



**Avinashilingam Institute for Home Science and Higher Education for Women**  
(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)  
Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC  
Coimbatore - 641 043, Tamil Nadu, India

**Department of Psychology**  
**M. Sc. Applied Psychology**  
**Two Year Programme (with Practicals)**

**Programme Outcomes**

1. Acquiring advanced knowledge of Theoretical and Historical Perspectives in Psychology
2. Analyze the complex Biopsychosocial aspects of Human Behaviour
3. Understand the appropriate Statistical Techniques to be used in Research
4. Empirically assessing and interpreting Psychological functioning of an individual
5. Enhancing analytical and critical skills in abstract and logical reasoning.
6. Identifying the symptoms, aetiology and diagnosis for psychopathological disorders.
7. Analyzing and implementing the various psychotherapeutic interventions.
8. Identify the various Research Methods and effectively analyze the data by appropriate Statistical Packages.
9. Apply the advanced professional ethics in Counselling and therapeutic practices.
10. Understanding the process of Human Resource Management in Organization.
11. Learning experientially and use of acquiring the theoretical knowledge.

**Programme Specific Outcomes**

1. To evoke an in depth knowledge of the interrelated psychocognitive systems and its application in affect and behaviour.
2. Acquisition of the advanced psychological principles involved in societal and global well being.
3. Psychometric assessment, diagnosis and interventions using appropriate psychotherapies.

**Scheme of Instruction & Examinations**  
(for students admitted from 2021-2022 & onwards)

Part	Subject Code	Title of the Paper/ Component	Hrs. of Instruction/ Week		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	Credit
First Semester									
I	21MAPC01	Theories and Systems of Psychology	5		3	40	60	100	4
I	21MAPC02	Physiology of Behaviour	5		3	40	60	100	4
I	21MAPC03	Applied Cognitive Psychology	5		3	40	60	100	4
I	21MAPC04	Psychopathology - I	5		3	40	60	100	4
I	21MAPC05	Practicum and Assessment		6	3	40	60	100	5
II		C.S.S.	2		-	-	-	-	
		Library	2						

Second Semester									
I	21MAPC06	Personality Theories	4		3	40	60	100	4
I	21MAPC07	Psychotherapy	4		3	40	60	100	4
I	21MAPC08	Psychopathology - II	4		3	40	60	100	4
I	21MAPC09	Experimental Design in Research	4		3	40	60	100	4
I	21MAPC10	Sports Psychology (Self Study)	1		3	40	60	100	4
I	21MAPC11	Psychodiagnostic Methods		6	3	40	60	100	5
I	21MAPC12	Mini Project	1		-	100	-	100	2
I		Interdisciplinary Course	4		-	40	60	100	4
II	21MSXCS1	C.S.S.	2		-	-	-	100	1
Internship during Summer Vacation for One Month									
Third Semester									
I	21MAPC13	Applied Social Psychology	5		3	40	60	100	4
I	21MAPC14	Advanced Life Span Development	5		3	40	60	100	4
I	21MAPC15	Counselling Psychology	4		3	40	60	100	4
I	21MAPC16	Health Psychology	5		3	40	60	100	4
I	21MAPC17	Psychological Measures and Statistics	4		3	40	60	100	4
I	21MAPC18	Human Resource Management	4		3	40	60	100	4
I	21MAPC19A/ 21MAPC19B/ 21MAPC19C	Open Book (Elective - Anyone) Neuropsychology/ Organizational Behaviour/ Counselling Skills	1		3	100	-	100	4
I		Multidisciplinary Course	2		3	100	-	100	2
II		Professional Certification Course	-		-	-	-	-	2
II	21MAPC20	Internship	-		-	100	-	100	2
Fourth Semester									
I	21MAPC21	Clinical Internship		9	3	100	-	100	2
	21MAPC22	Research Project		21	-	100	100	200	8
Total Credits									97

**Other Course to be undergone by the Students**

MOOC Course – 2 to 4 Credits

Note: Minimum 97+2 Credits to Earn the Degree

**Other Courses offered by the Department**

Interdisciplinary Course - 21MAPI01 Positive Psychology

Multidisciplinary Course – 21MAPM01 Emotional Intelligence

## Theories and Systems of Psychology

Semester – I  
21MAPC01

Hours of instruction/week: 5  
No. of Credits: 4

**Course Objectives:** To enable students to

1. Describe the key contributions of major figures in the History of Psychology.
2. Relate the major perspectives in Psychology with the individuals responsible for articulating them.
3. Understand how historical trends and events have influenced the development of Psychology as a scientific discipline.

**Unit 1: Introduction to Theories and System of Psychology** **15 hours**  
Approaches to Historical Investigation, Eastern Tradition in Psychology, Psychological Foundations in Ancient Greece - Early Explanations of Psychological Activity - The Crowning of Greek Philosophy

**Unit 2: Psychology's Historical Foundation** **15 hours**  
The Emergence of Modern Science - The French Tradition - The British Tradition - The German Tradition - Nineteenth Century Bases of Psychology - The Founding of Modern Psychology

**Unit 3: Twentieth Century System of Psychology** **15 hours**  
American Functionalism - Major Proponents - Basic Principles - The Gestalt Movement - Major Proponents - Basic Principles - Psychoanalysis - Behaviourism - Major Proponents - Basic Principles

**Unit 4: The Third Force Movement** **15 hours**  
European Philosophical Background - Major Proponents - Basic Principles Existential Phenomenological Psychology - Major Proponents - Basic Principles - Humanistic Psychology.

**Unit 5: Contemporary Trends** **15 hours**  
Post System Psychology - Learning - Motivation and Memory - Perception - Development Psychology - Social Psychology

**Total Hours: 75**

### Reference Books

1. **Brennan, J. F.** (2003). *"History and Systems of Psychology"*, 6<sup>th</sup> Edition, Library of Congress Publications.
2. **Sternberg, J. R.** (2009). *"Applied Cognitive Psychology: Perceiving, Learning and Remembering"*, Cengage Learning India, New Delhi.
3. **Solso, R. I.** (2005). *"Cognitive Psychology"*, 6<sup>th</sup> Edition, Pearson Education, Delhi.
4. **Hunt, R. & Ellis, H. C.** (2006). *"Fundamentals of Cognitive Psychology"*, 7<sup>th</sup> Edition, Tata McGraw Hill, New Delhi.

**Course Outcomes**

1. Delineate the early explanations of Greek Philosophy.
2. Recognize the emergence of British tradition and Modern Psychology
3. Outline the twentieth century system of Psychology
4. Debate about the European Philosophical background and its major proponents
5. Apply contemporary trends in Psychology

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H					M					H		M	
CO 2	H	M									H	M		
CO 3	H			M							H		M	
CO 4	H	M									H		M	
CO 5	H			M							H	M		

## Physiology of Behaviour

Semester – I  
21MAPC02

Hours of instruction/week: 5

Credit Points: 4

**Course Objectives:** To enable students to

1. Help the students to have knowledge on the physiological basis of behaviour.
2. Understand the structure and functioning of the nervous system.
3. Distinguish the sensory processes in relation to the nervous system.

### Unit 1: Introduction to Physiology of Behaviour

15 hours

Biological Roots of Physiological Psychology - Evolution of Large Brains - Structure and Functions of Cells of the Nervous System - Introduction - Cells of the Nervous System - Neurons - Internal Structure - Neural Communication - Supporting Cells - The Blood Brain Barriers - The Action Potential - The Conduction of the Action Potential - Communication between Neurons - The Concepts of Chemical Transmission - Structure of Synapses - Release of Nervous System - Activation of Receptors - Post Synaptic Potentials - Termination of Post Synaptic Potentials - Effects of Post Synaptic Potentials - Auto Receptors.

### Unit 2: Neurotransmitters and Neuromodulators

15 hours

Introduction - Acetylcholine - Dopamine - Norepinephrine - Serotonin - Glutamate - GABA - Glycine - Peptides

### Unit 3: Structure of Nervous System

15 hours

Basic Features of Nervous System - Blood Supply - Meninges - The Ventricular System and Production of CSF - The Central Nervous System - The Peripheral Nervous System - The Autonomic Nervous System - Methods and Strategies of Studying Brain - Experimental Ablation - Stereotaxic Surgery - Stereotaxic Apparatus - CT Scans - EEG - MRI and FMRI - PET

### Unit 4: Sensory Processes of Brain

15 hours

Vision - The Stimulus - Anatomy of the Visual System - The Eyes - The Photoreceptors - Connections between Eye and Brain - Audition - The Stimulus - Anatomy of the Ear - Auditory Hair Cells and the Transduction of Auditory Information - The Auditory Pathway - The Vestibular Apparatus - Somatosenses - The Stimuli - Anatomy of the Taste Buds and Gustatory Cells - Olfaction - The Stimulus - Anatomy of the Olfactory Apparatus - Transduction of Olfactory Information

### Unit 5: Sleep

15 hours

A Physiological and Behavioural Description of Sleep - Stages of Sleep - Mental Activity during Sleep Functions of Slow Wave and REM Sleep - Disorders of Sleep

**Total Hours 75**

### Reference Books

1. *Carlson, N. R. (1999). Foundation of Physiological Psychology.* WH Freeman and Company.
2. *Kalat, J. W. (1995). Biological Psychology, 5<sup>th</sup> Edition,* Brooks/Cole Publishing Company

### Course Outcomes

1. Delineate the structure and function of neurons
2. Identify the importance of Neurotransmitters and Neuromodulators.
3. Outline the structure of nervous system and the types of brain imaging.
4. Summarize the various sensory process of brain
5. Analyze and evaluate the mechanism of sleep and its disorders

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M									H	M		
CO 2	H	H				H					M			
CO 3	H	H				H						M		
CO 4	H	H			M							H		
CO 5	H	M			H							H		

## Applied Cognitive Psychology

**Semester – I**

**Hours of instruction/week: 5**

**21MAPC03**

**Credit Points: 4**

**Course Objectives:** To enable students to

1. Understand the normal mental processes and their relationship to Brain, Mind and Behaviour.
2. Recognize the higher mental processes and its relevance in daily living.
3. Relate the concepts of language and problem solving to Neuropsychology.

### **Unit 1: Cognition and Perception**

**15 hours**

Exploring Cognitive Psychology - Cognitive Psychology Definition - Philosophical Antecedents of Psychology- Psychological Antecedents of Cognitive Psychology - Emergence of Cognitive Psychology - Cognitive Neuroscience - Exploring Cognitive Psychology - From Neuron to Brain: Organisation of the Neuron System - Cognition in the Brain - Cerebral Cortex and Other Structures – Perceptions - From Sensation to Representation - Theoretical Approaches to Perception - Deficit in Perception

### **Unit 2: Attention and Memory**

**15 hours**

**Attention.** The Nature of Attention and Consciousness -Attention – Selected and Divided Attention - Cognitive Neuroscience to Attention and Consciousness – **Memory** - Models and Research Methods - Memory Processes - Representation and Manipulation of Knowledge in Memory: Image and Propositions - Representation and Organisation of Knowledge in Memory Concepts, Categories, Networks and Schemas.

### **Unit 3: Language**

**15 hours**

Properties of Language - Process of Language Comprehension - Language Acquisition - Language in Context; Neuropsychology of Language

### **Unit 4: Problem Solving**

**15 hours**

**Problem Solving.** The Problem Solving Cycle; Types of Problems - Expertise: Knowledge and Problem Solving; Creativity; Types of Creative Contributions

### **Unit 5: Decision Making and Intelligence**

**15 hours**

Judgment and Decision making - Deductive Reasoning - Inductive Reasoning – An Alternative View of Reasoning Intelligence Measures & Structures of Intelligence - Information Processing and Intelligence - Alternative Approaches to Intelligence - Improving Intelligence: Effective, Ineffective and Questionable Strategies. Development of Intelligence in Adults

**Total Hours 75**

### **Reference Books**

1. **Sternberg, J. R.** (2009). *“Applied Cognitive Psychology: Perceiving, Learning and Remembering”*, Cengage Learning India, New Delhi.
2. **Solso, R. I.** (2005). *“Cognitive Psychology”*, 6<sup>th</sup> Edition, Pearson Education, Delhi.



3. **Hunt, R. & Elli, H. C.** (2006). *"Fundamentals of Cognitive Psychology"*, 7<sup>th</sup> Edition, Tata McGraw Hill, New Delhi.

#### Course Outcomes

1. Recall the theoretical approaches of cognitive neurosciences.
2. Recognize the various concepts of attention and memory.
3. Describe the process, acquisition and Neuropsychology of language and development.
4. Analyze the aspects of problem solving and decision making.
5. Assess the structures, approaches of intelligence and strategies to improve intelligence.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H				M						H	M		
CO 2				H	H						M	M		
CO 3		H			H						H	M		
CO 4		H		H	M							M		
CO 5				H			H				H		M	



## **Psychopathology - I**

**Semester – I**  
**21MAPC04**

**Hours of instruction/week: 5**  
**Credit Points: 4**

**Course Objectives:** To enable students to

1. Develop knowledge and skills required for Diagnosis of Psychological Conditions
2. Enhance skills required for Psychopathological Formulations
3. Introduce them to different Perspectives and Models of Etiology

### **Unit I: Introduction to Psychiatry**

**15 Hours**

Diagnosis and Classification in Psychiatry: Definition, Normal Mental Health, Classification in Psychiatry, Multi Axial Classification, Psychiatric History and Examination: Identification Data, Chief Complaints, History of Present Illness, Past Psychiatric and Medical History, Treatment History, Family History, Personal and Social History, Alcohol and Substance History, Physical Examination, Mental Status Examination.

### **Unit II: Assessments in Psychiatry**

**15 Hours**

Clinical Assessment: Basic Elements in Assessment, Assessment of the Physical Organism, Psychosocial Assessment, The Integration of Assessment Data, Classifying Abnormal Behaviour, The Interview, Intelligence Tests, Neuropsychological Tests, Personality Assessment, Behavioural Assessment, Cognitive Assessment, Relational Assessment, Bodily Assessment. Case Studies of Assessments.

### **Unit III: Stress**

**15 Hours**

Definition - Criteria for DSM-V and ICD-10. Effects of Severe Stress. Stress and Coping Skills, Biological and Psychological Effects of Stress, Effects of Long Term Stress. Post Traumatic Stress Disorder: Reactions to Catastrophic Events. Prevalence of PTSD. Case Studies. Prevention and Treatment of Stress Disorders, Challenges in Treating Stress Disorders.

### **Unit IV: Disorders of Bodily Preoccupation**

**15 Hours**

Somatoform Disorders - Pain Disorder. Somatization Disorder. Conversion Disorder. Hypochondriasis. Body Dysmorphic Disorder. Factitious Disorder and Malingering. Criteria for DSM-V and ICD-10. Prevalence. Risks and Causal Factors. Treatment and Outcomes.

### **Unit V: Eating Disorders and Obesity**

**15 Hours**

Anorexia Nervosa and Bulimia Nervosa. Criteria for DSM-V and ICD - 10. Medical Complications. Other Forms. Prevalence. Risks and Causal Factors. Treatment and Outcomes.

**Total Hours: 75**

### **Reference Books**

1. *Ahuja, N. (2002). "A Short Text Book of Psychiatry (5<sup>th</sup> Edition)", New Delhi, Jaypee Brothers.*
2. *Sadock, B. J. & Sadock, V. A. (1995). "Comprehensive Textbook of Psychiatry, 6<sup>th</sup> Edition", Vol. 1 & 2, William & Wilkins: London*

## Course Outcomes

1. Interpret diagnose and classify Psychiatry and know about collection of case history.
2. Categorize the components and classification of assessments
3. Discuss stress disorders and its effects with the prevention and treatment.
4. Analyze the conditions of Somatoform and dissociative disorder on the bases of ICD 10 and DSM V
5. Appraise eating disorders and its treatment.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M			H		H							M	
CO 2				H	H						M	M		
CO 3		H				H	H				M			
CO 4		H				H	M				H			
CO 5		H				H	M				H			

## Practicum and Assessment

Semester – I  
21MAPC05

Hours of instruction/week: 6  
Credit Points: 5

**Course Objectives:** To enable students to

1. Appraise the subjects in a phenomenological background
2. Apply skills in diagnosis
3. Practice the conduction of psychological experiments

### Unit 1: Intelligence

20 hours

Bhatia's Battery of Performance Test, Alexander Battery of Performance Test, WAIS, WISC, Group Intelligence Scale

### Unit 2: Personality

15 hours

16 Personality Factor Questionnaire, NEO - 5 Personality Inventory, MBTI,

### Unit 3: Clinical Assessment

20 hours

Multiphasic Questionnaire, EPQ, MMPI

### Unit 4: Cognitive Abilities

20 hours

Ravens Advanced Progressive Matrices, Coloured Progressive Matrices, BGT

### Unit 5: Mental Disposition

15 hours

STAI, STAXI, BDI, Self Perception

**Total Hours 90**

### Reference Books

1. Myers, A. & Hamen, C. (2012). Experimental Psychology, 7<sup>th</sup> Edition, Cengage Learning.
2. Sharma, R. & Sharma, R. (2006). Experimental Psychology, 3<sup>rd</sup> Edition, Atlantic Publishers.
3. Martin, D. W. (2008). Doing Psychology Experiment, 7<sup>th</sup> Edition, Thomson Learning Academic Resource Center.

### Course Outcomes

1. Demonstrate various scales of intelligence and its domain
2. Analyze and distinguish the types and traits of personality
3. Diagnose the psychiatric illness
4. Apply cognitive abilities
5. Analyse and categorize mental dispositions using scales.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			M	H							H			H
CO 2				H	M	M								H
CO 3			H	H							M			H
CO 4		M		H	M						M		H	
CO 5		H	M	H							M			

## Personality Theories

Semester – II  
21MAPC06

Hours of instruction/week: 4  
Credit Points: 4

**Course Objectives:** To enable students to

1. Explain the major theories of personality
2. Enhance personal growth and development
3. Facilitate self actualization

### Unit 1: Psychodynamic Theories

12 hours

Sigmund Freud and Psychoanalysis - Major Concepts; Dynamics; Limitations of Psychoanalysis - Carl Gustav Jung and Analytical Psychology - Major Concepts. Dynamics; Evaluation. Alfred Adler and Individual Psychology - Major Concepts; Dynamics; Evaluation. Erik Erikson and the Life Cycle - Major Concepts; **Eight Stages of Human Development**; Dynamics; Evaluation

### Unit 2: Trait Theories

12 hours

Gordon Allport and Trait Approach - Nature of Personality; Personality Traits; Motivation; Personality Development in Childhood; Healthy Adult Personality; Assessment; Reflections on Allport's Theory. Raymond Cattell and the Trait Approach - Personality Traits; **Influences of Heredity and Environment**; Stages of Personality Development; Assessment; Reflections on Cattell's theory. Eysenck and Behavioural Genetics - Dimensions of Personality; Primary Role Heredity

### Unit 3: Behavioural Theories

12 hours

Skinner and Radical Behaviourism - Major Concepts; Dynamics; Evaluation. Albert Bandura and Social Learning Approach - Modelling; The process of Observational learning; Self Reinforcement and Self Efficacy; Developmental Stages of Modeling and Self Efficacy; **Behaviour Modification**; Reflections on Bandura's Theory.

### Unit 4: Humanistic Theories

12 hours

Fredrick S. Perls and Gestalt Therapy - Gestalt Psychology; Major Concepts; Dynamics; Evaluation Carl Rogers and Person Centered Perspective - Major Concepts; Dynamics; **Evaluation**. Abraham Maslow and Self Actualization Psychology - Major Concepts; Dynamics; Evaluation.

### Unit 5: Advances in Personality Theory

12 hours

Julian Rotter: Locus of Control; Assessment of Locus of Control; Age, Gender, Socioeconomic Behavioural and Physical Health Differences; Developing Locus of Control in Childhood; Reflections on Locus of Control. Martin E. P. Seligman and Learned Helplessness - Learned Helplessness in Elderly Persons; Learned Helplessness and Emotional Health; **Optimism and Pessimism**; Depression; The Attribution Model; The Development of Learned Helplessness in Childhood; Reflections on Learned Helplessness.

**Total Hours 60**

## Reference Books

1. **Frager, R. & Fadiman, J.** (1984). *"Personality and Personal Growth"*, 2<sup>nd</sup> Edition, Harper Collins Publishers, USA.
2. **Schultz, D.P. & Schultz, S.E.** (2005). *"Theories of Personality"*, 8<sup>th</sup> Edition, Wadsworth Publications, Australia.
3. **Hjelle, L.A. & Ziegler, D.J.** (1992). *"Personality Theories"*, McGraw Hill International Edition.

## Course Outcomes

1. Delineate and discuss the major concepts and evaluations of Psychodynamic Theories.
2. Define and analyze Trait theories, approaches, dimensions and assessment.
3. Describe and evaluate the major concepts, evaluations and dimensions of Behavioural Theories.
4. Delineate and explain the major concepts, evaluations and dimension of Psychodynamic Theories.
5. Analyze the Advances in Personality Theory.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M		M							H			
CO 2	H	M		M								H		
CO 3	H	M		M							H			
CO 4	H			H							H	M		
CO 5	H	H		M							M			

## Psychotherapy

Semester – II  
21MAPC07

Hours of instruction/week: 4  
Credit Points: 4

**Course Objectives:** To enable students to

1. Develop a comprehensive view of the profession of counselling.
2. Prepare the students qualify for professional counselling.
3. Demonstrate knowledge in designing psychological interventions.

### Unit 1: Basic Issues in Counselling Practice

11 hours

Introduction and Overview - The Counsellor: Person and Professional, Ethical Issues in Counselling.

### Unit 2: Psychodynamic Therapies

12 hours

Psychoanalytic Therapy - Introduction, The Therapeutic Process and Applications - Jung's Theory - Contemporary Trends - Object Relation Theories - Self Psychology and Relational Psycho analysis - Alderian Therapy.

### Unit 3: Existential and Humanistic Therapies

10 hours

Existential and Person Centered Therapy - Gestalt Therapy and Transactional Analysis.

### Unit 4: Behaviour Therapies

12 hours

Behaviour Therapy - Cognitive Behaviour Therapy - Albert Ellis Rational Emotive Behaviour Therapy - Aaron Becks Behaviour Therapy - Donald Meichenbaum's Cognitive Behaviour Modifications.

### Unit 5: Other Approaches of Psychotherapy

15 hours

Reality Therapy and Feminist Therapy - Post Modern Approaches - Introduction to Social Constructionism - Solution Focused Brief Therapy, Narrative Therapy- Family System Therapy - Introduction, Development of Family Systems Therapy and Personal Development of the Family Therapist - A Multilayered Process of Family Therapy.

**Total Hours 60**

### Reference Books

1. *Corey, G. (2013). The Theory and Practice of Counselling and Psychotherapy - 9<sup>th</sup> Edition - Cengage Learning Publications.*
2. *Welfel, E. R. & Patterson, L. E. (2007). "The Counselling Process - A Multitheoretical Integrative Approach", Sixth Edition, Thomson Books/Cole.*
3. *Gelso, C. Fretz, B. (2001). "Counselling Psychology", Second Edition, Harcourt College Publishers.*

### Course Outcomes

1. Describe counselling and its implication.
2. Illustrate the psychodynamic theories involved in counselling.
3. Analyze the significance of Existential and Humanistic approaches in counselling.
4. Appraise various behavioural therapies.
5. Discuss about the contemporary approaches of psychotherapy.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H							M		M			
CO 2	H	H					M		M		H			
CO 3	H	H					H		H					
CO 4	H	H					M		M					
CO 5	H	H				H			M					



## Psychopathology - II

Semester – II  
21MAPC08

Hours of instruction/week: 4  
Credit Points: 4

**Course Objectives:** To enable students to

1. Delineate the causes and consequences of different psychological conditions.
2. Discriminate between different conditions based on symptomatology.
3. Evaluate the severity of the psychological condition based on DSM-V

### Unit 1: Sexual Variant Disorders

10 hours

Views of Sexual Behaviour. Sexual Dysfunction. Criteria of DSM - IV and V. Dysfunctions of Sexual Desire, Sexual Arousal, Orgasmic Disorders, Dysfunctions involving Sexual Pain. Sexual and Gender Variants. Paraphilias. Sexual Victimization. Sexual Abuse. Child Sexual Abuse. Pedophilia. Incest. Rape.

### Unit 2: Substance Related Disorders

10 hours

Alcohol Abuse and Dependence - Criteria of DSM - IV and V. Prevalence. Comorbidity and Demographics. Acute Intoxification. Withdrawal State. Drug Abuse and Dependence. Other Drugs.

### Unit 3: Schizophrenia and Other Psychotic Disorders

10 hours

Schizophrenia - Criteria of DSM - IV and V. Etiology. Schizophrenic Spectrum Disorders - Paranoid Disorganized, Catatonic, Undifferentiated, Residual Type, Other Psychotic Disorders. Clinical Picture in Schizophrenia: Delusion, Hallucination, Disorganized Speech, Disorganized and Catatonic Behaviour, Negative Symptoms.

### Unit 4: Cognitive Disorders

15 hours

The Brain: An Interactional Perspective, Vulnerability to Brain Disorders, Assessing Brain Damage: Delirium, Dementia, Alzheimer's Disease, Pick's Disease, Huntington's Disease, Parkinson Disease. Brain Trauma: Injuries, Tumours and Infections. Amnesic Disorders. Criteria of DSM-IV and V. Cognitive Impairment Disorders: Cerebrovascular Disorder, Vascular Dementia, Korsakoff's Syndrome, Epilepsy.

### Unit 5: Personality, Anxiety and Mood Disorders

15 hours

Criteria of DSM-IV and V. Clinical Features of Personality, Difficulties doing Research on Personality Disorder, Categories of Personality Disorders, Treatments and Outcomes. Panic Anxiety and Other Disorders, Prevalence, Gender and Age of Onset and Comorbidity. Generalized Anxiety Disorder, Prevalence, Gender and Age of Onset and Comorbidity. Obsessive Compulsive Disorder, Prevalence, Gender and Age of Onset and Comorbidity. Mood Disorders, Treatments and Outcomes.

**Total Hours** 60

### Reference Books

1. Ahuja, N. (2002). *"A Short Text Book of Psychiatry (5<sup>th</sup> Edition)"*, New Delhi, Jaypee Brothers.
2. Sadock, B. J. & Sadock, V. E. (2003). *"Synopsis of Psychiatry: Behavioural Sciences/ Clinical Psychiatry (9<sup>th</sup> Edition)"*, Philadelphia: Lippincott Williams & Wilkins.

3. **Sadock, B. J. & Sadock, V. E. (1995). "Comprehensive Textbook of Psychiatry, 6<sup>th</sup> Edition", Vol. 1 & 2, William & Wilkins: London**

#### **Course Outcomes**

1. Describe the disorders related to Sexual Dysfunction.
2. Categorize the various stages of Substance Abuse Disorders.
3. Analyze and differentiate Schizophrenia and other Psychotic Disorder.
4. Classify the about the different types of Cognitive Disorders.
5. Evaluate Personality, Anxiety and Mood Disorders.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		H				H	M				M			
CO 2		M				H	M				M		H	
CO 3		H				H	M				M	H		
CO 4		M				H			M		M			
CO 5		M		H		H					M		H	

## **Experimental Design in Research**

**Semester – II**  
**21MAPC09**

**Hours of instruction/week: 4**  
**Credit Points: 4**

**Course Objectives:** To enable students to

1. Employ scientific, systematic and empirical method of research.
2. Examine the appropriate method of answering a research question.
3. Critically evaluate and justify the findings of the research.

### **Unit I - Research Methodology and Research Problem**

**10 Hours**

Definition – Objectives – Motivation in Research – Types of Research - Research Approaches – Significance of Research - Research Methods Vs Methodology - Research and Scientific Method - Research Process – Criteria of Good Research - Research Problem: Definition, Selecting the Problem, Techniques involved in Defining a Problem.

### **Unit II Research Design and Sampling Design**

**10 Hours**

Research Design: Definition, Need, Features of a Good Design – Important Concepts relating to Research Design, Different Research Designs – Basic Principles of Experimental Designs. Sampling Design: definition, implications of Sample Design – Steps in Sampling Design – Criteria for selecting a Sampling Procedure – Characteristics of a Good Sample Design – Types - Probability and Non Probability Sampling Design.

### **Unit III Measurement of Scaling Techniques and Methods of Data Collection**

**15 Hours**

Measurement in Research – Measurement Scales – Sources of Error in Measurement – Tests of Sound Measurement - Techniques of Developing Measurement Tools – Scaling – Meaning of Scaling – Scale Classification Bases – Important Scaling Techniques – Scale Construction Techniques. Collection of Primary Data: Observation, Interview, Collection of Data through Questionnaires - Collection of Data through Schedules – Difference between Questionnaires and Schedules – Collection of Secondary Data – Case Study Method.

### **Unit IV Testing of Hypotheses I and Chi-square Test**

**15 Hours**

Definition – Basic Concepts concerning Testing of Hypotheses – Procedure for Hypothesis Testing – Flow Diagram for Hypothesis Testing – Measuring the Power of a Hypothesis Test – Tests of Hypotheses – Important Parametric Tests - Hypothesis Testing of Means, Hypothesis Testing for Difference between Means - Hypothesis Testing for Comparing Two Related Samples - Hypothesis Testing of Correlation Coefficient – Limitations of the Tests of Hypotheses. Chi-square Test - Chi-square as a Test for Comparing Variance - Chi-square as a Non Parametric Test – Steps involved in applying Chi-square Test – Alternative Formula – Yates' Correction – Conversion of Chi-square into Phi-coefficient - Conversion of Chi-square into Coefficient by Contingency – Important Characteristics of Chi-square Test.

**Unit V Analysis of Variance and Covariance****10 Hours**

Analysis of Variance: Definition, Basic Principles of Analysis of Variance – ANOVA Technique – Setting up Analysis of Variance Table – Short-cut Methods for One Way ANOVA - Coding Method – Two-way ANOVA

**Total Hours 60****Reference Books**

1. **C. R. Kothari (2005). *Research Methodology* – Methods and Techniques, Second Edition, New Age International Publishers, New Delhi**
2. **Kerlinger, F. N. (2012). *Foundations of Behavioral Research*, Surjeet Publications, New Delhi.**
3. **Panneerselvam, R. (2005). “*Research Methodology*”, Prentice Hall of India Private Limited, New Delhi -110 001.**

**Course Outcomes**

1. Explain the Methods and Function of Research.
2. Classify Sampling, Hypotheses Testing and Statistical Inference.
3. Solve Variance and its Components.
4. Classify Various Research Designs.
5. Apply the Types of Research and Psychometric Properties.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO I			H					H			M			H
CO 2			H					H			M			H
CO 3			H					H			M			H
CO 4			H					H			M			H
CO 5			H					H			M			H

## Sports Psychology (Self Study)

Semester – II  
21MAPC10

Hours of instruction/week: 1  
Credit Points: 4

**Course Objectives:** To enable students to

1. Appraise the psychological strengths of sports persons in meeting their challenges.
2. Apply the concepts of Psychology in coaching sports persons.
3. Employ psychological techniques in training sports persons.

### Unit 1: Introduction to Sports Psychology

3 hours

Introduction - Defining the Practice of Sports and Performance Psychology - Self Efficacy - Beliefs of Athletes, Teams and Coaches

### Unit 2: Elements of Sports Psychology

3 hours

Stressor Perception and Appraisal of Threats - State Anxiety - Towards a Positive Sport Psychology - Motivation and Participation

### Unit 3: Psychological Aspects of a Sports Person

3 hours

Peer Relationships in Physical Activity Contexts - Self Regulation and / Self Control in Exercise - Physical Activity and Psychological Adjustment in Adolescents - Physical Exercise on Short and Long Term Psychological Effects

### Unit 4: Mindfulness and Intention Behavioural Relationship

3 hours

Introduction - Mindfulness and the Intention - Behaviour Relationship within the Theory

### Unit 5: Attribution in Sports Psychology

3 hours

Attribution in Sports Psychology in Practice - A Healthy Mind

**Total Hours 15**

### Reference Book

1. **Ramasubha Reddy, K. & Srinivasan, M. V. (2014). "Sports Psychology", Navyug Books International, I Edition.**

### Course Outcomes

1. Define the Practice of Sports and Performance Psychology.
2. Identify the Elements of Sports Psychology and assess motivation and participation.
3. Evaluate Peer Relationships in Physical Activity and the psychological aspect of sports person.
4. Assess the Mindfulness and Intention Behavioural Relationship.
5. Indicate and assess the Attribution in Sports Psychology.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M						M				H		M	
CO 2		H							M		H		M	
CO 3		H			M						H		M	
CO 4	M	H									M		M	
CO 5	M	H		M							M			

## Psychodiagnostic Methods

**Semester – II**

**21MAPC11**

**Hours of instruction/week: 6**

**Credit Points: 5**

**Course Objectives:** To enable students to

1. Appraise the subject in a phenomenological background.
2. Apply skills in diagnosis.
3. Practice the conduction of physiological experiments.

**Unit 1: Psychological Assessment for Children**

**25 hours**

Comprehensive Test of Non Verbal Intelligence, Eating Disorder Inventory, Wechsler Intelligence Scale.

**Unit 2: Psychological Assessment for Children with Special Needs**

**25 hours**

Attention Deficit Hyperactivity Disorder, Vineland Social Maturity Scale, Conduct Disorder Scale, Behaviour Checklist for Screening LD.

**Unit 3: Psychological Assessment for Parents, Children, Teachers and Caregivers**

**15 hours**

Parenting Stress Index, PGI Well Being Measure, Parenting Scale, IPAT Depression Scale, Hamilton Rating Scale for Depression.

**Unit 4: Psychological Assessment for Cognitive Abilities**

**10 hours**

Group test of Intelligence, Cognitive Style Inventory.

**Unit 5: Mental Dispositions**

**15 hours**

PGI Memory Scale, Cognitive Distortion Scale, Rivermaid Memory Test, Wechsler Memory Scale.

**Total Hours 90**

### Reference Books

1. *Myers, A. & Hamen, C. (2012). "Experimental Psychology", 7<sup>th</sup> Edition, Cengage Learning.*
2. *Sharma, R. & Sharma, R. (2006). "Experimental Psychology", 3<sup>rd</sup> Edition, Atlantic Publishers.*
3. *Martin, D. W. (2008). "Doing Psychology Experiment", 7<sup>th</sup> Edition, Thomson Learning Academic Resource Center.*

### Course Outcomes

1. Apply the psychological assessment for children.
2. Practice the various psychological assessments for children with special needs.
3. Appraise the psychological assessment for parents, teachers and caregivers.
4. Analyze the assessments for cognitive abilities.
5. Evaluate the assessments of memory and brain Dysfunction.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		H	M	H										H
CO 2		M	H	H										H
CO 3		M	H	H										H
CO 4		M	H	H										H
CO 5		H	H	H										H

## Mini Project

Semester – II  
21MAPC12

Hours of instruction/week: 1  
Credit Points: 2

**Course Objectives:** To enable students to

1. Apply Research Methodology to practice.
2. Emphasize on action research.
3. Spread scientific knowledge through presentations and publication

**Course Outcomes**

1. Apply the concepts of research and its methodologies to identify appropriate research topics
2. Practice select and define appropriate research problem and parameters
3. Compose a project proposal
4. Organize and conduct research
5. Write a project report with good APA style for scholarly writing.

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			H	M	M			H			M			M
CO 2			H	M	M			H			M		M	M
CO 3			H		M			H			M	M		
CO 4			H	M	M			H			M	M		
CO 5			H	M				H			M		M	



## Applied Social Psychology

Semester – III

21MAPC13

Hours of instruction/week: 5

Credit Points: 4

**Course Objectives:** To enable students to

1. Translate Fundamental Concepts and Principles of Psychology to Social Behaviour.
2. Inspect the Influence of the Judiciary and the Media on Human Behaviour.
3. Restate Social Relevance of Self Development.

### Unit 1: Introduction

15 hours

Field of Applied Psychology: Social Psychology – Definition - The Role of Personal Values - Social Influences on Behaviour, The need for an approach, Various Roles of Applied Social Psychologists. Introduction to Clinical and Counselling Psychology: The Origins of Psychological Disorders - The Social Psychological Roots of Social Anxiety and Depression, Treatment and Prevention.

### Unit 2: Health and Education Psychology

15 hours

Health Psychology – Definition - Promoting Health and Preventing Illness - Changing Health Behaviour - Stress, Coping and Social Support. Education – Intrapersonal Processes - Interpersonal Processes.

### Unit 3: Criminal Justice and Media

15 hours

Introduction to the Criminal Justice System: The Crime and the Criminal – The Social Psychology of a Crime - The responses of the Criminal Justice System - Goals and Rehabilitations of Prison Approaches.

Media: The Consequences of Viewing Media Violence, Imitation of Violence, Aggressive Behaviour. Effects of Pornography - Influences of Media on Thoughts.

### Unit 4: Personal Relationships and Classroom

15 hours

Personal Relationships: The Need to be Close, Attraction, Attachment, Selection Process.

Classroom: Cognitive Errors and Students and Teacher Relations. Self Perception and the Academic Consequences, Over Justification Effect.

### Unit 5: Positive Well Being

15 hours

Positive Well Being Focus on Optimism: Introduction to Positive Social Psychology, Optimism – Benefits of Optimism - Pessimism, Broadening the Perspective on Positive Well Being.

**Total Hours 75**

### Reference Books

1. *Schneider, F. W., Gruman, J. A. & Coutts, L. M. (2012). "Applied Social Psychology Understanding and Addressing Social and Practical Problems". Second Edition. Sage Publications, Inc.*
2. *Myers, D.G. (2006). "Social Psychology", Eighth Edition. Tata McGraw Hill Publishing Company Ltd.*
3. *Baron, R. A. & Byrne, D. (2005). "Social Psychology", Tenth Edition, Prentice Hall of India Private Limited, New Delhi.*

## Course Outcomes

1. Delineate and apply the role of human values and Introduction to Clinical and Counselling Psychology and treatment.
2. Outline and the concepts of Health including coping stress and Education Psychology.
3. Describe and analyze the criminal justice system, goals and rehabilitations of prison approaches and effects of media.
4. Analyze personal relationships and classroom relations.
5. Assess the positive wellbeing and benefits of optimism.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	L	H	M	H	L	M	M	M	M	H	M	M
CO 2	H	M		H		H				H	M	H	M	
CO 3	H	M		M	M	M	M	M	M	L		H	M	M
CO 4	H	M		M	M	M	M	L		M	M	H	M	H
CO 5	H	M		H	L	M		M	L	L	M	H	H	M

## Advanced Life Span Development

Semester – III  
21MAPC14

Hours of instruction/week: 5  
Credit Points: 4

**Course Objectives:** To enable students to

1. Outline Normal Mental Development from Infancy to Adulthood.
2. Distinguish between the Biological, Cognitive, Socioemotional Processes of Development.
3. Define the challenges across life span from a developmental perspective.

### Unit 1: Beginnings

15 hours

Studying Cognitive Development - Classic Approaches - Psychometric Approaches - Piagetian Approach - Newer Approaches - Language Development – Theories - Influences. Psychosocial Development – Emotions – Temperament - Developmental Issues – Socialization.

### Unit 2: Childhood

15 hours

Early Childhood - Piagetian Approach - Preoperational Thought. Language and Other Cognitive Abilities - Information Processing Approach - Intelligence - Education - Developing Self Understanding. Emotions - Play - Prosocial Behaviour - Child Abuse - Relationship with Other Children. Middle Childhood - Piagetian Approach - Concrete Operational Thought - Information Processing and Intelligence - Testing Intelligence - Language - School - Learning Disabilities - Emotional Growth - Family - Peer Group - Mental Health.

### Unit 3: Adolescence

15 hours

Physical and Mental Health - Nutrition and Eating Disorders - Drug Abuse - Depression and Suicide - Piaget's Stage of Formal Operations - Moral Reasoning - Educational and Vocational Issues. Search for Identity - Sexuality - Relationships with Family, Peers and Adult Society - Antisocial Behaviour and Juvenile Delinquency.

### Unit 4: Adulthood

15 hours

Youth - Beyond Piaget - The Shift to Post Formal Thought. Schaie Sternberg Emotional Intelligence. Moral Development - Education and Work - Views of Personality Development - Intimate Relationships. Marriage - Parenthood. Middle Adulthood - Measuring Cognitive Abilities - Creativity Work and Education - Normative Stage Model - Social Clock Midlife Crisis - Identity Development - Psychological Well Being - Consensual Relationship - Relationship with Matured Children.

### Unit 5: Old age

15 hours

Intelligence and Processing Abilities - Memory - Wisdom – Life Long Learning. Stability of Personality Traits - Lifestyle and Social Issues - Living Arrangements - Personal and Consensual Relationships - Non Marital and Kinship Ties. Facing Death and Loss - Psychological Issues. Finding Meaning and Purpose in Life and Death.

**Total Hours 75**

### Reference Books

1. Papalia, D. E., Wendkos, S., Ruth, O. & Feldman, D. (2009). "Human Development",

Eleventh Edition, Tata McGraw Hill Edition.

2. **Santrock, J. W.** (2006). *"Life Span Development"*, Tenth Edition, McGraw Hill Companies, New Delhi.
3. **Hurlock, E.** (2006). *"Developmental Psychology – A Life Span Approach"*, 5th Edition, Tata McGraw Hill Publishing Co., New Delhi.

### Course Outcomes

1. Delineate and identify cognitive development, its classic approaches and psychosocial and developmental issues.
2. Identify and assess the development and approaches of early and middle childhood.
3. Understand the physical and mental health and evaluate the educational and vocational issues.
4. Analyze the emotional and personality development of middle adulthood and understand the midlife crisis.
5. Recognize and assess the Meaning, Psychological Issues and Stability of Personality Traits of Old Age.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		H	M				L		H	H	M	
CO 2	H	H		M	M						M	H	M	
CO 3	H	M		M	M						M	H	M	M
CO 4	H	H		M	M						H	H	H	
CO 5	H	H		M	M						M	H	H	H

## **Counselling Psychology**

**Semester – III**  
**21MAPC15**

**Hours of instruction/week: 4**  
**Credit Points: 4**

**Course Objectives:** To enable students to

1. Formulate a comprehensive view of the Profession of Counselling.
2. Prepare the students for Professional Counselling.
3. Apply skills of Counselling to different settings.

**Unit 1: Introduction to Counselling** **15 hours**

Definition of Counselling - Mental Health Care Movement in India - Counselling and the Indian Scenario - Perception of Counsellor - Philosophy and Attitude of a Professional Counsellor - Skills of a Counsellor - Values in Counselling - Ethical Considerations for a Counsellor - The Counsellee - The Counsellor Characteristics and Variables - Characteristics of a Successful Counsellee - Counsellee Expectations - Counsellee Perceptions - The Stages of Counselling.

**Unit 2: Educational and Career Counselling, Workplace Counselling** **15 hours**

Counselling in a Educational Setting - School Counsellor - System of School Counselling - ASCA National Model - Counsellors Role and Responsibilities in Schools - College Counselling - Career Counselling - Career Theories - Campus Recruitment Training Programme. Need of Workplace Counselling - Models of Workplace Counselling - Theoretical Models of Stress - Workplace Counselling in India.

**Unit 3: Hospital and Trauma Counselling** **10 hours**

Grief Counselling- Counselling the Terminally Ill - Pain Management Counselling - Rehabilitation Counselling in the Hospital - Meaning of Psychological First Aid - Delivering PFA: Professional Behaviour - Guidelines for Administering PFA - Application of PFA - PFA for Students and Teachers.

**Unit 4: Counselling in Special Situations** **10 hours**

Relationship Counselling - Rehabilitation Counselling - Issues Relevant to the Mental and Physical Well Being of Women - Social Injustice Issue Counselling - Addiction Counselling - Counselling Juvenile Delinquents - Suicide Counselling- Fatigue and Taking Care of Oneself - Spirituality and Wellness.

**Unit 5: Modern Trends in the Field of Counselling** **10 hours**

Life Coaching - Mentoring - Consulting Training - Convergence of Approaches and Thinking - Stress Release Scenario in India Today.

**Total Hours** **60**

**Reference Books**

1. Soundarrajan, R. (2012). *"Counselling - Theory, Skills and Practice"*, Tata McGraw Hill Publications.
2. Corey, G. (2001). *"Theory and Practice of Counselling and Psychotherapy"*, 6<sup>th</sup> Edition, Wadsworth Publication.

3. Bloch, S. (2000). *"An Introduction to Psychotherapies"*, 3<sup>rd</sup> Edition, Oxford Medical Publications, New York

#### Course Outcomes

1. Identify the Attitudes of a Professional Counsellor, Values in Counselling and understand the Stages of Counselling.
2. Develop Educational, Career and Workplace Counselling and formulate Work Place Counselling.
3. Understand the Physical and Mental Health and Evaluate the Educational and Vocational Issues.
4. Analyze the Emotional and Personality Development of Middle Adulthood and understand the Midlife Crisis.
5. Recognize and assess and the meaning, Psychological Issues and Stability of Personality Traits of Old Age.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		H		M	M	H	H		M	H		
CO 2	H	H			M		H	H	M		M	H		
CO 3	H	H		M			M	H	H		M	M	H	
CO 4	H	H		H				H	H		M	M	M	
CO 5	H	M		H				H	M		M	M		M

## Health Psychology

**Semester – III**  
**21MAPC16**

**Hours of instruction/week: 5**  
**Credit Points: 4**

**Course Objectives:** To enable students to

1. Outline the knowledge on health behaviour.
2. Develop skills in health promotion through psychological techniques.
3. Employ the mind-body relationship in the management of diseases and disorders.

### **Unit 1: Introduction**

**15 hours**

Health - Definition, Epistemologies for Studying Experience and Behaviour, Health Psychology - Definition, Biopsychosocial Model, Four Approaches to Health Psychology. Research Methods in Health Psychology- Quantitative Research Methods, Qualitative Research Methods, Action Research.

### **Unit 2: Communication in the Medical Encounter and Medical Professionals in Training and Practice**

**15 hours**

Basic Issues in Research on Practitioner Communication Problems and Solutions in Therapeutic Interactions - The Consequences of Imprecise Communication – Non Verbal Communication - Emotional Regression. Medical Professionals in Training and Practice –The Structural and Physical Pressures - The Emotional Challenges of Medicine, The Consequences of the Physical and Emotional Pressure, Women in Medicine - Errors in Clinical Decisions.

### **Unit 3: Becoming Ill**

**15 hours**

The Process of Illness - Health, Illness and Disease, The Biomedical Vs the Biopsychosocial, Psychological Triggers For Seeking Help, Psychosomatic Illness, Health Services. Pain – Significance - Definition - Theories –Neurochemical Basic of Pain and Pain Inhibition - Pain and the Immune System - Cognitive Outcomes of Pain Acute Vs Chronic Pain, Psychological Factors and Pain - Assessment and Treatment - Multidimensional Treatment Programmes.

### **Unit 4: Coping With Illness**

**15 hours**

Serious Illness - Stages of Illness, Facing the Emotional Challenges of Serious Illness, Treatment. A Life Span Perspective on Chronic Illness - Disability and Aging - Dealing with Chronic Illness – Children, Adolescents, Adulthood and Aged. Terminal Illness and Bereavement - Facing Death, Experience of Dying, Caring for Terminally Ill Patients, Grief Experience, Deaths in the Family.

### **Unit 5: Health Promotion and Disease Prevention**

**15 hours**

Immunization and Screening, Work and Health, Health Promotion. The Future of Health Psychology - Morbidity VS Mortality - Cost Containment and Care Equalization - Women's Health - Healthy Aging, Genetics and Health.

**Total Hours 75**

### **Reference Books**

1. *Dimatteo M. R. & Martin, L. R. (2007), "Health Psychology", Dorling Kindersley Publishing Inc.*



2. Marks, D. F., Murray, M., Evans, B., Wiling, C., Woodall, C. & Sykes, C. M. (2005). *"Health Psychology - Theory, Research and Practice"*, Second Edition, Sage Publications, New Delhi.

### Course Outcomes

1. Specify the role of health Psychology, research methods and psychological factors in illness and disease.
2. Classify the types of preventions, the process of illness and various symptoms.
3. Recognize the various concepts of stress, coping process and the management of stress.
4. Discuss the range of chronic illness and disability among the children, adults and aged.
5. Examine women's health, healthy aging and genetics.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	M	H	M	H	M		M	L	M	H	H	H
CO 2	H	H		H	M	H	M		M		H	H	H	H
CO 3	H	H		M	H	H	H		M	L	M	H	H	H
CO 4	H	H	L	H	H	H	L	L	L		M	H	H	H
CO 5	H	H		H	H	H	H		H	L	H	H	H	H

## Psychological Measures and Statistics

Semester – III  
21MAPC17

Hours of instruction/week: 4  
Credit Points: 4

**Course Objectives:** To enable students to

1. Relate hypothesis to the relevant statistical tool for analysis.
2. Examine research findings quantitatively.
3. Use SPSS as a tool for carrying out statistical analysis.

### Unit 1: Classification and Dispersion and Skewness

15 hours

Tabulation – Presentation of Data through Diagrams and Graphs. Measures of Central Tendency – Mean, Median, Mode. Range, Quartile Deviation, Average Deviation, Standard Deviation. Methods of Measuring Skewness – Karl Pearsons' Methods, Bowley's Method, Kelley's Method.

### Unit 2: Correlation

15 hours

Pearson Coefficient of Correlation, Rank Order Correlation, Biserial Correlation, Point Biserial Correlation, Phi Coefficient of Correlation, Tetra Choric Correlation, Contingency Correlation

### Unit 3: Testing of Hypothesis

10 hours

Parametric Test, Z Test, 't' Test, Chi-square Test, F Test

### Unit 4: Non Parametric Test

10 hours

Sign Test, Fisher Irwin Test, Mc Newer Test, Signed Rank Test, Rank Test, One Sample Runs Test, Spearman's Rank Correlation, Kendall's

### Unit 5: SPSS in Psychology

10 hours

Descriptive Statistics - t test - ANOVA - ANCOVA - Regression

**Total Hours 60**

### Reference Books

1. **Singh, D.** (2003). *"Practical Statistics"*, First Edition, Atlantic Publishers and Distributers, New Delhi - 110 027.
2. **Ramesh Babu, G.** (1963). *"Research Methodology in Social Sciences"*, Ashok Kumar, Mittal Concept Publishing Company, New Delhi - 110 059.
3. **Garrett, H. E.** (1981). *"Statistics in Psychology and Education"*, Vakils, Feffer and Simons Limited, Bombay - 400038.

### Course Outcomes

1. Delineate the Classification and Dispersion and Skewness.
2. Analyze the Various Types of Correlation.
3. Recognize and apply the various Testing's of Hypothesis.
4. Analyze and evaluate the Non Parametric Test.
5. Understand and apply SPSS in Psychology.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H		H		M		H		M		M			M
CO 2	H		H				H		H		M			
CO 3	H		H		M		H		M					M
CO 4	H		H		M		H		H		M			H
CO 5	H		H		L		H		M		M			M

## **Human Resource Management**

**Semester – III**

**21MAPC18**

**Hours of instruction/week: 4**

**Credit Points: 4**

**Course Objectives:** To enable students to

1. Outline the aspects of Human Resource Management
2. Design human resource activities from a psychological perspective
3. Prepare students for employment in industries

### **Unit 1: Introduction**

**10 hours**

Human Resource Management - Importance of the Trend Shaping Human Resource Management - Strategies of Human Resource Management - Managing Ethics.

### **Unit 2: Recruitment and Placement**

**15 hours**

Job Analysis - The Basics of Job Analysis - Methods of Counselling - Job Analysis Information - Writing Job Descriptions - Writing Job Specifications - Job Analysis in a Workers Empowered World Human Resource Planning and Recruiting - The Recruitment and Selection Process - Planning and Forecasting - the Need for Effective Recruiting - Internal Sources of Candidates - Outside Sources of Candidates - Developing and Using Application Forms - Employee Testing Selection - Basic Testing Concepts - Types of Tests - Work Samples and Simulations - Background Investigations and Other Selection Methods - Intervening Candidates.

### **Unit 3: Training and Introduction to Orienting and Development of Training Employees**

**10 hours**

Analyzing Training Needs and Designing the Programme - Implementing Training Programmes - Managing Organisational Change Programmes - Evaluating the Training Effect - Basic Concepts in Performance Management and Appraisal - the Appraisal Interview - Performance Management.

### **Unit4: Compensations**

**15 hours**

Basic Factors in Determining in Pay Rates - Establishing Pay Rates - Pricing Managerial and Professional Jobs - Competency Based Pay - Money and Motivation - Linking Performance and Pay - Motivation and Incentives - Incentive Pay Terminology - Individual Employee Incentives and Recognition Programmes - Piece Work Plans, Merit Pay or Performance Increments as in Incentives - Incentives for Professional Employees - Non Financial and Recognitions Based Awards - Online and IT Supported Awards - Benefits and Services - The Benefits Picture Today - Pay for Time Not Worked - Insurance Benefits - Retirement Benefits - Personal Services and Family Friendly Benefits - Flexible Benefits Programmes.

### **Unit 5: Employee Relations**

**10 hours**

Ethics, Justice and Fair Treatment in the Management - Ethics and Fair Treatment in the Work - Determinants of Ethical Behaviour at Work - Personal Methods to Promote Ethics and Fair Treatment - Managing Employee Disciplines and Privacy - Managing Dismissals - Employee Safety and Health - Importance of Safety - Workplace Health Hazards: Promotions and Remedies.

**Total Hours 60**

## Reference Books

1. *Desler, G. & Varkkey, B. (2011). "Human Management",* Pearson Practice Hall.
2. *Rao, V. S. P. (2005). "Human Resource Management - Text and Cases",* Second Edition, Excel Books, New Delhi.
3. *Mamoria, C. B. & Gankar, S. V. (2001). "Personnel Management: Text and Cases",* Twenty First Edition, Himalaya Publishing House, Mumbai.

## Course Outcomes

1. Understanding and analyzing general concepts and strategies in the HRM field.
2. Define, identify the job analysis methods and also to specify its outcomes in Human Resource Planning and understand Employee Testing Selection.
3. Review Training and Introduction to Orienting and Development of Training Employees.
4. Evaluate basic factors in determining Pay Rates, Incentive Pay Terminology and Compensations.
5. Assess Employee Relations and Work Place Health Hazards.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	L		M	H	L	L		L	H	M	M	M	L
CO 2	M	L		L	H	L	L		M	H	H	M	M	M
CO 3	M	M		L	M	L	L		L	H	M	M	M	M
CO 4	L	L		L	M	L	L		L	H	L	M	M	M
CO 5	L	L		L	M	L	L		L	H	M	M	M	M

**Neuropsychology  
Elective  
(Open Book)**

**Semester - III  
22MAPC19A**

**Hours of instruction/week: 1  
Credit Points: 4**

**Course Objectives:** To enable students to

1. Assess the lobular functioning of the brain.
2. Locate the functional areas of the brain.
3. Relate disorders and diseases of the brain in accordance to the structural defects.

**Unit 1: Introduction**

**3 hours**

Definition and Branches of Neuropsychology, Historical Background, Conceptual Issues, Neuropsychological Practice, Psychiatry and Neuropsychology.

**Unit 2: Anatomy of Nervous System**

**3 hours**

The Structure of the Nervous System, Anatomy and Physiology of Nervous System, The Spinal Cord, Divisions of the Brain, Hind Brain, Mid Brain, The Cerebral Cortex, Organisation of Cerebral Cortex.

**Unit 3: Frontal Lobe**

**3 hours**

Frontal Lobes, Specific Functions, Pre Motor and Pre Frontal cortex, Neuropsychological Assessment of Frontal Lobe Functions and Dysfunctions.

**Unit 4: Temporal Lobe**

**3 hours**

Temporal Lobes, Specific Functions and Dysfunctions, Temporal Lobe and Limbic Systems, Neuropsychological Tests for Temporal Lobes.

**Unit 5: Parietal and Occipital Lobes**

**3 hours**

Parietal Lobes, Somato Sensory Perception, Tactile Perception and Body Sense, Spatial Orientation and Spatial Neglect, Symbolic Synthesis, Neuropsychological Examination of Functions and Dysfunctions of Parietal Lobe – Occipital Lobe, Anatomical division, Basic Visual Function, visual Perceptual Functions, Visual Prostheses, Neuropsychological Testing of functions and dysfunctions of Occipital Lobes.

**Total Hours 15**

**Reference Books**

1. Beaumont, J. G. (1982). Introduction to Neuropsychology, London Academic Press.
2. Lezak M. D. (1998). Neuropsychological Assessment London, Oxford University Press.

**Course Outcomes**

1. Delineate the Branches, Historical Back Ground, Conceptual Issues and Practice of Neuropsychology.
2. Explain and assess the Anatomy of Nervous System.
3. Evaluate and indicate the Neuropsychological Assessment of Frontal Lobe Functions and Dysfunctions.
4. Assess and evaluate specific functions and dysfunction of Temporal Lobe.
5. Evaluate the Neuropsychological Examination of Functions and Dysfunctions of Parietal Lobe and Occipital Lobe.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CLO 1	H			M		H					H	H		L
CLO 2	H					H					H		M	
CLO 3	H				M	H					L	H		
CLO 4	H			M		H						H	M	
CLO 5	H					H					H		M	

**Organizational Behaviour**  
**Elective**  
**(Open Book)**

**Semester – III**  
**21MAPC19B**

**Hours of instruction/week: 1**  
**Credit Points: 4**

**Course Objectives:** To enable students to

1. Develop a thorough understanding of the behaviour of individuals and groups in modern Organizations.
2. Apply concepts of Psychology to Organizational Mechanics.
3. Relate the acquired knowledge to practical problems of management of Organizational Management.

**Unit 1: Organizational Behaviour and Opportunity**

**3 hours**

Human Behaviour in Organisations - Understanding Human Behaviour, Behaviour in Times of Change - The Organisational Cortex - Organisations as Open Systems, The Formal and Informal Organisation, Learning about Organisational Behaviour - Skill Development, Application of Knowledge and Skills - Challenges for Managers - Ethics, Character and Personal Integrity.

**Unit 2: Individual Processes and Behaviour**

**3 hours**

Personality, Perception and Attribution - Individual Differences and Organisational Behaviour - Social Perception - Attribution in Organisations - Attitudes, Values and Ethics - Motivation at Work - Motivation and Work Behaviour - Maslow's Need Hierarchy - Mc Clelland's Need Theory - Herzberg's Two Factor Theory - Two New Ideas in Motivation - Social Exchange and Equity Theory - Expectancy Theory of Motivation

**Unit 3: Learning and Performance Management**

**3 hours**

Stress and Well Being at Work - Definition of Stress, Sources of Work Stress - The Consequence of Stress - Individual Differences in Stress - Strain Relationship - Preventive Stress Management.

**Unit 4: Interpersonal Processes and Behaviour; Decision Making by Individuals and Groups**

**3 hours**

Interpersonal Communication - Five Keys to Effective Supervisory Communication - Barriers and Gateways to Communication - Defensive and Non Defensive Communication - Positive Healthy Communication.

The Decision Making Process - Models of Decision Making - Decision Making and Risk - Other Individual Influences on Decision Making - Participation in Decision Making - The Group Decision Making Process - Techniques for Group Decision Making.

**Unit 5: Leadership and Fellowship**

**3 hours**

Leadership and Management - Contingency Theories - Recent Developments in Leadership Theory - Conflicts and Negotiation - the Nature of Conflict in Organisations – Causes

**Total Hours 15**

**Reference Books**

1. *Desler, G. & Varkkey, B. (2011). Human Management*, Pearson Practice Hall.
2. *Diwedi, R. S. (2004). Human Relations and Organizational Behaviour: A Perspective*, 5<sup>th</sup> Edition Macmillan.



3. **Robbins, S. P.** (2001). *“Organizational Behaviour”, Ninth Edition*, Prentice Hall of India Pvt. Ltd., New Delhi.
4. **Prasad, L. M.** (2006). *“Organizational Behaviour”, Third Edition*, Sultan Chand and Sons, New Delhi.

#### **Course Outcomes**

1. Delineate the Human Behaviour in Organizations and apply Application of Knowledge and Skills.
2. Evaluate Individual Differences and Organizational Behaviour and Major Theories.
3. Analyze Stress and Individual Differences in Stress.
4. Evaluate Interpersonal Processes and Behaviour and Decision Making by Individuals and Groups.
5. Understand the Leadership and Management and Conflicts and Negotiation.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H				M						H	H	M	
CO 2		H			M				M		H			
CO 3	H				M	H					L	H		
CO 4	H			M		H						H	M	
CO 5	H									H	H		M	

**Counselling Skills**  
**Elective**  
**(Open Book)**

**Semester – IV**  
**21MAPC19C**

**Hours of instruction/week: 1**  
**Credit Points: 4**

**Course Objectives:** To enable students to

1. Recognize the Ethical Codes of conduct in Counselling.
2. Demonstrate Therapeutic Knowledge through Counselling.
3. Identify the Primary Intervention Techniques of Counselling.

**Unit 1: Introduction**

**3 hours**

Counsellors, Psychotherapists and Helpers - Creating Communication Skills and Feelings - Creating Mind Skills - The Counselling and Helping Powers - Counselling and Helping Relationships.

**Unit 2: The Relating Stage**

**3 hours**

Understanding the Internal Frame of Reference- Showing Attention and Interests - Reflecting Feelings - Starting the Counselling and Helping Process - Managing the Resistance and Making Reference.

**Unit 3: The Understanding Stage**

**3 hours**

Assessing, Feeling and Physical Reactions - Assessing Thinking's - Assessing Communications and Actions – Challenges - Monitoring, Summarizing and Identifying Skills

**Unit 4: The Changing Stage**

**3 hours**

Helping to Solve Problems - Coaching Skills: Speaking, Demonstrating and Rehearsing - Improving Communications and Actions - Improving Thinking - Negotiating Homework - Conducting Middle Sessions - Terminating and Counselling and Helping

**Unit 5: Further Considerations**

**3 hours**

Diversity in Counselling and Helping - Ethical Issues and Dilemmas - Training Group, Supervision and Support - Counselling Theory and Research - Becoming More Skilled and Human

**Total Hours 15**

**Reference Books**

1. *Nelson, R. & Jens, J. (2005). "Introduction to Counselling Skills", (Second Edition), Sage Publications Limited.*
2. *Welfel, E. R., Patterson, L. E. (2007). "The Counselling Process - A Multitheoretical Integrative Approach", Sixth Edition, Thomson Books/Cole*
3. *Gelso, C. & Fretz, B. (2014). "Counselling Psychology", Third Edition, Harcourt College Publishers.*

**Course Outcomes**

1. Delineate creating Communication Skills and Feelings and evaluate counselling and Helping Relationships.
2. Understand the Internal Frame of Reference and Practice Counselling and Helping Process.
3. Assess Feelings, Physical Reactions, Communications and Actions and Identifying Skills.
4. Evaluate Problem Solving and Coaching Skills.
5. Assess diversity in Counselling and understand Counselling Theory and Research.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H				L	H	H					H	M	M
CO 2					M				M					
CO 3	H	M	M		M	H					M	H		
CO 4	H	H	M	M		H						H	M	
CO 5	H			M						H	H		M	

## Internship

Semester – III  
21MAPC20

Hours of instruction/week: -  
Credit Points: 2

**Course Objectives:** To enable students to

1. Integrate knowledge and training in dealing with people
2. Examine the knowledge and executing it in reality
3. Relate theory and practice

### Course Outcomes

1. Apply Counselling Process, Techniques, and Significant Therapies in the Relevant Domains.
2. Formulate enhanced Counselling Programmes.
3. Write an Internship Report.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		H	M				L		H	H	M	
CO 2	H	H		M	M						M	H	M	
CO 3	H	M		M	M						M	H	M	M
CO 4	H	H		M	M						H	H	H	
CO 5	H	H		M	M						M	H	H	H

## Clinical Internship

Semester – IV  
21MAPC21

Hours of instruction/week: 9  
Credit Points: 2

**Course Objectives:** To enable students to

1. Develop Attitudinal, Cognitive and Technical Skills in Handling Patients Compassionately.
2. Demonstrate the Ability to Achieve Advanced Levels of Practice in Clinical Assessment, Diagnosis and Treatment
3. Help to provide Counselling in an Ethical, Legal and Professional Manner.

### Course Outcomes

1. Apply Counselling Process, Techniques, and Significant Therapies in the Relevant Domains.
2. Formulate Enhanced Counselling Programmes.
3. Write an Internship Report.

CO / PO	PO-1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO-1	H	H		H	M				L		H	H	M	
CO 2	H	H		M	M						M	H	M	
CO 3	H	M		M	M						M	H	M	M
CO 4	H	H		M	M						H	H	H	
CO 5	H	H		M	M						M	H	H	H

## Research Project

Semester – IV  
21MAPC22

Hours of instruction/week: 21  
Credit Points: 8

**Course Objectives:** To enable students to

1. Determine the purpose of the study with assumed outcomes.
2. Initiate relevant intervention to meet the challenges on research.
3. Validate the result outcomes with societal needs.

**Course Outcomes:**

1. Describe the research process and the principle activities, skills and ethics associated with the research process.
2. Practice selects and defines appropriate research problem and parameters.
3. Compose a project proposal.
4. Organize and conduct research using various interventions.
5. Write a project report with good APA style for scholarly writing.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		H	M				L		H	H	M	
CO 2	H	H		M	M						M	H	M	
CO 3	H	M		M	M						M	H	M	M
CO 4	H	H		M	M						H	H	H	
CO 5	H	H		M	M						M	H	H	H