



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024.

**M.Sc. PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM -
LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026 - 2027 onwards)

Sem.	Course	Course Title	Ins. Hrs.	Credit	Exam Hrs.	Marks		Total
						Int.	Ext.	
I	Core Course - 1 (CC - 1)	Advanced General Psychology	6	4	3	30	70	100
	Core Course - 2 (CC - 2)	Theories of Personality	6	4	3	30	70	100
	Core Practical - 1 (CP - 1)	Psychological Assessment - I	6	4	3	40	60	100
	Discipline Centric Elective Course - 1 (DCEC - 1)	(Any one from the list)	5	4	3	30	70	100
	Generic Elective Course - 1 (GEC - 1)	(Any one from the list)	5	3	3	30	70	100
	Skill Enhancement Course - 1 (SEC - 1)	Psychology for Effective Living	2	2	3	30	70	100
	Value Added Course - 1 (VAC - 1)*	Basic Nutrition for Good Health	-	2*		30	70	100*
	Total		30	21	-	-	-	600
II	Core Course - 3 (CC - 3)	Advanced Cognitive Psychology	6	4	3	30	70	100
	Core Course - 4 (CC - 4)	Counselling across Life Span	6	4	3	30	70	100
	Core Practical - 2 (CP - 2)	Psychological Assessment - II	6	4	3	40	60	100
	Discipline Centric Elective Course - 2 (DCEC - 2)	(Any one from the list)	4	4	3	30	70	100
	Generic Elective Course - 2 (GEC - 2)	(Any one from the list)	4	3	3	30	70	100
	Skill Enhancement Course - 2 (SEC - 2)	School Counselling	2	2		30	70	100
	Non-Major Elective Course - 1 (NMEC - 1)	One Course from Outside Department	2	2	3	30	70	100
	Total		30	23	-	-	-	700
Summer Internship / Industrial Activity during the Summer Vacation after 1 st Year								

III	Core Course - 5 (CC - 5)	Research Methodology and statistics in Psychology	6	4	3	30	70	100
	Core Course - 6 (CC - 6)	Psychopathology	6	4	3	30	70	100
	Core Practical - 3 (CP - 3)	Psychological Assessment - III	6	4	2	40	60	100
	Discipline Centric Elective Course - 3 (DCEC - 3)	(Any one from the list)	5	4	2	30	70	100
	Generic Elective Course - 3 (GEC - 3)	(Any one from the list)	5	3	3	30	70	100
	Non-Major Elective Course - 2 (NMEC - 2)	One Course from Outside Department	2	2	3	30	70	100
	Internship / Industrial Activity @	Internship		2		20	80	100
	Total		30	23	-	-	-	700
IV	Core Course - 7 (CC - 7)	Positive Psychology	6	4	3	30	70	100
	Core Course - 8 (CC - 8)	Psychometrics	6	4	3	30	70	100
	Core Course - 9 (CC - 9)	Social Psychology	6	4	3	30	70	100
	Discipline Centric Elective Course - 4 (DCEC - 4)	(Any one from the list)	4	4	2	30	70	100
	Entrepreneurship / Industry Based Course @	Internship	3	3	3	30	70	100
	Project Work @	Project	5	5	-	20	80	100
	Value Added Course - 2 (VAC - 2)*	Group Discussion and Personal Interview Sessions	-	2*		30	70	100*
	Total		30	24	-	-	-	600
Grand Total				91				2600

LIST OF DISCIPLINE CENTRIC ELECTIVE COURSE

Discipline Centric Elective Course - 1 (DCEC - 1)	
1.	Organisational Development
2.	Cyber Psychology
Discipline Centric Elective Course - 2 (DCEC - 2)	
1.	Behaviour Modification
2.	Organisational Behaviour
Discipline Centric Elective Course - 3 (DCEC - 3)	
1.	Neuropsychology
2.	Counselling skills and techniques
Discipline Centric Elective Course - 4 (DCEC - 4)	
1.	Training and Development
2.	Mindfulness and Yoga

LIST OF NON-MAJOR ELECTIVE COURSE (for other Department Students only)

NON-MAJOR ELECTIVE COURSE - 1 (NME-1)	
1	Enhancement of Emotional Intelligence
NON-MAJOR ELECTIVE COURSE - 2 (NME-2)	
2	Stress Management

LIST OF GENERIC ELECTIVE COURSE (GEC)

GENERIC ELECTIVE COURSE - 1 (GEC - 1)	
1.	Dynamics in parenting
2.	Marketing management
3.	Interpersonal communication skills
GENERIC ELECTIVE COURSE - 2 (GEC - 2)	
1.	Love and Wellbeing
2.	Scientific report writing
3.	Human Resource management
GENERIC ELECTIVE COURSE - 3 (GEC - 3)	
1.	Computer Assisted Research Skills
2.	Health and wellness
3.	Principles of management

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES: SCIENCE

Sl. No.	Types of the Course	No. of Courses	Credits for each Course	Total Credits	Marks
1.	Core Course	9	4	36	900
2.	Core Practical	3	4	12	300
3.	Discipline Centric Elective Course	4	4	16	400
4.	Generic Elective Course	3	3	9	300
5.	Skill Enhancement Course	2	2	4	200
6.	Non-Major Elective Courses	2	2	4	200
7.	Internship / Industrial Activity @	1	2	2	100
8.	Entrepreneurship / Industry Based Course @	1	3	3	100
9.	Project @	1	5	5	100
Total		26	-	91	2600
Value Added Courses *		2*	2	4*	200

*	The value added courses credit will not be included in the total CGPA. These courses are extra-credit courses. Instruction hours for these courses is 30 hours								
@	Summer Internship will be carried out during the summer vacation after the First year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 3rd S Semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table border="1"> <tr> <th>Description</th><th>Marks</th></tr> <tr> <td>Report</td><td>80</td></tr> <tr> <td>Viva</td><td>20</td></tr> <tr> <td>Total</td><td>100</td></tr> </table>	Description	Marks	Report	80	Viva	20	Total	100
Description	Marks								
Report	80								
Viva	20								
Total	100								

Programme Outcome (PO)

PO-1	Acquire knowledge of scientific methods, basic psychological processes, perspectives and be equipped with theories and approaches.
PO-2	Develop effective skills for self-growth to live in the social world by understanding psychological aspects of various social phenomena to contribute and interact productively to the society.
PO-3	Implement critical and creative thinking with scientific approach and research aptitude to address issues related to behavior and mental processes with ethical awareness.
PO-4	Demonstrate psychological skills to professional work, exhibit self-regulation, enhance teamwork ability, and develop life direction in the area of psychology.
PO-5	Exhibit the ability to design, implement, and communicate research methods in psychology, including research design, data analysis, and interpretations.
PO-6	Embrace artificial intelligence in implementing need based skills under various categories like research, counselling, therapy & innovation.
PO-7	Develop competence in employing digital tools to enhance psychological research and practice counselling skills leading to entrepreneurial opportunities.
PO-8	Utilize psychological principles to individual, interpersonal, group, and societal issues to different cultural groups.
PO-9	Apply and adhere to ethical behavior in all aspects of the science and practice of counselling, therapy in psychology.

**Code: ADVANCED GENERAL PSYCHOLOGY
(Theory)**

Credits: 4

Course objectives

- Understand the basic concept and processing in sensory channels
- Understand biological basis of behavior and Summarize different theories Attention and perception
- Relate the theories of learning and intelligence in memory and forgetting
- Infer the basics concepts of motivation and emotion in relation to conflict Resolution with regard to thinking and personality.
- Apply the scientific concepts in understanding human behavior

UNIT-I: INTRODUCTION TO PSYCHOLOGY AND SENSORY PROCESS

Introduction to psychology: Definition- Psychology as a behavioral science- Methods of psychology- Major sub fields of psychology -Early schools of psychology: Psychoanalytical, Structuralism, Gestalt, Functionalism and Behaviorism.

Modern perspectives of psychology: Behavioral-Biological- Cognitive- Social- Developmental-Humanistic and Psychoanalytic perspectives

Sensory processes: Sensory channels Characteristics of sense: Absolute threshold and Differential threshold -Sensory adaptation -Sensory process: Vision-Hearing-Smell-Taste-Skin senses-Sense of equilibrium-Kinesthetic senses. Sensory Integration/Processing Difficulties

Extra reading/keywords: scope of psychology and psycho physical methods.

UNIT- II: BIOLOGICAL BASIS OF BEHAVIOUR, ATTENTION AND PERCEPTION

Structure, Function, Types and Neurotransmitters- Central and Peripheral nervous system-Structure and Functions- Muscular and glandular system: Types and Functions

Attention: Definition-Types of attention- Span of attention-model of attention, Division of Attention

Perception: Definition- approaches to study perception: gestalt and physiological approach- perceptual consistencies: size, shape and colour illusions- principles of perceptual organizations- movement perception-depth perception- role of motivation and learning in perception-extra sensory perception(ESP)

Extra reading/keywords: hormones, division of attention.

UNIT-III: LEARNING, MEMORY AND FORGETTING

Learning: classical conditioning-operant conditioning-principle of reinforcement-multiple response learning- cognitive learning: latent learning insight learning and imitation.

Memory: definition- stages- process- theories related to memory: theory of general memory, functions, information processing theory and levels of

processing theory- organization and process of long term memory-retrieval of long term memory

Forgetting: Meaning-theories of forgetting-amnesia: psychological and biological amnesia-memory improving techniques.

Extra reading/keywords: Learning strategies in academics and eyewitness testimony

UNIT-IV: MOTIVATION AND EMOTION

Motivation: nature of motivation-theories of motivation: drive theories- opponent process theory- optimal levels theory, psychoanalytic theory and social learning theory- biological motivation: hunger, thirst and sexual motivation.

Social motives: achievement motivation, power motivation and aggression as motive- Motive to know and to be effective: stimulus and explanation needs, effect on motivation and self-actualization motive.

Emotion: physiological responses in emotion-theories of emotion: James- Lange theory, cannon bard theory, Schachter-Singer theory, cognitive appraisal theory and theories of relationship among emotions

limbic system: hormonal regulation of behaviour-emotional intelligence-frustration and conflict: sources of frustration and types of conflict

Extra reading/keywords: Types of motivation, truth in emotions-lie detectors,

UNIT-V: INTELLIGENCE, THINKING AND PERSONALITY

Intelligence: definition of intelligence- theories of intelligence- factor theories, process oriented theories-assessing intelligence- age changes in intelligence: stability of IQ-growth of intelligence- individual difference in intelligence: mental sub- normality- mentally gifted- genetic and environmental influences on intelligence, group differences in intelligence

Thinking: definition- types of thinking- creative thinking – nature and stages- characteristics of creative thinkers – concept formation- rules- types and strategies- problem solving- types- strategies and obstacles, metacognition: meta cognitive-knowledge and metacognitive regulation

Personality: definition-type and trait theories of personality, dynamic personality theories-learning and behavioral theories-humanistic theories.

Extra reading/keywords: types of intelligence and personality disorders.

UNIT-VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Psychology in Digital age, Positive Psychology, Artificial intelligence and Psychology, Mindfulness and wellbeing

Course outcomes (CO):

After successful completion of this course, the students will be able to:

CO 1: Retrieve schools of psychology and sensory process.

CO 2: Paraphrase the biological basis of behavior and compare different theories of attention and perception.

CO 3: Classify intelligence and learning theories.

CO 4: Examine personality with regard to thinking and emotion.

CO 5: Predict forgetting based on memory and motivation.

Text books:

1. Morgan, C.T., King R.A., Weisz, J.R. and John Schopler, (2008). Introduction to Psychology (7th Edition) New Delhi: Tata McGraw Hill.
2. Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L., (2003). Introduction to Psychology (6th Edition) Oxford and IBH Publishing Co. New Delhi.

SUGGESTED READINGS:

1. Robert, A. Baron, (2004) Psychology (5th Edition) Prentice Hall of India, New Delhi.
2. Mangal, S.K., (2009) General Psychology, Sterling Publishers, New Delhi.
3. Goleman, D. (1996) Emotional Intelligence, Bantam Books, New York.
4. Catherine A. Sanderson (2021). Introduction to Psychology. The Great Courses Publication

WEB REFERENCES:

1. <https://www.brooklyn.k12.nh.us/userfiles/69/Classes/795/Schools%20of%20Thought.pdf>
2. <https://www.nios.ac.in/media/documents/secpsycour/English/Chapter-2.pdf>
3. <https://www.blackwellpublishing.com/content/hewstonepsychology/pdf/chapter7.pdf>
4. <https://www.ou.edu/faculty/M/Jorge.L.Mendoza-1/Motivation.pdf>

MAPPING

Program outcomes	Program outcomes								
CO	1	2	3	4	5	6	7	8	9
CO-1	M	H	L	H	M	M	M	H	M
CO-2	H	H	M	M	M	L	M	H	L
CO-3	H	M	L	M	H	L	L	H	H
CO-4	M	H	M	H	L	M	M	H	M
CO-5	H	M	L	M	H	L	L	H	H

High -3, Moderate - 2, Low - 1

Course objectives

- Understand the various factors that influence personality.
- Classify the psychoanalytic and neo-psychoanalytic approaches.
- Match the developmental and trait approaches of personality.
- Compare humanistic and behavioral perspectives of personality.
- Evaluate the personality theories in understanding personality of an individual

UNIT-I: INTRODUCTION AND PSYCHO ANALYTIC APPROACH

The study of personality, The place of personality in the history of psychology, Definitions of Personality Ethnic and Gender issues in personality Assessment- Research and theory in the study of personality, Personality in perspective. Sigmund Freud –Classical Psychoanalysis-The propelling forces of personality-level and structure of personality-dynamics, view of human nature-evaluation of theory and application

Extra Reading/Key Words: Integrative approaches to personality and culture.

UNIT-II: PSYCHODYNAMIC AND NEOPSYCHOANALYTIC APPROACHES

Carl Jung-Analytical Psychology.

Alfred Adler-Individual Psychology

Karen Horney-Psychoanalytic social theory.

Eric Fromm-Humanistic Psychoanalysis and Henry Murray–Personology.

Extra Reading/Key Words: Assessing unconscious patterns

UNIT-III: LIFE SPAN AND TRAIT APPROACH TO PERSONALITY

Lifespan-Erik Erikson-Psychological stages of development.

Trait approach-Gordon Allport-Personality traits, Personality development in childhood, the healthy adult personality.

Raymond. B. Cattell- Approach to personality traits, Influence of heredity and environment-The stages of personality development

Hans. J. Eysenck: Trait and factor theory, Dimensions of personality. Robert McCrae and Paul Costa: five factor model.

Extra Reading/Key words: Identify the personality of any three great leaders.

UNIT-IV: THE HUMANISTIC, BEHAVIORAL AND COGNITIVE APPROACHES

Humanistic–Abraham Maslow-Personality development-The study of self actualizers.

Carl Rogers the actualization tendency, the experiential world, the development of self in childhood, Characteristics of fully functioning persons.

Behavioral- B.F. Skinner: Basis of behaviour.

Albert Bandura: Modelling, Observational learning processes, the self-developmental stages, Behaviour Modification. Cognitive –George Kelly: Personal construct theory, anticipating life events.

Extra Reading/Key words: Connecting self-actualizing tendencies with spirituality by Roger.

UNIT-V: FIELD THEORY AND LIMITED DOMAIN APPROACH

Kurt Lewin: Limited Domain.

Julian Rotter: Social learning theory- Primary concepts, broader concepts, psychological needs, Locus of control, interpersonal trust.

Marvin Zuckerman: Sensation seeking

Martin Seligman: Positive psychology approach, Learned Helplessness.

Extra Reading/Key words: Characteristics/Traits of mature personality by Allport.

UNIT-VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Nature versus nurture: Current evidence from behavioural genetics and epigenetics. Personality across cultures: Indigenous, collectivistic and multicultural perspectives. Gender identity, diversity and inclusivity in personality research.

Course Outcomes (CO):

After successful completion of this course, the students will be able to:

- CO 1 - Relate the personality traits with behavior
- CO 2 - Compare psychoanalytic and neo psychoanalytic Approach
- CO 3 - Categorize the trait and life span approach
- CO 4 - Compare the humanistic and cognitive approaches
- CO 5 - Evaluate the various theories of personality

TEXTBOOKS:

1. Schultz. P. Duane and Schultz Ellen Sydney (2001) Theories of personality, Wadsworth Thomson Learning, USA.
2. Calvin. s. Halland Lindzey. Gand Campbell J.B.(1998) Theories of personality, fourth edition, John Wiley and sons, New York.
3. Fiest. Jand Fiest.G.J.(2002) Theories of personality, McGraw Hill, Boston.
4. Libert. R.M. and Spiegler. M.D. Personality: Strategies and Issues. Brooks Publishing Company, Pacific Groove, California.

WEB REFERENCES

1. <https://www.simplypsychology.org/carl-rogers.html>
2. <https://open.baypath.edu/psy321book/chapter/c23p2/>
3. <https://positivepsychology.com/abraham-maslow/>
4. <https://www.psychologydiscussion.net/learning/learning-theory/lewins-field-theory-of-learning-education/2525>
5. <https://study.com/learn/lesson/julian-rotters-social-learning-theory-components-principles-examples.html>

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)								
CO	1	2	3	4	5	6	7	8	9
CO-1	H	M	H	H	M	L	M	H	H
CO-2	H	H	M	H	M	M	M	H	H
CO-3	M	H	L	M	M	L	M	H	H
CO-4	H	H	H	M	H	L	H	H	M
CO-5	H	M	M	M	H	L	L	H	M

High-3, Moderate-2, Low-1

COURSE OBJECTIVES:

- Learn and administer psychological test
- Interpret the test
- It helps the students in employability and develop assessment skills

UNIT-I: LEARNING AND MEMORY

1. PGI Memory Scale
2. Paired Association Learning

UNIT-II: ANXIETY AND EMOTION

3. State-Trait Anxiety Scale
4. Manifest Anxiety Scale
5. Beck's Depression Scale
6. Anxiety stress depression Scale

UNIT-III: PERSONALITY

7. Neo five factor inventory
8. Myer-Briggs Type Indicator
9. Edwards Personal Preference Schedule
10. Levenson's Scale for Locus of Control
11. Sentence Completion Test
12. Eysenck's Personality Questionnaire

UNIT-IV: EDUCATIONAL PSYCHOLOGY

13. Educational Aspiration Scale
14. Achievement Motivation
15. Interest Schedule

ATTENTION AND INTELLIGENCE

16. Span of Attention(Visual)
17. Weschler Adult Intelligence Scale(WAIS)
18. Malin's Intelligence Scale

UNIT-V: SOCIAL PSYCHOLOGY

19. Bogardus Social Distance Scale
20. Prejudice Scale
21. Family Relationship Scale

ENVIRONMENTAL PSYCHOLOGY

22. Environmental Orientation Attitude Scale.
23. Happiness Scale

There are minimum 10 experiments to be conducted from out of twenty experiments.

Course Outcomes (CO):

After successful completion of this course, the students will be able to:

CO 1 - Demonstrate the competence in administering, scoring and interpreting the psychological tests

CO 2 - Infer the test reports for planning counseling and therapy sessions.

CO 3 - Apply the tests in counseling set up for clinical and non- clinical population.

References:

1. Anne Anastasi and Susane Urbina (1997). Psychological Testing. Seventh Edition. Prentice Hall, New Jersey.

Suggested Readings:

1. Frank .S. Freeman. (1962).Theory and Practice of Psychological Testing., Oxford & IBH Publishing Ltd. New Delhi.

Year: I

SKILL ENHANCEMENT COURSE 1

Semester I

Code:

**PSYCHOLOGY FOR EFFECTIVE LIVING
(Theory)**

Credits: 2

Course Objectives:

- Understand the basic concepts of self.
- Summarize different theories of learning
- Relate the functioning of memory and motivation
- Infer the fundamentals of emotion and intelligence
- Attribute the process of consciousness and personality formation

UNIT-I: SEEKING SELFHOOD

Self-concept-core characteristics of self-concept, Self-consistency, self-esteem-attitude towards self, self enhancement and self-verification, Self-concept and personal growth

Extra Reading (Key Words): Self-image and ideal self

UNIT-II: A HEALTHIER YOU

Body image- bullying, Psychological factors and physical illness, Coping with illness

Extra Reading (Key Words): Rating healthy habits

UNIT-III: TAKING CHARGE OF YOUR LIFE

Mastery and personal control-resolve, Decision making-meaning-definitions-strategies of decision making, Decision making and personal growth

Extra Reading (Key Words): A person's idea of his self control.

UNIT-IV: YOUR FRIEND AND YOU

Meeting people-impression formation and management-interpersonal attraction-LGBT, Selecting peer group-boundaries in-Friendship, Self-disclosure and loneliness-Cyber crimes,

Extra Reading (Key Words):Analyse on personal shyness

UNIT-V: LOVE AND COMMITMENT

Love and intimacy-Internal sources of liking-external sources of liking, Commitment-adjusting to intimate relationships, Divorce and its consequences

Extra Reading (Key Words):Marital Myths

UNIT-VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Identity development in the digital age, Mental health literacy and self-care practices, Goal setting and self-determination.

Course Outcomes:

On successful completion the students will be able to:

- CO1 : Summarize the components of self
 CO2 : Relate physical and psychological health with effective living
 CO3 : Analyze the strategies used for self-identity
 CO4 : Compare interpersonal and interdependent relationship.
 CO5 : Examine and infer decision making strategies

TEXT BOOKS:

1. Duffy.G.K.,& Atwater. E.(2008) *Psychology for living-Adjustment, growth and behaviour* today. Prentice Hall India Pvt. Ltd. India
2. Baron. A. R .and Byrne.D (2003) *Social Psychology*.10thedition. Prentice Hall Pvt. Ltd. India

SUGGESTED READINGS:

1. Mayers.D.G.(1999) *Social Psychology*. Mc Graw Hill Pvt. Ltd. New York
2. Giles.B.(2002) *Introducing social psychology*. The Brown group, London
3. Elliot 3. Anthony(2020) *Concepts of the self*. Wiley Publication. New York.

WEB REFERENCES

1. <https://www.verywellmind.com/what-is-prosocial-behavior-2795479>
2. <https://positivepsychology.com/prosocial-behavior/>
3. <https://practicalpie.com/theories-of-aggression/>
4. <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00862/full>

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	L	M	L	H	H	L
CO-2	H	H	M	H	H	M	L
CO-3	H	M	H	L	H	H	H
CO-4	H	M	H	L	H	H	H
CO-5	H	L	H	M	H	H	M

H-High, M-Moderate, L-Low

Course Objectives

- Understand the basic concepts and principles of human nutrition.
- Explain the functions of macro and micronutrients in maintaining health.
- Describe the physiological processes involved in digestion, absorption, metabolism, and utilization of nutrients.
- Recognize the importance of balanced nutrition in maintaining ideal body weight and enhancing physical performance.
- Analyze the role of nutrition in the prevention and management of lifestyle-related diseases.

UNIT – I: INTRODUCTION TO NUTRITION AND NUTRIENTS

Concept of nutrition and health – Balanced diet – Food groups – Recommended Dietary Allowances (RDA) – Macronutrients: carbohydrates, proteins and fats – Micronutrients: vitamins and minerals – Water and its importance – Functions, food sources, daily requirements and deficiency disorders of major nutrients.

Extra Reading/Keywords: Food pyramid, My Plate, nutrient density, healthy eating habits.

UNIT – II: DIGESTION, ABSORPTION AND METABOLISM OF NUTRIENTS

Structure and functions of the digestive system – Digestion of carbohydrates, proteins and fats – Absorption of nutrients – Metabolism and utilization of nutrients – Energy balance – Basal Metabolic Rate (BMR) – Factors affecting metabolism – Nutritional assessment methods.

Extra Reading/Keywords: Gut microbiome, probiotics, metabolism, enzymes.

UNIT – III: NUTRITION FOR HEALTH AND PHYSICAL FITNESS

Maintenance of ideal body weight – Body Mass Index (BMI) – Energy requirements at different stages of life – Nutrition for physical activity and exercise – Hydration – Meal planning for health and fitness – Nutritional needs of children, adolescents, adults and older adults.

Extra Reading/Keywords: Sports nutrition, obesity, body composition.

UNIT – IV: NUTRITION AND LIFESTYLE DISEASES

Role of nutrition in prevention and management of cardiovascular diseases – Diabetes mellitus – Hypertension – Cancer – Osteoporosis – Obesity – Dietary modifications for disease prevention – Functional foods and antioxidants.

Extra Reading/Keywords: Glycemic index, cholesterol, dietary fiber, phytochemicals.

UNIT – V: COMMUNITY NUTRITION AND HEALTH PROMOTION

Nutrition education – Food safety and hygiene – Food adulteration – Nutritional labeling – Malnutrition and public health nutrition – Government nutrition programmes in India – Sustainable healthy eating practices.

Extra Reading/Keywords: Mid-Day Meal Scheme, POSHAN Abhiyaan, food fortification.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Personalized Nutrition – Nutrigenomics – Gut Health and Microbiome – Plant-Based Diets – Intermittent Fasting – Sustainable Nutrition – Digital Nutrition Apps and Artificial Intelligence in Nutrition.

Course Outcomes (CO)

After successful completion of this course, students will be able to:

CO1: Explain the basic concepts and functions of nutrients in maintaining health.

CO2: Describe the physiological processes of digestion, absorption, metabolism and utilization of nutrients.

CO3: Apply nutritional principles for maintaining ideal body weight and promoting physical fitness.

CO4: Analyze the relationship between nutrition and lifestyle-related diseases.

CO5: Recommend healthy dietary practices for individuals and communities.

Text Books

Srilakshmi, B. (2022). *Nutrition Science* (8th Edition). New Age International Publishers.

Mudambi, S. R., & Rajagopal, M. V. (2017). *Fundamentals of Foods, Nutrition and Diet Therapy* (7th Edition). New Age International Publishers.

Suggested Readings

Wardlaw, G. M., & Smith, A. M. (2021). *Contemporary Nutrition*. McGraw-Hill Education.

Whitney, E., & Rolfes, S. R. (2022). *Understanding Nutrition* (16th Edition). Cengage Learning.

Gropper, S. S., & Smith, J. L. (2021). *Advanced Nutrition and Human Metabolism*. Cengage Learning.

Mann, J., & Truswell, A. S. (2017). *Essentials of Human Nutrition* (5th Edition). Oxford University Press.

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	L	M	L	H	H	L
CO-2	H	H	M	H	H	M	L
CO-3	H	M	H	L	H	H	H
CO-4	H	M	H	L	H	H	H
CO-5	H	L	H	M	H	H	M

H-High, M-Moderate, L-Low

**Code: ADVANCED COGNITIVE PSYCHOLOGY
(Theory)**

Credits: 4

Course Objectives:

- To develop an understanding of Cognitive Neuropsychology
- To give orientation about different methods in cognitive neuroscience
- To explain brain structure and functions
- To develop the concept behind the neurological functions of sensory, motor, attention and memory
- To provide the understanding of brain functions related to executive functions, emotions and social cognition

Unit- I: Introduction to cognitive neuropsychology– Brief History of cognitive neuroscience – Present and existing future of cognitive neuroscience, experimental approaches to Brain functions- localization and lateralization overview of methods in cognitive neuroscience - Invasive and non-invasive methods.

Unit- II: Introduction to brain- Structure and functions of the Neuron, Brain Anatomy and functions- the gross organization of the brain- lobes, cerebrum- cerebral cortex- subcortex- midbrain- hindbrain- connectivity of the brain- neurotransmitters and hormones.

Unit- III: Memory and Language: Working Memory – Process of Forgetting – Memory Distortions – Reconstructive Retrieval – Recovered Memory – Memory Illusion – False Memory – Eyewitness Testimony – Approaches to Memory- Information processing & connectionist. Defining Language – Origin of Language – Meaning, Structure and Use – Universal Language – Language acquisition, models of reading and language comprehension; Meaning and beyond; Language production

Unit- IV: Problem Solving and reasoning: Types of Thinking – Well Defined and Ill-Defined Problems – Productive and Reproductive Problems – Model of Problem Solving - Reasoning and Decision Making – Categorical Syllogism – Conditional Syllogism – Errors in Deductive Thinking – Theories of Deductive Reasoning – Syllogistic Reasoning, Syllogistic Forms – Common Errors – Conditional Reasoning – Inductive Reasoning – General Inductions – Specific Inductions

Unit- V: Neuropsychological tests – principles of neuropsychological assessment- rationale and goals (orientation sensation, perception attention and concentration, motor skills, verbal functions and languages) overview of

neuropsychological battery- domains and measures of tests- Halsterad Reitan, luria Nebraska, PGI BBP, NIMHANS battery

UNIT- VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Trends in cognitive neuroscience research. Hemispheric Specialization. Brain damage and neurological disorder. Neuroimaging and EEG

Course Outcomes (CO):

After successful completion of this course, the students will be able to:

CO 1: Recognize the importance of cognitive neuropsychology and its connections to human behavior

CO 2: Explain about various methods in cognitive neuroscience and its applications

CO 3: Understand the structure and functions of brain and its application in understanding various disorders

CO 4: Discuss the importance of cognitive bases of perception and the neural bases of sensory motor functions

CO 5: Explain the neural background for higher order cognitive functions, such as attention, language, executive functions, learning and memory, consciousness and emotion regulation.

Recommended Text Books:

1. Jamie Ward (2015), "The Student's Guide to Cognitive Neuroscience"- Third Edition, Psychology Press, London NewYork
2. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
3. Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.
4. Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
5. Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
6. Liro P. Jaaskelainen (2015),"Introduction to Cognitive Neuroscience" – bookboon.com

Web Sources:

- <https://www.youtube.com/watch?v=EtxibYcyDz0>
- <https://www.youtube.com/watch?v=plm9tmkOV88>
- <https://www.youtube.com/watch?v=ZudHhIDG3M4>
- https://www.youtube.com/watch?v=kVollCt4_dQ
- <https://www.youtube.com/watch?v=gdzmNwTLakg>
- https://www.youtube.com/watch?v=tFHL1_DStY8

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)								
CO	1	2	3	4	5	6	7	8	9
CO-1	H	M	H	H	M	L	M	H	H
CO-2	H	H	M	H	M	M	M	H	H
CO-3	M	H	L	M	M	L	M	H	H
CO-4	H	H	H	M	H	L	H	H	M
CO-5	H	M	M	M	H	L	L	H	M

H-High, M-Moderate, L-Low

**Code: COUNSELLING ACROSS LIFE SPAN
(Theory)**

Credits: 4

Course Objectives:

- Develop an understanding of human growth and development across the lifespan and its relevance to counselling.
- Familiarize students with developmental theories and age-specific psychological concerns from childhood to old age.
- Equip students with appropriate counselling techniques and intervention strategies for individuals at different developmental stages.
- Enhance competencies in addressing developmental, emotional, behavioural, family, educational, occupational, and ageing-related issues.
- Promote ethical, culturally sensitive, and evidence-based counselling practices across diverse populations.

UNIT – I: Foundations of Lifespan Development and Counselling

Principles and stages of human development across the lifespan – Physical, cognitive, emotional, and social development from infancy to late adulthood

Theories of development including those by Erikson, Piaget, and Levinson

Importance of developmental understanding in planning age-appropriate counselling interventions – Ethical and cultural considerations in lifespan counselling

Unit – II: Counselling Children and Early Adolescents

Common developmental issues and psychological concerns during childhood and early adolescence – Behavioural problems, academic challenges, family conflicts, and peer pressure – Techniques such as play therapy, storytelling, art-based counselling, and behaviour modification – Collaborating with parents, caregivers, and educators in the counselling process – Creating safe and engaging spaces for young clients

Unit – III: Counselling Late Adolescents and Young Adults

Issues related to identity, autonomy, self-esteem, academic stress, and career planning – Mental health concerns including anxiety, depression, and substance abuse – Techniques involving goal setting, motivational interviewing, and cognitive-behavioural strategies – Counselling for gender, sexuality, and relationship concerns – Career counselling and transition to higher education or work

Unit – IV: Counselling Middle-Aged Adults

Life transitions including marriage, parenting, career advancement or change, and midlife crisis – Stress, burnout, marital conflicts, and work-life balance – Counselling techniques for coping, resilience-building, and conflict

Unit – V: Counselling Older Adults and the Ageing Population

Psychosocial issues related to ageing including retirement, bereavement, loneliness, and declining health – Counselling for chronic illness, dementia, and adjustment to dependency – Promoting active ageing, dignity, and life review – Family and caregiver counselling – Techniques for enhancing well-being and social support systems in later life.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Trauma-informed and resilience-oriented counselling, School mental health and social-emotional learning (SEL), Gender diversity, inclusion, and affirmative counselling

Course Outcomes:

On successful completion the students will be able to:

CO1: Explain the major theories and principles of human development and their implications for counselling across the lifespan.

CO2: Apply age-appropriate counselling techniques to address developmental, behavioural, emotional, and social issues among children and adolescents.

CO3: Analyze the psychological, educational, vocational, and interpersonal concerns of young and middle-aged adults and plan suitable counselling interventions.

CO4: Evaluate counselling approaches for managing life transitions, stress, family concerns, and mental health issues across adulthood.

CO5: Design ethical, culturally responsive, and evidence-based counselling strategies to promote healthy ageing, resilience, and well-being among older adults and their caregivers.

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)								
CO	1	2	3	4	5	6	7	8	9
CO-1	H	M	H	L	M	L	L	M	L
CO-2	H	H	L	H	L	L	H	H	M
CO-3	M	H	L	H	M	L	M	H	M
CO-4	H	H	L	M	M	M	M	H	L
CO-5	M	H	M	M	M	L	M	H	M

High – 3, Moderate – 2, Low - 1

Reference Textbooks:

1. Development Through the Lifespan. (Latest Edition). Pearson.
2. Human Development: A Life-Span View. Cengage Learning.
3. The Skilled Helper. Cengage Learning.
4. Theory and Practice of Counseling and Psychotherapy. Cengage Learning.
5. Counseling Across the Lifespan: Prevention and Treatment. Cognella Academic Publishing.
6. Life-Span Human Development. Cengage Learning.

**Code: PSYCHOLOGICAL ASSESSMENT - II
(Practical)**

Credits: 4

Course Objectives

- Learn and administer psychological test
- Interpret the test
- Students are equipped with employability and entrepreneur skills

MOTIVATION AND WELL-BEING

PGI Quality of Life Scale

Subjective Well-being Index

Leadership Preference Scale

CLINICAL PSYCHOLOGY

Learning Disability Index

Developmental Screening Test

Vineland Social Maturity Scale (Malin)

Bender Gestalt Test

Clinical Analysis Questionnaire

Mental Status Examination

Brain Dominance Scale

INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

Occupational Aspiration Scale

Entrepreneurial Profile Assessment Scale

Occupational Stress Index

Organizational commitment scale

INTELLIGENCE

Wechsler's Adult Intelligence Scale

Malin's Intelligence scale

Test of general intelligence for college students

SPORTS PSYCHOLOGY

Sportsman Spirit Test

DEMONSTRATION EXPERIMENTS (NOT FOR THE EXAMINATION)

Thematic Apperception Test (TAT)

Rorschach Ink-Blot Test

There are minimum 10 experiments that need to be conducted.

Course Outcomes (CO):

After successful completion of this course, the students will be able to:

CO 1 - Remember and understand basics of psychological assessment

CO 2 - Analyze different types of testing

CO 3 - Apply different assessment techniques in practical life

Course Objectives

- Familiarize and conceptualize the issues pertaining to school-going children.
- Employ counselling techniques grounded in evidence based approaches to help school children
- Adapt the delivery modality based on the developmental level and needs of the children
- Facilitate the collaboration with parents and authorities to address the needs of children

UNIT - I: Introduction to School Counseling: History of School Counseling: Pioneers, Evolution of Identity and Challenges: Organizational, Institutional and Political; the purpose of School counseling program – A comprehensive program: facilities and resources – Varying roles of school of counselors – training of school counselors- culturally competent counseling skills. Factors influencing school counseling

UNIT - II: Theories of School Counseling: Developmental considerations: Physical, Social and Cognitive Development of Children. Theories by Piaget, Vygotsky, Kohlberg and Bronfrenbrenner. Psychological Approaches and Methods to counseling: Adlerian; Behaviorism; Rogerian; CBT; Reality Therapy with Choice Theory; Solution-focused; Strength Based.

UNIT - III: Counseling Young Children: Children with Problems of Affect, Counseling Elementary and preschool Students for relationship problems, counseling students with acting out behavior problems. Counselling the Middle School Students – Problems of Adolescents Counselling and Adolescent Identity Formation, Sexual and Gender Identity, Problems of Relationships, Problems of Affect. Counseling in High Schools – Adolescents and Relationships.

UNIT - IV: Counseling Children with Special Needs: Role of School Counselors as Advocates for Children with Disabilities. Counselor's Role with Parents of Children with Disabilities, Counseling Gifted Children. Counseling Children of Homeless Families, Truancy and School Refusal, Juvenile Justice System, Illegal Drug and Alcohol Use, Smoking, Self-Destruction Behaviors, Death and Grief.

UNIT - V: Assessment, Collaboration and Advocacy: Student Assessment, Counseling Individual and Group counseling, Consultation and Collaboration in School Counseling, Educational and Career Development, Evaluation of School Counseling Programs, Professional Ethics and Legal Issues. ASCA framework.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

School counselling in the context of the National Education Policy (NEP 2020). Comprehensive developmental school counselling models. Multi-Tiered System of Supports (MTSS). Response to Intervention (RTI).

Course Outcomes (CO):

After successful completion of this course, the students will be able to:

CO1: Explain the historical evolution, philosophy, scope, and comprehensive models of school counselling, including the roles, competencies, and ethical responsibilities of professional school counsellors.

CO2: Apply major developmental theories and counselling approaches to understand and address the educational, emotional, behavioral, social, and career needs of school-aged children and adolescents.

CO3: Demonstrate appropriate counselling skills and intervention strategies for students across preschool, elementary, middle, and high school settings, considering developmental, cultural, and contextual factors.

CO4: Design inclusive counselling interventions and advocacy strategies for children with special needs and those experiencing psychosocial, behavioral, family, or school-related challenges.

CO5: Utilize assessment, consultation, collaboration, and program evaluation techniques within ethical and legal frameworks to develop and implement comprehensive school counseling programs aligned with national and international best practices.

Recommended Text books:

1. Charles L. Thompson, Donna A. Henderson (2007) Counseling Children (Seventh Edition) International Students Edition. USA Thomson Brooks/Cole
2. Robert J. Wright, Widener University (2012) Introduction to School Counseling, New Delhi, Sage Publication
3. Susan C. Whiston, (3rd Edition) Principles and Application of Assessment in Counseling, (International Student Edition). USA: Brooks / Cole Cengage Learning.
4. Henderson, D. A., & Thompson, C. L. (2015). *Counseling children*. Cengage Learning.
5. Schmidt, J. J. (1999). Counseling in schools – Essential services and comprehensive programs, (3rd ed). Boston: Allyn & Bacon.

6. Theodore, L. A. (Ed.). (2016). *Handbook of evidence-based interventions for children and adolescents*. Springer Publishing Company.
7. Brown, N. W. (1994). *Group counseling for elementary and middle school children*. Greenwood Publishing Group.
8. Dollarhide, C. T., & Lemberger-Truelove, M. E. (Eds.). (2018). *Theories of school counseling for the 21st century*. Oxford University Press.
9. Kolbert, J. B., Williams, R. L., Morgan, L. M., Crothers, L. M., & Hughes, T. L. (2016). *Introduction to professional school counseling: Advocacy, leadership, and intervention*. Routledge.
10. Gibson, R. L., & Mitchell, M. H. (2005). *Introduction to counseling and guidance*. Pearson Education.

References:

1. D.Weist, Stewen E. Evaus and Nancy A. Lever Springer (2003) *Handbook of School Mental Health - Advancing Practice and Research*, New York: Springer Publication.
2. Bowers, J., & Hatch, P. A. (2005). *The ASCA national model: A framework for school counseling programs*. American School Counselor Association, 1101 King Street, Suite 625, Alexandria, VA 22314.
3. Curry, J., & Fazio-Griffith, L. (Eds.). (2013). *Integrating play techniques in comprehensive school counseling programs*. IAP.

Web Resources:

- History: [One Hundred Years of School Counseling](#)
- Counseling Session Demo with Commentary: [Student's Problems and Counselling](#)
- The Elementary School Counselor: [The School Counselor](#)
- SWAYAM Course on School Counseling: CEC21 ED14
- <https://www.youtube.com/channel/UCGW1BH-tJncYqWVPIjDvyA/videos>
- IGNOU <https://www.egyankosh.ac.in/bitstream/123456789/23960/1/Unit-3.pdf>
- https://us.sagepub.com/sites/default/files/upm-binaries/42517_6_pdf.pdf

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)								
CO	1	2	3	4	5	6	7	8	9
CO-1	H	M	H	L	M	L	L	M	L
CO-2	H	H	L	H	L	L	H	H	M
CO-3	M	H	L	H	M	L	M	H	M
CO-4	H	H	L	M	M	M	M	H	L
CO-5	M	H	M	M	M	L	M	H	M

High – 3, Moderate – 2, Low - 1

Course Objectives:

- To understand emotional intelligence and the skills of it.
- To identify the emotions of self.
- To know various methods of self-management.
- To identify the emotions of other people.
- To deal with Difficult Friends and Relatives.

UNIT - I: Introduction to Emotional Intelligence- Meaning and definition - Impact of Emotional Intelligence - Four Skills of Emotional Intelligence: Self- awareness, Self- management, Social-Awareness and Relationship Management - Action Plan to increase Emotional Intelligence.

UNIT - II: Strategies for Self-awareness - Definition of feelings - Identification of Emotions of Self — Recognition of Emotions: Interpreting behaviours, examining self-destructive behaviours, Understanding body language and Identification of Emotions through other people- Changing Negative Emotions: Recognizing negative emotions.

UNIT - III: Strategies for Self-Management-Acceptance of Emotions: Cognitive Restructuring, Methods of Distraction, Relaxation, Meditation and Similar Activities and Application of Mindfulness- Recognizing the Importance of Practice.

UNIT - IV: Strategies for Social Awareness - Difference between Empathy and Sympathy -Identification of Emotions of Other People, Understanding Empathy, Listening, Facial Cues and Decoding body language- Practice Empathy: Determine Emotions of others- Usefulness of Empathy, Dealing with intimate Relationships, Dealing with Friends & Relatives and dealing with strangers.

UNIT - V: Strategies for Relationship Management: Controlling the Reactions to Others Emotions: Being aware of the gut reaction and working through alternative responses - Influencing Other People's Emotions - Encountering Difficult People: Determining the best outcome with a difficult person, Techniques for dealing with difficult people - Dealing with Difficult Friends and Relatives.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Emotional intelligence and emotional agility. Cultural intelligence and emotional competence. Measuring Emotional Intelligence: Self-report and performance-based assessments. Ethical use and limitations of Emotional Intelligence.

Course Outcomes:

On successful completion the students will be able to:

CO 1: Identify the impact and skills necessary for Emotional Intelligence

CO 2: Describe the strategies essential for being aware of self.

CO 3: Examine the techniques for self-Management

CO 4: Appraise the social awareness strategies for becoming emotionally intelligent.

CO 5: Develop techniques for efficient relationship management.

Recommended Text books:

1. Stein. S. J. (2009). Emotional Intelligence for Dummies. Canada: John Wiley & Sons.
2. Bradberry, T., Greaves, J., Lencioni, P.M. (2005) The Emotional Intelligence Quick Book: Everything You Need to Know to Put Your EQ to Work. ISBN 978-0743273268: Touchstone
3. Stein. S. J., Book, H. E. (2011). The EQ Edge: Emotional Intelligence and Your Success. (3rd ed.). ISBN 978-0470681619: Jossey-Bass.

References:

1. Goleman. B. (2019). Emotional Intelligence: For a Better Life, success at work, and happier relationships. Improve Your Social Skills, Emotional Agility and Discover Why it Can Matter More Than IQ. (EQ 2.0). ISBN 978-1077972131: Independently Published
2. Goleman, D. (2011). The Brain and Emotional Intelligence: New Insights. (2nd ed.). More Than Sound LLC
3. Segal. J. (2008). The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships (NTC SELF-HELP). ed.). ISBN 978-007154455: McGraw- Hill Education;

Web Sources:

- <https://www.verywellmind.com/what-is—emotional-intelligence-2795423>
- <https://brm.institute/strategies-increase-self-awareness/>
- <https://aliabdaal.com/self—management-skills/>

- <https://www.trainerbubble.com/downloads/emotional-intelligence-e-learning/>
- <https://elearningindustry.com/ways-facilitate-emotional-intelligence>
- <https://blog.neolms.com/how-online-courses-can-nurture-emotional-intelligence/>
- <https://www.coursera.org/learn/emotional-and-social-intelligence/>
- <https://positivepsychology.com/emotional-intelligence-training/>

Code:

**RESEARCH METHODOLOGY AND
STATISTICS IN PSYCHOLOGY
(Theory)**

Credits: 4

Course Objectives:

- Remember the concept of research, its types, and characteristics.
- Understand the types of research design, sampling, and writing thesis.
- Apply different methods of data collection, process, analysis, and interpretation.
- Analyze research data using various computer data analysis tools.
- Evaluate the different research methods.

UNIT – I: FOUNDATIONS OF RESEARCH

Meaning and definitions, Objectives and types of research. Research approaches, Criteria of good research, ethical issues - children, adults, animals. Research methods vs. Methodology. Research process. Research problem - sources. Reviewing the literature. Research article.

Extra reading / keywords: Research, educational research, empirical research, social research, historical research, post facto research, scientific research.

UNIT – II: VARIABLES, HYPOTHESIS, AND SAMPLING

Variables - Definition - Independent variables, dependent variables, control, extraneous and confounded variables. Hypothesis - Meaning, types, hypothesis testing – concepts related to hypothesis testing, Type I & Type II error. Sampling - Meaning, Sample design, Types - Probability & non-probability sampling, Sampling & non-sampling errors, effect size. Scales of measurements - Classification of measurement scales, goodness of measurement scales.

Extra reading / keywords: Levels of Research Project, Components of Research Problem, skimming, problem formulation, Null hypotheses, Test hypotheses.

UNIT – III: RESEARCH DESIGN

Research design – definition/meaning, need and features. Types of research design - Experimental design: Independent groups designs – Completely randomized designs, randomized block design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non-experimental designs: Quasi-experiments – Time-series design, non-equivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

Extra reading / keywords: Exploratory & Formulative studies, Diagnostic studies, Experimental Design, Principles of Sampling, Probability & Non-Probability sampling, sampling error.

UNIT – IV: STATISTICS

Statistics: Organizing data: Frequency distribution – Graphs. Descriptive statistics: Measures of central tendency – Measures of dispersion – Measures of relationship. Measures of skewness and kurtosis.

Inferential statistics: Parametric & Non-parametric tests. Parametric tests - z test – t test – Analysis of Variance – Correlation – Concepts related to correlation – Correlation coefficient – Regression.

Non-parametric statistics: Mann-Whitney test – Wilcoxon, Chi-square – Spearman Rank correlation – Kruskal-Wallis test.

Extra reading / keywords: Types of Data collection, coding, labelling, compiling data, pilot study, plagiarism, different types of research formats.

UNIT –V: REPORT WRITING AND COMPUTERS IN RESEARCH

Meaning of interpretation: techniques and precautions. Writing a Proposal – Plagiarism – References and In-text citation – APA primer. Presenting research: Research report – Oral and Poster presentation. Significance of report writing: steps, mechanics and precautions for writing a research report. Computers in research – Internet and research. Analysis of data using SPSS.

Extra reading / keywords: SPSS, Association, chi-square test, t-test, Variance.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

AI-assisted Sampling and Recruitment, Research Integrity and Responsible Conduct of Research, Virtual and Online Experimental Designs, Digital Poster and Conference Presentations

Recommended Text books:

1. Kumar, R.(2005)Research Methodology, A Step-by-Step Guide for Beginners. New Delhi, Dorling Kindersley Pvt. Ltd.
2. Kothari,C.R.,(2004).ResearchMethodology.MethodsandTechniques,NewDelhi;NewAgeInternational(P)Limited.
3. Vanit Nalwa,(1992).The ABC of Research, New Delhi; Wiley Eastern

Suggested Readings:

1. Richard Veit et al.(1990).Writing, Reading and Research, New York; Macmillan Publishing Company.
2. Daroga Singh & Chaudhary, F.S.,(1989).Theory and Analysis of Sample Survey Design, N.Delhi, Wiley Eastern Limited.
3. Agarwal, B.L., (1988).Basic Statistics, New Delhi; Wiley Eastern Ltd.

Web References:

1. <https://libguides.usc.edu/writingguide/researchdesigns#:~:text=The%20research%20design%22.0refers%20to,measurement%2C%20and%20analysis%20of%20data.>
2. <https://www.scribbr.com/category/research-process/>
3. http://pathways-egypt.com/subpages/downloads/Research_Chapter_7.pdf

Course Outcomes:

On successful completion the students will be able to:

CO 1: Understand the concept of research, its types and characteristics

CO 2: Enumerate various types of research design and its relevance.

CO 3: Compare different types of variables, methods of collecting, processing, analyzing and interpreting data.

CO 4: Apply computer data analysis for data analysis and interpretation.

CO 5: Evaluate the different research methods

MAPPING

Course Outcomes	PROGRAMME OUTCOMES (PO)								
CO	1	2	3	4	5	6	7	8	9
CO1	H	M	H	H	H	M	M	H	H
CO2	H	M	H	H	M	H	M	H	M
CO3	M	H	M	H	H	M	H	H	M
CO4	M	L	L	M	M	M	M	H	M
CO5	H	M	H	M	H	M	M	H	M

Code:

**PSYCHOPATHOLOGY
(Theory)**

Credits: 4

Course Objectives:

- To provide a foundational understanding of abnormal behavior, its historical development, theoretical perspectives, and classification systems.
- To analyze the etiology, symptoms, prevalence, and diagnostic criteria of various psychological disorders, including mood, personality, psychotic, and anxiety disorders.
- To explore disorders related to bodily maladaptation, cognitive impairments, substance use, and developmental challenges in childhood and adolescence.
- To develop critical skills for assessing and researching maladaptive behaviors, integrating theoretical knowledge with practical approaches for treatment and intervention.
- To cultivate an appreciation for the social, cultural, and biological influences on mental health, fostering skills for promoting well-being and mental health advocacy.

UNIT-I: Basics of Pathology

Abnormal behaviour: Definition and concept. Historical background of modern abnormal psychology, Epidemiology of maladaptive Behavior. Difference between Neurosis and Psychosis. Research in Abnormal psychology - observing behavior, the role of theory, the research journey, Types of research. Assessment: The Basis of classification. Theoretical Perspectives on maladaptive Behavior: The Biological Perspective, the Psychodynamic Perspective, the behavioural perspective, the cognitive perspective, the humanistic-existential perspective and the community-cultural perspective. Stress and coping: coping skills – coping process and social support. Clinical reactions to stress: adjustment disorder- acute stress disorder and dissociative disorder- Symptoms, causes- diagnostic criteria & Co morbidity.

UNIT- II: Bodily Maladaptation and Bodily Preoccupation Disorders

Sleep disorders: Circadian Rhythm, Sleep process- Dyssomnias & Parasomnias and Narcolepsy Symptoms, causes-prevalence- diagnostic criteria & Co morbidity, Somatoform disorders: Pain disorders Somatization disorder- Conversion Disorder- Hypochondriasis & Body dysmorphic disorder Symptoms, causes-prevalence- diagnostic criteria & Co morbidity. Sexual dysfunction: Types and treatment- Gender

identity disorder: in children and adults – causes. Prevalence Paraphilias-types and perspectives. sexual Victimizer and sexual harassment.

UNIT - III: Personality Disorders & Mood Disorders

Personality Disorder: Classification- Odd Behavior- Dramatic and emotional behavior- Anxious behavior- Treatment- Symptoms-causes-prevalence- diagnostic criteria & Co morbidity. Mood Disorder: Depression- Vulnerable factors – Depressive disorders – Dysthymic-major depressive disorder – Causes -prevalence- and treatment. Bipolar disorder – Symptoms - Causes - prevalence- and Treatment of bipolar - Diagnostic criteria & Co morbidity. Suicide: Definition- mental illness and suicide- Risk factors for suicide- Life event and suicide- Suicide Contagion. Suicide: Definition- mental illness and suicide- Risk factors for suicide- Life event and suicide- Suicide Contagion, Preventive measures of suicide

UNIT- IV: Psychotic, Cognitive Impairment & Substance Related Disorder

Psychotic disorders- Schizophrenia- Definition – DSM V Subtypes- Positive and negative symptoms Schizophrenia spectrum disorders- Causes-prevalence- Therapeutic approaches-other psychotic disorder - Diagnostic criteria & Co morbidity. Cognitive impairment: Dementia – Delirium – Amnestic disorder – Diversity of cognitive impairment disorder- Symptoms – Causes –prevalence- Diagnostic criteria & Comorbidity. Substance related disorder: Substance use disorders- Substance induced disorders – Alcohol related disorders- Other drugs - Causes – prevalence- Diagnostic criteria & Co morbidity, Alcohol Anonymous

UNIT- V: Disorders Related to Childhood & Adolescence, PDD & Anxiety Disorder

Disorders related to childhood & adolescence: Externalizing disorder -Types- - Symptoms – Causes – prevalence- Diagnostic criteria & Differential diagnosis. Internalizing disorders- Types- - Symptoms – Causes – Diagnostic criteria & Co morbidity – other childhood disorders- Therapies Pervasive development disorder & Mental retardation: PDD- Types - Symptoms – Causes prevalence– Diagnostic criteria & Co morbidity. Mental retardation: Types - Symptoms – Causes- prevalence- Diagnostic criteria & Co morbidity - types of prevention & intervention programs.

Anxiety Disorder: GAD- panic disorder- Phobia-OCD- Types- Symptoms – Causes prevalence- Treating anxiety disorder & Co morbidity.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Mixed Methods Research, Open-source Statistical Software (Jamovi, JASP and R), Research Data Management and Open Data Repositories, Ethical Use of Generative AI in Research and Academic Writing

Course Outcomes (CO)

CO 1: Understand the basic concepts of abnormal behavior, its historical background, classification systems, and theoretical perspectives on maladaptive behavior.

CO 2: Identify and evaluate bodily maladaptation disorders, including sleep disorders, somatoform, and sexual dysfunctions, along with their causes and treatments.

CO 3: Classify and critically assess personality disorders, mood disorders, and suicidal tendencies, examining their symptoms, causes, and therapeutic approaches.

CO 4: Explain the prevalence, treatment of psychotic disorders, cognitive impairments, and substance-related disorders, applying diagnostic criteria effectively.

CO 5: Demonstrate an understanding of disorders related to childhood, adolescence, and anxiety, emphasizing their diagnostic criteria, interventions, and therapeutic strategies.

TEXT BOOKS

1. Sarason, Irwin G, Sarason Barbara R. (2005) Abnormal Psychology: The Problem of Maladaptive Behavior, 11th Edition, Pearson Education, Inc, New York.
2. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, (2022), Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool, The American Psychiatric Association.

SUGGESTED READING

1. WHO (2002) Classification Of Mental & Behavioural Disorders: Clinical Descriptions And Diagnostic Guidelines, Geneva.

MAPPING

Course Outcomes	PROGRAMME OUTCOMES (PO)								
CO	1	2	3	4	5	6	7	8	9
CO1	H	H	M	H	H	M	L	L	M
CO2	H	H	H	M	H	M	L	L	H
CO3	H	H	H	H	M	L	M	M	M
CO4	H	M	H	H	H	H	M	H	M
CO5	M	H	L	H	H	H	H	M	H

3 - High, 2- Moderate, 1- Low

**Code: PSYCHOLOGICAL ASSESSMENT - III
(Practical)**

Credits: 4

Course Objectives:

- To assist in the selection of appropriate tests.
- To develop competence in Various types of Psychometric tests
- To Administer psychological test according to the guidelines
- To understand and interpret the person's test scores
- To understand and solve the ethical issues in Psychological assessment.

At least 10 tests have to be conducted from the following list:

1. Raven's progressive matrices
2. Weschler's Adult Intelligence
3. Differential Aptitude tests
4. Adolescent Interest scale
5. David's Battery of Differential aptitude test III
6. Myers Briggs Type Indicator (MBTI)
7. Cattell's 16 Personality Factor Questionnaire (16PF)
8. Multiple Anxiety Inventory
9. Beck Depression Scale
10. Memory Scale
11. Assessment of Learning disability
12. Career maturity
13. Assertive Questionnaire
14. Students Stress Scale
15. Marital Adjustment Questionnaire

Recommended Textbooks:

1. Anastasi. A. & Urbina.S. (2002), Psychological testing, 7th Edition, Pearson Education, USA
2. Gregory.R.J. (2005). Psychological testing, history, principles and applications. 4th Edition, Pearson Education, USA.

Reference:

1. Freeman, G.B. (1971) Theory and Practice of Psychological testing. New Delhi Oxford and IBH Publishing Co.
2. Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India.
3. Singh, A.K. (2004). Test Measurements and Research Methods in Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.

Web resource:

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpI>
- <https://www.verywellmind.com/psychometric-properties-425262>

Course Outcomes:**On successful completion the students will be able to:**

- CO1 : Explain the conceptual framework of psychological testing.
- CO2 : Identify the appropriate psychological test
- CO3 : Determine how to discuss the obtained individual data.
- CO4 : Evaluate the ethical issues in psychological testing.
- CO5 : Infer the Individual differences through psychological testing.

Code:

**STRESS MANAGEMENT
(Theory)**

Credits: 2

Course Objectives:

- Paraphrase the concept of stress and recognize its impact on well-being.
- Understand how stress affects thinking and the body leading to negative thought patterns.
- Analyse impact of stress on behavior, performance and relationships.
- Execute the treatment methods in understanding stress reactions and the role of stress in mental health.
- Understand and implement strategies and techniques for developing resilience and effectively managing stress through self-care and relaxation practices.

UNIT - I: INTRODUCTION TO STRESS

Introduction to stress: Meaning, Definition, Eustress, Distress

Types of stress: Acute stress, Episodic Acute stress, and chronic stress, signs and Symptoms

Sources of stress: Psychological, Social, Environmental, Academic, Family and Work stress

Extra Reading/Keywords: The Relaxation Response, The Stress Solution.

UNIT - II: STRESS DYNAMICS

Cognitive appraisal of stress: Psychological changes associated with the stress response. Stress and Memory; Stress and Other Cognitive Variables; Stressful environmental conditions on performance.

Physiological impacts of stress: Autonomic Nervous System Changes, Changes in Brain, General adaptive syndrome (GAD), Quality of sleep, Diet and Health effects Stress and Cognitive Distortions: Overgeneralization, Self-Criticism, Catastrophizing

Extra Reading / Key words: Cognitive Appraisal, General Adaptation Syndrome

UNIT - III: BEHAVIORAL ASPECTS OF STRESS

3.1 Basis and Adaptive Behavior; Individual and Cultural Differences in stress response

Maladaptive Behavior: Avoidance, Aggression, Self-destructive, Maladaptive defense mechanisms - denial, ruminating.

Stress response: fight or flight; Impact of stressful environment on performance and relationships

Extra Reading/Keywords: Cultural Psychology

UNIT - IV: STRESS RELATED DISORDERS AND INTERVENTIONS

Acute stress reaction: Diagnostic criteria, Nosology and Symptoms. Stress and Eating Disorders, Stress and Addiction disorders. Counseling & Psychotherapy: CBT, Trauma focused CBT, Behavior Therapy, ERP, Group Therapy.

Extra Reading/Keywords: Post-Traumatic Stress Disorder

UNIT - V: DEVELOPING RESILIENCE AND STRATEGIES FOR RELIEVING STRESS

Care of the Self: Nutrition and Other Lifestyle Issues, Stress reduction practices: Time management; Exercise; Relaxation techniques; yoga; meditation. Prevention of stress: Challenging Stressful Thinking; Problem Solving; Emotional and Cognitive coping styles: Strategies of Synthesis and Prevention: Resilience and Stress; Optimal functioning; Making changes last; Small changes and large rewards. Stress reduction techniques: Autogenic Training, Biofeedback, Relaxation, Yoga and Meditation

Extra Reading/Keywords: Transitional Model of Health Behavior Change

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Digital Stress and Technostress: Impact of excessive screen time, social media, information overload, and digital burnout. Artificial Intelligence (AI) and Mental Health: AI-assisted stress monitoring, chatbots, wearable technologies, and ethical concerns.

Course Outcome

On successful completion the students will be able to:

CO1: Define stress and identify its types and sources.

CO2: Understand how stress affects the mind and body.

CO3: Recognize how culture influences stress responses and identify unhealthy behaviors.

CO4: Identify stress-related disorders and learn effective treatment strategies.

CO5: Learn techniques for managing stress and building resilience.

TEXT BOOKS:

1. Bessel Van Der Kolk, MD. (2014) The Body Keeps The Score. Penguin Group (USA) LLC.
2. Heena T. Bhagtani. (2023). Stress Management (3rd ed). Himalaya Publishing House

SUGGESTED BOOKS:

1. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.

MAPPING

Program outcomes	Program Outcomes (PO)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	H	H	M	M	M	L	L	M	L
CO-2	H	H	M	H	M	L	L	L	H
CO-3	H	H	M	L	H	L	H	H	M
CO-4	H	H	H	H	H	L	L	H	H
CO-5	H	H	H	H	H	L	L	H	H

H-High, M-Medium, L-Low

Code:

**POSITIVE PSYCHOLOGY
(Theory)**

Credits: 4

Course Objectives:

- Understand the dimensions and basic themes of positive psychology
- Understand the basic emotions and motivations
- Analyse the various top down and bottom up predictors of subjective well-being
- Summarize different types of love
- Comprehend the importance of health.

UNIT – I: AN INTRODUCTION TO POSITIVE PSYCHOLOGY

Meaning, Dimensions of positive psychology, Scope of positive psychology, Basic themes of positive psychology, Positive emotions are important, People need positive social relationship- Science of well-being

Extra Reading/Keywords: Positive Psychotherapy

UNIT- II: FOUNDATIONS: EMOTIONS, MOTIVATION AND THE NATURE OF WELL-BEING

Basic Emotions- Components of emotions. Mood and well-being, Positive psychology and motivation- Well-being and positive emotion, Theories of happiness and well-being

Extra Reading/ Keywords: Theories of emotions and motivations.

UNIT- III: SUBJECTIVE WELL-BEING

Meaning-Top-Down and Bottom-Up theories. Top down predictors of subjective well-being. Bottom up predictors of subjective well being. Sustainable happiness

Extra Reading/ Key words: Measurements of subjective well being

UNIT- IV: ROMANTIC LOVE AND POSITIVE FAMILIES

The varieties of love- The love styles- A two factor theory of love, Sternberg's love triangle. Relationship Satisfaction- Caring relationship, Minding Relationships, Positive Families

Extra Reading/ Keywords: Pragma, Eros, Ludos and Agape love.

UNIT – V: POSITIVE HEALTH

Exercise and positive health, Psychological factors important to health, Hardiness and Mindfulness meditation, Positive coping styles

Extra Reading/ Keywords: Learned Helplessness, Social loafing, Defense Mechanisms

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Gratitude, Hope, and Character Strengths: Recent evidence on interventions that enhance life satisfaction and resilience. Mindfulness and Flourishing: Contemporary research on mindfulness-based interventions for optimal functioning. Cross-Cultural Perspectives on Well-being: Indigenous psychology, cultural diversity, and global approaches to happiness.

Course Outcomes:

On successful completion the students will be able to:

CO1: Understand the basic themes of positive psychology

CO2: Summarize different types of emotions and motivations

CO3: Analyze the predictors of subjective well-being.

CO4: Identify different types of love and relationships

CO5: Create and analyze the importance of health and exercise

References

Text Book

1. William C. Compton & Edward Hoffman (2020). Positive Psychology- The Science of Happiness and Flourishing (Third Edition), SAGE Publications India Pvt. Ltd
2. C.R.Snyder & Shane J.Lopez (2002). Handbook of Positive Psychology, Oxford University Press.
3. Alan Carr (2004). Positive Psychology The science of happiness and human strengths. Taylor & Francis, New York

Other References:

1. Kate Hefferon and Ilona Boniwell (2010). Positive Psychology, Theory, Research and applications. McGraw Hill Companies.
2. Synder C.R. and Shane.J.Lopez (2007) Positive Psychology. The scientific and Practical explorations of Human strength, Sage Publications. New Delhi.

MAPPING

Program outcomes	Program Outcomes (PO)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	H	H	M	M	M	L	L	M	L
CO-2	H	H	M	H	M	L	L	L	H
CO-3	H	H	M	L	H	L	H	H	M
CO-4	H	H	H	H	H	L	L	H	H
CO-5	H	H	H	H	H	L	L	H	H

Course Objectives

- Understand the various measurement scales.
- Understand the steps in construction of psychological tests.
- Explain item analysis procedures used in test construction.
- Gain knowledge of the procedures in standardization and development of norms.
- Evaluate different methods in psychometrics

UNIT – I: INTRODUCTION TO PSYCHOMETRY

Introduction – Meaning of Psychometric, History of Psychometric methods, Psychometrics in the 21st century. Defining the test – Classification of tests – Characteristics of standardized tests. Scaling – Types of scale - Selecting a scaling method, Representative scaling methods, Criterion-referenced tests and norm-referenced tests.

Extra Reading / Keywords: Psychometric methods, 21st-century psychometrics, history of psychometric testing, standardized tests characteristics, scaling methods, criterion-referenced tests, norm-referenced tests.

UNIT – II: RELIABILITY AND VALIDITY

Reliability – concept of reliability - Sources of Error in reliability. Methods of estimating Reliability – Test-Retest method, Parallel forms method, Split-half method – Uses of the reliability coefficient.

Validity – concept of validity, criteria for establishing validity, Estimating the validity of the test, Face validity, Content validity, Concurrent validity, Construct validity, Predictive or Criterion-related validity, factorial validity.

Extra Reading / Keywords: Reliability estimation, sources of error in reliability, reliability coefficient, validity criteria, face validity, content validity, concurrent validity, construct validity, predictive validity, factorial validity.

UNIT – III: CONSTRUCTION OF TESTS

Intelligence Tests – Item writing for Intelligence tests, Tests of ability and attainment. Personality Inventories – Problems in constructing personality Inventories, Writing items for personality and interest Inventories, item forms, guidelines for item writing. Eliminating response sets, Item content. Other tests – Objective tests, Projective Tests, Mood and state scales, Attitude measurement.

Extra Reading / Keywords: Intelligence test construction, personality inventory issues, item writing guidelines, response sets elimination, objective tests, projective tests, mood scales, attitude measurement.

UNIT – IV: ITEM ANALYSIS AND TEST STANDARDIZATION

Item – Important variables for item analysis, Two indices in item analysis - correlations of items and the total score, choice of item-analytic statistics. Item scoring – Item difficulty, Item discrimination, Item response theory, Selection of items after item analysis, Re-writing items, Failure to form a test. Standardization of a test – Norms - Meaning and purpose of norms, Raw score transformation, Percentile Ranks, Standardized scores, Normalizing standard scores. T-scores, stanines, Sten scores and C-Scale. Selecting a norm group - age and grade norms. Local and sub group norms, Practical difficulties in test construction.

Extra Reading / Keywords: Item analysis variables, item-total correlation, item difficulty, item discrimination, item response theory, test standardization, norm types, raw score transformation, percentile ranks, standardized scores, T-scores, stanines, norm group selection.

UNIT – V: STATISTICAL METHODS IN TESTING

Frequency distributions and Graphs – Steps – Exact limits and mid-points of the class interval – Graphical representation of Data - Different types of graphs. Descriptive Statistics – Measures of Central Tendency, Measures of Variability, Normal probability curve, Skewness and kurtosis.

Correlation, T-Tests, ANOVA and Regression.

Extra Reading / Keywords: Frequency distribution steps, class interval mid-points, graphical data representation, descriptive statistics, central tendency measures, variability measures, normal probability curve, skewness, kurtosis, correlation, T-tests, ANOVA, regression.

TEXT BOOKS:

1. Kline, P. (2015). A handbook of test construction: Introduction to psychometric design. New York, NY: Methuen.
2. Schultz, K. S., Whitney, D. J., & Zickar, M. J. (2021). Measurement theory in action: Case studies & exercises, (3rd ed.), Routledge, New York, Taylor & Francis.
3. Rust, J., Kosinski, M., & Stillwell, D. (2021). Modern psychometrics: The science of psychological measurement (4th edn).
4. Garrett, H. E. (2007). Statistics in Psychology and Education, Paragon International Publishers, New Delhi.

5. Kothari, C. R. (2008). Research Methodology – Methods and Techniques.

References Books:

1. Anastasi, A., & Urbina, S. (2017). Psychological testing (7th ed.), Chennai, India: Pearson India Education Services, Pvt. Ltd.
2. Gregory, R. J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3. Husain, A. (2012). Psychological Testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
4. Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics, New Delhi: Sage Publications.

Course Outcomes:

On successful completion the students will be able to:

CO1: Describe the steps in test construction and standardization.

CO2: Explain the requirements of item writing and methods in item analysis.

CO3: Analyze test construction principles for different types of tests.

CO4: Summarize test standardization procedures such as reliability, validity, and development of norms.

CO5: Apply various statistical methods in testing

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	M	H	M	M	H	H	H
CO-2	M	M	M	L	M	H	L
CO-3	H	M	M	L	M	H	L
CO-4	M	M	L	M	L	M	M
CO-5	H	H	H	L	M	M	L

H–High, M–Moderate, L–Low

Code:

**SOCIAL PSYCHOLOGY
(Theory)**

Credits: 4

Course Objectives

- Introduce foundational concepts and theories of social psychology, emphasizing its historical roots and real-world applications.
- Develop an understanding of the methods used in applied social psychology research, including systematic observation, correlation, experimental design, and case studies.
- Explore the processes underlying social cognition, nonverbal communication, attribution, and impression management.
- Examine the formation, functions, and changes in attitudes and prejudice, along with strategies to reduce discrimination and improve social harmony.
- Analyze interpersonal attraction, group dynamics, and the role of social psychology in everyday contexts such as media, health, and law.

UNIT – I: INTRODUCTION TO SOCIAL PSYCHOLOGY

Introduction – Definition of Social Psychology and Applied Social Psychology. Historical roots of Social Psychology: Psychoanalytic, Behaviorism, Gestalt psychology. Difference between sociology and applied social psychology. Research methods in Applied Social Psychology: Systematic observation, Correlation, Experimental method and Case study. Role of Applied Social Psychologists: Program Designer, Evaluation Researcher, Consultant, Action Researchers, Advocate.

Extra Reading/Key words: Ethical issues in social psychology research

UNIT – II: UNDERSTANDING OTHERS & SOCIAL COGNITION

Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition, Social intuition.

Extra Reading/Key words: The paradox of self-handicapping, Physical health and views of self. Using cognition to manage anger arousal

UNIT – III: ATTITUDE & PREJUDICE

Attitude: Meaning, Three components. Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: Attitude Change - Cognitive Dissonance, Festinger Cognitive Dissonance theory Discrimination, stereotype, social distance scale. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice, aggression.

Extra Reading/Key words: Advertising the ultimate in attitude change. Doing wrong by trying to do right. Judging people by their covers.

UNIT – IV: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIP

Internal Sources of Liking Others: External sources of attraction - Liking based on social interaction.

Romantic relationships -Love- Sternberg's Triangular Model of Love. Conformity: Group Influence in action Compliance: Extreme forms of Social influence and obedience

Extra Reading/Key words: Love in cross cultural perspective.

UNIT – V: GROUP AND INDIVIDUAL AND SOCIAL PSYCHOLOGY IN LIFE

Group: Components, group formation, Social facilitation, Social loafing, Perceived fairness in group, Decision making in groups. Social Psychology to Arenas of Life: Media, Health and Law. Social Psychology to one's own of Life: Personal relationship, Classroom. Balance optimism and pessimism.

Extra Reading/Key words: Increasing intergroup co-operation with Grit strategy. Application of social psychology in day to day life.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Climate Change and Pro-environmental Behaviour, Cross-cultural and Global Social Psychology, Positive Social Relationships and Prosocial Behaviour, Behavioural Insights and Nudging

Course Outcomes:

On successful completion the students will be able to:

CO1: Demonstrate a critical understanding of social psychology principles and their relevance to understanding individual and group behaviors.

CO2: Apply research methods in real-life social psychological inquiries, showcasing skills in observation, data collection, and analysis.

CO3: Identify and evaluate the impact of social cognition and interpersonal processes on attitudes, communication, and decision-making.

CO4: Develop strategies to address prejudice and discrimination by leveraging theoretical frameworks like cognitive dissonance and GRIT.

CO5: Integrate social psychological knowledge into practical settings, fostering improved interpersonal relationships, group collaborations, and societal outcomes.

TEXT BOOKS

1. Robert A. Baron & Nyla R. Branscombe (2008) Social Psychology, 13 th Edition, Pearson Education, New Delhi
2. David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10th Edition McGraw Hill Education (India) Private Limited.
3. Robert S. Feldman, (2001). Social Psychology 3 rd Edition, Pearson Education, New Delhi

SUGGESTED READINGS

1. Schultz, W., Oskamp.S (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.
2. Frank W.Schneider., Jamie A. Gruman., Larry M.Coutts. (2005) Applied social Psychology Understanding and Addressing Social and Practical Problems, Sage publications.
3. Gruman J, A.: Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3ed edition. Mc Graw Hill, New York.

MAPPING

Program outcomes	Program Outcomes (PO)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	H	M	H	M	L	L	M	L	M
CO-2	H	H	H	M	M	M	L	M	H
CO-3	M	H	H	H	M	L	H	M	M
CO-4	L	M	H	H	H	H	M	H	M
CO-5	M	M	L	M	H	H	H	M	H

H - High, M- Moderate, L-Low

Code:

**GROUP DISCUSSION AND PERSONAL
INTERVIEW SESSIONS
(Theory)**

Credits: 2*

Course Objectives

- Introduce foundational concepts and theories of social psychology, emphasizing its historical roots and real-world applications.
- Develop an understanding of the methods used in applied social psychology research, including systematic observation, correlation, experimental design, and case studies.
- Explore the processes underlying social cognition, nonverbal communication, attribution, and impression management.
- Examine the formation, functions, and changes in attitudes and prejudice, along with strategies to reduce discrimination and improve social harmony.
- Analyze interpersonal attraction, group dynamics, and the role of social psychology in everyday contexts such as media, health, and law.

UNIT – I: INTRODUCTION TO SOCIAL PSYCHOLOGY

Introduction – Definition of Social Psychology and Applied Social Psychology. Historical roots of Social Psychology: Psychoanalytic, Behaviorism, Gestalt psychology. Difference between sociology and applied social psychology. Research methods in Applied Social Psychology: Systematic observation, Correlation, Experimental method and Case study. Role of Applied Social Psychologists: Program Designer, Evaluation Researcher, Consultant, Action Researchers, Advocate.

Extra Reading/Key words: Ethical issues in social psychology research

UNIT – II: UNDERSTANDING OTHERS & SOCIAL COGNITION

Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition, Social intuition.

Extra Reading/Key words: The paradox of self-handicapping, Physical health and views of self. Using cognition to manage anger arousal

UNIT – III: ATTITUDE & PREJUDICE

Attitude: Meaning, Three components. Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: Attitude Change - Cognitive Dissonance, Festinger Cognitive Dissonance theory Discrimination, stereotype, social distance scale. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice, aggression.

Extra Reading/Key words: Advertising the ultimate in attitude change. Doing wrong by trying to do right. Judging people by their covers.

UNIT – IV: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIP

Internal Sources of Liking Others: External sources of attraction - Liking based on social interaction.

Romantic relationships -Love- Sternberg's Triangular Model of Love. Conformity: Group Influence in action Compliance: Extreme forms of Social influence and obedience

Extra Reading/Key words: Love in cross cultural perspective.

UNIT – V: GROUP AND INDIVIDUAL AND SOCIAL PSYCHOLOGY IN LIFE

Group: Components, group formation, Social facilitation, Social loafing, Perceived fairness in group, Decision making in groups. Social Psychology to Arenas of Life: Media, Health and Law. Social Psychology to one's own of Life: Personal relationship, Classroom. Balance optimism and pessimism.

Extra Reading/Key words: Increasing intergroup co-operation with Grit strategy. Application of social psychology in day to day life.

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Climate Change and Pro-environmental Behaviour, Cross-cultural and Global Social Psychology, Positive Social Relationships and Prosocial Behaviour, Behavioural Insights and Nudging

Course Outcomes:

On successful completion the students will be able to:

CO1 : Demonstrate a critical understanding of social psychology principles and their relevance to understanding individual and group behaviors.

CO2 : Apply research methods in real-life social psychological inquiries, showcasing skills in observation, data collection, and analysis.

CO3 : Identify and evaluate the impact of social cognition and interpersonal processes on attitudes, communication, and decision-making.

CO4 : Develop strategies to address prejudice and discrimination by leveraging theoretical frameworks like cognitive dissonance and GRIT.

CO5 : Integrate social psychological knowledge into practical settings, fostering improved interpersonal relationships, group collaborations, and societal outcomes.

TEXT BOOKS

1. Robert A. Baron & Nyla R. Branscombe (2008) Social Psychology, 13 th Edition, Pearson Education, New Delhi
2. David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10th Edition McGraw Hill Education(India) Private Limited.
3. Robert S. Feldman, (2001). Social Psychology 3 rd Edition, Pearson Education, New Delhi

SUGGESTED READINGS

1. Schultz, W., Oskamp.S (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.
2. Frank W.Schneider., Jamie A. Gruman., Larry M.Coutts. (2005) Applied social Psychology Understanding and Addressing Social and Practical Problems, Sage publications.
3. Gruman J, A.: Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3ed edition. Mc Graw Hill, New York.

MAPPING

Program outcomes	Program Outcomes (PO)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	H	M	H	M	L	L	M	L	M
CO-2	H	H	H	M	M	M	L	M	H
CO-3	M	H	H	H	M	L	H	M	M
CO-4	L	M	H	H	H	H	M	H	M
CO-5	M	M	L	M	H	H	H	M	H

H - High, M- Moderate, L-Low

Course Objectives

- Understand the fundamental concepts of organizational behavior, including challenges, diversity, and the relevance of OB models in global contexts.
- Explore the role of attitudes, emotions, and personality in influencing job satisfaction and organizational effectiveness.
- Analyze theories of motivation, emotional management, and conflict resolution strategies in the workplace.
- Evaluate communication, leadership styles, power dynamics, and political behavior in organizations.
- Examine the foundations of organizational structure, culture, change management, and strategies for maintaining positive organizational environments.

UNIT – I: INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR

Definition of organizational behaviour: challenges & opportunities, contributing. Disciplines, management functions and relevance to organizational behaviour. Developing an OB model.

Diversity – geographical characteristics – implementing diversity management strategies – Global implications.

Extra Reading: Synergy

UNIT – II: ATTITUDES, EMOTIONS, PERSONALITY AND VALUES

Attitudes –Main components of attitudes- Major Job attitudes. Job satisfaction- causes of job satisfaction. Emotions – Emotional intelligence- OB- Application of emotions and moods.

Personality- MBTI- The big five model- other personality traits- Global implications – Values and Personality

Extra Reading: Positive Outlook

UNIT – III: EMOTIONS AND MOTIVATION

Emotions and Moods – Importance of emotions at workplace – Emotional Management at work place.

Motivation – Theories of motivation- Early- Contemporary- Global implications- Using rewards to motivate employees. Conflict-Management- Levels- Sources of conflict-bases- Conflict resolution strategies negotiation.

Extra Reading: Motivational Urges

UNIT – IV: COMMUNICATION, LEADERSHIP, POWER AND POLITICS

Functions of communication- process-direction of communication-interpersonal communication-intrapersonal communication-barriers to effective communication. Leadership - Trait theories- Behaviour theories- Contingency theories. Types of leadership - Finding and creating effective leaders.Power tactics- Politics- power in action-causes and consequences of political behaviour- the ethics of behaviour politically- global implications.

Extra Reading: Case history of any leader

UNIT – V: FOUNDATIONS OF ORGANIZATIONAL STRUCTURE AND CULTURE

Common organizational designs- New design options- organizational design and employee behaviour. Organizational culture – creating and sustaining culture-ethical and positive culture approaches.

Managing organizational change; Work-stress and its management-Global implications

Extra Reading/Key words: Positive organizational culture

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

People Analytics and HR Analytics, Agile Organizations and Change Management, Generational Diversity in the Workplace

Course Outcomes:

On successful completion the students will be able to:

CO1: Explain the foundational concepts and challenges in organizational behavior, including diversity management strategies.

CO2: Demonstrate understanding of the relationship between attitudes, emotions, personality traits, and job satisfaction.

CO3: Apply motivational theories and conflict resolution strategies to enhance workplace dynamics.

CO4: Analyze the role of effective communication, leadership, and political behavior in organizational settings.

CO5: Evaluate organizational design, culture, and change management practices to address work-related stress and promote ethical work environments.

TEXT BOOKS

1. Robbins. S. P. Judge, T. A., and Vohra, N. (2013)Organisational Behaviour, XIV ed., Prentice Hall, India.
2. Hellinegal Slocum, Woodman (2012) Organisational Behaviour, IX ed., Thomson learning.

REFERENCE

1. Umasekaran (1989) Organisational Behaviour, Tata McGraw Hill.

2. Robbins S.P. (1988) Concepts contrivances and applications, Prentice Hall.
3. McShane & Glinow, (2008) Organisational Behaviour, Megraw Hill
4. David A. Buchanan, Andrzej A. Huczynski (2020). Organizational behaviour (10 Ed). Pearson Education Limited.

E – RESOURCES

1. <https://www.getvetter.com>
2. <https://cmoe.com>
3. <https://www.inc.com>larry-kim>

MAPPING

Program outcomes	Program Outcomes (PO)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	H	H	H	M	H	M	H	M	H
CO-2	H	H	H	H	H	M	H	M	H
CO-3	H	H	M	M	M	H	H	H	H
CO-4	H	M	H	M	M	L	M	H	H
CO-5	M	H	H	M	H	H	M	M	H

H - High, M- Moderate, L-Low

Course Objectives:

- Orient students to the relatively new branch of Cyber Psychology.
- Help future students of clinical psychology to study and identify Cyber Psychology Behaviors.
- Address mental health issues that arise from cyber bullying, cybercrime and online addiction.
- Create awareness of appropriate online communication and computer mediated psychotherapies.

UNIT – I: CHAPTER 1- INTRODUCTION TO CYBER PSYCHOLOGY

Meaning of Cyber Psychology and Cyber space; History; Technology Across Lifespan; cyberspace as a psychological space - Basic psychological features of cyber space-Networks as "Mind" and "Self"-Presence. Social Psychology of cyberspace: Self and community in the age of Internet. Role of psychologist in cyberspace; Methods of Studying – Observational, Correlational, Experimental, Online Methods; Research Ethics in Cyber psychology; Importance and Application of Cyber Psychology.

UNIT – II: CHAPTER 2- THE ONLINE SELF AND PERSONALITY

Concept of Online identity and Multiple selves; Theories of self (In brief)– Goffman's theory of self presentation, Arkin's self-presentation strategies, Self-Discrepancy Theory, Social Information Processing Theory, Hyper Personal Communication Model, Use And Gratification Theory, Morals And Social Norms; Impression management and Self-Presentation-Definition, Motivation for Managing Self-Impression and its Impact; Cyberspace and Personality - Unique Components Of Internet Environment- Anonymity, Control Over Physical Appearance General Control Over Interaction, The Black Hole Of Cyberspace, Internet Demographics; Cyberspace Humor; Coping With Spam; Personality types and cyber space; Unique roles in cyberspace; Regressive behavior in cyberspace; Online Gender-Switching. Integrating Online and Offline Living. The Unhealthy Self.

UNIT – III: CHAPTER 3- INTERPERSONAL COMMUNICATION AND CYBERSPACE

Online community- Definition, Early history; Methods of Online Communication-Information Model, Channel Model and Mappings; Language in Online World; Psychology of Text Relationship,

Transient and Long Term Relationship, Cyberspace Romance; The Social Consequences of Online Interactions; Social Media-Introduction and Uses, Social Media and Cyber activism; Socially Connecting Through Blogs and Vlogs; Positive Aspect of Social Media

UNIT – IV: CHAPTER 4 - GROUP DYNAMICS IN CYBERSPACE

Group Social Psychology of Online Groups-Developmental Stages of Mailing Lists; Making Virtual Communities Work Communicating with Typed Text Chat; Decision-Making Method for E-Mail Groups; Extending A Work into Cyberspace; Using Discussion Boards in Teaching; Managing Deviant Behavior in Online Groups. Deviant Behavior and Cybercrime.

UNIT – V: CHAPTER 5- CYBER SPACE AND MENTAL HEALTH

Importance of Mental Health in cyber space; internet-based disorders – Gaming, Cyber Bullying, Cyber sickness, Cyber chondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Google Effect; Social Media And Cyber psychology Behaviors -Comparison and Low Self-Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation, Addictive Behavior, Eating Disorder, ADHD, Positive Correlates of Social Media Use, Social Media and Memes; Psychotherapy in Cyberspace - A Five-Dimensional Model of Online and Computer mediated Psychotherapy. Online Mental Health Therapies-Individual Tele psychotherapy, Self-Help Therapy, Online Self-Help Groups, Uses of Therapy in Mental Health Care Tools- Client and Therapist Relation, Tele psychiatry, Emails, Internet Relate Chats, Video Teleconferencing, Shared Hypermedia Tools.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Cyber psychology and the Future of Work, Children, Adolescents, and Digital Media, Neuro technology and Brain–Computer Interfaces

Course Outcomes:

On successful completion the students will be able to:

CO1: Understanding cyber psychology as a sub field.

CO2: Acquire skills to work in the field of cyber and forensic psychology.

CO3: Work in holistic manner with regard to the various online and cyber psychological issues.

CO4: Summarize Cyber space and Mental Health.

CO5: Apply group dynamics in cyber space

REFERENCE:

1. Cyber psychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park.

2. Towards Cyber psychology: Mind, Cognitions and Society in the Internet Age Amsterdam, IOS Press, © 2001, 2002, 2003
3. Dr Aiken.M (2016), The Cyber Effect: A Pioneering Cyber psychology's Explains How Human Behavior Changes Online, published by John Murray- A Hachette UK company
4. Monica T. Whitty , Garry Young (2016). Cyber psychology: The Study of Individuals, Society and Digital Technologies. BPS text book
5. Irene Connolly, Marion Palmer, Hannah Barton, Gráinne Kirwan(2016), An Introduction to Cyber psychology, Routledge. London
6. Calvo, R. A., D'Mello, S., Gratch, J. M., &Kappas, A. (Eds.). (2015). The Oxford handbook of affective computing. Oxford University Press, USA

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	M	H	M	M	H	H	H
CO-2	M	M	M	L	M	H	L
CO-3	H	M	M	L	M	H	L
CO-4	M	M	L	M	L	M	M
CO-5	H	H	H	L	M	M	L

H-High, M-Moderate, L-Low

Code:

**1. BEHAVIOUR MODIFICATION
(Theory)**

Credits: 4

Course Objectives

- Paraphrase the principles of behaviour modification to various disciplines.
- Understand the basic strategies of behaviour modification.
- Analyse the various methods to measure behaviour modification.
- Execute the different techniques of behaviour modification.
- Understand and implement the bio-psychosocial issues in behaviour management.

UNIT – I: INTRODUCTION TO BEHAVIOUR MODIFICATION

Human Behavior:- Meaning - Behavior Modification: Meaning - Characteristics - Historical Roots. Areas of Application - Professional Practice, Certification, and Ethics. Target Behaviour:- Definition - Observing and Recording Behaviour - The Logistics of Recording - The Observer - Choosing recording method - Choosing Recording Instrument - Graphing Behaviour and Measuring Change - Components of a Graph - Graphing Behavioral Data

Extra Reading/Keywords: Analogue assessment - Paper pencil and audio visual analogue.

UNIT – II: BASIC PRINCIPLES OF BEHAVIOUR MODIFICATION

Reinforcement:- Defining Reinforcement - Positive and Negative Reinforcement - Social versus Automatic Reinforcement - Escape and Avoidance Behaviors - Conditioned and Unconditioned - Reinforcer - Factors Influencing the Effectiveness of Reinforcement - Schedules of Reinforcement - Reinforcing Different Dimensions of Behavior. Extinction: Defining Extinction - Extinction Burst - Spontaneous Recovery - Procedural Variations of Extinction - A Common Misconception about Extinction - Factors Influencing Extinction - Punishment: Defining Punishment - A Common Misconception about Punishment - Positive and Negative Punishment - Unconditioned and Conditioned Punishers - Factors Influencing the Effectiveness of Punishment.

Extra Reading / Key words: Factors affecting effectiveness of extinction, differential reinforcement.

UNIT – III: STIMULUS CONTROL: DISCRIMINATION AND GENERALIZATION

3.1 Stimulus Control: Defining Stimulus Control - Developing Stimulus Control: Stimulus Discrimination Training - The Three-Term Contingency - Stimulus Control Research – Generalization

Respondent Conditioning - Defining Respondent Conditioning - Timing of the Neutral Stimulus and Unconditioned Stimulus - Higher-Order Conditioning - Conditioned Emotional Responses - Extinction of Conditioned Responses - Spontaneous Recovery. Discrimination and Generalization of Respondent Behavior - Factors That Influence Respondent Conditioning - Distinguishing between Operant and Respondent Conditioning - Respondent Conditioning and Behavior Modification

Extra Reading/Keywords: other related principles

UNIT – IV: PROCEDURES TO ACQUIRE NEW BEHAVIOR

Shaping: Defining Shaping - Applications of Shaping - How to Use Shaping - Shaping of Problem Behaviors - Token economy, Prompting and Transfer of Stimulus Control: What Is Prompting? - What Is Fading? - Types of Prompts - Transfer of Stimulus Control - How to Use Prompting and Transfer of Stimulus Control - Prompting and Transfer of Stimulus Control in Autism Treatment Chaining: Analyzing Stimulus-Response Chain - Task Analysis - Backward Chaining - Forward Chaining - Other Strategies for Teaching Behavioral Chains - How to Use Chaining Procedures

Extra Reading/Keywords: Antecedent control procedures.

UNIT – V: PROCEDURES TO INCREASE DESIRABLE BEHAVIOR AND DECREASE UNDESIRABLE BEHAVIOR

Understanding Problem Behaviors through Functional Assessment: Defining Functional Assessment - Functions of Problem Behaviors - Functional Assessment Methods - Conducting a Functional Assessment, Using Punishment: Time-Out and Response Cost: Time-Out: Types of Time-Out - Using Reinforcement with Time-Out - Considerations in Using Time-Out - Research Evaluating Time-Out Procedures - Response Cost - Defining Response Cost - Using Differential Reinforcement with Response Cost - Comparing Response Cost, Time-Out, and Extinction - Considerations in Using Response Cost, Positive Punishment Procedures and the Ethics of Punishment: Application of Aversive Activities - Application of Aversive Stimulation - Positive Punishment: Treatment of Last Resort - Considerations in Using Positive Punishment - The Ethics of Punishment

Extra Reading/Keywords: prompting generalization.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Applied Behaviour Analysis (ABA) in Autism, Positive Behaviour Support (PBS), Functional Behaviour Assessment (FBA), Tele-Behaviour Therapy

Course Outcomes:

On successful completion the students will be able to:

CO1: Extend the behaviour modification techniques to various areas

CO2: Summarise the basic principles of behaviour modification

CO3: Apply strategies to measure behavioural change

CO4: Adapt various behaviour modification techniques

CO5: Evaluate the application of management techniques

Prescribed textbooks:

1. Miltenberger, R.G.,(2000).Behavior Modification (2nd ed).Library of Congress Cataloging-in Publication Data.

BOOKS FOR REFERENCE:

1. Martin, G; Pear, J (2007). Behavior Modification: What it is and how to do it (8th ed). Upper Saddle River, NJ: Pearson Prentice Hall, Wolpe. J., (1972). The Practice of Behavior Therapy. NJ: Pearson Prentice Hall. Introduction Behaviour Modification
2. Martin, G; Pear, J (2007). Behavior Modification: What it is and how to do it (7th ed). Upper Saddle River, NJ: Pearson Prentice Hall, Wolpe. J., (1972).
3. Albert Bandura (2019) Principles of Behavior Modification, International Psychotherapy Institute Publication.

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H-High, M-Moderate, L-Low

Course Objectives

- **Understand** the fundamental concepts, theories, models, and approaches of Organisational Behaviour and their relevance to organisational effectiveness.
- **Explain** individual-level factors such as personality, perception, motivation, stress, decision-making, and work attitudes that influence behaviour in organisations.
- **Examine** group processes including group dynamics, communication, leadership, power, politics, conflict resolution, and teamwork in organisational settings.
- **Analyse** organisational structures, designs, ethics, creativity, reward systems, organisational commitment, and organisational citizenship behaviour in promoting organisational performance.
- **Explore** contemporary trends in Organisational Behaviour, including positive organisational behaviour, psychological capital, empowerment, participation, and managing a global workforce.

UNIT- I: Introduction to organisational behaviour

Definition of Organisational Behaviour, Theoretical foundation for Organisational Behaviour, Fundamental concepts of Organisational Behavior, Basic approaches of Organisational Behaviour, Models of Organisational Behaviour, Limitations of Organisational Behaviour, Challenges of Organisational Behaviour

UNIT-II: Individual related components and processes in organisational behaviour

Personality, Perception, Attribution, Motivation, Stress, Decision making, Application in OB - Job Satisfaction - Job Involvement – Organizational commitment – organizational citizenship behavior – Meaning – Application.

UNIT-III: Group related components and process in organisational behaviour

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

UNIT- IV: Organisation related processes and outcomes

Organisational structure, Organisational designs, Organisational justice ethics and Corporate Social Responsibility, Creativity in

organisations, Reward systems, Organisational Commitment and Organisational Citizenship Behaviour.

UNIT- V: Contemporary trends in organisational behaviour

Contemporary Organisational Designs, Positive Organisational Behaviour and Psychological Capital, Empowerment and Participation, Managing an International workforce

Course Outcomes:

On successful completion the students will be able to:

CO1: Describe the concepts, theories, models, and approaches of Organisational Behaviour and their application in organisations.

CO2: Explain how individual differences and psychological processes influence employee behaviour and organisational outcomes.

CO3: Analyse group dynamics, leadership, communication, power, and conflict management to improve team effectiveness.

CO4: Evaluate organisational structures, ethical practices, reward systems, creativity, and organisational citizenship behaviour in enhancing organisational performance.

CO5: Apply contemporary Organisational Behaviour concepts such as psychological capital, empowerment, participation, and international workforce management to address organisational challenges.

References:

1. Luthans, F. (2013). Organisational behaviour. (12th ed.). New Delhi, India: McGraw Hill Education (India) Private Limited
2. Luthans, F. (1998). Organisational behaviour. (8th ed.). New Delhi, India: McGraw Hill Education (India) Private Limited
3. Newstrom, J.W., & Davis, K. (2002). Organisational behaviour. (11th ed.). New Delhi, India: McGraw Hill Publishing Company Limited
4. Robbins, S.P., Judge, T.A., & Vohra, N. (2011). Organisational behaviour. (14th ed.). New Delhi, India: Pearson Education
5. Robbins, S.P., & Sanghi, S. (2006). Organisational behaviour. (11th ed.). New Delhi, India: Pearson Education
6. Greenberg, J., & Baron, E.A. (2008). Behaviour in organisations (9th ed.). New Delhi, India: PHI Learning Private Limited
7. Andre, R. (2009). Organisational behaviour. New Delhi, India: Pearson Education

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)
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CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H-High, M-Moderate, L-Low

Code:

**1. NEUROPSYCHOLOGY
(Theory)**

Credits: 4

Course Objectives:

- To provide a foundational understanding of neuropsychology, brain organization, and the biological basis of behavior.
- To examine higher cognitive functions and their neuropsychological correlates, including attention, memory, language, and executive functioning.
- To develop knowledge of neuropsychological assessment, testing procedures, interpretation, and ethical considerations.
- To analyze neuropsychological manifestations of neurological and neurodevelopmental disorders and their clinical implications.
- To develop an understanding of neuropsychological rehabilitation, intervention approaches, and contemporary developments in clinical neuropsychology.

UNIT – I: Foundations of Neuropsychology

Introduction to Neuropsychology: Definition, nature and scope of neuropsychology – Historical development – Brain-behavior relationship – Evolution of clinical neuropsychology. Functional Neuroanatomy: Structure and functions of nervous system – CNS and PNS – Lobes of brain – Cortical and subcortical structures. Neural Communication and Brain Function: Neurons, neurotransmitters, neural networks, brain lateralization and hemispheric specialization. Neuroplasticity and Brain Development: Neuroplasticity, critical periods, brain maturation, recovery following injury.

UNIT – II: Cognitive Neuropsychology

Attention and Consciousness: Types of attention, disorders of attention, consciousness and altered states.

Memory and Learning: Working memory, long-term memory, neural systems and memory disorders.

Language and Communication: Neurobiology of language, aphasia, communication disorders.

Executive Functions and Visuospatial Processes: Planning, problem solving, perception, agnosia and apraxia.

UNIT – III: Neuropsychological Assessment

Principles of Assessment: Clinical interview, case history, behavioral observation. Neuropsychological Testing: Standardized testing, reliability, validity, intelligence and cognitive assessment. Assessment of Cognitive Functions: Memory, attention, language and executive

function assessment. Interpretation and Ethics: Report writing, ethical and cultural considerations.

UNIT – IV: Clinical Neuropsychology and Neurological Disorders

Traumatic and Cerebrovascular Disorders: TBI, stroke and recovery patterns. Epilepsy and Seizure Disorders: Types, symptoms and neuropsychological implications. Neurodegenerative Disorders: Dementia, Alzheimer's disease and Parkinson's disease. Other Neurological Conditions: Brain tumors, multiple sclerosis and metabolic disorders.

UNIT – V: Neuropsychological Disorders and Rehabilitation

Neurodevelopmental Disorders: ADHD, learning disabilities and autism spectrum disorders.

Frontal and Temporal Lobe Syndromes: Symptoms and clinical implications.

Neuropsychological Rehabilitation: Cognitive rehabilitation and behavioral interventions.

Contemporary Trends: Neuroimaging, brain stimulation and emerging research.

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Artificial Intelligence (AI) in Neuropsychology, Advanced Neuroimaging Techniques, Digital and Computerized Neuropsychological Assessment.

Course Outcomes:

On successful completion the students will be able to:

CO1: Explain the foundations of neuropsychology, including brain structure, neural communication, neuroplasticity, and the brain-behaviour relationship.

CO2: Describe the neuropsychological basis of cognitive functions such as attention, memory, language, executive functions, and visuospatial processes.

CO3: Apply the principles and methods of neuropsychological assessment to evaluate cognitive functioning while adhering to ethical and cultural considerations.

CO4: Analyse the neuropsychological features of neurological and neurodevelopmental disorders and their impact on cognition and behaviour.

CO5: Evaluate contemporary approaches to neuropsychological rehabilitation, including cognitive rehabilitation, neuroimaging, brain stimulation, and emerging technologies, for improving patient outcomes.

TEXT BOOKS

1. Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). The SAGE Handbook of Clinical Neuropsychology.
2. Kolb, B. & Whishaw, I.Q. (2007). Fundamentals of Human Neuropsychology.
3. Lezak, M.D. (1995). Neuropsychological Assessment.
4. Reddy, K. J. (2024). Essentials of Neuropsychology.

SUGGESTED READING

1. Johnstone, B., & Stonnington, H. H. (2009). Rehabilitation of Neuropsychological Disorders.
2. Wilson, B. A., et al. (2009). Neuropsychological Rehabilitation.
3. Halligan, P.W., Kischka, U., & Marshall, J.C. (2003). Handbook of Clinical Neuropsychology.
4. Walsh, K. (2003). Neuropsychology – A Clinical Approach.

MAPPING

COURSE OUTCOME	PROGRAMME OUTCOME								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	H	H	M	H	H	M	L	L	M
CO2	H	H	H	M	H	M	L	L	H
CO3	H	H	H	H	M	L	M	M	M
CO4	H	M	H	H	H	H	M	H	M
CO5	M	H	L	H	H	H	H	M	H

3 - High, 2- Moderate, 1- Low

Course Objectives:

- To acquire knowledge about skill based models of counseling.
- To examine the ethical issues in counseling
- To understand the skills and process of online counseling.
- Practice the skills of attending, listening and responding with empathy using classroom activities and exercises.
- To understand one's strengths and limitations in basic counseling skills.

UNIT – I: Counseling Skills and Ethical Issues: The Helping relationship and process. Specific Counseling skills: Understanding the internal frame of reference, showing attention and interest, paraphrasing and reflecting feelings, structuring, probing, monitoring, challenging, self-disclosing. Managing resistances and making referrals. Facilitating problem solving. Improving client's perceptions, negotiating homework, conducting middle sessions and terminating helping. Ethical and Legal Issues in Counseling

UNIT – II: The Skill Based Models of Counseling: Egan's problem management approach to helping. Stage I Problem clarification, Stage II Setting goals based on dynamic understanding, Stage III Facilitating action. Ivey and Ivey's Step by Step Micro skills model- Towards Intentional interviewing and Counseling. The Micro skills hierarchy. Drawing out client stories. Relationship-Story and Strengths- Goals- Restory- Action. Increasing skills and flexibility. Theory and Microskills.

UNIT – III: Listening & Empathy Building: Qualities of the Effective Listener: Positive & Negative Listening- Proximity in Listening-Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction –Assessing your own Listening. Clarifying empathy- Empathy building Statements-People who empathize –Simple reflection of content – Simple reflection of feeling – Selective reflection – Putting it all together – Using Empathy in everyday life – Empathy in difficult situations-Ethical issues

UNIT – IV: Activities in Counseling: Information Activities: Types of information – Pros and cons of advice-giving – Breakingbad news – Confrontation I – Confrontation II – Checking for understanding.

Facilitation Activities: Exploring facilitation – Types of facilitation– Learning to facilitate – Group facilitation – Limits to facilitation – Dealing with contingencies. Problem Solving Activities: Types of problem– Identifying problems– Problem- Solving Cycle–Clarifying Problems– Dealing with problems – Planning – Evaluation of Problem solving. Coping with Feelings: Types of feelings – Feeling words – Expressing feelings – Dealing with Paradox - Focusing –Preventing Burnout–Coping with stress

UNIT – V: Online Counseling Skills: Establishing an online presence and online relationship, online expression and listening, establishing and maintaining an open dialogue. Professional considerations in online practice. Technological advances: Implications for Counseling Psychological research, training and practice Practicum: To practice basic skills of listening,responding,empathizing and summarizing in the classroom under supervised guidance.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Trauma-Informed Counseling, Culturally Responsive and Inclusive Counseling, Strengths-Based and Positive Psychology Approaches, Integrated and Interdisciplinary Care

Course Outcomes:

On successful completion the students will be able to:

CO1: Describe the steps in test construction and standardization.

CO2: Explain the requirements of item writing and methods in item analysis.

CO3: Analyze test construction principles for different types of tests.

CO4: Summarize test standardization procedures such as reliability, validity, and development of norms.

CO5: Apply various statistical methods in testing

Recommended Textbooks:

1. Egan, G. (2019).The skilled helper: A problem-management and opportunity- development approach to helping, 11 th edition. Pacific Grove, CA: Brooks/Cole
2. Brown, S.D., & Lent, R.W.(2008).Handbook of counseling psychology (4 th Ed) Edison, NJ: John Wiley & Sons, Inc.
3. Evans, J (2009) Online Counseling and Guidance Skills: A resource for trainees & practitioners, 1 st Edition, Sage Publications India Pvt. Ltd., New Delhi
4. Ivey, A.E., Ivey, M.B.,& Zalaquett, C.P.(2018). Intentional interviewing and counselling. 9 th edition. Belmont, CA: Brooks/Cole Cengage learning Pub. Co.

5. Feltham, C., & Horton, I. (2017). The SAGE handbook of counseling and psychotherapy (4th ed.). Los Angeles, CA: Sage Publications Pub. Co.
6. Nelson-Jones, R. (2011). Basic counseling skills: A helper's manual (2nd ed.). Chennai, India: Sage Publications India Pvt. Ltd.

References:

1. Burnard, P. (1995). Counseling skills training: A source book of activities for trainers. London, England: Kogan Page Ltd.
2. Nelson-Jones (2010). The theory and practice of counseling and Therapy (5th ed). Sage.
3. Meier, A. & Boivin, M. (2010), Counseling & Therapy Technique, Theory and Practice (Sage)
4. Thompson, R.A. (2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H-High, M-Moderate, L-Low

Code:

**1. TRAINING AND DEVELOPMENT
(Theory)**

Credits: 4

Course Objectives:

- To provide an understanding of the nature and scope of training and development
- To explore the process of learning within a training program
- To examine various training methods and participant types
- To outline the steps involved in preparing a training design
- To understand the roles of trainers and evaluate the effectiveness of training programs

UNIT – I: NATURE AND MEANING TRAINING AND DEVELOPMENT

Meaning, definition, difference between training and development. Key facets of training- Participatory training, Facilitative training, Levels of training- Individual based training, Group based training, Organization based training. Models of training-Face to face training, On the job training, Distance training, E-training.

Extra reading/ keywords: Read different types of training program in organizations

UNIT – II: PROCESS OF LEARNING IN A TRAINING PROGRAM

Process of learning-Need, Cycle of learning, learning as interactive and collaborative process- Conscious and sub-conscious learning. Participant's learning styles-Preference for specific type of training activities, willingness to put in extra efforts for learning. Levels of interpersonal competencies. Methods of learning in a training program- Direct input by trainers, learning through sharing within the training group, learning through practice and exercise, formal and informal methods of observation, out of session exchanges with participants and trainers. Factors influencing learning process- Personal factors, Environmental factors.

Extra reading/ keywords: Read the importance of training methods used in organizations

UNIT – III: TRAINING METHODS AND TYPES OF PARTICIPANTS

Importance of training Methods- Importance, functions. Factors influencing choice of training methods- Pressure, time allotted, level of competencies, style preferences and ease of presentation. Training methods- Lecture, Case study, Role play, Management games, Lab training, Group discussions, Demonstrations - objectives and guidelines. Types of participants- Learner, self-seeker, detached,

socialiser, tourist, critic, Know all, hesitant, Dominator, Stages of development of training group- Key elements in the group process, Stages of development in a training group.

Extra reading/ keywords: Read the different training metho

UNIT – IV: STEPS IN PREPARING A TRAINING DESIGN

Identifying and analyzing training needs- Understanding training needs, identifying training needs, analyzing training needs. Setting program objectives- Understanding program objectives, need for setting program objectives. Steps in preparing action plan for program- Identify and break up program contents, organize and sequence program contents, Determine learning outcomes for each module, decide on training methods and techniques, Decide on support materials, facilities and equipments, delegate responsibilities, establish mechanisms for monitoring.

Extra reading/ keywords: Read the various steps used in training design

UNIT – V: TRAINER ROLES AND EVALUATION

Trainer needs Vs Participant's needs- Values of a trainer, roles, competencies and qualities of a trainer.

Training styles- Meaning, scope and dynamics, determination, constituents and functional training style, degree of control of training process, nature of relationship with participants. Evaluation of a training program- Need, purpose, pre-training evaluation, on going, end program and post-training evaluation. Measuring participants learning- Measurement of knowledge, competencies and changes in attitudes.

Extra reading/ keywords: Read different types of training evaluation methods

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Microlearning, Virtual Reality (VR) and Augmented Reality (AR) Training, Gamification in Training, Continuous Learning and Upskilling

Course Outcomes:

On successful completion the students will be able to:

CO1: Explain the concepts, principles, models, and levels of training and development and their role in enhancing individual and organizational performance.

CO2: Describe the learning process, learning styles, and factors influencing learning to facilitate effective training programmes.

CO3: Apply appropriate training methods and group facilitation techniques to design and deliver learner-centred training programmes.

CO4: Analyse training needs and develop training designs, action plans, and evaluation strategies to achieve specified learning outcomes.

CO5: Evaluate trainer competencies, training styles, and training evaluation methods to enhance the effectiveness and quality of training programmes.

TEXTBOOKS

1. Agochiya Devendra., (2002). Every Trainer's Handbook. (Second Edition), Sage Publications India Pvt Ltd, New Delhi
2. Camp, R.R., Blanchard, N.P., & Huszycz, G.E. (1986). Toward a more organizationally effective training strategy and practice. New Jersey: Prentice Hall.
3. Goldstein. I., & Ford, K. (2001). Training in organizations. 4th ed. CA: Wadsworth Thomson.
4. Landale. A. (2006). Advanced Techniques for Training and Development. New Delhi: Infinity Books.
5. Lynton, R. P., & Pareek, U. (2013). Training for Development. 3rd ed. New Delhi: India: Sage Publications.
6. Blanchard, N.P., & Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education

SUGGESTED READINGS:

1. Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.
2. Songh, P. N. (1996). Training management development. 4th ed. Suchandra Publications. Mumbai:
3. Hardingham, A. (1998). Training essential – Psychology for trainers. Chartered Institute of Personnel and Development. London, England:
4. Agochiya, D. (2009). Every trainer's handbook. 2nd edition. Sage Publications. New Delhi:
5. Rothwell, W., Hohne, C. and King, S., 2018. Human performance improvement. England.
6. Whitmore, J. and Lyddon, R., 2017. Coaching for Performance, 5th ed. Nicholas Brealey Publishing.
7. Singh P N. (1996). Training Management Development. Suchandra Publications. Mumbai

MAPPING

Program outcomes	Program Outcomes (PO)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO-1	H	M	M	M	H	L	L	L	M

CO-2	H	H	H	M	M	M	M	M	H
CO-3	H	H	H	H	M	L	M	M	M
CO-4	M	H	M	H	M	M	M	H	M
CO-5	M	H	H	H	H	H	M	M	H

3 - High, 2- Moderate, 1- Low

Code:

**2. MINDFULNESS AND YOGA
(Theory)**

Credits: 4

Course Objectives

- Explore the historical and philosophical foundations of mindfulness and yoga practices.
- Understand the psychological and physiological benefits of mindfulness and yoga.
- Develop practical skills in various mindfulness techniques and yoga asanas.
- Apply mindfulness and yoga practices in personal well-being and professional contexts.
- Critically analyze the role of mindfulness and yoga in contemporary mental health.

UNIT – I: FOUNDATIONS OF MINDFULNESS AND YOGA

Historical roots: Origin of mindfulness in Buddhist traditions and yoga in ancient Indian practices

Fundamental concepts: Awareness, breath, mind-body connection, and balance, Overview of the Eight Limbs of Yoga by Patanjali and Four Foundations of Mindfulness

Practical:

1. Breath Awareness
2. Mindful Stretching (Morning Routine)
3. Body-Scan Meditation

UNIT – II: MINDFULNESS TECHNIQUES AND APPLICATIONS

Core mindfulness practices: body-scan, mindful breathing, and observing thoughts and emotions

The role of mindfulness in emotional regulation, stress reduction, and resilience

Applications of mindfulness in clinical settings (Mindfulness-Based Stress Reduction, Mindfulness-Based Cognitive Therapy) DBT and Emotional Freedom Technique

Practical:

1. Mindful Eating
2. Mindful Walking
3. Loving-Kindness Meditation (Metta)

UNIT – III: YOGA PRACTICES FOR PHYSICAL AND MENTAL WELLNESS

Understanding key yoga postures (asanas) and their effects on physical and mental health Importance of alignment, breath, and balance in asana practice

Pranayama (breathing techniques) for calming and energizing the body and mind

Practical:

1. Yoga Sun Salutations (Surya Namaskar)
2. Standing Yoga Poses for Grounding
3. Observing Thoughts and Emotions

UNIT – IV: THE SCIENCE OF MINDFULNESS AND YOGA

Physiological and psychological effects of mindfulness and yoga: neuroplasticity, stress response, and emotional regulation.

Research on the health benefits of yoga and mindfulness in modern psychology

Effects of mindfulness and yoga on brain function, mental clarity, and emotional resilience

Practical:

1. Gratitude and Forgiveness Practice
2. Pranayama (Breath Control Techniques)

Techniques:

- 5 types of breathing
- Nadi Shodhana (Alternate Nostril Breathing): Balances energy.
- Bhramari (Bee Breath): Promotes calmness and reduces anxiety.
- Kapalabhati (Skull-Shining Breath): Energizes and clears the mind.

UNIT – V: INTEGRATING MINDFULNESS AND YOGA INTO DAILY LIFE

Developing a personal mindfulness and yoga routine

Adapting mindfulness and yoga techniques for professional settings (e.g., education, therapy, corporate)

Cultivating mindfulness in relationships, communication, and personal challenges

Practical:

1. Group Mindful Listening
2. Group Mindful Listening
3. STOP Technique for Stressful Moments
4. Developing a Personal Mindfulness and Yoga Routine

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Digital Mindfulness and Yoga, Trauma-Informed Mindfulness and Yoga, Yoga for Lifestyle and Non-Communicable Diseases

Course Outcomes:

On successful completion the students will be able to:

CO1: Explore the historical and philosophical foundations of mindfulness and yoga practices.

CO2: Understand the psychological and physiological benefits of mindfulness and yoga.

CO3: Develop practical skills in various mindfulness techniques and yoga asanas.

CO4: Apply mindfulness and yoga practices in personal well-being and professional contexts.

CO5: Critically analyze the role of mindfulness and yoga in contemporary mental health.

Recommended Books:

1. Wherever You Go, There You Are by Jon Kabat-Zinn
2. The Heart of Yoga by T.K.V. Desikachar
3. The Science of Yoga by William J. Broad

Online Resources:

- Insight Timer and Headspace for guided meditation sessions
- Yoga Journal for learning about various asanas and their benefits

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)								
	1	2	3	4	5	6	7	8	9
CO-1	H	M	-	-	-	-	-	-	-
CO-2	H	H	-	M	H	-	M	M	M
CO-3	H	H	H	M	H	-	H	M	M
CO-4	H	H	H	M	H	-	M	H	H
CO-5	H	H	H	H	H	-	H	H	H

H – High, M – Moderate, L – Low

Course Objectives:

- Paraphrase the parenting theories and models, parenting styles and know the influence of family and cultural contexts on parenting.
- Understand the differences, difficulties in parenting children at different ages.
- Analyse the different issues in parenting.
- Execute the psychological foundations in parenting by understanding attachment and learning theories, explore the role of effective communication in parenting.
- Understand and implement strategies and techniques for building positive parent-child relationships, emotional resilience and enhance academic achievement.

UNIT – I: INTRODUCTION TO PARENTING

Overview of parenting theories and models

Concept of ‘parenting styles’ and their significance - Authoritative, Authoritarian, Permissive, Neglectful

Influence of family and cultural contexts on parenting

Extra Reading/Keywords: Parenting styles

UNIT – II: PARENTING THROUGH AGES

Infancy and early childhood

Middle Childhood and Adolescence

Parenting in transitional periods

Extra Reading / Key words: Adolescence is a storm and stress period

UNIT – III: CHALLENGES AND CONTEMPORARY ISSUES IN PARENTING

Single parenting, co-parenting & blended families

Parenting children with special needs and disabilities

Parenting in a digital age, managing work-life balance as a parent

Extra Reading/Keywords: Managing screen time

UNIT – IV: PSYCHOLOGICAL FOUNDATIONS OF PARENTING

Attachment theory and its relevance to parenting

Role of effective communication in parenting

Theories of learning and its relevance to discipline and behavior management

Extra Reading/Keywords: Reinforcement and punishment, modeling behavior

UNIT – V: POSITIVE PARENTING

Building Positive parent-child relationship - trust & emotional connection - active listening & quality time

Building emotional resilience - conflict resolution, self-esteem & empathy

Role of parents in academic achievement, social skills, health and well-being.

Extra Reading/Keywords: Parenting and child mental health

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Positive Parenting Approaches, Parenting for Child Mental Health, Digital Parenting

Course Outcomes:

On successful completion the students will be able to:

CO1: Define parenting styles and its types

CO2: Understand how parenting evolve through ages

CO3: Recognise different challenges and contemporary issues in parenting

CO4: Identify psychological theories relevant to promote healthy parenting

CO5: Learn techniques for adopting positive parenting approach

BOOKS FOR REFERENCE:

1. DeGarmo, J. A. (2017). The parent effect: How the parenting style you choose can change your child's future. Sterling Publishing.
2. Gottman, J. M (1997). Raising an emotionally intelligent child: The heart of parenting. Simon & Schuster.
3. Stevenson-Hinde, J., & Shouldice, M. (2011). Attachment across the life cycle. Routledge.

SUGGESTED READINGS:

1. Chao, R. K. (2001). Extnding research on parenting style and children's development: Possible cultural infulences, specifically examining Asian parenting practices.
2. Yogman, M., & Green, S. A. (1985)

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO							
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H – High, M – Moderate, L - Low

Year: I	GENERIC ELECTIVE COURSE 1	Semester I
Code:	2. MARKETING MANAGEMENT (Theory)	Credits: 3

Course Objectives:

- The course aims at making students understand concepts, philosophies, processes and techniques of managing the marketing operations of a firm.

UNIT – I: Foundations of Marketing and Consumer Behaviour

Marketing – Concept – Functions – Marketing Planning & Implementing Marketing Programmes – Marketing Environment – Market Segmentation and Consumer Behaviour – Marketing Research and Market Information System.

UNIT – II: Product and Pricing Strategies

Product: Meaning – Product Planning – Policies – Positioning – New Product Development – Product Life Cycle – Branding, Packaging, Labeling. Price: Pricing Objectives – Factors, Methods and Procedure.

UNIT – III: Promotion and Integrated Marketing Communication

Promotion: Promotion Mix – Advertisement – kinds of advertisement – Message – Copy – Advertisement Budgeting – Measuring Advertisement Effectiveness – Media Strategy – Sales Promotion – Personal Selling and Publicity.

UNIT – IV: Distribution and Supply Chain Management

Physical Distribution: Distribution Mix – Managing Channel – Intermediaries – Transport and Warehousing – Distribution Strategies – Distribution Cost Analysis.

UNIT – V: Contemporary Marketing Strategies and Consumer Protection

Marketing Strategies – Tools for Competitive Differentiation of Product – Strategies for Competitors – Leaders, challenges, follower & niches – Marketing of Services – Consumerism and Consumer Protections, Evaluating & Controlling Marketing Performance. Direct Selling, Direct Marketing.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Digital and Social Media Marketing, Data-Driven and Predictive Marketing, Sustainable and Green Marketing

Course Outcomes:

On successful completion the students will be able to:

CO1: Explain the concepts, functions, marketing environment, consumer behaviour, market segmentation, and marketing research processes.

CO2: Apply the principles of product planning, branding, pricing, and product life cycle management in marketing decisions.

CO3: Analyse promotional strategies, advertising, sales promotion, personal selling, and distribution channels for effective marketing communication.

CO4: Evaluate distribution strategies, channel management, logistics, and physical distribution systems in achieving marketing efficiency.

CO5: Formulate appropriate marketing strategies by integrating competitive positioning, service marketing, consumer protection, direct marketing, and marketing performance evaluation.

Recommended Text book

1. Marketing Management by Czinkota Kotabe, India Edition cengage learning, Chennai. E-mail : sriram.b@cengage.com
2. Strategic marketing Management Text and cases by S.L. Gupta – Atlantic publishers (P) Ltd., Chennai. Email : chennai@atlanticbooks.com
3. Marketing Management – VS Ramasamy and S. Namakumari, Macmillan publisher India ltd., Chennai. www.macmillanindia.com
4. Market based Management by Roger J. Best, Indian Edition, PHI learning India PVT Ltd., New Delhi.
5. Principles of Marketing by Kurtz / Boone cengage learning – Chennai.
6. Introduction to marketing – Adrian Palmer, Oxford University Press, Chennai.
7. Marketing Management by Joel.R Evans & Barry Berman – India Edition Cengage Learning, Chennai.
8. Strategic marketing management text and cases, by UCP mathur – Macmillan India Ltd., Chennai.
9. Strategic marketing, India Edition Ferrell & Hartline, by cengage learning chennai.
10. Marketing management, M. Govindarajan, PHI learning India PVT Ltd., 4

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H – High, M – Moderate, L - Low

Course Objectives:

- To comprehend the nature, types and sources of stressors.
- To understand the impact of stress on physical and mental health.
- To understand the nature, types and methods of coping with stress.
- To appreciate and cultivate social support to mitigate stress.
- To learn specific techniques to deal with stress with the help of practicum.

UNIT – I: Introduction: Definition and Meaning of Stress and Stressor; Types of stress and symptoms of stress. Factors that cause stress: The General Adaptation Syndrome, The Diathesis Stress Model Sources of Stress

UNIT – II: Effects of Stress - Positive effects of stress: Optimal stress and positive psychological functioning. Negative effects of stress: Effect of stress on physical mental health

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

UNIT – IV: Social Support - Meaning Effects of Social Support on Illness. Bio psychosocial Pathways. Moderation of Stress by Social Support. Effective Types of Social Support. Enhancing Social Support.

UNIT – V: Interventions for Stress Management - Coping Interventions: Expressive Writing, Self- Affirmation, Relaxation Training, Exercise, Diet, Cognitive interventions, Time Management, Communication skills training: Assertiveness training.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Mindfulness-Based Stress Reduction (MBSR), Artificial Intelligence (AI) in Stress Management, Positive Psychology Interventions

Course Outcomes:

On successful completion the students will be able to :

- CO1: Examine the nature and causes of stress
 CO2: Identify the positive and negative effects of stress
 CO3: Explain the coping style of stress.
 CO4: Appraise the effective ways of social support.
 CO5: Discuss the psychological techniques to manage stress.

Recommended Texts

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

References:

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

MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
	1	2	3	4	5	6	7
CO							
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H – High, M – Moderate, L – Low

Code:

**1. LOVE AND WELLBEING
(Theory)**

Credits: 3

Course Objectives:

- Identify key concepts and evolutionary perspectives on love and well-being.
- Understand the theories of love.
- Demonstrate understanding of attraction and relationship satisfaction.
- Examine the factors that contribute to relationship stability.
- Assess the impact of family dynamics and cultural influences on conflict resolution and positive relationship building.

UNIT – I: FOUNDATIONS OF LOVE AND WELL-BEING

Evolution and Love, Genes, Hormones, and Marriage, The Biochemistry of Love

Extra Reading (key words): Attachment Theory, Neurotransmitters in Bonding, Evolutionary Psychology in Relationships

UNIT – II: THEORIES AND TYPES OF LOVE

The Varieties of Love, The Love Styles and Sternberg's Love Triangle, Love as a Prototype or Ideal and the Love Hierarchy

Extra Reading (key words): Compassionate vs. Passionate Love, Romantic Archetypes, Psychological Models of Intimacy

UNIT – III: ATTRACTION AND RELATIONSHIP SATISFACTION

Finding Romance and Love, What Attracts Us to Someone? Personality Traits and Communication

Relationship Satisfaction: Why Do Caring Relationships Make Us Feel Good?

Extra Reading (key words): Interpersonal Chemistry, Self-Disclosure in Relationships, Emotional Intelligence in Partnerships

UNIT – IV: BUILDING AND MAINTAINING RELATIONSHIPS

Relationship Stability: What Makes It Last? Minding Relationships: Knowing, Being Known, and Attributions, Acceptance, Respect, Reciprocity, and Continuity

Extra Reading (key words): Conflict Resolution Strategies, Empathy and Perspective-Taking, Emotional Support Mechanisms

UNIT – V: FAMILY, CONFLICT, AND POSITIVE RELATIONSHIPS

Positive Families: What Makes a Flourishing Family? Social and Cultural Influences on Relationships

Conflict, the Demand-Withdraw Pattern, and Nurturing Lasting Relationships

Extra Reading (key words): Family Systems Theory, Cultural Perspectives on Marriage, Conflict Communication Styles

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Changing family structures in the 21st century. Cross-cultural perspectives on love and intimacy. Communication styles in digital relationships.

Course Outcomes:

On successful completion the students will be able to:

CO1: Remember the foundational concepts in the evolution, genetic factors, and biochemical processes involved in love.

CO2: Describe different theoretical models of love.

CO3: Use knowledge of attraction factors and relationship satisfaction to assess reasons behind personal connections and preferences.

CO4: Differentiate elements that promote or hinder relationship maintenance.

CO5: Critically evaluate family and societal influences on long-lasting, nurturing relationships.

Reference:

1. Hoffman, E., & Compton, W. C. (2019). Positive psychology: The science of happiness and flourishing (3rd ed.). Cengage Learning.

Suggested Reading:

1. Berscheid, E., & Regan, P. C. (2005). The psychology of interpersonal relationships. Pearson Education.
2. Fletcher, G. J. O., & Clark, M. S. (2015). Blackwell handbook of social psychology: Interpersonal processes. Wiley-Blackwell.

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H-High, M-Moderate, L-Low

Course Objectives

- To describe the process of writing skills.
- To apply Microsoft office features in preparing the reports.
- To choose APA style in writing and publication of research papers.
- To articulate how to write a research proposal.
- To combine reports on various forms of qualitative and quantitative research methods.

UNIT – I: Written Communication – basics, parts of written communication, punctuation, common grammatical errors; spelling, commonly confused words, gender; Style – flow of writing, making writing lively, use of style in writing sentences and paragraphs.

UNIT – II: Manuscript writing – critical appraisal using journal articles, review of literature, writing and publication of research papers

UNIT – III: The process of writing- Audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.

UNIT – IV: Plagiarism - Software for grammar and plagiarism check.

UNIT – V: APA style –Basics of APA, in-text citations, formatting and writing Reference.

Recap: Required portions of the units may be presented by the course faculty giving life examples from published research to explain the different publishing styles.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Digital writing and professional communication in academic and workplace settings. Research visibility through academic networking platforms and researcher profiles. Similarity indices and interpretation of plagiarism reports.

Course Outcomes:

On successful completion the students will be able to:

CO1: Explain the process of writing skills.

CO2: Practice Microsoft office.

CO3: Apply APA style in writing and publication of research papers.

CO4: Articulate how to write a research proposal.

CO5: Critically compile reports on various forms of qualitative and quantitative research methods.

Recommended Textbooks:

1. West. C.(2008).Perfect Written English–All you need to get it right first time, New Delhi: Random Books House.
2. Monippally. M. M. & Pawar. B. S. (2010). Academic Writing – A guide for Management students and researchers. Response books, New Delhi: Sage Publications.
3. American Psychological Association (2010) – Publication Manual of the American Psychological Association, (7thed.). Washington DC. Author.

References:

1. 100 tips to avoid mistakes in academic writing and presenting . (2020). Wallwork, A & Southern, A. USA: Springer publications.
2. Write an impactful research paper (2021). Zaumanis, M.
3. Kail, R. V. (2018). Scientific Writing for Psychology. Lessons in Clarity and Style. 2nd edition. USA: Sage Publishing Inc.
4. McInerney, D. M. (2021). Publishing your psychology research. A guide to writing for journals in psychology and related fields. USA: Routledge Publishers.

Web sources

- How to format your paper in APA style in 2022
- My Step by Step Guide to Writing a Research Paper
- How to add citations and references in research paper, thesis, how to use different citations style
- References in APA Style | Writing Research Papers | UC San Diego Psychology
- How to remove Plagiarism from Article

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H–High, M–Moderate, L–Low

Course Objectives

- To introduce the fundamental concepts of the HR Department and its structure, personnel policies and principles.
- To enable the students to learn the process and the sources of planning, recruitment, selection and identify appropriate performance appraisal methods.
- To impart skills in designing training and development programs and explain the maintenance of Human Resources.
- To understand the appraisal process and methods.
- To investigate the causes of stress and describe the models of stress.

UNIT – I: Introduction to Human Resource Management- Scope- Objectives of human resource management-Structure and functions of human resource department - Image and qualities of HR managers - Evolution of human resource management –Personnel policies and principles –Human resource management model.

UNIT – II: Acquisition of Human Resources- Human resource planning and forecasting - Job analysis - Job description and Job specification-Process and sources of recruitment-Selection process.

UNIT – III: Development of Human Resources- Training and development– Designing training and development programme- Methods and techniques of training- Evaluation of training program.

UNIT – IV: Motivation of Human Resources -Job design work scheduling and motivation-Job characteristics model- Job enrichment- Job rotation- Work modules- Flextime-New trends in work scheduling. Performance Appraisal – Appraisal process - Appraisal methods – Factors distorting appraisals. Rewarding the productive employee -Types of rewards-Qualities of effective rewards- Criteria for distribution of rewards.

UNIT – V: Maintenance of Human Resources- Benefits and Services- Legal benefits and services provided by organizations. Disciplining the problem employee. Safety and health- The occupational safety and health act. Safety programme- Causes of accidents- Preventive measures. Health programmes- Causes of stress - A model of job stress - Causes of burnout – Reducing burnout.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Diversity, Equity, Inclusion, and Belonging (DEIB), Competency-based recruitment and skills-first hiring, Learning Management Systems (LMS) and digital learning, Employee engagement and employee experience (EX)

Course Outcomes:

On successful completion the students will be able to:

CO1: Define and describe human resource management.

CO2: Examine the process and sources of recruitment.

CO3: Analyze the techniques of training.

CO4: Evaluate the different types of rewards.

CO5: Discuss the legal benefits and services provided by organizations.

Recommended Texts:

1. Decenzo, D.A., Robbins- D. A., Verhulst, L. S. (2015). Human Resource Management (11th ed) India: Wiley.
2. Aswathappa K. (2006). Human Resource and Personnel Management (4th ed.). New Delhi: Tata McGraw Hill Publishing company limited.
3. Dessler D. & Varkkey B.,(2017). Human Resource Management, (16th ed.) India :Prentice, Hall Private Limited

References:

1. Mamoria - C. B (2007). Personal Management, Twelfth edition, Mumbai : Himalaya Publishing House
2. Durai.P. (2020). Human Resource Management (3rd ed).India: Pearson Education.
3. Decenzo - D.A. - Robbins - D. A. (2007). Personnel/ Human Resource Management India: Prentice-Hall Private Limited.

Web sources:

- [https://www.economicsdiscussion.net/personnel-policies-Personnel Policies: Meaning, Definitions, Types, Importance](https://www.economicsdiscussion.net/personnel-policies-Personnel-Policies-Meaning-Definitions-Types-Importance)
- [https://www.toppr.com/human-resource-management-Recruitment Process : HRM, External and Internal Sources](https://www.toppr.com/human-resource-management-Recruitment-Process-HRM-External-and-Internal-Sources)
- [https://safetyculture.com/Topics- The Process of Evaluating Training Programs – Safety Culture](https://safetyculture.com/Topics-The-Process-of-Evaluating-Training-Programs-Safety-Culture)
- [https://kitaboo.com/training-evaluation-evaluate-training- 5 Best Ways to Evaluate Training Effectiveness and Impact](https://kitaboo.com/training-evaluation-evaluate-training-5-Best-Ways-to-Evaluate-Training-Effectiveness-and-Impact)

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H-High, M-Moderate, L-Low

Code:

**1. COMPUTER ASSISTED RESEARCH SKILLS
(Theory)**

Credits: 3

Course Objectives

- To have hands-on training on state-of-the-art technology developments in research.
- To gain knowledge in various statistical test using SPSS
- To identify appropriate statistical analysis for the research
- To gain familiarity with various concepts in SPSS
- To Interpret data output in SPSS

UNIT – I: Basics in Research methodology -Variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on- line off-line usage, scope and utilities in every stage of research. On-line database Psy-INFO Direct, Reference manager softwares - Mendeley, Papership, EndNote, Zotero.

UNIT – II: Fundamentals of Using SPSS - Introduction to what SPSS can do, Descriptive information and statistics, An overview of statistical tests in SPSS , Exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

UNIT – III: Basic Data Management in SPSS - Creating and recoding variables, Using SPSS functions for making/recoding variables, Subsetting variables and observations, Analysis of a subset of a data. Labeling and documenting data, SORT and SPLIT BY, Missing data in SPSS.

UNIT – IV: Data Analysis: Creating and editing graphs and charts, Exploratory data analysis: scale data, Probability and inferential statistics, Comparing categorical variables, Mean differences between groups: “t” test, ANOVA, ANCOVA, MANOVA, MANCOVA, correlation, regression, multiple and hierarchical regression,, factor analysis – exploratory and confirmatory - structural model.

UNIT – V: Interpretation and presentation: Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Open Science and research transparency, Importing data from cloud-based spread sheets and online survey platforms, Handling missing data using modern statistical techniques

Course Outcome

On successful completion of course the students will be able to

CO1: Comprehend the basics in research methodology and fundamentals of using SPSS

CO2: Acquire knowledge on overview of statistical tests in SPSS

CO3: Create graphical representations and charts.

CO4: Statistically Analyze given research data and represent in required format

CO5: Apply knowledge acquired in preparing a research report.

Recommended Text books:

1. McCormick, K., & Salcedo, J. (2020). SPSS statistics for dummies. John Wiley & Sons.
2. Aldrich, J. O. (2018). Using IBM SPSS statistics: An interactive hands-on approach: Sage Publications.

References:

1. Brace ,K., Kemp, R. & Snelgar R (2009) Spss for Psychologist – a guide to data analysis using SPSS. Palgrave macmillan
2. Mayers, A. (2013) Introduction to statistics and SPSS in Psychology . Pearson Education

Web Source:

- <https://www.youtube.com/watch?v=rBj3gyNaTW4>
- https://www.youtube.com/watch?v=_zFBUfZEBWQ
- <https://www.youtube.com/watch?v=GQP47ijt4LI>

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H-High, M-Moderate, L-Low

Code:

**2. HEALTH AND WELLNESS
(Theory)**

Credits: 3

Course Objectives

- To help students develop basic physical fitness and understand the role of nutrition.
- To introduce stress management techniques for mental and emotional well-being.
- To create awareness about substance abuse and its effects on health.
- To promote healthy social interactions and interpersonal relationships.
- To encourage students to adopt a balanced and sustainable lifestyle.

UNIT – I: INTRODUCTION TO HEALTH & WELLNESS

Concept of health and wellness, Importance of wellness wheel – physical, mental, emotional, social, intellectual and environmental well-being. Role of exercise and nutrition in daily life

Extra Reading/Key Words: *wellness wheel, Well-being, exercise, health*

UNIT – II: PHYSICAL FITNESS AND HEALTHY LIFE STYLE

Components of Fitness- health related physical fitness and skill related physical fitness Healthy life – nutrition-yoga & meditation - brain health - healthy lungs - hygiene and grooming. Awareness of daily routine – daily habits – sleeping time- meal time – digital awareness

Extra Reading/Key Words: *Fitness, Yoga, Breathing Techniques, Self-care, healthy routine*

UNIT – III: STRESS MANAGEMENT AND MENTAL HEALTH

Stress – Meaning of stress -symptoms of stress – types of stress. Management of stress - relaxation techniques – body positivity- self acceptance, self-reflection and mindfulness- digital detox. Importance of saying “NO”

Extra reading/ Keywords: *stress, relaxation technique, mindfulness*

UNIT – IV: AWARENESS ON SUBSTANCE ABUSE

Types of substance abuse and their impact. Psychological and social consequences- Adverse Health Condition, Social Isolation, Ruined. Future, Hidden Financial Loss and Damaging the Family Reputation. Prevention strategies and rehabilitation support

Extra Reading/Key Words: Addiction, Digital Detox, Behavioral Therapy

UNIT – V: INTERPERSONAL RELATIONSHIPS & SOCIAL WELL-BEING

Developing healthy relationships and communication skills. Managing peer pressure and conflicts. Role of empathy and social support in well-being

Extra Reading/Key Words: Emotional Intelligence, Self-Awareness, Social Skills

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Holistic wellness and lifestyle medicine, Mental health literacy and stigma reduction, Inclusion, diversity, and respectful relationships

Course Outcomes:

On successful completion the students will be able to:

CO1: Recall basic concepts of health, wellness, and fitness.

CO2: Explain the effects of substance abuse and prevention methods

CO3: Apply stress management techniques wherever required.

CO4: Develop healthy interpersonal relationships to adopt a balanced lifestyle.

CO5: Demonstrate effective communication, empathy, conflict management, and interpersonal skills to foster positive relationships and social well-being.

Online resources:

- United Nations Sustainable Development Goals - Goal 3: Good Health & Well-Being
<https://www.un.org/sustainabledevelopment/health/>
- Mindfulness and Meditation: Stanford Health Library (Offers mindfulness and meditation resources)
<https://healthlibrary.stanford.edu/books-resources/mindfulness-meditation.html>
- Breaking Bad Habits: James Clear provides a guide on how to build good habits and break bad ones
<https://jamesclear.com/habits>
- 6 Ways to Keep Your Brain Sharp
<https://www.lorman.com/blog/post/how-to-keep-your-brain-sharp> What Is Social Wellbeing? 12+ Activities for Social Wellness
<https://positivepsychology.com/social-wellbeing/>
- How Does Your Environment Affect Your Mental Health?
<https://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687>
- How to Say No to Others (and Why You Shouldn't Feel Guilty)
<https://www.betterup.com/blog/how-to-say>

Code:

**3. PRINCIPLES OF MANAGEMENT
(Theory)**

Credits: 3

Course Objectives

- Understand the fundamental concepts, principles, and functions of management.
- Develop knowledge of planning, organizing, staffing, directing, coordinating, and controlling in organizations.
- Familiarize students with various motivation, communication, leadership, and decision-making approaches.
- Understand the contributions of classical and modern management thinkers and their relevance to contemporary organizations.
- Apply management principles and techniques to solve organizational and workplace problems.

UNIT – I:

Meaning and Definition of Management – Nature of Management – Art, Science or Profession – Levels of Management – Management Process and functions – Japanese Management Process and Functions – Forecasting – importance, methods and limitations of forecasting – planning, meaning, nature and importance, types of plans, planning process – Rational decision making process, M.B.O.

UNIT – II:

Concept of organisation – Authority and Responsibility – Delegation of authority – Centralization and Decentralisation – Departmentation – Span of Management – Forms of organisation: Line, Line and staff and Functional – Steps in staffing.

UNIT – III:

Principles of direction and supervision – Techniques of direction. Meaning and importance of Supervision – functions of supervisor – coordination – importance, elements and steps. Motivation: Meaning, kinds and theories of motivation, Theory X, Theory Y and Theory Z Hierarchy of Needs Theory – communication process – Principles of communication, Barrier, intercoming barriers.

UNIT – IV:

Concept of Control, definitions, elements and process of control – steps in control, qualities of good control system. Tool of control – Business Budgeting, Management Accounting, Management Reports, PERT and CPM, Control techniques and Information Technology.

UNIT – V:

The Evolution of Management Theory – The Scientific Management Schools: F.W. Taylor, Henry L.Gantt, The Gilberths – Classical Organisation Theory school: Henri Fayol, Max Weber, Mary Parker Follet – The Behavioural School : Elton Mayo, Abraham Maslow, Douglas McGregor – The Management Science School, Operations Research – The Systems Approach meaning and concepts. Peter Drucker and his ideas on management.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only):

Agile management and adaptive planning, Hybrid and remote organizational structures, Employee well-being and workplace resilience

Course Outcomes:**On successful completion the students will be able to:**

CO1: Explain the concepts, principles, functions, and processes of management and decision-making.

CO2: Describe organizational structures, authority relationships, delegation, staffing, and departmentalization in organizations.

CO3: Apply motivation, communication, supervision, and coordination principles to improve organizational effectiveness.

CO4: Analyze various control systems, management tools, and information technology used for organizational performance.

CO5: Evaluate the contributions of major management theories and management thinkers in addressing contemporary organizational challenges.

Text Books:

1. Principles and Practice of Management – Dr. S. C. Saxena (Sahithya Bhavan)
2. Principles of Management – P.C. Tripathi P. N. Reddi
3. Essentials of Management – Harold Koontz and Heinz Weihrich (McGraw Hill International Edition)
4. Principles of Management – T. Ramasamy (Himalaya Publishing Cony)
5. Principles and Practice of Management – L.M. Prasad – Sulthan Chand and Sons, New Delhi –

MAPPING:

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)						
CO	1	2	3	4	5	6	7
CO-1	H	H	H	M	H	H	H
CO-2	H	H	H	L	H	H	H
CO-3	H	H	H	L	H	H	H
CO-4	H	H	L	H	H	H	H
CO-5	H	H	L	H	H	H	H

H-High, M-Moderate, L-Low