**M.Sc Applied Psychology**

Syllabus

SCHOOL OF DISTANCE EDUCATION

**OPEN AND DISTANCE LEARNING**

**2023– 2024onwards**

**BHARATHIARUNIVERSITY**

**AStateUniversity,Accreditedwith“A++”Gradeby NAACRanked21stamongIndianUniversitiesby MHRD-NIRF**

**Coimbatore-641 046, TamilNadu,India**

**BHARATHIAR UNIVERSITY**

**SCHOOL OF DISTANCE EDUCATION**

**(A State University, Accredited with “A” Grade by NAAC,**

**Ranked 15th among Indian Universities by MHRD-NIRF,**

**Coimbatore - 641 046, Tamil Nadu, India**



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| **Program Educational Objectives (PEOs)** |
| The **M.Sc.Applied Psychology** program describe accomplishmentsthatgraduatesareExpectedtoattainwithinfivetosevenyearsaftergraduation |
| To prepare students to excel in Post graduate Programs and to succeed in the fieldof counseling and HR through global, rig or ous education. |
| To provide students with a solid foundation in psychology and help them ingainingskills inthevarious areasof psychologyandalso to pursuehigherstudies. |
| Toprovidestudentswiththefoundation inskilldevelopmentrequiredtodesign,developinterventionstrategiesforbehaviorchange |
| To inculcate in students professional and ethical attitude, effectivecommunication skills, teamwork skills, multidisciplinary approach, and an abilitytorelatepsychologicalissues tobroadersocial context,additionalcourseswithregardtophysical,psychological andcareergrowth. |
| To provide the student with an academic environment aware of excellence,outstandingleadership,writtenethicalcodesand guidelineswithmoralvalues,andthelife-longlearningneeded forasuccessfulcareer. |



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| **ProgramSpecificOutcomes(PSOs)** |
| Afterthe successfulcompletionofPsychologyprogram, thestudents areexpected to |
| UnderstandthefieldsofPsychologyandthe researchspecificareas |
| Understandtheprinciples ofpsychologyand itsapplicationin variousfields |
| Learntheconceptswhichformacatalystto behavior |
| Developingmethodsto writecaseanalysis andassessment usingpsychologicaltests/instruments |
| Learntorelatehuman behavioratworkanddevelopinterventiontechniquesproblemsencounteredat workplace. |



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| **ProgramOutcomes (POs)** |
| Onsuccessfulcompletion oftheM. Sc.Applied Psychologyprogram |
| Applyknowledge ofpsychologyto helphumansinsocietyto findsolutiontotheirproblems and improvequalityof life. |
| Identify,formulate,reviewliteratureandanalyzehumanpotentialsanddesignprogramsfor enhancinghumanbehavior. |
| Designsolutionforhumanproblemswithappropriateconsiderationforthepublichealthandsafety,andthe cultural,societalandtheenvironmentalconsiderations. |
| Useresearchbased knowledgeand researchmethods includingdesign ofexperiments,analysisandinterpretationofdata,inpsychologicalresearch |
| UnderstandtheimpactofPsychologyinsocietaland environmentalcontexts, anddemonstratetheknowledge andneedforsustainabledevelopment |

SCHOOL OF DISTANCE EDUCATION

**BHARATHIAR UNIVERSITY, COIMBATORE-641 046**

OPEN AND DISTANCE LEARNING PROGRAMME (ODL)

**M.ScAppliedPsychology**Curriculum

*(Forthe studentsadmittedduring theacademicyear 2023 – 24 onwards)*

**SCHEME OF EXAMINATIONS**

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| **Title of the Course** | **Credits** | **MaximumMarks** |
| **CIA** | **ESE** | **Total** |
| FIRST SEMESTER |  |  |  |  |
| Research Methodology And Statics | 4 | 25 | 75 | 100 |
| Elements of Health Psychology | 4 | 25 | 75 | 100 |
| Organizational Behavior | 4 | 25 | 75 | 100 |
| Cognitive Psychology | 4 | 25 | 75 | 100 |
| Practical-I | 4 | 25 | 75 | 100 |
| Elective Course : Sports Psychology | 4 | 25 | 75 | 100 |
| SECOND SEMESTER |  |  |  |  |
| Essentials of Social Psychology | 4 | 25 | 75 | 100 |
| Personality Theories And Application | 4 | 25 | 75 | 100 |
| Human Resource Management | 4 | 25 | 75 | 100 |
| Bio Psychology | 4 | 25 | 75 | 100 |
| Perspectives in Counselling Psychology | 4 | 25 | 75 | 100 |
| Practical -II | 4 | 25 | 75 | 100 |
| ElectiveCourse : Positive Psychology | 4 | 25 | 75 | 100 |
| THIRD SEMESTER |  |  |  |  |
| Psychopathology | 4 | 25 | 75 | 100 |
| PsychDiagnostics | 4 | 25 | 75 | 100 |
| Psychotherapeutics | 4 | 25 | 75 | 100 |
| OrganizationDevelopment | 4 | 25 | 75 | 100 |
| Practical-III | 4 | 25 | 75 | 100 |
| ElectiveCourses | 4 | 25 | 75 | 100 |
| FOURTH SEMESTER |  |  |  |  |
| Project work/Clinical/Industrial Practicum | 8 |  | 200 | 200 |
| **Total** | **84** | **2100** |







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| **Course code**  | **RESEARCH METHODOLOGY AND STATISTICS** | **Core** |
| **Pre-requisite** | Basic in Research inPsychology |
| **CourseObjectives:** |
| Themain objectives of this courseareto:1. Toenablestudentstounderstandthebasicsofresearch .
2. Tohelpstudentsanalyseandidentifythe variablesandhypothesesused intheresearch.
3. Toenablestudents tounderstand thenon-experimentalmethods inresearch.
4. Tounderstandtheconceptsof experimentalresearchmethods.
5. Tohelpstudents developskillsrequired foranalysingthe dataandwritinginresearch.
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthecourse, studentwill beable to: |
| Toenabletheunderstandingof the researchmethodologyandethics inresearch |
| Tounderstandthe variables,measurementand hypothesestestinginresearch |
| Tofamiliarizewith observational and surveyresearch approaches. |
| Toenhancetheknowledgeonsingle factordesignand factorialdesign. |
| Tofamiliarizethequantitativeandqualitative analysisofdataandwriting inresearch. |
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| **Unit:1** | **Basics of Research** |
| **ResearchMethodology:**Meaning,Objectives,TypesofResearch,SignificanceofResearch,Steps – Choosing a research question, Choosing a research method, planning the research andexecutingtheresearch.**ResearchQuestion:**ChoiceofaProblem–The LiteratureReview–Useof Internet.**EthicsinResearch**:APAEthicsCode–Responsibility,ProtectionfromHarm,InformedConsent,PrivacyandFreedomfromCoercion,Deception,Debriefing,RoleofResearchParticipant,Ethics in ScientificWriting. |
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| **Unit:2** | **VariablesAndHypotheses** |
| **Variables**:TypesofVariables–DependentandIndependentVariables,ConfoundedVariables,Quantitativeand Categorical Variables, Continuousand DiscreteVariables**Measurement**:Whatismeasurement?TypesofMeasurementScales,ComparisonoftheScales,Measurementand Statistics-Reliabilityand Validityof Measurements**Hypotheses**:Testinghypotheses,Dealingwithuncertaintyinhypothesistesting,TypeIandTypeIIErrors, Alpha and Statistical Significance, Effect Size |
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| **Unit:3** | **Non-ExperimentalMethods** |
| **ObservationalResearch**:NaturalisticObservation,ParticipantObservation.**Interviewing.FocusGroups.Diary and Narrative Methods.****SurveyResearch**:Designingaquestionnaire,Administeringthequestionnaire,**Sampling**-StepsinSamplingDesign,Typesofsamples,probabilitysamplesandrandomselection. |



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| **Importantguidelinesfornon-experimentaldesigns.** |
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| **Unit:4** | **Experimental Methods** |
| **Single-FactorDesigns**:Trueexperiments;Factors,Levels,ConditionsandTreatments,Within-SubjectsDesigns,Between-Subjects Designs,Some designs to avoid.**FactorialDesigns**:SimplefactorialDesign,Maineffects,Interactions,Within-Subjects,Between-Subjectsand Mixed Designs, Somerepresentativefactorial designs. |
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| **Unit:5** | **Analysis Of Data And Writing In Psychology** |
| **QuantitativeAnalysis:**MeasuresofCentralTendency,MeasuresofDispersion,MeasuresofAsymmetry(Skewness),MeasuresofRelationship,PartialCorrelation,SimpleRegression,Student t-test, One way ANOVA, Two-way ANOVA, Reporting of Statistics in APA style**QualitativeAnalysis**:InterpretativePhenomenologicalAnalysis,GroundedTheory,ContentAnalysis**Writing in Psychology**: General guidelines, Avoiding Sexism and Ethnic Bias in Writing, TheParts of a Paper, Documenting your paper, Steps in Publication Process, Oral Presentations, PosterPresentations. |
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| **TextBook(s)** |
| 1 | HugeCoolican.(2019).*ResearchMethodsandStatisticsinPsychology*(7thed.)RoutledgePublication |
| 2 | BethMorling. (2017).*ResearchMethods in Psychology*(3rd ed.) W.W.Norton &companypublication |
| 3 | DonnchaHannaandMartin Dempster(2012).*Psychologystatisticsfordummies.*JohnWiley&Sons Ltd.Publication. |
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| **ReferenceBooks** |
| 1 | PublicationManualofAmericanPsychologicalAssociationNew,7thedition2020. |
| 2 | RogerWattandElizabethCollins(2019).*StatisticsforPsychology*.SagePublication Ltd. |



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| **Course code** | **ELEMENTSOFHEALTH****PSYCHOLOGY** | **Core** |
| **Pre-requisite** | Basicsin Psychology |
| **CourseObjectives:** |
| Themain objectives of this courseareto:1. Toteachthefieldand factorsinfluencinghealthpsychology
2. Tounderstand the typeof personalityand psychologicalapproaches to health
3. Toevaluatehowpeoplelivewithillness,whytheyfindchangingbehaviordifficultandwhatpsychologistcan do to help with chronic illness.
4. Tounderstandthefactorsinfluencinghealth
5. Todescribethepsychological approachestohealth
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| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Understandthebiological,behavioural,cognitive andsocialdeterminantsofhealth,andrisk factorsfor health-compromisingbehaviours. |
| Demonstrateadvancedapproachestohealthandpsychologicalapproaches tohealth. |
| Evaluatethe researchinhealthpsychologyandapplythis knowledgein health-careprofession. |
| Createthehealthyrelationship andtounderstandhealth compromisingbehaviors. |
| Applythe principles of stress and copingstrategies. |
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| **Unit:1** | **TheFieldofHealthPsychologyandFactorsInfluencingHealth** |
| **The Field of Health Psychology** Definition and Focuses of Health Psychology - Health - HealthPsychology-Wellness-Homeostasis-HistoricalperspectivesonHealthandHealing-Dimensions of Health and Wellness - Emotional, Intellectual, Spiritual, Occupational, Social andPhysical - Models of Health: Medical, Environmental, Holistic - Bio-psycho-social and Bio-medicalModel.**FactorsInfluencingHealth**MindandBodyRelationship-Genetic-EnvironmentalandBehavioral Factors - Health Habits - Primary Prevention - The Changing Health Behaviors:Demographic Factors - Age - Values - Health Locus Control - Social Influence - Personal Goals -PerceivedSymptoms-AccesstotheHealthcareDeliverySystem-CognitiveFactors-Instability of Health Behavior - Socialization - Teachable Movement - Window of Vulnerability -AttitudeChangeand SelfEfficacyon Health Behaviors. |
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| **Unit:2** | **General Approaches to Health and Psychological ApproachestoHealth** |
| **General Approaches to Health** Models and Theories of Health - The Heath Belief Model - TheStages of Change Model - The Precaution Adoption Process Model (PAPM) - Theory of PlannedBehavior(TPB)-Theoryof ReasonedAction(TRA)-TheSocialCognitive LearningTheory.**PsychologicalApproachestoHealth**PsychoDynamic-Behavioral-BigFivePersonalityTraits-TypeA,B,C,andDPersonalityFactors-Hostility-Impulsivity-Self-Efficacy- |



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| AttitudeChange -MotivationalCuesforHealth. |
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| **Unit:3** | **Health Enhancing Behaviors, Eating Behavior and HealthandMaintaining Healthy Weight** |
| **Health Enhancing Behaviors** Meaning Definition and Benefits of Exercise - Types of Exercise -Choosing the Right Exercise - Bio-psycho-social Perspective - Biological, Psychological andSocio-culturalfactors oninactivity-Factors promotingExercise Behavior.**Eating Behavior and Health** Meaning and Definition of Food - Functions of Food - The SevenComponents of Food - Dietary Supplements - 2000 Calorie Food Pattern - The Healthy EatingPyramid -HealthyEatingBehavior-HealthyBodySize.**Maintaining Healthy Weight** Meaning and Definition of Healthy Weight - Obesity - Body MassIndex - Energy Balance - Popular Weight loss Program - Sensible Weight Management - DietingandEatingDisorders:Yo-YoDieting,CrashDietsandFadDiets-Obesity-AnorexianervosaandBulimianervosa-WeightManagementPrograms. |
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| **Unit:4** | **HealthyRelationshipsandHealthCompromisingBehaviors** |
| **Healthy Relationships** Sexuality - Physical and Psychological Dimensions of Sexuality - SexualOrientations-TheRelationshipsDimensionofSexuality:TheLife-CycleofIntimateRelationships - Developing Intimacy - Establishing Commitment - Endings in Relationship -CommunicatinginIntimateRelationships-SendingclearMessages-EffectiveListening-ExpressingAnger Constructively.**Health Compromising Behaviors** Smoking - Tobacco and Its Biological and PsychologicalEffect - Smokeless Tobacco - Tobacco Related Damage to Health - Effects of Parental Smokingon Children - Lung Cancer - Heart Disease and Bronchitis - Tobacco‟s Effects on Non Smokers -ReasonsforSmoking-QuittingSmokingandRelatedtherapies-**Alcohol**Alcoholism andProblemDrinking-ThePhasesofAlcoholism-BiologicalPsychologicalandSocialeffectsofAlcoholUseandAbuse-InterventionsforAlcoholism |
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| **Unit:5** | **StressandCoping,HeartDiseaseandHealth** |
| **Stress and Coping** Stress - Stressors - Physiological and the Psychological Reactions to Stress -TheoriesofStressbyWalterCannonandHansSelye-CopingwithStress-ProblemFocused,and Emotional Focused - Stress Management Techniques - Progressive Muscle Relaxation-Massage therapy - Self-help and Professional help - Religious and Spiritual Orientations - StressInoculationTraining-Biofeedback-Redefinition and GuidedImagery.**HeartDiseaseandHealth**UnderstandingofCardiovascularDisease-BiologicalandPsychosocialRiskfactorsforCardiovascularDisease-DietandCardiovascularDisease-Primary,SecondaryandTertiaryPreventionand ControlofCardiovascularDisease. |
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| **TextBook(s)** |
| 1 | Gordon,E.andEric, G.(2010).HealthandWellness(10thEd.).Boston.Jones andBartlett Publishers. |
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| **ReferenceBooks** |
| 1 | Margaret,K.Snooks(2009).HealthPsychology:Biological,Psychological,andSocioculturalPerspectives.Boston.JonesandBartlett Publishers. |
| 2 | ShelleyE.Taylor(2012).HealthPsychology(7thEd.).NewDelhi:TataMcGrawHill Edition. |



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| **Coursecode** | **ORGANIZATIONAL BEHAVIOR** | **Core** |
| **Pre-requisite** | Basics InOrganizationPsychology |
| **CourseObjectives:** |
| Themain objectivesof this courseareto:1. Tounderstandthenatureoforganizationalbehaviour
2. Toexplaintheindividualbehaviourrelatedtomotivation andrewardsthroughmodels
3. Toidentifythe processesusedin developingcommunicationand resolvingconflicts
4. Toexplaingroupdynamicsanddemonstrateskillsrequiredforworkingingroups
5. Todiscusstheimplementation oforganizationalchange
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthecourse, studentwill beable to: |
| Toanalyzethepsychologicalprinciplesinfluence behaviorintheworkplace. |
| Evaluateindividual behaviorin theworkplaceasinfluenced bypersonality,values,perceptions,andmotivations |
| Understandthemanagementstyleasitrelatestoinfluencingandmanagingbehaviorinworksettings |
| Createmodulestoenhance groupdynamics, communication,leadership |
| Applyrelevant contemporarytheories, conceptsand modelsto analyzereallifemanagementsituations. |
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| **Unit:1** | **NeedandImportanceofOrganizationalBehaviour** |
| Definition, Need and Importance of Organizational Behaviour - Nature and Scope -ManagementRoles-Managementfunctions-ManagementSkills-ChallengesandOpportunitiesforOrganizationalBehaviour-ContributingDisciplinestotheOrganizationalBehaviour-OrganizationalBehaviourModels |
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| **Unit:2** | **FoundationsofIndividualBehaviour** |
| Perception:PersonPerception-ShortcutsinJudgingOthers-InterpersonalPerception-Itsapplications.Attitudes:SourcesofAttitudesanditsapplications.Personality-PersonalityDeterminants-DimensionsofSelfConcept-PersonalityTraits-MatchingPersonalityand Jobs types-Traits relevant to WorkBehaviour |
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| **Unit:3** | **Learning,Motivationand JobSatisfaction** |
| Learning:TheoriesofLearning-Shaping-SchedulesofReinforcement-ItsOrganizationalApplications.BasicMotivationConcepts:TheoriesofMotivation-ContentTheories:Maslow,Herzberg,Alderfer, McGregor, McClelland, ProcessTheories:Vroom,Porter andLawler‟sExpectancyModel,Adams Equity Model, Skinners Reinforcement Model, Goal Setting Theory - ApplicationsofMotivation TheoryMBO -Employeerecognition and involvement program |
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| **Unit:4** | **Foundationsof GroupBehaviour** |
| TypesofGroups-ModelsofGroupDevelopment-ExternalConditionsImposedontheGroup-GroupStructure-GroupProcess-GroupDecisionMakingGroupThinkandGroupShift- |



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| IntergroupRelations -MethodsforManagingInter-groupRelationsTypes of Teams - Models of Team Effectiveness - A developmental Model - A Systems ModelTeamBuilding.ConflictProcess:TypesofConflicts-ConflictmanagementTechniques -Functionaland Dysfunctional OutcomesofConflict |
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| **Unit:5** | **Dynamicsof OrganizationalBehaviour** |
| CommunicationProcess-BarrierstoEffectiveCommunication-DirectionsofCommunications-Non-verbalCommunicationsLeadershipTheories:PersonalityTraitTheories-BehavioralStyles-SituationalandContingencyStyle-TransformationalLeadership-Sources of PowerChangeProcess:ForcesforChange-ResistancetoChange-OvercomingResistancetoChange-Approaches to Management Organizational Change- Implementing Successful Change-OrganizationalDevelopmentInterventionStrategies |
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| **TextBook(s)** |
| 1 | StephenP.RobbinsandTimothyA.Judge,“OrganizationalBehavior”,PearsonEducation,16th edition, 2016 |
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| **ReferenceBooks** |
| 1 | Fred Luthans,“OrganizationalBehavior”,McGrawHillBookCo.,12th edition,2013. |
| 2 | DonHellriegelandJohnSlocum,“OrganizationalBehavior”,South-WesternCengageLearning,13th edition,2010. |
| 3 | NewStrom&Davis,“OrganizationalBehaviour”,McGrawHillEducation;12thedition,2017. |
| 4 | JaffaHarrisandSandraHartman,“OrganizationalBehaviour”,Jaico,2006. |
| 5 | J.S.Chand,“PrincipalsofManagement”,VikasPublishingHousePvt.Ltd.2ndedition,2014. |
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| **Coursecode** | **COGNITIVEPSYCHOLOGY** | **Core** |
| **Pre-requisite** | Basics InPsychology |
| **CourseObjectives:** |
| Themain objectives of this courseareto:1. UnderstandthementalprocessesandtheirrelationshiptoBrain,Mindandbehavior.
2. Recognizethehigher mentalprocesses and itsrelevancein dailyliving.
3. Relatetheconcepts of languageand problemsolvingandcreativityin everyday life
4. Understandmemorystructureandprocessandits relationtoneurocogniton
5. UnderstandtheNeurophysiologicalsensingtechniquesandtheirapplications
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthecourse, student willbe able to: |
| Rememberthetheoreticalapproachesofcognitiveneurosciences. |
| Applythevariousconceptsofattentionandmemory. |
| Describetheprocess,acquisition oflanguageanddevelopment. |
| Analyzetheaspectsofproblemsolvinganddecision making. |
| Assessthestructures,approachesofintelligenceandstrategiestoimproveintelligence |
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| **Unit:1** | **TheNature,HistoryandCognitiveNeuroscience** |
| WhatisCognitivePsychology?-CognitivePsychology:Definitionanddomains-RootsofCognitivePsychology–Conceptual ScienceandCognitive Psychology.Cognitive Neuroscience:Cognitive Psychology and Neuroscience, theNervous System- theNeuron - the brain - Anatomy of the Brain, Neurophysiologic Sensing Techniques – MRI – EPI –CATscan–PET scan,a tale tohemispheres- Cognitive PsychologyandBrainScience-**Application:**Cognitivestyleand cognitivemap. |
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| **Unit:2** | **Perception,Attention, PatterRecognitionandConsciousness** |
| Introduction: Perception and Attention - Sensation and Perception - Perceptual Span - IconicStorage - Echoic Storage - Functions of sensory stores - Attention - Processing capacity andselective attention - Auditory signals - Models of selective attention- Visual attention- Automaticprocessing-Theneuro-cognitionofattention -HumanBrain and Attention-PET.PatternRecognition:Perceptualtheories:Template-matchingtheory-Featuredetectiontheory-Independentconfirmationoffeatureanalysis-Gestalttheory-Canonicperspectives-Prototypematching,Patternrecognition-Theroleoftheperceiver.Application:of(featureanalysis,template matching, prototypes) in Bottom-Up Top-Down and Pandemonium in visual processingConsciousness:Explicitandimplicitmemory-Researchwithprimes-NeuroCognitivestudies-SleepandAmnesia-Moderntheoriesofconsciousness-Baars‟globalworkspacetheory -Functions ofconsciousness. |
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| **Unit:3** | **MemoryStructureandProcess** |
| Shorttermmemory–Neuro-cognitionandSTM-workingmemory-CapacityofSTM-ThecodingofInformationinSTM-RetrievalofInformationfromSTM-Longtermmemory:Neuro-cognitionandLTM-LTMStorageandstructure-Verylong-TermMemory-Autobiographical |



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| Memories-FallibilityofMemoryandEyewitness Identification.Theories and Neuro-cognition: Neuro-cognition of Memory - Two Memory Stores - Models ofMemory-levelsofProcessing-Self-ReferenceEffect-EpisodicandSemanticMemoryRumelhart - Tulving – McClelland. Mnemonics and Experts: Mnemonic System – Experts andExpertise |
| **Unit:4** | **MentalRepresentations:MemoryandImagery** |
| The Representation of Knowledge**:** Semantic organization - Assocaitionist approach Semanticmemory model - Set theoretical model - Semantic feature - Comparison model - Network model -Propositional model networks. Representation of Knowledge - Neuro-cognitivie consideration -Connectionism and the Representation of Knowledge. Mental Imagery: Imagery and CognitivePsychology - Neuro-cognitive Evidence - Cognitive Maps Storing - Retrieving –Retrieval fromworkingand permanentmemory-Theories of retrieval-Forgetting.Cognitive development:life-span development – Developmental Psychology – NeurocognitiveDevelopment–ComparativeDevelopment–CognitiveDevelopment-AssimilationandAccommodation:Piaget– Mind in Society: Vygotsky– Vygotskyand Piaget.Early Neural Development – Environment and Neural Development – Intelligence and ability –Development of Information Acquisition Skills- Higher-Order Cognition in Children – PrototypeFormationamongChildren. |
| **Unit:5** | **Thinking,ProblemSolving,Creativity and Decision Making** |
| Thinking - Concept formation – Logic – Decision Making - Problem solving – Gestalt Heritage –Problemsolving approaches–Algorithm-Heuristics-Definitionofcreativity –Process–Barriersoncreativity–Humanintelligence–ArtificialIntelligence–AIandPDP–MachinesandMind–PerceptionandArtificialIntelligence – LanguageandArtificialIntelligence. |
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| **TextBook(s)** |
| 1 | Solso,R.L.(2004). CognitivePsychology(6thed)*.* Delhi:PearsonEducation |
| 2 | Best,J.B. (1999CognitivePsychology. USA:WadsworthPublishingCo |
| **ReferenceBooks** |
| 1 | Sternberg,J.R.(2009).AppliedCognitivePsychology:Perceiving, LearningandRemembering”,Cengage LearningIndia,NewDelhi. |
| 2 | Hunt,R.&Elli, H.C.(2006). FundamentalsofCognitive Psychology”,7thEdition,TataMcGrawHill,NewDelhi. |
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| **Course code** | **EXPERIMENTALPSYCHOLOGY-I** | **Core** |
| **Pre-requisite** | Basicsin Psychology |
| **CourseObjectives:** |
| Themainobjectiveof this courseareto:1. Torealizethe importanceandutilityof themethodologyand statistics in psychology.
2. Tolearnthestrategyto interprettheresultsof the factors/variables
3. Todrawameaningfulconclusionbasedontheassessmentresultsanddata
4. Towrite aclear cogent summaries andinterpretations.
5. Toenhanceskillstoconductpsychologicaltest
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthe course, studentwill beable to: |
| Toapplyanappropriatestatisticalanalysisforthedata |
| Toevaluatethevarious factorsassociatedwith healthandwell-being |
| Tounderstandthepsychologicalfactorsrelatedto organization |
| Toevaluatethe performanceandqualityof the employee |
| Toanalyzetheindividualcognitiveskills |
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| **Unit:1** | **ResearchMethodologyandStatistics** |  |
| 1. SurveyResearch
2. Experimental Research
3. Computinga t test
4. Computingcorrelation
5. Computingregression
6. ComputingANOVA
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| **Unit:2** | **HealthPsychology** | **12hours** |
| 1.Stress Assessment Questionnaire2.Quality of Life Index Questionnaire3.SubjectiveWellBeingQuestionnaire4.GeneralHealth Questionnaire5.Student‟sAlcoholSyndromeQuestionnaire |
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| **Unit:3** | **OrganizationalBehaviour** | **12hours** |
| 1. ConflictManagement Styles
2. NeedHierarchy-Motivation Questionnaire
3. PowerOrientationQuestionnaire–IdentificationofPowerBases4.LeadershipStyleQuestionnaire– ManagerialGrid

5.McGregor‟sTheoryXandYQuestionnaire |
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| **Unit:4** | **CognitivePsychology** | **12hours** |

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| 1.Laterality–leftand righthemispherespecialization2.StroopEffect1. DecisionMakingExercise
2. Shorttermand LongTermExercises
3. CognitiveStyleQuestionnaire
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| * Thislistissuggestive
* Aminimumof 12experiments/exercisesmust becompleted
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| **TextBook(s)** |
| 1 | Myers,A.&Hansen,C.(2012). Experimental Psychology,7thEd.,Wadsworth,CengageLearning |
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| **ReferenceBooks** |
| 1 | Anastasi,A.,&Urbina,S.(2016).Psychologicaltesting,7thEd.,PrenticeHall/PearsonEducation |
| 2 | HughCoolican(2017).ResearchMethodsandStatisticsinPsychology,PsychologyPress. |
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SecondSemester



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| **Coursecode** | **ESSENTIALS OF SOCIAL PSYCHOLOGY** | **Core** |
| **Pre-requisite** | Basics in Psychology |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Tounderstandthetheories,concepts,perspectivesinsocialpsychology.
2. Toexplainhowtheories usedtodescribehuman attitudeandbehaviour.
3. Analysisthenatureofhuman diversityand attitudestoward diversity
4. Recognizethefactorsthat influencethe individuals inpatterns ofsocial behavior
5. Understandthedynamicsofintergrouprelationships,conflict,andcooperation
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletionofthecourse, studentwill beable to: |
| To understand the keysubstantive content ofthe field ofsocial psychology |
| Useexistingknowledgeand concepts to identifythecauses of thesocial behavior |
| Developtheabilities toanalysisregardingtheprinciplesofsocialbehaviour |
| Abletoevaluateempiricalfindingsto explain,predict, andinfluencebehavior. |
| Remembertheethics insocial psychologyresearch |
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| **Unit:1** | **GenesisandFocusofSocialPsychology** |  |
| OriginandDevelopmentofSocialPsychology-ModernTrendsinSocialPsychology-Cognitive-Multicultural -Evolutionary-Neuroscience-ImplicitprocessesandSocial Diversity.Social Perception - Non-Verbal Communication - Basic Channels - Gazes and Stares - BodyLanguage and Touching - Recognizing Deception - Individual Differences. Attribution: Meaning -Theories - Jones and Davis Theory - George Kelly‟s Theory - Weiner‟s Theory - ImpressionFormationandImpression Management.Social Cognition - Definition - Schemas and Prototypes - Heuristics - Types of Heuristics - ErrorsinSocialcognition:Negativitybias-Optimisticbias-Counterfactualthinking-Thoughtsuppression-Limits onAbilities. |
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| **Unit:2** | **AttitudeandSelf** |  |
| Attitudes and Human Behavior Nature and Functions of Attitudes - Formation of Attitudes: SocialLearning - Direct Experiences and Genetic Factors - Attitudes Influence Behavior - Persuasion -Process of Changing Attitudes - Traditional and Cognitive approaches - Other factors affectingPersuasion - Resistance to Changing Attitudes - Reactance - Forewarning - Selective avoidance -ActivelydefendingandInoculation-Cognitivedissonance.The Aspects of Self Identity Definition - Possible Self - Self Concepts - Self-awareness - Self-Esteem - Self Focusing - Self Monitoring - Self Efficacy - Self Presentation - Self Regulation -GenderIdentity-GenderConsistency-SexTypingand PsychologyofAndrogyny |
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| **Unit:3** | **PrejudiceandInterpersonalAttraction** |  |
| PrejudiceandDiscriminationDefinition-NatureandOriginofPrejudice-DirectIntergroupConflict-EarlyExperiences-SocialCategorization-CognitivesourcesofPrejudice-ModernRacism-Priming-Discrimination:BonafidepipelineandExposureTechniquesforMinimizingPrejudice:LearningNottoHate-DirectIntergroupContact-Re-Categorization-Cognitive |



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| Interventions.Interpersonal Attraction Definition and Nature of Interpersonal Attraction - Internal Determinantsof Attraction:The NeedtoAffiliate- TheBasicRole of Affect- ExternalDeterminantsofAttraction: The Power of Proximity and Observable Characteristics - Interactive Determinants ofAttraction: Similarity - Complementarities and Mutual Liking -Interdependent Relationships:Close Relatives - Friendships - Loneliness - Romantic Relationships - Theories of Love - MaritalRelationships -Success and Failureof Marriage. |
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| **Unit:4** | **SocialInfluenceandPro-socialbehaviour** |  |
| Social Influence Definition - Conformity - Classical Conformity Studies: Sherif‟s - Asch‟s andMilgarm‟sstudiesonconformity-TheFactorsAffectingConformity:Cohesiveness-GroupSize- Type of Social Norm - Bases of Conformity - Need for Individual - Minority Influence.Compliance: Ingratiation - Foot in the Door and The Low ball - The Door in the Face and That isNotAll -Fast ApproachingandDeadlineTechnique-Scarcity-Obedience to Authority.Pro-Social Behavior Definition - Basic Concepts - Empathy - Altruism - Reasons for Helping -Empathy Altruism Hypotheses - Negative State Relief Model - Empathic Joy Hypotheses andGeneticDeterminism-RespondingtoanEmergency-BystanderEffect-DiffusionofResponsibility-Heroism-FiveStepsinHelpingVsNotHelping-ExternalandInternalInfluencesonHelpingBehavior:SituationalFactor-EmotionalPersonalityDisposition-AltruisticPersonality-Motives forVolunteering. |
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| **Unit:5** | **Aggression,GroupandIndividualBehaviour** |  |
| Nature of Aggression Definition - Theories: Instinct - Biological - Drive - Social Learning andCognitive - Personal Causes: Type A Behavior - Hostility - Irritability - Gender - Social Causes -Frustration - Direct Propagation- Exposes to Media Violence - Height End Arousal - SpiritualArousal - Sexual Jealousy - Situational Causes - Child Maltreatment - Work place Violence -Bullying-PreventionandControlofAggression-Punishment-CognitiveInterventions-Catharsis Trainingin Social Skills and Forgiveness.Groups and Individual Behavior Definition - Nature and Function of Groups - The benefits andCosts of Working with others - Social Facilitation - Social loafing - Deindividuation- GroupPolarization - Groupthink - IndividualsInfluence on Group- Perceived Fairness in groups-Decision MakingbyGroups. |
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| **TextBook(s)** |
| 1 | RobertA.Baronand NylaR.Branscombe,“Social Psychology”,13th edition, Pearsoneducation,2016. |
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| **ReferenceBooks** |
| 1 | ElliotAronson,TimothyD.WilsonandRobinM.Akert,“SocialPsychology”,9thedition,PearsonPublishing.2015. |
| 2 | Feldman.R.S.,“SocialPsychology”,3rdedition,PrenticeHall,Inc,2000 |
| 3 | MyersD.G,“SocialPsychology”,10th edition,McGrawHillEducation,2017. |
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| **Coursecode** | **PERSONALITY THEORIES AND APPLICATION** | **Core** |
| **Pre-requisite** | Basicsin Psychology |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Toenablestudentstounderstandthe conceptand assessmentofpersonality.
2. To help students to understand the dispositional domain and biological domain inpersonality.
3. Tounderstandtheintrapsychicdomaintopersonality.
4. Toenablestudentstofamiliarizewithcognitive,socialandculturaldomainsinpersonality.
5. Toenhancetheunderstandingof eastern approachestopersonality.
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthe course,student willbeable to: |
| Toenable theunderstandingofthelevels of personalityanalysis and sources ofpersonalitydata. |
| Tounderstandthetraitandphysiologicalapproachestopersonality. |
| Tofamiliarizethepsychoanalyticapproaches relatedtomotivesandpersonality. |
| Toenhancethe knowledgeonperception, interpretation-self, socialandculturalaspectsofpersonality. |
| Tofamiliarizewithfacetsofpersonalityandeasternapproachestopersonality. |
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| **Unit:1** | **Personality:ConceptAndAssessment** |
| **ThreelevelsofPersonalityAnalysis**–HumanNature,IndividualandGroupDifferences,Individual Uniqueness. **A fissure in the field** – Grand theories of Personality, ContemporaryResearchinPersonality.**SixDomainsofKnowledgeaboutHumanNature**:DispositionalDomain, Biological Domain, Intrapsychic Domain, Cognitive-Experiential Domain, Social andCulturalDomain,AdjustmentDomain.**Theroleofpersonalitytheory.Standardsforevaluatingpersonality theory****Sources of Personality Data**: Self-Report Data (S- Data), Observer-Report Data (O-Data), Test-Data (T-Data), Life-Outcome Data (L-Data). **Issues in Personality Assessment**. **Evaluation ofPersonalityMeasures**:Reliability,Validity,Generalizability.**ResearchDesign**:ExperimentalMethods,Correlational Studies, CaseStudies. |
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| **Unit:2** | **DispositionalDomainAndBiologicalDomain** |
| What is a Trait? **Two Basic Formulations**. **Identification of the Most Important Traits**: LexicalApproach, Statistical Approach, Theoretical Approach. **Taxonomies of Personality** - Eysenck'sHierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System, Five-FactorModel.**Sheldon’s Physiological Approach to Personality.Physiological Measures Commonly Used inPersonalityResearch**:ElectrodermalActivity(SkinConductance),CardiovascularActivity,Brain Activity, Other Measures. **Physiologically Based Dimensions of Personality**: Extraversion-Introversion,SensitivitytoRewardandPunishment,SensationSeeking,NeurotransmittersandPersonality,Morningness-Eveningness,BrainAsymmetryand AffectiveStyle. |
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| **Unit:3** | **TheIntrapsychicDomain** |



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| **PsychoanalyticApproachestoPersonality:**FundamentalAssumptionsofPsychoanalyticTheory. Sigmund Freud: Structure of Personality, Dynamics of Personality,Psychosexual Stagesof Personality Development, Personality and Psychoanalysis. Carl Jung: Analytical Psychology.AlfredAdler:IndividualPsychology.**PsychoanalyticApproach–ContemporaryIssues**:TheNeo-AnalyticMovement,EgoPsychology, Object Relations Theory. **Motives and Personality**: Basic Concepts – Need andPress. Apperception and the TAT. The Big Three Motives– Achievement, Power, Intimacy.HumanisticTradition:MaslowandRoger‟sContribution. |
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| **Unit:4** | **Cognitive/Experiential Domain And Social And Cultural Domain** |
| **Personality revealedthroughPerception**- Field dependence.**Personality revealed throughInterpretation** - Kelly's Personal Construct Theory, Locus of Control, Learned Helplessness.**PersonalityrevealedthroughGoals**-PersonalProjectsAnalysis-LifeTasks,Goals,andStrategies.**Approaches to the Self**: Descriptive Component of the Self-Self Concept. Evaluative Componentofthe Self-Self-Esteem.SocialComponent ofthe Self: SocialIdentity.**Social Domain** - Sex, Gender And Personality:Science and Politics of Studying Sex and Gender,GenderDifferencesinPersonality,Masculinity,FemininityandAndrogyny,andsexroles,TheoriesofSexDifferences.**CulturalDomain**–Culturalviolation,CulturalPersonalityPsychology,ThreeMajorApproachestoculture:EvokedCulture,TransmittedCulture,Culturaluniversal. |
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| **Unit:5** | **Facets Of Personality And Eastern Approaches To Personality** |
| **Skinner:**OperantConditioning**.AlbertBandura:**ObservationalLearning**.MartinE.P.Seligman**:LearnedHelplessness andthe Optimistic/PessimisticExplanatoryStyle.**YogaandtheHinduTradition**–Majorconcepts,DynamicsandStructure.**ZenandtheBuddhistTradition**–MajorConcepts,DynamicsandStructure.**SufismandtheIslamicTradition** – Major Concepts, Dynamics and Structure. **Integral Psychology** – Basic Concepts andModelofBeing. **Probabilistic Orientation**– BasicPostulate andSeven Factors. |
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| **TextBook(s)** |
| 1 | Randy Larsen & David Buss. (2017).*Personality Psychology: Domains of Knowledge AboutHumanNature*(6thed.) McGrawHill Education. |
| 2 | GardnerLindzey,JohnB.CampbellCalvinS.Hall(2007).*Theoriesofpersonality(*4thed.)Wileypublication. |
|  | Randy.J.LarsenandDavid.M.Buss.(2013).*PersonalityPsychology–DomainsofKnowledge**aboutHuman Nature*. Fifth Edition. |
| 3 | RobertFragerandJamesFadiman.(2013).*PersonalityandPersonalGrowth*.7thEdition.NewDelhi:Pearson |
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| **ReferenceBooks** |
| 1 | Narayanan,S.andAnnalakshmi,N.(2001).TheProbabilisticOrientationofPersonality.InCornelissen,Matthijs(Ed.)*ConsciousnessandItsTransformation.*Pondicherry:SAICE. |
| 2 | A.S.Dalal(Ed.).(2004).LivingWithin–TheYogaApproachtoPsychologicalHealthandGrowth,Selectionsfromthe WorksofSriAurobindoandthe Mother.SriAurobindoAshram,Pondicherry. |



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| **Course code** | **HUMAN RESOURCE MANAGEMENT** | **Core** |
| **Pre-requisite** | Basics in Human Relations |
| **CourseObjectives:** |
| Themainobjectives ofthiscourseareto:1. Toenablestudentstounderstandthevariousconceptsin HRmanagement.
2. To help students analyse, plan and identify the various approaches for the management ofhumanresources.
3. ToenablestudentstounderstandtheprocessofHRmanagement.
4. Tounderstandtheconceptsofincentives,plansandbenefits.
5. TohelpstudentsdevelopskillsrequiredforHRmanagement atapplicationlevel.
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletionofthecourse,student will beableto: |
| Toenablethe understandingof theconceptsof HRM |
| Tounderstandthetestingandselectionsprocess ofHumanResources |
| Tofamiliarizewithappraisal process; developskills neededfortrainingandcareerplanning |
| Toenhancetheknowledgeonemployee compensation; financialincentives,plansandbenefits |
| Tofamiliarizerecenttrendsandpracticesin managinghumanresources |
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| **Unit:1** | **KeyHumanResourcesConcepts** |
| StrategicRoleofHumanResourcesandtheHRScorecard:NatureofHRM,ScopeofHRM,SystemsApproachto HRM,Traditional HRvs. StrategicHR,HRM in the newMillenniumHRMHumanResourcesPlanning:ProcessofHumanResourcePlanning,ResponsibilityforHRP,EffectiveHuman ResourcePlanning. |
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| **Unit:2** | **Determining,AttractingAndSelectingHumanResources** |
| JobAnalysis:UsesofJobAnalysis,ProcessofJobAnalysis,MethodsofCollectingJobAnalysis,JobDescription,Job Specification, Role AnalysisJobdesign and QualityofWorkLife:Techniques forDesigningJobsRecruitingHumanResources:SourcesofRecruitment,MethodsofRecruitment,Recruitment–IndianExperiencesEmployee Testing and Selection: Types of Tests, Tests as Selection ToolsInterviewingCandidates:TypesofInterview,InterviewProcess,ReferenceChecks |
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| **Unit:3** | **DevelopingHumanResources** |
| AppraisingandManagingPerformance:PerformanceAppraisalProcess,MethodsofPerformanceAppraisal,360 degree FeedbackSystem, Problems withPerformance AppraisalTrainingandDevelopingEmployees:NeedforTraining,SystematicApproachtoTraining,TypesofTraining,TrainingMethods, Evaluation ofTrainingCareerandSuccessionPlanning:ConceptofCareer,CareerStages,CareerPlanning,CareerDevelopment,Succession Planning |
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| **Unit:4** | **RewardingHumanResources** |
| EmployeeCompensation,:ObjectivesofCompensationPlanning,CompensationofPayStructure,FactorsInfluencingCompensationLevels |

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| FinancialIncentivesandEmployeesBenefitsandServices:Statutoryand Non-statutorybenefits,IncentivePlans, Individual Incentives, Group and Team Based Incentive Plans, Fringe Benefits, EstablishingStrategicPayplans |
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| **Unit:5** | **RecentTrends AndPracticesIn Managing HumanResources** |
| Participation and Empowerment: Forms of Participation, Alternative Approaches to Participation, ProspectsofEmpowermentInternational Human Resources Management: Pressures of Globalization, Cultural Differences and HRM,International Recruitment Policy, International Selection Criteria, International Training and Development,International Compensation. |
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| **TextBook(s)** |
| 1 | RaoV.S.P“Human ResourcesManagement:TextandCases”,Second Edition,Excel Books NewDelhi2007 |
| 2 | GaryDessler,“HumanResourcesmanagement”,Tenth Edition,P\Pearson-Prentice Hall, NewDelhi,2005 |
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| **ReferenceBooks** |
| 1 | DavidADeCenzp andStephenP Robbins,“Personneland/Human Resource Management”,ThirdEdition,NewDelhi2004 |
| 2 | RaymondJ. Stone,“Human ResourcesManagement”, John Wiley&Sons, NewYork 2005 |
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| **Course code** | **BIOPSYCHOLOGY** | **Core** |
| **Pre-requisite** | Basics in Physiological Psychology |
| **CourseObjectives:** |
| Themain objectives ofthis course areto:1. Toexplainthehistoricalfoundationandresearch methodsinbiopsychology.
2. Todiscussthe brain,endthefunctions ofthenervoussystem
3. Tounderstandthe major endocrineglandsandphysiologybehind sensorysystem.
4. Toteachthestate ofstatesofconsciousness, motivationandemotion.
5. To describethe physiologybehind sensorysystems
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthe course, studentwill beable to: |
| Understandtheprocess ofneurons send and receivesignals, visualizingthelivinghumanbrain |
| Analyzethe functionalanatomyandorganizationofhumanbrain |
| Evaluatethemechanismsofhormonefunctionandvisualsystem |
| Understand thephysiologybehindsensorysystems |
| Evaluatetheneural mechanismofreward, punishmentandemotion |
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| **Unit:1** | **Introductionto NeuronandNervousSystem** |
| Bio Psychology- Historical Foundations- Neuron- Anatomy- functions- Synapse-Neural conduction andSynapticTransmissionResearchMethodsinBiopsychology-Methodsofvisualizinghumanbrain-CT-MRI-PET-fMRI-Recordinghumanpsychophysiologicalactivity-muscletension-eyemovement-skinconductance-cardiovascularactivity-Invasivephysiologicalresearchmethods-stereotaxicsurgery-lesionmethods-electricalstimulation-Pharmacological methods. |
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| **Unit:2** | **Brainanditsfunctions** |
| Nervoussystem-Classification-anatomyofANS-functionsofANS-ReflexplanofthecentralNervousSystem.PartsofBrain-Functionsofthemajorpartsofthebrain-Functionalanatomyofthecerebralcortex-supportingandnourishingtissuesintheCNSFunctionalorganizationofthe brain-neocortex-reticularandprojectionsystems-limbicsystem-hypothalamus-Cerebralmetabolism-CNS-circulation-BloodBrain-Barrier-neurosecretion. |
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| **Unit:3** | **EndocrineGlands** |
| Characteristics-Majorendocrinegland-hormonecharacteristics-mechanismsofhormonefunctions-Physiologybehind Vision and audition. |
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| **Unit:4** | **Physiologybehindsensorysystems** |
| PhysiologybehindSomatosensorysystem-touchandpain-chemicalsenses-Smellandtaste-olfactorysystem-gustatorysystem. |
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| **Unit:5** | **StateofConsciousness,MotivationandEmotion** |
| StatesofConsciousness-physiologicalandpsychologicalstates-sleepandactivation-attentionandvigilance-meditation.PhysiologybehindMotivation-hypothalamiccenters-regulationofthirst-hungerandsexdrives-neuralmechanismofrewardand punishment-NeuralmechanisminEmotion. |
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| **TextBook(s)** |
| 1 | Leukel,F.(2002).IntroductiontoPhysiologicalPsychology3rdedition,NewDelhi:CBSPublishersandDistributorsPrivateLimited. |
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| **ReferenceBooks** |
| 1 | Pinel,J.P.J.(2014).BioPsychology,9th Edition,NewJersey: Pearson |
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| **Course code** | **PERSPECTIVESINCOUNSELLING****PSYCHOLOGY** | **Core** |
| **Pre-requisite** | Basicsin Counselling Psychology |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Formulateacomprehensiveviewoftheprofession ofcounselling.
2. Preparethestudentsforprofessionalcounselling.
3. Applyskills andknowledgeofcounsellingin various settings.
4. Understandthetheoriesofcounselling
5. Familiarizetheevaluationofcounselling
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthecourse, student willbeable to: |
| Identifytheattitudesand roles ofaprofessionalcounsellor,andunderstandthe stagesofcounselling |
| Developfamilyandschoolcounsellingandformulatevocational Counselling. |
| Understandthestructure ofCounselling |
| Analyzethemethodsin individualandgroup counselling |
| Understandthe need forcounsellingto improvethequalityof life |
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| **Unit:1** | **Origin and Scope of Counseling and Structure of Counselling** |
| **Origin and Scope of Counseling** Meaning and Definition of Counseling - Meaning of Advice,Direction and Guidance- Aims and Objectives of Counseling - Elements of Counseling - LevelsofCounseling-HelpingRelationship-TypesofCounseling-DirectiveandNon-Directivemethodsof Counseling-Peer Counseling.**Structure of Counseling** Preparation for Counseling - Counseling Relationships - The Contentand Process of Counseling - Steps in Counseling Process - Counseling Interactions - FactorsaffectingtheCounselingProcess-SkillsneededfortheCounselor-EffectiveCounselor-Qualitiesof aGood Counselor -Types of Counselor -Factors ofCounselee. |
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| **Unit:2** | **EarlyTheoriesofCounselingandContemporary Theoriesof Counseling** |
| **Early Theories of Counseling**Psychoanalytic Theory - Adlerian Theory - Gestalt Theory -Behaviorstic Theory - Cognitive Behaviorstic Theory - Humanistic and Existential Theories -TranspersonalTheories-PersonCentered Theory-Social and Cultural Theories.**ContemporaryTheoriesofCounseling**RealityTheory-FeminineTheory-TransactionalAnalysis -EclecticTheory-PostModem Theory-MulticulturalandIntegratedTheories. |
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| **Unit:3** | **IndividualCounsellingandGroupCounselling** |
| **IndividualCounseling**MeaningandDefinitionofIndividualCounseling-NatureofIndividualCounseling-ProcessofIndividualCounseling-BenefitsofIndividualCounseling-GriefCounseling-CounselingforStressfulLifeEvents. |



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| **GroupCounseling**MeaningandDefinitionofGroupCounseling-NatureofGroupCounseling-TheFieldsofGroupCounseling-LimitationsandAssumptionofGroupCounseling-ValueofGroupCounseling. |
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| **Unit:4** | **SchoolCounsellingandVocationalCounselling** |
| **SchoolCounseling**MeaningandDefinitionofSchoolCounseling-NatureofSchoolCounseling* Counseling the Elementary School Students - Counseling the High School Students - CounselingtheCollegeStudents-RollofTeacherinCounseling-DutiesandFunctionsofSchoolCounselor
* CounselingandSchool Curriculum.

**Vocational Counseling** Meaning and Definition of Vocational Counseling - Nature of VocationalCounseling - Theories of Vocational Counseling - Process of Vocational Counseling - VocationalCounselingandVocationalGuidance-FeaturesofVocationalCounselingandVocationalGuidance-RehabilitationandSupportiveCounseling. |
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| **Unit:5** | **CounselinginSpecificAreasandReviewsinCounselling** |
| **CounselinginSpecificAreas**TheNatureandPurposeofFamilyCounseling-CounselingChildrenandParents-MarriageCounseling-PremaritalCounseling-MaritalEnrichmentProgram-CounselingtheWomen-CounselingtheWeakerSection-CounselingtheDrugAddicts-CounselingtheDelinquent.**ReviewsofCounseling**NatureandPurposeofCounselingEvaluation-MonitoringtheEffectiveness of Counseling - Approaches to Evaluation -Problems of Evaluation - Problem ofAssessingtheChange-TypesofEvaluation-TechniquesofEvaluation-UsefulnessofCounselingEvaluation-ControllingExtraneous Variables. |
| **TextBook(s)** |
| 1 | Gibson.R.L.,andMitchell.M.H. (2006). Introductionto CounselingandGuidance NewDelhi:Prentice-Hall |
| 2 | NarayanaRao .S(2002).CounselingandGuidanceNew Delhi:TataMcGraw-HillPublishingCo. Ltd. |
| **ReferenceBooks** |
| 1 | GeraldCorey(2013).TheoryandPractice ofCounselingand PsychotherapyUSA:Brooks |
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| **Course code** | **EXPERIMENTAL PSYCHOLOGY II** | **Core** |
| **Pre-requisite** | Basics in Psychology |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Toenablestudentstounderstandtheexperimentalapproachinscientificinvestigation.
2. Todevelop thestructured report writingskill of theexperiments.
3. Toenable studentsto identifyandapplyappropriate experimentaltests accordingtotherequirements.
4. Tofamiliarizethestudentswiththeproceduresinconductingexperimentsandpsychologicaltests.
5. Toenhancetheskills neededforconductingexperiments andpsychologicaltests.
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| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Tobecomeproficientinmeasuringsocialdimensions ofhumanbehaviour |
| Tobecome proficientinmeasuringpersonalitytests |
| Tobecomeproficientinmeasuringhumanresourcerelatedtestsin organisationsettings |
| Tobecome proficient inmeasuringmemoryand learningaspects of humanbehaviour |
| Tobecomeproficientinmeasuringtestsrelatedtocounsellingpsychology |
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| **Unit:1** | **ExperimentsRelatedToAdvancedSocialPsychology** |
| 1. Sociometry
2. CommunicationExperiment
3. LeadershipQuestionnaire
4. ChoiceDilemma Experiment
5. Prisoner‟sDilemmaExperiment .
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| **Unit:2** | **ExperimentsRelatedToPersonalityResearch** |
| 1EysenckPersonalityQuestionnaire1. Cattell‟s16PF
2. MyersandBriggsTypeIndicator4.Jungian Functional Types5.ThematicApperceptionTest
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| **Unit:3** | **ExperimentsRelatedToHumanResourceManagement** |
| 1. JobSatisfactionQuestionnaire
2. EmotionalIntelligenceQuestionnaire
3. JobInvolvementScale
4. OccupationalHealth andStressQuestionnaire
5. PersonalValueQuestionnaire
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| **Unit:4** | **ExperimentsRelatedToBioPsychology** |
| 1. Human InformationProcessingSurvey
2. PGIMemoryscale
3. BehaviourOrientation Scale
4. HumanMazeLearning5.TaylorManifestAnxietyScale
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| **Unit:5** | **ExperimentsRelatedToCounsellingPsychology** |
| 1.MulticulturalCounseling2.REBT Counseling3.AnecdotalReports4.Holland Vocational Personality Inventory5.RecreationandLeisure. |
| Thislistis suggestive- Aminimumof15experiments/exercisesmustbecompleted |
| **TextBook(s)** |
| 1 | AnastasiandUrbina,Psychological testing,NewDelhi,PHIlearningPvt.Ltd.7thedition,2010 |
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| **ReferenceBooks** |
| 1 | Rajamanickam,ExperimentalPsychology,Vol1&Vol2,NewDelhi:conceptpublishingcompany,2005. |
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ThirdSemester



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| **Course code** | **PSYCHOPATHOLOGY** | **Core** |
| **Pre-requisite** | Basicsin Abnormal Psychology **Ve** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Tounderstandthecontributionofpsychological,biological,andsocioculturalfactors
2. Tointegratetheoreticalandempiricalresearchfindingsinunderstatingmentaldisorders
3. Todescribethe etiologyandtreatmentofpsychologicaldisorders
4. Understandtheuseof diagnostictools,includingtheDSMandICD
5. Learnmultipleperspectives inevaluatingandinterpretingmentaldisorders.
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthe course,studentwill beable to: |
| Understandthe majorpsychological disorders and beableto identifyasper thediagnosticmanual |
| Toanalysistherole ofneurobiology,psychological,and socialcontextintheevaluationofmentaldisorders |
| Applythecontemporarytheories andresearch relatedto causes andtreatments ofpsychologicaldisorders |
| Applythe principles of diagnosis andtreatment toacasestudy |
| Remembertheethicaland legalissuesrelevant totheprovision ofmentalhealthservices |
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| **Unit:1** | **Mental Disorder, Classification, Assessment and OrganicMentalDisorders** |
| Meaning andDefinitionofMentalDisorder-ModelsofMentalDisorders-Introductiontodiagnosticclassificationsystemandfunctions:DSMVandICD10-limitationofcurrentclassificationsystems-Theoreticalapproachestocausesandtreatmentofpsychopathology:Biological, Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Social Culturalapproaches - Assessment of Psychopathology:Basic element in assessment - Clinical interviews -Clinicalobservations-Psychologicaltests-Treatmentdecision-Organicmentaldisorders:Delirium,DementiaandAmnesticdisorders. |
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| **Unit:2** | **DisordersofChildhoodandAdolescence** |
| Neurodevelopmental Disorders: Autism Spectrum Disorder-Specific Learning Disorders -IntellectualDisability-organic retardation Syndromes.Attention-Deficit/Hyperactivity Disorder Disruptive - Impulse-control - Oppositional DefiantDisorderandConductDisorder.AnxietyandDepressioninChildrenandAdolescents:SeparationAnxietyDisorder-Childhood Depression andBipolarDisorder.FeedingandEatingDisordersofInfancyandEarlyChildhood-TicDisorders-EliminationDisorders |
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| **Unit:3** | **Anxiety,Trauma,Stress –RelatedandSomatoform Disorders** |
| GeneralizedAnxietyDisorder-Phobias-SocialAnxietyDisorder-PanicDisorder-ObsessiveCompulsiveDisorder-AcuteandPosttraumaticStressDisorders-DissociativeDisorders: |



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| DissociativeFugue-DissociativeIdentityDisorder-DissociativeAmnesia-Derealization/DepersonalizationDisorder.**Somatoform Disorders**:FactitiousDisorder-ConversionDisorder-SomaticSymptomDisorder -IllnessAnxietyDisorder. |
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| **Unit:4** | **DisordersofAdultPersonality,Gender,andBehaviour** |
| Personality Disorders: Odd - Dramatic - Anxious Personality Disorders - Gender Dysphoria -Homosexuality - Paraphilic Disorders: Fetishistic -Transvestic - Exhibitionistic - Voyeuristic -Frotteuristic-Pedophilic-SexualMasochism-SexualSadismDisorder.EatingDisorders:AnorexiaNervosa-BulimiaNervosa-Binge-EatingDisorder -SleepDisorders.**Substance Use and Addictive Disorders:** Alcohol- Depressants - Stimulants - Hallucinogens,Cannabis,and Combinations of Substances–GamblingDisorders |
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| **Unit:5** | **Mood Disorders, Schizophrenia and Other PsychoticDisorders** |
| DepressiveDisorder-MajorDepressiveDisorder-BipolarDisorders:BipolarIandII-Theoretical Perspectives - Dysthymic Disorder (Persistent Depressive Disorder) - CyclothymicDisorders. Schizophrenia- Clinical Features - Positive and Negative Symptoms - Subtypes ofSchizophrenia-OtherPsychoticDisorder:SchizoaffectiveDisorder-SchizophreniformDisorder-DelusionalDisorder-BriefPsychoticDisorder. |
| **TextBook(s)** |
| 1 | Comer,R.J.(2015).AbnormalPsychology. (9th Ed.).NewYork,NY:Macmillan |
| 2 | Butcher,J. N.,Hooley, J. M.,&Mineka, S.M. (2015).Abnormalpsychology. (16th Ed.).NewYork,NY:PearsonHigherEd. |
| **ReferenceBooks** |
| 1 | Craighead,W.E.,Miklowitz,D.J.,&Craighead,L.W.(2013).Psychopathology:History,diagnosis,andempiricalfoundations (3rdEd.).Hoboken, NJ:John Wiley& Sons. |
| 2 | AmericanPsychiatricAssociation.(2013).Diagnosticandstatisticalmanualofmentaldisorders(DSM-5).Washington,DC:AmericanPsychiatricPub. |
| 3 | ICD-10.(2007).TheICD-10ClassificationofMentalandBehavioralDisorders:ClinicalDescriptionsandDiagnosticGuidelines,Geneva,WorldHealthOrganization,AITBSPublishersinIndia |



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| **Coursecode** | **17PSYBC13** | **PSYCHODIAGNOSTICS** | **Core** |
| **Pre-requisite** | **BasisinAbnormal Psychology** |
| **CourseObjectives:** |
| Themain objectives of this courseareto:1. Toenablestudentstounderstand theclassificationsystemsand the ratingscales.
2. Todeveloptheunderstandingofclinicalexaminationofpatients.
3. Toenablestudents toidentifyandanalysevarious signsand symptomsuseful fordiagnosis.
4. To familiarize the students with the psychological testing in child cases and personalityassessments.
5. Toenhancetheskillsneeded forassessment,case reportwritingandethicsinclinicalpsychology.
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| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Tohelpstudentsunderstandthehistoryandcurrentclassificationsystemsandtheratingscales |
| Todevelop theinterviewskillsandcasehistorytaking. |
| Tofamiliarizevarioussignsandsymptomshelpfulfordiagnosis. |
| Toenablestudentstofamiliarizewiththepsychologicaltestingin childpsychiatryandselfreport personalityinventories. |
| Toenhancetheskillsinanalysingintelligencetesting,neuropsychologicaltesting,casereportandethics. |
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| **Unit:1** | **ClassificationAndRatingScales** |
| **Classification: History - Current Classification Systems**. Reliability of Present PsychiatricClassification.Advantages-Disadvantages.**ICD-10**-HistoryofDevelopment.FeaturesofICD-10. Classification of Mental and Behavioral Disorders. **DSM-5** - History -Features - DiagnosticCategories.**Brief Instruments for Treatment Planning, Monitoring and Outcome Assessment:** SymptomChecklist-90-R, Brief Symptom Inventory (BSI), The Beck Depression Inventory, State TraitAnxietyInventory.**PsychiatricRatingScales**:Characteristics-SomeRatingScales-BriefPsychiatric Rating Scale, Hamilton Anxiety Rating Scale, Hamilton Rating Scale for Depression,Yale-BrownObsessive-CompulsiveScale,ScaleforAssessmentofNegativeSymptoms,ScaleforAssessmentofPositiveSymptoms,SocialandOccupationalFunctioningAssessmentScale,GlobalAssessmentofRelationalFunctioning. |
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| **Unit:2** | **ClinicalExaminationOfThePatient** |
| **Basics of Interviewing**. Rapport, Transference and CounterTransference.**Specific InterviewTechniques** - Types of Questions, Reflection, Facilitation, Silence, Confrontation, Clarification,Interpretation,Summation,Explanation,Transition,SelfRevelation,PositiveReinforcement,Reassurance, Advice.Interviewing Psychotic Patients. Factors of Compliance.Burnout. **SpecificIssues**:Fees,Confidentiality,Supervision,MissedAppointmentandLengthofSessions,ArrangementofSeatingandOffice,NotesTaking,Follow-upInterviews.**InterviewingVariations**-Depressed Patients, AggressivePatients,Interviewof Relatives.**TheCaseHistory:** ObjectiveofCaseHistory**.**IdentifyingData,ChiefComplaints,Historyof |



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| PresentIllness,PastIllness,PersonalHistory(Anamnesis)-PrenatalandPerinatal,EarlyChildhood,MiddleChildhood,LateChildhood,Adulthood,SexualHistory,FamilyHistory,Fantasy and Dreams. **Mental Status Examination**: General Description, Mood and Affectivity,SpeechCharacteristics,Perception,ThoughtContentandMentalTrends,MiniMentalStatusExamination(MMSE),SensoriumandCognition,Impulsivity,Judgmentand Insight,Reliability |
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| **Unit:3** | **SignsandSymptoms** |
| DefinitionofSignsandSymptoms-.**Consciousness**–DisturbancesinConsciousness,DisturbanceinAttention,DisturbanceinSuggestibility.**Emotions**–Mood,Affect,OtherEmotions, Physiological Disturbances associated with Mood. **Disturbances in Motor Behavior(conation).Thinking**–GeneralDisturbanceinFormorProcessofThinking,SpecificDisturbancesinForm of Thought, SpecificDisturbancein Content ofThought.**Speech** – Disturbance in Speech, Aphasic Disturbance. **Perception** – Disturbances of Perception,DisturbancesassociatedwithCognitiveDisorderandMedicalConditions,Disturbancesassociated with Conversion and Dissociative Phenomena. **Memory** – Disturbance of Memory,Levels of Memory. **Intelligence** – Information and Vocabulary, Abstraction. **Insight** – CompleteDenial (Grade 1) to True Emotional Insight (Grade 6). **Judgment** - Critical Judgment, AutomaticJudgment,Impaired Judgment. |
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| **Unit:4** | **Assessment,Examination,Psychological Testing In Child Cases And Personality Assessment** |
| **Assessment, Examination and Psychological Testing in Child Psychiatry**: Clinical Interviews.Structured and Semi Structured Interviews. Rating Scales. Child Psychiatric Evaluation. MentalStatusExaminationfor Children.NeuropsychiatricAssessment.BehavioralIndexesofBrainDamagein Children. Developmental, Psychologicaland Educational Testing.**Self Report Personality Inventories**: MMPI – MCMI - CPI. **Projective Techniques**: Nature ofProjectiveTechniques.ClassificationofProjectiveTests.ThematicApperceptionTest–Administration,ScoringandInterpretation.Rorschach–Administration,Scoring,StructuralSummaryandInterpretation. Evaluation of ProjectiveTechniques. |
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| **Unit:5** | **Intelligence And Neuropsychological Assessment, CaseReport, Ethics InClinicalPsychology** |
| **IntelligenceTesting**:Standford-BinetIntelligenceScale–WechslerIntelligenceScales.**NeuropsychologicalTesting**:AssessmentofReasoning,ConceptFormationandProblemSolving, Memory, Orientation, Perceptual and Psychomotor Performance, Language, AttentionandConcentration.**NeuropsychologicalTestBatteries**:Luria-NebraskaNeuropsychologicalTest Battery – Halstead Reitan Battery of Neuropsychological Testing.**Cognitive ScreeningToolsandNeuropsychological Tests in India.****CaseReport**:CaseHistory-ReportonMSE-FurtherDiagnosticStudies–SummaryofFindings – Diagnosis – Prognosis – Psychodynamic Formulation and Defense Mechanisms –Treatment Plan.**Ethics in Clinical Psychology**: Utilitarian Theory.Autonomy Theory. EthicalPrinciples: Justice and Respect, Patient Therapist Sexual Relations, Informed Consent, SurrogateDecisionMaking,InvoluntaryTreatment, Confidentiality. |
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| **TextBook(s)** |
| 1 | HenryKellerman&AnthonyBurry(2007).*HandbookofPsychodiagnosticTesting:Analysis**ofPersonalityinthePsychologicalReport*(4thed.)Springer publication |
| 2 | [Diagnostic AndStatisticalManualOfMentalDisorders5EdDsm-5(PB2013)](https://www.amazon.in/Diagnostic-Statistical-Manual-Mental-Disorders/dp/0890425558/ref%3Dpd_lpo_14_t_2/260-3320565-0214545?_encoding=UTF8&pd_rd_i=0890425558&pd_rd_r=942b7335-88ba-42e2-9d4c-3e751337dada&pd_rd_w=t7832&pd_rd_wg=s91FM&pf_rd_p=5a903e39-3cff-40f0-9a69-33552e242181&pf_rd_r=D95FX8E5KP2NJVT5DX7V&psc=1&refRID=D95FX8E5KP2NJVT5DX7V) |
| 3 | ICD-10-CM2020:TheCompleteOfficialCodebook |
| 4 | Elisabeth Sherman & Marianne Hrabok (2020). *A Compendium of Neuropsychological Tests:FundamentalsofNeuropsychologicalAssessmentandTestReviewsforClinicalPractice*(4thed.) Oxford Universitypress. |
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| **ReferenceBooks** |
| 1 | JasonSchnittker(2017).*TheDiagnostic System–Whythe ClassificationofPsychiatric**DisordersIsNecessary, Difficult,andNeverSettled.*ColumbiaUniversitypress,New York. |
| 2 | KaplanandSadock(2017).*ComprehensiveTextbookofPsychiatry* (10thed.)wolterskluwerpublication**.** |
| 3 | JamesN.Butcher (2009).*ClinicalPersonalityAssessment:History,Evolution,**ContemporaryModels,andPracticalApplications.*Printpublication. |
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| **Course code** | **PSYCHOTHERAPEUTICS** | **Core** |
| **Pre-requisite** | **Basicsin AbnormalPsychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Demonstrateknowledgeindesigningpsychologicalinterventions.
2. Understandthe applicationsofpsychotherapy
3. Rememberthecontextofeffectivetreatment
4. Understandthetypesoftherapies
5. Preparethestudentsqualifyforprofessionalpsychotherapeutic counselling
 |
| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Evaluatecounsellinganditsimplication |
| Illustratethepsychodynamictheoriesinvolvedincounselling |
| Analyzethesignificance ofExistentialandHumanisticapproachesincounselling |
| Appraisethevarioustechniques inbehavioraltherapies |
| Understand thecontemporaryapproachesof psychotherapy |
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| **Unit:1** | **ContextsofEffectiveTreatmentandOverviewofBackground** |
| Development of Theories of Counseling and Psychotherapy- understanding theories of Counseling andPsychotherapy, Characteristics of Successful clients –Therapeutic Alliance- Guidelines- Clinician skills,Training and Experience- Personal and Professional Characteristics of Effective clinician- -impact ofsetting on the treatment process- ethical guidelines and standards- role induction- skill development onquestioningandinterviewingOverviewsofbackground-focusedtreatmentsystems-Theroleoftherapist-transference-countertransference-and disclosure |
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| **Unit:2** | **ClassicPsychoanalysisandPostand Neo Freudians** |
| Important theoretical concepts- treatment using psychoanalysis- application and use of Freudianpsychoanalysis-evaluationBriefPsychodynamictheory-importanttheoreticalconcepts-treatmentusing Brief Psychodynamic theory(BPT)- Specific ModelsofBPT- Application anduse of BPT-evaluation Individual Psychology- Important theoretical concepts - treatment usingindividual psychology- application and current use- evaluation- Skill development, AnalyticalPsychology-Important theoretical concepts - treatment using individual psychology- application and currentuse-evaluation-Skilldevelopment,Egopsychologists-Objectrelationtheorists-Selfpsychology |
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| **Unit:3** | **Psychotherapiesemphasizingemotionsandsensations** |
| ExistentialPsychotherapy-Importanttheoreticalconcepts-treatmentusingindividualpsychology-applicationandcurrentuse-evaluation-Skilldevelopment,GestaltTherapy-Important theoretical concepts - treatment using individual psychology- application and currentuse-evaluation-Skill developmentNarrative therapy-development- therapeutic alliance- strategies,Solution focused brief therapy-Importanttheoreticalconcepts-treatmentusingindividualpsychology-applicationandcurrentuse-evaluation,Feministtherapy-development-therapeuticalliance-relationalpower-strategies |



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| skilldevelopment–Mapping |
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| **Unit:4** | **ThoughtfocusedandActionFocused Therapies** |
| TheDevelopmentofRationalEmotiveBehaviourTherapy(REBT)-Importanttheoreticalconcepts- format of sessions- treatment- application ofREBT- Evaluation. Cognitive Therapy-Development-Importanttheoreticalconcepts-Treatment-applicationandcurrentuse-evaluation-Skill developmentBehavior Therapy and Cognitive Behavioral Therapy Development of Social Learning theory-Treatment-goals-strategies-Ineterventions-GoalsettingDonaldMeichenbaumCognitivebehavior modification- Dialectical Behaviour Therapy- Acceptance and Commitment therapy-Mindfulnessbased cognitivetherapyApplication- Evaluation-Skill development |
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| **Unit:5** | **TreatmentApproaches** |
| FamilyTherapies-AdlerianFamilyTherapy-MultigenerationalFamilyTherapy-StructuralFamily Therapy – Family Therapies that focus on emotions- Family therapies that focus onthoughts and Actions- Post Modern Approaches to Family Therapy- Integrative Models of familySystemsTheory-Application offamilyTherapy-evaluation-skill developmentRealityTherapy-development-theoreticalconcepts-treatment-applicationandcurrentuse-evaluation |
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| **TextBook(s)** |
| 1 | Seligman.L.,&Reichenberg.L.W.(2014).TheoriesofCounsellingandPsychotherapy,NewDelhi:PrenticeHallof India. |
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| **ReferenceBooks** |
| 1 | Corey.,G.(2009)CounsellingandPsychotherapytheoryandPracticeNewDelhi:Cengagaerning. |



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| **Course code** | **ORGANISATIONDEVELOPMENT(OD)** | **Core** |
| **Pre-requisite** | Basics in Psychology |
| **CourseObjectives:** |
| Themain objectives of this courseareto:1. ToenablestudentstounderstandthenatureofOrganisationDevelopment.
2. Tohelpstudentstounderstandvarioustheories andmodelsofOrganisationDevelopment
3. TounderstandODinterventionandteambuildingprocesses
4. ToenablestudentstofamiliarizewithtrainingmodelsinOrganisationDevelopment.
5. Todevelop skills required fortrainingand interventions.
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| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Toenable theunderstandingofthe variousfields inOrganisation Development |
| Tounderstand thetheories andmodels ofOrganisation developmentand management |
| TofamiliarizevariousODinterventionprocessesandteambuildingprocesses |
| ToenhancetheknowledgeoncomprehensiveOD interventionsandstructuralinterventions |
| TofamiliarizewithT-grouptrainingmodelinOrganisationDevelopment |
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| **Unit:1** | **TheNatureofOrganizationDevelopment** |
| Overview of the Field of Organization Development: Laboratory Training, Survey Research andFeedback,Action Research, Socio-technicaland Socio-clinical approachesValues and Assumptions and Beliefs in OD: OD Values and Assumptions, Implications of OD andAssumptions |
|  |
| **Unit:2** | **TheoryandManagementofOD** |
| FoundationsofOrganizationDevelopment:ModelsandTheoriesofPlannedChange,SystemsTheory,Participation andEmpowerment,Teams and Teamwork,ManagingtheODProcess:Diagnosis,Action Component –OD Interventions |
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| **Unit:3** | **Team, Intergroup and Third-Party Peacemaking Interventions** |
| OverviewofODInterventions:ClassifyingOD InterventionsTeam Interventions: Teams and Work Groups, Broad Team-Building Interventions, ProcessConsultationInterventions |
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| **Unit:4** | **Comprehensive OD Interventions And Structural Interventions** |
| Survey Feedback, Grid Organization Development, Schein Cultural System,Trans-organizationalDevelopmentStructural Interventions:MBO,QualityCircles,TQM,HighPerformanceWorkSystems |
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| **Unit:5** | **T-GroupTraining** |

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| T-Groups, BehaviourModeling,LifeandCareerPlanning.CoachingandMentoringFutureandOrganizationalDevelopment |
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| **TextBook(s)** |
| 1 | French,W.Land Bell,JrC.H.andVohraV. OrganizationDevelopment,PearsonEducation,2006 |
| 2 | Donald LAnderson. OrganizationDevelopment,SageSouthAsiaEdition,Secondedition,2012. |
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| **ReferenceBooks** |
| 1 | Schien,OrganizationalPsychology,TataMcGrawHill,NewDelhi,2005 |
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| **Course code** | **Experimental Psychology - III** | **Core** |
| **Pre-requisite** | **Basicsin Psychology** |
| **CourseObjectives:** |
| Themain objectiveof this courseareto:Toprovidestudentswithpracticalexposuretoassess,applyandinterpretvariousMentalhealth,Depression,Psychotherapies andOrganizational stress. |
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthe course,student willbeable to: |
| Toassesandinterpretthementalhealthofanindividual. |
| ToassessthevariousPersonalityandIntelligence patternofanindividual. |
| Toapplythevarious psychotherapiesforMental illnesses. |
| Toevaluatethe relationship betweenemployeeandmanagement |
| Toanalyzetheinterpersonalrelationshipskillofan individual |
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| **Unit:1** | **PsychopathologyandMentalHygiene** |
| 1. MentalHealthQuestionnaire
2. Bell‟sAdjustmentInventory
3. Beck‟sDepressionInventory
4. MaudsleyObsessionalCompulsiveInventory
5. ClinicalCaseStudy
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| **Unit:2** | **Psychodiagnostics** |
| 1.Minnesota Multiphase Personality Inventory2.ScalefortheAssessmentofPositiveSymptoms3.BenderGestalt Test4Wechsler‟s Intelligence Scale for Children5.Luria-NebraskaNeuropsychologicalTestBattery |
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| **Unit:3** | **Psychotherapeutics** |
| 1. Cognitive Emotive Regulation Questionnaire2.Job AnxietyScale3.Jacobson‟sProgressiveRelaxationTherapy4.AssertivenessQuestionnaire5.IrrationalBeliefsTest(IBT) |
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| **Unit:4** | **OrganizationDevelopment(OD)** |
| 1. JohariWindowExercise
2. Fundamental Interpersonal Relations Orientation – Behaviour (FIRO – B)3.TeamEffectivenessQuestionnaire

4.Organizational Role Stress Scale5.OrganizationalCulture:OCTAPACEProfile |
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| * Thislistissuggestive
* Aminimumof10experiments/exercisesmustbe completed
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| **TextBook(s)** |
| 1 | PostmanandEgan,J.P.(1985):Experimental Psychology,NewDelhi:KalyaniPublications |
|  |
| **ReferenceBooks** |
| 1 | DavidAndrewes,“NeuroPsychology:fromtheorytopractice”,PsychologyPressLtd.UK,2001 |
| 2 | Parameshwaran,E.G.,&Ravichandra,R.,“ExperimentalPsychology”,NeelkamalPublicationPvt.Ltd, Hyderabad, 2001. |

SCHOOL OF DISTANCE EDUCATION

**BHARATHIAR UNIVERSITY, COIMBATORE-641 046**

**M.Sc Applied Psychology** Curriculum

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

# CORECOURSE– PROJECT WORKOR

**PSYBC13CLINICAL/INDUSTRAILPRACTICUMREPORT**

**(Candidatesarerequiredto choose strictlyonly onethese two duringthefullfourthsemester)**

# MAXIMUMMARKS: 200(ProjectReport150 +VivaVoce50)

1. The objective of the Project work/ Clinical Practicum is to further their knowledge inPsychologyandPsycho-diagnosticsunderthedirectsupervisionofaPsychologistinClinical/Organizational setting.

2 A Candidate undertaking Project work/Clinical Practicum should be equipped with thetheoretical knowledge in the discipline and practical skills in Psycho-diagnosticsincludingadministrationandinterpretationofcognitiveandpersonalitytestsinvolvingobjectiveand projectivematerial.

1. DuringtheProjectwork/ClinicalPracticumthecandidatemaybepermitted,undersupervision,toparticipateinthediagnostictestingandtoattendclinical/organizationalconferencewhereinthecasesarediagnosedandtreatment/managementplan mootedandprogressintreatment/trainingdiscussed.Thecandidatemaybeguidedtopursuetencasestudies in detail.
2. Besides,the candidatesmaybe required tocollectinformationregardingthefollowing:
	* The history of the organization, the mission statement of the organization, personalitysketch of the pioneers in the organization, historical development of the department ofPsychologyin theorganization.
	* Thedemandsandexpectationsof therole ofthePsychologist.
	* The privileges of the Psychiatrist/Mangers/Psychologists in the hospital and Personnelin theHospital.
	* ThefunctionaldomainanddemarcationsofPsychologistVsPsychiatrists
	* Theorganizationalchartofthe Organizationandthestatusofteam.
	* ThetestprivilegesavailableattheHospital/Industry.Thetestapprovedforadministrationintheclinicalsettingbytheteam,proceduresfollowedinadministering the tests in diagnosis and management and follow up of the use ofvarioustest, if any.
	* ThetherapeuticprivilegesavailableattheHospital/Industryespecially,thoseapprovedbytheclinicalteamtoprovidepsychotherapies/counselingandgrouptherapies.
	* Thedetailsaboutthehospitalroutines,mainlyabouttheadmissionprocedures,document maintained, regular clinical/organizational conference, meetings and thefollow-upofthe cases indetail.
3. The Project work/Clinical Practicum after the completion of the practice,, the reportshould be submitted to the Department of Psychology, Bharathiar University on orbefore 30th April of the year in which the candidates did the Practicum,. The Reportshould adequately reflect the exposure to the training and experience gained by thecandidates duringthe Practicum.

Incaseacandidatecouldnotsubmitthereportwithinthedatespecifiedhe/shemaybegrantedextension of timeforthreemonths at onetime forsubmittingtheirreport.

Thestudentscandoa**Project Work** undertheguidanceof aFaculty.

**OR**

The students can do the **Clinical /Industrial Practicum** in reputed Institutionsunderthe guidanceofaPsychologist or HR Personnel

* 1. Guides for the Project work OR Clinical/Industrial Practicum will be allotted as perthecandidates‟ preference.
	2. Thecandidatesarerequiredtomaintainaworkdiaryforthreemonths‟Clinical/Industrial Practicum. The candidates should submit fortnightly report alongwith copy of log book endorsed by field supervisor by emailThe candidates shouldmandatorily visit the Department on two pre-decided dates to present their progress totheir assigned supervisor. The students are required to report to the concerned guide atthe department after completing 70 working days of Clinical/Industrial Practicum by3rd week of March.
	3. Further the candidates are required to maintain attendance at the department aftercompletingthepracticumtillthedateofvivavoceexamination.Thecandidatesshould submit the Clinical/Industrial Practicum Report within 20days (inclusive ofholidays) aftercompletionofthe clinical/industrialpracticum.
1. Submission of Clinical/Industrial Practicum: The norms for evaluation for ClinicalPracticumReport/IndustrialPracticum Reportare given as below:

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| --- | --- | --- |
| 1. Introduction,Objectives, WorkOut bythecandidate | carried= | 30marks |
| 2. CaseStudies | = | 70marks |
| 3. Summaryand Conclusion | = | 20marks |
| 4. Attendance | = | 30marks |
|  |  | 150marks |
| Practicumreport | = | 150marks |
| Vivavoce | = | 50marks |
| Total | = | 200marks |

1. The Objective of the Project Work is mainly to give an exposure to the students onResearchMethodologyandapplicationof Psychological Principles.

The Project work may be a survey (fact findings or exploratory nature). Construction orStandardizationofatest,collectionofclinicalcasestudies,aProblemsolvingassignment, Verification of existing or established theory and any other assignment asapprovedbytherespectivefacultyguide.

Thenormsfor evaluationforProjectReportaregivenasbelow:

1. Introduction 30marks
2. Reviewof Literature 20marks
3. Methodology 30marks
4. ResultsandDiscussion 50marks
5. Summaryand Conclusion 10 marks
6. References 10marks

150marks

Project report= 150 marksVivavoce = 50 marksTotal =200marks



ElectiveCourses



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| **Course code** | **CYBER PSYCHOLOGY** | **Elective** |
| **Pre-requisite** | **Basics in Psychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Tounderstandthenature ofCyberPsychology
2. Todescribethe natureofthe individualin cyberspace
3. ToanalyzethenatureofrelationshipinCyberspace
4. Understandthe effectofgroupdynamicsincyber space
5. Describetheresearchmethods incyberpsychology
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthecourse, student willbe able to: |
| Toanalyzetheapplications ofCyberPsychology |
| Understandingpersonalitytypes inCyber Space |
| Todescribetransferenceamongpeopleonline |
| Understandthe social psychologyof onlinegroups |
| Remembertheethicsincyberspaceresearch |
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| **Unit:1** | **TheNatureof CyberPsychology** |
| Cyber-Psychology – Definition – Human Computer Interface – [Cyberspace as a PsychologicalSpace](http://www-usr.rider.edu/~suler/psycyber/psychspace.html) – Psychology in Cyberspace - B[asic Psychological Features of Cyberspace](http://www-usr.rider.edu/~suler/psycyber/basicfeat.html) - [Networks asMindand Self](http://www-usr.rider.edu/~suler/psycyber/netself.html) – Model ofCyber Psychology-[TheOnline Disinhibition Effect](http://www-usr.rider.edu/~suler/psycyber/disinhibit.html).[Psychology ofAvatarsandGraphicalSpace](http://www-usr.rider.edu/~suler/psycyber/psyav.html)-[TwoPathsofVirtualReality](http://www-usr.rider.edu/~suler/psycyber/vrpaths.html)-[TheFactsofDreaming in Cyberspace - Black Hole of Cyberspace](http://www-usr.rider.edu/~suler/psycyber/blackhole.html) - [Online Lingo](http://www-usr.rider.edu/~suler/psycyber/pal_lang.html) - [Internet Demographics](http://www-usr.rider.edu/~suler/psycyber/stats.html) -[Cyberspace Humor](http://www-usr.rider.edu/~suler/psycyber/humor.html)-[Copingwith Spam](http://www-usr.rider.edu/~suler/psycyber/spam.html). |
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| **Unit:2** | **TheNatureof IndividualinCyberspace** |
| [IdentityManagementinCyberspace](http://www-usr.rider.edu/~suler/psycyber/identitymanage.html)-[PersonalitytypesinCyberspace](http://www-usr.rider.edu/~suler/psycyber/persontypes.html)-[UniqueRolesinCyberspace](http://www-usr.rider.edu/~suler/psycyber/uniqueroles.html)-[TransferencetoComputersandCyberspace](http://www-usr.rider.edu/~suler/psycyber/comptransf.html)-[AddictiontoComputersandCyberspace](http://www-usr.rider.edu/~suler/psycyber/cybaddict.html) - [Regressive behavior in Cyberspace](http://www-usr.rider.edu/~suler/psycyber/holland_rev.html) - [Online Gender - Switching](http://www-usr.rider.edu/~suler/psycyber/genderswap.html) - [Adolescents inCyberspace.](http://www-usr.rider.edu/~suler/psycyber/adoles.html)[Wizards:The HeartofanOnlineCommunity](http://www-usr.rider.edu/~suler/psycyber/wizards.html)-[Onbeinga"god"](http://www-usr.rider.edu/~suler/psycyber/jbum.html)-[Y2K andApocalypticThinking](http://www-usr.rider.edu/~suler/psycyber/y2k.html)-[IntegratingOnline andOfflineLiving-AnOnlinePsycho-EducationalProgram.](http://www-usr.rider.edu/~suler/psycyber/integrate.html) |
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| **Unit:3** | **TheNatureofRelationshipsinCyberspace** |
| [In-person versus Cyberspace Relationships](http://www-usr.rider.edu/~suler/psycyber/showdown.html) - [Transient and Long Term Online Relationships](http://www-usr.rider.edu/~suler/psycyber/relationships.html) -[ThepsychologyofTextRelationships](http://www-usr.rider.edu/~suler/psycyber/psytextrel.html)-[HypothesesaboutOnlineTextRelationships](http://www-usr.rider.edu/~suler/psycyber/textrel.html)-[E-mailCommunicationand Relationships](http://www-usr.rider.edu/~suler/psycyber/emailrel.html)– Transference amongPeopleOnline.How to Resolve Conflict Online – Cyberspace Romances – Subtlety in Multimedia Chat - Media:Games,Entertainment,andEducation -TheFuture:TheUltimateHuman-ComputerInterface. |
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| **Unit:4** | **TheNatureofGroupDynamicsinCyberspace** |
| [SocialpsychologyofOnlineGroups](http://www-usr.rider.edu/~suler/psycyber/socpsy.html)-[DevelopmentalstagesofMailingLists](http://www-usr.rider.edu/~suler/psycyber/lifelist.html)-[MakingVirtual](http://www-usr.rider.edu/~suler/psycyber/commwork.html)[Communitieswork](http://www-usr.rider.edu/~suler/psycyber/commwork.html)-[UniqueGroupsinCyberspace](http://www-usr.rider.edu/~suler/psycyber/uniquegroups.html)-[DecisionMakingMethodsforE-mail](http://www-usr.rider.edu/~suler/psycyber/listvote.html) |

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| Groups-ChangesinGroup BoundariesandDynamics.[Group Games using Avatars](http://www-usr.rider.edu/~suler/psycyber/avgames.html)-[Geezer Brigade: Studying an Online Group](http://www-usr.rider.edu/~suler/psycyber/geezerb.html)- [Managing DeviantBehaviorinOnlineGroups–OnlinePhoto-SharingCommunities-EstablishingaCyberpsychologicalNicheand Equilibrium.](http://www-usr.rider.edu/~suler/psycyber/badboys.html) |
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| **Unit:5** | **The Nature of Flow Experience andResearch MethodsinCyberpsychology** |
| Flow as a Psychological Construct – Flow in Empirical Research – Studies related to Cyberspace –FlowinDiverseCyberspacerelatedActivities–OptimalExpedienceandPsychologicalAddiction–Crossculturalstudies[Publishingonline](http://www-usr.rider.edu/~suler/psycyber/publish.html)-[Casestudiesofdigitallifeforms](http://www-usr.rider.edu/~suler/psycyber/casestudy.html)-[OneofUs:Participantobservationresearch](http://www-usr.rider.edu/~suler/psycyber/partobs.html)- [Steps in studying an online group](http://www-usr.rider.edu/~suler/psycyber/geezerb.html) - [Ethics in cyberspace research](http://www-usr.rider.edu/~suler/psycyber/ethics.html) -[Studyingfull cyberspaceimmersion](http://www-usr.rider.edu/~suler/psycyber/immerse.html). |
|  |
| **TextBook(s)** |
| 1 | Kent L. Norman. (2008).CyberPsychology:An IntroductiontoHuman-ComputerInteraction,Universityof Maryland,CollegePark. |
| **ReferenceBooks** |
| 1 | John.Sular.(2004).PsychologyofCyberspace[RiderUniversity,](http://www.rider.edu/)Lawrenceville,NJ08648609-895-5430 |
| 2 | RavindraThakur. (2017). CyberPsychology,New Delhi,GlobalVisionPublishingHouse |



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| **Course code** | **SPORTS PSYCHOLOGY** | **Elective** |
| **Pre-requisite** | **Basis in Psychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. To understandthe theoreticalfoundationandtheeffectivenessofpsychologistrolewithclientsinsports, exercises and performancepsychology.
2. UnderstandingAthleticbehaviors
3. Todescribethe relationwithcognitivepsychologyandsportspsychology
4. Todescribethe social psychologyof sports
5. Understandingto applysports psychological phenomenon
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletionofthecourse, studentwill beable to: |
| Understandthetheoretical foundationofthemental processesthat influence humanperformancein athleticsettings. |
| Developand applyhealth,physicalactivity,and psychologicalprinciples in the sports |
| Evaluatetheeffectivenessofcognitivepsychologyinsports |
| Identifyand applypsychological techniques toenhancethe performancein sports |
| Evaluatetheneedsof athletesandplanpsychotherapies basedonthisevaluation. |
|  |
| **Unit:1** | **MentalSideof Sport** |
| The Mental Side of Sport: Introduction to Sports Psychology- Factors influencing the mental demands of agiven sport- sports and exercise psychology as an academic discipline- history of sport and exercisepsychology-Research methods insportsandexercisepsychology-whatdo sportPsychologistdo. |
|  |
| **Unit:2** | **ExploringAthleticBehaviour:KeyConcepts** |
| ExploringAthleticbehavior-Keyconcepts:MotivationandGoalsetting-anxietyinSportPerformance-ConcentrationinSportsPerformance- Self-Confidence-PeakPerformanceandExpertise. |
|  |
| **Unit:3** | **CognitivePsychologyandSports** |
| CognitivePsychologyandSport-CognitiveStyleandSport-AttentionStyleandperformance-ImageryandSport Performance-Attribution ofself andothers-Arousal,Stress andAnxiety.Theories:ImplicitTheories-Self-DeterminationTheory-ExpectancyValue-MotivationalTheory-Goal Theory-Attributions Theory. |
|  |
| **Unit:4** | **SportsinContext:SocialPsychologyofSports** |
|  | Sport in Context: The social psychology of sports: SocialFacilitation – Social loafing – Team Dynamics – GroupProcess–Casual Attributionin Sports – ViolenceandAggressioninSports. |  |
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| **Unit:5** | **ApplyingSportPsychologicalPhenomena** |
| Applying Sport Psychological Phenomena: Mental Skill Training- Self Talk- Mental Imagery-RelaxationTraining-CalmingthePhysiology-Performance-inhibitionduetopersonality-factors-Burnoutandinjuries–SubstanceAbuse-Aggression-CharacterDevelopment-YouthSport. |
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| **TextBook(s)** |
| 1 | AidanP.Moran(2004).SportandExercisePsychology,ACriticalIntroduction,Rout ledge. |
|  |
| **ReferenceBooks** |
| 1 | JohnKremer andDeirdre Scully(2017)PsychologyinSport.TaylorandFrancisPublishers |
| 2 | RobertWeinbergandDanielGould(2006).FoundationsofSportandExercisePsychology(4thEds)HumanKineticsPublishers |
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| **Course code** | **INTEGRALPSYCHOLOGY** | **Elective** |
| **Pre-requisite** | **BasisInPsychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Tounderstandconsciousness andreality
2. To describeouter beingand outermind
3. TodescribePurushaandPrakriti
4. Understandingtechniques controllingdisturbance ofmind
5. Remembertechniques for growthand mastery
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletionofthecourse, studentwill beable to: |
| Listoutthelevelsofconsciousness |
| Understandtheinner beingand subminimalself |
| Discoverthepsychologyoffaith |
| Remembertechniquestocontrolanger, feelingsofinferiority |
| Applydynamicmeditationand self-observationfor growth |
|  |
| **Unit:1** | **ConsciousnesstheReality** |
| Consciousnessthereality.TheManifoldBeing.TheSurfaceBeingandtheInnerBeing.Levelsof Consciousness: Conscience, Subconscient, Superconscient. Gradations of higherconsciousness. |
|  |
| **Unit:2** | **OuterBeing andOuterMind** |
| OuterBeing:OuterMind,OuterVitalBeingandOuter PhysicalBeing.InnerBeing;theSubliminalSelf.ThePsychicBeing&psychicentity.Psychicalphenomena |
|  |
| **Unit:3** | **PurushaandPrakriti** |
| PurushaandPrakriti:SoulandNature-TheGunasofPrakriti:ThethreemodesofNature-Self,EgoandIndividuality-Liberation andtransformation.ThePsychologyof Faith. |
|  |
| **Unit:4** | **TechniquestoControlDisturbanceof Mind,VitalandPhysical** |
| DealingwithdisturbanceofMind(Anxiety,obsessionsandcompulsions),disturbanceofVital(Boredom,Lackofenergy,Depression,Anger,Feelingsofinferiority,Sensitiveness)anddisturbanceofphysicalconsciousness:Will,disciplineandendurance,Faithandsuggestion. |
|  |
| **Unit:5** | **TechniquesforGrowthandMastery** |
| Steppingback-Becomingawareof„oneself‟–Self-observation–Visualization– Masterythroughattitude–Identification–Usinglifeasamirror–Wideningofconsciousness–Dynamicmeditation–Exercisingstaticpower–Awakeninginnerconsciousness–Drawinguponhelpfulforces. |

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| **TextBook(s)** |
| 1 | Dalal,A.S.(1987).LivingWithin–Theyogaapproachtopsychologicalhealthandgrowth:SelectionsfromtheworksofSriAurobindoandTheMother.Pondicherry:SriAurobindoAshram. |
| **ReferenceBooks** |
| 1 | Dalal,A.S.(2001). A GreaterPsychology–An introduction tothepsychological thoughtofSriAurobindo.NY: JeremyP.Tarcher&Putnam. |



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| **Course code** | **POSITIVEPSYCHOLOGY** | **Elective** |
| **Pre-requisite** | Basicsin Psychology |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Outlinethe natureand importanceofPositivePsychology
2. UnderstandtheperspectivesofPositivePsychology
3. Recognizethe importanceof Prosocialbehavior
4. Understandtheimportanceofpositivecognitivestatesandprocesses
5. Enhancepersonal growthanddevelopment
 |
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| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion of thecourse, student willbe able to: |
| Identifypositiveemotions that affectshappiness in everydaylife |
| PredictPositiveTraits,MotivesandSelf–efficacy |
| Identifyand classifyHope,flow, wisdom and courage |
| RecognizeandappraisetheneurobiologyofOptimismand EmotionalIntelligence |
| Understandthenatureofgoodworkand gainfulemployment |
|  |
| **Unit:1** | **TheNatureandAssessmentofPositive Psychology** |
| Definition of Positive Psychology. Western Perspectives on Positive Psychology. EasternPerspectivesonPositivePsychology.ClassificationsandMeasuresofHumanStrengthsandPositiveOutcomes. |
|  |
| **Unit:2** | **PositiveEmotionalStatesandProcess** |
| ThePrinciplesofPleasure:UnderstandingPositiveAffect,PositiveEmotions,Happiness,andWell-Being.MakingtheMostofEmotionalExperience:Emotional-FocusedCoping,EmotionalIntelligence,SocioemotionalSelectivity, and Emotional Storytelling. |
|  |
| **Unit:3** | **PositiveCognitiveStatesandProcesses** |
| SeeingFuturethroughSelf-Efficacy–OptimismandHope.TwoUniversalVirtues–WisdomandCourage.InSearchofOptimalExperiences-Mindfulness, Flow,andSpirituality. |
|  |
| **Unit:4** | **ProsocialBehaviourandChanging HumanBehavior** |
| EmpathyandEgotism-PortalstoAltruism,Gratitude,andForgiveness.Attachment,Love,andFlourishingRelationships.ChangingHumanBehavior:BalancedconceptualizationsofMentalHealthandBehavior.Intercedingto prevent theBadand EnhancetheGood. |
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| **Unit:5** | **PositiveEnvironmentandPositivePsychologyin Contexts** |
| PositiveSchooling.GoodWork–ThePsychologyofGainfulEmployment.TheMe/WeBalance–BuildingBetterCommunities.PositivePsychologyinContext**–**DevelopingStrengthsandLivingWellinaCulturalContext,Livingwell at EveryStageofLife |
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| **TextBook(s)** |
| 1 | Synder,G.R.&Lopez,S.J.(2008).“PositivePsychology”.SagePublication. |
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| **ReferenceBooks** |
| 1 | Carr,A.(2008).PositivePsychology.TheScienceofHappinessandHumanStrategies.RoutledgePublications. |
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| **Course code** | **CONSUMERBEHAVIOR** | **Elective** |
| **Pre-requisite** | **Basicsin MarketingPsychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Understandtheapplications ofConsumerBehavior
2. Familiarizetheconceptsofmarketingsegmentationandconsumerdiversity
3. Discustheprincipalfactorsthatinfluenceconsumersasindividualsanddecisionmakerswithanapplicationtothe buyingdecision process.
4. Understandtheimpactofmarketingonconsumer behavior
5. Demonstratemethodsto improvecustomersatisfaction
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| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionof thecourse, studentwill be able to: |
| Identifyfactorsthat influence consumerbehavior |
| Describethetargetmarket and determinethepositioningstrategyaccordingtoconsumercharacteristicsandbehaviour |
| Understandtheessenceofhow consumers makedecisionsandbeabletoassess therelevantimplicationsformarketingpractitioners. |
| Analyzehowinvolvementinfluencesconsumer purchases |
| Analyzethemajor stageswhichconsumersusuallygothrough whenmakingaconsumption |
|  |
| **Unit:1** | **ConsumerBehavior,MotivationandPersonality** |
| ConsumerBehaviour:NatureandscopeofConsumerBehaviour,ConsumerResearchandMarketingSegmentationConsumerMotivation:MotivationasPsychologicalForce,TypesandTheoriesofMotivation,Measurementof MotivesPersonalityandConsumerBehaviour:TheoriesofPersonality,PersonalityandUnderstandingConsumerDiversity,Brand Personality,Self-andSelf-Image |
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| **Unit:2** | **Perception,LearningandAttitudes** |
| Consumer Perception: Elements of Perception, Dynamics of Perception, Consumer ImageryConsumerLearning:ElementsofConsumerLearning,BehavioralLearningTheories,CognitiveLearningTheory, Measures of ConsumerLearningConsumerAttitudeFormationandChange:MeaningofAttitudes,StructuralModelsofAttitudes,AttitudeFormation, Strategies of AttitudeChange |
|  |
| **Unit:3** | **CommunicationProcessandGroupInfluences** |
| CommunicationandConsumerBehaviour:ComponentsofCommunication,CommunicationProcess,DesigningPersuasive Communication,MarketingCommunication andEthicsReferenceGroupsandFamilyInfluence:UnderstandingthePowerofReferenceGroups,Consumer Related Reference Groups, Celebrity and other Reference Groups, Family Concept,SocializationofFamilyMembers, Function ofFamily,FamilyLifeCycle |
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| **Unit:4** | **LeadershipandDiffusionofInnovationProcess** |
| ConsumerInfluenceandtheDiffusionofInnovations:OpinionLeadership,OpinionLeadershipProcess,MeasurementofOpinionLeadership,InterpersonalFlow ofCommunicationDiffusionofInnovation:DiffusionProcess,AdoptionProcess,ProfileofConsumerInnovator |
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| **Unit:5** | **ConsumerDecisionMakingProcess** |
| DecisionMakingProcess, LevelsofConsumerDecisionMakingProcess,ModelsofConsumers,FourviewsofConsumer DecisionMaking,ModelofConsumerDecisionMaking |
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| **TextBook(s)** |
| 1 | Schiffman,L.G.,Kanuk,LL(2007).Consumer Behaviour,Prentice-HallofIndia,PvtLtd,NewDelhi, |
| **ReferenceBooks** |
| 1 | Loudon,D.,(2004)ConsumerBehaviour, ConceptsandApplications, AlbertBiutta,McGrawHill, |



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| **Course code** | **EDUCATIONALPSYCHOLOGY** | **Elective** |
| **Pre-requisite** | **Basicsin Psychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Understandthe importanceofEducational Psychology
2. Todescribethe researchmethodsinEducationalPsychology
3. Tounderstandthetheoriesofcognitivedevelopment
4. Explaintheconceptsoflanguage andintelligence
5. Tounderstandspecialeducation
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| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Describetheorigin andnatureof mentalhealth careinthewelfare system |
| AnalyzethePsychologicalconceptionsofthe environment |
| ApplyCommunity-basedhealthpromotion methods |
| Understanddiagnosis,prescribingandimplementing |
| DiscovertheChoicesinEvaluationandparticipatoryevaluationasanintegratedprocess |
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| **Unit:1** | **ExploringEducationalPsychology** |
| ExploringEducationalPsychology:HistoricalBackground-Teaching:ArtandScience-Effective Teaching: Professional knowledge and Skills-Goal Setting and Instructional planningSkills-ClassroomManagement Skills-Motivational Skills-TechnologicalSkills.Research in Educational Psychology: The Scientific Research Approach – Research Methods-ProgrammeEvaluation Research-Research Challenges. |
|  |
| **Unit:2** | **CognitiveDevelopment:Piaget’stheoryandVygotsky’sTheory** |
| CognitiveDevelopment:Piaget‟stheory:CognitiveProcesses-PiagetianStages-EvaluatingPiaget‟sTheory: Contributionsand Criticisms.Vygotsky‟sTheory-Assumptions-ZoneofProximalDevelopment-Scaffolding-LanguageandThought.TheBrain:DevelopmentofneuronandBrainRegion-DevelopmentofBraininChildhoodandAdolescents |
|  |
| **Unit:3** | **LanguageDevelopmentsandIntelligence** |
| LanguageDevelopment:Language-Morphology-Syntax-Semantics-HowLanguageDevelops-BiologicalandEnvironmentalInfluence.Memory:Encoding-Storage-RetrievalandForgetting.Intelligence:IntelligenceTests-TheoriesofMultipleIntelligence-Information-ProcessingApproach–Segler‟View–Metacognition –Good InformationProcessingModel |
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| **Unit:4** | **LearningandMotivation** |
| Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. IncreasingDesirableBehaviors-DecreasingUndesirableBehavior.Bandura‟sSocialCognitiveTheory-Observational Learning.Motivation: Perspectives on Motivation- Extrinsic and Intrinsic Motivation- Pother cognitive Process-Anxietyand Achievement-SocialMotives.Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method- Dramatization-Explanation-AptitudeTreatment Interaction–MasteryLearning–TeachingthroughMultimedia |
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| **Unit:5** | **Special Education** |
| Hard-to-reach,Low Achieving Students: Discouraged Students- Uninterestedand AlienatedStudents- Dealing with Problem Behaviors: Management Strategies- Dealing with Aggression –Classroomand School Based Programs.Children With Disabilities: Sensory Disorders- Physical disorders-Mental Retardation-SpeechandLanguageDisorders-LearningDisabilities-AttentionDeficitHyperactivityDisorder-Emotionaland Behavioral Disorders.Slow Learners- Autism Spectrum Disorders. Children Who Are Gifted: Characteristics, LifeCourseof theGifted-EducatingGifted Child |
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| **TextBook(s)** |
| 1 | Santrock,J.W.(2006)Educational Psychology,2ndEdition,NewDelhi,TataMcGrawHill. |
| **ReferenceBooks** |
| 1 | Spirnthall,N.A.,Sprinthall,R.C.andOja,S.N.(1994)EducationalPsychology,6thEdition,NewYork,McGrawHill. |
| 2 | Robinson,S.(2009)FoundationofEducationalPsychology,2ndEdition,NewDelhi,AneBooksPvt. Ltd. |



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| **Course code** | **APPLIED STATISTICS AND PSYCHOLOGICAL TEST CONSTRUCTION** | **Elective** |
| **Pre-requisite** | **Basicsin PsychologicalStatistics** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. UnderstandCentraltendency, Variability,CorrelationandRegression
2. LearntocalculateStudent tTest,ANOVA(oneway,two-way), Non-parametricstatistics
3. Natureoftestconstruction
4. Describerealbilityand validity
5. UnderstandNormsandTestScales,andResponse SetinTestScores
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|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Recognizethenatureandapplicationsofappliedstatistics |
| Understandthe computationofnon-parametricstatistics |
| Rememberthestepsin testconstruction |
| Describethestandard error ofmeasurementand indexofrealbility |
| IllustratetheMeaningofNorm-ReferencingandCriterion-Referencing.and stepsindevelopingnorms |
|  |
| **Unit:1** | **Centraltendency,Variability,CorrelationandRegression** |
| Nature and Scope of Applied Statistics. Basic concepts – Random Samples, Variables andConstant.Measures of Central Tendency – Mode, Median, Arithmetic Mean, Effects of ScoreTransformation.Variability–Range,Semi-InterquartileRange,VarianceandStandardDeviation.ScoreTransformationandEffectsofVariability.Comparingmeansoftwodistributions.Correlational Analysis – Matter of Direction, Matter of Degree. Meaning ofCorrelation.Methods. |
|  |
| **Unit:2** | **Student t Test, ANOVA (one way, two-way), Non-parametricstatistics** |
| One tail test, two tail test. Student „t‟ – Application and Purpose, Assumptions, Calculation,Interpretation. Large sample t test. Test of Significance of difference in proportions. ANOVA –ApplicationandPurpose,Assumptions,CalculationofOne-wayANOVAandTwo-wayANOVA. Interpretinginteraction in Two-wayANOVA. HonestlySignificantDifference.Non-parametric tests – Assumptions. Chi-Square.Mann Whitney U Test.[Kruskal-Wallis one-wayanalysisofvariance](http://en.wikipedia.org/wiki/Kruskal-Wallis_one-way_analysis_of_variance)byranks.Wilcoxontest.ComparisonofParametricandNon-parametrictest |
|  |
| **Unit:3** | **TestConstruction(Introduction,ItemWritingandItemAnalysis)** |
| Test Construction: Meaning of Test in Psychology. Classification of Test. Characteristics of aGoodTest. General Steps in Test Construction.ItemWriting:MeaningandTypesofItems.Essay typeandObjectivetypetests.Generalguidelines for Item Writing. General Method for scoring Objective Tests.Meaning and Purpose.PowerTests.ItemDifficulty.OptimalDifficultyValueforaReliableTest.IndexofDiscrimination.ItemResponseTheory.DistractorAnalysis.SpeedTests.Factorsaffectingthe |



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| IndexofDifficultyandtheIndexofDiscrimination.PowerofItemAnalysis.TheItemCharacteristicsCurve. |
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| **Unit:4** | **Reliability and Validity** |
| Reliability–Meaning.Methods.Satisfactorysizeforreliability.StandardErrorofMeasurement. Factors influencing Reliability of Test Scores. Improving reliability of test scores.EstimationofTrueScores.Indexofreliability.Validity-Meaning.Types.ConvergentValidationandDivergentValidation.StatisticalMethodsforcalculatingvalidity.Factorsinfluencingvalidity.Relation between reliabilityand validity |
|  |
| **Unit:5** | **NormsandTestScales,andResponseSetinTestScores** |
| Norms and Test Scales – Meaning of Norm-Referencing and Criterion-Referencing. Steps inDevelopingNorms.TypesofNormsandTestScales–AgeEquivalentNorms,Grade–EquivalentNorms,PercentileNorms,StandardScoreNorms.ResponseSet–Meaning.TypesofResponseSet.ImplicationsofResponseSet.MethodstoeliminateResponseSets. |
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| **TextBook(s)** |
| 1 | Singh,A.K.(1997).Tests,MeasurementsandResearchMethodsinBehavioralSciences.Patna:BharatiBhawan |
|  |
| **ReferenceBooks** |
| 1 | Minium,E.W.,King,B.M.&Bear,G.(1993).StatisticalReasoninginPsychologyandEducation.(3rdEdn). Singapore: John Wiley&Sons. |
| 2 | Anastasi,A.&Urbina,S.(2003).PsychologicalTesting.(7thEdn).NewDelhi:PrenticeHallofIndia. |



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| **Course code** | **COMMUNITYPSYCHOLOGY** | **Elective** |
| **Pre-requisite** | **Basis in Psychology** |
| **CourseObjectives:** |
| Themain objectives of this courseareto:1. Tounderstand theinfluenceandcurrent issuesin communitymental health
2. Describetheproject-basedresearchmodel
3. Explainthebasicconceptsinprevention
4. DescribetheImpetusfordiagnosis
5. Understandthe ethicsincommunityintervention
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthe course, studentwillbeable to: |
| Describetheorigin andnatureof mentalhealth careinthewelfaresystem |
| AnalyzethePsychologicalconceptionsofthe environment |
| ApplyCommunity-basedhealthpromotionmethods |
| Understanddiagnosis,prescribingandimplementing |
| DiscovertheChoicesinEvaluationandparticipatoryevaluationas anintegratedprocess |
|  |
| **Unit:1** | **CommunityPsychology** |
| OriginofMentalHealthcareinthe welfaresystem, CommunityMentalhealth,InfluenceofApplied Social Psychology and the War on Poverty, Current issues in Community MentalHealth,InterdisciplinaryCommunityPsychology**Psychologicalconceptionsoftheenvironment**- Socialenvironmentalinfluencesonbehavior,Perceivedsocial climates,Social roles, Socialcapital, Socio-Physical Environment |
|  |
| **Unit:2** | **Approach to research Participatory action approaches toresearch**. |
| **Community development context of research**: What is Community Development – Researchand Community Development – Building Research relationships in a community developmentcontext **Project-basedresearchmodel**:Diagnose,Prescribe,Implement, Evaluate –Participatoryflexibility,Whereareyouin projectcycle. |
|  |
| **Unit:3** | **Prevention** |
| Basic concepts in prevention, Secondary prevention, Primary mental health project, LimitationsofSecondarypreventioninmentalhealth,Universalandprimaryprevention.Preventionthrough stepwise risk reduction, School as a locus of prevention, Community-based healthpromotion, Self-help group: Growth of Self-Help Groups, Types of Self-Help Groups, TheNatureofSelf-HelpGroups,DynamicsofSelf-HelpGroups,Self-HelpandtheModelofaFamily, HowSelf-HelpGroupsWork,StartingSelf-HelpGroups |
|  |
| **Unit:4** | **Diagnosing** |
| Impetusfordiagnosis,StructureforaDiagnosticProcess–Thecoregroup,Problems, |

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| Opportunities,andIssues,NeedsAssessment,AssetMapping, NeedsandResourcesPrescribing:A planning approach, Program prescriptions.Implementing:Research asAction,CommunityResearch,TargetResearch |
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| **Unit:5** | **Evaluation** |
| Choices in Evaluation, Participatory evaluation from the beginning, participatory evaluation asan integrated process Beyond Information: Art of Paying attention, Role Models for Research asaDailyPractice,InformationmanagementandinformationtechnologyWritingproposals,EthicsinCommunityIntervention |
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| **TextBook(s)** |
| 1 | RandyStoecker.(2005). Research MethodsforCommunityChangeProject-BasedApproachSecondEdition |
|  |
| **ReferenceBooks** |
| 1 | MurrayLevine, DouglasD.Perkins,DavidV.Perkins.(2005). Principlesof CommunityPsychology:PerspectivesandApplications.Oxford:OxfordUniversityPress |



SupportiveCourse



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| **Course code** | **PROBABILISTIC ORIENTATION FOR PERSONALITY DEVELOPMENT** | **Supportive** |
| **Pre-requisite** | **Basis in Psychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. TounderstandthePsychologicalFoundationofHuman Being
2. DescribetheBasicpremiseofProbabilisticOrientation
3. ExplainInsightintoBias, HealthySkepticism.
4. DescribeUnconditional AcceptanceandAppreciationofchance
5. UnderstandIntervention Studiesonadolescentsand youngadults
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|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletion ofthe course,studentwill beable to: |
| ListtheconstructofProbabilisticOrientation |
| DescribetheassessmentofProbabilistic orientation |
| Analyzetheapplications ofProbabilisticorientation |
| OutlinetheSevenFactors ofProbabilisticOrientation |
| IllustratetheEffectofProbabilisticOrientationBroadcast Intervention |
|  |
| **Unit:1** | **PsychologicalFoundationofHumanBeing** |
| PsychologicalFoundation ofHumanBeing: Thinking, Motivation,and Personality.Interrelationbetweenthinking,motivationandpersonality.PersonalConstructPsychology.TheconstructofProbabilisticOrientation (PO) |
|  |
| **Unit:2** | **BasicpremiseofProbabilisticOrientation** |
| BasicpremiseofProbabilisticOrientation–Originof universe- BigBangTheoryandEvolutionofNature-SevenFactorsofProbabilisticOrientation –AssessingProbabilisticOrientation. |
|  |
| **Unit:3** | **POExercisesI** |
| UnboundedExpectancy, SensingUnlimitedPossibilities,InsightintoBias,HealthySkepticism. |
|  |
| **Unit:4** | **POExercisesII** |
| UnconditionalAcceptance,AppreciationofchanceandAwarenessofPredictability. |
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| **Unit:5** | **ResearchstudiesonPO** |
| InterventionStudiesonadolescentsandyoungadults–EffectofProbabilisticOrientationBroadcast Intervention- StudyonefficacyofPOtherapy. |
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| **TextBook(s)** |
| 1 | Narayanan,S.andAnnalakshmi,N.TheProbabilisticOrientation(2001).InMatthijsCornelissen.(Etd).ConsciousnessanditsTransformation.Pondicherry:SAICE. |
|  |
| **ReferenceBooks** |
| 1 | Annalakshmi,N.(2003)Integralpsychotherapeuticinterventionwithadolescentstudentsandadultcancerpatients.UnpublishedDoctoralDissertationsubmittedtotheBharathiarUniversity,Coimbatore |
| 2 | Annalakshmi, N. (2004). Intervention for cancer patients through integral psychotherapy. InK.Joshi and M. Cornelisen (Eds.). *History of science, philosophy and culture in Indiancivilization,C*h.35,Vol.XI,Part3,p444-460.Delhi:ProjectofHistoryofIndianScience,Philosophyand Culture |
| 3 | Thomas,C.V.,(2005).TheEfficacyoftheProbabilisticOrientationCounseling(POC)amongtheNovices.UnpublishedPhDthesissubmittedtoBharathiarUniversity,Coimbatore. |



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| **Course code** | **GS05** | **TRANSACTIONAL ANALYSIS** | **Supportive** |
| **Pre-requisite** | **Basis in Psychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Toteachstudentswithanin-depthunderstandingofapplicationofTransactionalAnalysisinhealthprofession.
2. Understandthekeyconceptsoftransactionalanalysis
3. Describethemeaningof Gameanalysis
4. Understandthetechniquesofscriptanalysis
5. Helpstudentsunderstandtheanalysisof relationships
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|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Understandandsolverelationshipproblemsofclients |
| Gainaninsightintotypeofpersonalities |
| Analyzethe reasonwhichcreatespeopletick |
| Applythetherapyto improverelationship |
| Re-evaluatethepersonal goalsand lifegoalsof clients |
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| **Unit:1** | **TransactionalAnalysisKey Concepts** |
| WhatisTransactionalAnalysis-AnalysisofEgostates-WhatmakesTransactionalAnalysistobeT.A.? |
|  |
| **Unit:2** | **TransactionalAnalysisProper** |
| TransactionalAnalysisProper: TheAnalysisofTransactions-TheAnalysisofStrokes-TheContentsof Communication. |
|  |
| **Unit:3** | **GameAnalysis** |
| GamesAnalysis -Gamesthatareplayed |
|  |
| **Unit:4** | **ScriptAnalysis** |
| ScriptAnalysis -- LifeManagementandHistoryofthePerson |
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| **Unit:5** | **TheAnalysisof Relationships** |
| TheAnalysisofRelationships- Persontoperson-AnalysisofOrganizations-PersontoPersonIn-Group. |
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| **TextBook(s)** |
| 1 | ERICBERNE(1961).Transactional AnalysisinPsychotherapy,NewYork:Ballantive. |
| 2 | IANSTEWART(1989.Transactional AnalysisCounsellinginAction,NewDelhi: Sage. |
|  |
| **ReferenceBooks** |
| 1 | GOULDING,RANDM.GOULDING(1975).ThePowerisinthePatient,SanFrancisco:TAPublication |
| 2 | SCHIFF,Jet.al.(1987).T.A. Today:ANewIntroductiontoTransactionalAnalysis,Nottingham:LifeSpace. |
| 3 | THOMAS,AHARRIS(1967).I‟MO.K.-YOU„REO.K..,NewYork:HarperandRow. |
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| **Course code** | **INTRODUCTIONTOPSYCHOLOGY** | **Supportive** |
| **Pre-requisite** | **Basis in Psychology** |
| **CourseObjectives:** |
| Themain objectives ofthis courseareto:1. Tounderstand thenature ofPsychology
2. Learnthe roleofthenervoussystem, endocrinesystems andconsciousness
3. Understandthebasic anatomyand functionsof sensationand perception
4. Describethecognitionandproblem-solvingstrategies
5. Knowthefundamental principlesand featuresof personalityandmotivation
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessful completionofthecourse,student willbe ableto: |
| Tounderstanddifferentmodelsofhumanbehaviorbasedon science |
| Toanalysismajorcomponentsof biologicalsystemsstudied inpsychology |
| Evaluatethe methodsto improvememoryand problem solving |
| Design,conduct,or evaluatebasicpsychologicaltechniquestoimprovepersonality |
| Applypsychological principles to everydaylife |
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| **Unit:1** | **TheNatureandScopeof Psychology** |
| TheNatureand scopeofPsychology-Consciousness andBehavior-Methodsand Fields |
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| **Unit:2** | **BiologicalBasesof HumanBehaviour** |  |
| BiologicalBasesofHumanBehaviour-HeredityandEnvironment-TheroleofsensoryprocessesandHuman Behavior |
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| **Unit:3** | **Attention, PerceptionandLearning** |
| Attention,PerceptionandLearning- SelectiveAttention-SortingouttheWorld-DivisionofAttention-Perception:Visual,formandMovement- LearningPrinciples-MemoryandForgetting. |
|  |
| **Unit:4** | **IntelligenceandCreativity** |
| IntelligenceandCreativity- Intelligence-IQ-MeasuringIntelligence-MentalRetardation-Gifted-Creativity-Problem Solving |
|  |
| **Unit:5** | **PersonalityandMotivation** |
| PersonalityandMotivation -TheoriesofPersonality-AssessmentanditsDevelopment-HumanMotivation-Needs-UnderstandingEmotions |
|  |
| **TextBook(s)** |
| 1 | Robert.A.BaronandGirishwarMisra, “Psychology”,5th edition,PearsonIndia,2016. |

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| --- |
| **ReferenceBooks** |
| 1 | CliffordMorgan, Richard King, John Weisz, and John Schopler, “Introduction toPsychology”,7thedition,McGrawHillEducation,2017. |
| 2 | TaraL.Kuther,“ThePsychologyMajor'sHandbook”,5th edition,SAGEPublications,2019. |
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SCHOOL OF DISTANCE EDUCATION

**BHARATHIAR UNIVERSITY, COIMBATORE-641 046**

OPEN AND DISTANCE LEARNING PROGRAMME (ODL)

**M.Sc Applied Psychology** Curriculum

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

**SCHEME OF EXAMINATIONS**

|  |  |  |
| --- | --- | --- |
| **Title of the Course** | **Credits** | **MaximumMarks** |
| **CIA** | **ESE** | **Total** |
| FIRST SEMESTER |  |  |  |  |
| Research Methodology And Statics | 4 | 25 | 75 | 100 |
| Elements of Health Psychology | 4 | 25 | 75 | 100 |
| Organizational Behavior | 4 | 25 | 75 | 100 |
| Cognitive Psychology | 4 | 25 | 75 | 100 |
| Practical-I | 4 | 25 | 75 | 100 |
| Elective Course | 4 | 25 | 75 | 100 |
| SECOND SEMESTER |  |  |  |  |
| Essentials of Social Psychology | 4 | 25 | 75 | 100 |
| Personality Theories And Application | 4 | 25 | 75 | 100 |
| Human Resource Management | 4 | 25 | 75 | 100 |
| Bio Psychology | 4 | 25 | 75 | 100 |
| Perspectives in Counselling Psychology | 4 | 25 | 75 | 100 |
| Practical -II | 4 | 25 | 75 | 100 |
| Elective Course | 4 | 25 | 75 | 100 |
| THIRD SEMESTER |  |  |  |  |
| Psychopathology | 4 | 25 | 75 | 100 |
| Psych Diagnostics | 4 | 25 | 75 | 100 |
| Psychotherapeutics | 4 | 25 | 75 | 100 |
| Organization Development | 4 | 25 | 75 | 100 |
| Practical-III | 4 | 25 | 75 | 100 |
| Elective Courses | 4 | 25 | 75 | 100 |
| FOURTH SEMESTER |  |  |  |  |
| Project work/Clinical/Industrial Practicum | 8 |  | 200 | 200 |
| **Total** | **84** | **2100** |

