



பெரியார் பல்கலைக்கழகம்

அரசு பல்கலைக்கழகம், சேலம்.

PERIYAR UNIVERSITY

Reaccredited by NAAC with 'A' Grade - State University

NIRF Rank 83 - ARIIA Rank 4

Salem-636011, Tamil Nadu, India.



DEPARTMENT OF PSYCHOLOGY

M.Sc. DEGREE

Applied Psychology

[Choice Based Credit System (CBCS)]

OBE REGULATIONS AND SYLLABUS

(Effective from the academic year 2022-2023 and thereafter)

M. Sc. Applied Psychology

OBE REGULATIONS AND SYLLABUS

(With effect from the academic year **2022-2023** onwards)

1. Preamble

The Department of Psychology was established in the year 2008 to fulfill the vision of the Social Reformer E. V. Ramaswamy (fondly known as “Periyar”) by promoting equal opportunities to students across the country. The department exudes energy and dynamism, by providing students with excellent opportunities for their personal growth and professional excellence. The program offers to meet the challenges of Psychology Professionals across the practicing fields of Clinical Psychology, Counselling Psychology, Clinical Hypnotherapy, Cyber Psychology, Health Psychology, Cognitive Psychology, HRD, and Industrial/Organizational Psychology. Students will be familiarized with the basic psychological theories and practices to understand human behaviour and ways to modify it to improve the well-being of individuals. This in turn will contribute to the effective functioning of the individual in the spheres of family, vocation, and society. The course would equip the students to perform different professional roles in society such as, but not limited to, Psychologist, Psychotherapist, School counselor, Psychometrician, Researcher, HR/Organizational consultant, Social interventionist, Market / Consumer analyst. The ethical codes that the students imbibe during the course would guide them in their Profession with high moral standards.

2. General Graduate Attributes

Core Attribute 1: Core Knowledge and Understanding: Understands the major concepts along with the theoretical and practical value of empirical research findings in a historical perspective and be aware of the recent trends in the core topics of Psychology.

Core Attribute 2: Critical Thinking and Analysis: Critically thinks about the behavioural as well as a mental phenomenon from a cause and effect perspective by analyzing various factors that might lead to a certain behavioural outcome.

Core Attribute 3: Research Methods / Project / Practical Knowledge: Can carry out a research project by identifying the research need, formulate a hypothesis, adopt appropriate research design, methods, statistical tools and infer the outcome, and present it in the American Psychological Association (APA) format.

Core Attribute 4: Professionalism and Values: Maintains objectively, fairness and unbiased ethical values reflecting in the professional interaction in human as well as research context.

Core Attribute 5: Communication Skills: Listens and speaks effectively with intent knowledge of the subject matter and is convincing at the individual, social, and research setting.

Core Attribute 6: Learning and the Application: Applies learned psychological principles to personal, social, and organizational issues, in the areas of applied psychology (e.g., clinical, counselling, organizational, forensic, health).

Core Attribute 7: Entrepreneurship: Ventures theoretical, diagnostic, therapeutic, and professional skill sets into psychological entrepreneurship in such settings as, but not limited to, counselling/guidance/training centers as well as giving suitable employment.

Programme Specific Qualification Attributes

PSQA vs. Core Attributes Mapping

Levels of learning outcome	CA 1	CA 2	CA 3	CA 4	CA 5	CA 6	CA 7
Knowledge (K1)	✓	✓	✓			✓	✓
Comprehension (K2)	✓	✓	✓			✓	✓
Application (K3)		✓	✓		✓	✓	
Analysis (K4)		✓			✓	✓	✓
Evaluation (K5)		✓	✓	✓		✓	✓
Synthesis (K6)	✓	✓	✓	✓	✓		✓

3. Vision

“To holistically develop students who would be contented and successful in dealing with the psychological challenges at personal, professional, and social level”.

Mission

- To provide Counselling for various emotional and behavioral problems and facilitate the development of a healthy personality.
- To conquer the heights of personal and professional excellence.
- To develop students and scholars with competencies necessary to face the challenges in their personal and professional life, in turn, they help others in society.
- To ignite the spark in the students to reach their fullest potential.
- To impart value-based knowledge through teaching and research.

4. Programme Objectives and Outcomes

Programme Educational Objectives (PEO)

PEO 1 To develop a fundamental understanding of the behavioral phenomenon of why individuals behave in a certain way and not the other.

PEO 2 To impart behavioral inferential skills to predict human behavior in any context

PEO 3 To train to intervene through counselling, therapy, and training to address behavioral problems or to develop effective behavioral practices

Programme Specific Objectives (PSOs)

PSO 1 To develop understanding skills and inferential skills

PSO 2 To impart assessing and diagnostic skills

PSO 3 To coach counselling and therapeutic skills

PSO 4 To train in individual and group training and developmental skills

Programme outcome (M.Sc. Applied Psychology):

On successful completion of the M.Sc. Applied Psychology programme, the students will be able to:

PO 1 professionally develop in rendering psychological services becoming capable of assessing, diagnosing, and providing appropriate psychological interventions at the personal, professional, and societal level

PO 2 apply their knowledge and training as, but not limited to, counseling psychologist, psychotherapists, psychologists, industrial/organizational/human resources psychologists, school counsellor, life coaches, research scientist, etc.

PO 3 follow ethical principles in their life and career

PO 4 make aware of responsibilities to society and the specific communities in which they live

PO 5 use scientific reasoning to interpret the human behavior

PEO vs. PO

	PO1	PO2	PO3	PO4	PO5
PEO1	✓	✓	✓	✓	
PEO2	✓	✓	✓	✓	✓
PEO3	✓	✓		✓	✓

PO vs. GA

	GA1	GA2	GA3	GA4	GA5	GA6	GA7
PO1	✓	✓		✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓
PO3	✓	✓	✓	✓	✓	✓	
PO4	✓	✓	✓	✓	✓	✓	✓
PO5		✓	✓	✓	✓		✓

5. Candidate's eligibility for admission

A candidate who has passed any UG (bachelors) degree of this University or an examination of any other University accepted by the syndicate as equivalent shall be permitted to appear and qualify for the MSc. Applied Psychology.

6. Duration of the programme

The two-year full-time Master's Programme in Applied Psychology comprises four semesters under the Choice Based Credit System (CBCS).

7. CBCS- Structure of the Programme

The programme structure comprises of two parts.

Course Component	No. of Courses	Hours of Learning per week	Marks	Credits
Semester I				
Part A (Credit Courses)				
Core Courses	6	24	600	24
Core Practical	0	0	0	0
Elective Courses	0	0	0	0
Online Courses	1	-	-	2
Total	7	30	600	26
Part B (Self-learning credit courses)				
Elective Foundation Courses				
Total				
Semester II				
Part A (Credit Courses)				
Core Courses	1	4	100	4
Core Practical	1	10	100	5
Elective Courses	3	12	300	12
Supportive Courses	1	4	100	4
Total	6	30	600	25
Part B (Self-learning credit courses)				
Human Rights	1	3	100	2
Value Added Course: 1 (Outside Curriculum)				
Total	1	3	100	2
Semester III				
Part A (Credit Courses)				
Core Courses	3	12	300	12
Core Practical	1	10	100	5
Research (Project work- Core)	1	4	200	8
Elective Courses	1	4	100	4
Total	6	24	700	29
Part B (Self-learning credit courses)				
Value Added Course: 2 (Outside Curriculum)	1			
Total				
Semester IV				
Part A (Credit Courses)				
Core Courses (Internship & Institutional Building)	1	-	200	12
Total	1	-	200	12
Grand Total				94

8. Curriculum structure for each semester as per your courses alignment

Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (hrs)
Semester I					
Personality: Theories and Assessment	22UPPSY3C01	Core I	4	4	3
Human Development	22UPPSY3C02	Core II	4	4	3
Psychopathology	22UPPSY3C03	Core III	4	4	3
Research Methods and Applied Statistics	22UPPSY3C04	Core IV	4	4	3
Psychometry	22UPPSY3C05	Core V	4	4	3
Applied Social Psychology	22UPPSY3C06	Core VI	4	4	3
MOOC Course (Add-on)			2		
Semester II					
Behaviour Modification	22UPPSY3C07	Core VII	4	4	3
Practical I: (Experimental Psychology – I)	22UPPSY3C08	Core VIII	5	10	3
Counselling Psychology	22UPPSY3E01	Elective I	4	4	3
Human Resource Management (or) Specific Learning Disabilities	22UPPSY3E02 (or) 22UPPSY3E03	Elective II-A (or) II-B	4	4	3
Consumer Behavior Marketing (or) School Counselling	22UPPSY3E04 (or) 22UPPSY3E05	Elective III-A (or) III-B	4	4	3
Supportive (To choose from other department)		Supportive	4	4	3
Human Rights (Compulsory Paper for ALL students)			2	3	3
Value Added Course: 1 (Outside Curriculum)					
Semester III					
Cognitive Psychology	22UPPSY3C09	Core XI	4	4	3
Neuropsychology	22UPPSY3C10	Core X	4	4	3
Psychotherapeutics	22UPPSY3C11	Core XI	4	4	3
Practical II (Experimental Psychology – II)	22UPPSY3C12	Core XII	5	10	3
Organizational Behaviour and Training	22UPPSY3E06	Elective IV	4	4	3

Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (hrs)
Project Work	22UPPSY3C13	Core XIII	8	4	3
Value Added Course: 2 (Outside Curriculum)					
Semester IV					
<i>Internship/ Institutional training</i>	22UPPSY3C14	Core XIV	12	-	-
<i>Note: Library hour weekly 1 hour (Thursday 11-12)</i>					

Total number of credits and marks			
Course	No of courses	No of credits	Total marks
Core courses	14	70	1600
Elective	04	16	400
Supportive	01	04	100
Grand total	19	90	2100
Human Rights	1	2	100
MOOC	-	2	-
Value Added Courses (Outside Curriculum)	2		

9. Credit Calculation

Method of teaching	Hours	Credits
Lecture	1	1
Tutorial/Demonstration	1	1
Practical/Internship/self-Learning	2	1

10. CBCS – Scheme of Examinations semester wise structure

Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (hrs)	Marks		
						IA	ESA	Total
Semester I								
Personality: Theories and Assessment	22UPPSY3C01	Core I	4	4	3	25	75	100
Human Development	22UPPSY3C02	Core II	4	4	3	25	75	100
Psychopathology	22UPPSY3C03	Core III	4	4	3	25	75	100
Research Methods and Applied Statistics	22UPPSY3C04	Core IV	4	4	3	25	75	100
Psychometry	22UPPSY3C05	Core V	4	4	3	25	75	100
Applied Social Psychology	22UPPSY3C06	Core VI	4	4	3	25	75	100

M.Sc. Applied Psychology Syllabus approved by the BoS held on 17.06.2022

Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (hrs)	Marks		
						IA	ESA	Total
MOOC Course (Add-on)			2					
Semester II								
Behaviour Modification	22UPPSY3C07	Core VII	4	4	3	25	75	100
Practical I: (Experimental Psychology – I)	22UPPSY3C08	Core VIII	5	10	3	25	75	100
Counselling Psychology	22UPPSY3E01	Elective I	4	4	3	25	75	100
Human Resource Management (or) Specific Learning Disabilities	22UPPSY3E02 (or) 22UPPSY3E03	Elective II	4	4	3	25	75	100
Consumer Behavior Marketing (or) School Counselling	22UPPSY3E04 (or) 22UPPSY3E05	Elective III	4	8	3	25	75	100
Supportive (To choose from other department)		Supportive I	4	4	3	25	75	100
Human Rights (Compulsory Paper for ALL students)			2	3	3	25	75	100
Value Added Course: 1 (Outside Curriculum)								
Semester III								
Cognitive Psychology	22UPPSY3C09	Core XI	4	4	3	25	75	100
Neuropsychology	22UPPSY3C10	Core X	4	4	3	25	75	100
Psychotherapeutics	22UPPSY3C11	Core XI	4	4	3	25	75	100
Practical II (Experimental Psychology – II)	22UPPSY3C12	Core XII	5	10	3	25	75	100
Organizational Behaviour and Training	22UPPSY3E06	Elective IV	4	4	3	25	75	100
Project Work	22UPPSY3C13	Core XIII	8	4	3	50*	150	200
Value Added Course: 2 (Outside Curriculum)								

Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (hrs)	Marks		
						IA	ESA	Total
Curriculum)								
Semester IV								
<i>Internship/ Institutional training</i>	22UPPSY3C14	Core XIV	12	-	-	50*	150 [#]	200
* viva voce, # report, IA – Internal assessment, ESA – External single assessment								

11. Examinations

Examinations are conducted in semester pattern. The examination for Semester I & III will be held in November/December and that for Semester II and IV will be in the month of April/May.

Candidates failing in any subject (theory, practical, and skill) will be permitted to appear for such failed subjects in the same syllabus structure at subsequent examinations within the next 5 years. Failing which, the candidate has to complete the course in the present existing syllabus structure.

12. Scheme for Evaluation and Attainment Rubrics

Evaluation will be done on a continuous basis and will be evaluated four times during the course work. The first evaluation will be in the 7th week, the second in the 11th week, the third in the 16th week and the end-semester examination in the 19th week. The evaluation may be by objective type questions, short answers, essays or a combination of these, but the end semester examination is a University theory examination with a prescribed question paper pattern.

i. Attainment Rubrics for Theory Courses

a. Internal (Max. Marks - 25)

(No Internal Minimum Evaluation of End Semester Examinations)

Evaluation of Internal Assessment

- Test : 5 Marks (Best of the Two Tests)
- Model Examination : 5 Marks
- Seminar : 5 Marks
- Assignment : 5 Marks
- Attendance : 5 Marks
- Total : 25 Marks**

b. External (Max. Marks - 75)

Question Paper Pattern (Theory)

Section	Approaches	Mark Pattern	K Level	CO Coverage
A	One word (Answer all questions)	20X1 = 20 (Multiple Choice Questions)	K1-K3	
B	100 to 200 words (Answer any three out of five questions)	3X5 = 15 (Analytical type questions)	K4	
C	500 to 1000 words	5X8 = 40 (Essay type questions)	K1-K4	

ii. Attainment Rubrics for Research

Project & Internship training:

- Project report : 150 marks
- Viva Voce : 50 marks
- Total : 200 marks**

Grading System

Evaluation of the performance of students is based on a ten-point scale grading system as given below.

Ten Point Scale			
Grade of Marks	Grade points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

Semester I

Course Code: 22UPPSY3C01

Credits: 4

PERSONALITY: THEORIES AND ASSESSMENT

Course Objectives

- To enable students to compare and contrast various theories of personality
- To make them to critically evaluate different theories in the background of the empirical evidence
- To familiarize students with major personality theorists and assessment.
- To help them to understand the application of personality assessment in clinical practice
- To enrich students to develop behavioral components of effective personality development programs

UNIT I: INTRODUCTION

Study of Personality - History – Definitions – Personality in the context of internet and social networking – Ethnic and gender issues – Assessment: reliability and validity, self-report, online tests, projective tests, clinical interviews and behavioral assessment. Research– Theory – Questions about human nature.

UNIT II: THE PSYCHODYNAMIC PERSPECTIVE

Classical Psychoanalysis: Sigmund Freud. Neo-psychoanalytic approaches: Carl Jung – Analytical Psychology, Alfred Adler – Individual Psychology, Karen Horney - Neurotic Needs and Trends. Assessment in Freud's and Neo-psychoanalytic theories

UNIT III: THE LIFE SPAN AND GENETICS PERSPECTIVES

Life Span approach: Erick Erikson. Genetics approach: Gordon Allport – Motivation and Personality, Trait theories: Raymond Cattell, Hans Eysenck, Robert McCrae and Paul Costa, Michael Ashton and Kibeom Lee. Assessment in Erikson, Allport, Cattell, Eysenck, McCrae and Costa theories

UNIT IV: THE HUMANISTIC AND COGNITIVE PERSPECTIVES

Humanistic Approach: Abraham Maslow – Needs-hierarchy theory, Carl Rogers: Self Actualization Theory. Cognitive approach: George Kelly – Personal Construct Theory. Assessment in Maslow, Rogers, Kelly theories

UNIT V: THE BEHAVIOURAL, SOCIAL AND MINOR PERSPECTIVES

Behavioral Approach: B.F. Skinner – Reinforcement Theory. Albert Bandura – Modeling Theory. Mini – Theories: Locus of Control, Sensation Seeking, Learned Helplessness, Optimism/ Pessimism, Positive Psychology and Happiness and Success. Assessment in Skinner, Bandura, Rotter, Zuckerman, Seligman theories

TEXT BOOK

Schultz, D.P. and Schultz, S.E. (2013). *Theories of Personality* (10th Ed). Delhi. Cengage Learning India Private Limited.

REFERENCE BOOKS

Lindzey, G., Campbell, J.B. and Hall (2007). *Theories of Personality* (4th Ed). New York: John Wiley (Student Edition).

Kaplan, R.M. and Saccuzzo, D.P (2002). *Psychological Testing: Principles, Applications and Issues* (5th Ed). New Delhi: Asian Book.

Semester 1 – Personality: Theories and Assessment							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	Identify basic, psychological, cognitive, and social components of behavioral explanations		✓			✓	
CO2	Analyze and differentiate the concepts of personality from various theoretical perspectives			✓	✓	✓	
CO3	Apply of personality theories and assessment in clinical, school practice and their life	✓		✓	✓		
CO4	Analyze and evaluate various assessment methodologies and their theoretical frameworks		✓	✓	✓	✓	
CO5	Develop behavioral components of effective personality development programs	✓		✓			✓

Semester 1 – Personality: Theories and Assessment						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO1	PO2	PO3	PO4	PO5
CO1	Identify basic psychological, cognitive, and social components of behavioral explanations		✓		✓	
CO2	Analyze and differentiate the concepts of personality from various theoretical perspectives	✓	✓	✓		
CO3	Apply of personality theories and assessment in clinical, school practice and their life		✓	✓	✓	✓
CO4	Analyze and evaluate various assessment methodologies and their theoretical frameworks	✓	✓	✓		
CO5	Develop behavioral components of effective personality development programs	✓		✓	✓	✓

Course Code: 22UPPSY3C02

Credits: 4

HUMAN DEVELOPMENT

Course Objectives:

- To introduce the students to the perspectives of human development and formation of new life
- To impart knowledge on physical and cognitive development from babyhood to adolescence
- To provide an understanding of psychosocial development from babyhood to late adulthood

UNIT I: INTRODUCTION

Study of Human Development- Influences on Development- Life-Span Developmental Approach.

Theory and Research in HD: Basic Theoretical Issues- Theoretical Perspectives: Psychoanalytic, Learning, Cognitive, Contextual, Evolutionary/Sociobiological- Research Methods

UNIT II: FORMING A NEW LIFE TO INFANCY AND BABYHOOD

Conceiving New Life- Mechanisms of Heredity- Influences of Heredity and Environment- Prenatal Development- Monitoring and Promoting Prenatal Development.

Birth and Physical Development: Childbirth and Culture, Newborn Baby, Complications of Childbirth, Early Physical & motor Development- Cognitive Development- Language Development- Psychosocial Development.

UNIT III: CHILDHOOD & ADOLESCENCE

Early Childhood: Physical and Cognitive Development- Psychosocial Development in Early Childhood. Middle Childhood: Physical and Cognitive Development- Psychosocial Development

Adolescence: Physical and Cognitive Development- Psychosocial Development

UNIT IV: ADULTHOOD

Emerging and Young Adulthood: Physical and Cognitive Development- Psychosocial Development

Middle Adulthood: Physical and Cognitive Development- Psychosocial Development

UNIT V: LATE ADULTHOOD

Late Adulthood: Physical and Cognitive Development- Psychosocial Development

The End of Life: Meanings of Death and Dying- Facing Death and Loss- Significant Losses- Medical, Legal, and Ethical Issues- Finding Meaning and Purpose in Life and Death

TEXT BOOK

Papalia, Diane E., Ruth Duskin Feldman, and Sally Wendkos Olds. (2009) *Human development*. (11th Ed.) McGraw-Hill.

REFERENCE BOOKS

- Berk, E.L. (2007). *Development through lifespan* (3rd edition). New Delhi: Pearson Education, Inc.
- Feldman. (2010). *Discovering the Lifespan*. New Delhi: Pearson Education, Inc.
- Keenan, T and Evans, S. (2009). *An Introduction to Child Development* (2nd edition). New Delhi: Sage Publications.

Semester 1 - Human Development							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	understand the chronological aging process in shaping the cognitive and behavioural phenomenon of the individual	✓	✓		✓		
CO2	demonstrate an understanding of various perspectives in lifespan psychology	✓	✓		✓	✓	✓
CO3	apply the various theoretical concepts of human development in day-to-day life	✓	✓	✓			✓
CO4	determine the intra and inter individual changes within the theoretically categorised stages of life-span		✓		✓		✓

Semester 1 - Human Development						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	understand the chronological aging process in shaping the cognitive and behavioural phenomenon of the individual		✓	✓		✓
CO2	demonstrate an understanding of various perspectives in lifespan psychology	✓		✓		✓
CO3	apply the various theoretical concepts of human development in day-to-day life		✓		✓	
CO4	determine the intra and inter individual changes within the theoretically categorised stages of life-span	✓		✓	✓	

Course Code: 22UPPSY3C03

Credits: 4

PSYCHOPATHOLOGY

Objectives

- To introduce students to historical conceptions and perspectives of psychopathology
- To impart knowledge and skills required for diagnosis of psychological conditions
- To orient students on different psychological disorders, its causes and treatment

UNIT I HISTORY OF ABNORMAL PSYCHOLOGY, CLINICAL ASSESSMENT & DIAGNOSIS

Abnormal Psychology – DSM 5 – Classification and Diagnosis – Historical conceptions of abnormal behavior – Perspectives to understand the causes – Biological, Humanistic, Existential, Social and Cultural.

Clinical Assessment and Diagnosis: Basic elements in assessment – Physical assessment – Psychosocial assessment – Integration of assessment data – Classifying abnormal behavior.

UNIT II STRESS, ANXIETY, OBSESSIVE-COMPULSIVE DISORDER & MOOD DISORDERS

Stress disorders – Prevention and treatment – Overview of anxiety disorders: Specific Phobias, Social anxiety disorder, Panic disorder and Agoraphobia, GAD, Obsessive-Compulsive and Related disorders

Mood disorders: Unipolar and Bipolar disorders – Causal Factors – Treatments and Outcomes – Suicide: Clinical picture and causal pattern – Factors associated with suicide – Prevention and intervention.

UNIT III SOMATIC, DISSOCIATIVE AND SEX RELATED DISORDERS

Somatic Symptom and Related disorders: Illness anxiety disorder, Conversion disorder, Factitious disorder – Dissociative disorders: Depersonalization, Dissociative amnesia, and Dissociative identity disorder.

Paraphilic disorders – Types – Causal factors and treatment – Gender dysphoria – Pedophilia – Different sexual dysfunctions.

UNIT IV PERSONALITY DISORDERS

Clinical features of personality disorders – Challenges – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder. Cluster B personality disorders: Histrionic, Narcissistic, Antisocial, Borderline, personality disorder. Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.

UNIT V SCHIZOPHRENIA, NEURODEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS

Borderline, personality Schizophrenia: Clinical Picture – Positive symptoms, Negative symptoms – Subtypes – Other psychotic disorders – Causal factors and Treatment of schizophrenia.

Neurodevelopmental disorders: Attention-Deficit/Hyperactivity Disorder, Autism spectrum disorder – Specific Learning Disorder – Intellectual disability Neurocognitive disorders: Delirium, Parkinson's disease, Huntington's disease, and Alzheimer's disease.

TEXT BOOK

Butcher, J.N., Hooley, J.M. & Mineka, S. (2019). *Abnormal Psychology* (17th edition). Pearson India Education Services Pvt. Ltd.

REFERENCE BOOKS

- Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology – An Integrative Approach* (7th ed). New Delhi: Cengage Learning.
- Sarason and Sarason. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd.
- Carson and Butcher. (2010). *Abnormal Psychology* (13th edition). New Delhi: Pearson Education, Inc.
- Hecker. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc.
- Sadock and Sadock. (2003). *Kaplan and Sadock's Synopsis of psychiatry: Behavioural sciences/ Clinical Psychiatry* (9th edition). Philadelphia: Lippincott Williams & Wilkins.

Semester 1 - Psychopathology							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	understand the biological, psychological & sociological causes, and the treatment of abnormal behaviour		✓	✓			
CO2	differentiate and classify appropriate psychotic, neurotic and developmental disorders and underlying causes & treatment			✓	✓	✓	
CO3	understand historical, integrated and multi-dimensional models of psychopathology	✓	✓				✓
CO4	demonstrate analytical skills in understanding & evaluating the signs & symptoms of various mental disorders		✓		✓	✓	✓
CO5	identify antecedents and consequences of behavioural and mental processes, and create an environment to prevent mental disorders	✓		✓			

Semester 1 – Psychopathology						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO 1	understand the biological, psychological & sociological causes, and the treatment of abnormal behaviour	✓	✓	✓	✓	✓
CO 2	differentiate and classify appropriate psychotic, neurotic and developmental disorders and underlying causes and treatment	✓	✓	✓		
CO 3	understand historical, integrated and multi-dimensional models of psychopathology	✓	✓		✓	
CO 4	demonstrate analytical skills in understanding & evaluating the signs & symptoms of various mental disorders	✓	✓		✓	
CO 5	identify antecedents and consequences of behavioural and mental processes, and create an environment to prevent mental disorders	✓	✓			✓

Course Code: 22UPPSY3C04

Credits: 4

RESEARCH METHODS AND APPLIED STATISTICS

Course Objectives

- To orient students to the different types, stages and ethics of research
- To give insight into the hypotheses testing and sampling techniques
- To understand and use different research designs
- To employ various statistical techniques including software for psychological research
- To acquire the skill of reporting the research

UNIT I: FOUNDATIONS OF RESEARCH

Meaning – Critical thinking process – Objectives of science – Need for research – Myths of scientific research - Research approaches – Steps in research – Planning research. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

Qualitative research types: phenomenology – ethnography – grounded theory – narrative analysis – critical research

UNIT II: HYPOTHESES, VARIABLES AND SAMPLING

Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity.

Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.

UNIT III: RESEARCH DESIGN

Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs.

Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

UNIT IV: STATISTICS

Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression.

Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test.

Practical: Analysis of data using SPSS will be demonstrated.

UNIT V: APA COMMUNICATING

Grammatical errors – Plagiarism – reporting numbers – Citing, referencing, typing and word processing – Organising the paper – APA formatting checklist – Conference presentation – APA sample manuscript.

TEXT BOOKS

Evans, A. N., & Rooney, B. J. (2008). *Methods in Psychological Research*. New Delhi: Sage Publications India Pvt. Ltd.

Jackson, S. L. (2010). *Research Methods and Statistics*. New Delhi: Cengage Learning Onda Pvt. Ltd.

Merriam, S.B. (2009). *Qualitative Research: A Guide to Design & Implementation*. San Francisco: Jossey –Bass. A Wiley Imprint.

REFERENCE BOOKS

Coaley, K. (2009). *An Introduction to Psychological Assessment and Psychometrics*. New Delhi: Sage Publications.

Coolican, H. (2009). *Research Methods in Statistics in Psychology*. New Delhi: Rawat Publications. M.Sc Applied Psychology, 2014-15 9

Gravetter, F.J. and Forzana, L.A.B. (2009). *Research methods for behavioral sciences*. United States: Wordsworth Cengage learning

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

Kothari, C.R. (2008). *Research Methodology – Methods and Techniques*. New Delhi: Wiley Eastern Ltd.

Kundu. (2010). *Research Methodology*. New Delhi: Pearson Publishing.

Myers, J. (2008). *Methods in Psychological Research*. New Delhi: Sage Publications.

Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York: McGraw Hill.

Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers.

Semester 1 – Research Methods & Applied Statistics							
Course Outcomes (CO)		K1	K2	K3	K4	K5	K6
On the successful completion of the course, students will be able to							
CO1	understand types, stages and ethics of research	✓	✓	✓			
CO2	do hypotheses testing and use appropriate sampling techniques	✓	✓		✓		
CO3	understand and use different research designs	✓	✓		✓		
CO4	employ various statistical techniques including software for psychological research	✓		✓			
CO5	acquire the skill of reporting the research	✓		✓			

Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	Understand types, stages and ethics of research	✓		✓		
CO2	Do hypotheses testing and use appropriate sampling techniques	✓	✓			
CO3	Understand and use different research designs	✓	✓			
CO4	Employ various statistical techniques including software for psychological research		✓			
CO5	Acquire the skill of reporting the research	✓				✓

Course Code: 22UPPSY3C05

Credits: 4

PSYCHOMETRY

Course objectives

- To know the basics in test construction
- To acquire knowledge in constructing intelligence & personality tests
- To acquire knowledge in constructing objective, projective, and attitude tests
- To have a complete understanding on item analysis
- To gain knowledge in standardization of tests

UNIT I TEST CONSTRUCTION

Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Scaling – Selecting a scaling method. Representative scaling methods. Constructing the items. Testing the items. Revising the test. Publishing the test.

UNIT II CONSTRUCTION OF INTELLIGENCE TESTS

Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing.

Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

UNIT III CONSTRUCTING OTHER TYPES OF TESTS

Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. Distinction between objective tests of ability, temperament and dynamics. Practical hints for objective test construction in personality and motivation. Differential motivation of different subjects. The influence of ability and achievement on objective test scores. Group vs Individual tests. Objective test dimensions. Projective tests-construction of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

UNIT IV ITEM ANALYSIS

Important variables for item analysis. Two indices in item analysis-correlations of items and the total score, choice of item –analytic statistics. Item scoring and item analysis-Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Rewriting items. Failure to form a test.

UNIT V TEST STANDARDIZATION

An overview of the different types of reliability. Factors affecting reliability and validity-Generalizability of test scores. Using reliability information. Factors affecting reliability estimates. Special issues in reliability. Interpretation of reliability coefficient. An overview of the different types of validity. Validity coefficient and error of estimate-conditions affecting validity coefficient. Magnitude of validity coefficient. Standardizing the test - obtaining a representative normative sample. Sampling specific groups. Rules for sampling special groups.

Norms -Meaning and purpose of norms. Raw score transformation. Percentile and percentile ranks, standardized scores. Normalizing standard scores .T scores, stanines, sten scores and C

scale. Selecting a norm group--age and grade norms. Local and sub group norms. Criterion referenced tests and norm referenced tests.

REFERENCES

1. Anastasi, A., Urbina, S. (2017)-Psychological Testing,(7th edition). Pearson India Education Services Pvt. Ltd.
2. Gregory, R.J. (2017)-Psychological Testing, (7th edition). Pearson India Education Services Pvt. Ltd.
3. Husain, A. (2012)-Psychological Testing, Dorling Kindersley (India) Pvt. Ltd.
4. Kline ,P.(2015).A Hand book of Test Construction: Introduction to psychometric design

Semester 2: Psychometry							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	know the basics in test construction	✓	✓				✓
CO2	develop knowledge in constructing intelligence & personality tests	✓	✓		✓		
CO3	acquire knowledge in constructing objective, projective, and attitude tests	✓	✓		✓		
CO4	have a complete understanding on item analysis	✓	✓	✓			
CO5	gain knowledge in standardization of tests	✓	✓		✓		

Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	know the basics in test construction	✓	✓			✓
CO2	develop knowledge in constructing intelligence & personality tests	✓	✓		✓	
CO3	acquire knowledge in constructing objective, projective, and attitude tests	✓	✓		✓	
CO4	have a complete understanding on item analysis	✓	✓			✓
CO5	gain knowledge in standardization of tests	✓	✓			✓

Course Code: 22UPPSY3C06

Credits: 4

APPLIED SOCIAL PSYCHOLOGY

Course Objectives

- To help students to develop an understanding about one's-self, how people think about, influence and relate to one another
- To orient them to the dynamics of attraction, love, discrimination and aggression, and application of the principles of social psychology in different fields.
- To make them learn about the importance of groups and leadership and influence in the society .

UNIT I: INTRODUCTION

Definition – Nature - Boundaries – Research Methods: Systematic observation, Correlation, Experimental method. Social Cognition: Heuristics, Schemas, social thought, affect and errors on social cognition. The feelings and thought loop.

UNIT II: SOCIAL PERCEPTION AND SOCIAL IDENTITY

Social Perception: Non-verbal communication, attribution, impression formation and impression management. Aspects of Social Identity: The Self-presentation, self-knowledge and self-esteem. Social Comparison and self as a target of prejudice.

UNIT III: ATTITUDES, ATTRACTION AND PROSOCIAL BEHAVIOUR.

Attitudes: Formation, influence, guiding behaviour, persuasion, resistance and cognitive dissonance. Attraction: internal and external sources, similarity and mutual liking and close relationships as foundations of social life. Gender difference in selecting romantic partners. Prosocial Behaviour: Motives, bystander effect and factors that increase or decrease it and emotions.

UNIT IV: STEREOTYPE, PREJUDICE, DISCRIMINATION AND AGGRESSION

Perception of inequality. Nature and origins of Stereotyping, Prejudice and Discrimination. Modern Racism. Aggression: Perspectives, Causes, Emotions, Bullying and Techniques to prevent and control: Punishment, self-regulation, catharsis and reduction through bolstering self-esteem.

UNIT V: GROUPS, SOCIAL INFLUENCE AND APPLICATIONS

Groups: reasons for joining and exiting, effect of others presence and coordination, Fairness, Decision making and leadership. Social influence: Conformity, Compliance and Obedience. Applications: Social adversity, personal health, legal system and personal happiness.

TEXT BOOK

Baron, Robert A., and Branscombe, Nyla R. (2016). *Social Psychology* (13th edition), Noida, Pearson India Education Services Pvt. Ltd.

REFERENCE BOOKS

Baron, Robert A., and Byrne, D. (2001). *Social Psychology* (8th edition) Reprint New Delhi: Prentice-Hall of India Pvt Ltd.

Crisp, R.J., and Turner, R.N. (2007). *Essential Social Psychology*. New Delhi: Sage Publications.

Myers, D.G. (2002). *Social Psychology* (7th international edition). New York: McGraw Hill Companies.

Semester 1 – Applied Social Psychology							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	To help students to develop an understanding about one's-self, how people think about, influence and relate to one another	✓	✓			✓	
CO2	To orient them to the dynamics of attraction, love, discrimination and aggression, and application of the principles of social psychology in different fields.			✓	✓	✓	
CO3	To make them learn about the importance of groups and leadership and influence in the society		✓	✓	✓	✓	

K1 - Remember, K2 - Understand, K3 - Apply, K4 - Analyze, K5 - Evaluate, K6 - Create

Semester 1 - Applied Social Psychology						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	To help students to develop an understanding about one's-self, how people think about, influence and relate to one another	✓			✓	✓
CO2	To orient them to the dynamics of attraction, love, discrimination and aggression, and application of the principles of social psychology in different fields.	✓	✓		✓	✓
CO3	To make them learn about the importance of groups and leadership and influence in the society	✓	✓	✓	✓	✓

1.

MOOC Course (Add-on)	Any MOOC course with a minimum 2 credit from SWAYAM portal of Ministry of Education, GoI is to be completed with certification by the II Semester
<p>*SWAYAM COURSE:</p> <p>SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy namely access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged.</p> <p>SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. The courses hosted on SWAYAM are in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) selfassessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology. In order to ensure best quality content are produced and delivered, nine National Coordinators have been appointed: They are AICTE for self-paced and international courses, NPTEL for engineering, UGC for nontechnical post-graduation education, CEC for under-graduate education, NCERT and NIOS for school education, IGNOU for out of the school students, IIMB for management studies and NITTTR for Teacher Training programme.</p> <p>Courses delivered through SWAYAM are available free of cost to the learners, however, students wanting certifications shall be registered, shall be offered a certificate on successful completion of the course, with a little fee.</p> <p>At the end of each course, there will be an assessment of the student through proctored examination and the marks/grades secured in this exam could be transferred to the academic record of the students</p>	

Semester II

Course Code: 22UPPSY3C07

Credits: 4

BEHAVIOUR MODIFICATION

Course Objectives

- To enable the students to learn the principles of behaviour modification.
- To make them understand the difference between functional and dysfunctional behaviours
- To learn the procedure to establish new behaviour and change dysfunctional behaviours

UNIT I: INTRODUCTION

Definition: Human Behaviour and Behaviour modification; characteristics, historical roots, areas of application. Measurement of Behaviour and Behaviour change: observing and recording behaviour – direct and indirect assessment, target behaviour, the logistics of recording, recording method, recording instrument, reactivity, interobserver agreement. Graphing Behaviour and measuring change.

UNIT II: BASIC PRINCIPLES OF BEHAVIOUR MODIFICATION

Behavioural Analysis: ABC analysis. Reinforcement; positive and negative, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement and schedules. Extinction; extinction burst, spontaneous recovery and factors that influence extinction. Punishment; positive and negative, problems with punishment. Stimulus control; discrimination and generalization. Respondent conditioning; Examples, timing of neutral stimulus and unconditioned stimulus, higher order conditioning, conditioned emotional responses and extinction of conditioned responses.

UNIT III: PROCEDURE TO ESTABLISH NEW BEHAVIOUR

Shaping; definition, applications of shaping. Prompting and transfer of stimulus control; meaning and types, transfer of stimulus control. Chaining; stimulus-response chains, backward and forward chaining and other strategies – Token Economy, Time Out, Over Correction. Behaviour skills training procedures; procedures, components, enhancing generalization, three-term contingency, groups and procedures.

UNIT IV: PROCEDURES TO INCREASE DESIRABLE AND DECREASE UNDESIRABLE BEHAVIOUR.

Understanding problem behaviours through functional assessment – definition, functions, assessment methods, functional analysis research and functional interventions. Promoting generalization; definition and strategies, implementation, promotion of generalized reductions in problem behaviours.

UNIT V: OTHER BEHAVIOURAL INTERVENTIONS

Self-management: Definition and problems, types of self-management strategies, steps in a self-management plan, clinical problems. Habit behaviours; defining habit behaviours, nervous habits, stuttering, habit reversal procedures and application of habit reversal. Token economy: implementation, advantages and disadvantages. Behavioural contracts; components and types, negotiation, influence and applications. Fear and anxiety reduction procedures and CBT. Exposure response prevention. Systematic Desensitization. Flooding, Thought stop, Empty chair, Role play.

REFERENCES

- Miltenberger, R.G. (2016). Behaviour Modification: Principles and Procedures (6th Ed). Boston: Cengage Learning.
- Martin, G., & Pear, J. (2015). Behaviour Modification: what it is and how to do it (10th Ed). London and New York: Routledge Taylor and Francis.

Semester II – Behaviour Modification							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	To enable the students to learn the principles of behaviour modification		✓		✓		
CO2	To make them understand the difference between functional and dysfunctional behaviours			✓	✓	✓	
CO3	To learn the procedure to establish new behaviour and change dysfunctional behaviours					✓	✓

K1 - Remember, K2 - Understand, K3 - Apply, K4 - Analyze, K5 - Evaluate, K6 - Create

Semester II – Behaviour Modification						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO				
		1	2	3	4	5
CO1	To enable the students to learn the principles of behaviour modification		✓			✓
CO2	To make them understand the difference between functional and dysfunctional behaviours	✓	✓	✓		✓
CO3	To learn the procedure to establish new behaviour and change dysfunctional behaviours	✓	✓	✓	✓	

Course Code: 22UPPSY3C08

Credits: 5

EXPERIMENTAL PSYCHOLOGY – I

Course Objectives

- To provide practical exposure to assess, diagnose and interpret various psychological concepts
- To provide training in the administration of various Psychological Tests

Students have to complete a minimum of 10 Experiments and conduct an Experiment in Practical examination from this part

1. Transfer of training
2. Muller-Lyer Illusion
3. Span of attention
4. Signal Detection
5. Concept formation
6. Bhatia's Battery of Intelligence tests
7. Standard Progressive Matrices
8. Emotional Intelligence
9. Internal-External Locus of Control
10. Learning Disability (Dyslexia, Dysgraphia, Dyscalculia)
11. Creativity Test
12. State-trait anxiety test
13. VSMS
14. BKT
15. MISIC/ WAPIS
16. IDEAS

Demonstration Techniques

17. Progressive Muscular Relaxation
18. Rorschach
19. Guided Imagery
20. Transcendental Meditation
21. Suryanamaskaram
22. BioFeedback

- *The above list is suggestive*

REFERENCE BOOKS

- Anastasi, A., & Urbina, S. (1997). *Psychological testing*. (7th Edn). New Delhi: Pearson Education Inc.
- Chadha, N.K. (2009). *Theory and Practice of Psychometry*. New Delhi: Sage.
- Domino, G., & Domino, M.L. (2006). *Psychological testing: An Introduction* (2ndEdn). New York: Cambridge University Press.
- Robert J. Gregory (2008). *Psychological testing: History, Principles, and Applications* (6thEdn). New Delhi: Pearson Education Inc.
- Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York: McGraw Hill.

Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers.

Semester 2 - Experimental Psychology - I							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	evaluate the psychometric strengths and weaknesses of psychological tests and measurements				✓		
CO2	discern the differences between assessment and measurement Psy testing		✓		✓	✓	
CO3	differentiate the application of attitude, intelligence and achievement assessment				✓		
CO4	conceptualise, design and develop psychological tests to specific areas						✓
CO5	understand the abstract psychological concepts through conduction of experiments		✓				
CO6	demonstrate therapeutic intervention methods like muscular relaxation, guided imaginary, transcendental meditation and surya namaskar			✓			

Semester 2 - Experimental Psychology - I						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	evaluate the psychometric strengths and weaknesses of psychological tests and measurements			✓		✓
CO2	discern the differences between assessment and measurement Psy testing			✓		
CO3	differentiate the application of attitude, intelligence and achievement assessment			✓		
CO4	conceptualise, design and develop psychological tests to specific areas		✓	✓		
CO5	understand the abstract psychological concepts through conduction of experiments					
CO6	demonstrate therapeutic intervention methods like muscular relaxation, guided imaginary, transcendental meditation and surya namaskar		✓			

ELECTIVE I

Course Code: 22UPPSY3E01

Credits: 4

COUNSELLING PSYCHOLOGY

Course objectives

- To know the characteristics of counsellors
- To understand the history and ethics of counselling
- To understand the theories and skills of counselling
- To know the application of counselling in marital relationship, family and career
- To introduce the preliminaries of group counselling, consultation and supervision

UNIT I: COUNSELLOR'S IDENTITY

Guidance, counselling, Psychotherapy: Meaning – Comparison of mental health professionals – Characteristics of a counsellor – Counselling values and therapeutic process – Multicultural counsellor – Issues faced by beginning therapist

Counselling in India: Mental health care movement in India – Counselling in Indian scenario – indigeneous models of counselling psychology – Eastern approach to counselling.

UNIT II: HISTORY AND ETHICS OF COUNSELLING

History of counselling profession: Social reforms movement – Early vocational guidance – spread of psychotherapy – current issues.

Ethical decision making and informed consent – Dimensions of confidentiality – Multiple relationship – Ethical issues in assessment process – Ethical issues in multicultural counselling – Ethical aspects of evidence based practices- Mental Health Act in India.

UNIT III: COUNSELLING THEORIES AND SKILLS

Psychodynamic approaches – Existential and Humanistic approaches – Cognitive-Behavioural approaches – Postmodern approaches – Feminist theory – Family systems theory - Spinoffs of major theories - Eclecticism.

Counselling environment – Counselling skills: Foundation skills – Advanced skills. Case conceptualization method – Stages of counselling relationship – Writing case notes – Challenges in counselling relationship.

UNIT IV: COUPLE & FAMILY COUNSELLING AND CAREER COUNSELLING

Couple and Family counselling: Key concepts – Models: Human validation process model – Structural family therapy – Strategic family therapy – Multigenerational family therapy – Experientail family therapy – Psychodynamic family therapy.

Career counselling: Theories of career counselling: Trait and factor approach – Ann Roe's Psychodynamic theory – John Holland's personality theory – Super's lifespan development approach – Social cognitive career theory – Postmodern approach. Assessment instruments in guidance.

UNIT V: GROUP WORK, CONSULTATION AND SUPERVISION

Group: History – Types – Group work theories – Use of theory in group work – Preparing for the group – Stages of group development: Pregroup stage, initial stage, transition stage, work stage, closure stage.

Consulation – Definition – History – Theories: Person-centered – Cognitive-behavioural consultation – Gestalt consultation – Psychoanalytic approaches to consultation – Social constructionist consultation – Chaos theory consultation. Consultation process – Supervision: Meaning – Models of supervision.

TEXT BOOKS

1. Neukrug, E. (2015). The world of the counselor: an introduction to the counseling profession. Nelson education.
2. Corey, G. (2013). Theory and practice of counselling and psychotherapy. Thomson.
3. Reeves, A. (2012). An introduction to counselling and psychotherapy: From theory to practice. Sage.

REFERENCE BOOKS

1. John Sommers - Flanagan., & Rita Sommers - Flanagan. (2015). Counseling and Psychotherapy
2. Theories in Context and Practice: Skills, Strategies, and Techniques. John Wiley & Sons.
3. Kathryn, G. and David, G. (2008). Relationship Counselling for Children, Young People and Families. Sage Publications.
4. Kinra. (2010). Guidance and Counselling. Pearson Learning Inc.
5. McLeod, J. (2009). Counselling Skills. Rawat Books Ltd.
6. Payne, M. (2010). Couple Counselling. Sage Publications.

Semester 2: Counselling Psychology							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	Know the characteristics of counsellors	✓					
CO2	Knowledge on the history and ethics of counselling	✓	✓	✓			
CO3	Know the theories and skills of counselling	✓		✓		✓	✓
CO4	Apply counselling in marital relationship, family and career issues	✓		✓			
CO5	Understand the preliminaries of group counselling, consultation and supervision	✓	✓				

Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO1	PO2	PO3	PO4	PO5
CO1	Know the characteristics of counsellors	✓	✓			
CO2	Knowledge on the history and ethics of counselling	✓		✓	✓	
CO3	Know the theories and skills of counselling	✓				
CO4	Apply counselling in marital relationship, family and career issues		✓			✓
CO5	Understand the preliminaries of group counselling, consultation and supervision	✓				

ELECTIVE II-A

Course Code: 22UPPSY3E02

Credits: 4

HUMAN RESOURCE MANAGEMENT

Course Objectives

- To learn the concept, functions, evolution, and importance of Human Resource Management.
- To accomplish theoretical and practical perspective, concepts, issues and practices in Human Resource Management.
- To manage and maintain the human resources at work place.

UNIT I: Introduction to HRM

Human Resource Management - Concept, Functions, Roles & Responsibilities: Definition, Nature, Scope, Objectives, Importance, Functions of HR Manager, HR Manager Role, Competencies & Qualifications of HR Manager, HR Manager Challenges of 21st century.

HR Policies & Evolution of HRM – Need for HR Policies, Types of HR Policies, Benefits of HR Policies, Characteristics of a Sound HR Policy, Coverage of HR Policies, HR Policies in India, Personnel Function Vs HRM, HRM Origin & Growth, Growth of HRM in India

UNIT II: Job Analysis, Recruitment, Selection, & Placement

Job Analysis: Definition, Benefits, Job Analysis – Who, When and Which Jobs, Process of Job Analysis, Methods of Collecting Job Analysis Data, Behavioral Factors in Job Analysis, Job Description, Job Specification,

HR Planning: Objectives, Importance, Process of HRP, Demand Forecasting Techniques, Forecasting the Supply of Human Resources, Limitations of HRP, Effective HRP,

Recruitment: Objectives, Process of Recruitment, Factors affecting Recruitment, Sources of Recruitment, Methods of Recruitment.

Selection: Selection Process, Steps in Selection Process, Selection Interview, Types of Interviews, Interviewing Mistakes, Interview Process, Guidelines for Effective Interview,

Placement, Induction & Socialization: Placement – Nature & Benefits. Induction / Orientation - Objectives, Steps in the Induction Programme, Induction Guidelines. Socialization.

UNIT III: Performance Management

Performance Appraisal: Introduction, Features / Characteristics, Objectives, Benefits, Performance Appraisal Process, Performance management, Performance Appraisal Vs Performance Management, Methods of Performance Appraisal, Problems with Performance Appraisal, Effective Appraisal System.

Job Changes: Transfers & Promotions: Types of Transfers, Benefits & Problems, Transfer Policy, Promotion, Bases of Promotion, Promotion Policy, Demotion.

UNIT IV: Salary and Benefits

Job Evaluation: Job Evaluation - Purpose, Process, Benefits, Methods.

Compensation: Definition, Nature, Objectives, Importance. Compensation Administration, Compensation Policy, Factors Influencing Compensation, Regulatory Framework Influencing Compensation Policies. Fringe Benefits - Need, Objectives, Types

Incentives & Performance Linked Compensation: Incentive Plans – Types, Essentials. Performance Based Incentive Compensation - Individual Incentives. Group based Incentive Plans. Organization wide Incentives. Pay-For-Performance Systems

UNIT V: Grievance Management

Grievance Handling & Redressal: Introduction, Features & Forms, Causes, Effects of Grievance. Grievance Procedure, Guidelines for Handling Grievances

Industrial Disputes & Settlement: Industrial relations – Concepts, Objectives, Importance, Essential Conditions of Industrial relations. Industrial Disputes – Forms & Causes. ID in India. Industrial Disputes – Preventive Machinery, Settlement Machinery,

TEXT BOOK

Rao V.S.P. (2020). Human Resource Management (2nd ed.)Taxmann Publication (P) Ltd. New Delhi.

REFERENCE BOOKS

Prasad, L. M. (2017). Human Resource Management (5th ed). New Delhi: Sultan Chand.

Aswathappa K., (2017) HRM - Text and Cases (8th ed). McGraw Hill Education (India) Pvt Ltd, New Delhi.

Dessler G. (2008). HRM (11th ed). Pearson – Prentice Hall, New Delhi.

Dessler, G. & Varkkey,B. (2012). Human Resource Management (16th ed). Pearson India Education Services Pvt. Ltd.

Semester 2 - Human Resource Management							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	understand the significance of human resources in organizations		✓		✓		
CO2	develop the skills to take up the roles and responsibilities as HR professional			✓			
CO3	gain analytical ability to analyze the job and role in the organizations				✓		
CO4	understand conceptual basis to carryout recruitment, selection and offer induction program, performance management, compensation planning		✓	✓		✓	
CO5	evaluate the concerns of stakeholders and proceed for industrial dispute management					✓	

Semester 2 - Human Resource Management						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO1	PO2	PO3	PO4	PO5
CO1	understand the significance of human resources in organisations	✓		✓		
CO2	develop the attitude to take up the roles and responsibilities as HR professional	✓	✓	✓		✓
CO3	gain analytical ability to analyse the job and role in the organisations		✓	✓		✓
CO4	understand conceptual basis to carryout recruitment, selection and offer induction program, performance management, compensation planning		✓	✓	✓	
CO5	evaluate the concerns of stakeholders and proceed for industrial dispute management		✓		✓	✓

ELECTIVE-II-B

Course Code: 22UPPSY3E03

Credits: 4

SPECIFIC LEARNING DISABILITIES

Course Objectives

- To enable the students to understand Specific Learning Disabilities and its implications.
- To make the students to understand the role of assessment in identifying children with SLD
- To enable the students to learn and implement different teaching strategies that facilitate education to children with SLD

UNIT I: INTRODUCTION TO SLD

SLD; Concept, Definition, Causes of SLD- Prevalence -Two major Groups of Theorists-Perceptual-Motor theorists- Language Theorists- Clinical Phase- Classroom Transition Phase—Consolidation Phase-Expansion and Retrenchment Phase

Medical Aspects of SLD- Learning and the Nervous system- Etiology of SLD- Medical Diagnosis of SLD- Medical Treatments for SLD.

UNIT II: SLD AND ITS CHARACTERISTICS

Cognition and Language Characteristics of students with SLD- Intelligence in Children with SLD - Attention in Children with SLD -Memory in Children with SLD – Cognitive Style in children with SLD-Language in Children with SLD.

UNIT III: SUB-TYPES IN SLD

Dyslexia; Definitions; Causes; Sign and symptoms; Types of Dyslexia- Dysgraphia Definitions; Causes; Sign and symptoms; Types of - Dyscalculia Definitions; Causes; Sign and symptoms; Types of - Dyspraxia- Definitions; Causes; Sign and symptoms; Types of Mixed Types.

UNIT IV: ASSESSMENT OF CHILDREN WITH SLD

Broad Purposes of Assessment- Assessment of Eligibility Decisions- Sample Eligibility Reports- Assessment for Instruction-Cultural Diversity: An Assessment Consideration.

UNIT V: TEACHING STRATEGIES FOR SLD

Educational- Treatment Approaches- Behavioural Treatment interventions- Techniques involving Positive Consequences- Techniques involving Negative Consequences- Specialized Behavioural Strategies- Precision Teaching- Direct Instruction- Language Strategies- Meta-Cognitive Strategies.

REFERENCE BOOKS

- Mercer, C.D., Mercer, AR., and Pullen, P.C. (2011). Teaching Students with Learning Problems (8th Ed). Boston: Pearson Education

- William N. Bender (2008): Learning Disabilities: Characteristics, Identification and Teaching Strategies, Pearson/ Allyn and Bacon.
- Nakra,O.(1996) Children and Learning Difficulties, New Delhi, Allied Publishers Private Limited.

SPECIFIC LEARNING DISABILITIES							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	To enable the students to understand Specific Learning Disabilities and its implications.	✓	✓		✓		
CO2	To make the students to understand the role of assessment in identifying children with SLD			✓	✓	✓	✓
CO3	To enable the students to learn and implement different teaching strategies that facilitate education to children with SLD			✓	✓	✓	✓

K1 - Remember, K2 - Understand, K3 - Apply, K4 - Analyze, K5 - Evaluate, K6 - Create

SPECIFIC LEARNING DISABILITIES						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO				
		1	2	3	4	5
CO1	To enable the students to understand Specific Learning Disabilities and its implications.	✓			✓	
CO2	To make the students to understand the role of assessment in identifying children with SLD	✓	✓	✓		✓
CO3	To enable the students to learn and implement different teaching strategies that facilitate education to children with SLD	✓	✓	✓		✓

ELECTIVE III-A

Course Code: 22UPPSY3E04

Credits: 4

CONSUMER BEHAVIOUR AND MARKETING

Course Objectives:

- To introduce students, what consumer behavior is and the different types of consumers and make them to understand the relationship between consumer behavior and the marketing concept, the societal marketing concept, as well as segmentation, targeting and positioning
- To understand the relationship between consumer behavior and customer value, satisfaction, trust and retention, and new technologies enabling marketers to better satisfy the needs of the consumers
- To understand how marketers are increasingly able to reach consumers wherever consumers wish to be reached

UNIT I: CONSUMER BEHAVIOR, CONSUMERS, MARKETERS, AND TECHNOLOGY

Consumer Behavior: Nature and scope of Consumer Behavior, Consumer Research and Marketing Segmentation.

Technology driven consumer behavior: The marketing concept, consumer research, market segmentation, targeting and positioning, the marketing mix, socially responsible marketing. Customer value, satisfaction and retention.

Segmentation, Targeting, and Positioning – Market segmentation and effective targeting, bases for segmentation, behavioral targeting, positioning and repositioning.

UNIT II: THE CONSUMER AS AN INDIVIDUAL

Consumer motivation & personality – the dynamics of motivation, systems of needs, measurement of motives, personality traits and consumer behavior, product & brand personification, the self and self-image.

Customer perception – elements of perception, perceptual selection, perceptual organization, perceptual interpretation: stereotyping, customer imagery, perceived quality & risk.

Customer learning – elements of consumer learning, classical condition, instrumental learning, observational learning.

Consumer attitude formation and change – attitudes and their formation, tri-component attitude model, multi-attribute model.

UNIT III: COMMUNICATION & CONSUMER BEHAVIOR

Persuading consumers – the communication process, broadcasting versus narrowcasting, designing persuasive messages, persuasive advertising appeals, measures of message effectiveness.

Reference groups & word-of-mouth – source credibility and reference groups, types of reference groups, consumption related reference groups, factors affecting reference group influence, reference groups, self-concept, and brand associations, credibility of

spokespersons, endorsers, and other formal sources, word-of-mouth and opinion leadership, strategic applications of word-of-mouth.

UNIT IV: CONSUMERS IN THEIR SOCIAL & CULTURAL SETTINGS

The family and its social standing, family decision making and consumption-related roles, the family life cycle, nontraditional families and non-family households, social standing and consumer behavior, measuring social class, social classes characteristics.

Culture's influence on consumer behavior – culture's role and dynamics, learning cultural values, measuring cultural values, Indian core values, cultural aspects of emerging markets.

Cross-cultural consumer behavior – cross-culture analysis, localization versus standardization, global marketing opportunities.

UNIT V: CONSUMER DECISION MAKING, MARKETING ETHICS, AND CONSUMER RESEARCH

Consumer decision making model, consumer gifting behavior, diffusion and adoptions of innovations.

Marketing ethics and social responsibility–exploitative marketing, crafty promotional messages, provocative marketing promoting social causes.

Consumer research – collecting secondary data, designing primary research – qualitative research and quantitative research.

TEXT BOOK

Schiffman, L.G., Wisenblit, J. & Kumar, S.R. (2018). Consumer Behavior. (11thedn). Noida, India: Pearson.

REFERENCE BOOKS

Schiffman, L.G., & Kanuk, L.L. (2005). Consumer Behavior (8the). New Delhi: Prentice-Hall of India Pvt Ltd.

Loudon, D.L., & Bitta, A.J.D. (2006). Consumer Behavior (4the). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Semester 2 - Consumer Behaviour & Marketing							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	understand the factors that influence the behaviour of the consumer		✓				
CO2	analyse the decision-making patterns and sources of influences across various types of consumers				✓		
CO3	analyse the influence of various marketing strategies in reaching out the consumers			✓	✓		
CO4	evaluate the various psychological variables that influence the individual consumer					✓	
CO5	demonstrate the art of persuasion in consumer decision making			✓			
CO6	analyse the role of family, society and culture in consumer-decision making				✓		
CO7	apply ethical principles in marketing strategies			✓			

Consumer Behaviour and Marketing						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	understand the factors that influence the behaviour of the consumer	✓	✓			✓
CO2	analyse the decision-making patterns and sources of influences across various types of consumers	✓		✓		
CO3	analyse the influence of various marketing strategies in reaching out the consumers			✓	✓	
CO4	evaluate the various psychological variables that influence the individual consumer			✓		
CO5	demonstrate the art of persuasion in consumer decision making		✓	✓		
CO6	analyse the role of family, society and culture in consumer-decision making	✓		✓	✓	
CO7	apply ethical principles in marketing strategies		✓			✓

ELECTIVE: III-B

Course Code: 22UPPSY3E05

Credits: 4

SCHOOL COUNSELLING

Course Objectives:

- To orient students about the importance of School Counselling
- To make them understand and develop professional identity in Schools
- To make them understand the Models and Approaches of School Counselling
- To give insight into the social problems and the emergency of School Counselling
- To employ appropriate role of professional school counsellors

UNIT I: SCHOOL COUNSELLING - AN EVOLVING PROFESSION IN THE SCHOOLS

School Counselling: Introduction – Vocational guidance – Mental hygiene – Maslow and Carl Rogers – School Counselling in the age of accountability – Time-efficient approaches – Professionalism.

Professional Counselling in the Schools: Role of school counselors – Counselor’s role with members of the pupil service team – Consulting and collaborating – The law and case law.

UNIT II: COUNSELLING AT SCHOOLS

Counselling with Young Children: Counselling in early childhood and elementary education – Counselling elementary and preschool children for problems of affect – Counselling students for relationship problems – Counselling students with acting-out behaviour problems.

School Counselling in the Middle School: Introduction – Developmental neurobiology of Puberty – Role of counselling in middle schools – Counselling and adolescent identity formation – Counselling for problems of relationships and problems of affect.

Counselling in High Schools: Administrative expectations – Counselling students in high school – Adolescents and relationships

UNIT III: MODELS AND APPROACHES OF SCHOOL COUNSELLING

Adler’s theories – Behaviorism – Roger’s child-centered school counselling – Ellis’s REBT – Beck’s CBT – Reality therapy – Group counselling – Solution-focused brief counselling – Strengths-based counselling – Virtual counselling.

UNIT IV: SOCIAL PROBLEMS AND EMERGENCY COUNSELLING

Child maltreatment – Counselling children of homeless families – Truancy and school refusal
Juvenile justice system – Illegal drug and alcohol abuse – Self-destructive behaviors –Death and grief.

UNIT V: ROLE OF PROFESSIONAL SCHOOL COUNSELLORS

Professional School Counsellors as consultants: Consultation by professional counsellors within the schools – Advantage, Improving efficiency, Steps in providing consultation, resistance to consultation – Counselor ethics – Wrap-up – Consultation with parents.

Professional School Counsellors with Parents and Greater Community: School Counsellor's role in parental engagement – Optimizing parental engagement and involvement – School counsellors and the community.

TEXT BOOK

Wright, R. J. (2012). *Introduction to School Counselling*. SAGE Publications.

REFERENCE BOOKS

Lines, D. (2011). *Brief counselling in schools: Working with young people from 11 to 18*. Sage.

Baginsky, W. (2004). School counselling in England, Wales and Northern Ireland: a review. *London: National Society for the Prevention of Cruelty to Children*.

Chandrashekar C.R. (Editor) (2008) Manual for college teachers on students counselling, National Institute of Mental Health & Neuro Sciences, Bangalore.

Kandi, S. (2014). Prevalence of Counselling Needs in Late Adolescent College Students of India. *Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, 4(2).

Miller, D. N., Nickerson, A. B., & Jimerson, S. R. (2009). Positive psychology and school-based interventions. *Handbook of positive psychology in schools*, 293-304.

Ramakrishnan, V. K., & Jalajakumari, V. (2013). Significance of imparting guidance and counselling programmes for adolescent students. *Asia Pacific Journal of Research*, 2(9), 102-112.

Robert J. Wright. (2012). *Introduction to School Counselling*. Sage Publications

Venkatesan, S., & Shyam, H. R. (2015). Professional identity of school counselors in India. *Journal of the Indian Academy of Applied Psychology*, 41(1), 25.

Semester 3 - School Counselling							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	understand the roles and challenges in school setting as counsellors		✓		✓	✓	
CO2	Understand the problems of students from Pre-kinder garden to High School and helping them to come out with the problems through various counselling techniques	✓	✓	✓			✓
CO3	Able to identify and evaluate various cases of child maltreatment and abuse		✓	✓		✓	✓
CO4	develop professional school counselling skills and employ their role in greater community and understand ethical principles of counsellors			✓	✓		
CO5	Understand and evaluate various social problems acting as the causal factors for problematic behaviors among school students		✓		✓		

Semester 3 - School Counselling						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO1	PO2	PO3	PO4	PO5
CO1	understand the roles and challenges in school setting as counsellors	✓		✓	✓	
CO2	Understand the problems of students from Pre-kinder garden to High School and helping them to come out with the problems through various counselling techniques	✓	✓			✓
CO3	Able to identify and evaluate various cases of child maltreatment and abuse	✓			✓	
CO4	develop professional school counselling skills and employ their role in greater community and understand ethical principles of counsellors	✓	✓			
CO5	Understand and evaluate various social problems acting as the causal factors for problematic behaviors among school students	✓	✓	✓		✓

Supportive (*To choose from other departments*)

Human Rights (*Compulsory Paper for ALL students*)

Value Added Course: 1 (Outside Curriculum)

Semester III

Course Code: 22UPPSY3C09

Credits: 4

COGNITIVE PSYCHOLOGY

Course Objectives

- To demonstrate knowledge and understanding of paradigms in cognitive processes
- To acquire an understanding of research methods in cognitive psychology and the ability to critically evaluate research in this area
- To apply research in cognitive psychology to everyday events and challenges.

UNIT I: INTRODUCTION TO COGNITIVE PSYCHOLOGY

History, Methods, and Paradigms: Influences on the Study of Cognition- *Research Methods in Cognitive Psychology*: Observation -Introspection - Controlled Observation and Clinical Interviews -Experiments and Quasi-Experiments. *Paradigms of Cognitive Psychology*: Information-Processing Approach - Connectionist Approach - Evolutionary Approach - Ecological Approach

Brain: Structure - Localization of Function-Lateralization of Function -Brain Imaging Techniques.

UNIT II: COGNITIVE PROCESSES: PERCEPTION & ATTENTION

Perception: Gestalt Approaches to Perception - Bottom-Up Processes -Top-Down Processes-Direct Perception - Disruptions of Perception: Visual Agnosia.

Attention: Selective Attention- Neural underpinnings of attention- Automaticity and the Effects of Practice- Divided Attention

UNIT III: COGNITIVE PROCESSES: MEMORY, VISUAL IMAGERY, AND SPATIAL COGNITION

Memory: Traditional Approaches to the Study of Memory - Working Memory- Executive Functioning- Neurological Studies of Memory Processes. *Retrieving Memories from Long-Term Storage*: Aspects of Long-Term Memory- Subdivisions of Long-Term Memory- The Levels-of-Processing View- Reconstructive Nature of Memory- Amnesia. *Knowledge Representation (Storing and Organizing Information in Long-Term Memory)*:Organizing Knowledge- Forming Concepts and Categorizing New Instances

Visual Imagery and Spatial Cognition: Codes in Long-Term Memory- Empirical Investigations of Imagery- Nature of Mental Imagery-Neuropsychological Findings- Spatial Cognition

UNIT IV: COGNITIVE PROCESSES: LANGUAGE, THINKING & PROBLEM SOLVING, REASONING AND DECISION MAKING

Language: The Structure of Language-Language Comprehension and Production -Language and Cognition.

Thinking and Problem Solving: Classic Problems and General Methods of Solution-Blocks to Problem Solving- Problem Space Hypothesis-Expert Systems- Finding Creative Solutions-Critical Thinking

Reasoning and Decision Making: *Reasoning-Types of Reasoning -Decisions Making- Cognitive Illusions in Decision Making- Utility Models of Decision Making- Descriptive Models of Decision Making Neuropsychological Evidence on Reasoning and Decision Making*

UNIT V: DEVELOPMENT, DIFFERENCES, AND CULTURE IN COGNITION

Cognitive Development through Adolescence: Piagetian Theory- Non-Piagetian Approaches to Cognitive Development- Post-Piagetian View

Individual Differences in Cognition: Individual Differences in Cognition- Gender Differences in Cognition

Cognition in Cross-Cultural Perspective: Examples of Studies of Cross-Cultural Cognition- Effects of Schooling and Literacy- Situated Cognition in Everyday Settings

TEXT BOOK

Kathleen M. Galotti (2015). Cognitive Psychology: In and Out of the Laboratory (5th Ed.). NEW DELHI: SAGE Publications India Pvt. Ltd.

REFERENCE BOOKS

Margaret W. Matlin & SUNY Geneseo. (2013) Cognition (8th Ed.). NEW JERSEY: Wiley.

Michael W. Eysenck & Mark T. Keane (2015): Cognitive Psychology: A Student's Handbook (7th Ed.). NEW YORK: Psychology Press.

Goldstein, B. (2018). Cognitive Psychology: Connecting Mind, Research and Everyday Experience (5th Ed.). BOSTON: WADSWORTH Cengage Learning.

Robert J. Sternberg. (2006). Cognitive Psychology (4th Ed.). BELMONT: Thomson Wadsworth.

Semester 3 - Cognitive Psychology							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	To demonstrate knowledge and understanding of paradigms in cognitive processes		✓				
CO2	To acquire an understanding of research methods in cognitive psychology and the ability to critically evaluate research in this area				✓	✓	
CO3	To apply research in cognitive psychology to everyday events and challenges		✓				

Semester 3 - Cognitive Psychology		PO				
Mapping Course Outcome (CO) & Program Outcome (PO)		1	2	3	4	5
CO1	To demonstrate knowledge and understanding of paradigms in cognitive processes		✓		✓	
CO2	To acquire an understanding of research methods in cognitive psychology and the ability to critically evaluate research in this area					
CO3	To apply research in cognitive psychology to everyday events and challenges			✓		

Course Code: 22UPPSY3C10

Credits: 4

NEURO PSYCHOLOGY

Course Objectives

- To provide the basic background about history, evolution, genetics, anatomy, physiology and methodology
- To understanding the general organization and functions of the cerebral cortex
- To know the lobes functions to produce the complex process that underlies complex behaviours.
- Students find it helpful to see the psychological constructs including language, memory, social behaviour and affect, spatial behaviour, attention & consciousness; emerge from the neuronal networks explored.
- To help students acquire the basic neurological and psychiatric disorders and on neuro-psychological assessment

UNIT I : BACKGROUND

The Development of Neuropsychology - Origins of the Human Brain and Behavior - Nervous System Organization - The Structure and Electrical Activity of Neurons - Communication Between Neurons - The Influence of Drugs and Hormones on Behavior.

UNIT II : CORTICAL ORGANIZATION

Organization of the Sensory Systems - Organization of the Motor System - Principles of Neocortical Function - Cerebral Asymmetry - Variations in Cerebral Asymmetry

UNIT III : CORTICAL FUNCTIONS

The Occipital Lobes - The Parietal Lobes - The Temporal Lobes - The Frontal Lobes - Cortical Networks and Disconnection Syndromes

UNIT IV : HIGHER FUNCTIONS

Learning and Memory - Language - Emotion and the Social Brain - Spatial Behavior - Attention and Consciousness

UNIT V : PLASTICITY AND DISORDERS

Brain Development and Plasticity - Neurodevelopment Disorders - Plasticity, Recovery, and Rehabilitation of the Adult Brain - Neurological Disorders - Psychiatric and Related Disorders - Neuropsychological Assessment

TEXT BOOK

Bryan Kolb. & Ian Q. Whishaw, (2015) Fundamentals of Human NEUROPSYCHOLOGY (7th Ed) Worth Publishers. New York.

REFERENCES

1. Zillmer, E. A., & Spiers, M. V. (2001). Principles of neuropsychology. Belmont, CA, US: Wadsworth/Thomson Learning.
2. Beaumont, J. G. (1983). *Introduction to neuropsychology*. Oxford: Blackwell Scientific Publications
3. Martin, G. N. (2006). *Human neuropsychology*. London: Prentice Hall

Semester 3 - NEURO PSYCHOLOGY							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	Know the development of neuropsychology and structure of neurons and its functions			✓		✓	✓
CO2	Understand the cortical organization and its principles of neocortical functions	✓	✓		✓	✓	
CO3	Know the cortical functions and different lobe structure & its functions	✓	✓			✓	
CO4	Know the human higher functions, nature of emotions, Spatial behaviour, neural basis of consciousness	✓	✓		✓		
CO5	Apply the neurodevelopmental disorders, rehabilitation and neuropsychological assessment			✓	✓	✓	

Semester 3 - NEURO PSYCHOLOGY (PO)						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO				
		1	2	3	4	5
CO1	Know the development of neuropsychology and structure of neurons and its functions		✓		✓	
CO2	Understand the cortical organization and its principles of neocortical functions	✓		✓		✓
CO3	Know the cortical functions and different lobe structure & its functions	✓		✓		
CO4	Know the human higher functions, nature of emotions, Spatial behaviour, neural basis of consciousness	✓	✓			✓
CO5	Apply the neurodevelopmental disorders, rehabilitation and neuropsychological assessment	✓	✓	✓		

Course Code: 22UPPSY3C11

Credits: 4

PSYCHOTHERAPEUTICS

Course Objectives

- To understand the various approaches in psychotherapy
- To gain insight into the theoretical foundations of psychotherapy
- To train students to apply various techniques in real life situations

UNIT I: INTRODUCTION TO THERAPIES, TRAINING AND SUPERVISION OF THERAPISTS

Psychotherapy: Meaning, Definition and Nature - Importance of Theories - Problems faced by the beginners. Dimensions of Therapy: Preparation- Therapeutic Relationship - Therapeutic contents- Goals of therapy - Steps in therapeutic process - Therapeutic interactions.

Training of Therapists: Objectives of training - Motivating factors in therapists - Selection of therapists for training. Cardinal elements in training: Theoretical learning - Supervised practice -Personal therapy - Evaluation - Supportive therapy.

UNIT II: FREUDIAN THERAPY, GESTALT THERAPY AND TRANSACTIONAL ANALYSIS

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

UNIT III: PERSON CENTRED THERAPY, BEHAVIOUR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

UNIT IV: COGNITIVE BEHAVIOUR THERAPY AND SOLUTION FOCUSED THERAPY

Cognitive Behaviour Therapy [CBT]: Introduction- Cognitive Model- Principles of CBT- Socratic Questions- Core Values and Beliefs- Automatic Thoughts- Cognitive Distortions- Major Cognitive and Behavioural Strategies- Essential CBT Techniques and Activities.

Solution Focused Therapy: Introduction- Solution-oriented brief therapy and single session therapy - Assumptions and Basic concepts- Core Concepts- Stages in Treatment- Therapeutic Alliance and Techniques- Process and Techniques- Limitations.

UNIT V: ACCEPTANCE AND COMMITMENT THERAPY AND CREATIVE THERAPIES

Acceptance and Commitment Therapy [ACT]: Introduction- Assumptions and Beliefs- Six Principles of ACT- Techniques and Exercises- Accepting Unpleasant-Taking Commitment-Limitations.

Creative Therapies: Overview- Unique Characteristics of Creative Therapies- Art Therapy- Music therapy- Dance/Movement Therapy- Drama therapy- Bibliotherapy/ Poetry therapy.

TEXT BOOK

Dryden, W., & Reeves, A. (2013). *The Handbook of Individual Therapy (6th Edn.)*. New Delhi: Sage Publications.
 The Eclectic Therapists (2018). Australian Institute of Professional Counsellors.

REFERENCE BOOKS

Jack Martin., Jeff Sugarman., & Kathleen L. Slaney (Eds.). (2015). *Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences*. New York: John Wiley & Sons, Ltd.
 Wills, F. (2008). *Skills in Cognitive Behavior Counselling and Psychotherapy*. New Delhi : Sage Publications.
 Capuzzi. (2010). *Counselling and Psychotherapy (4th Edn.)*. New Delhi: Pearson Education Inc.

Semester 3 – Psychotherapeutics							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	demonstrate the importance of theories in therapies			✓			
CO2	understand the theoretical background of therapies		✓				
CO3	analyse various steps in therapeutic process				✓		
CO4	evaluate various strategies and techniques specific to classical theories					✓	
CO5	differentiate & escalate the differences in Gestalt theories				✓	✓	
CO6	understand the narration of the individual in person-centered theories		✓				
CO7	apply rationality & emotions as tool in therapeutic process			✓			

Mapping Course Outcomes (CO) & Program Outcomes (PO) Semester 3 – Psychotherapeutics		PO1	PO2	PO3	PO4	PO5
CO1	demonstrate the importance of theories in therapies		✓	✓	✓	
CO2	understand the theoretical background of therapies			✓	✓	
CO3	analyse various steps in therapeutic process	✓	✓	✓		✓
CO4	evaluate various strategies and techniques specific to classical theories		✓		✓	
CO5	differentiate & escalate the differences in Gestalt theories		✓			
CO6	understand the narration of the individual in person-centered theories	✓	✓			✓
CO7	apply rationality & emotions as tool in therapeutic process	✓	✓			✓

Course Code: 22UPPSY3C12

Credits: 5

EXPERIMENTAL PSYCHOLOGY – II

Course Objectives:

- To provide practical exposure to assess, diagnose and interpret various psychological concepts
- To provide training in the administration of various Psychological Tests

Students have to complete a minimum of 10 Experiments and conduct an Experiment in Practical examination from this part

1. PGI Brain Dysfunction
2. Mental Health battery
3. Medico psychological Questionnaire
4. Student problem checklist
5. DATB
6. MBTI
7. Competition and Performance
8. Beck's Depression Scale
9. Pre-marital sexual anxiety scale
10. Work Motivation
11. SDS
12. Coping styles inventory
13. Neurological Assessment Battery (any 5 sub tests)
14. Thurston interest schedule
15. FIRO-B
16. Sequin Form Board

- *The above list is suggestive*

REFERENCE BOOKS

- Robert J. Gregory (2008). *Psychological testing: History, Principles, and Applications* (6thEdn). New Delhi: Pearson Education Inc.
- Anastasi,A., &Urbina,S. (1997). *Psychological testing*. (7th Edn). New Delhi: Pearson Education Inc.
- Chadha, N.K. (2009). *Theory and Practice of Psychometry*. New Delhi: Sage.
- Domino, G., & Domino, M.L. (2006). *Psychological testing: An Introduction* (2ndEdn). New York: Cambridge University Press.
- Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of Behavioural Statistics*. New York: McGraw Hill.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers.

Semester 3 - Experimental Psychology – II							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	demonstrate the importance areas of clinical tools in mental health treatment			✓			
CO2	demonstrate the relationship between brain and behaviour through psychological tests			✓			
CO3	assess special population				✓		
CO4	develop competencies in industrial, occupational and forensic assessment			✓			✓
CO5	handle computerised assessment				✓		
CO6	use psychological tools in locating brain dysfunctions				✓		
CO7	employ specific psychological tools to understand personality, motivation, stereotyping and depression			✓	✓		

Semester 3 - Experimental Psychology – II						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	demonstrate the importance areas of clinical tools in mental health treatment		✓			
CO2	demonstrate the relationship between brain and behaviour through psychological tests			✓		
CO3	assess special population		✓			
CO4	develop competencies in industrial, occupational and forensic assessment		✓			
CO5	handle computerised assessment					
CO6	use psychological tools in locating brain dysfunctions					
CO7	employ specific psychological tools to understand personality, motivation, stereotyping and depression			✓		

ELECTIVE-IV:

Course Code: 22UPPSY3E06

Credits: 4

ORGANIZATIONAL BEHAVIOUR AND TRAINING

Course Objectives:

- To familiarize students about the factors that contribute to achieving organizational effectiveness, at the individual, group and structural level
- To learn theoretical foundations of training and development
- To understand the nature, importance, benefits and methods of training

UNIT I ORGANIZATIONAL BEHAVIOUR AND THE INDIVIDUAL IN WORKPLACE

Definition. Models of OB; autocratic, custodial, supportive, collegial and system. Historical evolution of OB. What managers do? Contributing disciplines to OB. Challenges and Opportunities. Implications for managers. Foundations of Individual behaviour. Diversity. Attitudes and Job satisfaction. Emotions and Moods. Personality and values. Perception and individual decision making. Motivation concepts and applications. Case studies and exercises

UNIT II THE GROUP AND THE ORGANIZATION

Foundations of Group behaviour. Group development and properties, Group Decision making. Understanding work teams. Communication: Process, Direction, Formal and informal, Modes, choices and Persuasive and barriers of communication. Leadership: Basic approaches and contemporary issues. Power and politics. Conflict and negotiation. Foundations of Organization structure. Work design. Organizational culture. Case studies and exercises

UNIT III ORGANIZATIONAL CHANGE AND TRAINING

Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues. Organizational Development. Introduction to Training and Development – Concept, Need and the Process. Case studies and exercises

UNIT IV THE TRAINING METHODS

On-the job training methods and off-the-job training. Training climate and techniques checklist and evaluation. Organization development interventions: Concept, Classification, target groups, process and structural interventions. Executive development interventions. Emerging developments: Case study, Mentoring, Assessment and Development Centre, Competency development, Knowledge management and factors for success of Training. Case studies and exercises

UNIT V TRAINING DESIGNS AND INSTRUMENTS

Training for Expatriates, cultural diversity, call centers, team building, internim staff, anger management, self-esteem. Training instruments: Psychometric tests MBTI, TST, PAA, FIRO-B, Audio visual aids, room arrangements and training tools. Case studies and exercises

TEXT BOOKS

- Bhatia, S. K. (2005). Training & Development: Concepts & Practices: Emerging Developments, Challenges and Strategies in HRD. New Delhi: Deep & Deep Publications Pvt Ltd.
- Robbins, P. S., Judge, A. T and Vohra, N. (2017). Organizational Behaviour (16th edition). Noida: Pearson India Education Services Pvt. Ltd.

REFERENCE BOOKS

- Luthans, F. (2011). Organizational behaviour: An Evidence Based Approach. (12th edition). New Delhi: McGraw Hill Publishing Company Ltd.
- Noe, R. A., &Kodwani, A. D. (2015). Employee Training and Development. (5th Edn.). New Delhi: McGraw Hill Education (India) Pvt Ltd.

Semester 3 – Organisational Behaviour							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	demonstrate the effect of various OB models on performance			✓			
CO2	possess knowledge and skills for effective management			✓			✓
CO3	differentiate and evaluate the individual, group and organisational factors in performance					✓	
CO4	analyse and evaluate the stages of group development				✓		
CO5	create effective communication strategies across the hierarchies			✓			✓
CO6	nurture positive work culture and change strategies						✓
CO7	conceptualise, create and design training strategies for optimum organisation						✓

Semester 3 – Organisational Behaviour						
Mapping Course Outcome (CO) & Program Outcome (PO)		PO1	PO2	PO3	PO4	PO5
CO1	demonstrate the effect of various OB models on performance	✓		✓		✓
CO2	possess knowledge and skills for effective management		✓		✓	✓
CO3	differentiate and evaluate the individual, group and organisational factors in performance	✓	✓	✓		
CO4	analyse and evaluate the stages of group development	✓				
CO5	create effective communication strategies across the hierarchies	✓	✓			
CO6	nurture positive work culture and change strategies		✓			✓
CO7	conceptualise, create and design training strategies for optimum organisation		✓			

Course Code: 22UPPSY3C13

Credits: 8

PROJECT WORK

Course Objectives

The objective of the project work is to further the student's critical thinking and scientific inquiry of psychological concepts through systematic investigation; To make the student understand the importance of scientific research in Psychology; To expose the student to various methods of research; To emphasize the role of statistical procedures in the interpretation of the data collected; To make the student learn the art of report presentation.

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

The Project work report should be submitted to the Department of Psychology, Periyar University at the end of the III semester. The viva-voce will be held subsequently as per the directions of the Controller of Examinations, Periyar University.

EVALUATION OF PROJECT REPORT

1. Introduction	20 Marks
2. Methodology	30 Marks
3. Review of Literature	20 Marks
4. Results and Discussion	40 Marks
5. Summary and Conclusion	20 Marks
6. References or Bibliography	20 Marks

Project Report	150 Marks
Viva -Voce Examination:	50 Marks

Total	200 Marks

Semester 3 – Project Work							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	critically think & specifically enquire psychological variables through systematic investigation				✓		
CO2	apply the knowledge of methods in research pursuit			✓			
CO3	identify lacunae in existing body of research and systematically try to fill the gap				✓	✓	
CO4	apply statistical procedures in the interpretation of data			✓			
CO5	able to write and report the project carried out				✓	✓	✓

Semester 3 – Project Work						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO1	PO2	PO3	PO4	PO5
CO1	critically think & specifically enquire psychological variables through systematic investigation	✓	✓			
CO2	apply the knowledge of methods in research pursuit					
CO3	identify lacunae in existing body of research and systematically try to fill the gap					✓
CO4	apply statistical procedures in the interpretation of data					✓
CO5	able to write and report the project carried out					✓

Semester IV – Internship

Course Code: 22UPPSY3C14

Credits: 12

INTERNSHIP REPORT

Course Objectives

- To obtain direct field experience in real-life settings such as hospitals, counseling centers, mental health centers, or community clinics industries and organizations.
- To decide the direction of their career by providing an opportunity to obtain hands-on experience.
- To provide a meaningful educational opportunity that will help students to establish themselves in their preferred area of practice.

Guideline for Internship:

1. A Candidate undertaking Internship should be equipped with theoretical knowledge in the discipline and practical skills in Psycho-diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective materials.
2. During the Internship the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conferences wherein the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed. The candidate may be guided to pursue fifteen case studies in detail.
3. Besides, the candidates may be required to collect information regarding the following:
 - The history of the organization, the vision, and mission statement of the organization, personality sketch of the pioneers in the organization, historical development of the Department of Psychology/ Psychiatry/ Mental Health/ Counselling/ HR in the organization.
 - The demands and expectations of the role of the psychologist.
 - The privileges of the Psychiatrist/Mangers/Psychologists in the hospital/ organization.
 - The functional domain and demarcations of Psychologist vs. Psychiatrists/ HR
 - The organizational chart of the Organization and the status of the HR team/ Department.
 - The test privileges available at the Hospital/Industry. The test approved for administration in the clinical/HR settings by the team, procedures followed in administering the tests in diagnosis and management, and follow-up of the use of the various tests, if any.
 - The therapeutic privileges/ employee privileges available at the Hospital/Industry especially, those approved by the clinical team to provide psychotherapies/counseling and group therapies/ HR trainers.
 - The details about the hospital/ organization routines, mainly about the admission procedures, document maintained, regular clinical/organizational

conference, meetings, and the follow-up of the cases in detail.

4. After completion of the internship, the report should be submitted to the Department within the stipulated date prescribed by the Department. The Report should adequately reflect the exposure to the training and experience gained by the candidates during the internship.

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

6. The candidates are required to maintain a work diary/logbook for their three months Clinical/Industrial internship. Candidates are required to report to the concerned guide allotted at the department after completing 70 working days of Clinical/Industrial internship by the 3rd week of March. Further, the candidates are required to maintain attendance at the department after completing the internship till the date of the viva voce examination. The candidates should submit the Clinical/Industrial internship Report [with a minimum of 15 cases] within 20 days (inclusive of holidays) after completion of the clinical/industrial internship.

CRITERIA OF EVALUATION OF INTERNSHIP REPORT

1. Introduction, Objectives and work carried out	25 Marks
2. Case Studies	75 Marks
3. Summary and Conclusion	25 Marks
4. Attendance	25 Marks

Total for the Report	150 Marks
Viva -Voce Examination:	50 Marks

Total Marks for Internship	200 Marks

Expected Outcomes:

1. Career Direction

It helps students to decide what direction they could like to take their career by giving them the chance to obtain direct experience. Completing an internship can give them an opportunity chance to work in the field, helping people and offering services to different populations in various settings. Students can choose their preferred field and setting, such as working in a school by counselling children and adolescents or in a mental health clinic by counselling adults, couples and families, or in a substance abuse facility by helping patients with addiction issues. Gaining 'hands-on' experience that can help them to choose the path of their career is one of the most important outcomes of a psychology internship.

2. Increased Competence

Gaining direct experience makes the student become a competent practitioner. Increasing students' competence by developing their skills, values and ideas is an essential part of the psychology internship. They will develop competence in a variety of areas, such as increased experience with multiculturalism and diversity, developing their knowledge of ethical practices, learning to maintain professional relationships and becoming more competent in providing direct services, such as counselling, psychotherapy and crisis intervention.

3. Enhanced Marketability

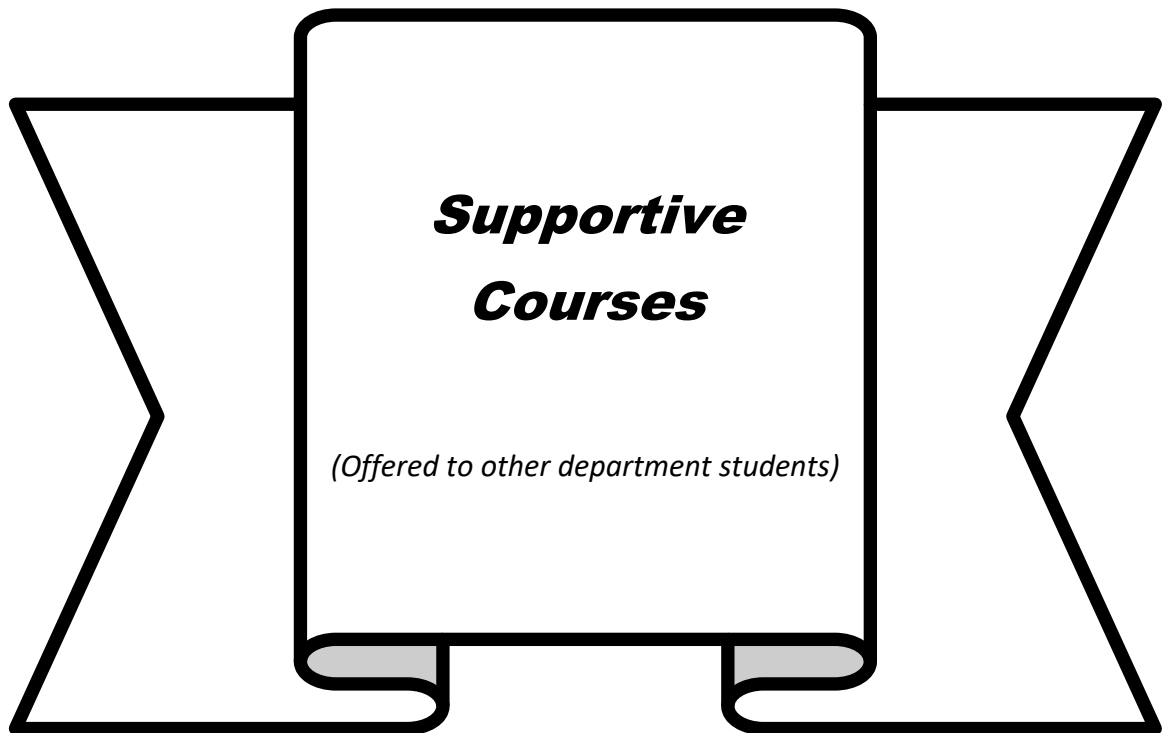
An internship may increase the students' value in the job market as they are equipped with hands-on experience in a specific area of practice. Completing an internship shows an employer that they can apply the theories and principles they have learned in the classroom to a real-life situation. Sometimes, an internship can develop into a full-time post-graduation job, while other times, it can give a foot in the door when students put their applications seeking jobs.

4. Formation of Work Habits

During the internship, students will develop professional work habits and begin to make that transition from student to professional. As a psychology intern, they will - ideally - be treated as a professional, so they will be expected to adhere to the same guidelines required for other clinical/ HR staff. They will develop direct accountability and take responsibility to report to their supervisor about the place of internship.

Semester 4 – Internship							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	choose their career by way of experimenting in the field services			✓			
CO2	gain increased diagnostic and therapeutic competencies		✓				
CO3	follow ethical practices in their profession				✓	✓	
CO4	do professional networking			✓			✓
CO5	get enhanced their professional marketability			✓			✓
CO6	develop professional work habits and make smooth transition from student to profession			✓	✓	✓	✓

Semester 4 – Internship						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO1	PO2	PO3	PO4	PO5
CO1	choose their career by way of experimenting in the field services	✓				✓
CO2	gain increased diagnostic and therapeutic competencies		✓	✓	✓	
CO3	follow ethical practices in their profession					✓
CO4	do professional networking					✓
CO5	get enhanced their professional marketability	✓				✓
CO6	develop professional work habits and make smooth transition from student to profession	✓				✓



Supportive (Offered to the other department students)

Course Code: 22UPPSY3S01

Credits: 4

PSYCHOLOGY AND CYBERSPACE

Objectives

- To introduce the students to the psychological aspects of cyberspace
- To provide the knowledge on research, and applications of psychological aspects of cyberspace
- To make the students understanding cyber-therapeutic theory and techniques

UNIT I: INTRODUCTION

Reflections on the Psychology and Social Science of Cyberspace: Cyberspace as a Psychological Space – Psychology in Cyberspace – Embracing Cyberspace as a Scientifically Legitimate Social Environment – Cyber psychology – an Evolving Field – The Future of Cyber psychology – Privacy, Trust, and Disclosure Online: The Importance of Privacy – Trust and Internet – Privacy, Trust, and Online Behaviour – Internet Abuse: Emerging Trends and Lingered Question – Internet Abuse as an Additive Behavior – Loneliness Behavioral Theory of Generalized Internet Abuse.

UNIT II: PERSPECTIVES & CYBERTHERAPEUTIC THEORY AND TECHNIQUES

Flow as a Psychological Construct – Theoretical and Practical Reasons for Psychological studies in Cyberspace – Cross-Cultural Studies of Flow Experience – Cyber therapeutic Theory - Clinical Implications of Cyber therapeutic Theory – Cyber therapeutic Activities and Programs – Psychological Assessment – Cyberspace as a Social Environment – Methods and Possible Applications – Opportunities for Online Interviewing – Online Assessment Center – Problems in Online Assessment.

UNIT III: THE INITIATION AND DEVELOPEMNT OF ONLINE RELATIONSHIPS

Place and Online Relationships – Place Online and Offline – Places to Meet Online and Offline: Geographical Distance – Two Dimensions of Online Relationships – Time and Place – Place and Deception – Sexual activities of the Internet: The Beginnings of Internet Sexual activities – The Internet: A Potent Medium for Sexual Activity – Paedophiles on the Internet – Internet Pornography – The Future of Online Sexual activities.

UNIT IV: THE CONTACT HYPOTHESIS RECONSIDERED

– Anxiety in Contact – Generalized from Contact – The Net Intergroup Contact Platform – Human Factor - Pre-Contact Process – The Data Bank – The Contact Process – Future Software Development – Last Word – Influences on the Nature and Functioning of Online Groups – Individuals and Groups – Different Groups, Different Dynamics – Internal Dynamics of Concepts

UNIT V: ONLINE MOTIVATIONAL FACTORS

What is Wikipedia – Studying Wikipedia – Wikipedia Contributors – Motivational Factors Research – Psychological Explanations for Contributing to an Online Community – Substitutes for Economic Payback – Wikipedia's Gratifications – Wikipedia as a Knowledge Building Community – Wikipedia's Sense of Community as a Motivator – Wikipedia Enabled Interactivity – Dimensions of Scientific Activity

– Types of Internet Based Research Methods – Online Publication

Text Book: Barak, Azy, (2008). Psychological aspects of cyberspace: theory, research, applications. Israel: CAMBRIDGE UNIVERSITY PRESS.

PSYHOLOGY AND CYBERSPACE							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	Know the history of cyberspace and learn about the future of cyber psychology	✓	✓		✓		✓
CO2	To understanding about the various perspective and theories of cyber psychology	✓	✓	✓		✓	
CO3	To demonstrate the cross-cultural, clinical implications, and problems in online assessment			✓	✓	✓	✓
CO4	Able to learn about the online relationships, internet pornography and future of online sex.	✓		✓		✓	
CO5	Understand the important of online motivational research, internet based research methods.		✓		✓	✓	

PSYHOLOGY AND CYBERSPACE		PO1	PO2	PO3	PO4	PO5
CO1	Know the basic knowledge about the psychological aspects of cyberspace	✓	✓		✓	
CO2	To understand of psychological assessment for cyberspace		✓			✓
CO3	To develop healthy online relationships and study of internet sex & pornography	✓	✓	✓	✓	
CO4	Know to different online groups and its dynamics	✓	✓			✓
CO5	Understand the importance of using online and know of online publication	✓		✓	✓	

Course Code: 22UPPSY3S02

Credits: 4

STRESS AND ANGER MANAGEMENT

Course Objectives:

- To enable students to learn their stress and its effect
- To provide the knowledge about anger and its effect
- To help the students to regulate or manage their stress and anger

UNIT I: INTRODUCTION

The Neuropsychology of stress – Stress – Types of Stressors – Stress Responses – The Physiological Response of Stress – The Behavioral Response of Stress – The Cognitive Response of Stress – The Brain Basis of Stress: Sensory Perception – Motor Pathways – Stress and Neurogenesis – Cognitive Functions Associated with Stress – Coping and Treatment Methods: The Role of Cognitive Appraisal – Recent Advances in the Field of Relaxation Training.

UNIT II: LEARNED HELPLESSNESS AND ORGANIZATIONAL ROLE STRESS

Attributional Analysis – Helplessness and Stress – Attributional Style and Role Stress – Work Family Conflict – Integrative Models of Work family Conflict – Work and Family Issues in India – Work Demands and Family Demands – Work Support and Family Support – Negative Work Outcomes – Gender and Sex Differentiated – Gender and Work Related Stressors – Gender Differences in Coping – Role of Perception on Coping – Dual Career Families: Stressors and Coping.

UNIT III: COPING WITH STRESS

The Transactional Model of Stress and Coping – Dimensions of Coping – Problem Solving Abilities – Social Support – Coping Effectiveness – Coping Resources and Coping Strategies – Interventions to Enhance Coping – Future Directions: Proactive Coping – Dual Process Model of Coping – Social Aspects of Coping – Religious Coping – Emotions Regulation – Coping and Positive Affect – Coping Processes and Adaptation.

UNIT-IV: ANGER CAUSES EXPRESSIONS, AND TYPES

Anger Experience – Anger Inhibition – Anger Expression – Negative Experiences with the Attachment – Is Anger a Good Emotion – Positive Aspects of Anger – How is Anger Expressed Negatively – What Happens When Anger is Expressed in a Negative Way – Chronic Anger Leads to Hostility and Aggression – Anger Expression – Measurements of Anger Expression – Types of Anger: Marital – Gender - Childhood – Adolescent – Youth & Uncontrolled Anger – Causes of Anger – Emotions and Anger – Environmental Factors and Anger.

UNIT-V: VARIOUS EFFECTS OF ANGER ON PEOPLE

Anger and Physiological Problems – The AHA Syndrome – Anger and Physical Health – Anger and Psychological Problems – Anger and Behavioral Problems – Dealing with

Anger – Anger Management Tips for Self-Improvement – A to Z Tips for Anger management – Anger Management in Family – Anger Management in Schools – Anger Management at Workplace – Rational Emotive Behavior Therapy – Anger Management Intervention – Family Anger Management Intervention.

TEXT BOOKS

Pestonjee, D. M. & Pandey S. (2013). Stress and Work: Perspectives on Understanding and Managing Stress. New Delhi: SAGE Publications India Pvt. Ltd.
 Bhave, S. Y. & Saini S.(2009). New Delhi: Anger Management. SAGE Publications India Pvt Ltd

STRESS AND ANGER MANAGEMENT							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	Know the different aspects of the stress responses, and its nature	✓			✓		
CO2	To understanding the psychosocial causes of stress and its effects		✓	✓			
CO3	To develop the effective coping mechanism to deal the stress and its effects			✓		✓	
CO4	Know to basic nature of anger and its causes, types			✓			✓
CO5	Understand the significance effects of anger and interventions for it		✓		✓		

STRESS AND ANGER MANAGEMENT						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO1	PO2	PO3	PO4	PO5
CO1	Know the stress and its different responses	✓			✓	
CO2	To understanding the psychosocial causes of stress		✓	✓		✓
CO3	To develop the effective coping strategies to deal the stress	✓	✓	✓		
CO4	Know the basic aspects of anger and its nature	✓	✓			✓
CO5	Understand the negative aspects of anger and develop the effective methods to deal the anger		✓		✓	



Add-On/ Value Added Courses

CYBER PSYCHOLOGY:

22UPPSY3V01

(An Introduction to Human-Computer Interaction-HCI)

UNIT I

Introduction: Overview - psychology or computer science: two paths, one journey - what is the psychology of human - computer interaction? - What is cyber psychology? - Impact and importance of cyberpsychology and the human computer interface - history of the internet – history of human computer interaction and cyberpsychology.

Research Insights: Threats to research methods in human-computer interaction – non-random assignment to groups – research participant bias – cultural, language, gender and ethnic biases. Usability testing – usability labs – user testing methods.

UNIT II

Sensory-Motor Interfaces: Input and Output: Visual perception – Auditory perception – Touch – Kinesthetics and proprioceptive senses. Motor movements – Input devices – Speed-Accuracy trade off and Fitt's law – Stimulus response compatibility.

Cognitive Psychology and HCI: Strategies for information search – reposition to breadth – choice points – cognitive land marks – forward search vs backward search – recognition of recurring patterns – planning – creativity – brainstorming – morphological analysis – synectics – k-j method – mind mapping – end thoughts. Cognitive styles and human computer fit – Assessment of individual differences. **Language and Programming.**

UNIT III:

Motivation and Emotion at the Human-Computer Interface: Physical expression – Machine expression of physical thought. **Interpersonal Relations:** Social cyberspace – factors in cyberspace. Avatars-Anonymity. **Group structure and networks:** virtual communities – computer supported collaborative works.

Applications: Automation and Artificial Intelligence- Assistive and Augmentive Technologies- Media: Games, Entertainment, and Education. **Future:** The new computing – Social computing – the disappearing computer. The blurred interface – human in the machine – machine in the human. Technological singularity – the war with machines – digital dark ages – implications for cyberpsychology.

REFERENCES

- Norman K. L (2008), Cyberpsychology. An Introduction Human-Computer Interaction. University of Maryland.
- Connolly, Palmer M, Barton H, Kirwan. G (2016). An Introduction to Cyber Psychology. NewYork. Routledge.
- J Lopez, I. Parker. (1999) Cyber Psychology. Macmillan Press Ltd.
- Dave Harley, J Morgan and H Frith (2018). Cyber Psychology as Everyday Digital Experience Across Life Span. Macmilan Publishers.
- M.T.Whitty, G. Young.(2017) Cyber Psychology-The study of Individuals, Society and Digital Technologies. John wiley & Sons Ltd
- P. Wallace. (2001). The Psychology Of The Internet. Cambridge University Press.

VALUE ADDED COURSE: INTERPERSONAL COMMUNICATION SKILLS

Objectives:

1. To enable them to learn the nuances of the various types of communication.
2. To be more expressive and effective in communicating with others.
3. To enable them to enhance their employability opportunities

UNIT I: INTRODUCTION TO COMMUNICATION SKILLS

Introduction to Communication skills – difference between soft skills and communication skills – classification of soft skills – Communication process: Source, Encoding, Channel, Decoding and Receiver. Speaking skills – Guidelines for effective speaking and pronunciation etiquette – Syllables – Stress – Accent – Rhythm – Intonation - Active listening – Nonverbal Communication and tips to improve communication skills. Writing skills: Importance and tips to improve writing skills. Case Studies and Exercises.

UNIT II: COMMUNICATION IN GROUPS AND IN JOB INTERVIEWS

Introduction to Group Discussion – Group communication skills -Ability to work as Team – Leadership and Assertiveness – Reasoning and the ability to influence the group – Group discussion types – Steps to succeed in a Group discussion. Job Interview: Introduction – groundwork before interview - Dress code – Body language and Articulation skills – Telephonic and video interview – tips for success in interviews. Case Studies and Exercises.

UNIT III: BODY LANGUAGE, RESUME AND CURRICULUM VITAE

Body Language: Introduction – reading the emotions displayed through body language – types: Handshake, Eye contact, Space Zones. Body language and types of professional context: Interview, Meeting Managers and Subordinates, Audience, Group Discussion and video conference. Introduction to Resume and CV – Strategy of Resume Writing – Tips to write powerful Resume and CV. Case Studies and Exercises.

REFERENCES:

- Janasz, SD and Dowd, K (2014). Interpersonal Skills in Organizations. McGraw-Hill Education, 5th International Edition.
- Mitra, BK (2013). Personality Development and Soft Skills, Oxford University press, New Delhi.
- Robbins, SP and Junsaker, PL (2012). Training in Interpersonal Skills: TIPS for managing People at Work. Pearson Publishers, International Edition.

ADD ON COURSE: TEAM BUILDING AND LEADERSHIP

Objectives

To introduce students to the concept of groups/teams and make them understand how individuals act differently when they are alone and in groups, to make them aware of the responsibilities as a leader and as a team member and to aid them to choose, build, maintain and lead teams in different spheres of professional life across industries.

UNIT- I: GROUPS AND ITS PROPERTIES

Groups: Definitions, work groups, organizations and communities. *Properties:* participation pattern, communication, cohesiveness, atmosphere, standards, structure & organizations and groups in motion. *Roles:* varieties, the role of a leader and role conflict.

UNIT-- II: FUNCTIONS OF GROUPS AND THE INTERLOCKING NEEDS

Functions: Task and group maintenance functions, group task roles, group building and maintenance roles, individual roles, functions, perspective. *Exercises.* *Individual in groups:* what is common in all individuals, developing as persons, individuals and individualists, sharing and treating people as individuals. *Needs:* the life of every group, needs and leadership functions and implications.

UNIT - III: GROUP PROCESS AND TEAMS

Group processes: procedures, decision-making, responses to authority, fight & flight response and defense mechanisms. *Within groups:* subgroups, the effects of inter-group conflict, transactions between groups, and the relationship with its environment, competition and co-operation. *Teams:* aim, experts and teams, types, teamwork on the shop floor, sequential teams, core purpose and aims, Exercises.

UNIT - IV: LEADERSHIP AND TEAM BUILDING

The leadership: Types, Characteristics, Leadership roles. Potential for leadership, the keys to leadership. *Team building:* selection, towards establishing high performance teams, turning individuals to team players. The role of consultant. Exercises.

UNIT - V: PROBLEM SOLVING AND TEAM MAINTENANCE

Problem solving: what is a problem, mental processes involved in problem solving. A frame work for problem solving, brainstorming, follow up, your role as a leader. *Maintenance of teams:* core purpose and standards, coping with conflict. *Revisiting roles:* team roles, line and staff roles, responsibility charting and clarifying roles. Exercises.

Reference Books :

- Uday Kumar Haldar, Leadership and Team Building (2010) Oxford University Press, New Delhi.
- John Adair , Effective Team Building (1987) Pan Books Ltd, London
- Hellriegel and Slocum, Organizational Behaviour,(2005) Tenth Edition, Thompson Asia Pvt Ltd. Singapore.
- Schermerhorn, Hunt and Osborn, Organizational Behaviour,(2005) Ninth Edition, John Wiley And Sons, New Jersey.
- Robbins, Judge and Vohra, Organizational Behaviour, 16th edition (2017), Prentice-Hall of India, New Delhi.

HEALING EMOTIONAL SELF

Objectives:

- To create an awareness of the inadequately developed sense of self and a distorted self-image
- To know and practice the techniques of healing damaged self-image and self-esteem

Unit I Self-Esteem, Self-Image, and Body Image

Self-esteem: cause of low self-esteem – inner critic – emotional abuse & neglect – Shame and low self-esteem – Parents as Mirrors – Types of Negative Parental Mirrors – Body as a Mirror – Mirror Therapy

Unit II Handling distorted self

Disintegrating Distorted Parental Mirror: Rejecting Parents' Negative Reflection – Emotionally Separating from Parents – Quieting and Countering Your Inner Critic

Creating a New Mirror: Discovering the Real You – Missed as a Child – Love Your Body

Unit III Healing techniques

Healing techniques: Neglected, Rejected, or Abandoned – Overprotected or Emotionally Smothered – Overly Controlled – Overly Critical, Shaming – Self-Absorbed

Reference book

Engel, B. (2006). *Healing Your Emotional Self*. Wiley.

Chamorro-Premuzic, T. (2013). *Confidence: Overcoming low self-esteem, Insecurity and Self-doubt*. Hudson Street press.

Branden, N. (1992). *The Power of Self-esteem*. Health Communications, Inc

Course outcomes:

After studying this course the students will:

- Have clarity on the cause of low self-esteem and distorted self-image
- Know the techniques to heal the distorted self-image and develop better self-esteem.

Psychology of Workplace Management (Value Added Course)

Course objectives:

- To learn and understand the core principles of central importance to effective management at work.
- To understand the Human Behaviour in the Workplace
- To assess at work place management
- To understand and analyse the attitudes, stress and culture at work place.

UNIT I: Work Psychology – Initial Orientation and Individual Differences

Work Psychology - Introduction, Basic Psychology and Work Psychology, Five traditions in Psychology, The origins of Work Psychology, Work Psychology today, The changing world of Work, Work Psychology and Changes in Workplace technology, Work Psychology and Workplace Diversity, Work Psychology and specific groups in the workplace.

Individual Differences – Introduction, Traditional models of Cognitive Ability, More recent models of Intelligence, Emotional Intelligence, Trait views of Personality, Socio-cognitive approaches to individual differences.

UNIT II: Assessing people at work and Attitudes at work

Assessing People at Work – Introduction, Judging people, How can we improve the assessment process? Assessing performance, Assessment in practice, Debates in practice.

Attitudes at Work – Introduction, What is an attitude? How are attitudes measured? Attitude change through persuasion, Attitudes and behaviour, Job satisfaction, Organisational commitment.

UNIT III: Analysis of Work behaviour, Stress at work and Organization Culture

The analysis and modification of work behaviour – Introduction, Conditioning and behaviour, Fundamentals of conditioning: contiguity and contingency, Organisational behaviour modification, putting more thought into OB Mod

Stress in the workplace – Introduction, What is stress? The costs of stress, What are the most common sources of stress at work? Factors intrinsic to the job, Role in the organization, Relationships at work, Career development, Organisational culture and climate, Home-work interface, The stress of being unemployed, Critiques of stress, Stress management, Dealing with workplace stress: a problem-solving framework.

Understanding Organisational change and culture – Introduction, The importance of change management, Changing organizational culture, The Planned Approach to Organisational change, The Emergent Approach to Organisational change, Organisational change: approaches and choices.

TEXT BOOK

Arnold, J. (2005). *Work Psychology: Understanding Human Behaviour in the Workplace*. 4th edition. New York: Prentice Hall - Financial Times.

REFERENCE BOOKS

Matthewman, L., Rose, A., & Hetherington A. (2009). *Work Psychology*. New York: Oxford University Press.

APPLICATION OF POSITIVE PSYCHOLOGY

Course Objective

- To enable the students to understand the strengths of human functioning.
- To make them understand the role of culture and cognitive process in shaping human behaviour
- To learn the procedures to cultivate prosocial behaviour and create positive environments for optimal life experience

UNIT I: INTRODUCTION

Definition – Going from negative to positive perspective of psychology – Eastern and western perspectives; Western and Eastern influences - Individualism – Collectivism. Classifications and Measures of Strengths; Gallup's – VIA – Developmental Assets – issues in equivalence. Positive outcomes for all; Dimensions of Wellbeing – outcomes associated with love and moving towards a vital balance.

UNIT II: POSTIVE PSYCHOLOGY IN CONTEXT

Culture and Psychology; understanding culture – putting in cultural context – determining what works and foundations of the good life and multicultural mindset as a strength. Living well at every stage of life; childhood – youth – adulthood - successful ageing. The principles of pleasure; emotional terms –positive emotions – happiness and subjective well-being. Emotional focused coping, EI, Socioemotional Selectivity and Emotional storytelling.

UNIT III: POSTIVE COGNITVE STATES AND PROCESSS

Seeing the future; self – efficacy – optimism – hope – temporal perspective. Wisdom and Courage; Theories of wisdom – Becoming and being wise – theories of courage – finding wisdom and courage in daily life. Optimal experiences; Mindfulness – flow –spirituality.

UNIT IV: PROSOCIAL AND CHANING HUMAN BEHAVIOUR

Portals of Altruism and gratitude; defining altruism – egotism – empathy motive and measurement. Gratitude; definition – correlates – measurement and cultivation - social implications of empathy, egotism, altruism and gratitude. Relationships; attachment – love – flourishing relationships and forgiveness. Conceptualizations of Mental health. Preventing the Bad and Promoting the Good.

UNIT V: POSTIVE ENVIRONMENTS AND FINDING STRENGTHS IN OTHERS

Positive schooling and gainful employment; negative psychology – components of positive schooling – teaching as a calling – gainful employment – being a good boss – capital at work – dark side and ways to improve work. Real strengths in real person; strengths are all around – within you and can be shared and borrowed.

REFERENCES

- Lopez, S., Pedrotti, JT., & Snyder, C.R. (2019). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (4th Ed).New Delhi: Sage Texts.
- Carr, A. (2022). Positive Psychology: The Science of Happiness and Human Strengths (3rd Ed). London: Routledge.

APPLICATION OF POSITIVE PSYCHOLOGY							
Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i>		K1	K2	K3	K4	K5	K6
CO1	To enable the students to understand the strengths of human functioning.		✓		✓		
CO2	To make them understand the role of culture and cognitive process in shaping human behaviour			✓	✓	✓	
CO3	To learn the procedures to cultivate prosocial behaviour and create positive environments for optimal life experience			✓		✓	✓

K1 - Remember, K2 - Understand, K3 - Apply, K4 - Analyze, K5 - Evaluate, K6 - Create

APPLICATION OF POSITIVE PSYCHOLOGY						
Mapping Course Outcomes (CO) & Program Outcomes (PO)		PO				
		1	2	3	4	5
CO1	To enable the students to understand the strengths of human functioning.	✓	✓	✓		✓
CO2	To make them understand the role of culture and cognitive process in shaping human behaviour		✓	✓		✓
CO3	To learn the procedures to cultivate prosocial behaviour and create positive environments for optimal life experience		✓	✓		✓