UNIVERSITY OF MADRAS

ETHIRAJ COLLEGE FOR WOMEN,

(AUTONOMOUS), CHENNAI.

CHOICE BASED CREDIT SYSTEM

(Effective from the academic year 2021-2022)

BOS HELD ON 1/6/22

M.Sc. DEGREE COURSE IN APPLIED PSYCHOLOGY

[SHIFT-II]

Under the Faculty of Science

REGULATIONS

(As per Common Regulations framed by University of Madras)

CHOICE BASED CREDIT SYSTEM

OUTCOME BASED EDUCATION

(OFFERED FROM THE ACADEMIC YEAR 2021-2022)

BOS HELD ON 1/6/22

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RULES AND REGULATIONS OF THE PROGRAMME

ELIGIBILITY FOR ADMISSION:

Candidates for admission to the first year of the M.Sc. Applied Psychology degree course shall be required to have B.A./B.Sc. degree with major in Psychology. Graduates with two/three majors, with Psychology as one of the major are also eligible to apply

PREAMBLE

The PG Department of Psychology is presenting syllabi with effect from the academic year 2021-22 with existing CBCS pattern as specified by the government of Tamil Nadu.

Every academic year is divided into 2 semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours. Credit is related to the number of hours a teacher teaches a particular subject and also related to the number of hours a student spends learning a subject or carrying out an activity.

As the Revised Bloom's taxonomy is used for teaching, learning and evaluation under the outcome-based education, PG syllabi are framed keeping this in mind. The expected outcome at the end of the programme in M.Sc. Psychology has been specified through Programme specific outcomes (PSO).Course objectives are framed keeping the teaching in mind. Course outcomes are framed keeping the student in mind which is observable and measurable.

PROGRAMME EDUCATIONAL OBJECTIVES

On obtaining a postgraduate degree the students will be able to:

> PEO1: Display higher order thinking in the knowledge domain and demonstrate professional skills

> PEO2: Contribute to the advancement and application of relevant knowledge by self-directed learning

> PEO3: Extend and integrate knowledge and skills to develop novel ideas and explore innovative solutions to national and international goals of development.

> PEO4: Exercise management skills and develop social interactions in a responsive, ethical and constructive way to meet global standards of excellence in all spheres of activity.

> PEO5: Strive for social and economic equity based on the need for gender parity and ecological sustainability.

PROGRAMME OUTCOMES (PO)

At the end of the postgraduate programme in psychology, the student will be able to:

PO1: Extend the knowledge base in psychology through scientific inquiry, critical thinking and experiential learning.

PO2: Describe key concepts, general principles and vital ideas central to the field of psychological science and utilise the knowledge of specific techniques for application in appropriate contexts.

PO3: Formulate research topics of social relevance to comprehend and predict the influence of factors with the potential to impact individual's and society and to develop interventions for promoting change.

PO4: Develop personal and professional skills that can facilitate students to explore career opportunities in varied fields of social science, arts, humanities and business

PO5: Communicate effectively ideas in English both in written and oral format, facilitating entrepreneurial ventures such as consultancy and training

PO6: Demonstrate an understanding of the influence of cross-cutting themes and issues such as gender, values and ethics to deal effectively with its inherent challenges.

PROGRAM SPECIFIC OUTCOME (PSO)

At the end of the Post Graduate program in Psychology, the students will be able to:

PSO1: Explore key theoretical approaches and acquire advanced knowledge in the field of applied psychology through experiential learning process including case studies, internships, oral presentations and simulated activities

PSO 2: Critically examine, assess, analyse and evaluate biological, psychological, social and cultural factors that influence the well-being of individuals and groups

PSO3: Formulate and conduct research of practical importance in various speciality areas of psychology, using appropriate quantitative and qualitative data analysis methods.

PSO4: Extend the knowledge obtained from theory and evidence-based research, to develop interventions using psychodynamic, behavioural, cognitive and contemporary therapeutic approaches of counselling at the level of individual and community.

PSO5: Develop effective communication to obtain and convey psychological knowledge both in written and oral format to both scientific and common people.

PSO6: Develop life skills and counselling skills to identify ethical dilemmas that may arise in personal and professional settings and apply the knowledge to effectively deal with the challenges in personal, social and work context.

PROGRAMME PROFILE

POST GRADUATE PROGRAMME PROFILE

DEPARTMENT OF PSYCHOLOGY

COURSE CODES AND CREDITS

TOTAL MINIMUM CREDITS:91

S.N	CORE /ELECTIVE	TITLE OF THE PAPER	COURSE CODE	L	T	P	H	C	CA	SE	MM
					I SEMESTER						
1	Core I	Cognitive Psychology	22SP21/1C/ CTP	5	1	0	5+1	5	40	60	100
2	Core II	Theories of Personality	22SP21/1C/ TOP	5	1	0	5+1	5	40	60	100
3	Core III	Counselling skills and techniques	22SP21/1C/ CST	5	1	0	5+1	5	40	60	100
4	Core IV	Counselling across lifespan	22SP21/1C/ CLS	5	1	0	5+1	5	40	60	100
5	Elective I	Sports and exercise psychology/ Applied Social Psychology	22SP21/1E1 /SEP//22SP 21/1E1/ASP	3	1	0	3+1	3	40	60	100
6	Soft Skills - I	Personality Enrichment for Women	PG21/1S/P EW				2	2			50
					II SEMESTER						
7	Core V	Behaviour Modification	22SP21/2C/ BMN	4	1	0	4+1	4	40	60	100
8	Core VI	Research Methodology and Applied Statistics	22SP21/2C/ RMS	4	1	0	4+1	4	40	60	100

9	Core VII	Case Studies	22SP21/2C/ CAS	0	2	4	4+1	4	40	60	100
10	Core VIII	Psychological Assessment–I (Practical)	22SP21/2C/ PA1	0	1	4	1+4	4	40	60	100
11	Elective II	Psychopathology/Forensic Psychology	22SP21/2E2 /PPY//22SP 21/2E2/FSP	3	1	0	3+1	3	40	60	100
12	Extra disciplinary Elective –I	Stress Management	22SP21/2E/ STM	3	1	0	3+1	3	40	60	100
13	Soft Skill-II	Foreign Language					2	2		50	50
14	Internship	DURING SUMMER VACATION						2			
III SEMESTER											
15	Core IX	Psychometry	22SP21/3C/ PMY	5	1	0	5+1	5	40	60	100
16	Core X	Counselling and psychotherapy	22SP21/3C/ CPY	4	1	0	4+1	4	40	60	100
17	Core XI	Psychological assessment-II (practical)	22SP21/3C/ PA2	0	1	4	1+4	4	40	60	100
18	Elective III	Positive psychology/ Training and development	22SP21/3E3 /POP//22SP 21/3E3/TA D	3	1	0	3+1	3	40	60	100
19	Elective IV	Introduction to Qualitative research/ Consumer psychology	22SP21/3E4 /IQR//22SP 21/3E4/CR P	3	1	0	3+1	3	40	60	100
20	Extra disciplinary Elective- II	Life Skills for Personal Effectiveness	22SP21/3E/ LSP	3	1	0	3+1	3	40	60	100

21	Soft Skill -III	Counselling for Contemporary Issues	22SP21/3S/CCI	1	1	0	2	2		50	50
			IV SEMESTER								
22	Core XII	Neuropsychology	22SP21/4C/NPY	4	1	0	4+1	4	40	60	100
23	Core XIII	Health psychology	22SP21/4C/HTP	4	1	0	4+1	4	40	60	100
24	Core XIV	Organizational Behaviour	22SP21/4C/OZB	4	1	0	2+4	4	40	60	100
25	Core XV	Dissertation	22SP21/4C/DST	0	3	5	3+5	5	40	60	100
26	PROJECT	Psychological Training Modules	22SP21/4P/PTM	0	1	3	1+3	3			
27	Soft Skill-IV	Effective Leadership	22SP21/4S/EFP	1	1	0	2	2		50	50
			OPTIONAL EXTRA CREDITS								
I	Extra Credits (OPTIONAL)	Self-Study (Semester III Selected Readings	22SP21/SS/SDR								

TOTAL CREDITS- 97

Elective I: A choice is given between "Sports and Exercise Psychology" and "Applied Social Psychology" in semester I.
Elective II: A choice is given between "Psychopathology" and "Forensic Psychology" in semester II.
Elective III: A choice is given between "Positive Psychology" and "Training and Development" in semester III.
Elective IV: The choice is given between Introduction to Qualitative research and Consumer psychology in semester III
*Subjects with major takers will be offered for the entire class

*The Self-study paper is offered in the III semester only to the students with no arrears and above 75% marks in core and elective papers the first two semesters. However, enrolment to the paper is not mandatory. Single Evaluation for 100 marks will be carried out. There will be no continuous assessment. There will be no teacher instructions. Guidance in the form of Tutorial will be provided, if necessary

**On completion of II Semester, students have to take up internships for a minimum period of 21 days. This internship is mandatory for all students. Students are required to maintain a log book for recording activities on a daily basis and are expected to submit an internship report and certificate at the end of the internship.

`   *Students are encouraged to take up NPTEL/MOOC Courses for extra optional credits

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT-PG

INTERNAL VALUATION BY COURSE TEACHER/S

CORE/ELECTIVE -THEORY PAPERS

COMPONENT	TIME	MAX.MARKS	CA MARK
1.*TEST I	2 HRS	50 MARKS (TO BE CONVERTED)	10
2.*TEST II	2 HRS	50 MARKS (TO BE CONVERTED)	10
3. ASSIGNMENT/SEMINAR/FIELD VISIT			10
4. PARTICIPATORY LEARNING			10
TOTAL			40

PART III- PRACTICAL PAPER (PSYCHOLOGICAL ASSESSMENT I & II)

COMPONENT	TIME	MAX.MARKS	CA MARK
1.*TEST I	2 HRS	50 MARKS (TO BE CONVERTED)	10
2.*TEST II	2 HRS	50 MARKS (TO BE CONVERTED)	10
3. ASSIGNMENT			10
4. PARTICIPATORY LEARNING			10
TOTAL			40

PART III- CASE STUDIES/ DISSERTATION/ PROJECT

COMPONENT	CA MARK
1. PROJECT PRESENTATION	10
2. PERIODIC REVIEW	20
3. INTERNAL VIVA	10
TOTAL	40

CA QUESTION PAPER PATTERN-PG

Knowledge Level	Section	Word Limit	Marks	Total
K1, K2, K 3	A-2/4X5 marks	500	10	
K3, K4. K 5	B-2/3x20 marks	1500	40	50

RUBRICS FOR CONTINOUS ASSESSMENT

Assignment	Content/originality/Presentation/Schematic Representation and Diagram/Bibliography
Seminar	Organisation/Subject Knowledge/Visual Aids/Confidence level/presentation- Communication and Language
Field Visit	Participation/Preparation/Attitude/Leadership
Participation	Answering Questions/Clearing Doubts/Participating in Group Discussions/Regular Attendance
Case Study	Finding the Problem/Analysis/Solution/Justification
Problem Solving	Understanding Concepts/Formula and Variable Identification/Logical Sequence/Answer
Group Discussion	Preparation/Situation Analysis/Relationship Management/Information Exchange/Delivery Skills
Flipped/Blended Learning	Preparation/Information Exchange/ Group interaction/Clearing doubts

- FIRST FOUR RUBRICS SHOULD BE INCLUDED.
- OTHERS ARE OPTIONAL BASED ON TEACHING-LEARNING METHODOLOGY ADOPTED FOR THE COURSE

END SEMESTER EVALUATION PATTERN-PG

CORE/ELECTIVE: THEORY PAPERS

SEMESTER: I/II/III/IV

DOUBLE VALUATION INTERNAL AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARKS: 50

PRACTICAL PAPERS

SEMESTER: I/II/IV

DOUBLE VALUATION BY INTERNAL AND EXTERNAL EXAMINER

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 30

SOFT SKILLS PAPERS

SEMESTER: I/II/III/IV

SINGLE VALUATION BY COURSE TEACHER

MAXIMUM MARKS: 50

PASSING MARKS:25

CASE STUDIES/ DISSERTATION/ PROJECT: SEMESTER: II/IV

DOUBLE VALUATION BY RESEARCH SUPERVISOR AND EXTERNAL EXAMINER
MAXIMUM MARKS 60

1. **CASE STUDIES/ PROJECT REPORTS**	30
2. VIVA	30
TOTAL	60
1. **DISSERTATION**	30
2. VIVA	30
TOTAL	60
PASSING MARKS	30

INTERNSHIP:

21 days summer internship (excluding holidays) after the completion of II semester is mandatory for all students. Internship diaries/log books to be signed by faculty and trainer to be maintained. Certificates must be obtained. Internship reports and certificate to be submitted to the department in the subsequent semester.

SELF STUDY PAPER:

Self- study paper will not have continuous assessment. An end semester examination will be held along with NME/ /Soft Skill paper for 100 marks in case of theory paper. The question paper will be set by the department. The self- study course will have only single evaluation.

KEYWORDS FOR QUESTION PAPERS BASED ON KNOWLEDGE LEVELS

KNOWLEDGE LEVEL 1-REMEMBERING/RECALLING
Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers

Who	What	Why	When	Omit
Where	Which	Choose	Find	How
Define	Label	Show	Spell	List
Match	Name	Relate	Tell	Recall

KNOWLEDGE LEVEL 2- UNDERSTANDING
Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas

Compare	Contrast	Demonstrate	Interpret	Explain
Extent	Illustrate	Infer	Outline	Relate
Rephrase	Translate	Summarise	Show	Classify

KNOWLEDGE LEVEL 3-APPLYING
Solve problems to new situations by applying acquired knowledge, facts, techniques and rules differently

Apply	Build	Choose	Construct	Develop
Experiment with	Identify	Interview	Make use of	Model
Organise	Plan	Select	Solve	Utilise
List	Use	Compute	Simplify	Survey
Demonstrate	Dramatize	Illustrate	interpret	Sketch
Write	Show	Manipulate	Relate	Schedule

KNOWLEDGE LEVEL 4- ANALYZING
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.

Analyse	Assume	Categorize	Classify	Compare
Conclude	Contrast	Divide	Examine	Function
Infer	Discover	Dissect	Distinguish	Inspect
List	Motive	Relationship	Simplify	Survey
Take part in	Test for	Identify theme		

KNOWLEDGE LEVEL 5-EVALUATING
Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria

Agree	Appraise	Assess	Award	Choose
Compare	Conclude	Criteria	Decide	Deduct
Defend	Determine	Disprove	Dispute	Estimate
Evaluate	Explain	Importance	Influence	Interpret
Judge	Justify	Measure	Opinion	Perceive
Prioritize	Prove	Rate	Recommend	Select
Support	Value			

KNOWLEDGE LEVEL 6-CREATING
Compile information together in a different way by combining elements in a new pattern or proposing alternate solutions

Adapt	Change	Choose	Compile	Compose
Construct	Create	Design	Develop	Discuss
Elaborate	Estimate	Formulate	Imagine	Improve
Invent	Minimise	Maximise	Modify	Originate plan
Predict	Propose	Solve	Test	Theory

This list is only suggestive and not exhaustive

COURSE PROFILE

SEMESTER - I

S. N	CORE /ELECTIVE	TITLE OF THE PAPER	COURSE CODE	L	T	P	H	C	CA	SE	MM
I	Core I	Cognitive Psychology	22SP21/1C/ CTP	5	1	0	5+1	5	40	60	100
I	Core II	Theories of Personality	22SP21/1C/ TOP	5	1	0	5+1	5	40	60	100
I	Core III	Counselling skills and techniques	22SP21/1C/ CST	5	1	0	5+1	5	40	60	100
I	Core IV	Counselling across lifespan	22SP21/1C/ CLS	5	1	0	5+1	5	40	60	100
I	Elective I	Sports and exercise psychology/ Applied Social Psychology	22SP21/1E1 /SEP//22SP 21/1E1/ASP	3	1	0	3+1	3	40	60	100
I	Soft Skills - I	Personality Enrichment for Women	PG21/1S/PE W				2	2			50

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MSC. DEGREE COURSE IN APPLIED PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM

(Effective from the academic year 2020-2021)

SYLLABUS

SEMESTER-I

CORE I- COGNITIVE PSYCHOLOGY

Teaching Hours: 90   **Credits: 5**
Course Code: 22SP21 /1C/CTP   **LTP: 5 1 0**

COURSE OBJECTIVES:

To provide the student:

1. A comprehensive overview of the emergence of the field cognitive psychology and applications of dimensions of human intelligence
2. Knowledge on how human cognition works from perception, attention and consciousness
3. Knowledge on basic concepts and phenomena of memory, forgetting and language
4. Theoretical inputs about problem solving and creativity
5. Knowledge of cognitive processes underlying reasoning and decision making

COURSE OUTLINE:

UNIT 1 – INTRODUCTION
Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Intelligence – Definition – Theories of Intelligence – Emotional Intelligence – Definition and its components – Artificial Intelligence – Definition and its applications.

UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS
The nature and definition of attention, perception and consciousness – selective attrition and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

UNIT 3 – MEMORY AND LANGUAGE
Short term vs long term memory – types of long term memory – encoding, storage, and retrieval – working memory – definition and model – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

UNIT 4 – PROBLEM SOLVING AND CREATIVITY
Problem solving: Meaning – Problem solving cycle – types of problems – Problem solving techniques – obstacles and aids in problem solving – knowledge and problem solving – creativity – definition – divergent thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

UNIT 5 – REASONING AND DECISION MAKING
Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

REFERENCES

1. Galotti, K.M. (2008). Cognitive Psychology – Perception, Attention, and Memory. New Delhi: Cengage Learning India Pvt Ltd.
2. Solso, R.L. (2001). Cognitive Psychology (6thed). New Delhi: Pearson Education.

ADDITIONAL READING

1. Galotti, K.M. (2014). Cognitive Psychology – In and Out of the Laboratory (5e). New Delhi: Sage Publications India Pvt Ltd.
2. Parkin, A. J. (2014). Essential Cognitive Psychology. London: Psychology Press.
3. Riegler, G.R &Riegler, B.R. (2008). Cognitive Psychology. Applying the science of mind (2ndedn). New Delhi: Pearson Education Inc.
4. Kellog,R.T. (2003). Cognitive Psychology (2ndedn). New Delhi: Sage Publication.
5. Sternberg, R.J. (2003). Cognitive Psychology (3rdedn). CA: Wadsworth/Thomson Learning.

JOURNALS:

1. Cognitive psychology (https://www.sciencedirect.com/journal/cognitive-psychology)
2. Behavioural Scienceshttps://www.mdpi.com/journal/behavsci
3. International journal of school and cognitive psychology https://www.longdom.org/scholarly/cognitive-psychology-journals-articles-ppts-list-2287.html
4. Advances in cognitive psychology http://www.ac-psych.org/en/home

E - LEARNING RESOURCES:
1. https://www.simplypsychology.org/cognitive.html
2. http://download.nos.org/srsec328newE/328EL5.pdf
3. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/
4. https://psycnet.apa.org/fulltext/2015-22913-004.html
5. https://courses.lumenlearning.com/waymaker-psychology/chapter/outcome-thinking-and-problem-solving/

COURSE OUTCOMES:

On successful completion of the program the student will be able to

CO No:	CO Statement
1.	Analyse the assumptions of different approaches and influences in understanding the cognitive processes
2.	Explain the phenomena of perception, attention and consciousness
3.	Identify and discuss the process of memory and language
4.	Explain different methods of problem solving, identify blocks and generate creative solutions
5.	Explain and evaluate theories relating to reasoning and decision making

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	3	1
CO2	3	2	1	1	3	1
CO3	3	2	2	1	3	2
CO4	3	2	2	2	3	3
CO5	3	3	3	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lectures. Seminars, problem solving experiments and Participatory learning

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4, K5	B-3/5x20marks	1500	60	100

CORE II –THEORIES OF PERSONALITY

Teaching Hours: 90   **Credits: 5**
Course Code: 22SP21/ 1C/TOP   **LTP: 5 1 0**

COURSE OBJECTIVES: The course enables the students to

1. Understand individual patterns of perception, thought, emotion and behaviour from various theoretical standpoints and also various assessment measures of personality
2. Understand social psychological approaches to personality
3. Comprehend existential and trait approach to personality
4. Gain Knowledge on Cognitive and Social learning approaches to personality
5. Gain insight on problems that can be caused due to certain personality dispositions

COURSE OUTLINE:

UNIT I: INTRODUCTION
Definition, Brief history of personality, Personality, the internet and social networking, types of personality – determinants of personality – Varieties of personality measures: Objective tests – projective tests – Situational tests.

UNIT II: SOCIAL PSYCHOLOGICAL AND PERSONOLOGY APPROACH
Erich Fromm (Freedom Theory): Nature of human beings, Structure of personality, Development of Personality, application and evaluation. **Harry stack Sullivan** (Interpersonal Theory): Nature of human beings, Structure of personality, Development of personality, Application and evaluation. **Henry Murray** (Personology): Structure of personality, Development of personality, Current status and evaluation.

UNIT III EXISTENTIAL AND TRAIT APPROACH
Rollo May: Nature of human beings, Structure of personality, Development of personality, , Application and evaluation. **Victor Frankl: View** of Human Nature, Key Concepts: Phenomenology, Death and Non-Being, Freedom, Responsibility, Isolation, Meaninglessness, Anxiety, Guilt, Will to Meaning and Authenticity. **Gordon Allport**: Nature of human beings, Structure of personality, Development of personality, Assessment in Allport's theory, Application and evaluation. **Raymond Cattell:** Nature of human beings, Structure of personality, Development of personality, Assessment in Cattell's theory, Application and evaluation.

UNIT IV: SOCIAL LEARNING AND COGNITIVE APPROACH
George Kelley (Personal construct theory): Nature of human beings, Structure of personality, Development of personality, Assessment in George Kelley's theory, Application and evaluation. **McClelland**: Theory of motivation: Need for achievement, Power and Affiliation
Eric Berne: Basic Assumptions, Theoretical Principles, Eight Fundamental TA "Therapeutic Operations".

UNIT V: OTHER APPROACHES TO PERSONALITY
Kurt Lewin (Field Theory): Structure of Personality: Psychological environment, Life space, differentiated person and environment, Connections between regions, Number of regions, Person in Environment, Locomotion and Communication, Restructuring of Life

space, Levels of Reality, Time dimension, Development of Personality. **Julian Rotter**: Locus of Control: Internal vs External control of Reinforcement, Age, Cultural, Behavioural and Physical Health Differences, Developing Locus of Control in Childhood and Reflections on Locus of Control. **Marvin Zuckerman**: Sensation Seeking: Characteristics of sensation seekers, Behavioural and Personality differences, Cognitive process, Occupational preferences, Heredity vs Environment, Reflections on Sensation seeking. **Martin E.P. Seligman:** Learned Helplessness in Elderly person, learned helplessness and Emotional Health; Explanatory Style: optimism and pessimism, Pessimism and depression, Development of learned helplessness in childhood, Reflections on learned helplessness

REFERENCES

1. Schultz, D.P., & Schultz, S.E. (2013). *Theories of personality* (10th ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.
2. Schultz, P.D & Schultz, E.S. (2005). *Theories of personality.* (8th Ed). UK: Wadsworth Publishers.
3. Frager, R & Fadiman, J.(2005). *Personality and Personal growth* (6th edition), Delhi: Pearson Education.
4. Friedman, S &Schustack, M.W. (2006). *Personality – Classic theories and Modern Research*. (3rd Edition), Delhi: Dorling Kindersley India Pvt Ltd
5. Feltham, C., Hanley, T., Winter, L.A. (2017). *The SAGE handbook of counselling and psychotherapy*. (4th ed.). London, England: SAGE Publications

ADDITIONAL READING

1. Hall, S.C., Lindzey, G., Campbell, B J. (2007). *Theories of personality.*(4th Ed). India: John Wiley & Sons, Inc.
2. Carver &Scheier (2019). *Perspectives on personality*. (8th Ed) India: Pearson India Education services Ltd.
3. Ewen, R. B. (2010). *An introduction to theories of personality*. New York, NY: Psychology Press.
4. Ryckman, R. M. (2013). *Theories of personality*. Wandsworth/Cengage Learning.
5. Feist, J., Feist, G., & Roberts, T. (2013). *Theories of personality*. Maidenhead: McGraw-Hill.

JOURNALS:
1. Journal of Research in Personality (https://www.journals.elsevier.com/journal-of-research-in-personality)
E - LEARNING RESOURCES:
1.https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-personality/
2. http://164.100.133.129:81/econtent/Uploads/Dynamics_of_Personality.pdf
3. https://www.oercommons.org/authoring/22859-personality-theory/16/view
4. https://courses.lumenlearning.com/boundless-psychology/chapter/social-cognitive-perspectives-on-personality/
5. https://gtu.ge/Agro-Lib/PersonalityPsychology.pdf

COURSE OUTCOMES:
On successful completion of the course, the student will be able to

CO No	CO Statement
1.	Compare and Contrast various personality theories to analyse and explain differences among individuals
2.	Demonstrate an understanding of various tests of personality and its relative advantages and disadvantages.
3.	Critically examine determinants of personality that contribute to complex human cognition, emotion and behaviour
4.	Utilize the knowledge of the theories of personality to better understand self and others
5.	Relate theoretical explanations of personality to infer and negotiate challenges of daily living.

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	1	3	3
CO2	3	1	3	2	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lecture, Seminars, Assignments. Administration of personality test and Participatory Learning

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4, K5	B-3/5x20marks	1500	60	100

CORE III- COUNSELLING SKILLS AND TECHNIQUES

Teaching Hours: 90   **Credits: 5**

Course Code: 22SP21/1C/CST   **LTP: 5 1 0**

COURSE OBJECTIVES:

The objectives of this course are to enable the students to:

1. Understand the nature and characteristics of counselling and a counsellor and to gain insight on the ethical and legal aspects of counselling.
2. Understand the meaning and use of communication skills in counselling through practicum
3. Explore the stages of the skilled helper model of counselling.
4. Apprehend treatment planning, its goals, guidelines, advantages and limitations.
5. Understand the theories, practices, types, advantages and disadvantages group counselling.

COURSE OUTLINE:

UNIT 1: INTRODUCTION AND ETHICS

Definition of Counselling: Guidance, Psychotherapy, Counselling – Personality and Background of Counsellor – Motivators for Becoming a Counsellor in India: Personal Qualities of an Effective Counsellor, Maintaining Effectiveness as a Counsellor – Professional Aspects of Counselling: Levels of Helping, Professional helping Specialities, Education of Professional Counsellors – Credentials of counsellor: Inspection, Registration, Certification, Licensure, Licensure in India.

Ethical and Legal Aspects of Counselling: Definition: Ethics, Morality and Law - Ethics and Counselling– Professional Codes of ethics and Standards – Making Ethical Decisions - Educating Counsellors in Ethical Decision making - Ethics in specific Counselling situations.

UNIT: II MICRO SKILLS OF COUNSELLING

The Importance of Communication Skills. Attending: Attending, Active Listening, The Shadow Side of Listening to Clients, Listening to Oneself. Empathy: The Art of Empathy; Empathy as a way of being; Empathy as a Communication Skill; The uses of Empathy and Probing.

UNIT: III STAGES OF COUNSELLING

Stage: I: Reviewing the Problem Situations and Unused Opportunities. StageII: Developing the Preferred Scenario. Stage: III: Determining how to get there: Action Revisited- Preparing and Supporting Clients. Evaluation of the Skilled Helper Model. Flexibility in the use of the skilled helper model. Competencies in becoming a skilled helper.

UNIT: IV INTERVENTION PLANNING

Introduction to Intervention Planning. Writing Useful Intervention Tasks. Intervention Plan Format. Client Goals: Goal Worksheet, The Goal Writing Process. Guidelines for writing Interventions. Advantages of Intervention Plans.

UNIT V: GROUP COUNSELLING

Reasons for Leading Groups – Kinds of Groups – Group Versus Individual Counselling – Use of Theories - Group Leadership Styles – Leadership Functions – What makes an Effective Leader? – Potential Group Problems - Stages in groups – Group Process – Group Dynamics of Different Groups – Therapeutic Forces: Yalom's Curative Factors, Jacobs, Schimmel Mason and Harvill's 15 Therapeutic Factors – Process and Content.

REFERENCES:

1. Gladding, T. S., &Batra, P. (2018). *Counselling – A Comprehensive Profession.* (8ᵗʰe.d.) U.P., India: Pearson India Education Services Pvt. Ltd.
2. Gladding, T.S., & Kishore, T. (2017). *Counselling – A Comprehensive Profession.* (7ᵗʰe.d.). U.P., India: Pearson Education Services Pvt. Ltd.

ADDITIONAL READING

1. Okun, F.B. (2001). *Effective Helping: Interviewing and Counselling Techniques* (6ᵗʰe.d.). U.S.A: Brooks/Cole
2. McLeod, J. (2010). *The Counsellor's Workbook: Developing a Personal Approach.* (2ⁿᵈe.d.). New Delhi: Tata McGraw Hill Education Private Limited.
3. Egan, G. (1994). *The Skilled Helper – A Problem Management Approach to Helping.* (5ᵗʰe.d.). California: Brooks/Cole Publishing Company.
4. Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). Group counselling: Strategies and skills. Cengage learning.
5. Gehart, D. (2016). *Theory and Treatment Planning in Counselling and Psychotherapy.* (2ⁿᵈe.d.). India: Cengage Learning India Pvt. Ltd.
6. Soundararajan, R. (2012). *Counselling: Theory, Skills and Practice.*NewDelhi : Tata McGraw Hill Education Private Limited

JOURNALS

1. EC Psychology and psychiatry https://www.ecronicon.com/ECPP.php
2. Journal of psychology and psychotherapy https://www.longdom.org/psychology-psychotherapy.html

E – LEARNING RESOURCES

1.https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/PMHP-Basic-Counselling-Skills.pdf

2 http://www.indianjpsychiatry.org/cpg/cpg2009/article11.pdf

3.https://www.gp-training.net/training/communication_skills/mentoring/egan.htm

4.https://www.porticonetwork.ca/web/knowledgex-archive/amh-specialists/overview-mmt/assessment-treatment-planning-counsellor/treatment-planning

5.https://web.wpi.edu/Pubs/E-project/Available/E-project-101615-124849/unrestricted/Zniber_Group_Counselling_Guide.pdf

COURSE OUTCOMES:

On successful completion of the course the student will be able to:

CO. No	CO Statement
CO1	Define counselling and explain the characteristics of a counsellor and examine the ethical and legal aspects of counselling.
CO2	Elaborate on the efficient use of attending, empathy and probing in counselling through practicum exercises.
CO3	Formulate and apply the skilled helper model of Counselling in case formulation
CO4	Construct Intervention Plans using appropriate counselling skills
CO5	Analyse and explain group counselling as a method of counselling.

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	0	1	3	3
CO2	3	2	1	2	3	3
CO3	3	2	1	1	3	3
CO4	3	3	2	3	3	3
CO5	3	2	1	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lectures, Seminars, Assignment, participatory learning, simulated counselling exercises

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	100
K4, K5	B-3/5x20marks	1500	60	

CORE IV – COUNSELLING ACROSS LIFE SPAN

Teaching Hours: 90   **Credits: 5**
Course Code: 22SP21/1C/CLS   **LTP: 5 1 0**

COURSE OBJECTIVES:
To enable the students to

1. Gain knowledge about the goals and process of counselling children
2. Learn the needs of counselling students and role of counsellor in educational setting
3. Comprehend theories of career counselling, and use of assessment
4. Apply key therapeutic techniques for counselling couples and family
5. Understand the need for counselling in older adults

COURSE OUTLINE

Unit 1 - Counselling Children

Goals for counselling children – The child-counsellor relationship; The Process of child therapy – the initial assessment phase, therapy for the child, review of therapeutic outcomes; Child counselling skills: Observation, active listening, helping the child to tell the story, dealing with resistance and transference, dealing with self-concept and self-destructive beliefs, actively facilitating change, Termination of counselling.

Unit 2 – Counselling in student life

School counselling – Roles, activities, Prevention and remediation; College Counselling – Emphases, roles and activities of college counsellors

Unit 3 – Career Counselling

Foundations; Career counselling theories - Parsons, Holland, Social Learning theory, Social Cognitive Career theory; Developmental theories - Super, Gottfredson; Counselling, Prevention and Intervention, Consultation in career counselling; Assessment – Interests, Aptitudes, Values; Diagnosis; Program Promotion, Management and Implementation.

Unit 4 – Marriage, Couple and Family Counselling

Foundations – Counselling, Prevention and Intervention; Key Therapy Techniques – Circular Questioning, Reframing, Giving Directives; Assessment – Family Dysfunction, Family Life Cycle, Family fusion, Boundary problems, Dysfunctional behavioural sequences, Hierarchy problems, Communication problems, family of origin struggles; Research and evaluation.

Unit 5 – Counselling aged population

Counselling aged population – old age – Needs of the aged – Needs of the Aged in India – Counselling the aged – Counselling the aged in India

RECOMMENDED TEXTBOOKS:

1. Geldard, K &Geldard, D. (2002). Counselling children. A practical introduction. New Delhi: Sage Publications.

2. Capuzzi, D. & Gross, D.R. (2013). Introduction to the counselling profession. New York: Routledge Taylor & Francis.
3. Gladding, S.T, &Batra, P. (2018). Counselling a comprehensive profession. Noida: Pearson India Education Services Pvt. Ltd.

REFERENCES:

1. Gladding, S.T, & Kishore, R. (2017). Counselling a comprehensive profession. Noida: Pearson India Education Services Pvt. Ltd.
2. Gehart, D.R. (2016). Theory and Treatment Planning in Counselling and Psychotherapy (2nd Ed.). Delhi: Cengage Learning.

JOURNALS

1. Journal of child and adolescent behaviourhttps://www.omicsonline.org/child-and-adolescent-behavior.php
2. Journal of vocational behaviourhttps://www.sciencedirect.com/journal/journal-of-vocational-behavior
3. Journal of marital and family therapy https://www.onlinelibrary.wiley.com/journal/17520606
4. Indian Journal of Gerontologyhttp://www.gerontologyindia.com/journal.htm

E- LEARNING RESOURCES

1. www.apa.og/science/faircode.html
2. http://www.iamfconline.com/

COURSE OUTCOMES:

On successful completion of the course the student will be able to:

CO. No	CO Statement
CO1	Enlist the goals and steps in the process of counselling children and exercise the acquired skills
CO2	Elaborate on the roles and activities of counsellors in educational setting
CO3	Evaluate the theories of career counselling, diagnose through assessment and plan and implement career decisions
CO4	Identify, and prevent dysfunctions in family and use appropriate techniques to promote positive functioning in family
CO5	Describe the needs and challenges of counselling the aged

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3	3
CO2	3	2	1	1	3	3
CO3	3	3	2	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	2	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lecture (OHP/LCD), Needs Assessment/Field study, Role plays/ simulated sessions, Case Studies / Case Discussions, Mock Assessment

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	800	40	100
K4, K5	B-3/5x20 marks	1500	60	

ELECTIVE I – SPORTS AND EXERCISE PSYCHOLOGY

Teaching Hours: 60   **Credits: 3**
Course Code: 22SP21/1E1/SEP   **LTP: 3 1 0**

COURSE OBJECTIVES:

1. To gain knowledge on the theoretical approaches, research methods and specialities of sports psychology
2. To examine the influence of physiological and psychological determinants in sport's performance.
3. To explore factors tied to performance enhancement in sports
4. To comprehend importance, phases and effectiveness of psychological skills training for sports players.
5. To understand determinants and barriers to exercise behaviour and physiological and psychological effects of exercise.

COURSE OUTLINE:

UNIT I: SPORTS PSYCHOLOGY

Definition & Importance of sports psychology in physical education and sports. Theoretical approaches and research methods in sports psychology. Sport psychology specialties: Clinical-sport psychology, Educational psychology. Role of exercise and sport psychologists – teaching, research and consultation

UNIT II: ISSUES RELATED TO PERFORMANCE AND ITS ENHANCEMENT

Attention and concentration, motor learning, goal setting, Moods and emotions, participation motives, motivation and personality. Motivation, arousal and anxiety, concentration and confidence. Positive self-talk, Imagery. Achieving Flow for peak performance.

UNIT III: PSYCHOLOGICAL SKILLS TRAINING (PST):

Importance and Effectiveness of PST. Phases of PST programmes: Education, acquisition and practice. Designing and implementing a PST program: Common problems in implementing PST programme. Defining self-confidence, assessing and building self-confidence. Advantages of psychological skills training.

UNIT IV: ETHICAL ISSUES AND CHALLENGES IN SPORTS

Sports ethics: Meaning and six pillars of fair play- trustworthiness, respect, caring, responsibility, fairness and citizenship. Issues plaguing sports arena- bribing, matching fixing, doping, aggression in sports

UNIT V: EXERCISE PSYCHOLOGY

Definition. Types of Exercise. Physical and Psychological effects of exercise, Determinants of exercise in children adolescents and adults

REFERENCES:

1. Horn, T. S. (Ed.) (2002). *Advances in sport psychology.* USA: Human Kinetics Publishers.

2. Shaw, D.Gorely, &Corban, R (2005*) Sports and Exercise Psychology .*John Wiley & Sons.

3. Weinberg, R. S., & Gould, D. (2003).*Foundations of sport and exercise psychology.* USA: Human Kinetics Publishers, Inc

ADDITIONAL READING:

1. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2012) *Applied social psychology-understanding and addressing social and practical problems.* New York, NY: Sage publications.
2. Semin, G., & Fiedler, K. (1996). *Applied social psychology.* London: Sage publication

JOURNALS

1. Psychology of sports and exercise https://www.sciencedirect.com/journal/psychology-of-sport-and-exercise

E-LEARNING RESOURCES:

1. https://www.apa.org/ed/graduate/specialize/sports
2. https://mastersinpsychologyguide.com/articles/introduction-sports-psychology/
3. https://shodhganga.inflibnet.ac.in/bitstream/10603/26149/10/10_chapter%201.pdf
4. https://en.wikipedia.org/wiki/Doping_in_sport
5. https://ec.europa.eu/assets/eac/sport/library/studies/study-sports-fraud-final-version_en.pdf
6. https://memberfiles.freewebs.com/37/84/82578437/documents/1841695815.pdf.

COURSE OUTCOMES:
On successful completion of the course the student will be able to

CO No:	CO Statement
1.	Demonstrate an understanding of theoretical approaches, research methods and specialities of sports psychology
2.	Describe determinants that influence performance and its enhancement in individual and group sports.
3.	Explain the phases and effectiveness of psychological skills training in sports.
4.	Demonstrate an understanding of ethics in sports
5.	Apply knowledge of exercise behaviour to develop interventions for promoting exercise behaviour

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	1	3	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	2	3	3	3
CO5	2	3	3	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:
Lecture, Seminars, mini surveys

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	100
K4, K5	B-3/5x20marks	1500	60	

ELECTIVE I – APPLIED SOCIAL PSYCHOLOGY

Teaching Hours: 60   **Credits: 3**

Course Code: 22SP21/1E1/ASP   **LTP: 3 1 0**

COURSE OBJECTIVES

The objective of this course is to enable the student to:
- Understand the concepts and application of social psychology.
- Know the reasons for their own and other's behaviour in social situations
- Explain the components of attitude, its functions and ways of changing attitudes
- Highlight the significance of personal influence on groups
- Explore various settings in which social psychological principles can be applied through practicum

UNIT-I INTRODUCTION

Definition of Social Psychology and Applied Social Psychology, Theories- Cognitive dissonance Theory, Groupthink theory, Role of Applied Social Psychologists.

UNIT-II UNDERSTANDING OTHERS & SOCIAL COGNITION

Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Social Cognition- Schemas, sources of error in social cognition

UNIT-III ATTITUDES

Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behaviour link. Persuasion and Attitude Change

UNIT IV LEADERSHIP

Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional and other types of leadership.

UNIT V: APPLICATIONS OF SOCIAL PSYCHOLOGY

Applying social psychology: In Media, Legal System, Politics, Work settings, Community, Health and Environmental Psychology.

REFERENCES:
1. Branscombe, N.R., Baron, R.A., &Kapur, P. (2017). *Socialpsychology* (14th ed.). Chennai, India: Pearson India Education Services Private Limited.

2. Myers, D.G., & Twenge, J.M. (2017). *Social psychology*. (12th ed.). New York, NY: McGraw – Hill Education.

3. Feldman, R. S. (2001). *Social psychology*(3rded.) New Delhi, India: Pearson India Education Services Private Limited.

4. Schultz, W., &Oskamp, S. (2000). *Social psychology: An applied perspective.* Upper Saddle River, NJ: Prentice Hall.

5. Schneider, F.W., Gruman, J.A., &Coutts, L.M. (2005) *Applied social psychology- understanding and addressing social and practical problems.* New York, NY: Sage publications.

ADDITIONAL READING

1. Baron A. & Byrne D. (2002) *Social Psychology*, 10th edition, Prentice-Hall of India.

2. Shelly E. Taylor, Letitia Anne Peplau, David O.Sears. (2006) *Social Psychology*, 12th edition, Pearson education.

JOURNALS

1. Basic and Applied Social Psychology (https://www.tandfonline.com/loi/hbas20)

2. Journal of Applied Psychology (https://onlinelibrary.wiley.com/loi/15591816)

E-LEARNING RESOURCES

1.https://www.joho.org/en/what-applied-social-psychology-chapter-1

2.https://www.scribd.com/doc/169429560/Lecture-Applied-Social-Psychology-ppt

3.https://www.slideshare.net/SaimJam/social-anxiety-presentation

COURSE OUTCOMES:

On successful completion of the course the student will be able to

CO. No	CO statement
CO 1	Analyse and understand reasons for human behaviour in social settings
CO 2	Explain the reasons for the behaviour of self and others in social situations
CO 3	Elaborate and predict causal factors for social behaviour and thought
CO 4	Examine the functions and influence of leaders in social settings
CO 5	Identify various areas in which social psychology principles can be applied and test them

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:
Lecture, Seminars, mini surveys

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	100
K4, K5	B-3/5x20marks	1500	60	

SEMESTER - II

S. N	CORE /ELECTIVE	TITLE OF THE PAPER	COURSE CODE	L	T	P	H	C	CA	SE	MM
II	Core V	Behaviour Modification	22SP21/2C/BMN	4	1	0	4+1	4	40	60	100
II	Core VI	Research Methodology and Applied Statistics	22SP21/2C/RMS	4	1	0	4+1	4	40	60	100
II	Core VII	Case Studies	22SP21/2C/CAS	0	2	4	4+1	4	40	60	100
II	Core VIII	Psychological Assessment–I (Practical)	22SP21/2C/PA1	0	1	4	1+4	4	40	60	100
II	Elective II	Psychopathology/ Forensic Psychology	22SP21/2E2/PPY//22SP21/2E2/FSP	3	1	0	3+1	3	40	60	100
II	Extra disciplinary Elective –I	Stress Management	22SP21/2E/STM	3	1	0	3+1	3	40	60	100
II	Soft Skill-II	Foreign Language					2	2		50	50
	Internship	DURING SUMMER VACATION						2			

CORE V – BEHAVIOUR MODIFICATION

Teaching Hours: 75   **Credits: 4**

Course Code: 22SP21/2C/BMN   **LTP: 4 1 0**

COURSE OBJECTIVES:

The objective of the course is to enable students to:
1. Gain knowledge on basic principles of behaviour change and behavioural assessment.
2. Comprehend how operant conditioning principles can be employed to establish new behaviours
3. Apply reinforcement and punishment techniques to enhance desirable behaviours and reduce undesirable behaviours respectively.
4. Understand behavioural approaches to psychotherapy including cognitive restructuring, self - directed coping, mindfulness and acceptance-based procedures.
5. Gain knowledge on Anxiety reduction and reduction procedures used in the treatment of specific phobias and other anxiety disorders

COURSE OUTLINE:

UNIT I: BASIC CONCEPTS
Definition and characteristics of behaviour modification. Historicalaspects.Areas of application. Reinforcement - positive and negative reinforcement, escape and avoidance behaviours, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, schedules of reinforcement. Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behaviour, Influential factors of respondent conditioning. Introduction to a functional behavioural analysis. Basic behavioural principles of the A-B-C contingency. Formal behavioural assessment.

UNIT II: PROCEDURES TO ESTABLISH NEW BEHAVIOR
Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization. Shaping and its applications - How to use shaping, shaping of problem behaviours. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control.Chaining.Examples of behavioural chains, analysing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Chaining Components of Behavioural skills training procedures.Modeling, instructions, rehearsal, feedback.

UNIT III PROCEDURES TO INCREASE DESIRABLE BEHAVIOR AND DECREASE UNDESIRABLE BEHAVIOR
Using Extinction to decrease problem behaviour. Differential reinforcement of alternative behaviour, differential reinforcement of other behaviour - Differential reinforcement of low rates of responding Antecedent control procedures. Using antecedent control strategies. Using punishment. Time out, response cost.

UNIT 1V: OTHER BEHAVIOR CHANGE PROCEDURES
Self – management: Types of self - management strategies. Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Cognitive behaviour change procedures – assertiveness training, thought stopping, cognitive restructuring, cognitive coping skills training, mindfulness and acceptance procedures

UNIT V: ANXIETY REDUCTION AND ANXIETY INDUCTION PROCEDURES
Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization. Anxiety induction procedures – implosive therapy flooding, aversive counter conditioning – use of electric shock, covert sensitization.

REFERENCES
1. Miltenberger, R.G. (2012). *Behaviour modification: Principles and procedures*. (5thed.). Boston, MA: Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., &Rimm, D. C. (1987). *Behaviour therapy: Techniques and empirical findings.* (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.
3. Martin, G., and Pear,J. (2010). Behaviour Modification. What it is and how to use it (9thed)

ADDITIONAL READING
1**.** Simos, G. (2002). *Cognitive behaviour therapy: A guide for the practicing clinician* (Vol 1) London, England: Brunner-Routledge.

2. Walker, S. F. (1984). *Learning theory and behaviour modification*. New York: Methuen. Research methology

JOURNALS

1**.**Behavioural changehttps://www.cambridge.org/core/journals/behaviour-change

2.Behaviour research and therapyhttps://www.journals.elsevier.com/behaviour-research-and-therapy

E- LEARNING RESOURCES

1.https://opentext.wsu.edu/ldaffin/chapter/module-1-the-basics-of-behavior-modification/

2.http://egyankosh.ac.in/bitstream/123456789/21181/1/Unit-1.pdf

3.https://courses.lumenlearning.com/boundless-psychology/chapter/operant-conditioning/

4.https://pdfs.semanticscholar.org/c7fa/f533d02e672399bd387a993c31a8f3d6d23b.pdf

5.https://www.simplypsychology.org/Systematic-Desensitisation.html

COURSE OUTCOMES:

On successful completion of the course, the student will be able to

CO No:	CO Statement
1.	Plan and conduct formal behavioural assessment
2.	Critically examine problem behaviours and formulate behaviour change paradigms to modify behaviour
3.	Design and conduct self - modification projects to observe how modifications occur in real life.
4.	Apply knowledge of behavioural approaches to psychotherapy for dealing with problem behaviour.
5.	Explain Anxiety reduction and induction procedures used in the treatment of specific phobias and other anxiety disorders

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	3	2	3	3
CO2	3	3	3	3	3	3
CO3	2	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	2	3	3	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:
Lectures, Individual projects, Seminars, Role play

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	800	40	100
K4, K5	B-3/5x20 marks	1500	60	

CORE VI – RESEARCH METHODOLOGY AND APPLIED STATISTICS

Teaching Hours: 75   **Credits: 4**

Course Code: 22SP21/2C/RMS   **LTP: 4 1 0**

COURSE OBJECTIVES:

The objective of this course is to enable the students to:

1. Understand the basic concepts of research and fundamental objectives of science

2. Arrive at problem statements, research questions and develop hypothesis through review of literature.

3. Formulate a research design suitable for the research problem

4. To choose appropriate approaches to collect, analyse and interpret quantitative data.

5. Use SPSS for various statistical methods and write the research findings.

UNIT I: FOUNDATIONS OF RESEARCH

Meaning of Research; Objectives of Research; Motivation in research; Types of Research; Research Approaches; Significance of Research; Research Methods versus Methodology; Research and Scientific Method; Importance of Knowing How Research is Done; Research Process; Criteria of Good Research; Problems Encountered by Researchers in India. – Ethical issues: Children, Adults, Animals.

UNIT II: RESEARCH PROBLEM, REVIEWING LITERATURE, SPECIFYING PURPOSE AND HYPOTHESIS

Define a Research Problem and Explain Its Importance - Distinguish between a Research Problem and Other Parts of Research - Criteria for Deciding Whether a Problem Can and Should Be Researched - The Five Elements of a "Statement of the Problem" Section - Strategies Useful in Writing the "Statement of the Problem" Section. Review of the Literature and its Important - The Five Steps in Conducting a Literature Review. Distinguish among Purpose Statements, Research Questions, Hypotheses, and Objectives –Importance of these Statements and Questions - Write Quantitative Purpose Statements, Research Questions, and Hypotheses.

UNIT III: RESEARCH DESIGN

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

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

UNIT IV: COLLECTING, ANALYZING AND INTERPRETING QUANTITATIVE DATA

Collecting Quantitative Data: State the Five Steps in the Process of Quantitative Data Collection - Identify How to Select Participants for a Study - Identify the Permissions Needed for a Study - List Different Options for Collecting Information - Locate, Select, and Assess an Instrument(s) for Use in Data Collection - Describe Procedures for Administering Quantitative Data Collection

Analysing and Interpreting Quantitative Data: Score data, Determine the Types of Scores to Analyse, Select Statistical program, Input Data, Clean and Account Missing Data – Conduct Descriptive Analysis: Measure of Central Tendency, Measure of Variability – Conduct Inferential Analysis: Hypothesis Testing, Potential Errors in Outcome, Estimating Using Confidence Interval, Determining Effect Size – Reporting the Results: Tables, Figures Identify the Steps in the Process of Analysing and Interpreting Quantitative Data - Preparing Your Data for Analysis - Analysing the Data - Reporting the Results

UNIT V: SPSS AND RESEARCH WRITING

Overview for Windows SPSS – Creating and Editing a Data File – Managing Data – Graphs – Frequencies – Descriptive Statistics – Correlation – t Test Procedures – One-Way ANOVA - Significance of Report Writing – Different Steps in Writing Report – Layout of Research report – Types of Reports – Oral Presentation – Mechanics of Writing a Research Report – Precautions for Writing Research Reports

REFERENCES
1. Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative
2. Research (4th ed.). Upper Saddle River, NJ: Pearson.
3. Evans, A.N., & Rooney, B. J. (2008). *Methods in psychological research*. New Delhi, India: Sage Publications India Pvt. Ltd.
4. Jackson, S.L. (2010). *Research methods and statistics*. New Delhi, India: Cengage Learning India Pvt. Ltd.

ADDITIONAL READING:

1. George, D. (2011). SPSS for windows step by step: A simple study guide and reference, 17.0 update, 10/e. Pearson Education India.
2. Coaley, K. (2009). *An introduction to psychological assessment and psychometrics*. New Delhi, India: Sage PublicationsIndiaPvt. Ltd.
3. Coolican, H. (2009). *Research methods in statistics in psychology*. New Delhi, India: Rawat Publications.
4. Gravetter,F.J.,&Forzana,L.A.B. (2009). *Research methods for behavioural sciences*. Boston, MA: Wadsworth Cengage learning.
5. Mohanty, B., &Misra, S. (2019). *Statistics for behavioural and social sciences*. New Delhi, India: Sage Publications.
6. Myers, J. (2008). *Methods in psychological research.* New Delhi, India: Sage Publications.
7. Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). *Fundamentals of behavioural statistics*. New York, NY: McGraw Hill.

8. Singh, A.K. (2006). *Tests, measurements and research methods in behavioural sciences.* Patna, India: Bharati Bhavan Publishers.

JOURNALS

1. Open Journal of Statistics https://www.scirp.org/journal/ojs/

2. Methods in Psychology https://www.journals.elsevier.com/methods-inpsychology/

3. International Journal of Statistics and Application
   http://www.sapub.org/journal/aimsandscope.aspx?journalid=1114

E – LEARNING RESOURCES:

1. http://ebooks.lpude.in/library_and_info_sciences/MLIS/year_1/DLIS401_METHODOLOGY_OF_RESEARCH_AND_STATISTICAL_TECHNIQUES.pdf

2. http://istics.net/pdfs/multivariate.pdf

3. https://gtu.ge/Agro-Lib/Howle.pdf

4. http://lib.oup.com.au/secondary/science/Psychology/3and4/Oxford-Psychology-3-and-4-2e-Ch1-Research-methods-in-psychology.pdf

5. https://labs.la.utexas.edu/gilden/files/2016/05/Statistics-Text.pdf

COURSE OUTCOMES:

 On successful completion of the course the student will be able to:

CO No:	CO Statement
1.	Elaborate the steps in research and choose an ethical approach
2.	Review literature, formulate and write effective research problem, research questions and hypotheses
3.	Plan appropriate research designs suitable for the problem of inquiry
4.	Develop appropriate approaches to collect, analyse and interpret quantitative data
5.	Advance proficiency in using SPSS for statistical analyses and scientific writing skills.

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	1	3	3
CO2	3	2	1	1	3	3
CO3	3	2	3	1	3	3
CO4	3	2	3	1	3	3
CO5	3	2	1	1	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lectures, Seminars, Quiz and Participatory learning

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	100
K4, K5	B-3/5x20marks	1500	60	

CORE VII – CASE STUDIES

Teaching Hours: 90   **Credits: 4**
Course Code: 22SP21/2C/CAS   **LTP: 0 2 4**

COURSE OBJECTIVES:

To enable students to
1. To understand case study as a method of research
2. Develop ability to make keen and accurate observations of a person or persons in-depth.
3. Conduct a detail analysis of biological, psychosocial and cultural factors of the individual studied
4. Gain information through observation, interview, analysis of clinical records and interviewing significant others.
5. Gain in-depth understanding of various domains of development and develop interventions if necessary

Case studies (any 2) to be submitted from the following areas:

- Early and middle childhood
- Adolescence
- Young and middle adulthood
- Old age
- Vocational / Career Guidance
- Children with Special needs
- Clinical conditions
- Victims of trauma or Abuse
- Palliative Care
- Physical/Medical conditions
- Rehabilitation

Each case study should not exceed 30 pages. Students are required to submit an introduction and a case report for each of the chosen area. Students are required to spend at least 30 hours on their 2 cases.

Evaluation of Case Studies can be orientated towards K3 to K6 levels.

Internal Evaluation: 40 Marks.

External Evaluation: Double valuation for 60 Marks

REFERENCES:

1. Guthrie., G (2012). *Basic Research Methods*. New Delhi: Sage Publications

2. Neuman, W, L (2007). Social Research methods. New Delhi: PresstechLithoPvt. Ltd

ADDITIONAL READING

1. Dimitriadi, S (2015). Diversity, Special needs, and Inclusion in Early Years Education. New Delhi: Sage Publications India Pvt Ltd.
2. Kumari, B (2012). Teaching Children with Autism. New Delhi: Sonali Publications.
3. Kumari, B (2012). Teaching Children with Mental Retadation. New Delhi: Sonali Publications.
4. Educating Exceptional Children (2007)

JOURNALS:

1. Methods in Psychology (https://www.journals.elsevier.com/methods-in-psychology/)
2. Journal of Research Practices (http://jrp.icaap.org/index.php/jrp)

E- LEARNING RESOURCES:

http://www.psyking.net/HTMLobj-3838/Case_Study_Method.pdf

http://egyankosh.ac.in/bitstream/123456789/20903/1/Unit-4.pdf

COURSE OUTCOMES

CO. No	CO Statement
CO1	To describe the process of conducting case studies and also compare and contrast case study with other research methods.
CO2	To infer and interpret collected information about an individual from verbal reports, case records and other data
CO3	Understand the challenges of rapport building and devise ways to establish rapport to facilitate in-depth study of an individual
CO4	Prepare interview schedules, conduct standardized tests, analyserecords and design activities to collect pertinent data required for detailed description of an individual
CO5	Develop interventions to overcome behavioural problems and facilitate positive functioning

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	3	3
CO2	3	3	3	1	3	3
CO3	3	2	2	1	3	3
CO4	3	2	3	2	3	3
CO5	3	3	3	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Assignments, Case reviews/ Case Presentations, Discussion based learning

PART III- CASE STUDIES

COMPONENT	CA MARK
1. PROJECT PRESENTATION	10
2. PERIODIC REVIEW	20
3. INTERNAL VIVA	10
TOTAL	40

END SEMESTER EXAMINATION CONDUCTED FOR 60 MARKS

1. CASE STUDIES REPORTS	30
2. VIVA	30
TOTAL	60

CORE VIII – PSYCHOLOGICAL ASSESSMENT – I

Teaching Hours: 75   **Credits: 4**
Course Code: 22SP21/2C/PA1   **LTP: 0 1 4**

COURSE OBJECTIVES:

The objective of this course is to enable the students to:

1. Understand the pre-requisites, methods and ethical use of intelligence testing.
2. Demonstrate the use of personality assessments
3. Understand the methodology and use of motivational testing.
4. Demonstrate the methodology and use of tests to perception and attention

LIST OF TOOLS: (Any 10)
Intelligence
1. Wechsler's Adult Performance Intelligence Scale: Indian Adaptation.
2. Malin's Intelligence Scale for Indian Children
3. Binet Kamat Test for Intelligence – Indian Adaptation
Interest
4. Career Preference Record
5. Comprehensive Interest schedule – female form
Personality and Attitude
6. Indian Adaptation of Children's Apperception Test (CAT)
7. Indian Adaptation of Thematic Apperception Test (TAT)
8. The 16 Personality Factor Inventory
9. Children's Personality Questionnaire
10. Marriage Attitude Scale
11. Alcohol and drug attitude scale

Perception and Attention
12. Perceptual grouping
13. Mirror Drawing Apparatus
Motivation
14. Motivational Analysis Test
15. Work Motivation Questionnaire

RECOMMENDED TEXTBOOKS:

1. Cohen, R. J. (2014). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. Boston, MA: McGraw-Hill Higher Education.
2. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications (4thed.). Delhi: Pearson Education.

REFERENCES:

1. Anastasi, A. &Urbina, S. (2017). Psychological Testing (7thed.). Noida: Pearson.

2. Freeman, F.S. (1962). Theory and Practice of Psychological Testing (3ʳᵈ Edition) New Delhi: Oxfford& IBH Publishing CoPvt Ltd.
3. Kline,T.J.B.(2005). Psychological Testing- A practical approach to design and Evaluation. New Delhi: Vistar Publications.
4. Miller, L.A., Lovler, R.L., &McIntire,S.A.(2013). Psychological Testing – A practical Approach (4ᵗʰ Ed). New Delhi: Sage Publication

E-LEARNING RESOURCES:

1. http://download.nos.org/srsec328newE/328EL18.pdf
2. http://www.gcbtcollege.in/studymaterial/Intelligence%20Theories.pdf
3. http://egyankosh.ac.in/bitstream/123456789/23833/1/Unit-2.pdf

JOURNALS:

1. European Journal of Psychological Assessment
   https://us.hogrefe.com/products/journals/european-journal-of-psychological-assessment

COURSE OUTCOMES:

On successful completion of the course the student will be able to

CO. No	CO Statement
CO1	Ethically make use of appropriate intelligence tests to determine the levels of intellectual capacity
CO2	Analyse and infer individual personality characteristics using standardized assessment tools and projective tests
CO3	Apply the methods of motivational analysis to determine the levels of motivation in the domains considered.
CO4	Test and report the levels of motivation among individuals

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	1	3	3
CO2	2	3	3	2	3	3
CO3	2	3	3	2	3	3
CO4	2	3	3	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology

Demonstration
Discussion
Individual / Team Work for administration and discussion of results.
Administration of tests with individual members in community to understand the use of the test

Internal Evaluation: 40 Marks.
External Evaluation: Double valuation for 60 Marks

ELECTIVE II – PSYCHOPATHOLOGY

Teaching Hours: 60   **Credits: 3**
Course Code: 22SP21/2E2/PPY   **LTP: 3 1 0**

COURSE OBJECTIVES:

The objective of this course is to enable the students to:

1. Have an overview of the clinical picture and psychological intervention of childhood and adolescent disorders
2. Understand the categorization, clinical picture, causes and psychological interventions for Personality Disorders.
3. Apprehend the meaning, causes and psychological treatment of key anxiety and stress related disorders.
4. Understand the clinical picture, causes and psychological interventions of schizophrenia.
5. Understand the clinical picture, causes and psychological interventions of mood disorders.

COURSE OUTLINE:

UNIT I: DISORDERS OF CHILDHOOD AND ADOLESCENCE

Anxiety and Depression in Children and Adolescents: Disruptive, Impulse-Control and Conduct Disorder: Oppositional Defiant Disorder; Conduct Disorder Neurodevelopmental Disorders: Attention-Deficit/Hyperactivity Disorder Autism Spectrum Disorder; Intellectual Disability; Specific Learning Disorders: Clinical Picture (DSM:5), Causal Factors; Psychological Treatments and Outcomes   (15 Hours)

UNIT II: PERSONALITY DISORDERS

DSM: 5: Cluster: A, B, and C: Clinical Picture, Risk and Prognostic Factors; Psychological Treatment and Outcome   (10 Hours)

UNIT III: ANXIETY AND STRESS RELATED DISORDERS

Generalized Anxiety Disorder; Panic Disorder; Obsessive Compulsive Disorder: Clinical Picture (DSM:5); Risk and Prognostic Factors; Psychological Interventions. Acute and Post Traumatic Stress Disorder: Clinical Picture (DSM:5); Causes; Psychological methods for Prevention and Treatment.   (15 Hours)

UNIT IV: SCHIZOPHRENIA

Schizophrenia: Clinical Picture (DSM:5); Risk and Prognostic Factors; Psychological Treatments and Outcomes.

UNIT V: MOOD DISORDERS

Major Depressive Disorder; Bipolar I and Bipolar II Disorders: Clinical Picture (DSM:5); Risk and Prognostic Factors; Psychological Treatment for Mood Disorders.

REFERENCES

1. Butcher, J.N., Hooley, M.J. &Mineka, S. (2019) *Abnormal Psychology.* (17the.d.). India: Pearson India Education Services Pvt. Ltd.

2. Oltmanns, T.F. & Emery, R.E. (2016). *Abnormal Psychology.* (8the.d.). India: Pearson India Education Services Pvt. Ltd.

3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. (5the.d.). https://doi.org/10/1176/appi.books.9780890425596

ADDITIONAL READING

1. Butcher, J.N., Hooley, M.J., Mineka, S. &Dwivedi, B.C. (2017). *Abnormal Psychology.* (17the.d.). India: Pearson India Education Services Pvt. Ltd.

2. Comer R. (1996), Fundamentals of *Abnormal Psychology*, (6the.d.). Freeman & amp; Company

3. Barlow H David & Durand V Mark (2002). *Abnormal Psychology* (2nde.d.). Ed Brooks/Cole Publishing Company

JOURNALS:

1. Journal of depression and anxiety https://www.longdom.org/depression-and-anxiety.html
2. Journal of alcohol and drug dependence https://www.longdom.org/alcoholism-and-drug-dependence.html
3. bipolar disorder https://www.longdom.org/bipolar-disorder.html
4. journal of psychological abnormalities https://www.longdom.org/psychological-abnormalities.html

E- LEARNING RESOURCES:

1. https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf
2. https://www.who.int/mental_health/mhgap/cmh_supporting_material.pdf
3.

   http://old.ncpz.ru/siteconst/userfiles/file/englit/Kim%20T.%20Mueser%20PhD%20(Editor),%20Dilip%20V.%20Jeste%20MD%20(Editor)%20-%20Clinical%20Handbook%20of%20Schizophrenia.pdf
4. https://opentextbc.ca/introductiontopsychology/chapter/12-3-mood-disorders-emotions-as-illness/
5. https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders

COURSE OUTCOMES:

On successful completion of the course the student will be able to:

CO. No	CO Statement
CO1	Summarize the symptoms of childhood and adolescent disorders and analyse their causes and psychological treatment methods.
CO2	Elaborate on the clinical picture, causes and psychological treatment of personality disorders
CO3	Discuss the symptoms, causes and psychological treatment of anxiety and stress disorders.
CO4	Elaborate on the clinical picture of schizophrenia and examine the psychological interventions available for schizophrenia.
CO5	Summarize the clinical picture of key mood disorders and analyse its causes and available psychological interventions

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	2	3	3
CO2	3	3	1	2	3	3
CO3	3	3	1	2	3	3
CO4	3	3	1	2	3	3
CO5	3	3	1	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lecture, Seminars, Participatory learning, Case studies

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total

K 3	A-5/8X 8marks	800	40	
K4, K5	B-3/5x20marks	1500	60	100

ELECTIVE II – FORENSIC PSYCHOLOGY

Paper Code: 22SP21/2E2/FSP   **Credits: 3**

Teaching Hours: 60 Hours   **L T P :3 1 0**

COURSE OBJECTIVES:

The objective of this course is to enable the students to:

1. Orient the students to the field of Forensic Psychology and Understand its development.
2. Understand the major methods of assessment in Forensic Psychology.
3. Study the approaches and procedures to criminal profiling
4. Explain the meaning, risk assessment, treatment and gender difference in perpetration in domestic violence.
5. Understand the literature on sexual offenders, their assessment, treatment and recognition of special groups of offenders.

COURSE OUTLINE:

UNIT:1 Introduction to Forensic Psychology

Definition. History of Forensic Psychology. Major Areas of Forensic Psychology. (10 Hours)

UNIT : 2 Assessment and Treatment in the Forensic Psychology

Forensic Assessment: Important Tasks in Forensic Assessment, Core Concepts in Assessment, Distinguishing therapeutic assessment from forensic assessment, Methods and Procedures: Interviewing, Psychological Testing, Archival Information. Treatment in Forensic Contexts: The people Being Treated, Types of Treatment, Successful Offender Programs. (20 Hours)

UNIT: 3 Criminal Profiling

Definition and meaning. Approaches to Criminal Profiling. Procedures used in Criminal

Profiling. Effectiveness of Criminal Profiling. (10 Hours)

UNIT :4 Domestic Violence

Defining and identifying the prevalence of domestic violence. Assessment of domestic violence among intimate partners. Risk factors and risk assessment in domestic violence. Domestic violence treatment. Gender difference in perpetration of domestic violence.

(10 Hours)

UNIT: 5 Sexual Offenders

Sexual Offender - Definition and Meaning. Assessment of Sexual Offenders. Treatment and management of sexual offenders. Special groups of sexual offenders. (10 Hours)

REFERENCES:

1. Goldstein, M.A., & Weiner, B., I., Handbook of Psychology:Volume:II: Forensic Psychology. (2003). New Jersey: John Wiley & Sons, Inc.

2. Huss, T.M., (2014). Forensic Psychology: Research, Clinical Practice and Applications. (2nd e.d.). U.S.A.: John Wiley & Sons, Inc.

3. Fulero, M.S., & Wrightsman, S.L. (2009) . Forensic Psychology. (3rd e.d.). U.S.A.: Wadsworth, Cengage Learning

ADDITIONAL READINGS:

1. Adler, R.J., & Gray, M.J. (2010.) Forensic Psychology: Concepts, Debates and Practices. (2nd e.d.). New York: Willan Publishing

2. Hollin, R.C. (2002) Psychology and Crime: An Introduction to Criminological Psychology. NY: Taylor & Francis.

JOURNALS

1. Journal of Forensic Psychology https://www.longdom.org/forensic-psychology.html

2. Journal of Forensic Psychology Research and Practice https://www.tandfonline.com/toc/wfpp21/current

3. Asian Journal of Criminology. https://www.springer.com/journal/11417

4. American Journal of Forensic Psychology http://ugc-journals.com/Journal-Detail/719/ISSN--/American-Journal-of-Forensic-Psychology

5. American Journal of Forensic Psychiatry Detail http://ugc-journals.com/Journal-Detail/718/ISSN--/American-Journal-of-Forensic-Psychiatry

E-Learning Resources:

1. file:///C:/Users/psychology/Downloads/Handbook_Of_Psychology_-_Volume_11_-_Forensic_Psychology.pdf

2. file:///C:/Users/psychology/Downloads/1843924145Forensic_PsychologyB.pdf

3. file:///C:/Users/psychology/Downloads/Forensic%20Psychology.pdf

4. file:///C:/Users/psychology/Downloads/1118554132_Psycholo.pdf

5. https://connect.springerpub.com/content/book/978-0-8261-4075-3/part/part01/chapter/ch01

COURSE OUTCOME

CO. No.	CO STATEMENT
CO1	Define forensic psychology and explore the major areas of forensic psychology
CO2	Analyse assessment methods used in forensic psychology and differentiate between therapeutic assessment and forensic assessment.
C03	Compare and contrast the different approaches and procedures involved in criminal profiling
CO4	Elaborate on the evidence, risk factors, assessment and treatment of domestic violence.
CO5	Demonstrate an understanding of sexual offence, and identify methods of assessment and treatment for sex offenders.

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	1	3	2
CO2	3	3	1	3	2	3
CO3	3	3	2	3	3	3
CO4	3	3	2	3	3	3
CO5	3	3	2	3	3	3

   KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lecture, Seminars, Participatory learning, Case discussions

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4, K5	B-3/5x20marks	1500	60	100

EXTRA DISCIPLINARY ELECTIVE – I: STRESS MANAGEMENT

Teaching Hours: 60   **Credits: 3**
Course Code: 22SP21/2E/STM   **LTP: 3 1 0**

COURSE OBJECTIVES:

The objective of the course is to enable the student's to

1. Comprehend the nature, types and sources of stressors.
2. Understand the impact of stress on physical and mental health.
3. Understand the nature, types and methods of coping with stress,
4. Appreciate and cultivate social support to mitigate stress.
5. Learn specific techniques to deal with stress with the help of practicum

COURSE OUTLINE:
UNIT: 1 INTRODUCTION
Definition and Meaning of Stress and Stressor; Types of stress and symptoms of stress. Factors that cause stress: The General Adaptation Syndrome, The Diathesis Stress Model. Sources of Stress

UNIT 2: EFFECTS OF STRESS
Positive effects of stress: Optimal stress and positive psychological functioning. Negative effects of stress: Effect of stress on physical and mental health

UNIT 3: COPING WITH STRESS
Introduction to Coping. Personality and Coping. Coping Style: -Problem Focused and Emotion Focused Coping. Spiritual coping- Yoga, Meditation. Psychosocial Resources. Resilience: Growth through Trauma. Learned optimism, Hope, gratitude as psychological moderators of stress.

UNIT 4: SOCIAL SUPPORT
Meaning. Effects of Social Support on Illness. Bio psychosocial Pathways. Moderation of Stress by Social Support. Effective Types of Social Support. Enhancing Social Support.

UNIT 5: INTERVENTIONS FOR STRESS MANAGEMENT
Coping Interventions: Expressive Writing, Self-Affirmation, Relaxation Training, Exercise, Diet, Cognitive interventions, Time Management, Communication skills training: Assertiveness training.

REFERENCES

1. Greenberg, J. S. (2009). *Comprehensive stress management*. McGraw-Hill Education.
2. Straub, O, R. (2001). *Health Psychology*. U.S.A.: Worth Publishers.
3. Taylor, E.S. (2018). *Health Psychology*. (10[th]e.d.). India: McGraw Hill Education (India)
4. Nanda, M. (2006). *Handbook on stress management*. New Delhi: Indialog Publication Pvt.Ltd.

ADDITIONAL READING

1. Clegg, B. (2000). *Instant stress management: bring calm to your life now*. London: Kogan Page.
2. DiMatteo, R.M., &Marting, R.L. (2002). *Health Psychology*. India: Pearson India Education Services Pvt. Ltd.
3. Nanda, M. (2006). *A Handbook on Stress Management*. India :Indialog Publications Pvt. Ltd.
4. Turkington, C. (2005). *Stress management for busy people*. India: McGraw-Hill.

E-LEARNING RESOURCES

1. https://shodhganga.inflibnet.ac.in/bitstream/10603/139609/7/07_chapter%201.pdf
2. https://opentextbc.ca/introductiontopsychology/chapter/15-2-stress-and-coping/
3. https://courses.lumenlearning.com/boundless-psychology/chapter/coping-with-and-managing-stress/
4. https://www.garrettcollege.edu/images/faculty/kasecamp/PSY101/psy7.pdf
5.

   https://college.cengage.com/psychology/bernstein/essentials/4e/assets/instructors/outlines/ch10_outline.pdf

COURSE OUTCOMES:
On successful completion of the course the student will be able to

CO No:	CO Statement
1.	Explain the nature and causes of stress
2.	Identify the positive and negative effects of stress
3.	Describe the factors that moderate the effects of stress.
4.	Demonstrate an understanding of healthy social relationships
5.	Apply certain psychological techniques to manage stress.

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	0	1	3	0
CO2	2	2	0	1	3	0
CO3	2	2	0	1	3	0
CO4	2	2	0	1	3	3
CO5	2	2	0	1	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lectures, Demonstration, thought journal

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4, K5	B-3/5x20marks	1500	60	100

SEMESTER III

S. N	CORE /ELECTIVE	TITLE OF THE PAPER	COURSE CODE	L	T	P	H	C	CA	SE	MM
III	Core IX	Psychometry	22SP21/3C/PMY	5	1	0	5+1	5	40	60	100
III	Core X	Counselling and psychotherapy	22SP21/3C/CPY	4	1	0	4+1	4	40	60	100
III	Core XI	Psychological assessment-II (practical)	22SP21/3C/PA2	0	1	4	1+4	4	40	60	100
III	Elective III	Positive psychology/Training and development	22SP21/3E3/POP//22SP21/3E3/TAD	3	1	0	3+1	3	40	60	100
III	Elective IV	Introduction to Qualitative research/ Consumer psychology	22SP21/3E4/IQR//22SP21/3E4/CRP	3	1	0	3+1	3	40	60	100
III	Extra disciplinary Elective- II	Life Skills for Personal Effectiveness	22SP21/3E/LSP	3	1	0	3+1	3	40	60	100
III	Soft Skill -III	Counselling for Contemporary Issues	22SP21/3S/CCI	1	1	0	2	2	-		

*Self - study paper is not mandatory. Students can take up self - study paper for additional credits

CORE IX – PSYCHOMETRY

Teaching Hours: 90   **Credits: 5**
Course Code: 22SP21/3C/PMY   **LTP: 5 1 0**

COURSE OBJECTIVES:

The objective of the course is to enable students to

1. Gain knowledge on the historical development of psychological testing.
2. Understand various concepts involved in reliability.
3. Understand the concept of validity.
4. Explore in detail different elements of item writing, item evaluation and test administration.
5. Develop insight on the ethical issues and future trends in psychological testing.

COURSE OUTLINE

UNIT I: INTRODUCTION AND HISTORY
Definition of a test – Distinctions in testing – Types of tests –Uses of testing -Historical Perspective of testing.

UNIT II: TEST STANDARDIZATION - RELIABILITY
History and Theory of Reliability: The Domain Sampling Model - Item Response Theory - Models of Reliability: Sources of Error, Time Sampling: The Test–Retest Method, Item Sampling: Parallel Forms Method, Split-Half Method, KR20 Formula, Coefficient Alpha, Reliability of a Difference Score - Reliability in Behavioral Observation Studies - Connecting Sources of Error with Reliability Assessment Method - Using Reliability Information: Standard Errors of Measurement and the Rubber Yardstick, Measures for Low Reliability.

UNIT III: TEST STANDARDIZATION VALIDITY
Defining Validity - Aspects of Validity: Face Validity, Content-Related Evidence for Validity, Criterion - Related Evidence for Validity, Construct - Related Evidence for Validity, Relationship between Reliability and Validity.

UNIT IV: TEST CONSTRUCTION
Item Writing:Item Formats and other Possibilities. Item Analysis: Item Difficulty – Discriminability - Pictures of Item Characteristics - Linking Uncommon Measures - Items for Criterion-Referenced Tests -Limitations of Item Analysis. Test Administration: Examiner and the subject – Stereotype threat.

UNIT V:ETHICAL ISSUES AND FUTURE OF PSYCHOLOGICAL TESTING
Issues Shaping the Field of Testing: Professional Issues, Moral Issues, Social Issues - Current Trends: The Proliferation of New Tests, Higher Standards, Improved Technology, and IncreasingObjectivity, Greater Public Awareness and Influence, The Computerization of Tests, Testing on the Internet - Future Trends.

REFERENCES:
1. Kaplan, R. M., &Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues*. Cengage Learning.
2. Gregory, R.J. (2017). *Psychological testing*. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.

ADDITIONAL READING
1. Anastasi, A., &Urbina, S. (2017). *Psychological testing.* (7th ed). Chennai, India: Pearson India Education Services Pvt. Ltd.
2. Singh, A.K. (2012). *Tests, Measurements and Research Methods in Behavioral Sciences.* (5ᵗʰe.d.). Patna : B.B. Printers
3. Kline, T. (2005). Psychological testing: A practical approach to design and evaluation. Sage.

JOURNALS

1. European Journal of Psychological Assessment https://us.hogrefe.com/products/journals/european-journal-of-psychological-assessment
2. The International Journal of Educational and Psychological Assessmenthttps://sites.google.com/site/tijepa2012/home

E- LEARNING RESOURCES
1.https://www.ltrr.arizona.edu/~katie/kt/COLLEGE-TEACHING/College-Teaching-pubs/Constructing%20Tests.pdf
2. https://shodhganga.inflibnet.ac.in/bitstream/10603/112305/9/09_chapter5.pdf
3. https://cehs01.unl.edu/aalbano/intromeasurement/mainch5.html

4. https://files.eric.ed.gov/fulltext/ED501716.pdf

COURSE OUTCOMES:
On successful completion of the course the student will be able to

CO No:	CO Statement
1.	Demonstrate an understanding of psychological tests and its history.
2.	Classify and choose different methods of establishing reliability for psychological tests.
3.	Classify and choose different methods of establishing validity for psychological tests.
4.	Write items and evaluate items and demonstrate administration of psychological tests.
5.	Refrain from ethical issues and work towards future advancements in psychological testing.

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	3
CO2	3	2	3	2	3	3
CO3	3	2	3	2	3	3
CO4	3	3	3	2	3	3
CO5	3	3	3	2	3	3

KEY: Strongly Correlated -3 , Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lectures

Review of psychological tests

Review of development of various psychological tests

Seminars

Assignments

Peer learning

Group discussions

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4,K5	B-3/5x20marks	1500	60	100

CORE X - COUNSELLING AND PSYCHOTHERAPY

Teaching Hours: 75   **Credits: 4**

Course Code: 22SP21/3C/CPY   **LTP:4 1 0**

COURSE OBJECTIVES:

The objective of the course is to enable the students to:
1. Explore Cognitive Approaches to psychotherapy by emphasizing on its key concepts, therapeutic processes and techniques.
2. Understand the distinctiveness of Existential and Humanistic Approaches to Psychotherapy from other therapeutic approaches and gain insight on the key concepts and techniques involved in Gestalt therapy.
3. Explore the current trends in cognitive behaviour therapy.
4. Understand the dynamics of family therapy approaches and their key concepts and therapeutic techniques.
5. Explore a few key contemporary approaches to psychotherapy and gain insight on the therapeutic processes and techniques involved.

COURSE OUTLINE:

UNIT I: COGNITIVE APPROACHES TO PSYCHOTHERAPY

Rational Emotive Behaviour Therapy: Theoretical Influences of REBT; Key Concepts; The Therapeutic Process and REBT; Contributions and Criticism. Social Modeling, Observational Learning and Self Efficacy – Major Contributor; Bandura's Contributions to Control Therapy. Cognitive Therapy: Key Concepts of Aaron Beck's Cognitive Therapy; The Therapeutic Process.

UNIT II: EXISTENTIAL, HUMANISTIC AND GESTALT APPROACH TO PSYCHOTHERAPY

Existential Therapy: Brief Overview; Key Concepts; The Therapeutic Process. Person Centered Therapy: Brief Overview; Key Concepts; The Therapeutic Process. Contributions and Criticism of Existential Therapy and Person Cantered Therapy.

Gestalt Therapy: Brief Overview; Philosophical Roots for Gestalt Therapy; Influence of Existentialism on Gestalt Therapy; Key Concepts; The Therapeutic Process; Contributions and Limitations of Gestalt Therapy.

UNIT III: CURRENT TRENDS IN COGNITIVE THERAPY

Meta cognitive therapy: Brief Overview; Goals of Therapy. Dialectical BehaviourTherapy: Brief Overview; Goals of Therapy. Acceptance and Commitment Therapy: Brief Overview; Goals of ACT; ACT and Therapeutic Practice, Process, Relationship and Role of the therapist. Mindfulness Based Cognitive Therapy – Brief Overview; Goals of Therapy. Differences between ACT, CBT, DBT and MBCT. Contributions and criticisms of the Cognitive Behavioural Approach. Reality Theory: Choice Theory; Reality Theory Behavioural Analysis.

UNIT IV: FAMILY THERAPY APPROACHES

Family Therapy Approaches: Brief Overview. Multigenerational Family Therapy: Key Concepts; The Therapeutic Process. Experiential Family Therapy: Key Concepts and Limitations. Structural Family Therapy: Key Concepts; The Therapeutic Process. Strategic Family Therapy: Key Concepts; The Therapeutic Process. Contributions and Limitations of Family Systems Approach.

UNIT V: CONTEMPORARY APPROACHES TO PSYCHOTHERAPY

Expressive Arts Therapies: Brief Overview; Key Concepts; Three Expressive Arts Therapeutic Approaches: Art Therapy, Music Therapy and Play Therapy. Limitations of Expressive Arts Therapy. Solution Focused Therapy: Brief Overview; Key Concepts; The Therapeutic Process; Contribution, Limitations and Criticism of Solution Focused Therapy.

REFERENCES

1. Smith,J.E. (2016). Theories of Counselling and Psychotherapy. (2ⁿᵈe.d.).U.S.A : Sage Publications Inc.

2. Gehart, D. (2016). Theories and Treatment Planning in Counselling and Psychotherapy.

ADDITIONAL READING

1. Corey, G. (1990). Theory and Practice of Group Counselling. (3ʳᵈe.d.). California: Brooks/Cole Publishing Company

2. Capuzzi, D. & Gross, R.D. (2007). Counselling and Psychotherapy: Theories and Interventions. (4ᵗʰed.) New Delhi: Pearson Education.

JOURNALS

1.Counselling psychology and psychotherapyhttps://psyjournals.ru/en/mpj/

2.Journal of psychology and psychotherapyhttps://www.longdom.org/psychology-psychotherapy.html

E – LEARNING RESOURCES

1. https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf

2. http://ijepr.org/panels/admin/papers/ij25.pdf

3.
   http://uir.unisa.ac.za/bitstream/handle/10500/1648/05chapter4.pdf;jsessionid=15D2E54408A2FFA891AF1E168609C31C?sequence=11

4. https://www.mcgill.ca/familymed/files/familymed/motivational_counseling.pdf

5. http://www.al-edu.com/wp-content/uploads/2014/05/Carr-Family-Therapy-Concepts-Process-and-Practice.pdf

6. https://epdf.pub/art-therapy-techniques-and-applications-a-model-for-practice.html

COURSE OUTCOMES:

On successful completion of the course the student will be able to

CO. No	CO Statement
CO1	Elaborate on the cognitive approaches to Psychotherapy and utilize its techniques in counselling
CO2	Analyse the Existential and Humanistic Approaches to Psychotherapy and apply the techniques involved in counselling and interpret the methods involved in Gestalt Therapy.
CO3	Examine the current trends in cognitive therapy
CO4	Compare and contrast the distinct family therapy approaches and explain the key concepts, therapeutic processes and methods involved in family therapy.
CO5	Examine the processes involved in the contemporary approaches to counselling namely: Expressive Arts Therapy and Solution Focused Therapy

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	3	3
CO2	3	3	2	2	3	3
CO3	3	3	2	2	3	3
CO4	3	3	2	2	3	3
CO5	3	3	2	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lecture, Seminars, Simulation exercises, Assignments, Role plays

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4, K5	B-3/5x20marks	1500	60	100

CORE XII – PSYCHOLOGICAL ASSESSMENT – II

Teaching Hours: 75   **Credits: 4**
Course Code: 22SP21/3C/PA2   **LTP: 0 1 4**

COURSE OBJECTIVES:

The objective of this course is to enable the students to:

1. Gain insight on the assessment of organizational behaviour
2. Understand the methods of clinical and counselling related assessments.
3. Demonstrate the use of specific psychological assessments in education and other applied areas of psychology

LIST OF TOOLS: (Any 10)

Organization and Human Resource Development
1. Occupational Stress Index
2. Quality of Work-life Scale
3. Work Needs Preference Scale

Clinical and Counselling
4. IPAT Depression Scale
5. Family Relationship Inventory.
6. Problem Checklist
7. Parenting Scale
8. Marital Adjustment Questionnaire
9. Beck Scale for Suicide Ideation
10. Beck Hopelessness Scale
11. State-Trait Anxiety Inventory
12. Hamilton Anxiety Rating Scale

Education and Special Population
13. Learning Disability Battery
14. Student Stress Scale
15. PGI – Battery of Brain Dysfunction.
16. Vineland Social Maturity Scale

Applied Area of Psychology
17. Career Maturity Scale
18. Cognitive Distortion Scale
19. Global Adjustment Scale
20. Home Environment Inventory
21. Emotional Intelligence
22. Wechsler's Memory Scale

REFERENCES:

1. Cohen, R. J. (2014). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. Boston, MA: McGraw-Hill Higher Education.

2. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications (4[th]ed.). Delhi: Pearson Education.

ADDITIONAL READING

1. Anastasi, A. &Urbina, S. (2017). Psychological Testing (7[th]ed.). Noida: Pearson.
2. Freeman,F.S. (1962). Theory and Practice of Psychological Testing (3rd Edition) New Delhi: Oxfford& IBH Publishing CoPvt Ltd.
3. Kline,T.J.B.(2005). Psychological Testing- A practical approach to design and Evaluation. New Delhi: Vistar Publications.
4. Miller, L.A., Lovler, R.L., &McIntire,S.A.(2013). Psychological Testing – A practical Approach (4th Ed). NewDelhi: Sage Publications.

E-LEARNING RESOURCES:

1. http://download.nos.org/srsec328newE/328EL18.pdf
2. http://www.gcbtcollege.in/studymaterial/Intelligence%20Theories.pdf
3. http://egyankosh.ac.in/bitstream/123456789/23833/1/Unit-2.pdf

JOURNALS:

1. European Journal of Psychological Assessment
https://us.hogrefe.com/products/journals/european-journal-of-psychological-assessment
2. Psychology https://symbiosisonlinepublishing.com/psychology/

COURSE OUTCOMES:

On successful completion of the course, the student will be able to

CO. No	CO Statement
CO1	Analyse and interpret the findings relevant to organizational behaviour and human resource management
CO2	Make use of specific need-based tools for counselling
CO3	Make use of need specific psychological assessments in educational settings
CO4	Utilize appropriate tests to analyse cognitions, adjustment, career maturity and home environment

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	3
CO2	3	3	3	2	3	3
CO3	3	3	3	2	3	3
CO4	3	3	3	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Demonstration, Discussion, Individual / Team Work for administration and discussion of results, Administration of tests with individual members in community to understand the use of the tests, Assignment on generating psychological report based on data collected from all the 10 assessments of the same subject.

ELECTIVE III- POSITIVE PSYCHOLOGY

Teaching Hours: 60   **Credits: 3**
Course Code: 22SP21/3E3/POP   **LTP: 3 1 0**

COURSE OBJECTIVES:

1. To introduce concepts of positive psychology through theory and practicum
2. To understand the impact of positive emotions on physical and mental health.
3. To enable students to understand how optimism, hope and resilience contributes to well –
   being
4. To highlight the role of mindfulness in wellbeing
5. To emphasize the need to regulate and control self and to understand the virtue of wisdom

COURSE OUTLINE:

UNIT I: INTRODUCTION

Positive Psychology: Assumptions, Goals and Definitions; A brief history of positive psychology – Martin Seligman and positive psychology, Karen Horney and the morality of evolution, Carl Rogers and the actualizing tendency - Life Above Zero

UNIT II: POSITIVE EMOTIONAL STATES

Positive Emotions – The Broaden-and-Build Theory of Positive Emotions; Positive emotions and Health Resources –Physical Resources –Psychological Resources – Social Resources; Positive Emotions and Well-being; Cultivating Positive Emotions – Flow Experiences, Savoring

UNIT III: POSITIVE COGNITION AND BEHAVIOR

Optimism – Dispositional optimism, Optimism as explanatory style, How Optimism works, Varieties of Optimism – Hope theory. Resilience – Definition; Sources of Resilience – In Children, In Disadvantaged Youth, In Adulthood and Later Life – Growth through Trauma, Gratitude, Forgiveness.

UNIT IV: MINDFULLNESS AND WELL-BEING

Meaning of a positive life: A pleasant life, an engaged life, a meaningful life. Means of a Positive life: Intentional activities and self-concordant goals, Developing and expressing value, Positive Psychology to cope with depression, Increasing Psychological Well-Being. Working on Close Relationships. Meaning of Mindfulness. Mindfulness meditation: Attributes of Mindful awareness. Mindfulness and psychotherapy.

UNIT V: VIRTUES AND STRENGTHS OF CHARACTER

Personal Goals and Self-regulation: Control theory and Self discrepancy theory, Goals that create self-regulation problems: Goal Conflict. Goal Difficulty. Reasons for self-control failure.

Classification of human virtues. Measuring strengths of character. Wisdom: A Foundational strength and virtue – Theories of Wisdom, The SOC Model of Effective Life Management.

REFERENCES

1. Baumgardner, S.R., &Cothers, M.K. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt.Ltd.
2. Carr, A. (2004). Positive Psychology a science of happiness and human strengths. New York, NY: BR Publishers
3. Joseph, S &Linley,P.A. (2006). Positive Therapy. A meta-theory for positive psychological practice. London: Routledge.

ADDITIONAL READING

1. Csikszentmihalyi, M. (2002). Flow. The classic work on how to achieve happiness. London: Rider.

JOURNALS

1. International journal of applied positive psychology
httphttps://www.internationaljournalofwellbeing.org/index.php/ijows://www.springer.com/journal/41042
2. International Journal of Wellbeing
https://www.internationaljournalofwellbeing.org/index.php/ijow

E LEARNING RESOURCES

1.

   http://ldysinger.stjohnsem.edu/@books1/Snyder_Hndbk_Positive_Psych/Snyder_Lopez_Handbook_of_Positive_Psychology.pdf
2. http://cds.web.unc.edu/files/2013/07/Fredrickson_2001.pdf
3. file:///C:/Users/ganes_000/Downloads/RoutledgeHandbooks-9780203106525-chapter3.pdf
4. http://faculty.washington.edu/jdb/452/452_chapter_06.pdf
5. https://shodhganga.inflibnet.ac.in/bitstream/10603/32386/7/07_chaper1.pdf

COURSE OUTCOMES

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

Co. No	CO Statement
1.	Demonstrate an understanding of fundamental concepts of positive psychology.
2.	Describe how positive emotions can enhance physical, psychological and social resources.
3.	Demonstrate an understanding of the dimensions of optimism, hope and resilience.
4.	Discuss the attributes of mindfulness and its contribution to wellbeing

5.	Identify and establish personal goals and employ strategies to cultivate virtues and strengths of character.

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	3	1
CO2	3	3	3	2	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	2	3	3	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lecture, Seminars, Assignments, Behavioural assignment like Journal keeping.

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4,K5	B-3/5x20marks	1500	60	100

ELECTIVE III– TRAINING AND DEVELOPMENT

Teaching Hours: 60   **Credits: 3**
Course Code: 22SP21/3E3/TAD   **LTP: 3 1 0**

COURSE OBJECTIVE:

The objective of the course is to enable students to
1. Be aware of the nature and scope of training and develop skills and qualities required to be an effective trainer
2. Analyse training needs and Prepare learning objectives keeping in mind the nature of the participants
3. Employ appropriate training methods to ensure the achievement of learning objectives keeping in mind the learning styles of participants.
4. Acquire knowledge on how to Plan ,design and conduct training programs
5. Comprehend the purpose and procedure for evaluating the effectiveness of the training programme

COURSE OUTLINE:

UNIT-I   NATURE AND MEANING OF TRAINING AND DEVELOPMENT

Training: Definition, Development: definition - Nature & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training

UNIT-II   ASSESSING NEEDS AND DEVELOPING LEARNING OBJECTIVES

Need Assessment: Reasons, methods of data collection, criteria to be used to select a data gathering method. General Features of adult learners; basic learning styles of participants; factors influencing the learning process. Writing objectives: SMART objectives, ideas for writing objectives, task analysis

UNIT-III   TRAINING METHODS

On-the-job and off-the-job technical training - Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise. Experiential learning techniques, audio visual aids - Training approaches to improve Productivity and quality - TQM, Quality Circles, KAIZEN.

UNIT-IV   DESIGNING AND CONDUCTING TRAINING PROGRAMMES

Conducting training programmes, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions - Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers-Management Development Programs and Techniques; Career Planning and Development.

UNIT-V EVALUATION OF THE TRAINING:

Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI – process and benefits.

REFERENCES :

1. Biech, E. (2005). *Training for dummies.* Hoboken, NJ: Wiley Publishing Inc.
2. Joyce P., & Sills, C. (2010). *Skills in Gestalt counselling & psychotherapy,* (2nd ed.). New Delhi, India: Sage Publications.
3. Agochiya, D. (2002). *Every trainer's handbook.* New Delhi, India: Sage Publications

ADDITIONAL READING
1. Hardingham, A. (1998). *Training essentials-psychology for trainers.* London, England: Chartered Institute of Personnel & Development
2. Blanchard, N. P., &Thacker, J. W. (2009). *Effective training: systems, strategies and practices.* New Delhi, India: Pearson Education.
3. Coninck, J. D., Chaturvedi, K., Haagsma, B., Griffioen, H., &Glas, M. V. de. (2008). Planning, Monitoring and Evaluation in Development Organisations: Sharing Training and Facilitation Experiences. Sage.
4. Lynton, R. P., &Pareek, U. (2013). *Training for Development*. (3rd ed.) New Delhi, India: Sage Publications.
5. Sardar, N. K. (2010). Approaches to training and development. Delhi: Manglam.

JOURNALS

1. International journal of training research https://www.tandfonline.com/toc/ritr20/current
2. Journal of Vocational Education & Traininghttps://www.tandfonline.com/toc/rjve20/current

E-LEARNING RESOURCES:
1. http://www.hermanaguinis.com/Annual09.pdf
2. https://2012books.lardbucket.org/pdfs/beginning-management-of-human-resources/s12-training-and-development.pdf
3. https://www.convergencetraining.com/blog/how-to-create-an-effective-training-program-8-steps-to-success
4. http://www.rroij.com/open-access/evaluation-of-training-and-developmentprogramme-.php?aid=47584
5. https://iedunote.com/methods-of-training

COURSE OUTCOMES:
On successful completion of the course the student will be able to

CO No:	CO Statement
1.	Explain the nature and scope of training and development in various fields.
2.	Analyse training needs specific to the context and prepare training modules to address the identified needs
3.	Generate and choose training methods appropriate to participant's learning styles
4.	Demonstrate an understanding of training styles and procedure involved in smooth conduct of training session.
5.	Describe the importance and process involved in the evaluation of the training

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	1	1	3	3
CO2	3	3	3	3	3	3
CO3	2	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	2	2	2	3	3

KEY : Strongly Correlated -3 , Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lectures, Assignments/ Seminars , Tutorials, Practicum : Designing training modules.

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4,K5	B-3/5x20marks	1500	60	100

ELECTIVE IV: INTRODUCTION TO QUALITATIVE RESEARCH

Teaching Hours: 60   **Credits: 3**

Course Code: 22SP21/3E4/IQR   **LTP: 3 1 0**

COURSE OBJECTIVES

On completion of this course the student will be able to:

1. Understand the philosophical assumptions, paradigms underlying qualitative research
2. Explore important research approaches in qualitative research
3. Learn about focus group methods in detail
4. Gain knowledge on the steps to analyse data obtained through qualitative research
5. Explore report writing in qualitative research

COURSE OUTLINE

 Unit 1: Nature of Qualitative Research

Qualitative Research; Using qualitative research; Interpretive paradigm; Paradigms or worldviews – postpositivism, social constructivism, advocacy/participatory, pragmatism.

Qualitative and quantitative research; Verstehen and understanding; Subjectivity and the need for reflexivity; Selecting qualitative research methods – mixing research methods, mixing qualitative methods, mixing qualitative with quantitative methods.

Unit 2: Qualitative Approaches to Inquiry

Narrative Research - definition and background, procedures for conducting narrative research, challenges. Phenomenological Research – definition and background, procedures for conducting phenomenological research, challenges. Grounded theory research – definition and background, procedures for conducting grounded theory research, challenges. Ethnographic research – definition and background, procedures for conducting ethnography, challenges. Case Study Research - definition and background, procedures for conducting a case study, challenges.

Unit 3: Qualitative Research through Focus groups

Formulating research question and designing a study, Ethical issues; Collecting Data: The focus group moderator, preparing and piloting materials, recruiting participants, choosing the venue, preparing for the session, the focus group session, data management and transcription; Analysis: Content analysis, Ethnographic analysis.

Unit 4: Qualitative Data Analysis

Analysing and interpreting qualitative data – Steps in analyzing and interpreting qualitative data, preparing and organizing data for analysis, exploring and coding the data, using codes for description and building themes, representing and reporting findings, interpreting the findings.

Unit 5: Academic Writing of a Qualitative Research Article

Writing a qualitative research article: study abstract; background; methods – study site, study design, study population, data collection, data analysis, ethical approval; results – presenting an argument, using quotations; discussion and conclusion.

REFERENCES

1. Hennink, M., Hutter, I., Bailey, A. (2020). *Qualitative research methods* (2nd Ed.). New Delhi: SAGE Publications.
2. Creswell, J. (2015). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (5th Ed.). New Delhi: Pearson Education Inc.
3. Creswell, J. (2007). *Qualitative inquiry & research design* (2nd Ed.). New Delhi: SAGE Publications.
4. Edited by Smith, J.A. (2015) Qualitative Psychology – A practical guide to research methods (3e). New Delhi: Sage Publications India Pvt Ltd.

ADDITIONAL READING

1. Bodgan, R. (2011). *Qualitative research for education and introduction to theory and methods* (5th ed.). London: Prentice Hall.
2. Cozby, P.C & Bates, S.C. (2018). Methods in Behavioural Research (13th edn). Chennai: McGraw Hill Education (India) Private Limited.
3. Gibbs, G. (2008). Analysing qualitative data. London: SAGE Publications Ltd.
4. Flick, U. (2014). An Introduction to Qualitative Research (5e). New Delhi: Sage Publications India Pvt Ltd.
5. Willig, C. (2008). *Introducing qualitative research in psychology* (2nd ed.). London: Open University Press.

JOURNALS

1. International journal of qualitative methods https://journals.sagepub.com/home/IJQ

E LEARNING RESOURCES

1. https://course.ccs.neu.edu/is4800sp12/resources/qualmethods.pdf
2. https://www.sagepub.com/sites/default/files/upm-binaries/48453_ch_1.pdf
3. http://nersp.nerdc.ufl.edu/~ufruss/documents/ryanandbernard.pdf
4. http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Mason_2002.pdf
5. https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/5_Introduction-to-qualitative-research-2009.pdf

COURSE OUTCOMES:

On successful completion of the course the student will be able to:

CO No:	CO Statement
1.	Discuss essential features of conducting a qualitative research

2.	Plan and use appropriate Qualitative research approaches
3.	Explain Focus Group Method and its applicability
4.	Analyse and infer data collected through qualitative research
5.	Discuss writing of qualitative research analysis in a research article

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	2	1	3	3
CO2	3	3	3	3	3	3
CO3	3	2	3	3	3	3
CO4	3	2	3	3	3	3
CO5	1	1	3	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Any of the following activities can be conducted to enhance conceptual clarity and develop academic and practical skills of the student, as well as to enhance their entreprenurship and employability –

- Lectures
- Planning a pilot qualitative study
- Focus group discussions on specific topics
- Transcribing data
- Analysing qualitative research papers
- Writing the qualitative research findings in the research format
- Peer learning

QUESTION PAPER PATTERN –PG*

Knowledge level	Section	Word limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4,k5	B-3/5x20marks	1500	60	100

ELECTIVE V: CONSUMER PSYCHOLOGY

Teaching Hours: 60   **Credits: 3**
Course Code: 22SP21/3E4/CRP   **LTP: 3-1-0**

COURSE OBJECTIVES

1. To understand the influence of psychology in the field of marketing
2. To gain an insight on cognitive and behavioural aspects of consumers in marketing
3. To explain selling and buying behaviours in marketing
4. To examine the psychology behind advertising trends
5. To explore the effect of psychological principles in advertising

COURSE OUTLINE

UNIT I – Introduction

Consumer oriented marketing- consumer orientation, marketing segmentation and product position. Consumer choice in theory and practice- high involvement: the cognitive consumer, low involvement: the uninvolved consumer.

UNIT II – Analysing consumer markets

Key psychological process- Motivation: Conscious and unconscious processes; Perception; Learning; Memory, social influence. The personal consumer- personality research in marketing.

UNIT III – Buying behaviour in marketing

The buying decision process: the five-stage model; Persuasion: general considerations in attitude change- message source and channel, message and its recipient, cognitive dissonance. Strategies of persuasion- modifying attitudes and subjective norms, influencing interpersonal communication.

UNIT IV – Advertising

Advertising and advertisement: introduction- advertisers, advertising agencies, support organizations, media, consumers. Advertising in new age – Web advertising- websites, types of products, banned effects, continuous tracking, click-through, context sensitive display, web is a different medium, functionality and aesthetics.

UNIT V- Perception in advertising

Image and reality: evaluating a brand, positively or negatively charged features, advertising influence on our brand, attribute agenda using positively charged features: positioning, using negatively charged features: repositioning the opposition, attribute cueing, influenced by brand name. Mental reach- recognition, reach verses mental reach levels, Problem diagnosis, overcoming the barriers.

REFERENCES

1. Foxall, Gordon R., & Goldsmith, Ronald E. (1994). *Consumer psychology for marketing*. London: International Thomson business press.
2. Kotler, P., Keller, K. L., & Scott, W. G. (2007*). Marketing management (12th ed.)*. New Jersey: Prentice-Hall International.
3. Sandage, C. H., Fryburger, V., &Rotzoll, K. B. (2004). *Advertising: theory & practice.* New Delhi : AITBS publication.
4. Sutherland, M., & Sylvester, A. K. (2004). *Advertising and the mind of the consumer: what works, what doesn't and why*. Crows Nest, N.S.W.: Allen &Unwin.

ADDITIONAL READING

1. Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2015). *Consumer behaviour*. Delhi: Pearson India.
2. Jansson-Boyd, C. (2012). *Consumer psychology*. Maidenhead: McGraw-Hill Open University Press.
3. Heath, R. (2015). *Seducing the subconscious: the psychology of emotional influence in advertising*. Chichester: Wiley-Blackwell.
4. Wells, W. D. (2009). *Measuring advertising effectiveness*. New York: Psychology Press.
5. Bob M. Fennis&Stroebe, W. (2010). *The psychology of advertising*. London: psychology press, Taylor & Francis Group.

JOURNALS

1. Journal of Accounting & Marketing**https://www.omicsonline.org/accounting-marketing.php**
2. Arts and Social Sciences Journal **https://www.omicsonline.org/arts-and-social-sciences-journal.php**
3. Journal of marketing https://journals.sagepub.com/home/jmx

E LEARNING RESOURCES

1. https://blog.hubspot.com/marketing/psychology-marketers-revealing-principles-human-behavior
2. https://glintadv.com/psychology-in-advertising/
3. https://www.quicksprout.com/consumer-psychology
4. https://www.slideshare.net/preciousssa/advertising-psychology-1684533

COURSE OUTCOME

CO. No	CO Statement
CO 1	Define the role of psychology in consumer behaviour.
CO 2	Classify the elements of cognition and behaviour of consumers
CO 3	Identify the different psychological strategies in persuasion and buying process of consumers.
CO 4	Analyse the role of advertising and evaluate web advertising on consumers.

CO 5	Explain the attributes in advertising and the reach levels on consumers

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	1	3	2
CO2	3	3	2	1	3	1
CO3	3	3	2	3	3	3
CO4	3	3	2	3	3	3
CO5	3	3	2	1	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Lecture, Seminars, Assignments and Participatory Learning.

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4,K5	B-3/5x20marks	1500	60	100

EXTRA DISCIPLINARY ELECTIVE – II LIFE SKILLS FOR PERSONAL EFFECTIVENESS

Teaching Hours: 60   **Credits: 3**
Course Code: 22SP21/3E/LSP   **LTP: 3 1 0**

COURSE OBJECTIVES:

The course will enable the students to
1. Understand the importance of life skills and how it can be harnessed to deal with life situations through experiential learning processes.
2. Get an insight into one's own strengths and identify weakness for self-enhancement.
3. Brainstorm and develop strategies to manage emotions and stress.
4. Develop an ability to think critically and creatively for effective decision making and problem solving.
5. Understand the need to communicate effectively and resolve conflicts to develop and sustain meaningful interpersonal relationships.

COURSE OUTLINE

Unit 1: Introduction
Life Skills: Meaning, Need and Importance. Key areas of concern and action for adolescents: Identity crisis, Developing a healthy life style and concerns about career and future prospects. *Adolescent and Peer groups*: The impact of peer groups in adolescents and its impact on risk taking behaviour. *Adolescents and Parents*: The influence of parental attitude and expectation on growing children. *Adolescents and media*: Effects of Long-term exposure to violence and pornography.

Unit 2: Understanding Self
Self - awareness as a key to unlock self: Understanding one's behaviour through social comparison and Self-perception. Self –esteem; Concept, Causes and consequences of low self –esteem and ways to enhance self –esteem. The role of values in the development of self.

Unit 3: Coping with Emotions and Stress:
Dealing with negative emotions: Anger, Self –doubt Hostility and Fear. Stress: Internal and external stressors for adolescents. Stress management strategies: relaxation, rational emotive therapy, stress inoculation training, hypnosis, exercise and diet.

Unit 4: Decision Making and Problem-Solving Skills :
Creative and Critical thinking skills as aids for effective decision making and problem-solving skills the process and impact of decisions on everyday life. Problem solving: Definition, steps and skills required. Barriers to effective decision making and problem solving.

Unit 5: Effective communication and Interpersonal skills:

Communication: Components of effective communication. Types of communication.Assertiveness.Interpersonal skills Personal qualities that influence relationship. Empathy – Meaning and Importance.EnhancingEmpathy. Strategies for maintaining good interpersonal relationship. Resolving interpersonal conflicts: Understanding the dimensions of the conflict and the styles of conflict management.

REFERENCES:

1**.** Agochiya, D. (2010). Life Competencies for Adolescents: Training Manual for facilitator, Teachers & Parents. India: Sage Publications Pvt

2. Coutts M L, Gruman A J & Schneider W F(2012). *Applied Social Psychology.*(2ⁿᵈ Ed). New Delhi: Sage Publications.

3. Wadkar, A (2016): Life skills for Success: India , Sage publication.

4. Velma Walker, & Lynn Brokaw.(1998). *Becoming Aware(7ᵗʰ Ed.)*, Kendall/Hunt Publishing Co.

ADDITIONAL READING
1. Passer ,M.W.,&Smith,,R.E.(2001).*Psychology: The Science of Mind and Behavior.*Tata McGraw Hill.

2. Taylor E. Shelley. *Health Psychology* 6ᵗʰ Ed. New Delhi: Tata McGraw Hill Publishing Co Ltd

JOURNALS

1. Journal of mental health education http://jmhedu.org/
2. Interpersonal: An International Journal on Personal Relationshipshttps://interpersona.psychopen.eu/index.php/interpersona

3. Frontiers in psychology https://www.frontiersin.org/journals/psychology

E- LEARNING RESOURCES:

1. https://positivepsychology.com/self-awareness-matters-how-you-can-be-more-self-aware/
2.

    https://www.cuesta.edu/student/resources/ssc/study_guides/critical_thinking/106_think_decisions.html
3. http://www.researchersworld.com/vol3/issue4/vol3_issue4_2/Paper_09.pdf
4. https://courses.lumenlearning.com/boundless-psychology/chapter/coping-with-and-managing-stress/
5.

    https://apps.who.int/iris/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf?sequence=1&isAllowed=y

COURSE OUTCOMES
On successful completion of the course the student will be able to

Co. No	CO Statement
1.	Describe the impact of family, peers and media on attitude and behaviour
2.	Identify their inner strengths and weaknesses and brainstorm ways to enhance their potential
3.	Examine factors that contribute to problem situations/behaviours and generate solutions to dilemmas concerning self and others
4.	Discuss the impact of stress and negative emotions on well –being and devise effective coping techniques to deal with it
5.	Compare and contrast the effectiveness of different types of communication and various conflict management strategies

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	0	3	3	3
CO2	2	3	0	3	3	3
CO3	2	3	0	3	3	3
CO4	2	3	0	3	3	3
CO5	2	3	0	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:
Lecture, Activity based learning such as Role plays, debates, self -enhancement exercises and assessments.

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	
K4,K5	B-3/5x20marks	1500	60	100

SOFT SKILL III: COUNSELLING FOR CONTEMPORARY ISSUES
Teaching Hours: 30   **Credits: 2**

Course Code: 22SP21/3S/CCI   **LTP: 1 1 0**

COURSE OBJECTIVES:

The course will enable the students to
1. Understand the emerging needs of counselling in contemporary population
2. Discuss the factors contributing to different forms of abuse and solutions
3. Understand the nature of different kinds of addiction and interventions

Unit I – Counselling Victims of Abuse
Interpersonal Abuse : Child Abuse; Sibling Abuse; Spouse/Partner Abuse; Older Adult Abuse. Victims of online abuse- Workplace Sexual Harassment; Date Rape; online stalking, cyber bullying, unethical hacking. Prevention and Intervention.

Unit II – Counselling for Addiction
Nature of Substance Abuse in addiction; Internet and Social Media Addiction; Pornographic Addiction; Compulsive Gambling; Alcohol and Substance Use addiction. Interventions for prevention and Management.

Unit III – Counselling for Issues Relating to Sexuality
Sexual orientation: Identity formation. Bisexuality. Gay Men and Lesbian Women. Labels. Myths about Gay, Lesbian and Bisexual People. Counselling for people with Sexual Dysfunctions and their partners.

REFERENCES:
1. Gladding, S.T. & Kishore, R. (2017). Counselling: A Comprehensive Profession. (7th ed.).New Delhi : Pearson India Education Services Pvt. Ltd.
2. Gibson,R.L.& Mitchell, M.H. (2005). Introduction To Counselling and Guidance. (6th ed.)New Delhi : Pearson India Education Services Pvt. Ltd.
3. Andrea, J.V. & Salovey, P. Peer Counselling: Skills, Ethics and Perspectives. (2nde.d.),California : Science and Behaviour Books Inc.

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-3/5X 10marks	800	30	50
K4,K5	B-1/2x20marks	1500	20	

SELF STUDY PAPER:

TITLE OF THE PAPER: SELECTED READINGS

PAPER CODE: 22SP21/SS/SDR

- Students with no arrears and 75% marks in core and elective papers the first two semester can opt for self-study paper
- Students can work as a group on any commonly agreed upon topic of relevance and interest. Each batch of students should arrive at a consensus on pursuing one Selected paper
- Students should draw up their own curriculum for the chosen theory paper which will be approved by the faculty.
- There will be no teacher instructions for this course. If necessary, guidance in the form of tutorial will be provided.
- Single evaluation will be done for this paper

SEMESTER IV

S.N	CORE /ELECTIVE	TITLE OF THE PAPER	COURSE CODE	L	T	P	H	C	CA	SE	MM
IV	Core XII	Neuropsychology	22SP21/4 C/NPY	4	1	0	4+1	4	40	60	100
IV	Core XIII	Health psychology	22SP21/4 C/HTP	4	1	0	4+1	4	40	60	100
IV	Core XIV	Organizational Behaviour	22SP21/4 C/OZB	4	1	0	2+4	4	40	60	100
IV	Core XV	Dissertation	22SP21/4 C/DST	0	3	5	3+5	5	40	60	100
IV	Project	Psychological Training Modules	22SP21/4 P/PTM	0	1	3	1+3	3			
IV	Soft Skill-IV	Effective Leadership	22SP21/4 S/EFP	1	1	0	2	2			50

CORE XII- NEUROPSYCHOLOGY

Teaching Hours: 75   **Credits: 4**

Course Code: 22SP21/4C/NPY   **LTP: 4 1 0**

COURSE OBJECTIVES:
1.To trace the history of neuropsychology and to be acquainted with emerging research areas in neuropsychology.
2.To understand measures of neuro-psychological assessment and diagnosis.
3.To gain knowledge on the role of frontal lobe in cognition, social behaviour and personality.
4. To understand the clinical features and treatment for disorders of perception and movement.
5.To comprehend cognitive changes associated with normal ageing and dementia and neurophysiology of seizure disorders.

COURSE OUTLINE:

UNIT I - NEUROPSYCHOLOGY; ITS AIMS, HISTORY AND EMERGING RESEARCH AREAS

Neuropsychology: History and Definitions, Human Neuropsychology: Development of the discipline. The Brain in antiquity: early Hypothesis. Localization theory, Localisation Vs Equipotentiality. Theories of integrated brain function. Emerging research areas: Forensic neuropsychology, Sports neuropsychology, Terrorism, Law enforcement and Military

UNIT II - NEUROPSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS

Neuro psychological Tests: Orientation, Sensation and Perception, Attention and Concentration, Motor skills, Verbal Functions, Visuo-spatial organisation, Memory, Judgement and Problem - solving Neuropsychological diagnosis. The neuropsychological batteries- Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria - Nebraaska Neuropsychological Battery, Individual tests, Memory - the WMS, Practical Issues of Neuropsychological Assessment, Choice of test, Neuropsychological Assessment of Children, Interpreting Neuropsychological Assessment data

UNIT III – THE FRONTAL LOBES: COGNITION, SOCIAL BEHAVIOUR AND PERSONALITY

Frontal lobes: a brief review, frontal lobes: an anatomical sketch, early studies of frontal lobe function, tests used to measure frontal lobe dysfunction, the symptoms; an introduction, motor (pre- central) symptoms, sensory/perceptual symptoms, cognitive (pre frontal) symptoms, frontal lobes – mediating intelligence, decision making.

Theory of mind and the frontal lobe – understanding behaviour of others. Recent evidence for frontal cortex involvement. Social Behaviour and personality – theories of frontal lobe functions; Luria's theory: the classical view, Norman and Shallice's supervisory attentional system, Rolls's theory of orbito-frontal function: stimulus – reward.

UNIT IV-DISORDERS OF PERCEPTION AND MOVEMENT DISORDERS Disorders of perception: Blindsight, Agnosias -Visual, Prosopagnosia, Landmark agnosia, Auditory, Somatosensory, unilateral spatial neglect. Movement Disorders : Disorders of the human motor system, Parkinsonism and Parkinson's Disease- clinical features, Neuropathology and treatment ,Ataxia, Apraxia -Types , tests ,Cerebral Basis , Hemiplegia.

UNIT V – NORMAL AGEING, DEMENTIA AND SEIZURE DISORDERS

Cognitive changes associated with aging, Brain changes. Dementia: Definition, Diagnostic criteria, subtypes and classification. Alzheimer's disease – Neuropathology of Alzheimer's disease, histological markers, etiology, Clinical presentation and neuropsychological profile of Alzheimer's patients, Treatment., Seizure disorders. :Classification of seizure types . Neurophysiology of seizures and treatment of epilepsy

REFERENCES:

1.Zillmer, E.A., &Spiers, M.V. (2001). *Principles of neuropsychology*. Belmont, CA: Wadsworth/Thomson Learning.

2.Beaumont, J.G. (1983). *Introduction to neuropsychology*. Oxford, England: Blackwell Scientific Publications

3.Martin, G.N. (2006). *Human neuropsychology*. London, England: Prentice Hall.

ADDITIONAL READING

1.Stirling, J. and Elliott, R (2010). *Introducing Neuropsychology* (2ndEd . New York: Psychology Press

JOURNALS:

1. Biological psychologyhttps://www.journals.elsevier.com/biological-psychology

2.Behavioural and Brain Functionshttps://behavioralandbrainfunctions.biomedcentral.com/

E – LEARNING RESOURCES:

1.https://pdfs.semanticscholar.org/b6ad/a3445fa3f19813a045d9853843c271bf06d0.pdf

2.https://dspd.utah.gov/pdf/ABI%20Manual%20Module%20V%20%20Neurological%20Assessments.pdf

3.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2738354/

4.http://www.brainm.com/software/pubs/books/Principles_of_Neuropsychology2.pdf

5.https://www.who.int/mental_health/neurology/neurological_disorders_report_web.pdf

COURSE OUTCOMES:

CO No	CO Statement
1.	Demonstrate an understanding of the emergence of the field of neuropsychology
2.	Discuss neuropsychological assessment methods and techniques.
3.	Examine the role of frontal cortex in cognition, social behaviour and personality.
4.	Describe disorders of perception and movement.
5.	Demonstrate an understanding of neuropathological condition like dementia and seizure disorders

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	0	3	0
CO2	3	2	3	0	3	3
CO3	3	3	1	1	3	1
CO4	3	3	1	2	3	1
CO5	3	3	1	2	3	1

KEY :Strongly Correlated -3 , Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

TEACHING METHODOLOGY:

Lectures, Seminars, Audio – Visual Aids, Field visits, Group Assignment, Quiz

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	800	40	100
K4,K5	B-3/5x20 marks	1500	60	

CORE XIII - HEALTH PSYCHOLOGY

Teaching Hours: 75   **Credits: 4**

Course Code: 22SP21/4C/HTP   **LTP: 4 1 0**

COURSE OBJECTIVES:

The course will enable students to

1. Examine the relationship between behaviour and health and apply the knowledge of psychological theories for health behaviour change

2. Understand the implications of health compromising behaviour and strategies for their modification.

3. Explore causes and management strategies for lifestyle disorders.

4. Comprehend how chronic conditions and being diagnosed with terminal illness can impair meaning and quality of life

5. Gain knowledge on health enhancing behaviours

COURSE OUTLINE

UNIT 1: An Introduction to Health Behaviours and primary prevention

Role of Behavioural Factors in Disease and Disorder. Changing health habits. Cognitive Behavioural Approaches to Health Behaviour change. The transtheoretical Model of Behaviour Change. Changing health behaviours through Social Engineering. Venues of health habit modification.

UNIT 2: Modifying Health Compromising Behaviours: Smoking, Alcohol Use, Obesity and Eating Behaviour

Health Implications of smoking and drinking. Disease model of addiction. Causal factors in smoking and problem drinking. The stages of substance use. Preventive Approaches to Alcohol Abuse and Smoking .Treatment Programs and Interventions to promote cessation. Prevalence, Effects on health, Beliefs about obesity. Causal factors of obesity, Restraint theory: An alternative approach to over-eating. Body dissatisfaction and dieting. Stress and eating. Management of obesity

UNIT 3: Management of lifestyle disorders

Coronary Heart disease- role of stress in the development of heart diseases, gender differences, psychological risk factors and modification of CHD risk related behaviour and management. Hypertension - Causes and management. Diabetes- types, health implications, problems in self-management and intervention.

UNIT 4: Management of Chronic Health Disorders and terminal illness

Quality of life, Emotional Responses to Chronic Health Disorders. Personal Issues in Chronic Health Disorders. Coping with chronic Health Disorders- Coping strategies and Patient Beliefs, Chronic Fatigue Syndrome. Psychosocial factors and Cancer. Mechanism linking stress, coping and cancer, Adjusting to cancer. Coping with physical limitations, Treatment related problems; Social support and Cancer. Psychological adjustment and Treatment. Coping with Cancer. Interventions.

UNIT 5: Health Promotion

Understanding nutrition and physical activity behaviour: Theoretical models. Determinants of nutrition behaviours and intervening in nutrition behaviours. Determinants of physical activity behaviours and intervening in physical activity behaviours. Screening & Improving Compliance to treatment.

REFERENCES:

1. Taylor, S.E (2018). *Health Psychology*.(10th Ed). India: McGraw Hill (India)

2. Ogden, J.(2003).*Health Psychology*.(2nd Ed). England: Open University Press.

3. Marks, D.F., Murray, M., Evans,B., Willing,C., Woodall, C.,&Sykes,C.M.(2005).Health Psychology: Theory , Research and Practice(2nd Ed). New Delhi: Sage Publications.

4. Revenson, T. A., & Baum, A. (2012). Handbook of Health Psychology. Psychology press .

ADDITIONAL READING

1. Dimatteo& Martin (2018). *Health Psychology*. India: Pearson India education Services Pvt Ltd.

2. Straub, R.O.(2002). *Health Psychology*. Worth Publishers: U.S.A

3. Taylor, S.E (2006). *Health Psychology*.(6th Ed). India: McGraw Hill (India)

4. Allen, F. (2010). Health psychology and behaviour. North Ryde, N.S.W.: McGraw-Hill Australia.

5. Lyons, A. C., & Chamberlain, K. (2006). Health psychology: a critical introduction. Cambridge: Cambridge University Press**.**

JOURNALS

1.Health psychologyhttps://journals.sagepub.com/home/hpo

2.Health Psychology and Behavioural Medicine
https://www.tandfonline.com/toc/rhpb20/current

3.Health psychology
https://www.scimagojr.com/journalsearch.php?q=21100794825&tip=sid&clean=0

E – LEARNING RESOURCES:

1. https://www.apa.org/action/science/health/

2. https://www.tandfonline.com/doi/full/10.1080/08870446.2017.1336240

3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1071616/

4. https://www.integration.samhsa.gov/PsychoSocial_Process_of_Health_Change.pdf

5. https://s3.wp.wsu.edu/uploads/sites/252/2016/06/ITWeatingJASP.pdf

COURSE OUTCOMES:

On successful completion of the course the student will be able to:

CO No:	CO Statement
1.	Identify the stage of health behaviour change and utilize the knowledge for devising interventions for promoting positive health
2.	Critically evaluate individual and community-based approaches designed to help individuals from engaging in health compromising behaviours.
3.	Analyse and infer the role of stress and other causal factors in the development of lifestyle disorders.
4.	Demonstrate an understanding of the prevention and management of chronic health disorders and terminal illness
5.	Demonstrate an understanding of health promoting behaviours

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	1	3	2
CO2	3	3	2	3	3	1
CO3	3	3	2	3	3	3
CO4	3	2	3	2	3	3
CO5	3	3	2	2	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1, No Correlation -0

Teaching Methodology:

Lecture, Case Study presentations, Seminars, Group projects.

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	800	40	100
K4,K5	B-3/5x20 marks	1500	60	

CORE XIV – ORGANIZATIONAL BEHAVIOR

Teaching Hours: 75   **Credits: 4**

Course Code: 22SP21/4C/OZB   **LTP: 4 1 0**

COURSE OBJECTIVES

The objective of this course is to enable the students to:

1. Elaborate the significance of interpersonal skills in the workplace, understand the OB model, identify the various factors contributing to workplace diversity and ways to manage diversity effectively.

2. Explain the role of perception, personality and other individual factors in an organization
3. Explain the group dynamics operating and influencing the processes in an organization
4. Examine the processes and outcomes of organizational structure, design and culture
5. Evaluate the contemporary trends in organizational behaviour

COURSE OUTLINE:

UNIT- 1 INTRODUCTION TO ORGANISATIONAL BEHAVIOR

Importance of interpersonal skills in workplace, Management and Organizational Behaviour, Challenges and Opportunities, developing an OB Model, Major forms of workplace diversity, Discrimination in workplace, Implementing Diversity Management Strategies

UNIT- 2 INDIVIDUAL RELATED COMPONENTS AND PROCESSES IN ORGANISATIONAL BEHAVIOR

Personality, Perception, Attribution, Motivation, Stress, Decision making, Creativity and Group Decision making, Application in OB - Job Satisfaction - Job Involvement, Organisational Commitment and Organisational Citizenship Behaviour

UNIT- 3 GROUP RELATED COMPONENTS AND PROCESSES IN ORGANISATIONAL BEHAVIOR

Group Dynamics: Types of groups – Group norms – Group Cohesiveness – Teams, Communication, Leadership, Power and Politics, Conflict and Negotiation.

UNIT- 4 ORGANISATION RELATED PROCESSES AND OUTCOMES

Organisational structure, Organisational designs and Employee Behaviour, Organizational Culture, Organisational justice ethics and Corporate Social Responsibility, Employee Involvement, Reward systems

UNIT- 5 CONTEMPORARY TRENDS IN ORGANISATIONAL BEHAVIOR

Contemporary Organizational Designs, Positive Organisational Behaviour and Psychological Capital, Organizational Change – Approaches to managing organizational change, Organizational Development, stimulating a culture of Innovation, Creating a learning organization

REFERENCES

1. Luthans, F.(2013).*Organisational behaviour.* (12th ed.).New Delhi, India: McGraw Hill Education (India) Private Limited

 2. Luthans, F.(1998). *Organisational Behaviour.* (8th ed.).New Delhi, India: McGraw Hill Education (India) Private Limited

3. Newstrom, J.W.,& Davis, K.(2002). *Organisational Behaviour.* (11th ed.).New Delhi, India:McGraw Hill Publishing Company Limited

4. Robbins, S.P., Judge, T.A.,&Vohra, N.(2011).*Organisationalbehaviour.* (14th ed.). New Delhi, India: Pearson Education

5. Robbins, S.P.,&Sanghi, S.(2006).*Organisational behaviour.* (11th ed.). New Delhi, India: Pearson Education

ADDITIONAL READING

1. Greenberg, J.,& Baron, E.A. (2008).*Behaviour in organisations*(9thed.). New Delhi, India: PHI Learning Private Limited

2. Andre, R.(2009). *Organisational behaviour.* New Delhi, India: Pearson Education

JOURNAL
1. Research in organizational behaviourhttps://www.journals.elsevier.com/research-in-organizational-behavior
2. Frontiers in psychology https://www.frontiersin.org/journals/psychology

E- LEARNING RESOURCES
1.

   https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_groups.htm
2. https://2012books.lardbucket.org/pdfs/an-introduction-to-organizational-behavior-v1.1.pdf
3. https://www.cliffsnotes.com/study-guides/principles-of-management/creating-organizational-structure/the-organizational-process
4. https://cdn.auckland.ac.nz/assets/psych/about/our-people/documents/Deww%20Zhang%20-%20Organisational%20Citizenship%20Behaviour%20-%20White%20Paper.pdf
5.

   https://www.icmrindia.org/casestudies/Case_Studies.asp?cat=Human%20Resource%20and%20Organization%20Behavior

COURSE OUTCOMES:

On successful completion of the course the student will be able to

CO No:	CO Statement
1.	Discuss the theoretical foundation and models of organizational behaviour and interpersonal skills that are useful at the workplace.
2.	Determine the components operating in an organizational setting relating to the individuals functioning in it.
3.	Estimate the group dynamics operating in an organization
4.	Explain the various processes of an organization and its outcomes on human behaviour
5.	Measure the outcomes of contemporary trends

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	1	3	1
CO2	3	3	2	2	3	3
CO3	3	3	2	2	3	3
CO4	3	3	2	2	3	3
CO5	3	1	2	3	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:
Lecture, Seminars, Assignments, role plays

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X 8marks	800	40	

K4,K5	B-3/5x20marks	1500	60	100

CORE XV – DISSERTATION

Teaching Hours: 120   **Credits: 5**
Course Code: 22SP21/4C/DST   **LTP: 0 3 5**

COURSE OBJECTIVES:

To objective of the course is to enable students to
   1. To choose applied research topics by evaluating its need and importance to current life scenarios and to formulate research problems that can be tested using statistical methods
   2. To develop tools of assessment for measuring the operationally defined constructs outlined in the research problem.
   3. To conduct survey's /experiments in an objective manner free of researcher's bias
   4. To statistically analyse, evaluate and interpret the data received to generate conclusions.
   5. To document research results in a scientific format

Dissertation topic can be in any one of the following areas:

   1. Developmental Psychology
   2. Educational Psychology
   3. Mental Health and Abnormal Psychology
   4. Health Psychology
   5. Positive Psychology
   6. Counselling Psychology
   7. Social Psychology
   8. Consumer and Industrial Psychology
   9. Organizational Psychology
   10. Sports and Exercise Psychology
   11. School Psychology.

Evaluation of Dissertation can be orientated towards K3 to K6 levels.

Internal Evaluation: 40 Marks

External Evaluation: Double valuation for 60 Marks

REFERENCES:

1. Guthrie., G (2012). *Basic Research Methods*. New Delhi: Sage Publications
2. Neuman, W,L (2007). Social Research methods. New Delhi: PrestechLithoPvt. Ltd

ADDITIONAL READING

1. Cochran, W. G. (1999). Sampling Techniques (3rded.). New Delhi: Wiley India.

2. Harris, P. (2007). Designing and Reporting Experiments in Psychology (2ⁿᵈed.). UK: Open University Press.
3. Haslam S Alexander &McGarty Craig (2003). *Research Methods and Statistics in Psychology* . New Delhi: Sage Publications
4. MLA Handbook for Writers of Research Papers (7ᵗʰed.). (2009). New Delhi: East-West Press Pvt. Ltd.
5. Ramadass P, Aruni, Wilson, A. (2009), *Research and writing across the disciplines*, Chennai; MJP Publishers.

JOURNALS:

1. Methods in Psychology (https://www.journals.elsevier.com/methods-in-psychology/)
2. Journal of Research Practices (http://jrp.icaap.org/index.php/jrp)

E-LEARNING RESOURCES:

1. https://www.mitre.org/sites/default/files/pdf/05_0638.pdf
2. http://www.books.aisc.ucla.edu/cbrpdfs/TUSGB3.pdf
3. https://apastyle.apa.org/
4. https://apastyle.apa.org/style-grammar-guidelines/references
5. https://labs.la.utexas.edu/gilden/files/2016/05/Statistics-Text.pdf

COURSE OUTCOMES:
On successful completion of the course, the student will be able to

CO. No	CO Statement
CO1	Review appropriate literature for selection of a research problem
CO2	Select/Construct assessment tools to assess participant's attitude/preferences/ traits/ behaviour.
CO3	Choose appropriate research design for conduction to collect data for the purpose of assessment
CO4	Make use of appropriate statistics to interpret data and infer conclusions within the hypothesis testing framework.
CO5	Prepare a research report using APA format

Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	3	1	3	3
CO2	3	2	3	1	3	3
CO3	3	2	3	2	3	3
CO4	3	2	3	1	3	3
CO5	0	2	3	0	3	3

KEY: Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

Teaching Methodology:

Assignments, Journal Presentation, Checklist /schedule development, Carrying out research

PART III - DISSERTATION

COMPONENT	CA MARK
1. PROJECT PRESENTATION	10
2. PERIODIC REVIEW	20
3. INTERNAL VIVA	10
TOTAL	40

END SEMESTER EXAMINATION CONDUCTED FRO 60 MARKS

1. DISSERTATION	30
2. VIVA	30
TOTAL	60

PROJECT - PSYCHOLOGICAL TRAINING MODULES

Course Code: 22SP21/ 4P/PTM   **Credits: 3**

Course Objectives
1. To understand the process involved in preparation and execution of psychological training modules.
2. To gain hands-on experience in designing and conducting psychological training programmes using various psychological techniques.

Guidelines
1. The target population is to be decided upon, and a need assessment is to be conducted in order to identify the training needs.
2. The topic of relevance for the training module is to be based on the need assessment.
3. The training module is to be developed with detailed information on aim, materials required, activities, and an explanation is to be given in detail regarding the need of that particular activity.
4. After approval by the supervisor, the prepared training module is to be conducted for a minimum of 1 hour among the class members and feedback is to be obtained for the same.
5. After the module has been demonstrated, a report on the same should be submitted along with the entire training module.

Training Module to be submitted from the one of the following areas:

- Communication and Interpersonal Skills
- Decision Making and Critical Thinking Skill
- Coping and Self Management Skills
- Impression Management
- Leadership Skills
- Team Building
- Emotional Intelligence
- Diversity and Inclusion
- Building Positive Relationships
- Preventing Abuse
- Creativity
- Study/Academic Skills
- Mindfulness
- Bullying in physical and cyber world
- Internet/Game Addiction
- Body Image Building
- Self Concept / Self Esteem
- Analytical and Research Skills
- Career Guidance
- Wellbeing and Personal Development

PART III - PROJECT

COMPONENT	CA MARK
1. PROJECT PRESENTATION	10
2. PERIODIC REVIEW	20
3. INTERNAL VIVA	10
TOTAL	40

END SEMESTER EXAMINATION CONDUCTED FRO 60 MARKS

1. PROJECT REPORTS	30
2. VIVA	30
TOTAL	60

COURSE OUTCOMES

CO No.	CO Statement
CO1	To describe the process of designing psychological training modules
CO2	To apply various psychological techniques to conduct training programmes

Teaching Methodology

Discussion based learning

REFERENCES :

1. Biech, E. (2005). *Training for dummies.* Hoboken, NJ: Wiley Publishing Inc.
2. Joyce P., & Sills, C. (2010). *Skills in Gestalt counselling & psychotherapy,* (2nd ed.). New Delhi, India: Sage Publications.
3. Agochiya, D. (2002). *Every trainer's handbook.* New Delhi, India: Sage Publications
4. Hardingham, A. (1998). *Training essentials-psychology for trainers.* London, England: Chartered Institute of Personnel & Development
5. Blanchard, N. P., &
6. Thacker, J. W. (2009). *Effective training: systems, strategies and practices.* New Delhi, India: Pearson Education.

7. Coninck, J. D., Chaturvedi, K., Haagsma, B., Griffioen, H., &Glas, M. V. de. (2008). Planning, Monitoring and Evaluation in Development Organisations: Sharing Training and Facilitation Experiences. Sage.
8. Lynton, R. P., &Pareek, U. (2013). *Training for Development*. (3rd ed.) New Delhi,India: Sage Publications.
9. Sardar, N. K. (2010). Approaches to training and development. Delhi: Manglam.

JOURNALS

1. International journal of training research https://www.tandfonline.com/toc/ritr20/current
2. Journal of Vocational Education & Training https://www.tandfonline.com/toc/rjve20/current

SOFT SKILL IV: EFFECTIVE LEADERSHIP

Teaching Hours: 30   **Credits: 2**
Course Code: 22SP21/4S/EFP   **LTP: 1 1 0**

COURSE OBJECTIVES:

The course will enable the students to

1. Develop qualities required for effective leaderships through practicum
2. Understand nature of conflicts and resolve conflicts
3. Develop better interpersonal relationship

Unit I – Developing leadership qualities
Total alertness – multiple tasking – Ethics – Knowledge – Decision-making – Being an exemplar – Handling competition - Team work

Unit II – Conflict Management
Types of conflict – Styles of managing conflict, Dealing constructively with conflict, public communication in an adversarial culture

Unit III – Developing interpersonal communication
Significance of non-verbal communication – Creating positive interpersonal climate, conversational skills, barriers to effective communication; strategies for eliciting compliance

REFERENCES:

1. Pillai, R (2010). Corporate Chanakya. Mumbai: Jaico Publishing House
2. Weiten, W., Lloyd, M.A. (2004). Psychology Applied to Modern Life – Adjustment in the 21st century. Singapore: Thomson Asia Pvt. Ltd.
3. Kalat, J.W. (1996). Introduction to Psychology (4th edn). USA: Brooks/Cole Publishing Company

ADDITIONAL READING

1. Hockenbury, D. H. &Hockenbury, S. E. (2003). *Psychology* (3rd Ed.) New York: Worth Publishers
2. Baron, R.A., &Misra, G.,(2017). *Psychology Indian Subcontinent Edition.*(5the.d.).India, U.P. : Pearson India Inc.
3. Wade, C. &Tavris.(1998) *Psychology* (5th Ed.). Addison- Wesley Educational Publishers, Inc.
4. Saundra, K..Ciccarelli.,& Glenn, E. Meyer. (2007). *Psychology.* Pearson Education
5. Baron, A. Branscombe, N., Byrne, D. &Bhardwaj, G. (2009). *Social Psychology.*(12the.d.). New Delhi : Dorling Kindersley (India) Pvt. Ltd.

QUESTION PAPER PATTERN –PG*

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-3/5X 10marks	800	30	
K4,K5	B-1/2x20marks	1500	20	50