



PERIYAR UNIVERSITY
Periyar Palkalai Nagar, Salem-636011
(Reaccredited with 'A' Grade by the NAAC)

DEPARTMENT OF PSYCHOLOGY

M.Sc. DEGREE

Applied Psychology

[Choice Based Credit System (CBCS)]

OBE REGULATIONS AND SYLLABUS

(Effective from the academic year 2018-2019 and thereafter)

M. Sc. Applied Psychology

OBE REGULATIONS AND SYLLABUS

(With effect from the academic year 2018-2019 onwards)

1. Preamble

The department of Psychology is established in 2008, to fulfill the vision of Social Reformer Periyar E. V. Ramaswamy by promoting equal opportunities to students across the country. The department carries energy and dynamism, providing students with excellent opportunities for personal growth and professional excellence. The program focuses to meet the challenges of Psychologist profession in the areas of Clinical Psychology, Clinical Hypnotherapy, Cyber Psychology, Health Psychology, Cognitive Psychology, HRD and Industrial/Organizational Psychology. Students will become familiar with basic psychological aspects and understanding the behavioral aspects of individuals, thus the knowledge imparted would help improve the conditions of individuals, organizations and the society at large. The course would help the students to perform different roles, as psychologist, psychotherapist, school counselor, psychometrician, researcher, HR / OB specialist, consultant, social interventionist, market / consumer analyst, etc. The ethical codes that the students learn would help them to carry out their profession with rules and regulations, with ethical standards of the discipline.

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 historical perspective and be aware of the recent trends in the core topics of Psychology.

Core Attribute 2: Critical Thinking & Analysis

Critically thinks about the behavioral as well as mental phenomenon from a cause and effect perspective by analyzing various factors that might lead to certain behavioral outcome.

Core Attribute 3: Research Methods / Project / Practical Knowledge

Can carry out a research project by identifying the research need, formulate hypothesis, adopt appropriate research design, methods, statistical tools and infer the outcome and present it in an American Psychological Association (APA) format.

Core Attribute 4: Professionalism and Values

Objectively, fairness and unbiased ethical values reflects 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 individual, social and research setting.

Core Attribute 6: Learning and the Application

Learnt psychological principles are applied to personal, social, and organizational issues, in the areas of applied psychology (e.g., clinical, counselling, organizational, forensic, health).

Core Attribute 7: Entrepreneurship

Theoretical, diagnostic, therapeutic and professional skill sets are imparted to start an entrepreneurial venture like counselling / guidance / training centers as well as giving suitable employment.

3. Programme Specific Qualification Attributes

PSQA vs Core Attributes mapping

	CA 1	CA 2	CA 3	CA 4	CA 5	CA 6	CA 7
Knowledge (K1)	✓	✓	✓			✓	✓
Understanding (K2)	✓	✓	✓			✓	✓
Application (K3)		✓	✓		✓	✓	
Analytical (K4)		✓			✓	✓	✓
Evaluation capability (K5)		✓	✓	✓		✓	✓
Scientific or synthesis (K6)	✓	✓	✓	✓	✓		✓

4. 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 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.

5. Programme Objectives and Outcomes

Programme Educational Objectives (PEO)

PEO 1 To develop 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 (MSc Applied Psychology):

On successful completion of the MSc Applied Psychology programme, the students will be able to:

PO 1 professionally develop in rendering psychological services

PO 2 become professional psychologist capable of assessing, diagnosing and provide appropriate psychological interventions at the personal, professional and societal level

PO 3 develop assessment competency, diagnostic competency, research competency, therapeutic and training competencies

PO 4 enable students to reflect on their interest and aptitudes to become developmental psychologists, health psychologists, social psychologists, personality psychologists, industrial/organizational/human resources psychologists, psychological counsellors, experimental psychologists, consumer behavioral analyst, cognitive psychologist, psychotherapist, school counsellor, life coaches, research scientist, etc

PO 5 to follow ethical principles in their life and career

PO 6 develop inquisitive abilities to know the reasons behind the behavioral phenomenon

PO 7 make aware of responsibilities to society and the specific communities in which they live

PO 8 analyze the worldly phenomenon from their perspectives

PO 9 to use scientific reasoning to interpret the human behavior

PEO vs PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	✓	✓	✓	✓		✓			✓
PEO2	✓	✓	✓	✓	✓	✓		✓	✓
PEO3	✓	✓		✓	✓	✓			

PO Vs GA

	GA1	GA2	GA3	GA4	GA5	GA6	GA7
PO1	✓	✓		✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓
PO3	✓	✓	✓	✓	✓	✓	
PO4	✓	✓	✓	✓	✓	✓	✓
PO5		✓	✓	✓	✓		✓
PO6	✓	✓	✓		✓	✓	✓
PO7				✓	✓		✓
PO8					✓		✓
PO9	✓	✓	✓		✓	✓	✓

6. Candidate's eligibility for admission

A candidate who have 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.

7. Duration of the programme

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

8. 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	5	20	500	20
Elective Courses	1	4	100	4
Supportive Courses	-	-	-	-
Research	-	-	-	-
Online Courses	-	-	-	-
Total	6	24	600	24
Part B (Self-learning credit courses)				
Elective Foundation Courses	-	-	-	-
Total	-	-	-	-
Semester II				
Part A (Credit Courses)				
Core Courses	3	12	300	12
Elective Courses	1	4	100	4
Supportive Courses	1	3	100	3
Core Practical	1	8	100	4
Online Courses (MOOC)	1	-	-	-
Total	7	15	600	23
Part B (Self-learning credit courses)				
Human Rights	1	2	100	-
Total	1	2	100	-
Semester III				
Part A (Credit Courses)				
Core Courses	3	12	300	12
Elective Courses	1	4	100	4
Supportive Courses	1	3	100	3
Core Practical	1	8	100	4
Online Courses (MOOC)	1	-	-	2
Research (Project work)	1	--	200	8
Total	8	15	800	33
Part B (Self-learning credit courses)				
Elective Foundation Courses	-	-	-	-
Total	-	-	-	-
Semester IV				
Part A (Credit Courses)				

Course Component	No. of Courses	Hours of Learning per week	Marks	Credits
Core Courses (Internship & Institutional Building)	1	-	200	12
Total	1	-	200	12

9. 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					
Advanced General Psychology	18PSC01	Core I	4	4	3
Life Span Psychology	18PSC02	Core II	4	4	3
Psychopathology	18PSC03	Core III	4	4	3
Research Methods & Statistics	18PSC04	Core IV	4	4	3
Positive Psychology for Health & Wellbeing	18PSC05	Core V	4	4	3
Advanced Social Psychology	18PSE01	Elective I	4	4	3
Semester II					
Theories of Personality	18PSC06	Core VI	4	4	3
Human Resource Management	18PSC07	Core VII	4	4	3
Counselling Psychology	18PSC08	Core VIII	4	4	3
Experimental Psychology I	18PSC09	Core IX (Practical)	4	8	3
Consumer Behaviour & Marketing	18PSE02	Elective II	4	4	3
Supportive (To choose from other department)		Supportive I	3	3	3
Human Rights (Compulsory Paper for ALL students)					
MOOC Course (Add-on)			2		
Semester III					
Cognitive Neuro Psychology	18PSC10	Core X	4	4	3
Psychotherapeutics	18PSC11	Core XI	4	4	3
Organizational Behaviour and Training	18PSC12	Core XII	4	4	3
Experimental Psychology II	18PSC13	Core XIII (Practical)	4	8	3
Project Work	18PSC14	Core XIV	8		
School Counselling	18PSE03	Elective III	4	4	3
Supportive (To choose from other department)		Supportive II	3	3	3
MOOC Course (Add-on)		Add-On	4	4	3
Semester IV					
<i>Internship/ Institutional training</i>	18PSC15	Core XV	12		

Total number of credits and marks			
Course	No of courses	No of credits	Total marks
Core courses	15	72	1700
Elective	3	12	300
Supportive	2	6	200
Grand total	20	90 + 4 (add-on)	2200

10. Credit Calculation

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

11. 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								
Advanced General Psychology	18PSC01	Core I	4	4	3	25	75	100
Life Span Psychology	18PSC02	Core II	4	4	3	25	75	100
Psychopathology	18PSC03	Core III	4	4	3	25	75	100
Research Methods & Statistics	18PSC04	Core IV	4	4	3	25	75	100
Positive Psychology for Health & Wellbeing	18PSC05	Core V	4	4	3	25	75	100
Advanced Social Psychology	18PSE01	Elective I	4	4	3	25	75	100
Semester II								
Theories of Personality	18PSC06	Core VI	4	4	3	25	75	100
Human Resource Management	18PSC07	Core VII	4	4	3	25	75	100
Counselling Psychology	18PSC08	Core VIII	4	4	3	25	75	100
Experimental Psychology I	18PSC09	Core IX (Practical)	4	8	3	25	75	100
Consumer Behaviour & Marketing	18PSE02	Elective II	4	4	3	25	75	100
Supportive (To choose from other department)		Supportive I	3	3	3	25	75	100
Human Rights (Compulsory Paper for ALL students)						25	75	100
MOOC Course (Add-on)			2					

Course	Course Code	*Category	Number of Credits	Hours Per Week	Exam Duration (hrs)	Marks		
						IA	ESA	Total
Semester III								
Cognitive Neuro Psychology	18PSC10	Core X	4	4	3	25	75	100
Psychotherapeutics	18PSC11	Core XI	4	4	3	25	75	100
Organizational Behaviour and Training	18PSC12	Core XII	4	4	3	25	75	100
Experimental Psychology II	18PSC13	Core XIII (Practical)	4	8	3	25	75	100
Project Work	18PSC14	Core XIV	8			50*	150#	200
School Counselling	18PSE03	Elective III	4	4	3	25	75	100
Supportive (<i>To choose from other department</i>)		Supportive II	3	3	3	25	75	100
MOOC Course (Add-on)		Add-On	4	4	3			
Semester IV								
<i>Internship/ Institutional training</i>	18PSC15	Core XV	12			50*	150#	200
* viva voce, # project report, IA – Internal assessment, ESA – External single assessment								

12. Examinations

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

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

13. 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, third in the 16th week and the end – semester examination in the 19th week. 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 prescribed question paper pattern.

Attainment Rubrics for Theory Courses

Internal (Max. Marks - 25)

(No Internal Minimum Evaluation of End Semester Examinations)

Evaluation of Internal Assessment

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

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	

Attainment Rubrics for Research

Project / Internship training:

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

14. Grading System

Evaluation of performance of students is based on 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: 18PSC01

Credits: 4

ADVANCED GENERAL PSYCHOLOGY

Course Objectives

- To enable the student to understand the basic concepts in psychology
- To make them understand the recent advancements in the general psychology
- To sensitize the student on motivational, emotional and other aspects of behaviour

UNIT I: INTRODUCTION

Psychology: Brief history of Modern Psychology – Its Grand Issues and Key Perspectives – Multicultural Perspective – Evolutionary Psychology - Positive Psychology Perspective-Cyber Psychology.

Research in Psychology: the Scientific Method –Theory in the Scientific Method- *Research methods in Psychology:* Observation- Correlation-Experimentation. Ethical Issues in Psychological Research

UNIT II: BIOLOGICAL BASES OF BEHAVIOR AND THE BRAIN

The Biological Basis: Neurons-Basic Structure and Functions – Neurotransmitters-the Nervous System-the Endocrine System.

The Brain: The Brain Stem- The Hypothalamus- Thalamus and the Limbic System- the Cerebral Cortex-The Brain and Visual Perception- the Brain and Human Speech- the Brain and Higher Mental Processes.

Heredity and Behavior: Genetics- Role of Genetics and Environmental Effect on human behaviour- Genes and Evolutionary Psychology.

UNIT III: SENSATION, PERCEPTION, CONSCIOUSNESS, AND LEARNING

Sensation: Sensory Thresholds- Psychophysics and its Methods-Sensory Adaptation-Vision – Hearing – Touch and other Skin Senses – Smell and Taste – Kinesthesia and Vestibular Sense. *Perception:* – Organizing principles- Constancies and Illusions- Pattern Recognition and Distance Perception –Plasticity of Perception-Extrasensory perception.

State of Consciousness: Biological Rhythms– Waking States of Consciousness – Sleep and Sleep Disorders- Dreams- Hypnosis - Consciousness Altering Drugs. *Learning:* Principles and Applications of Classical Conditioning- Principles and Applications of Operant Conditioning- Principles and Applications of Observational Learning- Social Cognitive Learning Theory.

UNIT IV: MOTIVATION AND EMOTION

Motivation: Drive, Arousal, Expectancy, Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating- Sexual Motivation and Human Sexual Behaviour– Aggressive Motivation– Achievement Motivation - Intrinsic Motivation.

Emotion: Nature, Expression and Impact – Biological Basis of Emotion – External Expression of Emotion. Emotions and Cognitions –Subjective Well Being.

UNIT V: INTELLIGENCE & CREATIVITY

Intelligence –Nature – Meaning – Theories of Intelligence– Measuring Intelligence–Heredity and Environment in Intelligence–Group Differences in Intelligence. Emotional Intelligence.

Creativity – Views of Creativity- Techniques of Creativity.

TEXT BOOK

Robert A. Baron (2001). *Psychology*. New Delhi: Prentice Hall of India.

REFERENCE BOOKS

Cacioppo, J., & Freberg, L. (2018). *Discovering psychology: The science of mind*. Cengage Learning.

Kalat, J. W. (2016). *Introduction to psychology*. Nelson Education.

Robert A. Baron & Girishwar Misra(2014). *Psychology* (Indian subcontinent edition /5th Ed.) Pearson Education Limited.

Carole Wade &Carole Tavris (2012). *Invitation to psychology (5th Ed.)*. Pearson/Prentice Hall.

Gregory J. Feist., & Erika L. Rosenberg (2012). *Psychology: Perspective and Connections (2nd Ed.)*. McGraw-Hill.

Robert S. Feldman. (2012). *Psychology and your Life*. TATA McGraw-Hill.

Hockenbury, D. H., & Hockenbury, S. E. (2011). *Discovering psychology (5th Ed.)*. Worth Publishers.

Hilgard, E.R. (1999). *Introduction to Psychology* (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.

Mangal, S.K. (1999). *General psychology*. New Delhi: Surjeeth Publications.

Morgan C.T, King, R.A., Weisy, J.R, Scooper, J. (1993). *Introduction to Psychology*. New Delhi: Tata Mc-Graw Hill Publishing Company.

On the successful completion of the course, students will be able to:

Semester 1 – Advanced General Psychology							
		K1	K2	K3	K4	K5	K6
CO1	apply basic concepts of Psychology			✓	✓		
CO2	analyse biological, cognitive, affective and psychomotor variables of behaviour			✓	✓	✓	
CO3	evaluate human performance based on elements of Psychology					✓	✓

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

On the successful completion of the course, students will be able to:

Semester 1 – Advanced General Psychology										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	apply basic concepts of Psychology	✓								
CO2	analyse biological, cognitive, affective and psychomotor variables of behaviour		✓				✓			
CO3	evaluate human performance based on elements of Psychology		✓						✓	

LIFE SPAN PSYCHOLOGY

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

Human development early approaches- Human development today- Theoretical perspective: Psychoanalytic- Learning- Cognitive- Evolutionary/Sociobiological- Contextual.

UNIT II: FORMING A NEW LIFE TO INFANCY AND BABYHOOD

Prenatal development - Birth Process - newborn baby – Babyhood Cognitive development: Piagerian approach - Psychosocial development – Foundations of psychosocial development – Children of working parents – Contact with other children.

UNIT III: PUBERTY AND ADOLESCENCE

Physical development: Puberty- Physical and mental health. Cognitive development: Cognitive maturation - Psychosocial development: Search for identity- sexuality- Relationship with family, Peer and Adult Society.

UNIT IV: YOUNG ADULTHOOD TO MIDDLE ADULTHOOD

Physical development in young adulthood – health and physical condition – Physical changes in middle adulthood – Cognitive development: Schaie life-span model – measuring cognitive abilities – Psychosocial development: Foundations of intimate relationships - Marital problems – Middle Adulthood - Psychosocial development: consensual relationships – other Kinship ties.

UNIT V: LATE ADULTHOOD TO DEATH AND DYING

Theories of Biological Aging- Physical changes- Physical and mental health Psychosocial Development- Personal relationship in late life - Non-Marital kinship ties- Faces of death - Facing Death and Loss- Death and Bereavement across lifespan – Right to die.

TEXT BOOK

Papalia, D.E., Olds, S.W., and Feldman, R.D. (2004). *Human development* (9th edition). New Delhi: Tata 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.

On the successful completion of the course, students will be able to:

Semester 1 - Life-span Psychology							
		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		✓		✓		✓

On the successful completion of the course, students will be able to:

Semester 1 - Life-span Psychology										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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									✓

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, APPROACH TO PSYCHOPATHOLOGY AND ASSESSMENT & DIAGNOSIS

Understanding psychopathology – Historical conceptions of abnormal behavior: Supernatural model, Biological model, Psychological model.

One dimensional Vs multi-dimensional model – genetic contribution to psychopathology – Contribution of neuroscience to psychopathology – Behavioral & Cognitive science – Emotions – Cultural & interpersonal factors – Lifespan development.

Assessing psychological disorders – Diagnosing psychological disorders.

UNIT II: ANXIETY & STRESS- RELATED DISORDERS; OBSESSIVE-COMPULSIVE DISORDERS; AND MOOD DISORDERS

Complexity of anxiety disorders – Anxiety Disorders: GAS, Panic disorder and Agoraphobia, Specific Phobia, Social Anxiety Disorder. Posttraumatic stress disorder – Obsessive-Compulsive and Related disorders: Obsessive-Compulsive disorder.

Defining Mood disorder – Structure of mood disorder – Additional defining criteria for depressive and bipolar disorders. Causes: Biological, Neurological, Psychological, Social and cultural – Treatment: ECT and TMS, Psychological, Preventing relapse.

UNIT III: SEX RELATED DISORDERS, GENDER DYSPHORIA

Meaning of normal sexuality – Overview of sexual dysfunctions: Sexual desire disorder, Sexual arousal disorder, Orgasm disorder, Sexual pain disorder. Assessing sexual behavior- Causes and treatment of sexual dysfunctions. Paraphilic disorders – Types – Assessing and treating paraphilic disorders – Gender dysphoria.

UNIT IV: PERSONALITY DISORDERS

Aspects of personality disorder – Categorical and dimensional models – Comorbidity – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder – Cluster B personality disorders: Antisocial, Borderline, Histrionic, Narcissistic personality disorder – Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.

UNIT V: SCHIZOPHRENIA SPECTRUM AND OTHER RELATED DISORDERS; NEURODEVELOPMENTAL DISORDERS

Clinical descriptions: Positive symptoms, negative symptoms, disorganized symptoms. Historic schizophrenia subtypes – Other psychotic disorders – Causes of schizophrenia – Treatment of schizophrenia. Attention-deficit/hyperactivity disorder – Specific learning disorder – Autism spectrum disorder – Intellectual disability – Causes – Treatment – Prevention.

TEXT BOOK:

Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology – An Integrative Approach* (7th ed). New Delhi: Cengage Learning.

REFERENCE BOOKS

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.

On the successful completion of the course, students will be able to:

Semester 1 - Psychopathology							
		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	understand and remember the various terminologies used in psychopathology	✓		✓			
CO6	describe abnormal states operationally to study them empirically		✓		✓		
CO7	identify antecedents and consequences of behavioural and mental processes, and create an environment to prevent mental disorders	✓		✓			

On the successful completion of the course, students will be able to:

Semester 1 - Psychopathology										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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 and 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	understand and remember the various terminologies used in psychopathology									
CO6	describe abnormal states operationally to study them empirically		✓	✓						
CO7	identify antecedents and consequences of behavioural and mental processes, and create an environment to prevent mental disorders		✓							

RESEARCH METHODS AND STATISTICS

OBJECTIVES:

- To orient students to the different stages of research
- To give insight into the various research methods
- To identify and apply appropriate research tools
- To acquire the skill of reporting the research
- To employ various statistical techniques including software for psychological research

UNIT I: FOUNDATIONS OF RESEARCH

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

UNIT II: HYPOTHESIS, 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: COMMUNICATING IN PSYCHOLOGY

Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation.

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.

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.

On the successful completion of the course, students will be able to:

Semester 1 - Research Methodology & Statistics							
		K1	K2	K3	K4	K5	K6
CO1	interpret, design and conduct basic psychological research, applying appropriate research design	✓	✓	✓	✓		
CO2	analyse ethical standards to psychological service, practices and research				✓		
CO3	apply critical thinking process to psychological enquiry					✓	
CO4	describe various approaches to research	✓	✓			✓	
CO5	differentiate parametric & non-parametric tests of significance				✓		
CO6	able to report in research terminology		✓				✓
CO7	analyse data using SPSS				✓		
CO8	generate and pursue hypothesis testing, power & control			✓			✓

On the successful completion of the course, students will be able to:

Semester 1 - Research Methodology & Statistics										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	interpret, design and conduct basic psychological research, applying appropriate research design						✓			
CO2	analyse ethical standards to psychological service, practices and research					✓				
CO3	apply critical thinking process to psychological enquiry						✓			✓
CO4	describe various approaches to research									✓
CO5	differentiate parametric & non-parametric tests of significance			✓						
CO6	able to report in research terminology			✓						
CO7	analyse data using SPSS								✓	
CO8	generate and pursue hypothesis testing, power & control								✓	

POSITIVE PSYCHOLOGY FOR HEALTH AND WELLBEING

OBJECTIVES:

- To orient students to the concepts of Health and Medicine
- To give insight into changing behaviour for better health
- To make them understand psychological process behind illness
- To acquire the skill of coping with illness
- To employ various positive psychological techniques for good mental and physical health

UNIT I: BASICS OF HEALTH PSYCHOLOGY

Health Psychology: Individual Perspective-Conducting Research in Health Psychology: the true experiment- the Correlation- Prospective versus Retrospective Studies- Longitudinal versus Cross-Sectional Research- the Field versus the Laboratory.

Medical Care: Medicine and Alternative Medicine- Psychosomatic and Behavioral Medicine- Medicine Today- Psychological Factors in Illness and Disease- Models of the Physician-Patient Relationship- Communication in therapeutic interaction- Positive Health.

UNIT II: PHYSICAL HEALTH AND BEHAVIOR CHANGE

Staying Healthy: Medical Communication and Physical Health- Prevention of Diseases/Impairments- Degenerative Diseases- Primary Prevention and Behavioral Outcomes- Secondary and Tertiary Prevention and Behavioral Outcomes: Components of Interventions that Work- Controlling Hypertension- Controlling Diabetes.

Behavior Change: Adherence to Medical Regimens-Sources of Health Information- Health Belief Model- Theories of Reasoned Action and Planned Behavior- Specific Beliefs about Health- Persuasion-Social Cognitive Theory- Self-Regulative Theories-Subjective Social Norms-Intentions and Commitment- Behavior Modification- Behavioral Self-Control- Cognitive Modification.

UNIT III: PAIN, STRESS AND COPING

Pain: Perception of Pain- Theories of Pain-Neuro-chemical Basis of Pain and Pain Inhibition- Cognitive Outcomes of Pain- Psychological Factors and Pain- Cognitive Methods of Pain Control-Cognitive-Behavioral Methods of Pain Control- Behavior Modification in Chronic Pain.

Psychological Processes, Stress, and Physical Illness: Psycho-physiological Disorders- the Concept of Stress- Cognitive Appraisal in Stress- Psychoneuroimmunology - Stress and Cardiovascular Disorders - Psychophysiological Disorders and Stress.

Coping Processes: Cognitions and Coping- Cognitive Coping Styles- Causal Attributions- Sense of Control- Coping Interventions: Mental Control- Cognitive Retraining- Exercise-Relaxation Techniques- Systematic Desensitization- Biofeedback.

UNIT IV: BASICS OF POSITIVE PSYCHOLOGY

Positive Psychology: Assumptions and Goals- Psychology of Wellbeing- Positive Psychology and Health Psychology - Positive Therapy- Subjective Wellbeing- Psychological wellbeing and positive functioning.

Positive emotions- Positive Emotions and Health Resources-Positive emotions and well-being- Cultivating Positive Emotions- Genetics and happiness- Personality and happiness-Growth through Trauma- Resilience and its Sources –Self Regulation.

UNIT V: POSITIVE PSYCHOLOGY THE BEHAVIOUR CHANGE

Positive beliefs and Happiness - Optimism and Coping- Wisdom and the model of life management - Religion/ Spirituality and wellbeing - Using positive psychology to treat depression Mindfulness and Wellbeing.

Lifestyle practices for health and well-being: Achieving Sustainable New Happiness- Physical Activity (Positive Psychology in Motion)- Balancing Time Perspective in Pursuit of Optimal Functioning- Positive/ Healthy Aging.

TEXT BOOKS

DiMatteo, M., & Leslie R. Martin (2010). *Health Psychology* (LPE). New Delhi: Pearson Education India.

Steve R. Baumgardner & Marie K. Crothers (2009). *Positive Psychology* (LPE). New Delhi: Pearson Education India.

REFERENCE BOOKS

Alan Carr (2004). *Positive Psychology: The Science of happiness and Human Strengths* (SIE). London: Routledge.

Alex Linley P. & Stephen Joseph (2004). *Positive Psychology in Practice*. John Wiley & Sons, Inc.

David F. Marks, Michael Murray, Brain EvansEmee Vida Estacio (2011). *Health Psychology: Theory, Research and Practice*. Sage.

Seligman, M. E. (2008). Positive health. *Applied Psychology*, 57, 3-18.

Snyder, C.R., Shane J. Lopez, & Jennifer Teramoto Pedrotti (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2nd Ed.)*. New Delhi: Sage.

Shelly E. Taylor (2008). *Health Psychology* (6th Ed.). New Delhi: Tata McGraw-Hill.

Taylor, S. E., & Sherman, D. K. (2004). *Positive psychology and Health Psychology: A Fruitful Liaison*. In *Positive psychology in practice*, 305-319.

On the successful completion of the course, students will be able to:

Semester 1 - Positive Psychology & Health-being							
		K1	K2	K3	K4	K5	K6
CO1	summarise psychological factors that can influence the pursuit of the healthy lifestyle						✓
CO2	describe examples of relevant and practical applications of psychological principles to everyday life		✓				
CO3	understand, predict, explain and ultimately change the unhealthy behaviour	✓	✓				
CO4	critically examine health related research & illustrate the role of scientific methodologies in arriving at important and applicable findings				✓		
CO5	identify research that supports principles, strategies, tool and skills of the positive psychology				✓	✓	
CO6	integrate and apply core concepts of positive psychology and resiliency factors into their own life to professional practice					✓	

On the successful completion of the course, students will be able to:

Semester 1 - Positive Psychology & Health-being										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	summarise psychological factors that can influence the pursuit of the healthy lifestyle									
CO2	describe examples of relevant and practical applications of psychological principles to everyday life		✓	✓	✓	✓				
CO3	understand, predict, explain and ultimately change the unhealthy behaviour		✓	✓	✓	✓	✓			
CO4	critically examine health related research & illustrate the role of scientific methodologies in arriving at important and applicable findings									✓
CO5	identify research that supports principles, strategies, tool and skills of the positive psychology				✓	✓	✓			
CO6	integrate and apply core concepts of positive psychology and resiliency factors into their own life to professional practice		✓	✓	✓	✓	✓	✓		

ADVANCED SOCIAL PSYCHOLOGY

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 and aggression, and application of the principles of social psychology in different fields.

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.

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.

UNIT III: ATTITUDES, ATTRACTION AND PROSOCIAL BEHAVIOUR.

Attitudes: Formation, influence, guiding behavior, persuasion, resistance and cognitive dissonance. Attraction: internal and external sources, similarity and mutual liking and close relationships as foundations of social life. Prosocial Behavior: Motives, bystander effect and factors that increase or decrease it and emotions

UNIT IV: STEREOTYPE, PREJUDICE, DISCRIMINATION AND AGGRESSION

Causes, effects and cures of Stereotyping, Prejudice and Discrimination. Aggression: Perspectives, Causes, Emotions, Bullying and Techniques to prevent and control.

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.

On the successful completion of the course, students will be able to:

Semester 1 - Social Psychology							
		K1	K2	K3	K4	K5	K6
CO1	incorporate socio-psychological factors in scientific inquiry of individual's behaviour in group psychology	✓	✓				
CO2	articulate how psychological principles can be used to explain social issues, influencing individual behaviour			✓			
CO3	understand the nature and boundaries of social phenomenon that shapes the individual cognitive behaviour and identity		✓	✓			
CO4	apply the knowledge of attitudes, attraction and pro-social behaviour in influencing the interpersonal relationships			✓			
CO5	analyse and evaluate the psychosocial factors of prejudice, discrimination and violence in the society			✓			
CO6	create social models in addressing the adversity, health and happiness of individuals					✓	
CO7	create / evolve social skills in understanding and prevention of bullying and aggression in academic settings				✓	✓	✓

On the successful completion of the course, students will be able to:

Semester 1 - Social Psychology										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	incorporate socio-psychological factors in scientific inquiry of individual's behaviour in group psychology									✓
CO2	articulate how psychological principles can be used to explain social issues, influencing individual behaviour								✓	
CO3	understand the nature and boundaries of social phenomenon that shapes the individual cognitive behaviour and identity								✓	
CO4	apply the knowledge of attitudes, attraction and pro-social behaviour in influencing the interpersonal relationships							✓		
CO5	analyse and evaluate the psychosocial factors of prejudice, discrimination and violence in the society								✓	
CO6	create social models in addressing the adversity, health and happiness of individuals		✓							
CO7	create / evolve social skills in understanding and prevention of bullying and aggression in academic settings						✓			

THEORIES OF PERSONALITY

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 help them to understand the application of personality assessment in clinical practice

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 behavioural 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.

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.

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.

UNIT V: THE BEHAVIOURAL, SOCIAL AND MINOR PERSPECTIVES

Behavioural 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.

TEXT BOOK

Schultz, D.P. and Schultz, S.E. (2013). *Theories of Personality* (10th Ed). Delhi.

REFERENCE BOOKS

Cengage Learning India Private Limited.

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.

On the successful completion of the course, students will be able to:

Semester 2 - Theories of Personality		K1	K2	K3	K4	K5	K6
CO1	identify basic biological, psychological and social components of behavioural explanations		✓			✓	
CO2	analyse and differentiate the concepts of personality from various theoretical perspectives				✓	✓	
CO3	analyse and evaluate various assessment methodologies and their theoretical frameworks		✓		✓	✓	
CO4	develop behavioural components of effective personality development programs						✓

On the successful completion of the course, students will be able to:

Semester 2 - Theories of Personality		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	identify basic biological, psychological and social components of behavioural explanations		✓		✓		✓			
CO2	analyse and differentiate the concepts of personality from various theoretical perspectives	✓	✓	✓					✓	
CO3	analyse and evaluate various assessment methodologies and their theoretical frameworks	✓	✓	✓						
CO4	develop behavioural components of effective personality development programs	✓		✓	✓	✓		✓		

HUMAN RESOURCE MANAGEMENT

Course Objectives:

- To learn the concept, evolution, history and importance of Human Resources 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: FRAME WORK OF HUMAN RESOURCE MANAGEMENT

Introduction: Nature, Concept & Functions of HRM, Qualities of HR Manager, Evolution of HRM.

HRM Environment: External Factors and Internal Factors, Implications of HRM Environment, Role and Responsibility of HR Professionals in Changing Environment.

HR Information System, Accounting and Audit: Computer Aid to HR Information System, Designing, Software Packages, HR Accounting, HRM Audit.

UNIT II: HUMAN RESOURCE PLANNING AND ANALYSIS

Human Resource Planning: Concept of HRP - Importance, Responsibility and Factors affecting HRP, HRP Process, Time Dimension of HRP, Barriers to Effective HRP.

Job Design and Job Analysis: Factors Affecting Job Design. Approaches to Job Design, Job Analysis, Functional Job Analysis, Role Analysis.

UNIT III: ACQUIRING HUMAN RESOURCE

Recruitment: Concept, Recruitment Policy, Source of Recruitment, Recruitment Process and Design of Application Form.

Selection: Concept, Selection Process, Application Forms, Selection Tests, Selection Interview, Factors Affecting Selection Process.

Induction and Placement: Process, Socialization of New Employee, Placement.

UNIT IV: PERFORMANCE MANAGEMENT, COMPENSATION & BENEFITS

Concept, Performance Appraisal, Methods of Performance Appraisal, Appraisal Feedback, Performance Counselling, Barriers to Effective Performance Appraisal.

Compensation Management: Concept, Job Evaluation and Executive Compensation. Incentives and Benefits: Concept, Financial Incentives, Fringe Benefits and Non-Financial Incentives.

UNIT V: MANAGING INDUSTRIAL RELATIONS

Dynamics of Industrial Relations: Concept of Industrial Relations, Trade Unions

Discipline & Grievance Management: Discipline Management, Grievance Management

Management of Industrial Disputes: Concept of Industrial Dispute, Settlement of Industrial Disputes

TEXT BOOK

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

REFERENCE BOOKS

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.

On the successful completion of the course, students will be able to:

Semester 2 - Human Resource Management		K1	K2	K3	K4	K5	K6
CO1	understand the significance of human resources in organizations		✓		✓		
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 / training		✓			✓	
CO5	apply the HR concepts in performance appraisal and compensation planning			✓			
CO6	evaluate the concerns of stakeholders and proceed for industrial dispute management						✓

On the successful completion of the course, students will be able to:

Semester 2 - Human Resource Management		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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 / training			✓			✓			✓
CO5	apply the HR concepts in performance appraisal and compensation planning			✓						✓
CO6	evaluate the concerns of stakeholders and proceed for industrial dispute management						✓	✓		

COUNSELLING PSYCHOLOGY

Course Objectives:

- To orient students about the importance of Guidance and Counseling
- To understand the nature of counseling situation
- To understand the various areas of Counselling
- To become aware of Ethical and Legal issues in Counselling

UNIT I: GUIDANCE AND COUNSELLING AN INTRODUCTION

Meaning of Guidance – Basic principles and assumptions underlying guidance –Definitions of counseling – Factors contributing to the emergence of counselling - Characteristics of Counsellor – The identity of Counselling – History of Therapeutic Counselling: The ancient Philosopher – The first Psychiatrists – Influences from Psychology – The Guidance era. The counseling era – The era of the therapeutic counseling – Licensing and regulation in Counselling - Guidance and counselling in Indian context.

UNIT II: SETTINGS FOR COUNSELLING

Different roles of Counselors – A set of generic skills – A set of common goals – Developmental and remedial orientation – Team work –Qualities of Counselling relationships – Perspectives on helping relationships.

Counselling process: Creating a relationship in the initial interview: Establishing rules – Planning hope – Assuring confidentiality- Assessing expectations – Collecting information – Identifying problems – Beginning intervention – First session agenda review – Reciprocal influence.

UNIT III: COUNSELLING APPLICATIONS

Group Counselling: Survey of groups, Encounter groups – Guidance Groups – Counselling groups – Therapy groups – Self-help and support groups. Some considerations in the use of group modalities – Counteracting potential limitations – Advantages of group work.

Career counselling: Functions of work – Roles of Counselling- Holland's Theory of career development. Career Education: Abilities – interests – values – Career Decision Making – Trends and Issues in Career Counselling: Changes in the work place – Work and Leisure – Use of Technology – Counselling in Industry.

UNIT IV: MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING

Family Counselling: Theories of Family Counselling – Sex Counselling: Clinical assessment interview – Physical examination and medical history – Exploration of relationship – Sensate focus exercise – Specialized techniques – Evaluation.

Addictions Counselling: Symptoms of addiction: Drug use and abuse – Drug culture – Types of drugs – Effects of drug abuse – Adolescent drug use – Prevention – Abuse in special populations – the Elderly – The disabled – Principles for counselling the Chemically dependent.

UNIT V: PROFESSIONAL PRACTICE

Counselling Diverse Population: Multiculturalism – Influence of Biases – Identity issues – Preferred clients – counselling and gender – Counselling ethnic minorities – Counselling the aged – The counselor and HIV – Counselling clients who are physically challenged.

Ethical and Legal Issues: Professional Codes- Our divided loyalties – Areas of ethical difficulty – Dual relationship and sexual improprieties – Misjudgment and failures – Deception and informed consent – Confidentiality and privileged communication – Recent trends – Making ethical decisions – Legal issues in Counselling – Advice for the passionately committed counselling student.

TEXT BOOKS

Charles J. Gelso., Elizabeth N. Williams., & Bruce R. Fretz. (2014). *Counseling Psychology (3rd Edn.)*. Washington, DC: APA Publications.
Kottler, J.A. and Brown, R.W. (2000). *Introduction to Therapeutic Counselling*. New York: Brooks / Cole.

REFERENCE BOOKS

John Sommers - Flanagan., & Rita Sommers - Flanagan. (2015). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. New Jersey: John Wiley & Sons, 22-Jun-2015
Kathryn, G. and David, G. (2008). *Relationship Counselling for Children, Young People and Families*. New Delhi: Sage Publications.
Kinra. (2010). *Guidance and Counselling*. New Delhi: Pearson Learning Inc.
McLeod, J. (2009). *Counselling Skills*. New Delhi: Rawat Books Ltd.
Payne, M. (2010). *Couple Counselling*. New Delhi: Sage Publications.

On the successful completion of the course, students will be able to:

Semester 2 - Counselling Psychology							
		K1	K2	K3	K4	K5	K6
CO1	understand the nuances of guiding principles and factors influencing the outcome		✓		✓		
CO2	understand the need for counselling the client				✓		
CO3	demonstrate the knowledge, skills and ability required in the counselling process			✓			
CO4	follow ethical principles in offering counselling			✓			
CO5	demonstrate the art of counselling in various areas of marital, family, sex and addiction counselling in the gender and cultural context		✓	✓			✓
CO6	maintain professionally appropriate communication and conduct across different settings		✓				✓
CO7	demonstrate concern for the welfare of others				✓		
CO8	understanding of legal issues pertinent to counselling				✓		

On the successful completion of the course, students will be able to:

Semester 2 - Counselling Psychology										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	understand the nuances of guiding principles and factors influencing the outcome		✓							
CO2	understand the need for counselling the client	✓								
CO3	demonstrate the knowledge, skills and ability required in the counselling process		✓							
CO4	follow ethical principles in offering counselling					✓				
CO5	demonstrate the art of counselling in various areas of marital, family, sex and addiction counselling in the gender and cultural context	✓	✓		✓					
CO6	maintain professionally appropriate communication and conduct across different settings	✓	✓			✓				
CO7	demonstrate concern for the welfare of others	✓				✓				
CO8	understanding of legal issues pertinent to counselling	✓		✓						

EXPERIMENTAL PSYCHOLOGY – I

Course Objectives:

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

Part I Psychological Testing

Students have to learn various aspects of Psychological Testing and write an answer for a question from this part in Practical Examination

THE BASICS OF PSYCHOLOGICAL TESTING AND TEST CONSTRUCTION

The Test: Features of a test- types & Uses of Tests- Responsibilities of Test Users- History of Testing- Raw Scores and Raw Scores Transformation- Selecting a norm group- Criterion reference tests.

Test Construction and Standardization: Steps- Scaling methods and levels of measurement - Rational test construction – Empirical test Construction –Factor Analytic test construction.

ASSESSMENT OF INTELLIGENCE, APTITUDES AND ACHIEVEMENT

Intelligence Assessment: Intelligence Testing and Factor analysis- The Wechsler scales of Intelligence- Stanford-Binet Intelligence Scales-Detroit tests of learning aptitude- Kaufman Assessment Battery for Children- Individual tests of achievement- Nature and assessment of Learning Disabilities.

Aptitude Assessment (Group tests of Ability): Multidimensional aptitude battery- Multiple Aptitude Test Batteries- Predicting College Performance-Post Graduate Selection Tests. Achievement Assessment: Educational Achievement Tests-Test Bias and Controversies.

PERSONALITY, NORMALITY AND POSITIVE PSYCHOLOGICAL ASSESSMENT

Personality Assessment: Projective techniques: Association, completion, construction and expression techniques. Psychopathology (Personality) Assessment: Self-report inventories: theory guided inventories- Factor-analytically derived inventories- Criterion keyed inventories. Behavioral assessment- behaviour therapy and behavioural assessment- Structured interview schedule- Systematic direct observation- Analogue behavioural assessment- Ecological momentary assessment.

Part II Practical

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

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

Demonstration Techniques

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

- *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.

On the successful completion of the course, students will be able to:

Semester 2 - Experimental Psychology - 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			✓			

On the successful completion of the course, students will be able to:

Semester 2 - Experimental Psychology - I										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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		✓							

CONSUMER BEHAVIOUR AND MARKETING (18PSE02)

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 (11th edn). 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.

On the successful completion of the course, students will be able to:

Semester 2 - Consumer Behaviour & Marketing							
		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			✓			

On the successful completion of the course, students will be able to:

Semester 2 - Consumer Behaviour & Marketing										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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					✓		✓		

COGNITIVE NEUROPSYCHOLOGY

Course Objectives:

- To enable the students to understand the organization of nervous system
- To help them to utilize various methods to study the functions of brain
- to distinguish various perceptual processes
- To analyze effect of cognition on emotion

UNIT I BRAIN RESEARCH AND ORGANIZATION OF THE NERVOUS SYSTEM

Brief History of Brain Research. Organization of Nervous System: Microscopic Organization: The Nerve Tissue- The Nerve Signals-Macroscopic Organization: Anatomical and Functional Subdivisions of the Nervous System.

UNIT II METHODS OF BRAIN IMAGING

Direct Methods: EEG- MEG- Evoked Potentials- The Different Waves of Evoked Potential- Advantages and Disadvantages of Evoked Potentials and Magnetic Fields. Indirect Methods: PET and fMRI.

UNIT-III HIGH LEVEL PERCEPTION- VISION & MEMORY

High Level Perception: From Sensory Organ to Sensory Cortex- From Striate Cortex to Associate Areas- The Peculiar Case of Face Recognition. Memory: Different Types of Memory- Structures and Circuits- The Cellular Basis of Memory.

UNIT-IV LANGUAGE AND ATTENTION

Language: Theoretical Context- The First Discovery of Areas of Language and Aphasia- Input of the Split-Brain Model- The Mental Vocabulary- Comprehension of Language- Production of Oral Language- Lateralization of Language. Attention: Concepts associated with the Concept of Attention- Visuo-spatial Attention- Selective Attention (Visual/ Auditory) - The Cerebral Models of Attention.

UNIT-V HEMISPHERIC SPECIALIZATION, EMOTION AND COGNITION

Hemispheric Asymmetry- Differences between Men and Women. From Stress to Vigilance: The Beginnings- The Mechanisms of Emotions- Emotion and Cognition.

TEXT BOOK

Flori, N. (2010). *Cognitive Neuroscience*. New Delhi: PHI Learning Pvt., Ltd.

REFERENCE BOOKS

- Beaumont, J.G. (1982). *Neuropsychology*. Guildford Publishers: New York.
- Best, B. J. (1983). *Cognitive Psychology* (2nd Edition). New York: West Publishing Company.
- Ellis, A. W., & Young, A. W. (2013). *Human Cognitive Neuropsychology: A Textbook with Readings*. Psychology Press: Chicago
- Kolb, B. (2003). *Fundamental of Human Neuropsychology* (5th edition). New York: Worth Publishers.
- Matlin, M. W. (2006) *Cognition* (6th Edition). Wiley.
- Rapp, B. E. (2001). *The Handbook of Cognitive Neuropsychology: What Deficits Reveal about The Human Mind*. Psychology Press.
- Solso, R. L. (2004). *Cognitive Psychology* (6th Edition). New Delhi: Pearson Education Pvt. Ltd.
- Wessells, M. G. (1982). *Cognitive Psychology*. New York: Harper and Row Publishers.
- Wood, G. (1983). *Cognitive Psychology - A Skills Approach*. California: Cole Publishing.

On the successful completion of the course, students will be able to:

Semester 3 - Cognitive Neuro-Psychology							
		K1	K2	K3	K4	K5	K6
CO1	understand & remember various anatomical & functional facts of the nervous system		✓				
CO2	analyse & evaluate various brain imaging techniques				✓	✓	
CO3	gain comprehensive knowledge about language production		✓				
CO4	understand the gender differences access hemisphere of brain				✓		
CO5	analyse the neurological basis of emotions & cognitions				✓		
CO6	demonstrate attention in a comprehensive & multiple mode			✓			
CO7	evaluate the effect of stress on brain functioning					✓	

On the successful completion of the course, students will be able to:

Semester 3 - Cognitive Neuro-Psychology										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	understand & remember various anatomical & functional facts of the nervous system		✓		✓					
CO2	analyse & evaluate various brain imaging techniques									✓
CO3	gain comprehensive knowledge about language production			✓			✓			
CO4	understand the gender differences access hemisphere of brain		✓							✓
CO5	analyse the neurological basis of emotions & cognitions		✓				✓			✓
CO6	demonstrate attention in a comprehensive & multiple mode		✓	✓						✓
CO7	evaluate the effect of stress on brain functioning		✓	✓						✓

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, KLEINIAN AND JUNGIAN APPROACHES

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: GESTALT THERAPY, COGNITIVE 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 IV: ADLERIAN APPROACH, PERSON CENTRED THERAPY AND EXISTENTIAL 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 V: BEHAVIOR 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.

TEXT BOOK

Dryden, W., & Reeves, A. (2013). *The Handbook of Individual Therapy (6th Edn.)*. New Delhi: Sage Publications.

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.

On the successful completion of the course, students will be able to:

Semester 3 – Psychotherapeutics							
		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			✓			

On the successful completion of the course, students will be able to:

Semester 3 – Psychotherapeutics										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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	✓	✓			✓		✓		

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.

On the successful completion of the course, students will be able to:

Semester 3 - Organisation Behaviour							
		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						✓

On the successful completion of the course, students will be able to:

Semester 3 - Organisation Behaviour										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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		✓							

EXPERIMENTAL PSYCHOLOGY – II

Course Objectives:

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

Part I Psychological Testing

Students have to learn various aspects of Psychological Testing and write an answer for a question from this part in Practical Examination

NEUROPSYCHOLOGICAL AND OTHER SPECIL AREAS OF ASSESSMENT

Neuropsychological Assessment: Conceptual model of Brain-Behaviour relationships- Measures of attention and concentration – Tests of learning and memory –Assessment of language functions – Tests of spatial and manipulating ability – Assessment of executive functions – Assessment of motor output – Test batteries in neuropsychological assessment – Screening for alcohol use disorders- Assessment of mental status in the elderly.

Testing Special Population: Assessment of infant ability – Assessment of preschool intelligence – Screening for school readiness. Testing Persons with Disabilities: Non language tests- Non reading and motor-reduced test- Testing persons with visual impairments- assessment of adaptive behaviour in intellectual disability-

INDUSTRIAL, OCCUPATIONAL, FORENSIC ASSESSMENT AND COMPUTERIZED ASSESSMENT

Industrial and Occupational assessment: Testing in Personnel Selection- Autobiographical data- the employment interview- Cognitive abilities tests- Personality Tests-Paper-Pencil Integrity Tests- Work Sample and Situational exercises- Appraisal of Work Performance- Interest Assessments. Forensic Applications of Assessment: The Expert Witness- nature of forensic assessment – evaluation of suspected malingering- Assessment of mental state for the insanity Plea-Prediction of violence and assessment of risk.

Computerized assessment: Overview and history- Computer based test interpretation- High-definition video and virtual reality- Evaluation of Computer-based test interpretation- Computerized adaptive testing.

Part II Practical

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.

On the successful completion of the course, students will be able to:

Semester 3 - Experimental Psychology – II							
		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			✓	✓		

On the successful completion of the course, students will be able to:

Semester 3 - Experimental Psychology – II										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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			✓						✓

PROJECT WORK

Course Objectives:

The objective of the Project work is to further the student's critical thinking and scientific enquiry 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 may be a survey (fact findings or exploratory nature). Construction or Standardization of a test, collection of clinical case studies, a Problem-solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.

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

On the successful completion of the course, students will be able to:

Semester 3 – Project Work							
		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				✓	✓	✓

On the successful completion of the course, students will be able to:

Semester 3 – Project Work										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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					✓				✓

SCHOOL COUNSELLING (18PSE03)

Course Objectives:

- To orient students about the importance of School Counselling
- To make them understand and develop professional identity in India School
- To make them understand the Models of School Counselling
- To make them understand the various areas of School Counselling
- To make them aware of and deal with Suicidal thoughts, Depression, and Life Meaning

UNIT I: FUNDAMENTALS IN SCHOOL COUNSELLING

School Counselling: Development of School Counselling-Scope- Counselor's role within school setting.

Professional and Ethical Boundaries in School Counselling: Confidentiality and the Law-Codes of Confidentiality with Pupil Clients in School- Child Protection and Codes of Confidentiality-Professional Identity of School Counselors in India

UNIT II: MODELS OF SCHOOL COUNSELLING

Adler's Theories in School Counselling- Rogers's Person- (Child)-Centered School Counselling- Behaviorism- Ellis's Rational Emotive Behavior Therapy in School Counselling- Beck's Cognitive Behavioral Therapy in School Counselling. Glasser's Reality Therapy Supported by Choice Theory in School Counselling- Group Counselling.

Brief Counselling Models: Evidence based counselling- Brief therapy- Egan's Three-Stage Model- Motivational Interviewing. Solution-Focused Brief Counselling- Narrative Therapy- Coaching Skills-Strengths Based Counselling in the Schools- Virtual Counselling-Positive Psychology and School-Based Interventions.

UNIT III: IDENTITY CRISIS, PARENTAL SEPARATION AND LOSS

Identity Crisis among Adolescents: Erikson's theory and Marcia's theory.

Parental Separation and Stepparent Conflict: Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents.

Loss and Bereavement: The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling.

UNIT IV: BULLYING AND OTHER ISSUES

Bullying School: Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse.

Anger, Aggression and Violence in Schools: Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils.

Sexual Inclination and Conduct: Heterosexual Inclination and Conduct- Counselling for Heterosexual Young People- Counselling for Homosexual Young People. *Smoking,*

Drugs and Alcohol Misuse: Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems.

UNIT V: DEPRESSION, LIFE MEANING AND SPIRITUAL EMPTINESS

Low Self-Esteem, Depression and Suicidal Thoughts: Counselling for Self-Esteem- Counselling Depressed Young People- Counselling people with Suicidal Thoughts- Counselling the Sexually Abused.

Life Meaning and Spiritual Emptiness: Spirituality in the Western Life Style- Spiritual Development- Spiritual Counselling and Problems of Congruence- Integrative Style of Spirituality-Centered Counselling.

TEXT BOOK

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

REFERENCE BOOKS

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.

On the successful completion of the course, students will be able to:

Semester 3 - School Counselling							
		K1	K2	K3	K4	K5	K6
CO1	understand the roles and challenges in school setting as counsellors		✓				
CO2	understand the codes of law related to confidentiality and child protection		✓	✓			
CO3	implement the models of counselling based on the students need assessment			✓			
CO4	develop the relevant practical knowledge, skill and attitude in offering counselling						✓
CO5	able to evaluate the origin of problems in the counselling process				✓		
CO6	develop need appropriate modules in prevention of bullying, violence, aggression, sexual and drug issues						✓
CO7	develop skills in assisting children in conflict resolution				✓		✓

On the successful completion of the course, students will be able to:

Semester 3 - School Counselling										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	understand the roles and challenges in school setting as counsellors	✓			✓					
CO2	understand the codes of law related to confidentiality and child protection					✓				
CO3	implement the models of counselling based on the students need assessment			✓				✓		✓
CO4	develop the relevant practical knowledge, skill and attitude in offering counselling	✓	✓							
CO5	able to evaluate the origin of problems in the counselling process	✓	✓					✓		
CO6	develop need appropriate modules in prevention of bullying, violence, aggression, sexual and drug issues						✓	✓		
CO7	develop skills in assisting children in conflict resolution	✓	✓				✓			✓

INTERNSHIP REPORT

Course Objectives:

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

Guideline for Internship:

1. A Candidate Undertaking Internship should be equipped with the theoretical knowledge in the discipline and practical skills in Psycho-diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective materials.
2. During the Internship the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference where in the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed. The candidate may be guided to pursue 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 / Managers / 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 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 various test, 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 extension of time of three months at once for submitting their report.
6. The candidates are required to maintain a work diary/log book 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 3rd week of March. Further the candidates are required to maintain attendance at the department after completing the internship till the date of 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**
- 2. Increased Competence**
- 3. Enhanced Marketability**
- 4. Formation of Work Habits**

On the successful completion of the course, students will be able to:

Semester 4 – Internship		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			✓	✓	✓	✓

On the successful completion of the course, students will be able to:

Semester 4 – Internship		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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	✓						✓		

POSITIVE PSYCHOLOGY

Course Objective:

- To develop the ability to look at the positives in life
- To cultivate positive emotions
- To help them to regulate themselves

UNIT I INTRODUCTION

Traditional psychology: negative focus - Positive psychology: Health psychology, positive emotions and lifespan, clinical psychology, developmental psychology, , social/ Personality Psychology – Goals and Assumptions of Positive Psychology.

Need for psychology of well-being – Hedonic basis of happiness: measuring subjective well-being, Life satisfaction, Affect, Measures of happiness – Edaimonic basis of happiness – psychological well-being and positive functioning – Self-determination theory.

UNIT II POSITIVE EMOTIONS AND RESILIENCE

Meaning of positive emotions – Positive emotions and health resources: Physical resources, Psychological resources, Social resources. Positive emotions and well-being: Positive behavior and Happiness, Success, Flourishing. Cultivating positive emotions.

Resilience – Meaning – Sources of resilience in children, disadvantaged youth, adulthood and later life – Trauma – effects – Explanations for growth through trauma.

UNIT III HAPPINESS

Happiness across life span – Stability in well-being – Gender and Happiness: Gender difference in emotional experience – Marriage and Happiness: Benefits of marriage, selection effect. Gender difference in benefits of marriage – Other factors: Physical and mental health, Work and unemployment, Intelligence and education.

Understanding money and Happiness – Culture and Well-being: Individualistic style – Collectivist style – Cultural ideals, Emotional expressions, Group pride, Self-critical attitudes, False humility.

UNIT IV GOALS, SELF-REGULATION AND SELF-CONTROL

Personal goals – Definition – Measurement – Goal-related motivation: Fulfillment of basic human needs – Goals and values – Goals and well-being: Matching hypothesis – Materialism and discontents: Content of materialistic goals, Adopting materialistic values, Affluence and materialism.

Value of self-control – Personal goals and self-regulation: Control theory, Self-discrepancy theory – Success in self-regulation: Need for planning – Commitment and Confidence – Goals and self-regulation problems – Failure in self-control – Goal disengagement.

UNIT V POSITIVE TRAITS, CLOSE RELATIONSHIPS AND WELL-BEING

Personality, Emotions and Biology: Positive and negative affectivity – Genetics and Happiness – Personality and happiness – Neurobiology and Motives. Positive beliefs: Self-esteem – Personal control – Optimism – Positive illusions.

Close relationships – Characteristics – Exchange and communal relationships. Friendship and Romantic love: Rules clarity, Complexity of feelings, Expectations – Types of love: Passionate and Companionate love, Triangular theory of love – Attachment style – Conflict and communication skills – Attributions – Contours of happy marriage.

TEXT BOOK

Baumgardner, S.R. and Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education, Inc.

REFERENCE BOOKS

Snyder, C.R., Lopez, S.J and Pedrotti, J.T. (2011). Positive Psychology – The Scientific & Practical Explorations of Human Strengths. New Delhi: Sage Publications.

Carr, A. (2004). Positive Psychology – The Science of Happiness and Human Strengths. London: Routledge.

On the successful completion of the course, students will be able to:

Semester 3 - Positive Psychology							
		K1	K2	K3	K4	K5	K6
CO1	cultivate positive emotions in life			✓			
CO2	be prepared to encounter adverse events with positive resources				✓	✓	
CO3	regulate themselves positively to achieve well-being			✓			✓
CO4	create positive personal, family, social and working environment				✓		✓
CO5	understand and evaluate the factors contributing to ill-being and well-being and nurture a flourishing environment		✓				✓
CO6	assist in developing well-being goals and learn to be content with materialistic goals				✓		✓
CO7	learn the art of self-regulation and self-control for fulfilling life				✓	✓	✓

On the successful completion of the course, students will be able to:

Semester 3 - Positive Psychology										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	cultivate positive emotions in life						✓		✓	
CO2	be prepared to encounter adverse events with positive resources							✓		
CO3	regulate themselves positively to achieve well-being						✓	✓	✓	
CO4	create positive personal, family, social and working environment							✓	✓	
CO5	understand and evaluate the factors contributing to ill-being and well-being and nurture a flourishing environment							✓	✓	
CO6	assist in developing well-being goals and learn to be content with materialistic goals							✓	✓	
CO7	learn the art of self-regulation and self-control for fulfilling life								✓	

PSYCHOLOGY FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

Course Objective:

- To develop the potential for satisfactory life
- To instill confidence in formal and informal interpersonal relationships
- To identify life goals and provide psychological skills to achieve them

UNIT I: DEVELOPING YOUR EMOTIONAL POTENTIAL

The power of self-belief; what is success- values, beliefs- Setting realistic goals-self-belief. Setting realistic goals; identifying your goals-creating an action plan-reaching your goals.

UNIT II: DEVELOPING YOUR INTELLECTUAL POTENTIAL

Improving your thinking skills; The Brain – remembering – thinking critically- solving problems-thinking creatively. Improving your study skills; learning styles-preparing to study-reading books and articles- taking notes-taking tests-using the library.

UNIT III: DEVELOPING YOUR PHYSICAL POTENTIAL

Eating well; nutrients- what is balanced diet? Changing your eating habits, healthy weights. Staying healthy; exercise-rest-drug abuse-STDs and AIDS.

UNIT IV: DEVELOPING YOUR SOCIAL POTENTIAL

Communicating effectively; what is communication? – barriers to communication-communication styles-effective communication. Improving your listening skills – Why listening is so hard? - Listening effectively. Improving your speaking your speaking skills; first impressions- speech qualities-effective conversations-speaking on telephone- speaking to groups. Getting along with others; begin with yourself-consider your ethical values- reach out to others- feedback in relationships-conflict. Functioning in groups; group dynamics-how people behave in groups- participating in groups- leading groups.

UNIT V: DEVELOPING YOUR ACTION PLAN

Handling Change and Stress; causes of stress-personality and stress- signs of stress- coping with stress. Managing Time; They tyranny of time- getting organized- using time management tools. Managing money; attitudes toward money-the financial pyramid- budgeting for the basics-savings, credit, and insurance-owning a home and investing for the future. Preparing for your career; what can you offer? - what do you want? Matching yourself to an occupation-taking action on your job search-your career a lifelong enterprise.

TEXT BOOK

Throop, R.K., & Castellucci, M.B. (2011). *Reaching your potential: Personal and Professional Development* (4th Edn.). Cengage Publishers.

REFERENCE BOOKS

Michael Hyatt (2018). *Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals*. Wall street Journal Publishers

Shawn Achor, (2018). *Big Potential: Five Secrets of Reaching Higher by Powering Those Around You*. Virgin Books

On the successful completion of the course, students will be able to:

Semester 2 – Psychology for Personal and Professional Development							
		K1	K2	K3	K4	K5	K6
CO1	take control of their lives and improve their self-belief		✓		✓		
CO2	discover their emotional, intellectual, physical & social potential and resources				✓		✓
CO3	discover their values, increase their commitment to personal goals, and challenge themselves to grow and learn			✓	✓		✓
CO4	learn and improve their lives, by changing the way they think about themselves and then act accordingly		✓		✓		✓

On the successful completion of the course, students will be able to:

Semester 2 – Psychology for Personal and Professional Development										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	take control of their lives and improve their self-belief							✓		
CO2	discover their emotional, intellectual, physical & social potential and resources				✓		✓			
CO3	discover their values, increase their commitment to personal goals, and challenge themselves to grow and learn							✓	✓	
CO4	learn and improve their lives, by changing the way they think about themselves and then act accordingly				✓		✓	✓	✓	