

**ANNAMALAI UNIVERSITY**

*(Accredited with "A" Grade by NAAC)*

***M.Sc. APPLIED PSYCHOLOGY***  
***(Two-Year Programme)***  
**Programme Code:UPSY21**

**REGULATIONS**

**CURRICULUM AND SYLLABUS-2020**

**DEPARTMENT  
OF  
PSYCHOLOGY**



**ANNAMALAI UNIVERSITY**  
**Faculty of Education**  
**DEPARTMENT OF PSYCHOLOGY**  
**M.Sc. Applied Psychology**  
**Programme Code: UPSY21**

These rules and regulations shall govern the Two year post graduate studies leading to the award of degree of **Master of Science Applied Psychology** in the Faculty of Education. These academic Regulations shall be called "**Annamalai University, Faculty of Education Two year M.Sc. Applied Psychology Regulations 2020**". They shall come into force with effect from the academic year 2020 – 2021.

**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 Cumulative Grade 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 Department of Psychology offers a two year M.Sc. Applied Psychology programme. The eligibility criteria for admission into this programme is given 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 other University accepted by the Syndicate as equivalent thereto. <b>In the case of SC / ST and Differently-abled candidates, a pass is the minimum qualification</b>

### **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:

Courses	Credits
Core Courses	73
Elective Courses	15
Project	6
Total (Minimum requirement for award of Degree)	<b>94</b>

## 5.9 Credit Assignment

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

One Credit is defined as

Lecture period of one hour per week

Tutorial period of one hour per week

Practical/Project period of two hours per week.

## 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 Facilitator

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

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

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

Assessment Type	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 End Semester Examinations is done by University Teachers.

### 9.4 Assessment of Project/Dissertation

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

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, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

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

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

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.

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

$$CGPA = \frac{\sum_{i=1}^m \sum_{i=1}^n C_i G_i}{\sum_{i=1}^m \sum_{i=1}^n C_i}$$

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.

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

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

11.6.1 **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 and 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 **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 and 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 **not** 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) Programme

Programme Code: UPSY 21

Programme Structure

(For Students Admitted from the Academic Year 2020-2021)

Course Code	Course Title	Hours/Week				Marks		
		L	T	P	C	CIA	ESE	Total
<b>Semester-I</b>								
19PSYC 101	Core 1:General Psychology	5			5		75	100
19PSYC 102	Core 2: Social Psychology	5			5		75	100
19PSYC 103	Core 3: Lifespan Psychology	5			5		75	100
19PSYC 104	Core 4: Criminal Psychology	4			4		75	100
<b>Choice</b>	Elective 1: Inter departmental Elective	3			3		75	100
	<b>Total Credits</b>				<b>22</b>			
<b>Semester -II</b>								
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:Experimental Psychology Practical -I	-		10	5	40	60	100
19PSYC 204	Core 8: Positive Psychology	4			4	25	75	100
<b>19PSYE 205</b>	Elective 1: Department Elective	3			3	25	75	100
<b>Choice</b>	Elective 2: Interdepartmental Elective	3			3	25	75	100
	<b>Total Credits</b>				<b>25</b>			

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 16: Yoga &Aging	5			5	25	75	100	
<b>19PSYE 305</b>	Elective 2: Department Elective	3			3	25	75	100	
<b>Choice</b>	Elective 3: Interdepartmental Elective	3			3	25	75	100	
19PSC I300*	Constitution of India	2*	-		2*	25	75	100	
	<b>Total Credits</b>				<b>26</b>				
Semester - IV									
19PSYC 401	Core 13:Human Resource Management	5			5	25	75	100	
19PSYC 402	Core 14: Organizational Behaviour	5			5	25	75	100	
19PSYC 403	Core 15: Experimental Psychology Practical -II	-		10	5	40	60	100	
19PSYD404	Dissertation and Institutional Training			12	6	25	75	100	
					<b>21</b>				
	<b>Total Credits</b>				<b>94</b>				
Value Added Courses									
MOOC courses									

\*Non credit compulsory course

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

**Note:**

- Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available. The details of interdepartmental electives are given in the **“Handbook of Interdepartmental Electives- PG Programmes”** and listed in the university website

2. Students may opt for any Value-added Courses listed in the University website. The details of Value-added Courses are given in the **"Handbook of Value-added Courses"** and listed in the University website.

### Department Electives (DE)

S. No.	Course Code	Course Title	hours/ week			C	Marks		
			L	T	P		CIA	ESE	Total
1.	19PSYE 205	Industrial Psychology	3			3	25	75	100
2.	19PSYE 305	Industrial Relations & Labour Welfare	3			3	25	75	100

[End Semester Examinations]  
(Based on Revised Bloom's Taxonomy)

Year: I

Programme : Two Year PG Programme  
Course Code: Course Name:

I/II Semester  
Time: 3 Hrs  
Max.Marks:100

**Part-A (Level-K1/ Level-K2)**  
(Answer ALL of the questions)

Marks: (10x2=20)

1. Define.....
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii - b iii - c iv -d v - .....
5. Match the following i - a ii - b iii - c iv -d v - .....
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

**Part-B (Level-K3/ Level-K4)**  
(Answer any EIGHT of the questions)

Marks: (8x5=40)

11. Prepare.....
12. Solve.....
13. Apply.....
14. Show.....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Infer....
19. Compare....
20. Compute

**Part-C (Level-K5)**  
(Answer any THREE of the questions)

Marks: (3x10=30)

21. Discuss...
22. Summarize....
23. Evaluate.....
24. Disprove....

**Part-D (Level-K6)**  
(Answer any ONE of the questions)

Marks: (1x10=10)

25. Design....
26. Develop...

**[End Semester Examinations]  
(Based on Revised Bloom's Taxonomy)  
Year: II**

**Programme:** Two Year PG Programme

**III/IV Semester**

**Course Code:** Course Name:

**Time: 3 Hrs  
Max.Marks:100**

**Part-A (Level-K1/ Level-K2)  
(Answer ALL of the questions)**

**Marks: (10x2=20)**

1. Define.....
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii - b iii - c iv -d v - .....
5. Match the following i - a ii - b iii - c iv -d v - .....
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

**Part-B (Level-K3/ Level-K4)  
(Answer any SIX of the questions)**

**Marks: (6x5=30)**

11. Apply.....
12. Show.....
13. Prepare
14. Make use of....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Simplify.....

**Part-C (Level-K5) Marks: (3x10=30)  
(Answer any THREE of the questions)**

19. Discuss...
20. Recommend with
21. Evaluate.....
22. Justify....
23. Optimize...

**Part-D (Level-K6)  
(Answer any TWO of the questions)**

**Marks: (2x10=20)**

24. Design....
25. Formulate ...
26. Modify .....

**M.Sc. Psychology (Two Year) Programme**

**[End Semester Examinations]**

**Bloom's Taxonomy Questions Conforming to Levels K1 to K6**

I Year (Two year PG)					II Year (Two year PG)				
Level	Part	Questions & Marks	Total Marks		Level	Part	Questions & Marks	Total Marks	
K1	A	5x2	10		K1	A	5x2	10	
K2		5x2	10		K2		5x2	10	
K3	B	4x5	20		K3	B	2x5	10	
K4		4x5	20		K4		4x5	20	
K5	C	3x10	30		K5	C	3x10	30	
K6	D	1x10	10		K6	D	2x10	20	
								100	

## **M.ScAPPLIED PSYCHOLOGY- TWO YEAR**

**Programme Code :UPSY21**

### **Programme Outcomes (PO)**

**After the successful completion of the M.Sc. Applied Psychology Degree programme the graduates will be able to :**

<b>PO1</b>	<b>Understand the nature and basic concepts including various theoretical background in Psychology</b>
<b>PO2</b>	<b>Explore the various sub-disciplines such as Social ,Health and Positive Psychology and how it applied to the development of human behavior</b>
<b>PO3</b>	<b>Know the various ways to develop personality in all aspects by improving their soft skills and hard skills to suit themselves for employability.</b>
<b>PO4</b>	<b>understand various psychological causes, symptoms and consequences</b>
<b>PO5</b>	<b>assess, diagnose and manage various psychological profile of individuals.</b>
<b>PO6</b>	<b>Gain knowledge in various counseling skills and psychological therapies to help the people in need.</b>
<b>PO7</b>	<b>Familiarize the psychological implications of consumer's behavior and marketing strategy.</b>
<b>PO8</b>	<b>Apply the practical assessments of various psychological domains scientifically.</b>
<b>PO9</b>	<b>Explore the various application of Psychology in organizations and the role of HRM in modern organization.</b>
<b>PO10</b>	<b>Gain practical experience in the field of Psychology through institutional trainings, project report and community visits.</b>

## **Programme Specific Outcomes : PSO**

**At the end of the programme the student will be able to**

- PSO1 Understand the basic theoretical principles of Psychology and how to apply .
- PSO2 Gain knowledge about the various sub-discipline of Psychology and its role in human development and behaviour
- PSO3 Develop their personality ,soft skills including stress coping skills ,communication, leadership skills and make them to be an entrepreneur
- PSO4 Know the various symptoms .causes ,consequence of Psychological disorders ,method of diagnosing these disorder and strategies to solve these problems using various Counselling and Therapeutics techniques.
- PSO5 equip oneself with self reflective skills (Psychological Assessment) required in various settings, carry out extensive research and thereby contribute knowledge in professional areas as well as for industries.

19PSYC 101	Core - 1	L	T	P	C
Semester I	GENERAL PSYCHOLOGY	5			5

### Learning Objectives:

To enable the student to understand

**L01:** The scientific orientation of psychology

**L02:** The various characteristics of behaviour

**L03:** A working knowledge about memory, motivation and emotion

**L04:** The cognitive and intellectual factors

**L05:** The personality types and assessment

### Course Outcomes:

At the end of the course, the student will be able to

**C01:** Understand Psychology as a science and the biological bases of behaviour

**C02:** Explain different methods of psychology

**C03:** Explain the concepts like sensation, perception, learning etc.

**C04:** Observe the behaviour of others and his/her own behaviours

**C05:** Apply psychological principles to solve his/her own adjustment problems

### 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 Behaviour

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

### 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 - Kinesthesia 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:Thinking

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

## Unit-V: 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

## Text Books

1. Baron, R.A. (1998) *Psychology*. Boston: Allyn & Bacon,.
2. Feldman, R.S. (1996) *Understanding Psychology*.(4th Ed.) New York: McGraw Hill,.
3. Rajamanickam, M. (2000). *Modern General Psychology*. Agra: Bhargava Book House,

### Supplementary Readings

1. Lupton, D. (1998) *The Emotional Self*. New York: Sage Publications.
2. Spear, P.D. Penron, S.D. & Baker, I.B. (1998) *Psychology, Perspectives of Behavior*. New York: John Wiley & Sons.
3. Schiffman, H.R. (1996) *Sensation and Perception*. New York: John Wiley & Sons.
4. Hank kahney. (1993) *Problem Solving*. Buckingham: Open University press.
5. Mische.W. (1981) *Introduction to Personality* (3rd Ed.) New York: Holt, Rinehart and Winston.

### Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3			2		3			3	3		2	3		3
C02		3	2		3		3	2		3	2	3		3	
C03	3		3	2		2		3	2		3		2	2	2
C04	2	2			2		3		3			3		3	
C05	3		2			3				2	3		2		3

19PSYC 102	Core – 2	L	T	P	C
Semester I	SOCIAL PSYCHOLOGY	5			5

### Learning Objectives:

To enable the student to understand

- L01:** The definition, historical development of social psychology
- L02:** The factors of social perception, attribution, impression formation
- L03:** The nature, formation and change of attitudes
- L04:** The causes of prejudice, discrimination and pro-social behaviour
- L05:** The nature, functions of group decision making

### Course Outcomes:

The student will be able to

- C01:** Understand social psychology as a branch of psychology
- C02:** Explain the concepts like social perception, prejudice etc.
- C03:** Explain social learning factors
- C04:** Exhibit pro-social behaviour
- C05:** Apply social psychology knowledge to solve social problems.

### **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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### Text Books

- 1) Robert, A. Baron., and Donn Byrne. (1995) *Social Psychology: Understanding Human Interaction* (7th Edition); New Delhi: Prentice Hall of India Private Limited,.
- 2) Robert, S. Feldman.(1995) *Social Psychology*; Englewood Cliffs, New Jersey: Prentice Hall,.

### Supplementary Readings

- 1 .David, O. Sears Anne Peplan, Jone than L. Freeman and Shelly, E. Taylor. (1998) *Social Psychology* (6th Edition).New Jersey: Englewood Cliffs..
2. Kuppusamy, B. (1982.) *An introduction to social psychology*,(Second Edition), Bombay: Lily Jayasing publishers pvt.ltd.,

### Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PS01	PS02	PS03	PS04	PS05
C01	2		3		3		2		2	3		3		3	2
C02		3		3		3		3		2	2		3	2	3
C03	3		2		3		3		3		3	2		3	2
C04		3		3	2	3		3		3	2	3	3		2
C05	3		2			3				2	3		2		3

<b>19PSYC 103</b>	<b>Core - 3</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Semester I</b>	<b>LIFESPAN PSYCHOLOGY</b>	<b>5</b>			<b>5</b>

### **Learning Objectives:**

To enable the student to understand:

- L01:**The developments extending from conception to old age
- L02:**The principles and pattern of maturation and Individuals differences
- L03:** The steps involved in the physical, intellectual, and social development
- L04:** Various aspects of speech, emotional and play
- L05:** The meaning and development of creativity, morality and discipline

### **Course Outcomes:**

The student will be able to

- C01:** Understand human development from conception to childhood
- C02:** Explain the biological foundations behind the developments
- C03:** Explain various stages of human development
- C04:** Realize the components of human development (Psychical, intellectual and social).
- C05:** Identify defects in the development of others and of his own.

### **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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

#### **Text Books:**

1. Papalia, D.E & Olds, S.D(2004). *Human Development* (9th Edition). New Delhi: Tata McGraw Hill Publishing Co. Ltd.,
2. Hurlock, E.B. (1976) *Child Development* (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd.,

#### **Supplementary Readings**

1. Ambron & Brodzinsky, *Life Span Human Development* New York: Holt Rinhart Winston.
2. Schiamberg, L.B. (1984). *Human Development* (2nd Edn. New York: Macmillan publishing Co.,

#### **Outcome Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	2		3		2		3		2		3	3	3	3
C02			3		2		3		3		3		2		
C03		3		3		3		2		3		3		3	
C04	3		2		3		3		3				3		
C05	2	3			2			3		2	3	3		3	2

<b>19PSYC 104</b>	<b>Core - 4</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Semester I</b>	<b>CRIMINAL PSYCHOLOGY</b>	<b>4</b>			<b>4</b>

### **Learning Objectives:**

To enable the student to understand

**L01:**The nature of criminal behavior

**L02:**The nature and extent of juvenile offending

**L03:**The nature and scope of criminal justice

**L04:**About the restorative justice and its effectiveness in reducing crime mental disorder and crime

**L05:** Understanding the relationship between drugs and crimes

### **Course Outcomes:**

The student will be able to

**C01:** Define criminal behaviour

**C02:** Differentiate mental disorder and crime

**C03:** Explain violent offending, collective violence, and sexual violence

**C04:** Identify the factors leading to crime behaviour

**C05:** Find solution for crime behaviour in the society

### **Unit-I: Criminal Behaviour**

Criminal behaviour an overview- crime- criminal Psychology-the nature of explanation- the causes of crime-evolutionary approaches- developmental approaches-psychological 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

#### **Text Books:**

1. RussilDurrnan (2013) *An Introduction To Criminal Psychology*, NewYork,Rouledge Taylor & Francis Group
2. American Psychiatric Association (2000) *Diagnostic and Statistical manual of mental disorders* (4th edn. Revised text) Washington, DC, American Psychiatric Association.
3. Russil Durrnan (2013) *An Introduction To Criminal Psychology*, NewYork,Rouledge Taylor & Francis Group

### Supplementary Readings

1. Abadinsky,H.(2011).*Drug Use and abuse:A comprehensive introduction*, Belmont,CA Wadsworth
2. Adler F.Mueller.G.O.W and Laufer W.S.(2007).*Criminology and the criminal justice system* (6th edn)Newyork:McGraw-Hill
3. RussilDurrnan (2013) *An Introduction To Criminal Psychology*,NewYork,Rouledge Taylor & Francis Group

### Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	3		3		2		3		3	3		3	2	3	
C02	2	3		3		3		3		2	3			2	3
C03		2	2	3			2		2		2		3		2
C04		3			3	3		2				3		3	
C05	3		3		2		3		3	3		3	2		2

19PSYC201	Core-5				L	T	P	C
Semester II	THEORIES OF PERSONALITY				5			5

### Learning Objectives:

To enable the student to understand

**L01:**Personality and its various theories

**L02:** Personality theories of Horney, Fromm and Erikson

**L03:**Trait perspectives of personality by Allport, Cattell and Eysenck

**L04:**Cognitive, humanistic and existential perspectives of personality

**L05:**Behaviouristic and Social perspectives of personality proposed by Skinner, Rotter and Bandura.

### Course Outcomes:

The student will be able to

**C01:** Define personality

**C02** Explains various approaches to Personality development

**C03** Evaluate different approaches to personality

**C04:** Explain various methods of assessment of personality

**C05:** Observes personality characteristics of others

### **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-III : Trait Perspectives**

Concept and principles - Personality development - Assessment techniques. In Allport'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 Behaviouristic 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### **Text Books:**

1. Ryckman, Richard, M. (1989) *Theories of Personality* (4th Edn).California : Brooks / Cole Publishing Company..
2. Hall, C.S., and Linzey, G. (1978) *Theories of Personality* (3rd Edn). New Delhi: Wiley Eastern Limited,.

### **Supplementary Readings**

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

2. Blum, G.S. (1956) *Psychoanalytic Theories of Personality*. New York : McGraw - Hill Book Company, Inc.

### Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	3	2		3		2	3		3		3	3	3		2
C02			3		3			2		3		2		3	3
C03		3		2		3		3			2		3		
C04	3		2		2		2		2	3			2	2	
C05	3	2		2		2		3		3	2	3		3	3

19PSYC 202	Core - 6	L	T	P	C
Semester II	RESEARCH METHODOLOGY AND PSYCHOLOGICAL STATISTICS	5			5

### Learning Objectives:

To enable the student to understand:

- L01:** The nature, meaning and types of research
- L02:** Formulation and testing of hypotheses
- L03:** The types of experimental variables and the methods of controlling them
- L04:** The various methods of data collection.
- L05:** Application of statistical tools, interpretation and writing the report

### Course Outcomes:

The student will be able to

- C01:** Define research and variables
- C02:** Explain various research designs
- C03:** Formulate hypothesis and test it.
- C04:** Collect and analyse the data using statistical techniques and interpret
- C05:** Prepare research 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### Text Books:

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

### Supplementary Readings:

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

### Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	2			3			3	3		2	3	2		3	2
C02		3		2	3				3			2			3
C03	2		3			3		2		3	3		2	3	
C04		3					3			2		3			
C05			3	2		2		2			3		2	3	3

19PSYP 203	core-7				L	T	P	C
Semester II	EXPERIMENTAL PSYCHOLOGY (PRACTICALS -1)						10	5

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.

### **Learning Objectives:**

To enable the student to understand:

- L01:** The methods of testing the psychological principles
- L02:** The methods of giving instruction to the subjects
- L03:** The method of conducting the experiment and collecting data
- L04:** The uses of suitable statistical tools and interpret them.
- L05:** Various intelligence tests and various ability test

### **Course Outcomes:**

The student will be able to:

- C01:** Verify psychological principles through tests and experiments.
- C02:** Give instruction to the subjects to conduct the test.
- C03:** Collect relevant data for analyses and use relevant statistical techniques.
- C04:** Conduct various intelligence and ability tests
- C05:** Prepare the Report

### **PAPER PENCIL TESTS**

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)

## INSTRUMENT TESTS

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

## Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
C01	2			3			3	3		2	3	2		3	2
C02		3		2	3				3			2			
C03	2		3			3		2		3	3		2	3	3
C04		3					3			2		3			2
C05			3	2		2		2			3		2	3	

19PSYC 204	Core-8	L	T	P	C
Semester II	POSITIVE PSYCHOLOGY	4			4

## Learning Objectives:

To enable the student to understand:

- L01:**Western and Eastern perspectives of positive psychology
- L02:**Significance of positive outcomes and the importance of mindfulness
- L03:**Theories of Wisdom
- L04:**The significance of developmental focus on Positive Psychology
- L05:**The important aspects of Prosocial Behavior

## Course Outcomes:

The student will be able to

- C01:** Distinguish Western and Eastern perspectives of positive psychology
- C02:** Classify and measure human strength and positive outcomes
- C03:** Explain the theories of Wisdom
- C04:** Realize the important aspects of pro social behaviour
- C05:** Live well at every stage of life

## **Unit-I: Western 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 adulthood – 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

#### **Text Books**

1. C.R .Snyder & Shane J. Lopez ,2007,*Postive Psychology*, New Delhi SAGE Publication
- 2.Argyle M(2001).*The Psychology of Happiness* ,2<sup>nd</sup> Edition London: Rutledge.

#### **Supplementary Readings**

- 1.Groopman.J,(2004),*The anatomy of hope: How people prevail in the face of illness*.New York Random house
2. Sue,D.W.,&Sue,D(2003).*Counseling the culturally diverse: Theory and practice* (4<sup>th</sup>ed). New York:Wiley.

## Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	POS3	PSO4	PSO5
C01	2			3			3	3		2	3	2		3	2
C02		3		2	3				3		3	2			
C03	2		3			3		2		3			2	3	3
C04		3					3			2		3			
C05			3	2		2		2			3		2	3	3

19PSYC 301	core-9	L	T	P	C
Semester III	PSYCHOPATHOLOGY	5			5

### Learning Objectives:

To enable the student to understand:

- L01:** The differences between normal and abnormal behaviours
- L02:** The etiological factors contributing to abnormal behavior
- L03:** The symptoms of abnormal behaviour and its classification
- L04:** The nature of various personality and substance abuse disorders
- L05:** Contemporary Issues in Abnormal Psychology

### Course Outcomes:

The student will be able to

- C01:** Distinguish normal and abnormal behaviours
- C02:** Explain the etiological factors contributing to abnormal behaviour
- C03:** Observe the abnormal behaviour and classify
- C04:** Understand various theories that explain mal-adjustments
- C05:** Realize 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 and 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 Addictive 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### **Text Books**

1. Robert, C.Carosn, James, N.Butcher and Susan Mineka.Abnormal (1996) *Psychology and Modern Life*. New York: Hyper Collins College Publishers,.
2. Coleman, J.C. (1972) *Abnormal Psychology and Modern Life* (3rd Indian Edition). Bombay: D.P. TapaporeWalers Sons Co. Pvt. Ltd.,.

### Supplementary Reading:

1. Strange J.R. (1965) *Abnormal Psychology*, Bombay: Tata McGraw Hill Publishing Ltd.,

### Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	2		3		3		3		2	3		3		2	3
C02		3				3		2			3		3		
C03	3		2	3			2		3			3		3	
C04		3			2	3		3		3		2		2	3
C05	2		3	2		3	2		3	2	3		3		2

19PSYC: 302	core-10				L	T	P	C
Semester I	HEALTH PSYCHOLOGY				5			5

### Learning Objectives:

To enable the student to understand

- L01:** The meaning of Health Psychology
- L02:** The sources and coping mechanism of stress
- L03:** About AIDS and heart problems
- L04:** Pain and related illness
- L05:** Various interventions to cope up the related issues

### Course Outcomes:

The student will be able to

- C01:** Define Health Psychology
- C02:** Explain coping mechanism of stress.
- C03:** Understand AIDS as behavioural disease
- C04:** Understand Pain and related illness
- C05:** Suggest various interventions to cope up the issues

### Unit - I: Introduction

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; Eating behavior: 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### 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) Hemalatha Natesan (2004). *Positive Behavior Therapy*, Coimbatore: Ganesh Krupa Publishers

### Supplementary Reading :

- 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

### Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PS01	PS02	PS03	PS04	PS05
C01	2		3		3		3		2	3		3		2	2
C02		3				3		2			3		3		
C03	3		2	3			2		3			3		3	
C04		3			2	3		3		3		2		2	
C05	2		3	2		3	2		3	2	3		3		2

<b>19PSYC 303</b>	<b>Core-11</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Semester III</b>	<b>COUNSELLING PSYCHOLOGY</b>	<b>5</b>			<b>5</b>

**Learning Objectives:**

To enable the student to understand

- L01:** The nature and theories of counselling
- L02:** The application of Psychoanalytic theory
- L03:** The application of theories (Adler and Erick Bern) in counselling
- L04:** The application of theories of Rogers and Skinner in counselling
- L05:** The rational and emotive approaches to counselling

**Course Outcomes:**

The student will be able to

- C01:** Define counselling
- C02:** Understand various theories of counselling
- C03:** Evaluate various approaches to counselling
- C04:** Find out suitable counselling technique to a problem
- C05:** Apply counselling technique in real life situation

**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.Transaction 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

**Text Books:**

1. Hansen, J.C. Stevic, R.R. Warner, R. W. Jr. (1977) *Counselling: Theory and Process* (2nd Edition). Boston: Ally and Bacon Inc.,.
2. Narayanan Rao, S. (1981) *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.,.

**Supplementary Readings :**

1. Lewis, E.C. (1970) *The Psychology of Counselling*. New York: Holt, Rinehart and Winston, Inc.
2. Bordin, E.S. (1968) *Psychology of Counselling*. New York: Appleton Century Crafts,.
3. Blum and Bolinsky, B. (1961) *Counselling and Psychology*, Bombay: Asia Publishing House,

**Outcome Mapping**

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	3		2		2		3		3		3		3	3	3
C02		3		3		2		3		2		3			2
C03	3		3		2		3		3		3		3	2	
C04	3			3		2		3		2		3			
C05		3	2		3		3		3				3	3	2

<b>19PSYC 304</b>	<b>core-12</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Semester III</b>	<b>YOGA AND AGING</b>	<b>5</b>			<b>5</b>

**Learning Objectives:**

To enable the student to understand:

- L01:** Aging and its causes
- L02.** The basic fundamentals of Yoga

**L03:** The importance of spiritual health

**L04.** Bhakti Yoga and Philosophy of Love

**L05.** The role of yoga in psychological wellbeing

**Course Outcomes:**

The student will be able to

**C01:** Understand the concept of aging and its causes

**C02:** Explain various asana

**C03:** Understand different yoga practices

**C04:** Realize the role of yoga in psychological wellbeing

**C05:** Lead a happy and healthy life

**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 – Svadhishtana-Manipura Chakra –Anahata Chakra-VishuddhiChakara – AjnaChakara – SahasraraChakara.The Yoga of Concentration and Mediation-Practice of Concentration  
Mental Health

### Unit-IV: Bhakti Yoga and Philosophy

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

Food and Health,Sleep, Reset and Relaxation,The Simple Rules of Good Health

**CURRENT STREAM OF THOUGHTS:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

#### Text-Book:

1. H.KumarKaul, (2015), *Yoga and Healthy aging*, Delhi, B.R. Publishing Corporation India Ltd.

#### Supplementary Readings:

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:

### Outcome Mapping

Corse	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	POS1	POS2	PSO3	PSO4	PSO5
C01	2		3		2		3		2		3		2	2	3
C02		3		3		2	3			3		3			
C03	3		3		2			3	2		3		3		3
C04		3		3		2	3			3		3		3	2
C05	3		3		2			3	2		3		3		

19PSYC 401	core-13	L	T	P	C
Semester IV	HUMAN RESOURCE MANAGEMENT	5			5

### Learning Objectives:

To enable the student to understand

- L01:** The concepts and importance of Human Resource Management.
- L02:** The theories and techniques of recruitment
- L03:** The need, importance and technique of training
- L04:** The characteristics of a manager
- L05:** The process of effective communication

### Course Outcomes:

The student will be able to

- C01:** Understand the challenges in Human Resource managements;
- C02:** Realize the need of Job analysis
- C03:** Explain the importance of performance appraisable methods
- C04:** Realize the characteristics of a manager
- C05:** Explain the Function and importance of communication in management.

### Unit-I: Basic aspect of Human Resource Management

Managing Human Resources - The Challenging of human resource management - Misconceptions 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### **Text Books**

1. Matoria, C. B., (1993) *Personal - Management of Human Resources* (13th Edn.) Bombay: Himalaya Publishing House,.

2. Subba Rao, P and Roa, V.P.S. (1990) *Personal/Human Resource Management Test, Cases and Games*. New Delhi: Konark Publishing Pvt. Ltd.,

### Supplementary Reading

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

### Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PS01	PS02	PS03	PS04	PS05
C01	2		3		2		3		2		3		2	2	3
C02		3		3		2	3			3		3			2
C03	3		3		2			3	2		3		3		
C04		3		3		2	3			3		3		3	
C05	3		3		2			3	2		3		3		2

19PSYC 402	core-14	L	T	P	C
Semester IV	ORGANIZATIONAL BEHAVIOR	5			5

### Learning Objectives:

To enable the student to understand

**L01:** The meaning of organizational behaviour

**L02:** The influence of individual behaviour in organizations

**L03:** The importance of perception, decision making, values, attitudes and job satisfaction in organizations

**L04:** The influence of power and politics in organizations

**L05:** The types of stress and the strategies to manage the stress in workplace

### Course Outcomes:

The student will be able to

**C01:** Define organizational behaviour

**C02:** Explain the influence of individual of behaviour in organization

**C03:** Realize the importance of values, attitudes and job satisfaction

**C04:** Observe the influence of power and politics in organizations

**C05:** Adopt different 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-

HSnterOrganizational 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### **Text Books**

1. Robbins, S. P. (1999) *Organizational Behavior: Concepts, Controversies and Application*. (8th Ed.) New Delhi: Prentice Hall of India Private Ltd.,
2. Luthans, F. (1988.) *Organizational Behavior*. New Delhi:McGraw Hill

### **Supplementary Reading**

1. Davis, K. Newshon, W.J. (1989.) *Human Behaviour at Work*.New Delhi: McGraw Hill Book Co.,
2. Rao, V.S.P. and Narayana, P.S. (1987) *Organizational Theory and Behavior*. New Delhi: Konark PublishersPvt. Ltd.,

### **Outcome Mapping**

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	3	2		3			3		3		3		3		3
C02			3		2			3		2		3		3	
C03		3		3		3			3	2	3		2		
C04	3		2				3					3		3	3
C05	2		3		2			3	3		3	2	3		

19PSYP403	Core-15	L	T	P	C
Semester IV	EXPERIMENTAL PSYCHOLOGY (PRACTICAL - II)			10	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.

### **Learning Objectives:**

To enable the student to understand

**L01:**The various kinds of testing and testing procedures

**L02:**The administration of psychological tests for various purposes.

**L03:**The analysis and interpretation of the data

**L04:** Procedure of recording the experiments using the proper format.

**L05:** Preparation of ResearchReport

### **Course Outcomes:**

The student will be able to

**C01:** Develop the skill to measure cognitive and non-cognitive abilities

**C02:** Use the instruments to assess insight as well as trial and error learning

**C03:** Use various tests to assess attention and creative thinking.

**C04:** Recognize various tests to assess the personality characteristics.

**C05:** PrepareResearch Report.

### **PAPER PENCIL TESTS**

1. Aptitude Tests
2. Interest Inventories (Thurstone's Interest Schedule)
3. Job satisfaction
4. Leadership Behavior
5. MBTI
6. FIRO B
7. Achievement Motivation
8. Job Involvement

9. Eysenck's Personality Questionnaire
10. Scales Comprehension
11. Consumer Behavior Attitude scale
12. Type A/B stress Test
13. Self -Directed Search

### **INSTRUMENT TESTS**

14. Dexterity Tests (An Experiment on Finger Dexterity/Manual Dexterity/ Tool Dexterity)
15. Steadiness Test (An Experiment in Hand/Finger)
16. Problem Solving (Pyramid Puzzle)

### **Outcome Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PS01	PS02	PS03	PS04	PS05
C01			3				2	3		3			3	2	
C02	3	2		3		3			2		3				3
C03			3		3		3	2				3		3	
C04	3				2				2	3	3		3		2
C05		2	2	3		3		3		3		3		3	3

<b>19PSYD 404</b>	<b>DISSERTATION AND INSTITUTIONAL TRAINING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Semester IV</b>				<b>12</b>	<b>6</b>

### **Learning Objectives:**

To enable the student to understand

**L01:** The various research processes

**L02:** The purpose of review of literature

**L03:** The research design

**L04:** The sample and sampling method

**L05:** The method of data collection and preparing Research Report

### **Course Outcomes:**

The students will be able to

**C01:** Explain various research processes

**C02:** Realize the purpose of review of literature

**C03:** Distinguish different Research designs

**C04:** Select a sample for conducting a study.

**C05:** Prepare 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.

### Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01		3		3			3		3		3		2	3	3
C02	3		3	2		2		3			3				2
C03		3			3		2		2	3		3		3	
C04	3		3			3		3					2		3
C05		3		3	3		3		3	2	3	2		3	

19PSCI300	CONSTITUTION OF INDIA											L	T	P	C
Semester III												2			2

### Learning Objectives:

To enable the student to understand

**LO 1:**The basic features of Indian Constitution.

**LO 2:** The Fundamental Rights & Duties of Indian Citizens

**LO 3:**The form of Indian Political System.

**LO 4:** The pivotal provisions related with liberty, Equality and fraternity.

**L05:** Constitutional Amendments in India

**Course Outcomes:**

The student will be able to

**C01:** Explain the features of Indian Political System.

**C02:** Acquaint with the rights & duties of Indian Citizens.

**C03:** Realize the significance of rule of law.

**C04:** Enjoy personal liberties.

**C05:** Revere and adopt the Indian Constitution

**Unit I : Constitution of India – Basic features and Fundamental Principles:**

Meaning of the Constitutional 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.

**Text Books :**

1. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee(2016) ., *India after Independence*, Penguin Publishers, New Delhi.
2. Durga Das Basu,(2018) ., *Introduction to the Constitution of India* Prentice Hall, New Delhi.

- JogendraYadav(2000) ,*Transforming India: Dynamics of Democracy*,Oxford University Press New Delhi

### Supplementary Readings:

- The Constitution of India (1950) (Bare Act), Government Publications.
- Busi S.N Ambedkar B.R (2015)*Framing of Indian Constitution*
- Jain M.P (2014 )*Indian Constitution Law Lexis Nexis*
- Paul R.Brass(1999)*The politics of India Since Independence*.Cambridge University Press
- Granvila Austin (2006)*The Indian Constitution: Cornerstone of a Nation*,Oxford University Press, New Delhi.

### Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	2	3	2	2	2	3	3	3	2	3	2	2	3	3	2
C02	3	3		2	3	2	2	2	3	3	2	2	3	2	3
C03	2	2	2		2	3	3	2	2	3	3	2	2	3	2
C04	3	3	2	2	2	3	2	2	3	3	2	2	3	3	2
C05		2			3		2		2	3		3		2	3

## DEPARTMENT ELECTIVE

19PSYE 205	INDUSTRIAL PSYCHOLOGY [DEPARTMENT ELECTIVE]	L	T	P	C
Semester II		3			3

### Learning Objectives:

To enable the student to understand

- L01:** The nature and field of industrial psychology
- L02:** The procedures relating to recruitment selection, planning, and training
- L03:** The conditions that affect the employees and the employers
- L04:** The welfare measures available to employees
- L05:** The method of measuring and evaluating work performance

### Course outcome:

The students will be able to

- CO1:** Define Industrial Psychology
- CO2:** Explain the procedures relating to recruitment, planning, and training
- CO3:** Identify the conditions that affect the employees and the employers
- CO4:** Explain the welfare measures available to employees
- CO5:** Measure and evaluate 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:** The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### **Text Books**

1. Jewell, L.N. (1998) *Contemporary Industrial / Organizational Psychology*. (3<sup>rd</sup>Edn.) California: Brooks / Cole Publishing Company,
2. McCormick, E.J. Ilgen, O.R. (1984) *Industrial Psychology*. (7<sup>th</sup>.Edn.) New Delhi: Prentice Hall of India Private limited,

### **Supplementary Readings**

1. Muchinsky, P.M. (2000) *Psychology Applied to Work*, (6<sup>th</sup> Edn.) Belmont: Wadsworth Thomson Learning
2. Blum, M.L., Naylor, J.C. (1984) *Industrial Psychology Theoretical and Social Foundations*. Delhi: CBS Publishers and Distributors

## Outcome Mapping

Course	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04	PS05
C01	2		3		3		3		2	3		3		2	3
C02		3				3		2			3		3		
C03	3		2	3			2		3			3		3	2
C04		3			2	3		3		3		2		2	
C05	2		3	2		3	2		3	2	3		3		3

<b>19PSYE 305</b>	<b>INDUSTRIAL RELATIONS AND LABOR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Semester III</b>	<b>WELFARE(DEPARTMENT ELECTIVE)</b>	<b>3</b>			<b>3</b>

### Learning Objectives:

To enable the student to understand

**L01:** The concept and evolution of industrial relations

**L02:** The causes and impact of industrial conflict

**L03:** The benefits of workers participation

**L04:** Impact of rewards and incentives

**L05:** Importance of employee safety and the role of trade unions

### Course Outcomes

The students will be able to

**C01:** Explain the concept and evolution of industrial relations

**C02:** Identify the causes and impact of industrial conflict

**C03:** Realize the benefits of workers participation

**C04:** Realize the importance of rewards and incentives

**C05:** Ensure employee safety and industrial health

### 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 labor movement 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-III: 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:**The faculty will impart the knowledge on recent developments in the subject and this will not be considered for examination.

### Text Books

1. Mamoria, C.B. and Mamoria, S. (1985) *Dynamics of Industrial Relations in India* (2<sup>nd</sup> Edition). Bombay:Himalaya Publishing House,.
2. Mamoria, C.B. (1993) *Personal Management: Management of Human Resources* (13<sup>th</sup>Edn.) Bombay: Himalaya Publishing House,.

### Supplementary Readings:

1. Rao, S.P. and Narayana, P.S., (1987) *Organization Theory and Behavior*, Konark Publishing Pvt. Ltd., New Delhi,.
2. Sekaran, Uma, (1989) *Organizational Behavior: Text and Cases*, New Delhi: McGraw Hill Book Co.,.

### Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PS01	PS02	PS03	PS04	PS05
C01	2	2		3	3	2	2		3		3		3	2	2
C02		3	3	2			2	2	3	2	3		2		
C03	2				2	3		2		3		2	2	3	
C04		2	2	3			3	3			3	3			3
C05	2		2		2	3			2	3		2	2	3	