Annamalai University
(Accredited with"A'GradebyNAAC)

M.Sc.Applied Psychology
(Two-Year Programme)

Regulations&Curriculum-2019

REGULATIONS FOR THE TWO-YEAR POST GRADUATE PROGRAMS UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

These Regulations are common to all the students admitted to the Two-Year Master's Programs in the Faculties of Arts, Science, Indian Languages, Education, Marine Sciences, and Fine Arts from the academic year 2019-2020 onwards.

1. **Definitions and Nomenclature**

1.1 University refers to Annamalai University.

1.2 Department means any of the academic departments and academic centres at the
University.

1.3 Discipline refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.

1.4 Program encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.

1.5 Course is an individual subject in a Program. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.

1.6 Curriculum encompasses the totality of student experiences that occur during the educational process.

1.7 Syllabus is an academic document that contains the complete information about an academic Program and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.

1.8 Academic Year refers to the annual period of sessions of the University that comprises two consecutive semesters.

1.9 Semester is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.

1.10 Choice Based Credit System A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree Program.

1.11 Core Course is mandatory and an essential requirement to qualify for the Degree.

1.12 Elective Course is a course that a student can choose from a range of alternatives.

1.13 Value-added Courses are optional courses that complement the students' knowledge and skills and enhance their employability.

1.14 Credit refers to the quantum of course work in terms of number of class hours in a semester required for a Program. The credit value reflects the content and duration of a particular course in the curriculum.

1.15 Credit Hour refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

1.16 Programme Out-comes(POs) are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a Program.

1.17 Program Specific Outcomes (PSOs) are statements that list what the graduate of a specific Program should be able to do at the end of the Program.

1.18 Learning Objectives also known as Course Objectives are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

1.19 Course Outcomes (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.20 Grade Point Average (GPA) is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3

1.21 CumulativeGrade Point Average (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

1.22 Letter Grade is an index of the performance of a student in a particular course.
Grades are denoted by the letters S, A, B, C, D, E, RA, and W.

2. Programs Offered and Eligibility Criteria
The various PG Programs offered by the University and the eligibility criteria for each of these Programs are detailed below.

Faculty of Education	
Program	**Eligibility**
M.Sc., Applied Psychology	A Pass in Bachelor's Degree (10+2+3 or 10 +2+4 pattern) in any subject including the Professional courses of this University or an examination of any

2. In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for all the above Programs.

3. Reservation Policy

Admission to the various Programs will be strictly based on the reservation policy of the

Government of Tamil Nadu.

4. Program Duration

4.1   The Two Year Master's Programs consist of two academic years.

4.2   Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

4.3 Each semester will have 90 working days (18 weeks).

5   Program Structure

5.1 The Two Year Master's Program consists of Core Courses, Elective Courses(Departmental & Interdepartmental), and Project.

5.2   Core courses

5.2.1 These are a set of compulsory courses essential for each Program

5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.3   Elective courses

5.3.1 Departmental Electives (DEs) are the Electives that students can choose from a range of Electives offered within the Department.

5.3.2 Interdepartmental Electives (IDEs) are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

5.3.3 Students shall take a combination of both DEs and IDEs.

5.4   Experiential Learning

5.4.1   Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.4.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.4.3 Experiential learning is categorised as Core.

5.5   Project

5.5.1 Each student shall undertake a Project in the final semester.

5.5.2   The Head of the Department shall assign a Research Supervisor to the student.

5.5.3   The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.4   Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.6   Value added Courses (VACs)

5.6.1 Students may also opt to take Value added Courses beyond the minimum credits required for award of the Degree. VACs are outside the normal credit paradigm.

5.6.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

5.6.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.6.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the II and III Semesters.

5.7 Online Courses

5.7.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

5.7.2 Students who successfully complete a course in the MOOCs platform shall be exempted from one elective course of the Program.

5.8 Credit Distribution

The credit distribution is organised as follows:

	Credits
Core Courses	65-75
Elective Courses	15
Project	6-8
Total (Minimum requirement for award of Degree)	90-95*

*Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 90-95 credits.

5.9 Credit Assignment

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

6 Attendance

6.1 Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for candidates who have registered for the course.

6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and

Seminars. In addition the Record shall also contain the organisation of lesson plan of the Course Instructor.

6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

6.6 Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7 Mentor-Mentee System

7.1 To help the students in planning their course of study and for general advice on the academic Program, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.

7.3 The Mentors shall also help their mentees to choose appropriate electives and value- added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

8 Examinations

8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).

8.2 There will be two CIA Tests and one ESE in each semester.

8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

8.4 Continuous Internal Assessment Tests

8.4.1   The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.

8.4.2   The students are to be informed in advance about the assessment procedures.

8.4.3   The pattern of question paper will be decided by the respective faculty.

8.4.4   CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.

8.4.5   CIA Tests will be for two to three hours duration depending on the quantum of syllabus.

8.4.6   A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

8.5   End Semester Examinations (ESE)

8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.

8.5.2   A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

8.5.3   The ESE will be of three hours duration and will cover the entire syllabus of the course.

9   Evaluation

9.1   Marks Distribution

9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2   For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

9.1.3   For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

9.2.   Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	05
Assignment	05
Total	25

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

9.3   Assessment of End-Semester Examinations

9.3.1   Evaluation for the ESE is done by both External and Internal examiners (DoubleEvaluation).

9.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

9.4 Assessment of Project/Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by theUniversity.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise the Head of the Department, ProjectSupervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
		Project / Dissertation Evaluation	**Viva-voce**
Review-I 10	**Review-II: 15**	50	25

9.5   Assessment of Value-added Courses

9.5.1 Assessment of VACs shall be internal.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.9.6 Passing Minimum

9.6.1 A student is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10.   Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the Program and earned the minimum required credits shall be considered to have passed the Master's Program.

11.   Marks and Grading

11.1 The performance of students in each course is evaluated in terms of Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum_{mn}^{n} CiGi}{\sum_{mn}^{n} Ci}$$

where, C_i is the Credit earned for the Course in any semester;

G_i is the Grade Point obtained by the student for the Course *i* and

n is the number of Courses passed in that semester.

11.4 CGPA is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$nnnn = \frac{\sum_{mn}^{n} \sum_{mn}^{n} CiGi}{\sum_{mn}^{n} \sum_{mn}^{n} Ci}$$

where, C_i is the Credit earned for the Course *i* in any semester;

G_i is the Grade Point obtained by the student for the Course *i* and

n is the number of Courses passed in that semester.

m is the number of semesters.

11.5 Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

11.6 Classification of Results. The successful candidates are classified as follows:

11.6.1 For First Class with Distinction: Candidates who have passed all the courses prescribed in the Program in the first attempt with a CGPA of 8.25 or above within the Program duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (See Section 12 for details).

11.6.2 For First Class: Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 Second Class: Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.

11. 6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7   Course-Wise Letter Grades

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

11.7.4   A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

11.7.5   If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12.   Provision for Withdrawal from the End Semester Examination

12.1   The letter grade W indicates that a candidate has withdrawn from the examination.

12.2   A candidate is permitted to withdraw from appearing in the ESE for one course or courses in ANY ONE of the semesters ONLY for exigencies deemed valid by the University authorities.

12.3   Permission for withdrawal from the examination shall be granted only once during the entire duration of the Program.

12.3   Application for withdrawal shall be considered only if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.

12.4   The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.

12.5   Withdrawal is <u>not</u> granted for arrear examinations of courses in previous semesters and for the final semester examinations.

12.6   Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.

12.7   Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.

13.   Academic misconduct

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering

with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitized on issues of academic integrity and ethics.

14.   Transitory Regulations

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

15.*Notwithstanding anything contained* in the above pages as Rules and Regulations governing the Two-Year Master's Programs at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.

Annamalai University
Department of Psychology
M.Sc Applied Psychology (Two Year) Program
Program Code: UPSY-21
Program Structure
(For students admitted from the academic year 2019-2020)

Course Code	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ESE	Total
Semester-I							
19PSYC 101	Core 1:General Psychology	5		5	25	75	100
19PSYC 102	Core 2: Social Psychology	5		5	25	75	100
19PSYC 103	Core 3: Lifespan Psychology	5		5	25	75	100
19PSYC 104	Core 4: Criminal Psychology	4		4	25	75	100
19PSYX 105	Elective 1: Inter departmental Elective	3		3	25	75	100
		22		22	125	375	500
Semester-II							
19PSYC 201	Core 5: Theories of Personality	5		5	25	75	100
19PSYC 202	Core6: Research Methodology & Psychological Statistics.	5		5	25	75	100
19PSYC 203	Core 7: Psychological Testing & Experiments Practical I	-	5	5	25	75	100
19PSYC 204	Core 8: Positive Psychology	4		4	25	75	100
19PSYE 205	Elective 1: Department Elective	3		3	25	75	100
19PSYX 205	Elective 2: Interdepartmental Elective	3		3	25	75	100
		20	5	25	150	450	600

		L	P	C	CIA	ESE	Total
Semester-III							
19PSYC 301	Core 9: Psychopathology	5		5	25	75	100
19PSYC 302	Core 10: Health Psychology	5		5	25	75	100
19PSYC 303	Core11:Counseling Psychology	5		5	25	75	100
19PSYC 304	Core 12: Yoga &Aging	5		5	25	75	100
19PSYE 305	Elective 2: Department Elective	3		3	25	75	100
19PSYX 305	Elective 3: Interdepartmental Elective	3		3	25	75	100
		26		26	150	450	600
Semester-IV							
19PSYC 401	Core 13:Human Resource Management	4		4	25	75	100
19PSYC 402	Core 14: Organizational Behavior	4		4	25	75	100
19PSYC 403	Core 15: Psychological Testing & Experiments Practical II	-	5	5	25	75	100
19PSYPJ 404	Dissertation and Institutional Training	-	6	6	25	75	100
19PSYC 405	The Constitution of India	3	-	3	25	75	
		22	8	22	125	375	400
	Total Credits	95	8	95	550	1650	2200
	Value Added Courses						

L- Lectures; P- Practical; C- Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

Note:

1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.

2. Students may opt for any Value-added Courses listed in the University website.

Elective Courses
Department Electives (DE)

S. No.	Course Code	Course Title	hours/week	C	Marks		
			L		CIA	ESE	Total
1.	19PSYE 205 DE II Semester	Industrial Psychology	3	3	25	75	100
2.	19PSYE 305 DE III Semester	Industrial Relations & Labor Welfare	3	3	25	75	100

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/ week	C	Marks		
				L		CIA	ESE	Total
1.	19PSYX 105 IDE I Semester	Personality Development	Psychology	3	3	25	75	100
2.	19PSYX 205 IDE\II Semster	Health Psychology		3	3	25	75	100
3.	19PSYX 305 IDEIII Semester	Counselling Psychology		3	3	25	75	100

Value AddedProgramme

Course Code	Course Title	Hours/week		C	Marks		
		L	P		CIA	ESE	Total
VAD 1	Health and well-being	3	0	3	25	75	100
VAD2	Counselling skills	3	0	3	25	75	100
VAD3	Introduction to life skills	3	0	3	25	75	100
VAD4	Personality development	3	0	3	25	75	100

2019-2020   19VAD1-HEALTH AND WELL-BEING

Course Objectives

To enable the student to understand

a) of health and how to maintain health and well-being

b) health enhancing behaviours anf psychological factors

UNIT 1: Introduction to Health Psychology: components of health, relationship between health and psychology, mind and body relationship, goals of health psychology.

UNIT 2 : Well-being : Components of well-being: life satisfaction, affect.

UNIT 3: Stress, illness and pain : causes, consequences and coping with stress, pain and illness

UNIT 4 : Health enhancing behaviours: Implications for well-being: psychology factors: resilience, hope, optimism; excercise, safety, nutrition.

UNIT 5 : Environment and Health, Communicable and Non-communicable Diseases, Role of Genetics in Health and Disease, Major nutritional problems , National Health Programmes in India.

Course Outcomes:

The student will be able to explain

CO1 health and how to maintain health and well-being

CO2 health enhancing behaviours and psychological factors

Mapping of Course Outcomes (CO) with Programme Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3										√			√
CO2	3													√

Suggested Readings:
 1. DiMatteo, M.R. and Martin, L.R.(2002). *Health psychology.* New Delhi: Pearson.
 2. Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions (4th ed.).*NY: Wiley.
 3.Snyder, C.R   & Lopez,S.J.(2007).Positive   *psychology :The scientific and practical explorations of human strengths.* Thousand Oaks, CA: Sage.
 4. Taylor, S.E. (2006). *Health Psychology (6th ed.).* New York: Tata McGraw Hill.

 INTERNET SURFING REQUIRED:
 Students will be highly encouraged   to find out the relevant material through INTERNET surfing

2019-2020   19VAD2 -COUNSELLING SKILLS

Course Objectives

To enable the student to understand

a) relationship between counselling and psychotherapy

b) approaches to counselling and skills

Unit 1. Introduction

Counselling Psychology: Meaning. Goals and Stages Relationship between Counselling and Psychotherapy, Counsellor Effectiveness, Ethics in Counselling.

Unit 2. APPROACHES

Overview of Approaches to Counselling. Psychodynamic, Behavioral, Person-Centered, Cognitive-Behavioral approach, E-Counselling.

Unit 3. COUNSELLING   PROCESS

Counselling Process: Concept, Negotiating Expectations, Assessment. Establishing a Working Alliance. Ending Counselling, Middle Part of Counselling: Assimilation   of   Problematic Experiences, Change Events, Using Structured Exercises and Interventions.

Unit 4. APPLICATIONS

Family Counselling, School Counselling, Career Counselling, Counselling with economically Disadvantaged People. HIV-AIDS counseling

UNIT 5 : ETHICS IN COUNSELLING

Need for Ethical Standards , Ethical Codes and Guidelines Rights of Clients, Dimensions of Confidentiality, Dual Relationships in Counselling Practices ,The Counsellor's Ethical and Legal Responsibilities , Ethical Issues in the Assessment Process.

Course Outcomes:

The student will be able to explain

CO1 relationship between counselling and psychotherapy

CO2 approaches to counselling and skills

Mapping of Course Outcomes (CO) with Programme Outcomes (PO)													
Cour se	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3										3			3
CO2	3							3					3	

Suggested Readings:

Cladding, S.T. (2012). Counseling: A Comprehensive Profession. (7thed). Pearson.

Mc Lead. J_ (201[1].An Introduction to Counselling. (3 ied), Mc Craw Hill Education.

2019-2020   19VAD3-INTRODUCTION TO LIFE SKILLS

Course Objectives

To enable the student to understand

a) orientation in life skill

b) concepts, approaches and theories of learning

c) impart knowledge in pillars of education

Unit 1: INTRODUCTION   Definition and Importance of Life Skills•   Livelihood Skills, Survival Skills and Life Skills•   Life Skills Education, Life Skills Approach, Life Skills Based Education• Life Skills Training - Implementation Models•

Unit 2: EVOLUTION OF THE CONCEPT OF LIFE SKILLS Genesis of the Concept• - UN Inter-Agency Meeting - Hamburg Declaration - Quality Education and Life Skills: Dakar Framework - Life Skills Education in the Indian Context

Unit 3: LEARNING -Learning and Performance, Learning and Cognitive Development, Learning and Maturation - Adult Learning - Approaches to Learning: Behaviouristic and Cognitive Approaches - Theory of Social Learning: Albert Bandura - Bloom's Taxonomy of Learning Outcomes - Rogers Situated Learning

Unit 4: PILLARS OF EDUCATION AND LIFE SKILLS   The Four Pillars of Education• - Learning to Know - Learning to Do - Learning to Live Together - Learning to Be Learning Throughout Life•

Unit 5: PRACTICUM Analyze the Life Skills Approach in School Curriculum.

Course Outcomes:

The student will be able to explain

CO1 orientation in life skill

CO2 concepts, approaches and theories of learning

CO3 impart knowledge in pillars of education

Mapping of Course Outcomes (CO) with Programme Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3									3				3
CO2	3													3
CO3														

Prescribed Books: Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris..

1 **Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi**

2 **National Institute of Youth Development, Tamil Nadu. Page 8 of 62   UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris..**

3 **UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris..**

4 **WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations.**

5 Inter-Agency Meeting, WHO, Geneva. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu. Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata.7 McGraw-Hill Publishing Company Ltd.

References:

1. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
2. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.

2019-2020   19VAD4 - PERSONALITY DEVELOPMENT

Course Objectives

To enable the student to understand

a) personality development and theories

b) determinants of personality

c) personality enrichment and assessment

Unit 1:INTRODUCTION Defining Personality• Personality Development• Stability of Personality• Personality Change.

Unit 2: THEORIES OF PERSONALITY Psychoanalytical Theory of Personality• Humanistic Theory of Personality• Trait Theory of Personality• Social Cognitive Theories• Behaviorism and Learning Approaches to Personality• Eastern Theory: Thriguna Theory (SRT)

Unit 3: DETERMINANTS OF PERSONALITY Cognitive Determinants• - Intellectual Development and Intellectual Capacities - Deviant Intelligence - Major areas of adjustment affected by Intelligence Socio-cultural Determinants• - Family and Educational Determinants - Social Determinants Emotional Determinants• - Dominant Emotions, Emotional Expressions - Emotional Balance and Emotional Deprivation - Emotional Catharsis and Emotional Stress.

Unit 4: PERSONALITY ENRICHMENT Motivation and its Process• Life Skills for Personality Development.

UNIT 5 : MANAGING SELF Emotions, Ego, Pride, Stress, Achievements, Confidence improvement, Recognition of one's own limitations and deficiencies , Interpersonal Skills, Communication Skills, Commitment , making decisions, handling your and other people's stress, empowering, motivating and inspiring others.

Course Outcomes:

The student will be able to explain

CO1 personality development and theories

CO2 determinants of personality

CO3 personality enrichment and assessment

Mapping of Course Outcomes (CO) with Programme Outcomes (PO)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3										√			√
CO2	3													√
CO3														

Prescribed Books:
1. Cervone Daniel, Pervin. L.A, (2008), Personality Theory & Research, (10th Edn.), John Willey & Sons, Inc., United States of America.
2. Haslam Nick, (2007), Introduction to Personality and Intelligence, Sage Publications, New Delhi.
3. Hurlock, B. Elizabeth,(2007). Personality Development, Tata McGraw-Hill Publishing Company Limited, New Delhi.

References:
1. Ciccarelli .K. Saundra, Meyer.E. Glenn, (2007). Psychology, Pearson Prentice Hall, New Delhi.
2. Hilgard, E, Atkinson RC & Atkinson RL (1976). Introduction to Psychology (6th Edn.), Oxward &IBH Publishing Co. Pvt Ltd, New Delhi.
3. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, TamilNadu.

Program objectives (POs)
The rigorous two-year Program intends to provide theoretical knowledge and practical experience in the field of Applied Psychology. The major Course Objectives of the Program
1. To enable the student to understand the various concepts in Psychology.
2. To familiarize the student with various aspects in human development.
3. To provide a clear understanding about the social behavior and the group processes.
4. To develop the behavior, values and attitude of the student inturn to mould one's personality.
5. To enhance the wellbeing of the community through positive psychological perspective.
6. To gain knowledge on various psychological disorders, it's etiology, consequences and its management.
7. To provide rich knowledge in various counseling skills and psychological therapies to help the people in need.
8. To understand the various psychological and cognitive aspects of behavior in the adolescence.
9. To understand the psychological implications of consumer's behavior and marketing strategy.

10. To familiarize the student with the practical assessments of various psychologicaldomains scientifically.
11. To develop knowledge in statistical application and research methods in the field of social science.
12. To understand the application of Psychology in organizational or industrial climate.
13. To explore the importance and functions of human resource management in various organizations.
14. To enable the student to gain practical experience in the field of Psychology through institutional trainings, project report and community visits.
15. PROGRAM OUTCOMES (PO)
16. After the successful completion of Post-graduation in Applied Psychology, the student will be able to-
17. PO1.   Gain knowledge on various psychological terms and concepts.
18. PO2.   Explore the various psychological and biological process involved in
19. humandevelopmental process.
20. PO3.   Get a clear picture about the social behavior and the group processes.
21. PO4.   Improve or develop their personality.
22. PO5.   Promote wellbeing in the community through Positive Psychological Perspective.
23. PO6.   Gain knowledge about the etiology and consequences of various psychologicaldisorders.

PO7.   Manage various psychological issues through counseling and psychotherapies.

PO8.   Understand the cognitive and psychological aspects of adolescence.

PO9.   Enhance knowledge in consumer behavior and various marketing strategies.

PO10. Familiarize with the practical assessment of psychological domains in a scientificmanner.

PO11. Acquire knowledge in research acumen and can perform extensive research.

PO12. Understand the importance of Psychology in organizations and it's impact on employer-

employee relationship.

PO13. Understand the major functions of Human Resource Management in variousorganizations.

PO14. Gain practical experience in the field of Psychology.

MAPPING OF PROGRAM OBJECTIVES (POS) WITH PROGRAM OUTCOMES (PO)													
	POS1	POS2	POS3	POS4	POS5	POS6	POS7	POS8	POS9	POS10	POS11	POS12	POS13	POS14
PO1	3													
PO2		3												
PO3			3											
PO4				3										
PO5					3									
PO6						3								
PO7							3							
PO8								3						
PO9									3					
PO10										3				
PO11											3			
PO12												3		
PO13													3	
PO14														s3

2019-2020   19PSYC 101: GENERAL PSYCHOLOGY

 Credits : 5   **Hours : 5**

Course Objectives:

To enable the student to understand

a) the scientific orientation of psychology

b) the various characteristics of behavior

c) a working knowledge about memory, motivation and emotion

d) the cognitive and intellectual factors

 e) the personality types and assessment

Unit-I

Psychology - A science

Modern psychology. Definition - Goals - Schools of psychology - Methods: Introspection - Observation -Experiment - Case study - Developmental methods - Brief history of psychology - Fields in psychology.

Biological Bases of Behavior

Neurons: Structure - Functions – Neurotransmitters - Nervous system: Major divisions. Brain: Structure and functions. The endocrine system - Heredity and environment in the development of behavior.

Unit-II

Sensation and Perception

Sensation - Meaning - Stimulus thresholds -Adaptation - Signal detection theory - Sense organs -Vision - Hearing - Touch and other skin senses - Smell and taste - Kinesthesis and Vestibular sense. Perception: Meaning - Factors - Organizing principles -Errors in perception - Extra sensory perception.

States of Consciousness

Biological rhythms: Waking states of consciousness. Sleep disorders - Altered states of consciousness -Hypnosis. Conscious altering drugs - Meditation.

Learning

Definition - Characteristics - Association theories: Classical conditioning - Basic principles - Operant conditioning - Reinforcement - Shaping - Learned helplessness - Cognitive theories - Insight learning -Observational learning.

Unit-III

Memory and Forgetting

Memory: Meaning - Information processing approach - Memory system: Sensory memory - Short term memory - Long term memory - Forgetting: Meaning - Causes: Decay hypothesis - Interference - Repression - Amnesia - Improving memory.

Motivation and Emotion: Motivation: Meaning - Theories: Instinct theory -Drive theory - Arousal theory - Expectancy theory - Need hierarchy theory - Classification of motives: Physiological motives - Psychological effects - Emotions: Meaning - Theories.

Unit-IV

Cognition: Thinking

Thinking: Meaning - Concepts - Propositions – Image - Reasoning - Problem solving methods - Artificial intelligence - Fiaget's cognitive development theory - Language: Basic -Development of language - Psycholinguistics.

Unit-V

 Cognition: Intelligence and Creativity

Intelligence: Meaning - The concept of I.Q. theories: Two factor theory – Multifactor theory - Group factor theory - Guilford's model - Triarchic theory - Intelligence tests: verbal, nonverbal and performance tests – Extremes of intelligence - Meaning - Steps in creative thinking -Characteristics of creative people.

Personality

  Meaning - Determinants - Types and traits -Measuring personality: Subjective, Objective tests and Projective techniques.

Current Stream of Thoughts (For Advanced Learners Only)

Applications of Psychology, what do Psychologists really do? Receptors and Neural processing.

Difference between Sensation & Perception, perceptual defense motivational influences on Perception,. Nature, Types and Schedules of Reinforcement

Models of Memory: The working Memory Model, Network Model,- The Humanistic Approach of Motivation, Motivational Cycle.

Theories of Concept Formation, Deductive & Inductive reasoning, Reasoning Fallacies Emotional Intelligence.

Course Outcomes:

The student will be able to explain:

CO1. the different methods of psychology and the biological bases of behavior

CO2. the concept of sensation and perception

CO3. the concept of learning and different theories of learning

CO4. the meaning of forgetting, motivation and emotion and implication in daily life

CO5. the cognitive development and the development of language among the children

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3	3												
CO2	3	3												
CO3	3	3												
CO4	3	3												
CO5	3	3												

Text Books

Baron, R.A. Psychology. Boston: Allyn & Bacon, 1998.

Feldman, R.S. Understanding Psychology.(4th Ed.) New York: McGraw Hill, 1996.

Reference Books

1) Lupton, D. The Emotional Self. New York: Sage Publications, 1998.

2) Spear, P.D. Penron, S.D. & Baker, I.B. Psychology,Perspectives of Behavior. New York:John Wiley & Sons. 1998.

3) Schiffman, H.R. Sensation and Perception. New York:Johnwiley& Sons, 1996.

4) Hank kahney. Problem Solving. Buckingham: Open University press, 1993.

5) Buck, R. Human Motivation and Emotion. (2nd Ed.) New York: John wiley& Sons, 1988.

6) Goleman, D. The Varieties of Meditative Experience. London: Rider & Co. 1978.

7) Mische.W. Introduction to Personality (3rd Ed.) New York: Holt, Rinehart and Winston, 1981.

8) Buzan, I., &Buzen, B.The Mind Map Book. London: BBC Books, 1985.

9) Rajamanickam.M. Modern General Psychology. Agra: Bhargave Book House, 2000

2019-2020   19PSYC 102: SOCIAL PSYCHOLOGY

Credits : 5

Hours   : 5

Course Objectives:
To enable the student to understand
a) the definition, historical development and the methods of social psychology
b) the factors of social perception, attribution, impression formation
c) the nature, formation and change of attitudes
d) the causes of prejudice, discrimination and pro-social behavior
e) the nature, functions of group, decision making and the leadership influence

Unit-1
The Field of Social Psychology
Social Psychology: A working definition. Focuses on the behavior of the individuals - Social Psychology: A capsule Memory: Early years, its youth, 1970's, and 1980's 1990's and beyond - Research methods in social Psychology: The Experimental Method, Correlational Method, Social Psychological and perennial skeptics: The importance of replication and multiple methods in social research, Role of Theory in Social Psychology -The Quest for knowledge and the rights of individuals.

Unit-II
Social Perception
Social Perception - Non-verbal communication: The basic channels, Non-verbal behaviors and social interaction: Self-Presentation and the detection of Deception Attribution Theories of Attribution: Jones and Davis theory - Kelley's theory of casual attribution - Attribution: Some basic facts and impression formation: Some basic facts and impression Management.

Unit-III
Attitudes
Attitudes – Formation of attitudes: Social learning direct experience and genetic factors - Attitudes and Behavior: The essential link attitude specify - Attitude components - Attitude strength - Vested interest and the role of self-awareness - Attitude accessibility - Persuasion: The Traditional and cognitive approach - Reciprocity of persuasion - When attitude change fails reactance -Forewarning and selective avoidance - Cognitive Dissonance: Dissonance   and   attitudinal change - Dissonance and the less - lead - to more effect -Dissonance - Origin of Dissonance.

Unit-IV
Prejudice and Discrimination
Prejudice and Discrimination - The origins of Prejudice: Direct inter group for Prejudice - Ultimate attribution error - Early experience - Cognitive sources of Prejudice - Challenging prejudice: On learning not to hate - Direct Intergroup contact - Recategorization and its nature and effect: Gender stereotypes – Discrimination against females and sexual harassment.

Pro-Social Behavior
Pro-social behavior - Responding to an Emergency: Behavior of Bystanders - Bystander apathy versus diffusion of responsibility - Five necessary cognitive steps

-Internal and External factors that influence altruistic behavior - Explanations of Pro-social behavior: Empathy - Altruism theory - Egoistic theory – Empathic joy and Genetic selfishness.

Unit-V

Groups and Individuals

Groups: their nature and function - Group formation and how groups function - Groups and task performance social facilitation - Group versus individuals - Social loafing - Social facilitation and social loafing - Decision making by groups: The decision making process - Nature of group decisions - Some potential pitfalls - Leadership: Its nature and impact in groups: The traits approach -Gender difference 'in Leadership - Leader effectiveness: Two influential views - Transformational Leadership: Leadership through vision and charisma.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Historical Development of Social Psychology, Research Methods: Interview Method, Survey Method, Case History Methods- Approaches of Social Psychology.Comparison, Social Psychology and Health.

Mood perception, techniques to change Social-Perception, comparison between impression formation and impression management.

Attitudes; Genetic or Learned? Factors responsible for Attitude change Failure.

Difference between Prejudice and Altruism, Challenging Prejudice then and Now,

Online Social Facilitation & Social Loafing, Decision making by groups versus Individuals.

Course Outcomes:

The student will be able to explain

CO1. the pro-social behavior

CO2. the social learning factors

CO3. the nature, formation and change of attitudes

CO4. about the gender stereotypes and sexual harassment

CO5. the process in group decisions

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1			3											
CO2	3		3											
CO3			3											
CO4			3											
CO5	3													

Text Books

1) Robert, A. Baron., and Donn Byrne. Social Psychology: Understanding Human

Interaction (7th Edition); New Delhi: Prentice Hall of India Private Limited, 1995.
2) Robert, S. Feldman. Social Psychology; Englewood Cliffs, New Jersey: Prentice Hall, 1995.
3) David, O. Sears Anne Peplan, Jone than L. Freeman and Shelly, E. Taylor. Social Psychology (6th Edition).New Jersey: Englewood Cliffs. 1998.
4) Kuppusamy, B. An introduction to social psychology,(Second Edition), Bombay: Lily Jayasinglhe publishers pvt.ltd., 1982.

2019-2020   19PSYC 103: LIFESPAN PSYCHOLOGY Credits : 5

Hours : 5

Course Objectives:
To enable the student to understand:
a) the biological foundations behind the developments extending from conception to old age
b) the principles and pattern of maturation, learning, social expectations, Individuals differences
c) the steps involved in the physical, intellectual, social and personality development
d) various aspects of speech, emotional and play development
e) the meaning and development of creativity, moral and discipline, sex role and family relationships

Unit-I
Human Development
        Human development: An introduction – Early Approaches – Human development today – Influences on development – Timing of influences – Theoretical perspectives – Research methods – Methods of data collection –Basic Research designs – Ethics in research

Unit-II
Conception to Birth
Conceiving new life – Heredity and Environment – Prenatal development- The Birth process.

Unit-III
Infancy and Toddlerhood
      New born baby – Survival and health – Early Physical development – Cognitive development – Classic approaches – Newer approaches – Language development – Foundations of Psychosocial development – Developmental issues in infancy and Toddler hood – Contact with other children – Children of working parents.

Unit-IV
Early Childhood
Aspects of Physical development –Motor skills – Health and safety – Cognitive development – Language and other cognitive abilities – Early childhood education – Psychosocial development in early childhood – Developing self – Play parenting – Relationship with other children

Unit-V

Middle Childhood

Aspects of physical development – Health and safety – Cognitive development – Piagetin approach – Language and literacy – Child in school – Psychosocial development child in family – Child in peer group – Mental health.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Growth and Maturation, Developmental Task,

Drugs and Prenatal Development, Stress of mother during Pregnancy.

Development during Infancy in relation to mother`s physical and mental health.

Theories of Development.

Course Outcomes:

The student will be able to explain

CO1. the biological foundations behind the developments extending from conception to old age

CO2. The principles and pattern of maturation, learning, social expectations, individuals differences

CO3.the steps involved in the physical, intellectual, social and personality development

CO4. various aspects of speech, emotional and play development

CO5. the meaning and development of creativity, moral and discipline, sex role and family relationships

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1		3												
CO2		3												
CO3		3												
CO4		3												
CO5		3												

Books:

1. Papalia, D.E. & Olds, S.D.Human Development (9th Edition). New Delhi: Tata McGraw Hill Publishing Co. Ltd., 2004.

2. Hurlock, E.B. Chad Development (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd., 1976

Schiamberg, L.B. Human Development (2nd Edn. New York: Macmillan publishing Co., 1984.

2019-2020   19PSYC 104: CRIMINAL PSYCHOLOGY   Credits : 4
                                                           Hours : 4

Course Objectives:
To enable the student to understand
a) the nature of criminal behavior
b) the nature and extent of juvenile offending
c)the nature and scope of criminal justice
d) about the restorative justice and its effectiveness in reducing crime
mental disorder and crime

Unit-I:
Criminal Behavior
Criminal behavior an overview- crime- criminal Psychology-the nature of explanation-the causes of crime-evolutionary approaches-developmental approaches-psycological approaches-biological approaches-situational approaches
Juvenile Delinquency and development of theories of crime
Juvenile delinquency and development theories of crime- Juvenile delinquency -the nature and extent of juvenile offending – the age-crime curve-risk and protecting
Unit-II
Mental Disorder and Crime
**   Mental disorder and crime-the concept of mental disorder-major mental disorders- the association between mental and crime-the relationship between mental disorder and crime-psychopath. Aggression and Violence. Aggression and violence- conceptual issues-concept check-evolutionary approaches-situational approaches-psychological approaches-biological approaches-social-structural and cultural approaches-general theories of aggression**
Unit-III
Violent Offending
Violent offending-the nature and extent of violent crime-community violence-family violence-school violence-multiple homicide.
Collective Violence
Collective violence-the nature and extent of collective violence-evolutionary approaches-situational approaches-psychological approaches-mechanisms of moral disengagement-understanding the Rwandan genocide: key psychological and situational process-social-structural and cultural approaches
Unit-IV
Sexual Offending
**   Sexual offending - the nature and extent of sexual offending - characteristics of sexual offenders - theoretical approaches to understanding sexual offending-integrated models of sexual offending.**
Drugs and Crime: Drugs and crime-what are drugs-who uses drugs-drug use and misuse-theories of drug use and misuse- illegal drug markets-the associations between drugs and crime-understanding the relationship between drugs and crimes

Unit-V
Punishment
Punishment-the nature and scope of criminal justice responses to crime- the harms of punishment-rationales for punishment-does punishment work- to copy or not to copy.Prevention, rehabilitation Prevention, rehabilitation and restorative justice-prevention-rehabilitation

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)
Parents don't turn children into criminals: the child rejects the parents, The failure to identify the cause of crime, rehabilitation or more crime?
Criminals as terrorists, criminals as Social-reformers (Biographies), Mental illness or a criminal personality
Violent behavior: genetic, Environmental or Situational?
Sex for Conquest and a buildup of the Self, Drugs and Criminality
Course Outcomes:
The student will be able to explain
CO1. the nature of criminal behavior
CO2. the nature and extent of juvenile offending
CO3. the nature and scope of criminal justice
CO4. the restorative justice and its effectiveness in reducing crime, mental disorders and crime.

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1			3											
CO2			3											
CO3			3											
CO4			3											

Text Book:
RussilDurrant ,2013,An Introduction To Criminal Psychology,NewYork,Rouledge Taylor & Francis Group
Reference Book:
1.Abadinsky,H.(2011).Drug   Use   and   abuse:A   comprehensive introduction,Belmont,CA
  Wadsworth
2.AdlerF.Mueller.G.O.W and Laufer W.S.(2007).Criminology and the criminal justice system(6th edn)Newyork:McGraw-Hill
3.Atherican Psychiatric Association (2000)Diagnostic and Statistical manual of mental disorders(4th edn. Revised text)Washington,DC, American Psychiatric Association.

2019-2020   19PSYX – 105 PERSONILTY DEVELOPMENT (Elective)

Credits : 3

Hours   : 3

Course Objectives:

To enable the student to understand

a) the meaning of personality

b) the physical determinants of personality development

c) the intellectual determinants of personality development

d) the emotional determinants of personality development

e) the social determinants of personality development

Unit – I

An approach to personality – Psychology and individuality – Personality – Character – Temperament – Insights from the past.

Unit – II

Personality Determinates:

Physical determinates – Traditional beliefs about bodies effects – Body build – Attractiveness – Homeostasis – Physical changes – Body control – Accidents – Physical defects – Health conditions.

Intellectual Determinates: Intellectual development – Conditions influencing intellectual capacities – Deviant intelligence – Major areas of adjustment affected by intelligence.

Unit – III

Emotional Determinants:

Effects on Personality – Dominant emotions – Emotional balance – Emotional deprivation – Excessive love – Emotional expressions – Emotional catharsis - Emotional stress.

Social Determinants:

Early Social experience – Social deprivation – Social acceptance – Prejudice and discrimination – Group status – Social mobility.

Unit – IV

Aspirations and Achievements:

Aspirations – Level of aspiration – Achievements – Meaning of success and failure – Age of achievement.

Gender Orientations: Effects of sexuality on Personality Interest in sexuality – Attitudes towards sexuality – Attitudes towards own sex – Attitudes towards sex differences – Sex appropriateness – Sex roles – Sexual behavior.

Unit – V

 Educational Determinants:

Attitudes towards education – Readiness for School – Early school experiences – Emotional climate of school or college – Teacher attitudes and behavior – Academic success – Extra curricular activities – Peer acceptance – School subjects – Kind of school.

Family Determinants:

Pre dominating influence of family – Influence of family on personality development – Emotional climate of the home – Ordinal Position – Size of family – Family composition – Family roles – Deviant family patterns.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Socio-Cultural Approach and Growth approach to personality.

Self-efficacy and Dysfunctional Behavior

Emotions and the Autonomic nervous system,

Assessment of level of Aspiration, Sexuality: Biological or Social need

Role of teachers in personality development of students.

Course Outcomes:

The students will be able to explain

CO1 the meaning of personality

CO2 the physical determinants of personality development

CO3 intellectual determinants of personality development

CO4 emotional determinants of personality development

CO5 social determinants of personality development

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1		3												
CO2		3												
CO3		3												
CO4		3												
CO5		3												

Text Books:

1) Hurlock Elizabeth,B.(2007). Personality Development, New York: McGraw – Hill Book Company.

2) Allport, G.W. (1961). Pattern and Growth in Personality New Yark.Holt, Rinehart and Winston.

Reference Books:

1) Smith, H.C. (1974). Personality Development (2nd Edn) New York: Mc Graw Hill Book

Company.

2) Atkinson and Joes, J.W. Rajnor, O. (1978). Personality, Motivation and Achievement

Hemisphere Publishing Corporation Washington.

3) Reiss, S. (2008). The Normal Personality, Cambridge University Press.

4) Mc Adams, D.P. (2001). The Person, New York: Harcourt College Publishing.

5) Pervin, L.A. & John, O.P. (2006). Handbook of Personality, W D: Overseas Press.

2019-2020   19PSYC-201 THEORIES OF PERSONALITYCredits : 5

Hours : 5

Course Objectives:
To enable the student to understand
a) personality and its various theories
b) personality development and assessment techniques of Horney, Fromm and Erikson
c) trait perspectives of personality by Allport, Cattell and Eysenck
d) cognitive, humanistic and existential perspectives of personality (Kelly, Maslow, Roger and
May)
e) social behavioristic perspectives of personality as given by Skinner, Rotter and Bandura.

Unit–I : Personality and Scientific Outlook
Definition of personality - The scientific orientation -Theory and research methodology.
Psychoanalytic and Neo analytic Perspectives
Concepts and principles - Personality development -Assessment techniques.
in Freud's Psychoanalytic Theory
in Jung's Analytical Psychology
in Adler's Individual Psychology

Unit–II
Concepts and principles - Personality development -Assessment techniques.in Horney's Social and Cultural Psychoanalysis in Fromm's Humanistic Psychoanalysis in Erikson's Psychoanalytic Ego Psychology

Unit–Ill :
Trait Perspectives
Concept and principles - Personality development -
Assessment techniques.
inAllport's Trait Theory
in Cattell's Structure Based Systems Theory
in Eysenck's Biological Typology

Unit–IV:
Cognitive - Humanistic - Existential perspectives
Concepts and principles - Personality development -Assessment techniques
in Kelly's Theory of Personal Constructs
in Maslow's Self- Actualization Position
in Roger's Person - Centered Theory
in May's Existential Analytic Position.

Unit–V:

 Social Behavioristic Perspectives

Concepts and principles - Personality development -Assessment techniques in Skinner's Operant Analysis in Rotter's Expectancy Reinforcement Value Model . in Bandura's Social Cognitive Theory The future of Personality psychology.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Stages of Life Cycle, The nature of Personality adjustment,

Standardized personality tests Personality Types Personality Maladjustment

Self-Concept, Self Esteem

Course Outcomes:

The student will be able to explain

CO1. the meaning of personality and its scientific out look

CO2 personality development and assessment techniques of Horney, Fromm and Erikson

CO3. trait perspectives of personality by Allport, Cattell and Eysenck

 CO4. cognitive, humanistic and existential perspectives of personality (Kelly, Maslow, Roger   and May)

CO5. social behavioristic perspectives of personality as given by Skinner, Rotter and Bandura.

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3			3										
CO2	3													
CO3	3													
CO4	3													
CO5	3													

Text Books:

1. Ryckman, Richard, M. Theories of Personality (4th Edn).California : Brooks / Cole Publishing Company. 1989.

2. Hall, C.S., and Linzey, G. Theories of Personality (3rd Edn). New Delhi: Wiley Eastern Limited, 1978.

Reference Books

1. Kurt Lewin, Adams, D.K., and Zener, K.E. A Dynamic Theory of Personality. New York : McGraw - Hill Book Company, Inc. 1935.

2. Blum, G.S. Psychoanalytic Theories of Personality. New York : McGraw - Hill Book Company, Inc. 195

2019-2020 19PSYC 202: RESEARCH METHODOLOGY AND PSYCHOLOGICAL STATISTICS

Credits : 5

Hours : 5

Course Objectives:

To enable the student to understand:

a) the nature, meaning and types of research and problem

b) formulation and testing of hypotheses, the types of experimental variables and the methods of

control

c) the different research designs and sampling designs

d) the basic statistical application

e) the various methods of data collection, interpretation and writing the report

Unit-I

Introduction

Meaning of research - Course 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.

The Problem

Meaning of a problem -Ways in which a problem is manifested - The solvable problem - Degree of probability - A working principle for the experimenter - Unsolvable problems -Vicious circularity - Some additional considerations of problems.

Unit-II

Hypotheses

Meaning of hypothesis - Basic concepts concerning testing of hypotheses - Procedure for hypothesis testing -Flow diagram for hypothesis testing – Measuring the power of a hypothesis test - Test of hypotheses.

The Experimental Variables and the Methods of Control:

The independent variable - The dependent variable -Types of empirical relationships in psychology - The nature of experimental control.

Unit-III Research Design

Meaning of research design - Need for research design - Features of a good design - Important concepts relating to research design - Different research designs -Basic principles of experimental designs.

Sampling Design

Census and sample survey - Implications of a sample design - Steps in sampling design - Criteria for selecting a sampling procedure - Characteristics of a good sample -Random sample from an infinite universe - Complex random sampling design.

Unit – IV
Methods of Data Collection
Collection of primary data: Collection of data through questionnaires and schedules - Some other methods of data collection - Collection of secondary data - Selection of appropriate method for data collection: Case study method.
Interpretation and Report Writing
Meaning of interpretation - Technique of interpretation - Precaution in interpretation - Significance of report writing - Different steps in writing report - Layout of the research report - Types of reports: Oral presentation -Mechanics of writing a research report - Precautions for writing research reports.

Unit-V
  Correlational Methods
Meaning - Computation - Pearson - Rank - Bi-Serial - Point biserial - Tetra choric - Phi - Co-efficient – Scatter gram. Test of Significance   t-test - Chi square - ANOVA - One way - Two way.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)
Qualities of a good researcher, Criteria for selecting a research problem
Statistical techniques of Hypothesis testing: ANOVA, t-test, Correlation
Research Design: Time series and Factorial Design
Difference between Questionnaire, Scale and Inventory
Regression Analysis

Course Outcomes:
The student will be able to explain
CO1. the types of research and various research designs
CO2. about the research problems
CO3. about the hypothesis and its testing
CO4. the basic statistical application
CO5. the process of writing a research report

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1											3			
CO2											3			
CO3											3			
CO4											3			
CO5											3			

Text Books

1. Kothari, C. R. Research Methodology - Methods and Techniques.(2nd Edn.) New Delhi:
Wiley Eastern Ltd., 1990.
2. McGuigan, F. J. Experimental Psychology A Methodological Approach.(4th Edn.) New
Jersey: Prentice Hall Inc., 1983.
3. Guilford, J.P. and Fruchter Benjamin.Fundamental Statistics in Psychology and Education.
(6th Edn.) Singapore: McGraw - Hill International Book Co., 1981.

Reference Books

1. Devendra Thakur. Research Methodology in Social Sciences. New Delhi: Deep Publications,
1998.
2. James Thomas Walker.Using Statistics for Psychological Research: An Introduction.
New York: Holt, Rinehart and Winston, 1985.

2019-2020   19PSYP 203 PSYCHOLOGICAL EXPERIMENTS AND TESTING
(PRACTICALS -1)

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a Bonafide Certificate from the Head of the Department.

Course Objectives:

To enable the student to understand:

a) The general principles and aim of Psychology – to verify certain problems in experimental
   situations

b) The method of giving instruction to the subjects and to conduct the experiment

c) The method to collect the data and interpret them using suitable statistical techniques

d) The various intelligence test

e) The various ability test

PAPER PENCIL TEST
1. Self-Concept scale
2. Bell's Adjustment Inventory (BAI)
3. Maslowian's Assessment Survey (MAS)
4. Advance Progressive Matrices (APM)
5. Ecological Attitude Survey
6. Mental Health Inventory
7. Religious Attitude Scale
8. Eysenck's Personality Questionnaire (EPQ)
9. Emotional Intelligence

10. **Marital Adjustment Inventory**
11. **PGI Memory Scale**
12. **Assertiveness Questionnaire**
13. **Radicalism-Reactionism Scale**
14. **Mental Ability Test**
15. **Neuroticism Scale Questionnaire (NSQ)**

INSTRUMENTS

16. **Concept formation**
17. **Role of insight learning**
18. **Transfer of Training**
19. **Habit Interference**
20. **Alexander Pass along Test**

Course Outcomes:

The student will be able to explain:

CO1. the meaning of assessment and how to conduct them

CO2. the various psychological assessments and its interpretation

CO3. the process in preparing a research report

CO4. the various intelligence test

CO5. the various ability test

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1										3				
CO2										3				
CO3										3				
CO4										3				
CO5										3				

2019-2020   19PSYC 204: POSITIVE PSYCHOLOGY   Credits : 4
                                                        Hours   : 4

Course objectives:

To enable the student to understand:

a) western and eastern perspectives of positive psychology
b) significance of positive outcomes and the importance of mindfulness
 c) theories of Wisdom
d) the significance of developmental focus on Positive Psychology
e) the important aspects of Prosocial Behavior

Unit-IWestern perspectives on Positive Psychology

Geek Mythology – Western Civilization – History of Hope in Western civilization - Industrial revolution

Eastern Perspectives on Positive Psychology

perspective – Confucianism –Taoism- Buddhism –Hinduism – Eastern Philosophies- East Meets west –Value systems – orientation to time – thought process – east and west –Different ways to positive outcomes – compassion – Harmony – final thoughts.

Classifications and measures of Human Strengths and Positive outcomes:

Gallup's Clifton Strength Finder-The VIA Classification of Strengths-The Search Institute's 40 Developmental Assets-Distinguishing Among the Measures of Human Strength-Identifying Your Personal Strengths-Discovering and Capitalizing on your strength- The case of shane- positive outcomes for all- Dimensions of well-being – toward a better understanding of Positive outcomes – Identifying strength and moving toward a vital Balance.

Unit-II Living well at every stage of life

Resilience in childhood – the case of Jackson – roots of resilience research – resilience resources. Positive youth development – youth development programs – the life tasks and adulthood – the trajectories of precocious children – primary task of adult hood – successful aging-adult development study – a more developmental focus in positive psychology.

 Positive emotional states and process

– principles of pleasure: understanding positive affect, positive emotions, happiness and well-being – emotional terms – affect – emotion – happiness – subjective well-being – positive and the negative – affect schedule – positive emotions: expanding the repertoire of pleasure – personal mini-experiences – joy and lasting happiness – emotion styles linked to the common cold – happiness and subjective well-being – living a pleasurable life – age –old definitions of happiness – well-being as a synonym for happiness – satisfaction with life scale – determinants of subjective well-being -happiness – meaning – aesthetic happiness.

Unit –III Positive Cognitive States and Process

Seeing our futures through self- efficacy, optimism and hope –fascination with the future – being busy not and end in itself – self-efficacy – changing behavior through The Heroes – Optimism – Hope – Life Enhancements strategies – Personal Mini-Experiments: Balancing your perspective on time- cultural caveats about temporal.

Unit –IV Wisdom and Courage

Theories of wisdom-– Implicit theories of wisdom – explicit theories of wisdom – being wise – developing wisdom – wise people and their characteristics – the measurement of wisdom – relationships between wisdom and intelligence – implicit theories of courage.

Becoming and Being Courageous

take on courage - courage research – the measurement of courage – wisdom and courage in daily life – courage be learned – life enhancement strategies – the value of wisdom and courage.

Unit -V Mindfulness, Flow and Spirituality

Optimal experiences – Moment – to-moment searches – mindfulness – living with mindfulness – the benefits of mindfulness – personal mini- experiments- flow state – enhancement strategies- Spirituality: In search of the sacred – true benefits of Spirituality – the search continues

Pro-social Behavior

Empathy and egotism: Portals to Altruism, Gratitude, and Forgiveness – Altruism – Defining Altruism- Egotism Motive – Motivated Altruism – the Hypothesis the genetic and Neural foundations of Empathy – cultivating altruism – Cultivating Forgiveness- measuring forgiveness – the evolutionary and neurobiological bases of forgiveness-Societal implications of Altruism, Gratitude, and forgiveness.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Concept of Positive Psychology in different religions, Labeling and Its biases

Social construction of self-esteem, Positive affectivity

Wisdom: Its structure and function in regulating successful life.

Relationship connections, Love, Empathy & Sympathy.

Course Outcomes:

The student will be able to explain:

CO1.the western and eastern perspectives of positive psychology

CO2. the significance of positive outcomes and the importance of mindfulness

CO3. the theories of Wisdom

CO4. the significance of developmental focus on Positive Psychology

CO5. the important aspects of Prosocial Behavior

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1					3									
CO2					3									
CO3					3									
CO4					3									
CO5			3		3									

TextBook
1. C.R .Snyder & Shane J. Lopez ,2007,Postive Psychology, New Delhi SAGE
   Publication

Reference Books
1.Argyle M(2001).The Psychology of Happiness ,2nd Edition London: Routledge
2.Groopman.J,(2004),The anatomy of hope: How people prevail in the face of illness. New York   Random house
3.Sue,D.W.,&Sue,D(2003).Counseling the culturally diverse: Theory and practice (4thed).   New York:Wiley.

2019-20219PSYE 205: INDUSTRIAL PSYCHOLOGY [DEPARTMENT ELECTIVE]

Credits : 3

Hours : 3

Course objective
To enable the student to understand
a) the nature and field of industrial psychology
b) the procedures relating to recruitment   selection, planning, and training
c) the conditions that affect the employees and the employers
d) the welfare measures available to employees
e) the method of measuring and evaluating work performance

Unit-I
An Overview of Industrial Psychology
    The development of industrial psychology - Industrial psychology as an academic discipline - Industrial psychology as a career - Industrial psychology in the future.

Unit-II
Recruiting, Selecting, and Placing Employees
      Matching individuals to organizations and jobs -Recruiting job applicants - Screening job applicants -Selecting employees - Placing new employees - Alternative staffing strategies.

Training
    Employee training and socialization - An overview of training - The organization's training needs - Initial job training - Employee development training - Role of the individual in training - Socialization. Motivation and job Satisfaction - Employee motivation and job satisfaction -Role of work motivation in performance - Dispositional theories of work motivation - Cognitive theories of work motivation - The reinforcement model of work motivation - The applied implications of motivation theories - Job satisfaction.

Unit-III
Working Conditions
    Employee Absenteeism, Turnover, and Organizational Commitment Job design and working conditions - The human factors approach to job design - The psychological approach to job design - Working conditions.

Unit-IV

Employee Welfare

Employee health, safety, and well-being - Safety at work - Health at work - Stress at work - The quality of work life and employee well-being - Concluding remarks on employee health and safety.

Unit-V

Performance Evaluation

Work performance and its measurement - The determinants of work performance - The appraisal of work performance - Error in evaluating work performance - Improving performance appraisal - The performance appraisal interview.

Job analysis and evaluation - Introduction to job analysis - Preparing for job analysis - Collecting job analysis data - Error in job analysis - Writing a job description - Writing a job specification - Job evaluation.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Industrial Psychology today and in the future, The science and practice of industrial Psychology.

Steps in employee selection process, Job Analysis

Communication in the workplace, Group processes in work organization.

Understanding Influence, power and Politics at work place

Organizational structure, culture and development.

Course outcome :

CO1. the nature and field of industrial psychology

CO2. the procedures relating to recruitment   selection, planning, and training

CO3. the conditions that affect the employees and the employers

CO4. the welfare measures available to employees

CO5. the method of measuring and evaluating work performance

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1											3			
CO2													3	
CO3											3			
CO4											3			
CO5													3	

Text Book

Jewell, *L.N. Contemporary Industrial / Organizational Psychology.* (3rdEdn.) California: Brooks / Cole Publishing Company, 1998.

Reference Books
1) **Muchinsky, P.M.** *Psychology Applied to Work,* (6th Edn.) Belmont: Wadsworth Thomson Learning 2000.
2) **Blum, M.L., Naylor, J.C.** *Industrial Psychology Theoretical and Social Foundations.* Delhi: CBS Publishers and Distributors 1984.
3) **McCormick, E.J. llgen, O.R.** *Industrial Psychology.* (7th.Edn.) New Delhi: Prentice Hall of India Private limited, 1984.

2019-20219PSYX-205 HEALTH PSYCHOLOGY –
(INTER-DEPARTMENT *ELECTIVE*)

Credits : 3
Hours : 3

Course Objectives
To enable the student to understand
a) the meaning of health psychology
b) sources and coping mechanism of stress
c) AIDS and heart problems
d) pain and related illness
e) intervention strategies and research techniques

Unit – I
Definition – Foundation of health psychology – Growing Partnership in health care – Meaning of disease – Bio medical and Psychological foundation of health & illness. Social – Ecological theories of health and illness.

Unit – II
Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eatingbehavior: healthy and unhealthy habits.

Unit – III
The AIDS pandemic: A behavioral disease- Heart health: Silent killers and the hurry sickness -Insomnia – Mental handicap – Obesity – Sexual behavior.

Unit – IV
The problem of pain: Head aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V
Interventions: Cognitive, Behavioral, Pharmacotherapy and Positive Behavior Therapy. Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)
Psychosomatic drugs and Behavioral drugs, Aims and Future of Health Psychology.
Cannon`s Flight or Fight model of stress, Stress and change in Physiology
The role of Psychology in the study of HIV, Sex and Well-being
The Gate Control theory of pain, Health psychology and Placebo Effects
Measuring Subjective health.

Course outcomes:

CO1. the meaning of health psychology
CO2. sources and coping mechanism of stress
CO3. AIDS and heart problems
CO4. pain and related illness
CO5. intervention strategies and research techniques

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1				3										
CO2								3						
CO3										3				
CO4					3									
CO5													3	

Text Books:

1) Philip, L.T. (1998). *Health Psychology*.Brooks/ Cole Publishing Co. New York.
2) Shelly, E. Taylor. (1995). *Health Psychology*, McGraw Hill Book co., New Delhi.
3) HemalathaNatesan (2004). *Positive Behavior Therapy*, Coimbatore: Ganesh Krupa Publishers

Reference Books:

1) Briffiths, D. (1981) *Psychology and Medicine*. The MacMillam Press Ltd. London.
2) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.
3) Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.
4) Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth.

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SECOND YEAR: III SEMESTER

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2019-2020   19PSYC 301: PSYCHOPATHOLOGY   Credits : 5
                                                                                                    Hours   : 5

Course Objectives:

To enable the student to understand:

a) the essential differences between   normal   and abnormal behaviors
b) the etiological factors contributing to abnormal behavior and the various theories that explain mal-adjustments;
c) the symptoms of abnormal behavior and the classification of different kinds of mental   disorders
d) the nature of various personality and substance abuse disorders
 e) contemporary Issues in Abnormal Psychology

Unit-I

Perspectives on Abnormal Behavior

Abnormal Behavior in our times - Popular Views -Classification of Mental Disorder - Research in Abnormal Psychology. Historical views of abnormal behavior: Abnormal Behavior in Ancient Times - Early Philosophical and Medical Concepts - Growth toward Humanitarian approaches - Foundations of 20th Century views -Changing Attitude towards Mental Health - Roots of the Biological views - Psychodynamic Perspectives.

Casual Factors and View Points in Abnormal Psychology: Causes - Models-Biological View Points and Causal Factors - Psycho Social View Point and Causal Factors - Socio Cultural View Points and Casual factors.

Unit-II

Patterns of Abnormal (Maladaptive) Behavior

Stress and adjustment Disorders: Stress and Stressors - Coping Strategies - Reactions to Common Life Stressors - Acute and Post Traumatic Stress Disorder - Reactions to Severe Life Stressors - Reactions to Catastrophic Events - treatment and Prevention of Stress. Panic and Anxiety Disorders: Anxiety Disorder -Phobic Disorders - Panic Disorder, generalized Anxiety disorder - Obsessive Compulsive Disorders - Treatment aid outcome.

Unit-III

Patterns of Abnormal (Maladaptive) Behavior

Mood Disorders and Suicide: Unipolar Mood Disorders - Bipolar Disorders - Casual Factors in Mood Disorders - Socio - cultural factors - Treatment and outcomes - Suicide prevention.

Unit-IV

Personality and Substance Abuse Disorders

Personality Disorders - Clinical Features - Types - Visual Factors – Anti-Social Personality and Psychopathy - Clinical Features - Casual Factors- Treatments and outcomes in Psychopathic and anti-social personality - Substance - Related and other Addictive Disorders: Alcohol Abuse and Dependence - Clinical Picture – Causes Treatments and outcomes - Drug Abuse and Dependence - Opium - Cocaine - Barbiturates - marijuana - Caffeine, Nicotine - Other Additive disorders: Hyper Obesity and Pathological Gambling.

Unit-V

Contemporary Issues in Abnormal Psychology

Perspectives on Prevention: Controversial issues and Mental Disorders - Organized Efforts for Mental Health -Challengers for Future - Psychotherapies.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Abnormal behavior: Genetic or Social?

Maladaptive behavior and the role of Psychologists,

Neurotic and Psychotic Disorders

The role of Psychologists in Chemically dependent patients.

Course Outcomes:

The student will be able to explain

CO1. the essential differences between normal and abnormal behaviors

CO2. the etiological factors contributing to abnormal behavior and the various theories that explain mal-adjustments

CO3. the symptoms of abnormal behavior and the classification of different kinds of mental disorders

CO4. the nature of various personality and substance abuse disorders

CO5. contemporary Issues in Abnormal Psychology

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	**PO14**
CO1						3								
CO2						3								
CO3				3		3								
CO4						3								
CO5						3								

Text Books

1. Robert, C.Carosn, James, N.Butcher and Susan Mineka.Abnormal Psychology and

Modern Life. New York: Hyper Collins College Publishers, 1996.

2. Colemen, J.C. Abnormal Psychology and Modern Life (3rd Indian Edition). Bombay: D.P.

TapaporeWalers Sons Co. Pvt. Ltd., 1972.

3. Strange J.R. Abnormal Psychology, Bombay: Tata McGraw Hill Publishing Ltd.,

1965.

 2019-2020 19PSYC: 302 HEALTH PSYCHOLOGY

Credits : 5

Hours : 5

Course Objectives:

To enable the student to understand

a) the meaning of Health Psychology

b) the sources and coping mechanism of stress

c) about AIDS and heart problems

d) pain and related illness

e) various interventions to cope up the related issues

Unit – I
Definition – Foundation of health psychology – Growing Partnership in health care – Meaning of decease – Bio medical and Psychological foundation of health & illness. Social – Ecological theories of health and illness.

Unit – II
Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eatingbehavior: healthy and unhealthy habits.

Unit – III
The AIDS pandemic: A behavioral disease- Heart health: Silent killers and the hurry sickness -Insomnia – Mental handicap – Obesity – Sexual behavior.

Unit – IV
The problem of pain: Head-aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V
Interventions: Cognitive, Behavior, Pharmacotherapy and Positive Behavior Therapy Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)
Psychosomatic drugs and Behavioral drugs, Aims and Future of Health Psychology.
Cannon`s Flight or Fight model of stress, Stress and change in Physiology
The role of Psychology in the study of HIV, Sex and Well-being
The Gate Control theory of pain, Health psychology and Placebo Effects
Measuring Subjective health.

Course Outcomes:
The student will be able to explain
 CO1. the basic meaning and terms
 CO2. the sources and coping mechanism of stress.
CO 3. about AIDS and heart problems.
CO4. pain and related illness
CO5. various interventions to cope up the related issues

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1							3							
CO2						3								
CO3							3				3			
CO4							3							
CO5							3							

Text Books:

1) Philip, L.T. (1998). Health Psychology.Brooks/ Cole Publishing Co. New York.

2) Shelly, E. Taylor. (1995). Health Psychology, McGraw Hill1 Book co., New Delhi.

3) HemalathaNatesan (2004). Positive Behavior Therapy, Coimbatore: Ganesh Krupa Publishers

Reference Books:

1) Briffiths, D. (1981) Psychology and Medicine. The MacMillam Press Ltd. London.

2) Marks, D. F. (2008). Health Psychology, N D: Sage. Werth Publications.

3) Straub, R. O. (2002). Health Psychology, N D: Worth Publications.

4) Brannon, L & Feist, J. (2001). Health Psychology, Singapore. Wordsworth.

2019-2020   19PSYC 303: COUNSELLING PSYCHOLOGY

Credits : 5

Hours   : 5

Course Objectives:

To enable the student to understand

a) the nature and theories of counseling

b) the application of Psychoanalytic theory

c) the application of theories (Adler and Erick Bern) in counseling

d) the application of theories of Rogers and Skinner in counseling

e) the rational and emotive approaches to counseling

Unit-I

Toward a Personal Theory of Counselling

The Nature of Counselling - Theory - Theory in Counselling.

Unit-II

Classical Psychoanalytic Theory

Theory of Personality Development - Process of Development - Abnormal Personality Development goals of Therapy.Ego-Counselling

Theory of Personality - The Development of Abnormal Behavior - The Goals of Counselling - Techniques of Ego-Counselling.

Unit-III

The Individual Psychology of Adler

Theory of Personality Development - Abnormal Development - goals of Counselling - Techniques of Counselling.Transactional Analysis

Theory of Personality - Maladaptive Personality Development - Transactional Analysis in Counselling.

Unit-IV

Self-Theory: Background - Theory of Personality -The Development of maladaptive Behavior - The Counselling Process - Recent extensions of Self-Theory.

Behavior Approaches to CounsellingTheory of Personality - Development Behavior - Theory of personality - Abnormal personality development - Goals of Counselling - The Process of Counselling - Techniques of Counselling.

Unit-V

Rational Approaches to Counselling Reality Therapy - Goals of Counselling - Process and Techniques of Counselling - Rational Emotive Counselling - Reality Therapy and Rational - Emotive therapy - A Final Word.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Diversity and Social Justice Issues in Counselling

Approaches to Counselling: Psychoanalytic and Humanistic Approach

Eating habits and Personality Development,

Transpersonal Theory, Family therapy

Course Outcomes:

The student will be able to explain

CO1. the nature and theories of counseling;

CO2. the application of Psychoanalytic theory;

CO3. the application of theories (Adler and Erick Bern) in counseling;

CO4. the application of theories of Rogers and Skinner in counseling;

CO5. the rational and emotive approaches to counseling;

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	√						3							
CO2	√						3							
CO3	√						3							
CO4	√						3							
CO5							3							

Text Book

1. Hansen, J.C. Stevic, R.R. Warner, R. W. Jr. Counselling: Theory   and Process (2nd   Edition). Boston: Ally and Bacon Inc., 1977.
2. Narayanan Rao, S. Counselling Psychology. New Delhi: Tata McGraw Hill Publishing Co. Ltd., 1981.
3. Lewis, E.C. The Psychology of Counselling. New York: Holt, Rinehart and Winston, Inc. 1970.
4. Bordin, E.S. Psychology of Counselling. New York: Appleton Century Crafts, 1968.
5. Blum and Bolinsky, B. Counselling and Psychology, Bombay: Asia Publishing House, 1961.

2019-2020   19PSYC 304: YOGA AND AGING

Credits : 5
Hours   : 5
Course Objectives:
To enable the student to understand:
a) Aging and its causes
b) the basic fundamentals of Yoga
c) the importance of spiritual health
d) Bhakti Yoga and Philosophy of Love
e) the role of yoga in psychological wellbeing
Unit-I
Aging
Aging –Causes and Features: Genetic Theories-Non Genetic Theories-Reproduction and Aging-Tissue Cell and Replacement-Aging at the Molecular and Cellular Levels-Aging of the Immunological Systems-Aging of Neural and Endocrine Systems-Effect of Aging of the Body Systems-Nervous System-Other Sensory Impairment –Skin-Endocrine System-Production and Reproduction System-Skeletal System-Respiratory System-Regulatory Mechanisms.
Premature Aging
Premature Aging: The Effect of Stress on the Muscular System-Effect of Stress on the Gastrointestinal System-The Effects of Stress on the Cardiovascular System-Headaches-Migraine Headaches-Cluster Headaches-Muscle Contraction Headaches-Peptic Ulcers-Psychodermatitis- Raynands Disease-Psychorespiratory Disease-Allergies and Addictions-Malnutrition-Unrighteous Karmas Physical Health:Hatha Yoga and Psychotherapy.
Unit-II
Pranayama: Pranayama-Respiration and Breathing:The Five Sheaths-Diseases of the Thyroid Gland-Disease of the Pituitary Gland-The Adrenal Glands.
Warm
Warm-up Exercises and Asanas:Correct Postures-Asanas-A Word of Caution-Benefits of Asanas- Asanas Comments-Technique-Benefits of Surya Namaskar.
Unit –III
Spiritual Health
Spiritual Health: The Kundalini Yoga-Location of Chakaras-MoolandharaChakara-Svadhishthana-Manipura Chakra –Anahata Chakra-VishuddhiChakara-AjnaChakara-SahasraraChakara.
The Yoga of Concentration and Mediation-Practice of Concentration Mental Health
Unit-IV
Bhakti Yoga and Philosophy of Love,
Karama Yoga and the Philosophy of Action,Environmental Health –Air Pollution –Water Pollution –Soil Pollution-Polluted Living Spaces
Unit V
Food and Health,Sleep, Reset and Relaxation,The Simple Rules of Good Health

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)
Aging Then and Now
Yoga: Its benefits on overcoming Psychological Problems
Yoga and Spirituality,
Yoga and the dream of Pollution-free Planet
Course Outcomes:
The student will be able to explain
CO1. the aging and its causes
CO2. the Pranayama and warm up exercise.
CO3. the different yoga practices
CO4. the role of yoga and spiritual health
CO5. the role of yoga in psychological wellbeing.

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1							3							
CO2							3							
CO3							3							
CO4							3							
CO5							3							

Text-Book:
H.KumarKaul ,2015 ,Yoga and Healthy aging, Delhi, B.R. Publishing Corporation India Ltd.
Reference Books:
1.Dalal,A.S,2001,Psychology,Mental Health and Yoga, Pondicheery,SriAurobindo Ashram Press,
2.Joshi,Rajani R.(2006),The Integrated Science of Yagna, Mathura:
YugNirmanYojna,GayatriTapobhumi.

2019-2020   19PSYE 305: INDUSTRIAL RELATIONS AND LABORWELFARE
(DEPARTMENT ELECTIVE)

Credits : 3
Hours   : 3

Course Objectives
To enable the student to understand
a) the concept and evolution of industrial relations
b) the causes and impact of industrial conflict
c) the benefits of workers participation
d)impact of rewards and incentives

e) importance of employee safety and the role of trade unions

Unit-I
Concept, Approaches and Organization

Human Resources Development in Perspective -Special features of Industrial work - Importance of Industrial relations - Definition of concept of industrial relations - Basic facts about industrial relations -Objectives of industrial relation - Scope and aspects of industrial relations - Development of healthy labormovement relations - Maintenance of industrial peace -Development of industrial democracy - Role of industrial relations - The Government - Frame work of environment of industrial relations - Approach to industrial relations - Psychological Approach to IR - Sociological Approach to IR Human relations approach to IR.

Unit-II
Anatomy of Industrial Conflict

Genesis of industrial conflicts - Industrial Conflicts or disputes - Definition - Classification of industrial disputes - Interest disputes - Grievance or Rights disputes:Disputes over Unfair Labor Practices – Recognition Disputes - Impact of industrial disputes - Causative factor of industrial conflicts - Ways to achieving industrial peace Strikes - Techniques of strikes - Lockouts – Prevention of strikes.

Unit-Ill
Workers Participation in Management

Concept and meaning - Evolution of the concept -Aims and objectives of worker's participation -Participation and Motivation - Forms of participations - Levels of participation - Review of schemes in advanced countries. The Indian Scene - Forms of Worker's participation in India - Shop Councils - Joint Councils -General evaluation of the scheme of workers. Participation in management conditions essential for working of the scheme.

Unit-IV
Rewards and Incentives

Meaning and Features - Classifications of rewards -Wage incentive - Objective of wage incentive scheme -Merits of wage incentive schemes - Types of wage incentive plans - Short-term plans - Merits and Demerits -Long-term wage incentive plans - Profit sharing - Features of Profit sharing - Types of Profit Sharing - Objectives of Profit sharing - Forms of Profit sharing - Precautions against ill - Effects of incentive systems - Prerequisites of a good wage incentive scheme – Incentive Plans for White Collar Workers/Salesmen – Incentives for Management Employees - Guidelines for effective incentive plans - Non-Monetary Incentives.

Unit-V
Employee Safety and Industrial Health

Employee Safety - Industrial Accident and Industrial Injury - Nature of Accidents - Cause of Accident -Accident Proneness - Accident Costs - Accident Measurement - Appraisal of employee attitude to safety Programs - Safety engineering - Safety educational training - Basis of safety Program and policy - Accident prevention - Statutory provision for safety in India -Industrial Health - Importance of Industrial Health -

Occupational hazards and risks - Occupational Disease -Protection against Health Hazards Statutory Provision under the Factories Act - Industrial Hygiene Department and Program.

Trade Union

Definition and characteristics - Objectives and functions of trade Union - Growth of Trade Union Movement - Features and Weakness of Trade Unionism -Recommendations of the National Commission on Labor - Essentials of Successful Trade Union.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Industrial Relation: Problems in the public Sector, Role of Psychologists in building up Team spirit among workers.

Scope of labor welfare, Education and Training Program

Accidents: Nature, Causes and Prevention

Social Assistance for specially abled labors.

Course Outcome

The students will be able to explain

CO1. the concept and evolution of industrial relations

CO2. the causes and impact of industrial conflict

CO3 the benefits of workers participation

C04. impact of rewards and incentives

CO5. importance of employee safety and the role of trade unions

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1											3			
CO2											3			
CO3											3			
CO4											3			
CO5											3			

Text Book

1)   Mamoria, C.B. andMamoria, S. Dynamics ofIndustrial Relations in India (2nd Edition). Bombay:Himalaya Publishing House, 1985.

2)   Mamoria, C.B. Personal Management: Managementof Human Resources (13thEdn.) Bombay: Himalaya Publishing House, 1993.

3)   Rao, S.P. and Narayana, P.S., Organization Theory and   Behaviuor, KonarkPublising   Pvt.   Ltd., New Delhi, 1987.

4)   Sekaran, Uma, Organizational Behavior: Text and, Cases, New Delhi: McGraw Hill Book Co., 1989.

5)   Luthans, Fred, Organizational Behavior, New Delhi:McGraw Hill Publishers, 1988.

2019-202019PSYX 305: COUNSELLING PSYCHOLOGY
[INTER DEPARTMENT ELECTIVE]

Credits : 3

Hours : 3

Course objectives

To enable the student to understand
a) the role of counselling as a Service-Oriented profession
b) the various theoretical bases of counselling
c) the uses and interpretations of various kind of psychological tests used in counselling
d) the various kinds of problems where counselling can be useful
e) the role of counsellors and the required training

Unit-I

Introduction

Emergence and Growth of Counselling Psychology.

Factors contributing to the emergence of counseling - Moral and Philosophical issues - Economic changes and challenges - Educational aspects - Mental measurement - Mental hygiene movement - Progress in Psychotherapy - Social theories.

Importance periods in the development of counseling 1850 - 1900 - 1901 - 1930 - 1930 - 1940 Second World War and after - Philosophic concern - The Potential of man - Freedom - Affection, Cognition and Conation -Sovereignty - Values.

Counselling and Related Fields

Definitions of counselling - Psychotherapy Counselling and psychotherapy - Related fields – Advising Guidance- Clinical Psychology - Counselling as Hygiology - Counselling as a helping relationship - Counselling as a solution to human problems.

Developmental characteristics of Youth, Common Concerns and Special problems.

Developmental tasks - Adolescence - Erickson's theory of psychological development - Ego qualities -Development of personality - Socio-cultural factors - Adult dependence - Youth and its concerns - Problems in the Indian educational context.

Unit-II

Counselling - Expectations and Goals

Expectations of different individual - Counselling goals - Achievement of positive mental health -Resolution of problems - Improving personal effectiveness -Counselling to help change - Decision making as a goal of counseling - Modification of behavior as a goal.

Approaches to Counselling

The directive or authoritarian approach (psychoanalytic) - Relevance of psychoanalysis to counseling - Humanistic approach - Rojer's self- theory - Development of self-concept - The counseling process -Experiencing of responsibility - Essential conditions for personality change - Stages in the counselling process -Behavioristic approach to counselling - Resiprocalinhibition technique - Behavior Modification The existential point

of view - The Minnesota Point View -Nature of Counselling - How Counselling is effected - The eclectic approach.

Counselling Process

Preparation for Counselling - Readings Pre-counseling Interview - Case history - Process of counselling - Reasons for making an appointment - Referral - Anxiety - The first interview - Reassurance -Winning confidence - Advising - Counselling relationship -Ambiguity - Responsibility - Counselling - Content and process - Physical setting - Privacy - Value, belief and attitude change - Value orientations - Acceptance - Understanding -Rapport - Communications and empathy -Attentiveness - Counselling relationship - Counselling process - Steps in the counselling process - Counselling interactions - Limiting counselling relations - Pressures towards extended relationships - Factors contributing to control of relationship - Endings, interruptions and follow-up - Preparing for ending - Variables affecting the counselling process - Counsellor variables - Counsellor's skills - Portrait of an effective counsellor - Counselee factors.

Unit-III
Psychological Testing and Diagnosis

Limitations of the use of psychological tests - Types of psychological tests - Factors affecting psychological test results - Test use in counselling situations - test interpretation in counselling - Non-test client appraisal techniques Autobiography - Aneedotal records - Rating scales - Cumulative records Pupil data questionnaires -Sociometric techniques - Case studies - Psycho-diagnosis - Limitations of diagnosis - Common diagnostic classification systems in counselling.

Counselling Interview

Interviewing - its essential aspects - Association of ideas contained within the interview Shifts in conversation Opening and closing remarks – Recurrent reference -Inconsistencies and gaps- Review - Non-verbal communication in interview - Counselee – Counsellor relationship – Interviewing techniques in counselling - Structuring the counselling relationship - Degree of lead - Silence - Relationship techniques - Sharing of experience Stereotype - Timing - Selection of feelings - Content - Depth - Meaning - Language - Thinking - Acceptance - Special relationship problems - Transference - Therapeutic functions of transference - Counter transference - Resolving counter transference feelings - Resistance - Source of resistance - Functions of resistance Handling Resistance.

Group Counselling Introduction

Case for group counselling - Emerging field of group counselling - Structuring groups - Limitations and assumptions of group counselling - Mechanics of group counselling - Types of groups Group counselling - its value - The process of group counselling - Individual and group counselling similarities - Differences between Individual and group counselling.

Unit-IV
Counselling in the Educational Setting Educational Counselling

Counselling the elementary school child Counselling at high school - Counselling at college - The role of teachers in counselling - Educational counselling and curriculum - Counselling and home - Evaluation Programs of educational counselling - Limitations Inherent in evaluation.

Vocational Counselling

Theories of vocational development - The process of vocational counselling - Exploration and contract setting -The state of critical decision - Distinction between Vocational counselling and vocational guidance.

Special Areas in Counselling

Family group consultation - Counselling families -Counselling with families concerning children -Counselling with parents - counselling the delinquent - "Counselling reluctant clients - Marriage counselling -Pre-marital counselling - Structuring - Counselling women.

Evaluation of Counselling

Problems of evaluation - Approaches to evaluation -Survey approach - Case study approach - Experimental approach - Problems of measuring change - Usefulness of counselling - Criteria for evaluation - Internal and External Criteria - Objective Vs Subjective criteria -Control of extraneous variance - Studies of counseling effectiveness in educational settings - Counselling with elementary school children - Wisconfin secondary - School counselling study - Minnesota College students counselling study.

Unit-V

Professional Preparation and Training for Counselling Introduction

Counsellor preparation and professional issues -Academic preparation - Practical skills - Ethical standards - Legal considerations - Selection and training of counsellors - Conception of a professional worker - Preparation of counsellors - Important issues - The Counsellor prerequisites - Specialists or General Counsellors.

Modern Trends in Counselling

Counselling and psychotherapy - Trends in counselling - Role of a counsellor - Career guidance - The model of Counselling - The three-dimensional Model -Values in counselling.

The Status of the Counselling Movement in India.

Counselling movement in modern times - Counselling movement after independence -The role of the Government of India and universities - Present status of counselling.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Themes and issues in Psychodynamic approach of Counselling

Multiculturalism and process of Counselling, counselling and specialy abled persons

New horizons in Counselling: Feminists, Philosophical, Expressive and nature-based approaches Virtues and values in counselling practice The role of research in Counselling and Psychotherapy

Course Outcome

The student will be able to explain

CO1. the role of counselling as a Service-Oriented profession

CO2. the various theoretical bases of counselling

CO3. the uses and interpretations of various kind of psychological tests used in counselling

CO4. the various kinds of problems where counselling can be useful

CO5. the role of counsellors and the required training

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1											3			
CO2					3						3			
CO3													3	
CO4											3			
CO5									3					

Text Book

Narayana Rao, S. *Counselling Psychology.* New Delhi: Tata McGraw Hill Publishing Co.Ltd, 1981.

Reference Books

1) Hanson, J. C. Stevic, R. R., Warner, R. W. Jr. *Counselling Theory and Process (2ndEdn.)* Boston: Allyn and Bacon Inc., 1977.
2) Lewis, E.C. *The Psychology of Counselling.* New York: Holt, Rinehart and Winston, Inc., 1970.
3) Bordin, E.S. *Psychology of Counselling.* New York: Appleton Century Crafts, 1968.
4) Blum and Bolinsky, B. *Counselling and Psychology. Bombay:* Asia publishing house, 1961.

SECOND YEAR: IV SEMESTER

2019-2020   19PSYC 401: HUMAN RESOURCE MANAGEMENT

Credits : 4
Hours : 4

Course Objectives:

To enable the student to understand

a) the concepts and importance of human resource management
b) the theories and techniques of recruitment
c) the   need, importanceand technique of training
d) the characteristics of manager and the techniques of executive development
e) the process of effective communication

Unit-I

Basic aspect of Human Resource Management

Managing Human Resources - The Challenging of human resource management - Mis-conceptions about HRM - Definition of HRM - Features of HRM - Importance of HRM - Functions of HRM - Managerial function -Operative functions - Course Objectives of HRM - Personal policies, Procedures and Programs - Need for personal policies - Advantages - Obstacles – Characteristics of sound personal policy.

Unit-II

Human Resource Planning

Importance of Human Resource - Man power planning defined - Need for Human Resource Planning -Process of HRP - Responsibility for HRP - Man power plan component short range analysis - Long range.analysis -Job analysis - Purposes and uses of job analysis - The steps in Job analysis - Techniques of job analysis data - Job description - Uses of job description - Limitations of job description - Job specification.

Unit-III

Management and Executive Development

Managerial Functions - Skills of the Manager -Characteristics of Manager - Purpose and Course Objectives of Management Development - Need for executive development in the Indian context - Importance of Managerial Development Management - Development concepts - Executive development - Process components of Management Development Program - Establishment of Training and Development Programs Organizational Climate for Management - Development -Factors - Inhabiting - Management Development - Basic requisites for the success of Management Development Program - On-the-Job Techniques - Job Rotation or Channel Method of Development - Off-the-Job Techniques -Courses for Management Development- Administration of Management - Development - Programs.

Unit-IV

Performance Appraisal

Importance and Purposes - Approaches to performance appraisal - The evaluation process - Methods of performance appraisal - Traditional method -Management by objective (MBO) - Course Objectives of MBO -Process of MBO - Benefits of MBO - Program -Assessment centre method - Human asset accounting method - Behaviorally Anchored rating scales (BARS) components of appraisal evaluation - Factors deterring appraisal - The Halo effect leniency - The Central Tendency - Similar error.

Unit-V

Communication

Definition and Characteristics - Key elements of C -Importance of C in Management - Course Objectives of Communication. Functions of C - Communication process model - Organizational C- Advantage - Transmission of informal messages systems of direction of communication - Vertical communication - Downward C - Upward C -Horizontal C - Media of Communication – Communication with the Public Channels of C - Barriers to C – Conditions for Effective C - Management of Communication.

CURRENT STREAM OF THOUGHTS (for Advanced Learners only)

Development of work place policies, Dealing with Law affecting employment

The role of HRM, Todays HRM challenges

Designing and Performance Appraisal system

Tips in HRM planning, Working with labor unions

Course Outcomes:
The student will be able to explain
CO1. the challenges in Human Resource managements;
CO2. the need of Job analysis
CO3. the importance of performance appraisable methods
CO4. function and importance of communication in management.
CO5 the characteristics of manager and the techniques of executive development

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1													3	
CO2													3	
CO3													3	
CO4													3	
CO5													3	

Text Books
1)Mamoria, C. B., Personal - Management of Human Resources (13th Edn.) Bombay: Himalaya
Publishing House, 1993.
2)Subba Rao, P and Roa, V.P.S. Personal/Human Resource Management Test, Cases and Games.New
Delhi: Konark Publishing Pvt. Ltd., 1990.

2019-2020   19PSYC -402: ORGANIZATIONAL BEHAVIOR

Credits : 4
Hours : 4

Course Objectives:
To enable the student to understand
a) the meaning of organizational behavior
b)the influence of individual behavior in organizations
c) the importance of perception,decision making, values, attitudes and job satisfaction in organizations
d) the influence of power and politics in organizations
e) the types of stress and the strategies to manage the stress in workplace

Unit-I
Meaning of Organizational Behavior
Managers work - Management functions Management roles - Management skills - Effective vs successful managerial activities - A review of the manager's Jefcr-HSnter Organizational Behavior (OB) -Replacing intuition with systematic study

Generalizations about behavior - Consistency Vs. Individual differences - Challenges and opportunities for OB - Contributing disciplines to the OB field - Psychology -Sociology - Social Psychology - Anthropology - Political Science - Developing an OB model - An overview - The dependent variable.

Unit-II

Foundations of Individual Behavior

Biographical characteristics - Ability - Personality - Major personality attributes influencing OB – Personality and national culture - Matching personalities and job - Learning - Definition - Theories - Shaping: A managerial tool - Some specific organizational   applications.

Unit-III

Perception and Individual Decision Making

Perception and its importance - Factors influencing perception - The target - The situation - Person perception: Making judgment about others - Specific applications in organizations - The link between perception and individual decision making - Decision making process - Improving creativity in decision making - Actual method of decision making in organizations -Individual differences in decision making styles -Organizational constraints - Ethics in decision making.

Values, Attitude and Job Satisfaction

Values - Importance, Sources and types - Values, loyalty and ethical behavior - Values across cultures - Attitudes - Sources and types - Attitudes and consistency Cognitive   dissonance   theory -   Measuring theA-B relationship - Attitude surveys - Attitudes and workforce diversity - Job satisfaction - The effect of job satisfaction on employee performance - Employee's expression of dissatisfaction.

Unit-IV

Power and Politics

A definition of power - Contrasting leadership and Power - Bases of power - Dependency: The key to power -Identifying where the power is - Power tactics - Power in groups: Coalitions - Sexual harassment: Unequal power in the workplace - Politics: Power in action - Impression management - Defensive behaviors - The ethics of behaving politically.

Conflict, Negotiation and Inter group Behavior

A definition of conflict - Transitions in conflict thought - Functional Vs. Dysfunctional conflict - The conflict process - Negotiation - Bargaining strategies - The negotiation process - Issues in negotiation - Inter group relations - Factors affecting inter group relations -Methods for managing inter group relations.

Unit-V

Work Stress and its Management

Meaning of stress - Understanding stress and its consequences - Potential sources of Stress - Individual differences - Consequences of stress - Managing stress.

Organizational Change and Development

Forces for change - Managing planned change -Changes done by change agents - Structure, technology, physical setting and people - Resistance to change - Individual resistance - Organizational resistance -Overcoming resistance to change - The politics of change -Approaches to managing organizational change - Lewin's

three step model - Action research - Organizational development - Contemporary change issues for today's managers.

Current Stream of Thoughts (For Advanced Learners Only)

Understanding Organizational Behavior, understanding how OB research is done

The role of ethics and national culture, Managing diversity for success: The case of IBM Using Science to Math candidates to jobs: The case of Kronos

Communication barriers.

Course Outcomes:

The student will be able to explain

CO1. the meaning and responsibilities of organizational behavior

CO2. the influence of individual of behavior in organization

CO3. the importance of perception, decision making values attitudes and job satisfaction

CO4. the influence of power and politics in organizations

CO5. the types of stress and the strategies to manage the stress in workplace.

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1													3	
CO2													3	
CO3				√									3	
CO4													3	
CO5													3	

Text Book

Robbins, S. P. Organizational Behavior: Concepts, Controversies and Application. (8th Ed.) New Delhi: Prentice Hall of India Private Ltd., 1999.

 Reference Books

1) Luthans, F. Organizational Behavior. New Delhi:McGraw Hill, 1988.

2) Davis, K. Newshon, W.J.   Human Beahviour at Work.New Delhi: McGraw Hill Book Co., 1989.

3) Rao, V.S.P. and Narayana, P.S. Organizational Theory and Behavior. New Delhi: Konark Publishers Pvt. Ltd., 1987.

4) Prasad, L.M. Organizational Theory and Behavior New Delhi: Sultan Chand and Sons, 1988.

2019-2020   19PSYP 403: PSYCHOLOGICAL EXPERIMENTS AND TESTING (PRACTICAL - II)

Credits : 5

Hour: 5

Candidates are required to perform at least 15 Experiments from the areas given below and prepare a record which the same should be submitted at the time of Practical Examination duly signed by the course teacher and with Bonafide Certificate from the Department.

Course Objectives:

To enable the student to understand

a) the various kinds of testing, situations and comprehend the testing procedures

b) the administration of psychological tests for various purpose like selection and recruitment and for

finding out the aptitudes and interests and motivation in organizational personnel

c) the analysis and interpretation of the data

d) to record the experiments using the proper format.

e) how to prepare research report

List of Experiments

1. Aptitude Tests
2. Interest Inventories (Thurstone's Interest Schedule)
3. Job satisfaction
4. Leadership Behavior
5. MBTI
6. FIRO B
7. Problem Solving (Pyramid Puzzle)
8. Achievement Motivation
9. Dexterity Tests (An Experiment on Finger Dexterity/Manual Dexterity/ Tool Dexterity)
10. Steadiness Test (An Experiment in Hand/Finger)
11. Job Involvement
12. Eysenck's Personality Questionnaire
13. Scales Comprehension
14. Consumer Behavior Attitude scale
15. Type A/B stress Test
16. Self -Directed Search

Course Outcomes:

The student will be able to explain

CO1. develop the skill to measure cognitive and non-cognitive abilities

CO2. use the instruments to assess insight as well as trial and error learning

CO3. use various tests to assess attention and creative thinking.

CO4. recognize various tests to assess the personality characteristics.

CO5. how to prepare research report.

Mapping of Course Outcomes (CO) with Program Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1										3				
CO2										3				
CO3										3				
CO4										3				
CO5										3				

2019-2020 19PSYPJ 404: DISSERTATION AND INSTITUTIONAL TRAINING

Credits : 6

Hours   : 6

Course Objectives:
  To enable the student to understand
a) the various research processes
b) the purpose of review of literature
c) the research design
d) the sampling and sampling method
e) the method of data collection and preparing research report

Among the 6 credits of the course, Dissertation is given 4 and Institutional Training 2 credits. Dissertation will have 100 marks and the thesis will be evaluated for 60 marks and the Viva-voce is for 40 marks. Both evaluation and Viva-voce will be done internally by two internal examiners of the Department as appointed by the Head of the Department.

Institutional Training will have 100 marks and the report is to be evaluated for 60 marks and the Viva-voce is for 40 marks. Both the report and Viva-voce will be done by two Internal Examiners as appointed by the Head of the Department.

The average of the Dissertation and Institutional Training marks will be the mark awarded to this course against the course credit of 6.

Course Outcomes:
The students will be able to explain
CO1. the various research processes
CO2. the purpose of review of literature
CO3. research design
CO4. sampling and sampling method
CO5. method of data collection and preparing research report

Mapping of Course Outcomes (CO) with Program Outcomes (PO)													
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1											3			3
CO2											3			
CO3														3
CO4														3
CO5														3

2019-2020   19PSYC 405: THE CONSTITUTION OF INDIA

Credits : 3
Hours : 3

Course Objectives:
To enable the student to understand
a)the basic features of Indian Constitution.
b) the basic Rights & duties of Indian Citizenry
c) the form of Indian Political System.
d) about the pivotal provisions related with liberty, Equality and fraternity.

Unit I : Constitution of India – Basic features and Fundamental Principles
Meaning of the Constructional law and Constitutionalism – Historical Perspective of the Constitution of India – Salient features Characteristics of the Constitution of India.

Unit II : Fundamental Rights and Duties
Scheme of the Fundamental Rights – The scheme of the Fundamental Duties and its legal status – The Directive Principles of State Policy-Its importance and implementation.

Unit III : Legislative and Financial Powers of States
Federal Structure and distribution of legislative and financial powers between the union and the states- Parliamentary form of Government in India – The Constitution powers and states of the president of India.

Unit IV : Constitutional Amendments in India
The Historical perspectives of the constitutional amendments in India – Emergency Provision: National Emergency, President Rule. Financial Emergency.

Unit V : Fundamental Rights
Schemes of the Fundamental Right to Equality – Scheme of the Fundamental Rights to certain Freedom under Article 19 – Scope of the Right to life and Personal Liberty under Article 21.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)
Historical Perspective of the Constitution of India
Characteristics of the Constitution of India
The scheme of the Fundamental Duties and its legal status
Federal Structure and distribution of legislative and financial powers between the union and the states
Course Outcomes:
The student will be able to explain
CO1. Imbibed about the basic features of Indian Political System.
CO2. Enlighten with the rights & duties of Indian Citizens.
CO3. Understand the significance of rule of law.
CO4. Inculcated with basic liberties.

Mapping of Course Outcomes (CO) with Programme Outcomes (PO)														
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1													3	
CO2										3				
CO3													3	
CO4										3				

Text Books :
1. Bipan Chandra, Mridula Mukherjee, AdilityMakherjee 2016., India after Independence 1947-2000, Penguin Publishers, New Delhi.
2. Durga Das Basu,2018., Introduction to the Constitution of India Prentice Hall, New Delhi.
3. JogendraYadav 2000, Transforming India: Dynamics of Democracy, Oxford University Press New Delhi
Supplementary Readings:
1. The Constitution of India 1950 (Bare Act), Government Publications.
2. Busi S.N Ambedkar B.R 2015 Framing of Indian Constitution
3. Jain M.P 2014 Indian Constitution Law Lexis Nexis
4. Paul R.Brass 1999 The politics of India Since Independence Cambridge University Press
5. Granvila Austin 2006 The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi.

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