - **Bias:** Self-Serving Bias - Unrealistic Optimism - False Consensus. **Power of Self:** Self-esteem - Terror Management Theory (TMT) - Self-Efficacy - Social Comparison Theory. **Managing Self:** Self-Handicapping - Self Presentation – Self-regulation – Self-Monitoring. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Prejudice and Interpersonal Attraction** | | | **12 hours** | | | | | | | |
| **Prejudice and Discrimination**: 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 Techniques for Minimizing Prejudice: Learning Not to Hate - Direct Intergroup Contact - Re-Categorization - Cognitive Interventions.  **Interpersonal Attraction:** Definition and Nature of Interpersonal Attraction - **Internal Determinants of Attraction:** The Need to Affiliate - The Basic Role of Affect - **External Determinants of Attraction:** The Power of Proximity and Observable Characteristics - Interactive Determinants of Attraction: Similarity - Complementarities and Mutual Liking - **Interdependent Relationships**: Close Relatives - Friendships - Loneliness - Romantic Relationships - Theories of Love - Making Connections in the Digital World – Mate Preference in an Oline Era – The Promise and Pitfalls of Meeting People Online - Marital Relationships - Success and Failure of Marriage. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Social Influence and Pro-social behaviour** | | | **12 hours** | | | | | | | |
| **Social Influence:** Definition - **Conformity** - Classical Conformity Studies: Sherif’s - Asch’s and Milgarm’s studies on conformity - The Factors Affecting Conformity: Cohesiveness - Group Size - Type of Social Norm - Bases of Conformity - Need for Individual - Minority Influence. **Compliance:** Ingratiation - Foot in the Door and The Low ball - The Door in the Face and That is Not All - Fast Approaching and Deadline Technique - Scarcity - Obedience to Authority.  **Pro-Social Behavior:** Definition - Basic Concepts - Empathy - Altruism - Reasons for Helping - Empathy Altruism Hypotheses - Negative State Relief Model - Empathic Joy Hypotheses and Genetic Determinism - Competitive Altruism – Defensive Helping. **Responding to an Emergency** - Bystander Effect - Diffusion of Responsibility - Heroism - Five Steps in Helping Vs Not Helping - **External and Internal Influences on Helping Behavior:** Situational Factor - Emotional Personality Disposition - Altruistic Personality - Motives for Volunteering. | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Aggression, Group and Individual Behaviour** | | **12 hours** | | | | | | | | |
| Nature of **Aggression -** Definition - **Theories:** Instinct - Biological - Drive - Social Learning and Cognitive - **Personal Causes:** 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 - Work place Violence - Bullying - **Prevention and Control of Aggression** - Punishment - Cognitive Interventions - Catharsis Training in Social Skills and Forgiveness.  **Groups and Individual Behavior:** 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 - Cooperation – Responding to and Resolving Conflicts - Perceived Fairness in groups - Decision Making by Groups. **Application: Work settings:** Job satisfaction – Productivity – Organizational Culture – Employee well-being; **Health:** Social Norms – Social Support – Promoting healthy behaviors; **Environmental Psychology:** Social Norms – Social Influence – Sustainable behaviors. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Baron, R. A., & Branscombe, N. R. (2022). *Social psychology (15th ed).* Pearson Education India. | | | | | | | | | | | | | | |
| 2 | Aronson, E., Wilson, T. D., & Sommers, S. R. (2021). *Social psychology* *(11th ed.).* Pearson. | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2022). *Social psychology (11th ed.).* Pearson Higher Ed. | | | | | | | | | | | | | | |
| 2 | Baumeister, R. F., & Bushman, B. J. (2020). *Social psychology and human nature*. Cengage Learning. | | | | | | | | | | | | | | |
| 3 | Myers, D. G., & Twenge, J. M. (2021). *Social psycholog*y (13th ed.). McGraw-Hill Education. | | | | | | | | | | | | | | |
| 4 | Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2017). *Applied social psychology: Understanding and addressing social and practical problems* (3rd ed.). Sage Publications, Inc. | | | | | | | | | | | | | | |
| 5 | Taylor, S. E., Sears, D. O., & Peplau, L. A. (2006). *Social Psychology*. Pearson India. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://www.coursera.org/learn/social-psychology> | | | | | | | | | | | | | |
| 2 | | <https://www.edx.org/course/introduction-to-social-psychology> | | | | | | | | | | | | | |
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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | S | S | S |
| **CO2** | S | S | M | S | M | M | S | M | S | M |
| **CO3** | M | S | S | S | M | S | M | S | M | S |
| **CO4** | S | S | M | S | M | M | S | M | S | S |
| **CO5** | S | M | S | M | S | S | M | M | S | M |

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

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| **Course code** | | | | | | | **23PSYB23B** | | | **PERSONALITY THEORIES AND APPLICATION** | | | | | | | | | **L** | | | **T** | | | **P** | **C** |
| **Core** | | | | | | | | | |  | | | | | | | | | **4** | | |  | | |  | **4** |
| **Pre-requisite** | | | | | | | | | | Basics in Psychology | | | | | | | | | **Syllabus Version** | | | | | **2021** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To enable students to understand the concept and assessment of personality. 2. To help students to understand the dispositional domain and biological domain in personality. 3. To understand the intrapsychic domain to personality. 4. To enable students to familiarize with cognitive, social and cultural domains in personality. 5. To enhance the understanding of eastern approaches to personality. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | | | **Personality: Concept and Assessment** | | | | | | | | | | | | | **12 hours** | | | | | |
| **Three levels of Personality Analysis**: Human Nature, Individual and Group Differences, Individual Uniqueness. **Six Domains of Knowledge about Human Nature**: Dispositional Domain, Biological Domain, Intrapsychic Domain, Cognitive-Experiential Domain, Social and Cultural Domain, Adjustment Domain. **The role of personality theory. Standards for evaluating personality theory.**  **Sources of Personality Data**: Self-Report Data (S- Data), Observer-Report Data (O-Data), Test-Data (T-Data), Life-Outcome Data (L-Data). Personality assessment techniques- Inventories, Projective tests. **Evaluation of Personality Measures**: Reliability, Validity, Generalizability. | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | | | **Dispositional Domain and Biological Domain** | | | | | | | | | | | | **12 hours** | | | | | | |
| What is a Trait? Two Basic Formulations. **Identification of the Most Important Traits**: Lexical Approach, Statistical Approach, Theoretical Approach. **Taxonomies of Personality** - Eysenck's Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System, Five-Factor Model, HEXACO Model.  **Physiological Measures Commonly Used in Personality Research**: Electrodermal Activity (Skin Conductance), Cardiovascular Activity, Brain Activity, Other Measures. **Physiologically Based Dimensions of Personality**: Extraversion-Introversion, Sensitivity to Reward and Punishment, Sensation Seeking, Neurotransmitters and Personality, Morningness-Eveningness, Brain Asymmetry and Affective Style. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **The Intrapsychic Domain** | | | | | | | | | | | **12 hours** | | | | | | | | | | |
| **Psychoanalytic Approaches to Personality:** Sigmund Freud: Classical psychoanalysis. Carl Jung: Analytical Psychology. Alfred Adler: Individual Psychology. Eric Berne: Transactional Analysis.  **Psychoanalytic Approaches-Contemporary Issues:** 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.  **Motives and Personality**: Murray’s theory of needs. The Big Three Motives – Achievement, Power, Intimacy. **Humanistic Tradition:** Maslow and Roger’s Contribution. | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Cognitive/ Experiential Domain and Social and Cultural Domain** | | | | | | | | | | | **12 hours** | | | | | | | | | | |
| **Personality revealed through Perception**- Field dependence. **Personality revealed through Interpretation** - Kelly's Personal Construct Theory, Rotter’s theory of Locus of Control, Seligman’s theory of Learned Helplessness. **Personality revealed through Goals** - Personal Projects Analysis - Life Tasks, Goals, and Strategies.  **Approaches to the Self**: Descriptive Component of Self- **Self Concept**. Evaluative Component of the Self- **Self-Esteem**. Social Component of the Self- **Social Identity**.  **Social Domain**: Sex Differences in Personality. Masculinity, Femininity and Androgyny, and sex roles. Theories of Sex Differences. | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Facets of Personality and Eastern Approaches to Personality** | | | | | | | | | | **12 hours** | | | | | | | | | | | |
| **Skinner:** Operant Conditioning. **Albert Bandura:** Observational Learning self-efficacy. **Martin Seligman**: Optimistic/ Pessimistic Explanatory Style.  **Eastern approaches: Yoga and the Hindu Tradition** –Major concepts and Personal growth. **Zen and the Buddhist Tradition** – Major Concepts and Personal growth. **Sufism and the Islamic Tradition** – Major Concepts and Personal growth. **Integral Psychology (Sri Aurobindo)**– Basic Concepts and Model of Being. **Probabilistic Orientation** – Basic Postulate and Seven Factors. | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | | | | | | | | | **2 hours** | | | | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | | | | | | | | | **62 hours** | | | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Dalal, A. S. (2004). *Living Within* – *The Yoga Approach to Psychological Health and Growth, Selections from the Works of Sri Aurobindo and the Mother.* Sri Aurobindo Ashram. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Frager, R., & Fadiman, J. (2013). *Personality and Personal Growth* (6th Ed.). Pearson. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Friedman, H.S., & Schustack, M.W. (2021). *Personality: Classic Theories and Modern Research* (6th Eds.), Pearson Education. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Larsen, R.J., & Buss, D.M. (2021). *Personality Psychology: Domains of knowledge about human nature* (7th Eds.), Mc Graw Hill education. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other suggested reading:   * 1. Annalakshmi, N. (2022). Probabilistic Orientation and “Sailing through therapy”- A perspective from Sangam literature. *Indian Journal of Clinical Psychology,* 48(02), 100-111. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference Books | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Cooper, C. (2021). *Individual Differences in Personality* (4th Ed.). Routledge. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Dalal, A. S. (2004). *Living Within – The Yoga Approach to Psychological Health and Growth, Selections from the Works of Sri Aurobindo and the Mother.* Sri Aurobindo Ashram. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Feist, G.J., Roberts, T-A., & Feist, J. (2021). *Theories of Personality* (10th Eds.), Mc Graw Hill. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Morrison, J. H., & O’Hearne, J. J. (1977). *Practical Transactional Analysis in Management*. Addison-Wesley Publishing Company | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Narayanan, S., & Annalakshmi, N. (2001). The Probabilistic Orientation of Personality. In Cornelissen, Matthijs (Ed.) *Consciousness and Its Transformation.* Pondicherry: SAICE. Also available in http://www.ipi.org.in/texts/ip2-4.1-.php | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Schultz, D. P., & Schultz, S.E. (2016). *Theories of personality* (11th Eds.), Cengage learning. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Stewart, I. (2013). *Transactional Analysis Counselling in Action* (4th Eds.), SAGE Publications. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Tuber, S. (2012). *Understanding Personality through Projective Testing.* Jason Aronson | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Weiner, I. B., & Greene, R. L. (2017). *Handbook of Personality Assessment* (2nd Ed.). Wiley | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | <http://www.ipi.org.in/texts/ip2/ip2-4.1-.php> | | | | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Prof N. Annalakshmi | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **P08** | | | **P09** | | | | | **PO10** | | | | |
| **CO1** | | | | S | | S | | S | | M | M | S | M | M | | | M | | | | | M | | | | |
| **CO2** | | | | S | | S | | M | | S | S | M | S | S | | | S | | | | | S | | | | |
| **CO3** | | | | M | | S | | S | | M | M | S | S | M | | | M | | | | | M | | | | |
| **CO4** | | | | M | | M | | S | | S | S | M | M | S | | | S | | | | | S | | | | |
| CO5 | | | | M | | M | | S | | S | S | S | S | M | | | M | | | | | M | | | | |

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

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| **Course code** | | | | | **23PSYB23C** | | | **HUMAN RESOURCE MANAGEMENT** | | | | | | | | **L** | | | | **T** | | | **P** | **C** |
| **Core** | | | | | | | |  | | | | | | | | **4** | | | | **-** | | | **-** | **4** |
| **Pre-requisite** | | | | | | | | Basics in Human Relations | | | | | | | | **Syllabus Version** | | | | | | **2024-25** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Provide a comprehensive understanding of the core functions and strategic importance of human resource management in contemporary organizations. 2. Explain the processes involved in job analysis, recruitment, selection, training, and development of human resources. 3. Develop knowledge and skills for effective performance appraisal and management systems. 4. Facilitate insights into employee compensation, reward management systems, and their application in organizational contexts. 5. Familiarize students with contemporary HR practices, including employee participation, empowerment, and international human resource management. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | **Understand the** foundational concepts, functions, and roles of human resource management in organizations. | | | | | | | | | | | | | | | | | | | | K2 | |
| 2 | | | **Apply** the procedures involved in human resource planning, recruitment, selection, and job analysis. | | | | | | | | | | | | | | | | | | | | K3 | |
| 3 | | | **Analyze the** various methods of performance appraisal and effectively manage employee development plans. | | | | | | | | | | | | | | | | | | | | K4 | |
| 4 | | | **Evaluate the** compensation systems, including wage structures, incentive schemes, and benefits plans in different organizational scenarios. | | | | | | | | | | | | | | | | | | | | K5 | |
| 5 | | | **Apply the** contemporary HR practices such as employee empowerment, participatory management, and international HRM strategies. | | | | | | | | | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Key Human Resources Concepts** | | | | | | | | | | | | | | **12 hours** | | | | | |
| **HRM:** Meaning and Definition of HRM – Nature of HRM – Functions 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.Future of HRM: Influencing Factors.  **Human Resources Planning:** Objectives – Process of Human Resource Planning - Forecasting, Current Status, Workforce Gap, Developing and implementing HR strategies, Evaluation. **Responsibility for HRP:** Collaboration – Line Managers, Finance Department, Operation Department, Employees – **Effective Human Resource Planning**: Align with strategy, Reviews, workforce analytics, Stakeholders, Implement HR strategies. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Determining, Attracting, and Selecting Human Resources** | | | | | | | | | | | | | **12 hours** | | | | | | |
| **Job Analysis:** Uses of Job Analysis, Process of Job Analysis – Methods of Collecting Job Analysis – Job Description – Job Specification – Role Analysis. HR and The Responsive Organization.  **Job Design:** Approaches – Engineering – Human relation – Job Characteristics approach – Work Scheduling. **Techniques for Job Design:** Job simplification – Job enlargement – Job rotation – Job enrichment – Total Quality Management.  **Recruiting Human Resources:** Constraints and Challenges - Selection Process - Sources of Recruitment – Methods of Recruitment, Recruitment – Indian Experiences. **Employee Testing and Selection:** Types of Tests – Simulation - Tests as Selection Tools. **Interviewing Candidates:** Types of Interviews – Interview Process – Reference Checks. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Developing Human Resources** | | | | | | | | | | **12 hours** | | | | | | | | | |
| **Appraising and Managing Performance:** Features - 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. Performance Appraisal Practices in India.  **Training and Developing Employees:** Need for Training - Training Process – 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.  **Career and Succession Planning:** Concept of Career – Career Stages – Career Planning: Need for Career Planning – Objectives – Process - Identifying skills and knowledge, Training and Development, Potential Career Paths – Career Development – Succession Planning. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Rewarding Human Resources** | | | | | | | | | | **12 hours** | | | | | | | | | |
| **Employee Compensation:** Nature of Compensation - Objectives of Compensation Planning - 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.  **Financial Incentives and Employees Benefits and Services**: Statutory and Non-statutory benefits – **Incentive Plans:** 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. Organization-wide Incentive Plans. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Recent Trends and Practices in Managing Human Resources** | | | | | | | | | **12 hours** | | | | | | | | | | |
| **Participation and Empowerment:** Forms of Participation – Employee Involvement Teams, Quality Circles, Participatory Management – Alternative Approaches to Participation – Prospects of Empowerment – Indian Experience.  **International Human Resources Management:** Pressures of Globalization – Cultural Differences and HRM – International Recruitment Policy – International Selection Criteria – International Training and Development – International Compensation. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | | | | | | | | **2 hours** | | | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | | | | | | | | **62 hours** | | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Gary, D. & Varkkey, B., (2023). *Human resource management (17th ed.).* Pearson Education India. | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Aswathappa, K., & Dash, S. (2023). International Human Resource Management *(10th ed.).* McGraw-Hill Education. | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Rao, V.S.P. (2010). *Human Resources Management: Text and Cases* *(3rd ed.).* Excel Books. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Raymond, A., Hollenbeck, J. R., Gerhart, B. A. R. R. Y., & Wright, P. M. (2021). *Human resource management: gaining a Competitive Advantage (8th ed.).* Irwin/McGraw-Hill. | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Nankervis, A., Baird, M., Coffey, J., & Shields, J. (2022). *Human resource management (11th ed.).* Cengage AU. | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Dowling, P. J., Festing, M., & Engle, A. D. (2017). *International human resource management (7th ed.).* Cengage Learning. | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Collings, D. G., Scullion, H., & Caligiuri, P. (Eds.). (2019). *Global talent management (2nd ed.)*. New York: Routledge. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Srivatsava, K. B.L. (2019, July 29). *Human Resource Development* [Video].You Tube.  <https://swayam.gov.in/nd1_noc19_mg51/preview> | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Vulpen, E.P. (n.d.), *7 Human Resource Management Basics Every HR Professional Should Know*. AIHR. <https://www.digitalhrtech.com/human-resource-basics/> | | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. M. Vinothkumar | | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **P08** | | | | **P09** | | | | **PO10** | | | |
| **CO1** | | | | | S | | M | M | | M | S | S | M | S | | | | M | | | | M | | | |
| **CO2** | | | | | S | | S | M | | S | M | M | S | M | | | | S | | | | M | | | |
| **CO3** | | | | | M | | S | S | | S | M | S | M | S | | | | M | | | | S | | | |
| **CO4** | | | | | S | | S | M | | S | M | M | S | M | | | | S | | | | S | | | |
| **CO5** | | | | | S | | M | S | | M | S | S | M | M | | | | S | | | | M | | | |

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

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| **Course code** | | | **23PSYB23D** | **BIO PSYCHOLOGY** | **L** | | | | **T** | | **P** | **C** |
| **Core** | | | |  | **4** | | | |  | |  | **4** |
| **Pre-requisite** | | | | Basics in Physiological Psychology | **Syllabus Version** | | | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To explain the historical foundation and research methods in biopsychology. 2. To discuss the brain, end the functions of the nervous system 3. To understand the major endocrine glands and physiology behind sensory system. 4. To teach the state of states of consciousness, motivation and emotion. 5. To describe the physiology behind sensory systems | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | | Understand the process of neurons send and receive signals, visualizing the living human brain | | | | | | | | | K2 | |
| 2 | | Analyze the functional anatomy and organization of 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | |
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| **Unit:1** | | | **Introduction to Neuron and Nervous System** | | | | | **12 hours** | | | | |
| **Bio Psychology:** Introduction – Research in Biopsychology – Divisions of Biopsychology – Historical Foundations. **Neuron :** Anatomy – Functions – Synapse – Neural conduction and Synaptic Transmission.  **Methods of Studying the Nervous System** : 1. **Methods of Visualizing and Stimulating the Living Human Brain:** Contrast X-Rays - X-Ray Computed Tomography – Magnetic Resonance Imaging – Positron Emission Tomography – Functional MRI – Magnetoencephalography - Transcranial Magnetic Stimulation. 2. **Recording Human Psychophysiological Activity:** Scalp Electroencephalography - Muscle Tension – Eye Movement – Skin Conductance – Cardiovascular Activity. 3. **Invasive Physiological Research Methods** : Stereotaxic Surgery – Lesion Methods – Electrical Stimulation – Invasive Electrophysiological Recording Methods – Neuropsychological Testing. | | | | | | | | | | | | |
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| **Unit:2** | | | **Brain and its functions** | | | | **12 hours** | | | | | |
| **Nervous system :** Classification – Anatomy of ANS – Functions of ANS – Reflex plan of the Central Nervous System.  **Parts of Brain** :Functions of the major parts of the brain – Functional anatomy of the cerebral cortex. **Supporting and nourishing tissues in the CNS** : Meninges – Cerebrospinal fluid – Neuroglia. **Functional organization of the brain**: Neocortex – Reticular and projection systems - Limbic system – Hypothalamus.  **Cerebral metabolism** : CNS circulation - Blood Brain- Barrier – Neuro secretion. | | | | | | | | | | | | |
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| **Unit:3** | | | **Endocrine Glands and Visual system** | | **12 hours** | | | | | | | |
| **Endocrine Gland** : Characteristics – Endocrine and exocrine glands - Hormone characteristics – Methods of investigation - Mechanisms of hormone functions. **Major endocrine gland** : Hypophysics(pituitary) - Thyroid – Parathyroid – Pancreas - Adrenal gland - Gonads – ovaries and testes - Thymus gland - Pineal gland.  **Principles of Sensory System Organization:** Hierarchical Organization - Functional Segregation - Parallel Processing. **The Visual System**: 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. **Visual Transduction:** The Conversion of Light to Neural Signals - From Retina to Primary Visual Cortex - Retinotopic Organization – Damage to Primary Visual Cortex. | | | | | | | | | | | | |
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| **Unit:4** | | | **Auditory system, Somatosensory system and Chemical Senses** | | **12 hours** | | | | | | | |
| **The Auditory System:** The Ear - From the Ear to the Primary Auditory Cortex - Subcortical Mechanisms of Sound Localization - Auditory Cortex - Effects of Damage to the Auditory System.  **Somatosensory System: Touch and Pain** - Cutaneous Receptors – Dermatomes - Two Major Somatosensory Pathways - Cortical Areas of Somatosensation - Effects of Damage to the Primary Somatosensory Cortex.  **Chemical Senses:** Olfactory System - Gustatory System - Brain Damage and the Chemical Senses. | | | | | | | | | | | | |
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| **Unit:5** | | | **State of Consciousness, Motivation and Emotion** | | | **12 hours** | | | | | | |
| **States of Consciousness** : Physiological and psychological states - Sleep and activation - Attention and vigilance. **Meditation** – Aroused attention - Quiet waking - Slow – wave sleep - REM sleep.  **Physiology behind Motivation :** Hypothalamic centers – Regulation of thirst – Hunger and sex drives – Neural mechanism of reward and punishment.  **Neural mechanism in Emotion** – Somatic and Visceral feedback – ANS and Emotion – Endocrine glands and emotion – Hypothalamus and emotion – Limbic system and emotion – Cerebral cortex and emotion –Psychosurgery. | | | | | | | | | | | | |
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| **Unit:6** | | | **Contemporary Issues** | | | **2 hours** | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | |
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|  | | | **Total Lecture hours** | | | **62 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | Leukel, F. (2002).*Introduction to Physiological Psychology.* New Delhi: CBS Publishers and Distributors Private Limited. | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | |
| 1 | Pinel, J. P. (2014). *Biopsychology*. Pearson education. | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |
| <https://www.mooc-list.com/course/psychology-biopsychology-virtual-euniversity> | | | | | | | | | | | | |
| <https://www.mooc-list.com/course/introduction-psychology-biological-psychology-futurelearn> | | | | | | | | | | | | |
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| Course Designed By: Dr.R.Nithya | | | | | | | | | | | | |

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| **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

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| **Course code** | | | | | **23PSYB23E** | | **COUNSELLING PSYCHOLOGY** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | | | |  | | | **4** | | |  | | **-** | **4** |
| **Pre-requisite** | | | | | | | Basics in Counselling Psychology | | | **Syllabus Version** | | | | **20-21** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Formulate a comprehensive view of the profession of counselling. 2. Prepare the students for professional counselling. 3. Apply skills and knowledge of counselling in various settings. 4. Understand the theories of counselling 5. Familiarize the evaluation of counselling | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | |
| 1 | | | Identify the attitudes and roles of a professional counsellor, and understand the stages of counselling | | | | | | | | | | | | K1 | |
| 2 | | | Develop family and school counselling and formulate vocational  Counselling. | | | | | | | | | | | | K5 | |
| 3 | | | Understand the structure of Counselling | | | | | | | | | | | | K2 | |
| 4 | | | Analyze the methods in individual and group counselling | | | | | | | | | | | | K5 | |
| 5 | | | Understand the need for counselling to improve the quality of life | | | | | | | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **Origin, Scope and Structure of Counselling** | | | | | | **12 hours** | | | | |
| **Origin and Scope of Counseling:** Meaning and Definition of Counseling, Meaning of Advice, Direction and Guidance, Aims and Objectives of Counseling, Elements of Counseling, Levels of Counseling, Helping Relationship. **Types of Counseling:** Directive and Non-Directive methods of Counseling, Peer Counseling.  **Structure of Counseling:** Preparation for Counseling, Counseling Relationships, The Content and Process of Counseling, Steps in 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. | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | | **Early Theories of Counseling and Contemporary Theories of Counseling** | | | | | **12 hours** | | | | | |
| **Early Theories of Counseling:** Psychoanalytic Theory, Adlerian Theory, Gestalt Theory, Behavioristic Theory, Cognitive Behavioristic Theory, Humanistic and Existential Theories, Transpersonal Theories, Person Centered Theory, Social and Cultural Theories.  **Contemporary Theories of Counseling:** Reality Theory, Feminine Theory, Transactional Analysis, Eclectic Theory, Post Modem Theory, Multicultural and Integrated Theories. | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | | **Individual Counselling and Group Counselling** | | | **12 hours** | | | | | | | |
| **Individual Counseling:** 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.  **Group Counseling:** 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. | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | | **School Counselling and Vocational Counselling** | | | **12 hours** | | | | | | | |
| **School Counseling:** 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.  **Vocational Counseling:** 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. | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | **Counseling in Specific Areas and Reviews in Counselling** | | **12 hours** | | | | | | | | |
| **Counseling in Specific Areas:** 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.  **Reviews of Counseling:** 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. | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | |
| 1 | | | | Gibson, R.L., & Mitchell, M.H. (2015). *Introduction to Counseling and Guidance.*  Prentice-Hall. | | | | | | | | | | | | |
| 2 | | | | Rao, N.S. (2002). *Counseling and Guidance.* Tata McGraw-Hill Publishing Co. Ltd. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | |
| 1 | Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy.*  USA: Brooks. | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | |
| 1 | | <https://www.alliant.edu/blog/difference-between-clinical-and-counseling-psychology> | | | | | | | | | | | | | | |
| 2 <https://cpa.ca/sections/counsellingpsychology/counsellingdefinition/> | | | | | | | | | | | | | | | | |
| Course Designed By: Dr.K.V.Krishna | | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
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| **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 |

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| **Course code** | | | | | **23PSYB23P** | | **PRACTICALS II** | **L** | | | | | **T** | | **P** | **C** |
| **Core** | | | | | | |  |  | | | | |  | | **8** | **4** |
| **Pre-requisite** | | | | | | | Basics in Psychology | **Syllabus Version** | | | | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Introduce students to practical experiments and psychometric assessments in advanced social psychology. 2. Familiarize students with personality assessment tools and their applications. 3. Enable students to apply psychological measurements relevant to human resource management contexts. 4. Provide hands-on experience with experiments in bio-psychology and neuropsychological assessment techniques. 5. Equip students with practical counseling skills through various counseling psychology experiments. | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | |
| 1 | | | **Understand** the theoretical basis and practical application of advanced social psychology experiments. | | | | | | | | | | | | K2 | |
| 2 | | | **Apply the** personality assessment methods effectively in research and practical contexts. | | | | | | | | | | | | K3 | |
| 3 | | | **Analyze the** organizational psychological factors through various HR-related psychometric tools. | | | | | | | | | | | | K4 | |
| 4 | | | **Evaluate the** bio-psychological processes and neuropsychological states using experimental tools and techniques. | | | | | | | | | | | | K5 | |
| 5 | | | **Apply the** counseling theories and methodologies effectively in diverse counseling situations. | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **Experiments Related to Advanced Social Psychology** | | | | | | **12 hours** | | | | |
| 1. Self-esteem Questionnaire 2. Prejudice scale 3. Stereotype inventory 4. Aggression scale 5. Pro – Environmental Behaviour Scale 6. Sociometry | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **Experiments Related to Personality Research** | | | | | **12 hours** | | | | | |
| 1. Thematic Apperception Test (TAT) 2. Rorschach Ink Blot Test 3. Minnesota Multiphasic Personality Inventory 4. NEO FFI 5. Rep Test (Kelly) 6. Group Embedded Figure Test | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Experiments Related to Human Resource Management** | | | | | | **12 hours** | | | | | | |
| 1. Organizational Commitment Scale 2. Managerial Effectiveness Scale 3. Job Value Questionnaire 4. Quality of Work life Scale 5. Organizational Climate Inventory 6. Employee mental health Inventory | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | | **Experiments Related to Bio Psychology** | | | | **12 hours** | | | | | | |
| 1. Human Information Processing Survey 2. Biofeedback 3. Brief Neuropsychological Cognitive Evaluation 4. Psycho-physiological State Inventory 5. Ergo Graph for measuring physical fatigue 6. Steadiness Tester Electrical with Impulse | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | **Experiments Related to Counselling Psychology** | | | **12 hours** | | | | | | | |
| 1. School counselling 2. Grief counselling 3. Vocational counselling 4. Family counselling 5. Substance counselling 6. REBT Counselling | | | | | | | | | | | | | | | | |
| This list is suggestive - A minimum of 12 experiments/exercises must be completed | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture hours** | | | **62 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | |
| 1 | Anastasi, A., & Urbina, S. (2010). *Psychological testing*. Prentice Hall/Pearson Education. | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | |
| 1 | Rajamanickam. *Experimental Psychology* (2005). New Delhi: concept publishing company. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | |
| 1 | | <https://www.bestmastersinpsychology.com/faq/what-is-experimental-psychology/> | | | | | | | | | | | | | | |
| 2. <https://www.ucl.ac.uk/pals/research/experimental-psychology/> | | | | | | | | | | | | | | | | |
| Course Designed By: Prof. N. Annalakshmi | | | | | | | | | | | | | | | | |

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

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

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| **Course code** | | | | **23PSYB33A** | **PSYCHOPATHOLOGY** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | |  | | |  | | |  | |  |  |
| **Pre-requisite** | | | | | Basics in Abnormal Psychology | | | **Syllabus Version** | | | | **2024-25** | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Describe how mental disorders are classified and why these systems have changed over time. 2. Summarize the main theories that explain why mental disorders develop and how these theories guide treatment. 3. Identify the key mental health disorders that appear in childhood and adolescence and explain how they differ from each other. 4. Recognize common adult mental disorders and match them with appropriate evidence based treatments. 5. Combine biological, psychological, and social information to design ethical, person centred treatment plans. | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | |
| 1 | | | Explain the organisational logic of DSM‑5‑TR and ICD‑11, and discuss their principal strengths, limitations, and cultural considerations | | | | | | | | | | K2 | |
| 2 | | | Apply major etiological models to analyse the onset and maintenance of psychopathology in detailed clinical case formulations. | | | | | | | | | | K3 | |
| 3 | | | Differentiate psychopathological presentations across developmental stages and identify patterns of comorbidity through systematic diagnostic reasoning. | | | | | | | | | | K4 | |
| 4 | | | Evaluate empirical evidence on psychotherapeutic interventions to justify the selection of evidence‑based treatments for diverse disorders. | | | | | | | | | | K5 | |
| 5 | | | Construct comprehensive biopsychosocial formulations and design ethically grounded, person‑centred intervention plans for complex clinical cases. | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Mental Disorder, Classification, and Organic Mental Disorders** | | | | | | **12 hours** | | | | |
| Meaning and Definition of Mental Disorder - Models of Mental Disorders – Contemporary Views on Mental Illness - **Introduction to Diagnostic Classification System and their History**: Overview of the DSM-5-TR and ICD-11 - Diagnostic Criteria and Categories – evolution of classification system – Differential Diagnosis and comorbidity – use of diagnostic classification systems – Criticisms.  **Theoretical approaches to causes and treatment of psychopathology**: **Biological** – genetics, brain chemistry, hormonal imbalances, treatment; **Psychodynamic** – unconscious conflicts, early childhood experiences, defense mechanisms, treatment; **Cognition and Behavior** Conditioning and Cognitive Processes – learned helplessness – Social Learning – belief – maladaptive thinking, treatment; **Humanistic-Existential** – Needs, self-actualization, personal growth, meaning in life, treatment; **Social Cultural approaches** – economic, social support, gender, age, race, treatment; Diathesis Stress Model. | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Disorders of Childhood and Adolescence** | | | | | **12 hours** | | | | | |
| **Neurodevelopmental Disorders**: Intellectual disabilities – Attention-deficit/hyperactivity disorder (ADHD) – Autism spectrum disorders – Specific learning disorders – Communication disorders – Motor disorders – Other neurodevelopmental disorders. **Disruptive, impulse-control, and conduct disorders**: Oppositional defiant disorder – Intermittent explosive disorder – Conduct disorder – Pyromania – Kleptomania.  **Childhood anxiety disorders**: Separation anxiety disorder – Selective mutism. **Feeding and Eating Disorders**: Pica – Rumination disorder – Avoidant/restrictive food intake disorder. **Tic Disorders**: Transient tic disorder – Chronic motor or vocal tic disorder – Tourette’s syndrome. **Elimination Disorders**: Enuresis – Encopresis. | | | | | | | | | | | | | | |
| **Unit:3** | | | | **Anxiety, Stress, Trauma-related and somatoform disorders** | | | **12 hours** | | | | | | | |
| **Anxiety Disorders**: Panic – Agoraphobia – Specific Phobias – Generalized Anxiety Disorder – Social Anxiety Disorder – Other specified and unspecified anxiety-related disorders.  **Obsessive-compulsive and related disorders**: obsessive-compulsive disorder – Body dysmorphic disorder – Trichotillomania – Excoriation disorder – Hoarding disorder – Other specified and unspecified obsessive-compulsive disorder.  **Stress and Arousal**: Acute and Post-traumatic stress disorder. Somatic symptom and related disorders: **Dissociative Disorders:** Dissociative Fugue – dissociative identity disorder - Dissociative Amnesia- Derealization/ Depersonalization Disorder.  **Somatic symptom disorder**: Illness anxiety disorder – Conversion disorder – Factitious disorder – Other specified and unspecified somatic symptoms and related disorders. | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Disorders of Adult Personality, Gender, and Behaviour** | | | **12 hours** | | | | | | | |
| **Personality Disorders:** Cluster A: Paranoid – Schizoid – Schizotypal; Cluster B: Borderline – Narcissistic – Histrionic – Antisocial; Cluster C: Avoidant – Dependent – Obsessive-Compulsive.  **Sexual dysfunctions:** Delayed ejaculation – Erectile disorder – Female orgasmic disorder Female sexual interest/arousal disorder - Genito-pelvic pain/penetration disorder – Male hypoactive sexual desire disorder.  **Paraphilic Disorders:** Fetishistic -Transvestic - Exhibitionistic - Voyeuristic - Frotteuristic - Pedophilic - Sexual Masochism - Sexual Sadism Disorder – Gender Dysphoria **Eating Disorders:** Anorexia Nervosa - Bulimia Nervosa - Binge-eating disorder.  **Sleep disorders:** Insomnia – Hypersomnolence – Narcolepsy – Breathing -related sleep disorders – Parasomnias. **Substance Use and Addictive Disorders:** Alcohol- Depressants - Stimulants - Hallucinogens, Cannabis, and Combinations of Substances – Gambling Disorders. | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Mood Disorders, Schizophrenia spectrum, and Neurocognitive disorders** | | **12 hours** | | | | | | | | |
| **Mood disorders**: – Major depressive disorder – Persistent depressive disorder (dysthymia) – **Bipolar disorders:** Bipolar I and II – Dysthymic Disorder (Persistent Depressive Disorder) - Cyclothymic Disorders - other specified – unspecified depressive and bipolar disorders.  **Schizophrenia spectrum and other psychotic disorders**: Schizophrenia – Brief psychotic disorder – Schizophreniform disorder – schizoaffective disorder – Delusional disorder – Psychotic disorder due to another medical condition – Substance/medication-induced psychotic disorder.  **Neurocognitive disorders:** Delirium – Mild cognitive impairment – Dementia. | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | Barlow, D. H., Durand, V. M., & Hofmann, S. (2023). Psychopathology: an integrative approach to mental disorders (9th ed.). Cengage Learning. | | | | | | | | | | | | | |
| 2 | Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology (11th ed.).* Worth Publishers. | | | | | | | | | | | | | |
| 3 | Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders (15th ed.).* John Wiley & Sons. | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | Butcher, J. N., Hooley, J. M., & Mineka, S. (2021). *Abnormal Psychology* (18th ed.). Pearson. | | | | | | | | | | | | | |
| 2 | Hoeksema, S. N. (2020). *Abnormal psychology (8th ed.).* Mcgraw hill Education | | | | | | | | | | | | | |
| 3 | Oltmanns, T. F. (2019). *Case studies in abnormal psychology (11th ed.).* John Wiley & Sons. | | | | | | | | | | | | | |
| 4 | Weis, R. (2020). *Introduction to abnormal child and adolescent psychology (1st ed.).* Sage publications. | | | | | | | | | | | | | |
| 3 | Kaplan, H. I., & Sadock, B. J. (2021). *Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry* (12th ed.). Wolters Kluwer. | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://www.coursera.org/browse/health/psychology> | | | | | | | | | | | | |
| 2 | | <https://www.edx.org/course/introduction-to-clinical-psychology> | | | | | | | | | | | | |
| Course Designed By: Dr M. Vinoth Kumar | | | | | | | | | | | | | | |

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

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

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| **Course code** | | **23PSYB33B** | | **PSYCHODIAGNOSTICS** | | | **L** | | | **T** | | **P** | **C** |  |
| **Core** | | | |  | | | **4** | | |  | |  | **4** |  |
| **Pre-requisite** | | | | **Basis in Abnormal Psychology** | | | **Syllabus Version** | | | | **2021** | | |  |
| **Course Objectives:** | | | | | | | | | | | | | |  |
| The main objectives of this course are to:   1. To enable students to understand the classification systems and the rating scales. 2. To develop the understanding of clinical examination of patients. 3. To enable students to identify and analyses various signs and symptoms useful for diagnosis. 4. To familiarize the students with the psychological testing in child cases and personality assessments. 5. To enhance the skills needed for assessment, case report writing and ethics in clinical psychology. | | | | | | | | | | | | | |  |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |  |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |  |
| 1 | To help students understand the history and current classification systems and the rating scales | | | | | | | | | | | K1 | |  |
| 2 | To develop the interview skills and case history taking. | | | | | | | | | | | K3 | |  |
| 3 | To familiarize various signs and symptoms helpful for diagnosis. | | | | | | | | | | | K2 | |  |
| 4 | To enable students to familiarize 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 | |  |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |  |
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| **Unit:1** | | | **Classification and Rating Scales** | | | | | | **12 hours** | | | | |  |
| **Classification:** History of Psychiatric classification. Current classifications systems- ICD11 & DSM-5. Comparison of DSM-5 and ICD-11. **Brief Instruments for Treatment Planning, Monitoring and Outcome Assessment:** Symptom checklist-90-R, Brief Symptom Inventory (BSI), The Beck Depression Inventory, State Trait Anxiety Inventory.  **Psychiatric Rating Scales:** 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), Yale-Brown Obsessive- Compulsive Scale (YBOCS).  Addiction Severity Index (ASI), The Alcohol Use Disorders Identification Test (AUDIT), 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). | | | | | | | | | | | | | |  |
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| **Unit:2** | | | **Clinical Examination of the Patient** | | | | | **12 hours** | | | | | |  |
| **Clinical Examination of the Patient-** Basics of Interviewing: Rapport, Transference and Counter transference. Specific Interview Techniques. **Specific Issues:** Fees, Confidentiality, Supervision, Missed Appointment and Length of Sessions, Arrangement of Seating and Office, Notes Taking, Follow-up Interviews. **Interviewing difficult patient:** Patients with Psychosis, Depressed and Potentially Suicidal Patients, Hostile, Agitated, and Potentially Violent Patients, Deceptive Patients. Cultural Formulation interview (CFI).  **The Case History:** 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. | | | | | | | | | | | | | |  |
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| **Unit:3** | | | **Signs and Symptoms** | | | **12 hours** | | | | | | | |  |
| Definition of Signs and Symptoms. **Consciousness**: Disturbances in Consciousness, Disturbance in Attention, Disturbance in Suggestibility. **Emotions**: Mood, Affect, Other Emotions, Physiological Disturbances associated with Mood. **Disturbances in Motor Behavior (Conation). Thinking:** General Disturbance in Form or Process of Thinking, Specific Disturbances in Form of Thought, Specific Disturbance in Content of Thought. **Experience of Self:** 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.  **Speech**: Disturbance in Speech, Aphasic Disturbance. **Perception:** Disturbances of Perception, Disturbances associated with Cognitive Disorder and Medical Conditions, Disturbances associated with Conversion and Dissociative Phenomena. **Memory**: Disturbance of Memory, Levels of Memory. **Intelligence**: Information and Vocabulary, Abstraction. **Insight**: Complete Denial (Grade 1) to True Emotional Insight (Grade 6). **Judgment**: Critical Judgment, Automatic Judgment, Impaired Judgment; Test vs. Situational. | | | | | | | | | | | | | |  |
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| **Unit:4** | | | **Assessment, Examination and Psychological Testing in Child Psychiatry**: | | | **12 hours** | | | | | | | |  |
| **Assessment, Examination and Psychological Testing in Child Psychiatry**: Clinical Interviews. Structured and Semi Structured Interviews. Rating scales. Mental Status Examination for Children. Neuropsychiatric Assessment. Developmental, Psychological and Educational Testing.  **Personality Inventories**: MMPI-3, MMPI-A-RF, MCMI – IV. Evaluation of personality inventories.  **Projective Techniques**: Nature of Projective Techniques, Classification of Projective Tests, Thematic Apperception Test (TAT), Rorschach Inkblot Test, Children Apperception Test (CAT), Sentence Completion Test (SCT), Evaluation of Projective Techniques. | | | | | | | | | | | | | |  |
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| **Unit:5** | | | **Intelligence and Neuropsychological Assessment, Case Report, Ethics** | | **12 hours** | | | | | | | | |  |
| **Intelligence Testing:** Stanford ford-Binet Intelligence Scale, Wechsler Intelligence Scales, Raven’s Progressive Matrices Test, Seguin Form Board, Social Maturity Scale.  **Neuropsychological Test Batteries:** Luria-Nebraska Neuropsychological Test Battery, Halstead Reitan Battery of Neuropsychological Testing, Bender Visual Motor Gestalt Test, Cognitive screening Tools.  **Case Report:** Psychiatric history, Summation of MSE, further diagnostic studies, summary of findings, Diagnosis, Prognosis, Psychodynamic formulation, 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. | | | | | | | | | | | | | |  |
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| **Unit:6** | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |  |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | |  |
|  | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |  |

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| **Text Book(s)** | | | | | | | | | | | | |  | |
| 1 | American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5thEd.). | | | | | | | | | | | |  | |
| 2 | American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th Ed., text. rev.). | | | | | | | | | | | |  | |
| 3 | Casey, B., & Kelly, B. (2019). *Fish’s Clinical Psychopathology: Signs and Symptoms in Psychiatry* (4th Ed.). Cambridge University Press. | | | | | | | | | | | |  | |
| 4 | Kellerman, H., & Burry, A. (2007). *Handbook of Psycho diagnostic Testing: Analysis of Personality in the Psychological Report* (4th Ed.). Springer Publication. | | | | | | | | | | | |  | |
| 5 | World Health Organization. (2019). International Statistical Classification of Diseases and related health problems (11th Ed.). | | | | | | | | | | | |  | |
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| **Reference Books** | | | | | | | | | | | | |  | |
| 1 | Butcher, J. N. (2009). Clinical Personality Assessment: History, Evolution, Contemporary Models, and Practical Applications*.* In J. N. Butcher (Eds.), *Oxford Handbook of Personality Assessment* (pp. 5-21). Print Publication. | | | | | | | | | | | |  | |
| 2 | Sadock, B. J., Sadock, V. A & Ruiz, P. (2015). *Kaplan & Sadock’s Synopsis of Psychiatry (*11thEd). Wolters Kluwer Publication. | | | | | | | | | | | |  | |
| 3 | Schnittker, J. (2017). *The Diagnostic System: Why the Classification of Psychiatric Disorders is Necessary, Difficult, and Never Settled.* Columbia University Press. | | | | | | | | | | | |  | |
| 4 | Boland, R.J., Verduin, M.L & Ruiz, P. (2021). *Kaplan & Sadock’s Synopsis of* *Psychiatry* (12th Eds.), Wolters Kluwer Publication. | | | | | | | | | | | |  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |  | |
| 1 | | <https://psycnet.apa.org/record/2006-12079-001> | | | | | | | | | | |  | |
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| Course Designed By: Prof. Dr. N. Annalakshmi | | | | | | | | | | | | |  | |
| **COs** | | | | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **P08** | **P09** | **PO10** | |
| **CO1** | | | | S | S | S | M | M | S | M | M | M | M | |
| **CO2** | | | | S | S | M | S | S | M | S | S | S | S | |
| **CO3** | | | | M | S | S | M | M | S | S | M | M | M | |
| **CO4** | | | | M | M | S | S | S | M | M | S | S | S | |
| CO5 | | | | M | M | S | S | S | S | S | M | M | M | |

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

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| **Course code** | | | | | **23PSYB33C** | | | **PSYCHOTHERAPEUTICS** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | | | |  | | | | **4** | | |  | |  | **4** |
| **Pre-requisite** | | | | | | | **Basics in Abnormal Psychology** | | | | **Syllabus Version** | | | | **20-21** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | |
| 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 qualify for professional psychotherapeutic counselling | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | |
| 1 | | | Evaluate counselling and its implication | | | | | | | | | | | | | K6 | |
| 2 | | | Illustrate the psychodynamic theories involved in counselling | | | | | | | | | | | | | K4 | |
| 3 | | | Analyze the significance of Existential and Humanistic approaches in counselling | | | | | | | | | | | | | K5 | |
| 4 | | | Appraise the various techniques in behavioral therapies | | | | | | | | | | | | | K6 | |
| 5 | | | Understand the contemporary approaches of psychotherapy | | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Contexts of Effective Treatment and Overview of Background** | | | | | | | | | **12 hours** | | | | |
| **Development of Theories of Counseling and Psychotherapy:** 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.  **Overviews of Background-focused treatment systems:** The role of therapist, transference, counter transference, Disclosure. | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **Classic Psychoanalysis and Post and Neo Freudians** | | | | | | **12 hours** | | | | | |
| **Important theoretical concepts:** Application and use of Freudian psychoanalysis, evaluation Brief Psychodynamic theory, important theoretical concepts, treatment using psychoanalysis.  **Brief Psychodynamic theory (BPT**)**:** Specific Models of BPT, Application and use of BPT, evaluation. **Individual Psychology:** 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, Self-psychology. | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | | **Psychotherapies emphasizing emotions and sensations** | | | | **12 hours** | | | | | | | |
| **Existential Psychotherapy:** Important theoretical concepts, treatment using individual psychology, application and current use, evaluation, Skill development. **Gestalt Therapy:** Important theoretical concepts, treatment using individual psychology, application and current use, evaluation, Skill development.  **Narrative therapy:** Development, therapeutic alliance, strategies. **Solution focused brief therapy:** Important theoretical concepts, treatment using individual psychology, applications and current use, evaluation. **Feminist therapy:** Development, Therapeutic alliance, Relational power, Strategies, skill development, Mapping. | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | | **Thought focused and Action Focused Therapies** | | | | **12 hours** | | | | | | | |
| **The Development of Rational Emotive Behaviour Therapy (REBT):** Important theoretical concepts, Format of sessions, Treatment, Application of REBT, Evaluation. **Cognitive Therapy:** Development, Important theoretical concepts, Treatment, Application, Current use, Evaluation, Skill development.  **Behavior Therapy and Cognitive Behavioral Therapy:** 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. | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | **Treatment Approaches** | | | **12 hours** | | | | | | | | |
| **Family Therapies:** 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.  **Reality Therapy:** Development, Theoretical concepts, Treatment, Application and current use, evaluation. **Other Therapies:** Art therapy, Music Therapy, Drama Therapy. | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | | | |
|  | | | | | | **Total Lecture hours** | | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | |
| 1 | Seligman, L., & Reichenberg., L. W. (2015). *Theories of Counselling and Psychotherapy*. Prentice Hall of India. | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | |
| 1 | Corey, G. (2009). *Counselling and Psychotherapy theory and Practice*. Cengagae Learning. | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | |
| 1 | | <https://www.coursera.org/lecture/positive-psychiatry/psychotherapies-QucyU> | | | | | | | | | | | | | | | |
| 2 | | <https://www.nhsinform.scot/tests-and-treatments/counselling-and-therapies/psychotherapy> | | | | | | | | | | | | | | | |
| Course Designed By: Dr K.V Krishna | | | | | | | | | | | | | | | | | |

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| **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

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| **Course code** | | | | **23PSYB33D** | | **ORGANISATION DEVELOPMENT (OD)** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  | |  | **4** |
| **Pre-requisite** | | | | | | Basics in Psychology | | | **Syllabus Version** | | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To enable students to understand the nature of Organisation Development. 2. To help students to understand various theories and models of Organisation Development 3. To understand OD intervention and team building processes 4. To enable students to familiarize with training models in Organisation Development. 5. To develop skills required for training and interventions. | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 on comprehensive OD interventions and structural interventions | | | | | | | | | | | K4 | |
| 5 | | | To familiarize with T-group training model in Organisation Development | | | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **The Nature of Organization Development** | | | | | | **12 hours** | | | | |
| **Overview of the Field of Organization Development**: Definition - Laboratory Training – Survey Research and Feedback – Action Research – Socio-technical and Socio-clinical approaches  **Values and Assumptions and Beliefs in OD**: Early statements of OD Values and Assumptions.  **Implications of OD and Assumptions**: Dealing with Individuals – Dealing with groups – Designing & running organizations. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Theory and Management of OD** | | | | | **12 hours** | | | | | |
| **Foundations of Organization Development**: Models and Theories of Planned Change – Kurt Lewin’s model of 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.  **Managing the OD Process**: 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. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Team, Intergroup and Third-Party Peacemaking Interventions** | | | **12 hours** | | | | | | | |
| **Overview of OD Interventions**: **Classifying OD Interventions** : 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.  **Team Interventions**: Teams and Work Groups – Cross functional teams – Effective teams – High performance teams – Broad Team-Building Interventions. **Process Consultation Interventions:** Process Consultation – Coaching and Counseling Intervention. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Comprehensive OD Interventions And Structural Interventions** | | | **12 hours** | | | | | | | |
| **Comprehensive OD Interventions:** 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.  **Structural Interventions**: MBO & appraisal – Quality Circles – TQM ­­– High Involvement & High Performance Work Systems. | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **T-Group Training** | | **12 hours** | | | | | | | | |
| **Training Experiences:** T-Groups – Behaviour Modeling – Life and Career Planning – Career anchors – Life goals exercise – The collage and the letters – Coaching and Mentoring.  **Future and Organizational Development:** The changing environment – Fundamental strengths of OD. **OD’s Future** : Leadership and values – OD training – Interdisciplinary nature of OD – Diffusion of technique – Integrative practice – Mergers – Acquisitions & alliances – Rediscovering & Recording History – Search for community and High Performance and Community. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | French, W.L., Bell,Jr, C.H and Vohra, V. (2011). *Organization Development*. Pearson Prentice Hall, New Delhi | | | | | | | | | | | | | | |
| 2 | Anderson, D. L. (2019). *Organization development: The process of leading organizational change*. Sage Publications. | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Schein, E.M. (1990).Organizational Psychology. Tata McGraw Hill, New Delhi. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://swayam.gov.in/nd1_noc20_mg16/preview> | | | | | | | | | | | | | |
| 2 | | <https://www.digitalhrtech.com/organizational-development/> | | | | | | | | | | | | | |
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| Course Designed By: Dr. R.Nithya | | | | | | | | | | | | | | | |

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| **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

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| **Course code** | | | | **23PSYB33P** | **Practicals - III** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | |  | | |  | | |  | | **8** | **4** |
| **Pre-requisite** | | | | | **Basics in Psychology** | | | **Syllabus Version** | | | | 2023 | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objective of this course are to:  To provide students with practical exposure to assess, apply and interpret various Mental health, Depression, Psychotherapies and Organizational stress. | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | To asses and interpret the mental health of an individual. | | | | | | | | | | K2 | |
| 2 | | | To assess the various Personality and Intelligence pattern of an individual. | | | | | | | | | | K4 | |
| 3 | | | To apply the various psychotherapies for Mental illnesses. | | | | | | | | | | K3 | |
| 4 | | | To evaluate the relationship between employee and management | | | | | | | | | | K5 | |
| 5 | | | To analyze the interpersonal relationship skill of an individual | | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Psychopathology** | | | | | | **12 hours** | | | | |
| 1. Beck Anxiety Inventory 2. Hamilton Anxiety Scale 3. Millon Clinical Multiaxial Inventory (MCMI) 4. Positive Affect and Negative Affect Schedule (PANAS) 5. Pittsburgh Sleep Quality Index 6. PTSD checklist | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Psychodiagnostics** | | | | | **12 hours** | | | | | |
| 1. Alexander Passalong Test 2. Beck Depression Inventory 3. Hamilton Rating Scale for Depression (HAM – D) 4. Autism Maladaptive Behavior Scale 5. Yale-Brown Obsessive Compulsive Scale (Y-BOCS) 6. Brief Test of Attention | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Psychotherapeutics** | | | **12 hours** | | | | | | | |
| 1. Free Association 2. Cognitive Restructuring 3. Jacobson’s Progressive Relaxation Therapy 4. Existential Therapy 5. Reality Therapy 6. Behaviour Therapy | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Organization Development (OD)** | | | **12 hours** | | | | | | | |
| 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 | | | | | | | | | | | | | | |
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| * This list is suggestive * A minimum of 12 experiments/exercises must be completed | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | Postman and Egan, J. P. *Experimental Psychology* (1985). New Delhi: Kalyani Publications | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | Andrewes, D. (2015). *Neuropsychology: From theory to practice*. Psychology Press. | | | | | | | | | | | | | |
| 2 | Parameshwaran, E. G., and Ravichandra, R. *Experimental Psychology* (2011). Neelkamal Publication Pvt. Ltd, Hyderabad. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://swayam.gov.in/nd1_noc20_hs45/preview> | | | | | | | | | | | | |
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| Course Designed By: Prof. N. Annalakshmi | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **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

**BHARATHIAR UNIVERSITY, COIMBATORE – 641 046**

**DEPARTMENT OF PSYCHOLOGY**

**M.Sc., APPLIED PSYCHOLOGY**

**SEMESTER PATTERN (CBCS)**

(For the Students admitted during the Academic year 2020-2021 and onwards)

**CORE COURSE – XVII**

**23PSYB47V – PROJECT WORK**

**OR**

**CLINICAL/INDUSTRAIL PRACTICUM REPORT**

**(Candidates are required to choose strictly only one 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 Clinical/Organizational setting.

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

3. During the Project work/Clinical Practicum the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference where in the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed. The candidate 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, personality sketch of the pioneers in the organization, historical development of the department of Psychology in the organization.
* The demands and expectations of the role of the Psychologist.
* The privileges of the Psychiatrist/Mangers/Psychologists in the hospital and Personnel in the Hospital.
* The functional domain and demarcations of Psychologist Vs Psychiatrists
* The organizational chart of the Organization and the status of team.
* The test privileges available at the Hospital/Industry. The test approved for administration in the clinical setting by the team, procedures followed in administering the tests in diagnosis and management and follow up of the use of various test, 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, document maintained, regular clinical/organizational conference, meetings and the follow-up of the cases in detail.

5. The objective of the Industrial Practicum is to enhance the candidates’ competence in Industrial-Organizational Psychology and evidence-based Human Resource Management through supervised involved in a real-world organization. Under the guidance of a qualified I-O Psychologist, senior HR manager, or OD specialist, candidates will:

* Apply psychological theory to workplace challenges—conducting job analyses, employee-attitude surveys, competency mapping, and psychometric assessments.
* Design, implement and evaluate HR / OD interventions (e.g., selection systems, training programmes, performance-appraisal processes, engagement and well-being initiatives);
* Interpret quantitative and qualitative organisational data, translating findings into actionable recommendations aligned with the host organisation’s strategy and culture; and
* Demonstrate professional and ethical practice—maintaining confidentiality, practising reflective supervision, and communicating effectively with diverse stakeholders.

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 30th April of the year in which the candidates did the Practicum. The Report should adequately reflect the exposure to the training and experience gained by the candidates during the Practicum.

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

The students can do the **Clinical Practicum** in reputed hospital under the guidance of a Certified Qualified Clinical Psychologist

OR

The students can do the **Industrial Practicum** in reputed Industry/Organization under the guidance of a psychologist or HR Personnel

OR

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

1. Guides for the Project work OR Clinical/Industrial Practicum will be allotted as per the candidates’ preference.
2. The candidates are required to maintain a work diary for three months’ Clinical/Industrial Practicum. The candidates should submit fortnightly report along with copy of log book endorsed by 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 3rd week of March.
3. Further the candidates are required to maintain attendance at the department after completing the practicum till the date of viva voce examination. The candidates should submit the Clinical/Industrial Practicum Report within 20days (inclusive of holidays) after completion of the clinical/industrial practicum.
4. Submission of Clinical/Industrial Practicum: The norms for evaluation for Clinical Practicum Report/ Industrial Practicum Report are given as below:

1. Introduction, Objectives, Work carried

Out by the candidate = 30 marks

2. Case Studies = 70 marks

3. Summary and Conclusion = 20 marks

4. Attendance = 30 marks

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150 marks

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Practicum report = 150 marks

Viva voce = 50 marks

Total = 200 marks

1. Submission of Industrial Practicum: The norms for evaluation for Industrial Practicum Report are given as below:

**1.Introduction and Objectives** brief background of the host organisation and clear practicum aims = 30 marks

**2. Work Performed** (workplace assessments, activities and OD / HRM interventions = 50 marks

3.**Results & Recommendations** – data interpretation, findings and actionable suggestions for the organisation = 40 marks

**4. Attendance** = 30 marks

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150 marks

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Practicum report = 150 marks

Viva voce = 50 marks

Total = 200 marks

1. The Objective of the Project Work is mainly to give an exposure to the students on Research Methodology and application of Psychological Principles.
2. The candidates who are enrolling for project work must sign publication and authorship agreement before commencement of the project.
3. 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 as 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

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150 marks

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Project report = 150 marks

Viva voce = 50 marks

Total = 200 marks

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| **Course code** | | | | **23PSYB1EA** | | **SPORTS PSYCHOLOGY** | **L** | | | | | **T** | | **P** | **C** |
| **Elective** | | | | | |  | **4** | | | | |  | |  | **4** |
| **Pre-requisite** | | | | | | **Basis in Psychology** | **Syllabus Version** | | | | | | **2020 – 2021** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the theoretical foundation and the effectiveness of psychologist role with clients in sports, exercises and performance psychology. 2. Understanding Athletic behaviors 3. To describe the relation with cognitive psychology and sports psychology 4. To describe the social psychology of sports 5. Understanding to apply sports psychological phenomenon | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 the performance in sports | | | | | | | | | | | K4 | |
| 5 | | | Evaluate the needs of athletes and plan psychotherapies based on this evaluation. | | | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Mental Side of Sport** | | | | | | | **12 hours** | | | | |
| **The Mental Side of Sport:** Introduction to Sports Psychology, Factors influencing the mental demands of a given sport, sports and exercise psychology as an academic discipline, history of sport and exercise psychology.  **Personality and Sports Psychology:** Understanding personality structure, Psychodynamic approach, Trait approach, Situational approach, Interactional approach, Phenomenological approach, Research methods in sports and exercise psychology. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Exploring Athletic Behaviour: Key Concepts** | | | | | | **12 hours** | | | | | |
| **Exploring Athletic behavior:** Key concepts, Motivation and Goal setting, Three approaches to motivation, building motivation, achievement motivation and competitiveness, increasing motivation in athletes.  **Anxiety in Sport Performance:** Identifying sources of anxiety, Types of anxiety, State anxiety, Trait anxiety social physique anxiety. **Concentration in Sports Performance:** Dimensions of attention, importance of concentration in sports, principles of effective concentration.  **Self- Confidence:** Assessing self-confidence, Building self-confidence, Influence of expectations on performance, Peak Performance and Expertise. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Cognitive Psychology and Sports** | | | | | **12 hours** | | | | | | |
| **Cognitive Psychology and Sport:** Cognitive Style and Sport, Attention Style and performance, Imagery and Sport 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.  **Theories:** Implicit Theories, Self- Determination Theory, Expectancy Value motivation theory, **Goal Theory:** process, performance, outcome, Attributions Theory. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Sports in Context: Social Psychology of Sports** | | | | | **12 hours** | | | | | | |
| **Sport in Context:** **The social psychology of sports:** 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.  **Violence and Aggression in Sports:** Understanding the causes of aggression, Examining aggression in sports. | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | **Applying Sport Psychological Phenomena** | | | **12 hours** | | | | | | | | |
| **Applying Sport Psychological Phenomena:** **Mental Skill Training:** Self Talk, Mental Imagery, Relaxation Training, Calming the Physiology, Performance, Inhibition due to personality factors.  **Burn out and injuries:**  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 Sport. | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | | | |
|  | | | | | | **Total Lecture hours** | | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | |
| 1 | | Moran, A.P., (2004). *Sport and Exercise Psychology*: *A Critical Introduction*. Routledge. | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | |
| 1 | | Kremer, J., & Scully, D. (2017). *Psychology in Sport.* Taylor and Francis Publishers. | | | | | | | | | | | | | | | |
| 2 | | Weinberg, R., & Gould, D. (2006). *Foundations of Sport and Exercise Psychology* (4th ed.). Human Kinetics Publishers. | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | |
| 1 | | | <https://www.udemy.com/course/fully-accredited-professional-sports-psychology-diploma/> | | | | | | | | | | | | | | |
| Course Designed By: Dr.R.Nithya | | | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **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 |

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

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| **Course code** | | | | |  | | **INTEGRAL PSYCHOLOGY** | **L** | | | | | | **T** | | **P** | **C** |
| **Elective** | | | | | | |  | **4** | | | | | |  | |  | **4** |
| **Pre-requisite** | | | | | | | **Basis In Psychology** | **Syllabus Version** | | | | | | | **2020-2021** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand consciousness and reality 2. To describe outer being and outer mind 3. To describe Purusha and Prakriti 4. Understanding techniques controlling disturbance of mind 5. Remember techniques for growth and mastery | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | |
| 1 | | | List out the levels of consciousness | | | | | | | | | | | | | K1 | |
| 2 | | | Understand the inner being and subminimal 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **Consciousness the Reality** | | | | | | **12 hours** | | | | | |
| Consciousness the reality. The Manifold Being. The Surface Being and the Inner Being. Levels of Consciousness: Conscience, Subconscient, Superconscient. Gradations of higher consciousness. | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **Outer Being and Outer Mind** | | | | | **12 hours** | | | | | | |
| Outer Being: Outer Mind, Outer Vital Being and Outer Physical Being. Inner Being; the Subliminal Self. The Psychic Being & psychic entity. Psychical phenomena | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | | **Purusha and Prakriti** | | | | **12 hours** | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Techniques to Control Disturbance of Mind, Vital and Physical** | | | | | | | | | **12 hours** | | | | |
| 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. | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | **Techniques for Growth and Mastery** | | | **12 hours** | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture hours** | | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | |
| 1 | Dalal, A.S. (1987). Living Within – The yoga approach to psychological health and growth: Selections from the works of Sri Aurobindo and The Mother. Pondicherry: Sri Aurobindo Ashram. | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | |
| 1 | Dalal, A.S. (2001). A Greater Psychology – An introduction to the psychological thought of Sri Aurobindo. NY: Jeremy P.Tarcher& Putnam. | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | |
| 1 | | <https://www.tandfonline.com/doi/abs/10.1080/19349637.2012.737685> | | | | | | | | | | | | | | | |
| 2. <https://www.integralpsychology.org/about-integral-psychology.html> | | | | | | | | | | | | | | | | | |
| Course Designed By: Prof. N. Annalakshmi | | | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **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

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| **Course code** | | | | **23PSYB2EA** | | | | | **POSITIVE PSYCHOLOGY** | | | | | **L** | | | | **T** | | | **P** | | **C** |
| **Elective** | | | | | | | | |  | | | | | **4** | | | |  | | |  | | **4** |
| **Pre-requisite** | | | | | | | | | Basics in Psychology | | | | | **Syllabus Version** | | | | | | **20-21** | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Identify positive emotions that affects 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 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **The Nature and Assessment of Positive Psychology** | | | | | | | | | | | | **12 hours** | | | | | | |
| **Definition of Positive Psychology:** Nature of Positive Psychology, Western Perspectives on Positive Psychology, Eastern Perspectives on Positive Psychology, value systems,  **Classifications and Measures of Human Strengths and Positive Outcomes:** Identifying your personal strengths, Developmental assets, Internal assets, External assets. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Positive Emotional States and Process** | | | | | | | | | | | **12 hours** | | | | | | | |
| **The Principles of Pleasure:** Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being, determinants of well-being, positive youth development, elements of Psychological, social and Emotional wellbeing, resilience.  **Making the Most of Emotional Experience:** Emotional-Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling, Major theories of development. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Positive Cognitive States and Processes** | | | | | | | | | | **12 hours** | | | | | | | | |
| **Nature of Self-Efficacy:** Optimism, Childhood antecedents of optimism. **Hope:** Structure of Hope, Childhood antecedents of Hope, The neurobiology of Hope.  **Two Universal Virtues:** Wisdom and Courage, Theories of wisdom, developing wisdom, measurement of wisdom, theories of courage, the measurement of courage.  **Mindfulness:** Mindfulness as a state of mind, mindfulness qualities, benefits of mindfulness. **Flow:** Flow – Creating and Measuring Flow: Conditions for Flow: Clear goals - Immediate feedback - Challenge-skill balance - Deep concentration - Loss of self-consciousness - Measuring Flow: Flow state scale, - Experiential sampling method – self-report journal – Application: Education - Sports – Work- benefits of flow, Spirituality, Successful aging. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Prosocial Behavior and Changing Human Behavior** | | | | | | | | | | **12 hours** | | | | | | | | |
| **Altruism:** The genetic and neural foundation of Empathy, Portals to Altruism, cultivating Altruism, Measuring Altruism, The Egotism motive, Forms of Egotism. **Gratitude:** Cultivating gratitude, Measuring gratitude. **Forgiveness:** Forgiving one person, forgiving oneself, measuring forgiveness.  **Attachment:** Adult attachment, infant attachment. **Love:** The triangular theory of love, self-expansion theory romantic love, Flourishing Relationship.  **Changing Human Behavior:** Balanced conceptualization of Mental Health and Behavior Interceding to prevent the Bad and Enhance the Good, Primary enhancement, Secondary enhancement. | | | | | | | | | | | | | | | | | | | | | | | |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Unit:5** | | | **Positive Environment and Positive Psychology in Contexts** | **12 hours** | | **Positive Schooling:** The components of positive schooling, Teaching as a calling, Giving back to teachers. **Gainful Employment:** The Psychology of Gainful Employment, Performing well and meeting goals, Variety in job duties, Safe work environment.  Grit - passion and perseverance - Components of Grit: Consistency of interest - Effortful practice - Resilience to setbacks - Measuring Grit – Applications  Acceptance - Key Principles: Cognitive diffusion - Present-moment focus - Values-based action - Practices for Cultivating Acceptance - Mindfulness meditation: Observing breath/body sensations. ACT exercises - Applications  **Me/We Balance:** Individualism, Collectivism, The uniqueness scale, Need for uniqueness, The Positive Psychology of us. **Positive Psychology in Context:** Building Better Communities,Developing Strengths and Living Well in a Cultural Context, Living well at Every Stage of Life. | | | | | | **Unit:6** | | | **Contemporary Issues** | **2 hours** | | Expert lectures, online seminars - webinars | | | | | |  | | | **Total Lecture hours** | **62 hours** | | **Text Book(s)** | | | | | | 1 | Synder, G. R., & Lopez, S. J. (2008). *Positive Psychology*. Sage Publication. | | | | | **Reference Books** | | | | | | 1 | Carr, A. (2008). *Positive Psychology: The Science of Happiness and Human Strategies.* Routledge Publications. | | | | | **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | 1 | | <https://www.psychologytoday.com/us/basics/positive-psychology> | | | | 2 | | <https://www.goodtherapy.org/learn-about-therapy/types/positive-psychology> | | | | Course Designed By: Dr K.V Krishna | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 | | |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | | **23PSYB3EA** | | **CONSUMER BEHAVIOR** | | | | **L** | | | **T** | | **P** | **C** | |
| **Elective** | | | | | | |  | | | | **4** | | |  | | **-** | **4** | |
| **Pre-requisite** | | | | | | | **Basics in Marketing Psychology** | | | | **Syllabus Version** | | | | **20-21** | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | |
| 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. Discus 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 | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 which consumers usually go through when making a consumption | | | | | | | | | | | | | K4 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **Consumer Behavior, Motivation and Personality** | | | | | | | **12 hours** | | | | | |
| **Consumer Behavior:** Nature and scope of Consumer Behavior**,** Marketing concept, the marketing mix. **Consumer Research:** Developing research objectives, depth interviews, focus group, projective techniques. **Marketing Segmentation:** Bases of segmentation, benefits of segmentation.  **Consumer Motivation:** Motivation as Psychological Force, Goals, Dynamics of motivation, Types and system of needs ,Theories of Motivation, Measurement of Motives.  **Personality and Consumer Behavior:** 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. | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **Perception, Learning and Attitudes** | | | | | | **12 hours** | | | | | | |
| **Consumer Perception:** Elements of Perception, Dynamics of Perception, Perceptual organization, grouping, closure, Consumer Imagery, Model of strategic positioning, Effectiveness of brand repositioning.  **Consumer Learning:** Elements of Consumer Learning, Behavioral Learning Theories, Classical conditioning, Instrumental conditioning, Consumer involvement, Cognitive Learning Theory, Outcomes and Measures of Consumer Learning.  **Consumer Attitude Formation and Change:** Structural Models of Attitudes, Tricomponent Attitude model, attitude toward behavior model, Attitude Formation, personality factors. **Strategies of Attitude Change:** Utilitarian function, ego-defensive function. | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | **Communication Process and Group Influences** | | | | **12 hours** | | | | | | | | |
| **Communication and Consumer Behavior:** Components of Communication, Communication Process, Word of Mouth communication, Social networks, Brand communities, Designing Persuasive Communication, Marketing Communication and Ethics.  **Reference Groups:** Understanding the Power of Reference Groups, Consumer Related Reference Groups, Celebrity and other Reference Groups. **Family Concept:** Changing structure of family, Nuclear family, Extended family, Socialization of Family Members, Function of Family, Economic well- being, Emotional Support, Family decision making, Family Life Cycle. | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Leadership and Diffusion of Innovation Process** | | | | | **12 hours** | | | | | | | | |
| **Consumer Influence and the Diffusion of Innovations:** **Opinion Leadership:** Opinion Leadership Process, Measurement of Opinion Leadership, Interpersonal Flow of Communication.  **Diffusion of Innovation:** Diffusion Process, the channels of communication, the social system, Adoption Process, stages in adoption process, the adoption process and information sources. **Characteristics of Consumer Innovator:** Personality traits, social characteristics, demographic characteristics, technology and innovators. | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | **Consumer Decision Making Process** | | | | **12 hours** | | | | | | | | | |
| **Decision Making Process: Levels of Consumer Decision Making Process:** Extensive problem solving, limited problem solving, routinized response behavior. **Models of Consumers decision making:** Input, Process, and Output. **Four views of Consumer Decision Making:** An economic view, a passive view, a cognitive view, emotional view.  **Consumer gifting behavior:** Process of gifting, the gestation stage, the presentation stage. Relationship marketing. | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | | **2 hours** | | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | **62 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | |
| 1 | Schiffman, L.G., & Kanuk, L.L. (2009). *Consumer Behaviour*. Prentice-Hall of India, Pvt Ltd, New Delhi. | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | |
| 1 | Loudon, D.L., & Della Bitta, A.J. (2004). *Consumer Behaviour concepts and applications* (4th ed.). McGraw Hill. | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | |
| 1 | | <https://www.demandjump.com/blog/the-importance-of-consumer-behavior-in-marketing> | | | | | | | | | | | | | | | |
| 2 <https://www.brandwatch.com/blog/how-understand-influence-consumer-behavior/> | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr K.V Krishna | | | | | | | | | | | | | | | | | |

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| **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

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| **Course code** | | | |  | | **EDUCATIONAL PSYCHOLOGY** | | | **L** | | | **T** | | **P** | **C** |
| **Elective** | | | | | |  | | | **4** | | |  | |  | **4** |
| **Pre-requisite** | | | | | | **Basics in Psychology** | | | **Syllabus Version** | | | | **20-21** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the importance of Educational Psychology 2. To describe the research methods in Educational Psychology 3. To understand the theories of cognitive development 4. Explain the concepts of language and intelligence 5. To understand special education | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Exploring Educational Psychology** | | | | | | **12 hours** | | | | |
| 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. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Cognitive Development: Piaget’s theory and Vygotsky’s Theory** | | | | | **12 hours** | | | | | |
| 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 | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Language Developments and Intelligence** | | | **12 hours** | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Learning and Motivation** | | | **12 hours** | | | | | | | |
| Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. Increasing Desirable Behaviors- Decreasing Undesirable Behavior. Bandura’s Social Cognitive Theory- Observational Learning.  Motivation: Perspectives on Motivation- Extrinsic and Intrinsic Motivation- Pother cognitive Process-Anxiety and Achievement-Social Motives.  Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method- Dramatization-Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Special Education** | | **12 hours** | | | | | | | | |
| 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.  Children With Disabilities: Sensory Disorders- Physical disorders-Mental Retardation-Speech and Language Disorders- Learning Disabilities- Attention Deficit Hyperactivity Disorder- Emotional and Behavioral Disorders.  Slow Learners- Autism Spectrum Disorders. Children Who Are Gifted: Characteristics, Life Course of the Gifted- Educating Gifted Child | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Santrock, J. W. (2008) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill. | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Robinson, S. (2010) Foundation of Educational Psychology, 2nd Edition, New Delhi, Ane Books Pvt. Ltd. | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | https://johnparankimalil.wordpress.com/2012/03/09/meaning-nature-and-scope-of-educational- | | | | | | | | | | | | | |
| 2. <https://www.apa.org/action/science/teaching-learning> | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.K.V Krishna | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **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

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| **Course code** | | | |  | | **PSYCHOLOGICAL**  **TEST CONSTRUCTION** | | | **L** | | | | **T** | | **P** | **C** |
| **Elective** | | | | | |  | | | **4** | | | |  | |  | **4** |
| **Pre-requisite** | | | | | | **Basics in Psychological Statistics** | | | **Syllabus Version** | | | | | **20-21** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand basics of testing and item generation 2. Learn to design responses, collect data and perform item analysis 3. Learn to assess reliability and validity 4. Know about test norms and various types of testing 5. Learn about ethics in testing, test bias, and response set | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | |
| 1 | | | Understand the basics in test construction and item generation | | | | | | | | | | | | K2 | |
| 2 | | | Understand the steps in designing responses, collecting data, and item analysis | | | | | | | | | | | | K2 | |
| 3 | | | Evaluate assessment of reliability and validity | | | | | | | | | | | | K1 | |
| 4 | | | Illustrate the test norms and types of testing | | | | | | | | | | | | K1 | |
| 5 | | | Analyze ethics in testing, test bias and response set | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Introduction & Designing and Writing Items** | | | | | | **12 hours** | | | | | |
| **Measurement**: Measurement in the physical sciences, Measurement in the Social Sciences. **Statistics background**: Scales of measurement, the normal distribution, probability and statistical significance, sampling distribution, correlation, linear regression, score meaning. **Identifying constructs**: Links between constructs, Construct cleanliness, Single versus multiple constructs.  **Approaches to Item Construction**: Literature search, Subject matter experts, Writing items. **Attitudinal Items**: Paired Comparisons, Items in Ranked Categories, Items in Interval-Level Categories, Guttman Scales. **Assessing Behaviours**: Critical Incident Technique, Pilot testing. | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Designing Responses, Collecting data, Item Analysis** | | | | | **12 hours** | | | | | | |
| **Designing and Scoring responses**: Open-ended responses, Closed-ended questions, Continuous responses, Ipsative versus normative scales, Difference and Change scores. **Collecting data**: Probability sampling and non-probability sampling, Sample sizes, Response Rates, Missing Data, preparing to analyze your data.  Classical test theory vs. Modern Test Theory. **Item Analysis**: Item Difficulty Index, Item Discrimination, Distractor Analysis, Qualitative Item Analysis. | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Assessing Reliability and Validity** | | | | | | | **12 hours** | | | | |
| **Reliability of test scores**: Test-retest reliability, Alternative Forms Reliability, Measures of Internal Consistency. **Reliability of raters**: Interrater Reliability Indices.  **Assessing Validity using Content and Criterion methods**: Asking the test takers, Asking the Experts, Assessments using correlation and regression, Multiple criteria, Classification approaches to test score validation, Group differences and test bias, Extending the inferences of Criterion-Related Validity Studies. **Assessing Validity via item internal structure**: Principal Component Analysis, Common Factor Analysis, Threat to the validity scores. | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Test Norms and Types of testing** | | | **12 hours** | | | | | | | | |
| **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.  **Types of testing**: Achievement tests, Assessment of Intelligence, Assessing Personality - Objective tests and Projective tests, Behavioural assessment, Employment and Vocational testing, Neuropsychological testing. | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Ethics in testing, Test Bias and Response Set** | | **12 hours** | | | | | | | | | |
| **Ethics in testing**: Professional Standards and Guidelines. Ethical procedures and protocols. Test Administration. Integrity testing. Computerized Testing. Coaching, Testwiseness, and Retakes. Testing legislation, Test Item Bias. Translation Issues.  **Test Bias:** Cultural loading, Cultural bias, and Culture-Free tests. Objections to the Use of Educational and Psychological tests with minority students. Other biases. **Response Set** : Meaning, Types of Response Set, Implications of Response Set, Methods to eliminate Response Sets.  **Phases in developing a psychological test**: Test conceptualization, Specification of test structure and format, Planning standardization and psychometric studies, plan implementation. | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | |
| 1 | Reynolds, C.R., Altman, R.A., & Allen, D.N. (2021). *Mastering Modern Psychological testing – Theory and Methods* (2nd Edn.). Springer. | | | | | | | | | | | | | | | |
| 2 | Kline, T. J. B. (2005). Psychological testing – A practical approach to design and evaluation. Sage. | | | | | | | | | | | | | | | |
| 3 | Singh, A.K. (1997). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | |
| 1 | Minium, E.W., King, B.M. & Bear, G. (1993). *Statistical Reasoning in Psychology and Education*. (3rd edn.). Singapore: John Wiley & Sons. | | | | | | | | | | | | | | | |
| 2 | Anastasi, A. & Urbina, S. (2003). Psychological Testing. (7th edn.). New Delhi: Prentice Hall of India. | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | |
| 1 | | <https://www.statisticshowto.com/construct-validity/> | | | | | | | | | | | | | | |
| 2. <https://online.stat.psu.edu/stat502/lesson/1/1.2> | | | | | | | | | | | | | | | | |
| Course Designed By: Prof. N.Annalakshmi | | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **CO 1** | S | M | S | M | S | M | M | S | M | L |
| **CO 2** | S | S | S | S | M | M | S | M | S | M |
| **CO 3** | S | S | S | S | M | S | M | S | M | M |
| **CO 4** | S | M | S | M | S | M | S | M | S | M |
| **CO 5** | M | M | M | S | S | S | M | S | M | S |

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

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| **Course code** | | | |  | | **ENVIRONMENTAL PSYCHOLOGY** | | | **L** | | | | **T** | | **P** | **C** |
| **Elective** | | | | | |  | | | **4** | | | |  | |  | **4** |
| **Pre-requisite** | | | | | | **Basics in Psychology** | | | **Syllabus Version** | | | | | **25-26** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand scope, methods, and measures of environmental behaviour 2. Learn about environmental influences on human behaviour and wellbeing 3. Know about the factors influencing environmental behaviour 4. Understand ways to encourage pro-environmental behaviour 5. Appreciate the current trends and challenges | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | |
| 1 | | | Understand the nature and scope of environmental psychology | | | | | | | | | | | | K2 | |
| 2 | | | Understand the how environment can influence human behavior | | | | | | | | | | | | K2 | |
| 3 | | | Analyze the factors influencing environmental behaviour | | | | | | | | | | | | K4 | |
| 4 | | | Analyze the ways to nurture pro-environmental behaviour | | | | | | | | | | | | K4 | |
| 5 | | | Evaluate the trends and challenges in environmental psychology | | | | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Introduction** | | | | | | **12 hours** | | | | | |
| Introduction. History of the field. Current Scope and Characteristics of the field. Research Methods – Questionnaire studies, Lab experiments, Computer simulation studies, Field Studies, Case studies.  Measuring Environmental behaviour. Measuring Environmental Impact. Measures of Environmental behaviour. Theories to explain environmental behaviour – Theory of Planned Behaviour, Protection Motivation Theory, The Norm Activation Model, The Value-Belief-Norm theory of Environmentalism, Goal-Framing theory. | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Environmental influences on human behaviour and well-being** | | | | | **12 hours** | | | | | | |
| Environmental risk perception. Climate change. Environmental stress. Environmental and technological catastrophe. Urban Environmental Quality. Environment and Quality of Life. Place attachment.  Health benefits of nature. Restorative environments. Human dimensions of wildlife. Children and Natural environment. Environments that promote wellbeing and healthy behaviour – Appraisal and Design. | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Factors influencing environmental behaviour** | | | | | | | **12 hours** | | | | |
| Values theories – Social value orientation, Schwartz’s Value Theory, Four Key Values for Pro-Environmental behaviour. Social Norms and Pro-Environment Behaviour. Emotions and Pro-Environmental Behaviour. Personal space and territoriality.  Symbolic aspects of Environmental Behaviour – Identity and Impression Management. Social Dilemmas: Types, Motives, Factors promoting cooperation. Role of group processes in environmental issues – Social Identity Approach. Automaticity on environmental behaviour. | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Encouraging pro-environmental behaviour** | | | **12 hours** | | | | | | | | |
| Informational strategies – Provision of information, Goal Setting, Commitment, Prompting, Feedback. Encouraging pro-environmental behaviours with rewards and penalties.  Persuasive technology – Approaches, Social influence through Smart Systems, Persuasive Technology as a Tool to Promote Behaviour Change. Acceptability of Environmental Policies – Theoretical framework, Procedural Fairness and Acceptability.  Processes of Change – Lewin’s theory of change, Self-regulation process for Behavioural Change, The Stage Model of Self-Regulated Behavioural Change. Simulating social environmental systems. | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Trends and Challenges** | | **12 hours** | | | | | | | | | |
| Environmental issues in low- and middle-income countries - Environmental risk perception, Environmental Concern, Climate Change Perception. Residential environment and well-being. Behaviour change – Resource conservation, Sustainable transportation, Recycling, Water, Sanitation and Hygiene.  General Trends – Positive interactions between humans and environments, Integrative approaches, From one Psychology to Multiple Psychologies. Challenges for future Research. | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | |
| 1 | Oliver, K. (2002). *Psychology in Practice – Environment*. Hodder & Stoughton Educational. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | |
| 1 | Steg, L., & De Groot, J. I. M. (2019). *Environmental Psychology: An Introduction*. John Wiley & Sons. | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=9tgUO1QGqmY> | | | | | | | | | | | | | | |
| 2 | | <https://www.youtube.com/watch?v=hnsfxQfd7ng> | | | | | | | | | | | | | | |
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| Course Designed By: Prof. N.Annalakshmi | | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **CO 1** | S | M | S | M | S | M | M | S | M | L |
| **CO 2** | S | S | S | S | M | M | S | M | S | M |
| **CO 3** | M | S | S | S | M | S | M | S | M | M |
| **CO 4** | S | M | S | M | S | M | S | M | S | M |
| **CO 5** | M | M | M | S | S | S | M | S | M | S |

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

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| **Course code** | | |  | | **FORENSIC PSYCHOLOGY** | | | **L** | | | | **T** | | **P** | **C** |
| **Elective** | | | | |  | | | **4** | | | |  | |  | **4** |
| **Pre-requisite** | | | | | **Basics in Psychology** | | | **Syllabus Version** | | | | | **20-21** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:  1. To understand the nature and causes of crime  2. To understand the ways of investigating crime  3. To learn about terrorism and serial murders  4. To understand the trial process  5. To learn about dealing with offenders | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | | To apply theories of crime and understand the nature and causes of crime | | | | | | | | | | | | K4 | |
| 2 | | To evaluate ways of investigating crime | | | | | | | | | | | | K5 | |
| 3 | | To understand terrorism and serial murders | | | | | | | | | | | | K2 | |
| 4 | | The understand the trial process | | | | | | | | | | | | K2 | |
| 5 | | To evaluate the interventions for offenders | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Nature and Causes of Crime** | | | | | | **12 hours** | | | | | |
| What is forensic and criminal psychology? The social context of crime. Crime and the Public. Victims of Crime. **Theories of crime** – Societal theories, Community theories, Group and Socialization theories, Psychological and Developmental theories  **Psychopathy** – Assessment, Legal and Ethical issues in assessment, Psychopathy and Aggression, Correlates of Psychopathy in adolescents and children, Genetic basis, Family factors, Attachment, Facial expression recognition, Aversive conditioning, Neurochemistry.  **Risk Factors for Offending - Contributions of Neuroscience**: The Development of the Brain. The Social Brain. Risk factors for offending. Modifying environmental risk factors. Effects of Interpersonal Crime on Victims: Childhood victimization, Adulthood victimization. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Investigating Crime** | | | | | **12 hours** | | | | | | |
| **Eyewitness Evidence** – The Memory Process, Estimator vs. System variables, Encoding factors, Storage factors, Retrieval factors. Interviewing witnesses - Traditional Investigative Interviews, The Cognitive Interview (CI), Interviewing vulnerable witnesses. Interviewing suspects – What to do and what not to do.  **Detecting Deception** – Theoretical approaches, Objective cues, Lie-Catchers’ Performance, Detecting deception from verbal content, Computer-Based Linguistic Analysis, Psycho-Physiological Detection of Deception, Strategic interviewing in order to Elicit and Enhance cues to Deception, New directions in Deception Detection Research - Training to Detect Deception.  **Offender Profiling** **and Crime Linkage**. The Profiling of Murderers – Psychological profiling, Criminal profiling, The criminal-profile-generating process. Profile analysis 1 – FBI-Style offender profiling. Profile analysis 2 – Investigative psychology, statistical and geographical profiling. Interpersonal Violence and Stalking. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Terrorism and Serial Murders** | | | | | | | **12 hours** | | | | |
| **Terrorism** – Definition, Psychology of Terrorism, Radicalization, Disengagement, Suicide Terrorism and Political Suicide, Assessment of dangerousness.  **Serial murders** - Myths, Definition, Types, Causality, Psychopathy. Investigative issues and best practices | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **The Trial Process** | | | **12 hours** | | | | | | | | |
| Judicial processes - Evidence in court, Judges as Decision-makers, Juries as Decision-Makers. Safeguarding vulnerable witnesses. Identifying Perpetrators – Mistaken identification, Eyewitness identification and Human Memory, Design requirements of identification procedures, Estimator variables, System variables, Malleability of witness confidence, Identification from CCTV. The Role of Expert Witness. | | | | | | | | | | | | | | | |
| **Unit:5** | | | | **Dealing with Offenders** | | **12 hours** | | | | | | | | | |
| Crime and Punishment: Sentencing – objectives and impact, Reducing offending behaviour, Psychological contributions to offender assessment and management.  Risk assessment. General offender behaviour programme delivery. Types of dangerous offenders, Treatment frameworks, Evidence base for the treatment. Interventions with female offenders. Interventions for Offenders with Intellectual Disabilities. Interventions with Mentally Disordered Offender. Rehabilitation of Offenders. | | | | | | | | | | | | | | | |
| **Unit:6** | | | |  | | **2 hours** | | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Davies, G. M., & Beech, A. R. (2017). *Forensic psychology: Crime, Justice, Law, Interventions*. John Wiley & Sons. | | | | | | | | | | | | | | |
| 2 | Dennis, H. (2018). *Introduction to Forensic and Criminal Psychology* (6th ed.). Pearson. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | de Ruiter, C., & Kaser-Boyd, N. (2015). Forensic Psychological Assessment in Practice. Routledge. | | | | | | | | | | | | | | |
| 2 | Bartol, C.R., & Bartol, A.M. (2019). Introduction to Forensic Psychology – Research and Application (5th ed.). Sage. | | | | | | | | | | | | | | |
| 3 | Walsh, S. (2021). Key cases in Forensic & Criminological Psychology. Sage. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | <https://study.com/academy/lesson/video/what-is-forensic-psychology-definition-history.html> | | | | | | | | | | | | | | |
| 2 | <https://www.youtube.com/watch?v=x_bSodn1snA> | | | | | | | | | | | | | | |
| 3 | <https://www.youtube.com/watch?v=WXYk9VRtONc> | | | | | | | | | | | | | | |
| Course Designed By: Prof. N.Annalakshmi | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **CO 1** | S | M | S | M | S | M | M | S | M | L |
| **CO 2** | S | S | S | S | M | M | S | M | S | M |
| **CO 3** | M | S | S | S | M | S | M | S | M | M |
| **CO 4** | S | M | S | M | S | M | S | M | S | M |
| **CO 5** | M | M | M | S | S | S | M | S | M | S |

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

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| **Course code** | | | |  | | **COMMUNITY PSYCHOLOGY** | **L** | | | | | **T** | | **P** | **C** |
| **Elective** | | | | | |  | **4** | | | | |  | |  | **4** |
| **Pre-requisite** | | | | | | **Basis in Psychology** | **Syllabus Version** | | | | | | **20-21** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the influence and current issues in community mental health 2. Describe the project-based research model 3. Explain the basic concepts in prevention 4. Describe the Impetus for diagnosis 5. Understand the ethics in community intervention | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Community Psychology** | | | | | | **12 hours** | | | | |
| 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  **Psychological conceptions of the environment** - Social environmental influences on behavior, Perceived social climates, Social roles, Social capital, Socio-Physical Environment | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Approach to research Participatory action approaches to research**. | | | | | **12 hours** | | | | | |
| **Community development context of research**: What is Community Development – Research and Community Development – Building Research relationships in a community development context **Project-based research model**: Diagnose, Prescribe, Implement, Evaluate – Participatory flexibility, Where are you in project cycle. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Prevention** | | | | **12 hours** | | | | | | |
| 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 | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Diagnosing** | | | | **12 hours** | | | | | | |
| 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 | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Evaluation** | | | **12 hours** | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | | **62 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Randy Stoecker. (2005). Research Methods for Community Change Project-Based Approach Second Edition | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Murray Levine, Douglas D.Perkins, David V.Perkins. (2005). Principles of Community Psychology: Perspectives and Applications. Oxford: Oxford University Press | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://www.scra27.org/what-we-do/what-community-psychology/> | | | | | | | | | | | | | |
| 2 | | <https://www.apa.org/about/division/div27> | | | | | | | | | | | | | |
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| Course Designed By: Prof. N. Annalakshmi | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **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

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| **Course code** | | | |  | | **THE PSYCHOLOGY OF GENDER** | | | **L** | | | **T** | | **P** | **C** |
| **Supportive** | | | | | |  | | | **27** | | | **3** | | **-** | **2** |
| **Pre-requisite** | | | | | | **Basis in Psychology** | | | **Syllabus Version** | | | | **24-25** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the nature of Gender Psychology 2. Learn the role of the factors affecting gender Psychology 3. Understand the basics of Gender Research 4. Describe the gender role attitudes 5. Know the theories related to Gender Psychology | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | | | To understand Gender Psychology | | | | | | | | | | | K2 | |
| 2 | | | To understand the importance of Gender Psychology in everyday life | | | | | | | | | | | K4 | |
| 3 | | | Evaluate the methods of Gender Psychology | | | | | | | | | | | K5 | |
| 4 | | | To understand the history of Gender Psychology | | | | | | | | | | | K6 | |
| 5 | | | Apply the principles of Gender Psychology | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Introduction to Gender Psychology** | | | | | | **5 hours** | | | | |
| Definition of terms- Philosophical and Political issues surrounding Gender  **Methods of Gender Research:** The Scientific method- Correlation study- Experimental Study- Field Experiment- Cross – sectional Versus Longitudinal Designs- Meta Analysis- Difficulties in Conducting Research on Gender.  **History of Gender Research:** Sex differences in Intelligence-Masculinity-Femininity as a Global Personality Trait. -Sex Typing and Androgyny. - Gender as a Social Category | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Sex- Related Comparisons: Theory** | | | | | **5 hours** | | | | | |
| **Biology:** Genes- Hormones- The Brain- Psych biosocial Models. E**volutionary Theory and Sociobiology**: Sexual Behavior- Aggression. Psychoanalytic theory.  **Social Learning theory:** Observational Learning or Modeling- Reinforcement. **Gender- Role Socialization:** The influence of Parents- The influence of other people- Other features of the Environment. Social Role Theory. Cognitive Development Theory. Gender Schema Theory. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Achievement and Communication** | | | **5 hours** | | | | | | | |
| **Individual Difference factors**: The achievement motive- Fear of achievement- Self-confidence- Self-esteem- Conceptions of the self- Attributions for performance. **Social Factors** Expectancy/Value Model of Achievement.  **Communication:** Interaction styles in childhood- Interaction styles in Adulthood- Language- Nonverbal behavior- Smiling-Gazing- Encoding- Touching- Leadership and Influence ability- Emotions- Status Theory- Social Role theory | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Friendship and Romantic Relationships** | | | **5 hours** | | | | | | | |
| **Friendship**: Network size- The nature of friendship- Closeness of friendship- Barriers to closeness in Friendship- Self-Disclosure- Conflict in friendship- Friendship at work.  **Romantic Relationships** : The nature of romantic relationships- Intimacy- Love- Maintaining relationships- Maintenance strategies- Relationship satisfaction- Conflict- Nature of conflict- Conflict management- Demand/withdrawal pattern- Jealousy. | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Relationships and Health. Mental Health** | | **5 hours** | | | | | | | | |
| **Relationship and Health**: Effect of social support on Health- Effect of marriage on Health- Marital Transitions and Health- Parenting and Health- Effects of the Parent role on health- Effects of parenthood on Marriage.  **Mental Health:** Theories of depression- Adjustment to chronic illness- Suicide- Incidence of suicide- attempts of suicide- factors associated with suicide among adults- factors associated with suicide among adolescents. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **27 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Vicki S. Helgeson(2018) Psychology of Gender 5th Edition. Routledge. New York | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Linda Brannon (2017). Gender Psychological Perspectives 7th Edition Routledge. New York | | | | | | | | | | | | | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | | | | | | | | | | | | | | |
| 1 | | https://openpress.usask.ca/introductiontopsychology/chapter/gender/ | | | | | | | | | | | | | |
| 2 . https://www.psychologytoday.com/us/basics/gender | | | | | | | | | | | | | | | |
| Course Designed By: Dr. K.V Krishna | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **CO1** | S | M | S | S | 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

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| **Course code** | | | |  | | **PROBABILISTIC ORIENTATION FOR PERSONALITY DEVELOPMENT** | | | **L** | | | **T** | | **P** | **C** |
| **Supportive** | | | | | |  | | | **27** | | | **3** | | **-** | **2** |
| **Pre-requisite** | | | | | | **Basis in Psychology** | | | **Syllabus Version** | | | | **2020 - 2021** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the Psychological Foundation of Human Being 2. Describe the Basic premise of Probabilistic Orientation 3. Explain Insight into Bias, Healthy Skepticism. 4. Describe Unconditional Acceptance and Appreciation of chance 5. Understand Intervention Studies on adolescents and young adults | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Psychological Foundation of Human Being** | | | | | | **05 hours** | | | | |
| Psychological Foundation of Human Being: Thinking, Motivation, and Personality. Interrelation between thinking, motivation and personality. Personal Construct Psychology. The construct of Probabilistic Orientation (PO) | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Basic premise of Probabilistic Orientation** | | | | | **05 hours** | | | | | |
| Basic premise of Probabilistic Orientation – Origin of universe - Big Bang Theory and Evolution of Nature - Seven Factors of Probabilistic Orientation – Assessing Probabilistic Orientation. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **PO Exercises I** | | | **05 hours** | | | | | | | |
| Unbounded Expectancy, Sensing Unlimited Possibilities, Insight into Bias, Healthy Skepticism. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **PO Exercises II** | | | **05 hours** | | | | | | | |
| Unconditional Acceptance, Appreciation of chance and Awareness of Predictability. | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Research studies on PO** | | **05 hours** | | | | | | | | |
| Intervention Studies on adolescents and young adults –Effect of Probabilistic Orientation Broadcast Intervention- Study on efficacy of PO therapy. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
| **A minimum of 2 practicals/exercises needs to be done by the candidate and the record of work has to be submitted based on the above syllabus** | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **27 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Narayanan,S. and Annalakshmi,N. The Probabilistic Orientation (2001). In Matthijs Cornelissen.(Etd). Consciousness and its Transformation. Pondicherry: SAICE. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Annalakshmi, N. (2003) Integral psychotherapeutic intervention with adolescent students and adult cancer patients. Unpublished Doctoral Dissertation submitted to the Bharathiar University, Coimbatore | | | | | | | | | | | | | | |
| 2 | Annalakshmi, N. (2004). Intervention for cancer patients through integral psychotherapy. In K.Joshi and M. Cornelisen (Eds.). *History of science, philosophy and culture in Indian civilization, C*h.35, Vol.XI, Part 3, p 444-460. Delhi: Project of History of Indian Science, Philosophy and Culture | | | | | | | | | | | | | | |
| 3 | Thomas, C.V., (2005). The Efficacy of the Probabilistic Orientation Counseling (POC) among the Novices. Unpublished PhD thesis submitted to Bharathiar University, Coimbatore. | | | | | | | | | | | | | | |
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| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | | | | | | | | | | | | | | |
| 1 | | <https://ieeexplore.ieee.org/document/4655521> | | | | | | | | | | | | | |
| 2 <https://arxiv.org/abs/2006.09740> | | | | | | | | | | | | | | | |
| Course Designed By: Dr. N.Annalakshmi | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **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

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| **Course code** | | | |  | | **TRANSACTIONAL ANALYSIS** | | | **L** | | | **T** | | **P** | **C** |
| **Supportive** | | | | | |  | | | **27** | | | **3** | |  | **2** |
| **Pre-requisite** | | | | | | **Basis in Psychology** | | | **Syllabus Version** | | | | **2020 - 2021** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To teach students with an in-depth understanding of application of Transactional Analysis in health profession. 2. Understand the key concepts of transactional analysis 3. Describe the meaning of Game analysis 4. Understand the techniques of script analysis 5. Help students understand the analysis of relationships | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| 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 type of personalities | | | | | | | | | | | K1 | |
| 3 | | | Analyze the reason which creates people tick | | | | | | | | | | | K4 | |
| 4 | | | Apply the therapy to improve relationship | | | | | | | | | | | K3 | |
| 5 | | | Re-evaluate the personal goals and life goals of clients | | | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **Transactional Analysis Key Concepts** | | | | | | **05 hours** | | | | |
| What is Transactional Analysis- Analysis of Ego states- What makes Transactional Analysis to be T.A.? | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **Transactional Analysis Proper** | | | | | **05 hours** | | | | | |
| Transactional Analysis Proper: The Analysis of Transactions- The Analysis of Strokes- The Contents of Communication. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Game Analysis** | | | **05 hours** | | | | | | | |
| Games Analysis - Games that are played | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Script Analysis** | | | **05 hours** | | | | | | | |
| Script Analysis - - Life Management and History of the Person | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **The Analysis of Relationships** | | **05 hours** | | | | | | | | |
| The Analysis of Relationships - Person to person- Analysis of Organizations- Person to Person In-Group. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
| A MINIMUM OF 2 PRACTICAL NEEDS TO BE DONE BY THE CANDIDATE AND THE RECORD OF WORK HAS TO BE SUBMITTED BASED ON THE ABOVE SYLLABUS | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **27 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | ERIC BERNE (1961). Transactional Analysis in Psychotherapy, New York: Ballantive. | | | | | | | | | | | | | | |
| 2 | IAN STEWART (1989. Transactional Analysis Counselling in Action , New Delhi: Sage. | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | GOULDING, R AND M.GOULDING (1975). The Power is in the Patient, San Francisco : TA Publication | | | | | | | | | | | | | | |
| 2 | SCHIFF, J et.al.(1987). T.A. Today: A New Introduction to Transactional Analysis, Nottingham: Life Space. | | | | | | | | | | | | | | |
| 3 | THOMAS, A HARRIS (1967). I’M O.K.- YOU‘RE O.K.., New York: Harper and Row. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://hearttoheartindia.com/advanced-certificate-course-ta/> | | | | | | | | | | | | | |
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| Course Designed By: Dr.R.Nithya | | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **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

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| **Course code** | | | | **1GS30** | | **INTRODUCTION TO PSYCHOLOGY** | | | **L** | | | **T** | | **P** | **C** |
| **Supportive** | | | | | |  | | | **27** | | | **3** | |  | **2** |
| **Pre-requisite** | | | | | | **Basis in Psychology** | | | **Syllabus Version** | | | | **20-21** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | | | To understand different models of human behavior based on science | | | | | | | | | | | K2 | |
| 2 | | | To analysis 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **The Nature and Scope of Psychology** | | | | | | **5 hours** | | | | |
| The Nature and scope of Psychology- Consciousness and Behavior- Methods and Fields | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Biological Bases of Human Behaviour** | | | | | **5 hours** | | | | | |
| Biological Bases of Human Behaviour - Heredity and Environment- The role of sensory processes and Human Behavior | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Attention, Perception and Learning** | | | **5 hours** | | | | | | | |
| Attention, Perception and Learning - Selective Attention- Sorting out the World- Division of Attention- Perception: Visual, form and Movement- Learning Principles- Memory and Forgetting. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Intelligence and Creativity** | | | **5 hours** | | | | | | | |
| Intelligence and Creativity - Intelligence- IQ- Measuring Intelligence- Mental Retardation- Gifted- Creativity- Problem Solving | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Personality and Motivation** | | **5 hours** | | | | | | | | |
| Personality and Motivation - Theories of Personality- Assessment and its Development- Human Motivation- Needs- Understanding Emotions | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **27 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Robert. A. Baron and Girishwar Misra, “Psychology”, 5th edition, Pearson India, 2016. | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Clifford Morgan, Richard King, John Weisz, and John Schopler, “Introduction to Psychology”, 7th edition, McGraw Hill Education, 2017. | | | | | | | | | | | | | | |
| 2 | Tara L. Kuther, “The Psychology Major's Handbook”, 5th edition, SAGE Publications, 2019. | | | | | | | | | | | | | | |
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| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | | | | | | | | | | | | | | |
| 1 | | <https://www.coursera.org/learn/introduction-psychology> | | | | | | | | | | | | | |
| 2 . <https://www.edx.org/course/introduction-to-psychology> | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Vinothkumar | | | | | | | | | | | | | | | |

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| **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

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| **Course code** | | | | **23PSYB2VA** | | **Data Analysis using Statistical Software** | | | **L** | | | **T** | | **P** | **C** |
| **Value Added Course** | | | | | |  | | | **2** | | |  | |  | **2** |
| **Pre-requisite** | | | | | | Basics in Statistics | | | **Syllabus Version** | | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Introduce students to the SPSS software and its capabilities for statistical analysis. 2. Enable students to import data into SPSS and manipulate data within SPSS. 3. To choose appropriate descriptive statistics to summarize data and visualize data in SPSS 4. Train students to formulate and test hypotheses using inferential statistics like t-tests, regression analysis, and ANOVA 5. Familiarize students with the process of interpreting statistical output and making decisions based on the results. | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| 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 statical 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 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Introduction to SPSS Environment** | | | | | | **05 hours** | | | | |
| **General description**: functions, menus, data files, output files – **Data Editor**: entering data, data view, variable view, missing values, naming variables, create coding for variables –file management: saving data files, retrieving data files – **Data Manipulation**: data transformation, output management. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Descriptive analysis of data** | | | | | **05 hours** | | | | | |
| **Visualize data distributions:** Frequencies – Histogram – Graphs. **Describing variables numerically**: Mean, Median Mode – **Understanding variance**: Standard deviation, Z-score, Standard Error – **Exploring data**: Explore, Crosstabs, Charts – **Examining assumptions of parametric statistics**: test for normality, test for homogeneity of variances, transformations, reporting the output of normality. | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Hypothesis testing and Inferential Statistics** | | | **05 hours** | | | | | | | |
| **Hypothesis testing:** Formulate – Steps in Hypothesis testing - Null and alternative hypotheses, calculate p-values, and interpret results. **Relationships among continuous variable:** Covariance **Linear Correlation**: code data, run analysis, reading output, reporting results from output – **Simple and** **Multiple Regression**: code data, run analysis, reading output, reporting results from output. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Comparing two means** | | | **05 hours** | | | | | | | |
| Theoretical Consideration – related and unrelated t- test – assumption for t-test, rationale for t-test – **Comparing mean**: coding data for comparison, run analysis, reading and interpretation of output, reporting results from t-test. | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Comparing several means:** | | **05 hours** | | | | | | | | |
| Analysis of Variance (ANOVA) – **one way ANOVA** –. Assumptions of one-way ANOVA, code data, run analysis, reading output, reporting output. **Two-way ANOVA** – Assumptions of Two-way ANOVA, code data, run analysis, reading output, reporting output. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **02 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **27 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage. | | | | | | | | | | | | | | |
| 2 | Pallant, J. (2021). *SPSS Survival Manual* (7th ed.). Open University Press. | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Field, A., & Hole, G. (2021). *How to Design and Report Experiments* (2nd ed.). Sage. | | | | | | | | | | | | | | |
| 2 | Stevens, J. (2020). *Applied Multivariate Statistics for the Social Sciences* (6th ed.). Routledge. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | https://www.udemy.com/course/spss-data-analysis-spss-online-video-training-course/ | | | | | | | | | | | | | |
| 2 | | https://onlinecourses.swayam2.ac.in/arp19\_ap77/preview | | | | | | | | | | | | | |
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| **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

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| **Course code** | | | | **23PSYB3JA** | | **Introduction to Industrial and Labour Law** | | | **L** | | | **T** | | **P** | **C** |
| **Job Oriented Course** | | | | | |  | | | **2** | | |  | |  | **2** |
| **Pre-requisite** | | | | | | Basics in Human Resource Management | | | **Syllabus Version** | | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the fundamental concepts and principles of industrial law. 2. Analyze the impact of industrial law on organizational behavior and management practices. 3. Evaluate the legal rights and responsibilities of employers and employees in the workplace. 4. Examine the role of industrial law in addressing workplace conflicts and ensuring fair treatment. 5. Apply knowledge of industrial law to real-world scenarios in organizational settings. | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | | |
| 1 | | | Gain a comprehensive understanding of the historical development of labor law in India | | | | | | | | | | | K2 | |
| 2 | | | Acquire knowledge of key labor law sources such as the Constitution, Central, and State Acts, and Rules | | | | | | | | | | | K1 | |
| 3 | | | Analysis of the core provisions and objectives of major labor laws | | | | | | | | | | | K4 | |
| 4 | | | Evaluate the effectiveness of occupational health and safety regulations | | | | | | | | | | | K5 | |
| 5 | | | Develop comprehensive strategies for HR professionals to ensure compliance with labor laws | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Introduction to Labour Law** | | | | | | **05 hours** | | | | |
| Historical development of labour law in India – Importance of industrial law in organizational psychology – Key sources of labour law: Constitution, Central and State Acts, Rules – Tripartite system of industrial relations: Government – Employers – Employees – Role of the Ministry of Labour and Employment – Major labor law legislations. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Core Labour Laws** | | | | | **05 hours** | | | | | |
| The Industrial Disputes Act, 1947 (focus on industrial disputes, settlement procedures) – The Minimum Wages Act, 1948 (minimum wage fixation & enforcement) – The Payment of Wages Act, 1936 (timely payment of wages, deductions) –– The Industrial Employment (Standing Orders) Act, 1946 (service conditions, disciplinary procedures). | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Occupational Health, and Safety** | | | **05 hours** | | | | | | | |
| Factories Act, 1948 (working conditions, health & safety, working hours) – Employee’ Compensation Act, 2009 (amendment of Workmen's Compensation Act, 1923) - The Employees’ State Insurance Act, 1948 – Employees’ Provident Funds and Miscellaneous Provisions Act, 1952 – The Payment of Bonus Act, 1965 (eligibility, calculation, and payment of bonus) – Payment of Gratuity Act, 1972. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Industrial Dispute Resolution** | | | **05 hours** | | | | | | | |
| Industrial Disputes Act, 1947 – Industrial Employment (Standing Orders) Act, 1946 – Collective bargaining processes and mechanisms – Resolution of industrial disputes: arbitration, conciliation, and adjudication. | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Comparing several means:** | | **05 hours** | | | | | | | | |
| Recent amendments and changes in labour laws – The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 – Contract Labour (Regulation & Abolition) Act, 1970 – Social Security legislations (ESI, PF) – Role of HR in labour law compliance and employee relations. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | **02 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **27 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Sinha, P. R. N., Sinha, I. B., & Shekhar, S. P. (2017). *Industrial Relations, Trade Unions and Labour Legislation (3rd ed.).* Pearson Education India. | | | | | | | | | | | | | | |
| 2 | Padhi, P. K. (2019). *Labour and Industrial Laws (4th ed.).* PHI Learning Private Limited. | | | | | | | | | | | | | | |
| 3 | Srivastava, S. C. (2022). *Industrial Relations and Labour Laws (8th ed.).* S Chand And Company Ltd. | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Monappa, A., Selvaraj, P., & Nambudiri, R. (2017). *Industrial Relations And Labour Laws (2nd ed.).* McGraw Hill. | | | | | | | | | | | | | | |
| 2 | Ebook from Government of India - https://labour.gov.in/e-book-1 | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | https://onlinecourses.nptel.ac.in/noc22\_lw05/preview | | | | | | | | | | | | | |
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| **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

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| **Course code** | | | |  | | **PSYCHOLOGICAL ASSESSMENT** | | | **L** | | | **T** | | **P** | **C** |
| **Job Oriented Course** | | | | | |  | | | **2** | | |  | |  | **2** |
| **Pre-requisite** | | | | | | Basics in Psychology | | | **Syllabus Version** | | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the purpose, structure, and scope of key psychometric tests used across clinical, neuropsychological, and organisational settings. 2. Analyze the scores of a variety of personality, cognitive, and neuropsychological assessments. 3. Evaluate the test results to generate clear, evidence-based psychological profiles and diagnostic impressions. 4. Apply the findings to career guidance, organisational decision-making, and clinical intervention planning. 5. Apply knowledge to recognize cultural considerations, and communicate results effectively to stakeholders. | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | | |
| 1 | | | Explain the theoretical foundations and intended uses of the major tests covered. | | | | | | | | | | | K2 | |
| 2 | | | Apply standard administration and scoring procedures to obtain reliable data. | | | | | | | | | | | K3 | |
| 3 | | | Analyse multi-test data sets to construct integrated psychological profiles. | | | | | | | | | | | K4 | |
| 4 | | | Evaluate the suitability of specific assessments for vocational, organisational, and clinical purposes. | | | | | | | | | | | K5 | |
| 5 | | | Create concise, ethically sound reports that translate psychometric findings into actionable recommendations. | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Personality Assessment - Inventories** | | | | | | **05 hours** | | | | |
| 1. International Personality Disorder Examination (IPDE) 2. HEXACO personality Inventory 3. Eysenck Personality Questionnaire (EPQ) 4. Myers-Briggs Type Indicator (MBTI) 5. Zuckerman–Kuhlman Personality Questionnaire | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Personality Assessment – Projective tests** | | | | | **05 hours** | | | | | |
| 1. Draw a Person test 2. Sentence Completion Test 3. Word Association Test 4. Holtzman Inkblot Test 5. Children Apperception Test (C.A.T.) Human 6. Rosenzweig Picture Frustration Study | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Intelligence Assessments** | | | **05 hours** | | | | | | | |
| 1. Bhatia Battery of Performance test 2. Wechsler Adult Intelligence Scale (WAIS) 3. Multiple Intelligence Scale 4. Binet Kamat Test of Intelligence (BKT) 5. Raven’s Standard Progressive Matrices (SPM) 6. Wechsler Adult Performance Intelligence Scale (WAPIS) | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Neuropsychological Assessments** | | | **05 hours** | | | | | | | |
| 1. NIMHANS Neuropsychological Battery 2. Wisconsin Card Sorting Test (WCST) 3. Bender Visual- Motor Gestalt Test (BGT) 4. Wechsler Memory Scale 5. AIIMS Comprehensive Neuropsychological Battery 6. Luria–Nebraska Neuropsychological Battery (LNNB) | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Assessment tests for Children** | | **05 hours** | | | | | | | | |
| * 1. Malin’s Intelligence Scale for Indian Children (MISIC)   2. Indian Scale for Assessment of Autism (ISAA)   3. INCLEN Diagnostic Tool for Autism Spectrum Disorder (INDT-ASD)   4. Vineland Social Maturity Scale (VSMS)   5. NIMHANS Battery of Specific Learning Disability   6. The Seguin Form Board Test (SFBT)   7. Raven’s Colored Progressive Matrices (CPM)   8. Vanderbilt ADHD Scale   9. Child Behavior Checklist | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **Assessment in I/O Psychology** | |  | | | | | | | | |
| * 1. Career Preference Record   2. Problem solving ability test (Schutte Self-Report Emotional Intelligence Test)   3. The Positive Functioning at Work Scale (PF-W) (Utrecht Work Engagement Scale)   4. Work Extrinsic and Intrinsic Motivation Scale   5. Occupational Stress Index (OSI)   6. Effort-Reward Imbalance Questionnaire (ERI) (Multifactor Leadership Questionnaire)   7. Organizational Citizenship Behaviour Scale | | | | | | | | | | | | | | | |
| **Unit:7** | | | | | **Contemporary Issues** | | **02 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture hours** | | **27 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Cohen, R. J., Schneider, W. J., Tobin, R., & Sturman, E. (2024). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (10th ed.). McGraw-Hill. | | | | | | | | | | | | | | |
| 2 | Kaplan, R. M., & Saccuzzo, D. P. (2025). *Psychological Testing: Principles, Applications, and Issues* (10th ed.). Cengage. | | | | | | | | | | | | | | |
| 3 | Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2023). *Neuropsychological Assessment* (6th ed.). Oxford University Press. | | | | | | | | | | | | | | |
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| Reference Books | | | | | | | | | | | | | | | |
| 1 | Gregory, R. J. (2022). *Psychological Testing: History, Principles, and Applications* (9th ed.). Pearson. | | | | | | | | | | | | | | |
| 2 | Kline, P. (2015). *A Handbook of Test Construction: Introduction to Psychometric Design* (Reprint ed.). Routledge. | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | https://psychometrica.de/irt\_en.html | | | | | | | | | | | | | |
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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **CO 1** | S | M | S | M | S | M | M | S | M | L |
| **CO 2** | S | S | S | S | M | M | S | M | S | M |
| **CO 3** | M | S | S | S | M | S | M | S | M | M |
| **CO 4** | S | M | S | M | S | M | S | M | S | M |
| **CO 5** | M | M | M | S | S | S | M | S | M | S |

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

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| **Course code** |  | **PSYCHOLOGY FOR HEALTH AND WELLBEING** | **L** | **T** | | **P** | **C** |
| **AUDIT** | |  | **0** | **0** | | **2** | **1** |
| **Pre-requisite** | | **Basics in Psychology** | **Syllabus Version** | | **20-21** | | |
| **Course Objectives:**  This course focuses on teaching the elements of physical, mental, emotional, social, intellectual, environmental wellbeing which are essential for the development of an individual. The courses also address the dangers of substance abuse and online risks to mental health.  **Learning Outcomes**:  On completion of the Psychology for Health & Wellness Course, students will be able to:   1. Demonstrate proficiency in physical fitness practices 2. Understand stress and resilience 3. Awareness of addictive behaviours and managing them 4. Develop character strengths and resilience 5. Develop competence and commitment as professionals in the field of health and wellness   **Focus**:  During the conduct of the health and wellness course, the students will benefit from the following focus areas:   1. Stress management 2. Nurturing Resilience 3. Prevention and Management Addiction 4. Improving character strengths 5. Improving physical and mental health 6. Strengthening professional health   **Role of the Facilitator**  The faculty plays a crucial role in effectively engaging with students and guiding them towards achieving learning outcomes. Faculty participation involves the following areas:   1. Mentorship & Motivation: The facilitator mentors students in wellness and self-discipline while inspiring a positive outlook on health. Faculty teaches stress management, and ways to nurture resilience and wellbeing. 2. Promoting a self and inclusive environment: The facilitator ensures a safe, inclusive and respectful learning environment for active student participation and benefit. 3. Individualized support and monitoring progress: The facilitator plays a crucial role in providing personalized support, monitoring and guidance to students.   Guided activities.  In this course, several guided activities have been suggested to facilitate the achievement of desired learning outcomes. They are as follows:   1. Introduction to Holistic well-being 2. Improving stress management and resilience 3. Prevention and management of addiction 4. Nurturing character strengths 5. Improving professional wellbeing   **Period Distribution**  The following are the guided activities suggested for this Audit course.  The faculty mentor should plan the activities by the students.  Arrange the suitable mentor/guide for the wellness activities.  Additional activities and programs can be planned for health and wellness.   |  |  |  | | --- | --- | --- | | **S.No.** | **Guided activities** | **Period** | | 1 | **Holistic wellbeing**   1. Introduce the components of holistic wellbeing 2. Students may complete a self-assessment of various components of wellbeing using the well-being wheel 3. Students will learn to evaluate their wellbeing 4. Students may be taught to use apps for monitoring their physical and mental health | 2 hours | | 2 | **Addiction**   1. Introduce concepts of addiction 2. Teach various types of addiction (Substance, Digital) 3. Students will learn about various types of drugs 4. Learn early signs of addition 5. Students will learn to evaluate their addictive tendencies 6. Teach prevention of addiction 7. Introduce techniques to manage addiction | 4 hours | | 3 | **Physical wellbeing**   1. Teach mind-body connect. 2. Facilitate students to reflect on their Sleep, physical fitness and nutrition 3. Teach students techniques to improve sleep, physical fitness, and nutrition 4. Discuss hygiene and grooming | 2 hours | | 4 | **Stress and Resilience**   1. Introduce the concept of stress and resilience 2. Students should be taught to identify signs of stress 3. Teach students to assess their stress and resilience 4. Teach stress management techniques like mindful breathing 5. Provide exercises to improve resilience | 4 hours | | 5 | **Emotional strengths**   1. Introduce the concept of emotional strengths to students 2. Students may complete self-assessment of emotional strengths 3. Techniques to improve their emotional strengths will be taught via activities via activities 4. Focus of strengths like bravery, zest, hope, honesty, perspective | 4 hours | | 6 | **Interpersonal strengths**   1. Introduce the concept of interpersonal strengths to students 2. Students may complete self-assessment of interpersonal strengths 3. Techniques to improve their interpersonal strengths will be taught via activities 4. Focus of strengths like capacity to love and be loved, kindness, leadership, teamwork, humour | 4 hours | | 7 | **Strengths of restraint**   1. Introduce the concept of strengths of restraint to students 2. Students may complete self-assessment of strengths of restraint 3. Techniques to improve the strengths of restraint will be taught via activities 4. Focus of strengths like prudence, forgiveness, fairness, modesty | 4 hours | | 8. | **Intellectual and theological strengths**   1. Introduce the concept of Intellectual and theological strengths to students 2. Students may complete self-assessment of Intellectual and theological strengths 3. Techniques to improve their Intellectual and theological strengths will be taught via activities 4. Focus of strengths like creativity, curiosity, love of learning, gratitude, spirituality | 3 hours | | 9. | **Professional wellbeing**   1. Teach students about the professionalism and its importance 2. Help students learn the connect between work and wellness 3. Introduce the concept of vocational personality 4. Assess students’ vocational personality 5. Students may be taught to assess work related parameters like burnout, work-life balance, job satisfaction, and organizational citizenship behaviour 6. Teach ways of reducing burnout, and improving work-life balance, job satisfaction, organizational citizenship behaviour via activities | 3 hours | | 10. | **Environmental wellbeing**   1. Help students understand the connect between environment and wellbeing 2. Assess environmental behaviours 3. Teach ways of improving pro-environmental behaviours via activity | 2 hours | |  | **Total hours** | 32 hours |   **Closure**:  Each student should submit a handwritten summary of their learning and action plan for future.  **Assessment**:   * Student should use self-reflective note based on the self-assessment * Student should submit the worksheets to internal audit/external audit * Student’s activities should be documented and evaluated by the mentor. The evaluation is for 100 marks. No examination is required.   **Scheme of Evaluation**   |  |  |  | | --- | --- | --- | | Part | Description | Marks | | A | Report | 40 | | B | Attendance | 20 | | C | Activities (Observation during practice) | 40 | |  | Total | 100 | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P010** |
| **CO 1** | S | M | S | M | S | M | M | S | M | L |
| **CO 2** | S | S | S | S | M | M | S | M | S | M |
| **CO 3** | M | S | S | S | M | S | M | S | M | M |
| **CO 4** | S | M | S | M | S | M | S | M | S | M |
| **CO 5** | M | M | M | S | S | S | M | S | M | S |

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