

**Learning Outcome based Curriculum Framework
(LOCF)
For
M.Sc. Psychology
(with effect from 2021-22)**



**POST GRADUATE AND RESEARCH
DEPARTMENT OF PSYCHOLOGY**

**GOVERNMENT ARTS COLLEGE
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1. Introduction

The LOCF for a M.Sc degree in psychology aims at offering a general framework within which psychology teaching may be organized. It serves twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, programme learning outcomes and course level learning outcomes. It should be viewed in the spirit of innovation in teaching-learning process and should not be treated as an imposition of uniform syllabi, teaching-learning practices and the modalities of student assessment. They are adopted according to local conditions, pertinent regulations, and regional priorities and availability of the expertise.

It must be noted that the landscape of post graduate education in psychology is changing. Psychology's academic significance is on the rise and so are its contributions to human welfare. In fact psychology is now being introduced as an allied course in many disciplines and its teaching is considered highly relevant to address mental health concerns (e.g. depression, anxiety, stress, learning difficulties, suicide) , social issues (e.g. prejudice and discrimination, violence, child abuse, media effects, problems of youth and elderly people), lifestyle related health problems (e.g. CHD, hypertension, cancer, drug abuse and other kinds of addictions) and facilitating psychological health, personal growth and well being. Therefore, psychology graduates need to be equipped to appreciate and deal with these challenges. Indeed the scope of psychology teaching has widened and societal expectations from psychology graduates have gone up.

As a discipline psychology is characterized by huge variety in its scholarly content and approach. While psychology happens to be a social or behavioural science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices, it is also a humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that endeavours to approximate the processes of lived life and social reality.

Looking at the diversity and complexity of India, there cannot be unitary learning outcomes for the entire nation. In view of this the planning of psychology curriculum needs to take into account the following considerations.

- 1) Entry level expectations of undergraduates and their socio-economic background.
- 2) General expectations from a two year postgraduate training.
- 3) The changing profile of postgraduate students. A majority of today's learners is digital native. Their ways of learning have undergone significant changes.

The proposed LOCF, therefore, has to be adapted to the regional and linguistic diversities and differentials as the Indian academic scenario is quite varied and the UG courses are offered under varying conditions. The delivery of courses is constrained by the nomenclature and structural organization adopted by a particular University. Also, the extent of academic facilities (e.g. availability of faculty and their expertise, resources and opportunities for field training) critically determine the scope of curriculum design and transaction.

2. Learning Outcome Based approach to Curriculum Planning

Nature and extent of the M.Sc degree programme in Psychology

The discipline of psychology has grown as a science of mental processes and behaviour. Nonetheless, strong attempts have been made to humanize the discipline and retrieve its connection to themes and issues that are closer to lived realities. It has deep links with culture, biology and development. The main stream psychology has its roots in Euro- American traditions of scholarship. In the course of its history it has adopted a variety of theoretical perspectives. Many of them have maintained distinct paradigmatic stances with distinguishing set of concepts and methods. In recent years attentions has been paid to cultural and cross-cultural dimensions of human life and to Indian psychology with its indigenous perspectives on consciousness, self, meditation, motives and morality.

Contemporary psychology focuses on cognitive, affective and behavioural processes and their linkages. Its applications encompass intra individual, individual, interpersonal and

intergroup levels of functioning and aim at improving the quality of life. This has resulted into several streams of specialization (e.g. cognitive, personality, social, industrial-organizational, clinical, educational, abnormal, environmental, and biological, health, community, counselling, positive, and forensic).

In the course of their studies, psychologists adopt a wide range of quantitative and qualitative methods. Therefore psychology graduates are required to learn techniques to assess various psychological attributes such as attitudes, abilities, personality dispositions, values, interests and behaviours. However, it must be realized that it is not just the “other” or the “outside” that needs to be studied by a psychology student, but also the “self” or the “inside” needs to be explored. Thus self-observation is a necessary attribute as it also develops self-awareness-a valued quality in any psychology professional.

Honing in the skills of the students in a qualitative direction where they learn to explore and employ their growing acumen in real life fields is necessary. In this direction, the pursuit of psychology as a psycho-cultural process should be emphasized. The LOCF visualizes that graduate training needs to attend to the following considerations.

- Practical training, internship and field placement
- Engaging in conversations, learning the art of qualitative interviewing (semi structured and unstructured interviews), collecting data on significant critical and cultural issues, learning to listen to the narratives of pain and social suffering, attending to shifts in inter-generational concerns related to self and psyche and so on and so forth.
- Exposure to ways of thinking and relating with self and others through practical exercises which delve into autobiographical awareness and creating a story of their life
- Using projective measures for competence in clinical work
- Yogic training and meditation to enhance students’ health and well being and building their professional skills
- Learning planning and conducting small scale studies and analyzing data following scientifically

- Learning to write the reports of studies which may be published in scientific journals and popular media
- Mastery of the use of computers and internet in conducting experiments and surveys
- Analyzing the obtained data manually as well as through SPSS and other software
- Mastery of communication and counselling skills

The overarching aim of postgraduate training in psychology is to create a self-reflexive and self-reflective stance in the students' growth through self-awareness, critical perspective building, enhancing societal sensibility and preparing for professional life through seeking knowledge in basic psychology and acquiring relevant skills. The specific aims are elaborated in the next section..

Aims of Master Degree Programme in Psychology

The postgraduate psychology programme aims at the following goals:

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.
3. Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
5. Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for social diversity and increasing social and cultural relevance of learning.

3. Post-Graduate Attributes in Psychology

A postgraduate of psychology should be psychologically literate student with reasonable degree of understanding of core concepts of psychology, awareness of their applications and linkages with allied disciplines. 'Nothing is as practical as a good theory', Kurt Lewin had remarked! A good psychologist, therefore, is bound to be a good practitioner, psychology as a discipline cannot exist without its 'field'. Psychological literacy entails:

- ***Comprehending core psychological concepts and theories:*** Ability to understand major concepts, theories, principles, perspectives, historical roots and empirical findings. This makes students theoretically informed and insightful about one's own and others' behaviours and mental processes.
- ***Fostering an applied perspective:*** A fair degree of understanding of concepts and principles would prepare for applications to individual level behavioural problems, and problems of society at large. Individual assessment (differentiating individuals on the basis of personality traits, aptitudes, values, abilities etc.), counselling and building human strengths are the major skills that a psychologist initially needs to acquire.
- ***Establishing interface with socio-cultural context:*** A healthy interface between society, culture and academic pursuit in the discipline of psychology needs to evolve. To this end, a deeper sense of belongingness to community with engagement in socially driven projects, lab work and simulation are required.
- ***Building scientific attitude and perspective:*** An attitude of scientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is must for psychology graduates. To this end, procedural knowledge of psychological testing, basic data analytic methods, field observation, group activities, planning and conducting simple experiments, use of software for conducting computer based experiments and data analysis are required. Such an orientation would enhance students' job potential.

- ***Social and multicultural sensibility:*** Demonstrate an ability to incorporate socio-cultural factors in scientific inquiry, so as to conduct contextually sensitive research that may bridge the research and practice divide. This also requires cross-cultural understanding of psychological phenomena and an ability to view things from international/global perspective as well as awareness of indigenous Indian perspectives.
- ***Self-awareness, relational well-being and personal growth:*** Becoming aware of one's strengths and weaknesses, figuring out one's self and identity, relating with self and world of social relationships, capabilities and ways to organize everyday life and relationships in such a way that the level of subjective wellbeing increases. A person shall also have insight into the trajectories of life and plan so as to move further in the desired direction.
- ***Ability to communicate and having empathy:*** Acquiring the skill to present oneself effectively to others, effectively communicate the intentions and displaying them with the help of pertinent cues. Exploring the world of marginalized people with empathy, compassion and concern, also an understanding of social injustice and striving for justice, appreciation of others
- ***Demonstrating moral and ethical awareness and reasoning*** As a learner one has to resist the temptations to indulge in various malpractices and stand by the moral and ethical practices in academic life particularly during evaluation and assessment. In particular, awareness of intellectual property rights and issues of plagiarism are necessary.

NATURE AND EXTENT OF THE PROGRAMME IN M.Sc. PSYCHOLOGY:

The study of Psychology at the postgraduate level facilitates explorations on the vast canvas of knowledge interested in understanding human beings – their nature, behavior and influences. The study material concerns itself with relevant developments in theory and practice of Psychology. The dynamic nature and rapid changes in the field need to be addressed as the student moves along the various courses. The current structure aims to impart basic knowledge in Psychology via the core papers, specialized areas are introduced in the discipline centered course and the students are exposed to the application possibilities via the skill based courses. The course also includes papers that have been designed to cater to interested students who are chosen other subjects as their primary area of study at the undergraduate level.

The General Electives offer a wide array of basic psychological information to the larger (non-psychology) student population. The study of Psychology at the collegiate level ought to be aimed at developing a basic understanding and equipping the student with knowledge to choose further advancement and specialization in the field.

AIMS OF MASTER DEGREE PROGRAMME IN M.Sc. PSYCHOLOGY

The Psychology programme at the postgraduate level focuses on the following aims:

- Imparting knowledge of basic psychological concepts and models, and developing ability to apply this knowledge in field settings.
- Promoting and understanding of research skills so that students are able to design and conduct systematic and ethical psychological research studies.
- Developing psychological sensitivity and social sensibility so that students can respond empathically to human subjectivity and critically to social institutions.
- Examining the complexities of and debates within the discipline and to dwell upon its unique relevance in understanding the human subjectivity as shaped by the social, historical and political.
- Developing sensibility towards varied socio-cultural contexts and appreciating diversity.
- Facilitating acquisition of basic skills for building responsible professionals in varied settings.
- Encouraging self-understanding, reflection and personal growth.

4. Qualification Descriptors for a Master's Degree Programme in Psychology

Master's Degree

The qualification descriptors for a Master's degree programme in psychology include the following:

- Demonstrate (i) comprehension of the field of academic inquiry in psychology, its major sub fields of study and applications and how the discipline is positioned in relation to key social and biological disciplines; (ii) understanding methodological approaches to psychological understanding including experimentation, observation, interviewing, using self report (verbal) measures and various instruments; (iii) skills of communication, counselling and scientific writing.
- Use psychological knowledge, understanding and skills to identify problems, literature search, formulating and designing relevant studies incorporating psychological variables and processes and conducting small studies using suitable methods.
- Making attempt at self analysis, self-awareness and taking steps for self growth.
- Documenting the studies in terms of scientific reports as well as popular writing with evidence.

5. Programme Learning Outcomes

The learners who complete two years of full time postgraduate programme in psychology would earn a Master's degree. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

Academic Competence

- Disciplinary knowledge and methods including data analysis and computer literacy
- Basic professional skills pertaining to psychological testing, assessment and counselling
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to relate and connect concepts with personal experiences and using critical thinking
- Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
- Ability to use various e-resources and social media and negotiating with technological challenges
- Articulation of ideas, scientific writing and authentic reporting, effective presentation skills
- Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline

Personal & Behavioural Competence:

- Self-development, health and hygiene, self-regulation skills.
- Developing positive attributes such as empathy, compassion, social participation, and accountability.
- Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
- Having conversational competence including communication and effective interaction

with others, listening, speaking, and observational skills.

- Appreciating and tolerating different perspectives.
- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence :

- Collaboration, cooperation and realizing the power of groups and community.
- Analysing social problems and understanding social dynamics.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).
- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

TABLE 2			
Programme outcomes	CORE PRACTICAL		
	Experimental psy 1	Experimental psy 1	Project and viva voce
Academic Competence			
Disciplinary Knowledge	✓	✓	✓
Professional Skills	✓	✓	✓
Application of Skills to chosen specialization	✓	✓	✓
Experiential Learning & Critical Thinking	✓		✓
Application to Psychology related Problems	✓		✓
Knowledge of e-resources & social media		✓	
Skills in scientific writing & Effective presentation skills	✓	✓	
Critical evaluation of theoretical approaches			

TABLE 3

Programme outcomes	ELECTIVE COURSES			
	Educational Psychology	Cyber Psychology	Rehab Psychology	Sports Psychology
Personal & Behavioural Competence				
Self development&self regulation skills	✓	✓	✓	✓
Social skills (empathy) & accountability			✓	✓
Cultural andhistorical sensibility	✓			
ConversationalCompetence & Communicationskills	✓	✓	✓	
Appreciating Diverse perspectives				✓
Ability to work in groups & teams(negotiation)	✓	✓	✓	

6. Structure of M.Sc. (Psychology)

(Details of courses to be taught)

In order to achieve the aims of undergraduate programme in psychology Core (Foundational) Courses and Electives (Specialization) are envisaged. The Core courses are designed to promote common educational edifice for the discipline. They are essential as they provide foundational knowledge and enable the students to take up more specialized courses of their choice. The Elective courses are intended to cater to various specializations, subject combinations and CBCS programme requirements.

The curriculum proposes to have a strong interface between regular and online learning modes, thereby, actively utilizing national knowledge network resources. The faculty would utilize virtual and actual class rooms through video lectures, small group discussions, tutorials and individual presentations. Community engagement may be incorporated through socially driven small scale research projects, workshops, field/laboratory training/experiential exercises and simulations utilizing currently available knowledge systems and technological facilities. Keeping the credit system in view a minimum of 40-50 hours of active engagement over one semester is required.

As the Indian institutions of higher learning vary considerably in terms of physical infra structure, faculty strength, academic resources and availability of expertise a basket of courses is offered so that institutions may exercise their choice. It is envisaged that learning opportunities may be ensured for diverse academic arrangements (e.g. Honours course with three subjects/two subjects/single subject; Pass Course) depending upon the scheme adopted by the University. Nonetheless, care is taken to bring in the elements of skill to enhance employment opportunities. It is to be remembered that a significant number of students are admitted to Graduation Programme after having done Psychology in 12th grade but many come without such an exposure. So the transition has to be made smooth for both the groups.

The teaching departments may plan along the lines of offering certain generic or foundational courses along with courses focusing on skill with wider range of application during the first two years or first three semesters of the undergraduate programme. Specialised courses to prepare students to build professional competence can be introduced in later

semesters. Broad specialisations that may be offered in the Indian setting include the following:

1. Clinical -Counselling
2. Industrial -Organisational
3. Applied Social Psychology
4. Cognitive - Educational Psychology
5. Health - Positive psychology
6. Self and Relationship
7. Indian Psychology
8. Forensic Psychology

It may be noted that the above specializations are tentative and can be formed by inclusion of relevant cluster of papers, depending on the availability of expertise and necessary facilities. It should also be noted that the specialization courses too have emphases which are foundational and are applied. The following table shows the listing of the courses:

6.1 Course Learning Outcomes

This document gives autonomy and freedom to the board of studies to design their structure and choose their own courses. Depending on their local circumstances such as infrastructure, laboratory set up, finances, expertise etc, they may decide to consider specific courses suitable to their needs. The present exercise is not to create a uniform course across the country, but to reinforce the idea that it should be of good quality, respect local concerns and be of global standards. Three kinds of courses have been suggested – 1) Foundational 2) Elective, and 3) Skill Based. It may be noted that there is a slight departure from the CBCS framework, as the categorization of courses is very blurred and complex for students and teachers.

Foundational Courses (FC): These courses have implications for several domains of psychology. Psychological literacy is incomplete without understanding these foundational courses. The CBCS programme has been implemented in different universities with diverse emphases. Keeping that in view, some relatively essential courses have been included. It is desired that the foundational courses are studied by all the psychology students. Of course some flexibility may be given depending on the local circumstances as stated earlier. In the CBCS syllabus such courses are labelled “Core courses”, however no such flexibility has been allowed.

Skill Based Courses (SBC): These courses focus on developing skills or proficiencies in the students, and are aimed at providing hands-on training. In the CBCS syllabus these courses are offered under the label of “Ability Enhancement Elective Courses (AEEC)”. The skill based courses can be offered to both Psychology as well as non- Psychology students. Since only a total of 4 credits (2 credits for theory and 2 credits for practical) have been provided to SBCs under the CBCS framework, it is advisable that each of the following papers be divided into two parts (with 2 units each). The two parts maybe taught in different semesters.

Elective Courses (EC): These courses offer choices and can be opted from a pool of courses. These are considered specialized or advanced to that particular course and provide extensive exposure in the area chosen. They are also considered more applied in nature. These courses are akin to “Discipline Specific Elective” under the CBCS framework.

Generic Elective (GE) Courses: As the name suggests, the scope of GE courses is very wide owing to the diversity of disciplinary backgrounds from which students opt GE courses in Psychology. Hence, University and College departments may design courses suitable to the kind of non-Psychology courses offered at their respective department/institution. A list of some suggested papers is provided below:

The proposed semester wise distribution of courses/papers is given in the following Table :

Semester	Foundational Paper (14)	Skill Based Paper (2)	Elective Paper (Discipline Specific) (4)	Generic Elective (non-Psychology students) (4)	TOTAL PAPERS
I	3			1	4
II	3			1	4
III	2	1		1	4
IV	2	1		1	4
V	2		2		4
VI	2		2		4

Course wise classes and credits are given in Table 2

Course	Number	Classes	Credits 1 credit = 1 Theory (Th) period of 1 hour 1 credit = 1 Tutorial (Tut) period of 1 hr. 1 credit = 2 practicum (P) periods of 1 hour each	Total Credits
Foundational	14	Theory only: 5Th+1Tut/Group	5+1 = 6	6*14 = 84
		Theory and Practical: 4Th+4P/group	4+4/2=6	
Skill	2	2Th+4P	2+4/2= 4	2*4 = 08
Discipline Specific Elective	4	4Th+4P/group	5+1 = 6 4+4/2= 6	4*6 = 24
Generic Elective	4	5 Th + 1 Tut	5+1 = 6	4*6 = 24
Total Credits				140
In addition to the above courses, two Ability Enhancement Compulsory Courses (such as English and Environmental Sciences) with 4 credits each (that is 4 classes each) may also be taught. So the total credit for AECC will be 08.				

Note: The readers may find certain degree of overlap that is unavoidable, since there are diverse ways to organize and selectively emphasise the contents in a particular course.

Credit Scheme

Universities have freedom to address the teaching requirements according to the local, and regional, conditions. The credits earned should depend on the scheme adopted by the university or college for the various subjects. It is expected that one course should carry 4 credits if it is taught 4 hours throughout the week as per the UGC norms. The 6 credit formula will be used as follows:

- One theory period of 1 hour = 1 credit
- One Tutorial Period of 1 hour = 1 Credit
- 2 practicum period of 1 hour each = 1 Credit

Course Credit

- Theory Courses with tutorial: 5hour +1Tutorial for a group of 10 students (6 Credits)
- Theory courses with practical: (will no tutorial): 4theory +4 practicals for a group of 10 students (6 credits)

Course Learning Outcomes
SCHEME OF EXAMINATIONS (2021-2022 ONWARDS)

Sem	Part	Subject Code	Paper	Title of the Paper	Instruction Hrs	Marks				Total Min.	No. of Credits
						CA	SE	Total	SE Passing Min.		
I	A	21MPS11C	I	History of Psychology	6	50	50	100	25	50	5
	A	21MPS12C	II	Cognitive Psychology	6	50	50	100	25	50	5
	A	21MPS13C	III	Personality Theories	6	50	50	100	25	50	5
	A	21MPS14C	IV	Research Methodology	6	50	50	100	25	50	5
	B	21MPS15E	Elective I	Educational Psychology	4	50	50	100	25	50	3
					28					23	
II	A	21MPS21C	I	Organizational Behavior	6	50	50	100	25	50	5
	A	21MPS22C	II	Psychopathology	6	50	50	100	25	50	5
	A	21MPS23C	III	Psychometry and Statistics	6	50	50	100	25	50	5
	A	21MPS24P	Practical I	Experimental Psychology-I	6	50	50	100	25	50	4
	B	21MPS25E	Elective II	Cyber Psychology	4	50	50	100	25	50	3
					28					22	
III	A	21MPS31C	I	Environmental Psychology	6	50	50	100	25	50	5
	A	21MPS32C	II	Organizational Development	6	50	50	100	25	50	5
	A	21MPS33C	III	Neuropsychology	6	50	50	100	25	50	5
	A	21MPS34P	Practical I	Experimental Psychology-II	6	50	50	100	25	50	4
	B	21MPS35E	Elective II	Rehabilitation Psychology	4	50	50	100	25	50	3
					28					22	
IV	A	21MPS41C	I	Applied Counselling Psychology	6	50	50	100	25	50	5
	A	21MPS42C	II	Human Resource Management	6	50	50	100	25	50	5
	A	21MPS43C	III	Psychotherapeutics	6	50	50	100	25	50	5
	A	21MPS44V	Project	Project and Viva-voce	6	50	50	100	25	50	5
	B	21MPS45E	Elective II	Sports Psychology	4	50	50	100	25	50	3
						28					23

Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – III								
21MPS31C	Core: Paper I-Environmental Psychology	6	50	50	100	25	50	5
21MPS32C	Core: Paper II-Organizational Development	6	50	50	100	25	50	5
21MPS33C	Core: Paper III-Neuropsychology	6	50	50	100	25	50	5
21MPS34P	Core Practical II- Experimental Psychology-II	6	50	50	100	25	50	4
21MPS35E	Elective III: Rehabilitation Psychology	4	50	50	100	25	50	3
Semester – IV								
21MPS41C	Core: Paper I-Applied Counselling Psychology	6	50	50	100	25	50	5
21MPS42C	Core: Paper II-Human Resource Management	6	50	50	100	25	50	5
21MPS43C	Core: Paper III-Psychotherapeutics	6	50	50	100	25	50	5
21MPS44V	Project and Viva-voce	6	50	50	100	25	50	5
21MPS45E	Elective IV: Sports Psychology	4	50	50	100	25	50	3
Total Credits								90

- Core -Includes core theory, practical and electives Includes 25/40
- Continuous Internal Assessment Marks for Theory and Practical papers respectively
- Project evaluation done by both Internal and External examiners for 80 Marks

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21MPS11C	HISTORY OF PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1.Identify about Previous history of Psychology

CO2.Describe the Basic issues in Perception

CO3.Explain the bases and models of intelligence, and issues in cognition and learning

CO4.Outline the history and process of emotion.

CO5.Examine about the Psychology of Women and Gender

UNIT – I: INTRODUCTION

Psychology as a science: Origins of scientific psychology –Evolution of the discipline – The psychological laboratory and the psychological experiment - Psychology as a profession: Pioneering application of psychological science – The beginnings of the new profession of Psychology – World War I and the growth of psychological practice.

UNIT – II: SENSATION AND PERCEPTION

The perceptual problem – Sensation, Perception, Reason and Cognition – Physics and Visual perception – Physiology and perception – The science of illusion – The rise of behavioural laboratories – The psychophysicists and the correspondence problem – The Gestaltist’s and the correspondence problem – The progress of perceptual research.

UNIT – III: INTELLIGENCE, COGNITION AND LEARNING

Expert opinions on the nature of intelligence – The seminal views of Galton and Binet – Models of the nature of intelligence – Intelligence as arising from cognitive structures and processes – Biological bases of intelligence – Role of culture and society in intelligence – Systems models- Emotion-The philosophical period – The early scientific period – The modern scientific period.

UNIT – IV: EMOTION

Premodern history of emotion – Themes in a modern history of Emotion – Two distinct psychologies of emotion – A future history.

UNIT – V: PSYCHOLOGY OF WOMEN AND GENDER

Setting the Stage- Second-Wave Feminism and Psychology- Framework for Studying Women and Gender-Clinical Practice, Counselling, and Feminist Therapy-Organization and Activism- Reassessing the History of Ambivalence Toward the Study of Individual Lives.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

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- B. R. Hergenhahn (July 2000) Introduction to the History of Psychology, 4/e Typecast, Inc. / Job 0981; Wadsworth Publishing Co.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21MPS12C	COGNITIVE PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1. Explain the history of Cognitive Psychology and narrate its basic concepts

CO2. Distinguish the components and processes of perception and attention

CO3. Summarize about the memory processes

CO4. Interpret and discriminate the elements of knowledge representation and language

CO5. Experiment, detect and measure the techniques of problem-solving and decision making

UNIT I – INTRODUCTION

Definition – Philosophical origins of Psychology – Psychological Origins of cognitive Psychology – Emergence of Cognitive Psychology – Fundamental ideas in Cognitive Psychology – Key themes in Cognitive Psychology

UNIT II – VISUAL PERCEPTION, ATTENTION AND CONSCIOUSNESS

From Sensation to Perception – The Ganzfeld Effect - Approaches to Perception – Perception of Objects and Forms – Perceptual constancies, Depth Perception - Deficits in Perception

The Nature of Attention and consciousness – Attenuation Model – Dividing your attention – Factors that influence the ability to pay attention – Automatic and controlled Processes in Attention – Consciousness – The consciousness of mental processed – Preconscious Processing

UNIT III – MEMORY

Tasks used for measuring memory – Two contrasting models of memory – Working Memory: An Integrative Model – The components of Working Memory – Other models of Memory – Memory Processes: Encoding and Transfer of Information – Retrieval from short- and Long-term memory – Processes of Forgetting and Memory distortion – The constructive nature of memory – Memory distortions

UNIT IV - KNOWLEDGE REPRESENTATION AND LANGUAGE

Mental Representation of Knowledge – Representations in pictures and words – Mental manipulations of images – Synthesizing images and propositions – Spatial cognition and cognitive maps – Declarative Vs procedural Knowledge –Integrative models

Language: What is Language – Language Comprehension – Understanding Schemas – Understanding sentences: Syntax – Reading – comprehending words -

UNIT V - PROBLEM SOLVING, DECISION MAKING AND REASONING

The Problem-solving cycle – Types of Problems – Obstacles and aids to problem-solving – Problems involving transfer – Expertise: Knowledge and Problem-solving – Creativity – Creativity in problem-solving
Judgement and decision making: classical Decision theory – Framing effects – Group Decision Making –
Deductive Reasoning – Inductive Reasoning – An alternate view of Reasoning

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

REFERENCES

1. E. Bruce Goldstein and Johanna C. Van Hooff (2020). Cognitive Psychology. 2nd Edition. Andover: Cengage Learning.
2. Ronald T. Kellogg (2015). Fundamentals of Cognitive Psychology. 3rd Edition. Sage Publications Inc.
3. Robert L. Solso, Otto H. Maclin and M. Kimberly Maclin (2013). Cognitive Psychology. 8th Edition. Pearson New International Edition.
4. Bridget Robinson-Riegler and Greg L. Robinson-Riegler. (2008). Cognitive Psychology-Appling the science of the mind. Second Edition. Pearson Education Inc.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research- related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21MPS13C	PERSONALITY THEORIES	7

COURSE LEVEL OUTCOMES:

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

CO1. Understand the forces and factors that shape personality.

CO2. Delineate the Psychoanalytic perspective to personality

CO3. Summarize the about trait approaches of personality

CO4. Identify the humanistic and behavioral perspectives to personality

CO5. Summarize the field theory of personality

UNIT I

INTRODUCTION TO THE STUDY OF PERSONALITY: ASSESSMENT, RESEARCH AND PERSPECTIVE:

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.

UNIT II

PSYCHOANALYTIC AND NEO PSYCHOANALYTIC APPROACHES

Sigmund Freud: Classical Psychoanalysis – The Propelling forces of the personality – Level and structure of personality - Carl Jung: Analytical Psychology - Alfred Adler: Individual Psychology - Karen Horney - Eric Fromm - Henry Murray – Personology.

UNIT III

LIFE- SPAN AND TRAIT APPROACH TO PERSONALITY

Erik Erikson: Psychosocial stages of development - Gordon Allport: Personality traits – Personality and Motivation – Personality development in childhood – The healthy adult personality - Raymond B. Cattell: Approach to personality traits – Source traits – Dynamic traits - Influence of hereditary and environment – The Stages of personality development - Hans J. Eysenck: Dimensions of personality – Robert McCrae and Paul Costa: Five Factor Model.

UNIT IV

THE HUMANISTIC, BEHAVIORAL AND COGNITIVE APPROACHES

Humanistic - Abraham Maslow: Personality development – The study of self-actualizers – Assessment - Carl Rogers: Important of Self – the Actualization tendency – The Experiential world – The development of self in childhood – Characteristics of fully functioning persons - Behavioral - B. F. Skinner: Basis of behaviour – Schedules of reinforcement – Successive approximation – Superstitious and self control of behaviour - Albert Bandura: Modeling – Observational learning processes – The Self – Developmental Stages – Behaviour modification - Cognitive - George Kelly: Personal Construct theory – Anticipating Life events.

UNIT V

FIELD THEORY AND LIMITED DOMAIN APPROACH

Field Theory - Kurt Lewin: Limited Domain - Julian Rotter: Social Learning theory – Primary concepts – Broader Concepts – Psychological Needs – Locus of control – Interpersonal Trust - David McClelland: Need for Achievement - Marvin Zuckerman: Sensation Seeking - Martin E.P Seligman: Learned Helplessness.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.
-

REFERENCES

- B. R. Hergenhahn & Tracy B. Henley (2014). An Introduction to the History of Psychology, 7th Edition, Publisher, Psychology & Helping Professions: Jon-David Hague.
- Theories of Personality 9th edition Duane P.Schultz and Sydney Ellen Schultz PAGE NO: 47-58, 99-126, 129-155, 158-178, 181-200.
- Theories of Personality 9th edition Duane P.Schultz and Sydney Ellen Schultz PAGE NO:207-218, 241-254, 263-272, 277-281, 282-287.

- Theories of Personality 9th edition Duane P.Schultz and Sydney Ellen Schultz.PAGE NO:299-316, 324-335, 373-385, 399-415, 347-358.
- Theories of Personality 9th edition Duane P.Schultz and Sydney Ellen SchultzPage no:432-456,257-265.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21MPS14C	RESEARCH METHODOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1. Discuss about the scientific approach, problems and hypotheses.

CO2. Predict on the nature and types of variance and sampling

CO3. Explain the various designs of research

CO4. Analyze about the types of research

CO5. Explain the methods of data collection

UNIT I – THE SCIENTIFIC APPROACH

Science and the Scientific Approach: Science and common sense-science and its functions: The aims if science, scientific explanation and theory – The scientific approach – Problems and Hypotheses: Problems, values and definitions - Generality and specificity of problems and hypotheses – virtues of problems and hypotheses - The Multivariate nature of behavioural research and problems – power of hypotheses – Constructs, Variables and Definitions: Concepts and constructs – Variables – Constitutive and operational definitions of constructs and variables – Types pf variables: Dependent, Independent, Active and Attribute, Continuous and Categorical variables – Constructs, observables and intervening variables.

UNIT II – VARIANCE, SAMPLING AND RANDOMNESS

Variance: Meaning and Definition – Kinds of variance – Components of Variance – Covariance – Common factor variance.

Sampling: Meaning and need for Sampling – Basic of Sampling - Types of Sampling – Probability and Non-Probability.

Meaning of Randomness – Sampling and Randomness – Randomization – Random assignment.

UNIT III – RESEARCH DESIGNS

Research designs: Meaning, Purpose and Principles – Purpose of research design – Research design as variance control – Maximization of experimental variance – Control of extraneous variables – Minimization of error variance.

General Designs of Research – Research Design and Application: Randomized Groups – Correlated Groups.

UNIT IV- TYPES OF RESEARCH

Ex Post Facto Research: Meaning and nature – Advantages and disadvantages – Laboratory experiments: Meaning and Nature – Characteristics and criteria of laboratory experiments – Miller Studies – Advantages and disadvantages – Field studies: Meaning and nature – Newcomb's Study – Survey Research: types, methodology, applications, advantages and disadvantages.

UNIT V- OBSERVATION, DATA COLLECTION AND WRITING

Interviews and interview schedules – Objective test and Scales – Projective Methods – Observation – Sociometry – The Semantic Differential Scale

Quantitative Analysis: Measures of Central Tendency, Measures of Dispersion, Measures of Asymmetry (Skewness), Measures of Relationship, Partial Correlation, Simple Regression, Student t-test, one-way ANOVA, Two-way ANOVA, Reporting of Statistics in APA style.

Qualitative Analysis: Interpretative Phenomenological Analysis, Grounded Theory, Content Analysis.

Effective Writing of Research Report - Writing in Psychology: General guidelines, Avoiding Sexism and Ethnic Bias in Writing, The Parts of a Paper, documenting your paper, steps in Publication Process, Oral Presentations, Poster Presentations.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

References:

1. Shaughnessy, J.J., Zechmeister, E.B. and Zechmeister, S.J. (2003). Research Methods in Psychology, Sixth Edition, Boston: McGraw Hill.
2. R. Panneerselvam, Research Methodology, 2nd Edition 2018, PHI Learning Private Limited Delhi.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21MPS15E	EDUCATIONAL PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1.Describe the importance, nature and scope of Psychology in education

CO2.Restate the students learn the language, psychosocial and moral development

CO3.Explain the early views of learning and apply behavioural approaches to modifying behaviour in and out of the class room, the students about the differences in intelligence and cognitive styles

CO4.Outline the applications of learning theories in teaching methods

CO5.Compute about the Psychology of Women and Gender

UNIT I – INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Nature – definition - history and scope of educational psychology - Methods of educational psychology, The role of Educational Psychology.

UNIT II – COGNITIVE DEVELOPMENT AND LANGUAGE

General principles of development – Piaget’s theory of cognitive development and its Implications – Vygotsky’s sociocultural perspective and its implications –The development of Language: dual language development – language development in school years.

UNIT III – LEARNING AND MOTIVATION

Meaning and nature of learning - Methods for encouraging behaviours and handling undesirable behaviours - Meaning and approaches to motivation – Goal orientation and Motivation – Interests and emotions – Self schemas – Motivation to learn – Target for learning – Strategies to encourage motivation and thoughtful learning.

UNIT IV– COMPLEX COGNITIVE PROCESSES

Learning and teaching about concepts –Meta cognition- problem solving – learning strategies and study skills – Reaching every student – Teaching for transfer.

UNIT V - EFFECTIVE TEACHING-LEARNING AND EVALUATION

The need for organisation - Creating a positive learning environment – maintaining a good environment for learning – classroom management – learning environment for all students.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

References:

Robert E. Slavin (2018) Educational psychology : theory and practice (12th ed). Pearson Publications, United States of America .

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	II	21MPS21C	ORGANIZATIONAL BEHAVIOUR	7

COURSE LEVEL OUTCOMES:

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

CO1. Elaborate the management functions and relevance to Organizational Behavior

CO2. Discuss the Causes of Job Satisfaction to enhance value of personality and their implications.

CO3. Identify the Stages of group development to motivate the Group to make decisions and their values.

CO4. Classify various theories to develop communications process and leadership qualities.

CO5. Illustrate the management culture and organization design.

Unit I:INTRODUCTIONTOORGANIZATIONALBEHAVIOUR

OrganizationalBehavior:Challenges&opportunities,contributingdisciplines,management functions and relevance to OrganizationBehavior – Developing an OB Model.Diversity – Geographical

Characteristics – Implementing Diversity Management Strategies –GlobalImplications - case studies.

UnitII:ATTITUDES,EMOTIONS,PERSONALITYANDVALUES

Attitudes–Maincomponents ofAttitudes–MajorJobAttitudes-Jobsatisfaction–Causes of Job Satisfaction

–Emotions – Emotional Intelligence – OB –Application of emotionsand Moods -Personality – MBTI –

The Big Five Model –Other personality Traits – GlobalImplications – Values and Personality –

Perception – Person Perception – Making JudgementsaboutOthers - case studies.

UnitIII:MOTIVATION, CONFLICT+++ AND GROUP

Motivation – Theories of Motivation – Early – Contemporary - Global –Implications – Using rewards to Motivate Employees. Conflict - Management, Levels, Sources,bases,conflictresolution

strategies,negotiation.Foundations of group behaviour: Stages ofgroupdevelopment–GroupProperties – Group decisionMaking-GlobalImplications

UnitIV: COMMUNICATION,LEADERSHIP,POWERANDPOLITICS

FunctionsofCommunication–Process–Directionofcommunication–InterpersonalCommunication–

InterpersonalCommunication-Barrierstoeffectivecommunication-Leadership–TraitTheories–

Behaviourtheories–Contingencytheories-TypesofLeadership-Finding and creating Effective leaders—

Power Tactics – Politics: Power in Action – CausesandConsequencesofPoliticalbehaviour-

TheethicsofBehavingPolitically-GlobalImplications

Unit V: FOUNDATIONS OF ORGANIZATIONAL STRUCTURE AND CULTURE

Common Organizational Designs- New Design Options- Organizational design and employees behaviour–Organizational Culture-Creating and sustaining culture–Ethical and Positive Culture – Approaches – Managing Organizational Change – Work Stress and its Management – Global Implications.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

References:

- Robbins. S.P., Judge, T.A., and Vohra, N. Organizational Behavior, XVI edn. Prentice-Hall, India, 2016.
- Umasekaran, Organisational Behavior, Tata McGraw Hill, 1989.
- Robbins S.P. Timothy. A. Jude et al, Organisational Behaviour; Pearson Publication, 18th Edition, 2018.
- Jerald G. Behaviour in Organisations; Prentice Hall of India, 10th Edition, 2011

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
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ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21MPS22C	PSYCHOPATHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1. Outline the acquaint students with the Abnormal Behaviour and different Perspectives

CO2. Identify the orient the students about the disorders of childhood and adolescence

CO3. Delineate the about anxiety, stress-related and somatoform disorders

CO4. Summarize the adult personality and behaviour disorders

CO5. Classify the mood disorders and other psychotic disorders

UNIT – I INTRODUCTION

Psychopathology – Historical Background of Psychopathology – The Perspectives – Biological – Psychological - Behavioural – Cognitive - Humanistic –Community Cultural- Assessment -Classification

UNIT - II

DISORDERS OF CHILDHOOD AND ADOLESCENCE

Pervasive developmental disorders, Attention deficit and disruptive behavior disorders, Feeding and eating disorders of infancy and early childhood, Tic disorders, Elimination disorders, other disorders of infancy, childhood and adolescence, Mental Retardation and Learning Disability.

UNIT - III

ANXIETY, STRESS – RELATED AND SOMATAFORM DISORDERS:

Generalized anxiety disorders, panic disorder, phobic disorders, obsessive compulsive disorder, dissociative and conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder and pain disorder, causal Factors and treatment.and pain disorder, causal Factors and treatment.

UNIT - IV

DISORDERS OF ADULT PERSONALITY AND BEHAVIOUR:

Eating disorders, Sleep disorders, impulse control disorders, personality disorders, Sexual and gender identity disorders, Causal factors and treatment.

UNIT - V

MOOD DISORDERS SCHIZOPHERNIA AND OTHER PSYCHOTIC DISORDERS:

Depressive disorders, bipolar disorders, Cyclothymic disorders. Clinical picture in Schizophrenia, Classic Subtypes, Causal factors and treatment, Schizoaffective disorders, Delusional disorder. Brief psychotic disorder, shared psychotic disorder.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

References:

1. Abnormal Psychology (Psychopathology) 16th edition by James N Butcher, Jill M Hooley, Susan Mineka Page no: 3-5, 29-34, 60-82, 101-125.
2. Abnormal Psychology (Psychopathology) 16th edition by James N Butcher, Jill M Hooley, Susan Mineka Page no:511-517, 295-305, 524-530, 532-540.
3. Abnormal Psychology (Psychopathology) 16th edition by James N Butcher, Jill M Hooley,SusanMineka Page n.: 188-193, 164-187, 194-205, 264-280.
4. Abnormal Psychology (Psychopathology) 16th edition by James N Butcher, Jill M Hooley,SusanMineka Page no. 295-315, 328-364, 406-440. (Except Sleep disorders and impulse control disorders).
5. Abnormal Psychology (Psychopathology) 16th edition by James N Butcher, Jill M Hooley,SusanMineka Page no: 237-251, 444-480.
6. Richard R. Bootzin, Joan Ross Acocelk and Lamem B. Alley. (1993). Abnormal Psychology. Sixth Edition. New York: McGraw Hill.
7. Barlow H. David and Durand V. Mark. (1999). Abnormal Psychology. India. Brooks/Cole Publishing Company

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

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ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	II	21MPS23C	PSYCHOMETRY AND STATISTICS	7

COURSE LEVEL OUTCOMES:

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

CO1. Paraphrase the importance of measurement and scales

CO2. Distinguish reliability and validity

CO3. Summarize the skills of test construction

CO4. Explain the descriptive statistics

CO5. Compile the tools of inferential statistics

UNIT I: INTRODUCTION

Measurement in Science – Advantages of Standardized measures – Measurement and Statistics - Measurement Scales – Decisions about Measurement Scales – Recent Trends in Measurement

UNIT II: RELIABILITY AND VALIDITY

Reliability: - Sources of Error – Estimation of reliability – Uses of the reliability coefficient – Making measures reliable - Validity: - Meaning – Types of Validity

UNIT III: TEST CONSTRUCTION

The domain of content and test plan – Test items – Test length – Sample of Subject – Item analysis – Item Selection – Norms – The Role of External Correlates – problems related to testing situations

UNIT IV: INFERENCE STATISTICS (Theoretical Concepts with Simple Problems)

Significance of the mean and other statistics – Significance of difference between means – Chi Square and Contingency Coefficient – SPSS: Basic Steps and Procedures

UNIT V: NON-PARAMETRIC STATISTICS

Testing of hypotheses-II : Important non-parametric or Distribution free test – Relationship between Spearman's r_s and Kendall's W - Characteristics of Distribution free tests or Non parametric test- Conclusion

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play

- Observational Learning.

References:

1. Nunnally, C. J. and Bernstein, H.I. (2010). Psychometric Theory. (3rd Ed.). Tata McGraw-Hill. New Delhi
2. Kerlinger, N. F. (2010). Foundations of Behavioural Research. (2nd Ed.). Surjeet Publications. Delhi.
3. Mangal, S.K. (2009). Statistics in Psychology and Education. (2nd Ed.). PHI Learning Pvt. Ltd. New Delhi
4. Garrett. H.E. (2007). Statistics in Psychology and Education. Paragon International Publishers. New Delhi
5. Loewenthal, K.M. (2003). An Introduction to Psychological Tests and Scales. (2nd Ed.). Psychology Press. East Sussex

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
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ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	II	21MPS24P	EXPERIMENTAL PSYCHOLOGY -I	7

LEARNING AND MEMORY

1. PGI Memory Scale
2. Paired Association Learning

ANXIETY AND EMOTION

3. State-Trait Anxiety Scale
4. Manifest Anxiety Scale
5. Beck's Depression Scale PERSONALITY
6. Neo-Five Factor Inventory
7. Myer-Briggs Type Indicator
8. Edwards Personal Preference Schedule
9. Levenson's Scale for Locus of Control
10. Sentence Completion Test

EDUCATIONAL PSYCHOLOGY

11. Educational Aspiration Scale
12. Achievement Motivation

SOCIAL PSYCHOLOGY

13. Bogardus Social Distance Scale
14. Prejudice Scale
15. Family Relationship Scale

ENVIRONMENTAL PSYCHOLOGY

16. Environmental Orientation Attitude Scale

REFERENCES

1. Anne Anastasi and Susane Urbina (1997). Psychological Testing. Seventh Edition. New Jersey, Prentice Hall.
2. Frank S. Freeman. (1962). Theory and Practice of Psychological Testing. New Delhi, Oxford & IBH Publishing Ltd.

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	II	21MPS25E	CYBER PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1.Graph psychology in internet context

CO2.Distinguish the negative aspects of Intra and Interpersonal Internet behaviour.

CO3.Compare the positive Intra and Interpersonal aspects of Internet behaviour.

CO4.Predict the interaction between media effects and the user

CO5.Illustrate the knowledge of psychological research on Internet behavior

UNIT I

PSYCHOLOGY AND THE INTERNET

Tools and the psychology of the internet- A brief introduction to the Internet Talking without meeting- Writing-The telegraph-The telephone-Radio communication-Mobile telephone text messaging-Mediated communication-lessons from history- From tools to behavior Characteristics of the tool and behaviour-Models of mediated communication- Self-focusmodels- -Social identity of de-individuation effects (SIDE) and CMC-Critiques of SIDE-Rational actors and emergent properties.

UNIT II

NEGATIVE ASPECTS OF INTRA AND INTERPERSONAL INTERNET BEHAVIOUR

Internet Addiction- Flaming and antisocial behaviour- Internet relationships-Depression,Deception and Pornography: the Dark side of Life on-line-Internet use and psychological wellbeing-Social support on-line: the danger of bad advice, victimisation and demarginalized deviance-Deception and gender-bending in on-line communities-Disinhibition and the WWW - Explaining disinhibited and deviant behaviour on the www.

UNIT III

POSITIVE INTRA AND INTERPERSONAL ASPECTS OF INTERNET BEHAVIOUR

Utopianism and new technology-Internet addiction revisited- Positive aspects of the Internet and Identity-On-line identity and real life-Deception and possible selves-Media choice,impression management and metaperception- Internet Interaction-Romantic relationships on the Internet.

UNIT IV

SHARING AND SURFING: THE BENEFITS OF ON-LINE COMMUNITIES AND WEB BROWSING

Virtual Communities the benefits of belonging on-line-The benefits of weak ties and virtual communities-Emotional Support online-The Internet and quality of life-Positive aspects of motivated web browsing-Applications and implications of Positive internet use. A frame work for Understanding Internet Behaviour-Aspects of the user-Media effects-The interaction between media effects and the user-Implications and applications of SMEE.

UNIT V

LOOKING TO THE FUTURE, LEARNING FROM THE PAST

The internet is about communication, not content- Financial aspects of the social/ information metaphor- Bandwidth and the psychology of the Internet-Designing InternetBehaviour-Applying psychological research on Internet behaviour-On-line counselling andsupport-educational technology-E-commerce-Future technological developments, pastbehaviour.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

References:

1. Kent L Norman (2008), Cyber psychology: An Introduction to Human-Computer Interaction, Cambridge University Press, New York

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	III	21MPS31C	ENVIRONMENTAL PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1. Discuss the Recent trends and future directions regarding the theoretical perspectives of environmental psychology.

CO2. Distinguish the relationship between Environmental cognition, perception and evaluation

CO3. Differentiate the human spatial behavior and Territorial Behaviors.

CO4. Explain the concepts of environmental stress.

CO5. Assess the effectiveness of human responses of environmentally destructive tendencies

UNIT I – CONCEPTUAL AND THEORETICAL PERSPECTIVES OF ENVIRONMENTAL PSYCHOLOGY

Historical Preview of Environmental Psychology - Origin and roots - Salient predominant trends - Man-Environment relationship - Salient features - Recent trends and future directions: Methodological issues and Theoretical perspectives – Measurement techniques - Ways of knowing about environment-behaviour relationships.

UNIT II – ENVIRONMENTAL PERCEPTION AND COGNITION

Conventional approaches to Perception - Concept, nature and characteristics of environmental perception - Adaptation and Perception of change - Environmental Assessment - Link between Environmental cognition, perception and evaluation - Cognitive mapping and cognitive maps - Factors influencing cognitive maps - Recent trends in environmental cognition research.

UNIT III - HUMAN SPATIAL BEHAVIOUR

Difference between Personal space and territorial behaviour - Conceptualization of Personal Space - Measurement techniques of Personal Space - Theoretical perspectives on Personal space: Territorial Behaviour - Types of territory - Functions of territorial behaviour.

UNIT IV – CROWDING, ENVIRONMENTAL STRESS AND HEALTH

Historical Background - Theoretical perspectives - Overload theory - Behavioural constraint theory - Ecological orientations - Social interaction demand model - Research on crowding. Overviews of Stress Paradigm – Sources of Environmental Stress – Effects of Environmental stress – Chemical pollution – Air pollution.

UNIT V- APPLICATIONS AND HUMAN RESPONSES TO PROTECT THE ENVIRONMENT

Overview of Architectural influence on behaviour – The Design process – Stages – Effects of Residential design – Changing the environmentally destructive tendencies – Integrated approaches for eliminating environmentally destructive actions – Garbage problem and littering behaviour – Energy Conservation: Saving energy at home – Environmental Movements.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

References:

1. Dinesh Nagar. (2006). Environmental Psychology. Concept Publishing Company, New Delhi.
2. Daniel Stokols and Irwin Altman. (1987). Environmental Psychology. A Wiley- Interscience Publication. New York.
3. Neha Arora and Farhan Ali Khan. (2014). Environmental Psychology; Book Enclave, Jaipur, India.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	Sem.	Subject Code	Title of the paper	Hours/ Week
2021 -2022 onwards	III	21MPS32C	ORGANISATIONAL DEVELOPMENT	7

COURSE LEVEL OUTCOMES:

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

CO1. Discuss the assumptions and values of organizations development.

CO2. Explain the organizational development process and components.

CO3. Assess the kind of interventions to enhance the level of knowledge among students

CO4. Distinguish the change in organizational performance and impact on the students.

CO5. Elaborate the issues in OD with some case studies.

UNIT I: INTRODUCTION TO ORGANIZATION DEVELOPMENT

Introduction to Organization Development: -Concepts, Nature and Scope of O.D.: Historical Perspective of O.D. : Underlying Assumptions & Values. Theory and Practice on change and changing -The Nature of Planned Change- The Nature of Client Systems: Group Dynamics, Inter group-Dynamics and Organization as Systems.

UNIT II: OPERATIONAL COMPONENTS OF O.D.

Operational Components of O.D – Managing the OD Process- Diagnostic Component, Diagnostic Process, diagnosing the system, its subunits and process, Action component- OD Interventions -Maintenance components- Programme management component- Model of managing change.

UNIT III: O.D. INTERVENTIONS

O.D. Interventions:- Team Interventions - Inter- group Interventions - Personal, Interpersonal and group process interventions -Comprehensive interventions- Structural Interventions.

UNIT IV: IMPLEMENTATION AND ASSESSMENT OF O.D.

Implementation and assessment of O.D- Implementation conditions for failure and success in O.D. - efforts. - Assessment of O.D. and change in organizational performance - The impact of O.D.

UNIT V : KEY CONSIDERATIONS AND ISSUES IN O.D.

Some key considerations and Issues in O.D- Issues in consultant- Client relationship- Mechanistic & Organic systems and contingency approach - The future of O.D. - Some Indian experience in O.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

References:

- Wendell L. French & Cecil H. Bell, Jr. Organization Development, Prentice Hall, Sixth Edition 1998.
- Wendell L. French, Cecil H. Bell, Jr., Robert A. Zawacki:
- Organisation Development Theory, Practice and Research, Universal Book Stall, Third Edition, 2008

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	Sem.	Subject Code	Title of the paper	Hours/ Week
2021 -2022 onwards	III	21MPS33C	NEUROPSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1. Summarize the brief history of neuro-psychology and various neurological disorders

CO2. Identify the frontal lobes and Temporal lobes, anatomical structures and dysfunctions.

CO3. Examine the parietal lobe's anatomical structure and dysfunctions.

CO4. Illustrate the occipital lobe's anatomical structure, dysfunctions and cerebral dominance

CO5. Compare the various neuro-physiological and neuro- psychological assessments

UNIT I:

INTRODUCTION

Neuro Psychology: Definition–Nature– Scope - Brief History –Basic Anatomy of the brain :Hind Brain - Mid Brain - Fore Brain – Meanings – Ventricles - Cerebrospinal Fluid - Brain Functioning: Integration- Lateralization and Dominance- NeuroPlasticity- Common Neurological Disorders

UNIT II:

FRONTAL LOBE AND TEMPORAL LOBE

Frontal Lobe: Anatomy and Functional Organization – Motor Cortex dysfunction – Prefrontal Cortex dysfunction - Brocas' Area – Brocas Aphasia – Description – Analysis – Orbitofrontal cortex dysfunction and Personality. Temporal Lobe: Anatomical features– Functional organization – Auditory perception disturbances - Language Dysfunction: Wernicke's Aphasia: Description–Analysis–Memory Dysfunction: Complex Partial Seizure- Changes in Motivational and Emotional Behaviour.

UNIT III:

PARIETAL LOBE

Introduction–Anatomical Features: Anterior Parietal Lobe Dysfunctions. Somatic Sensory Thresholds - Somato Perceptual Disorders - Disorders of Body Schema; Posterior Parietal Lobe Dysfunctions: Balint Syndrome - Disorders of Spatial Orientation – Apraxia - Spatial Dyslexia and Dyscalculia- Unilateral Spatial Neglect–Gerstmann's Syndrome.

UNITIV:

OCCIPITAL LOBE AND DEVELOPMENTAL DISORDERS

Anatomical Features: Visual Pathway Dysfunctions - Cerebral Blindness - Visual Perception Defects - Visual Agnosia; Neurological Basis of Developmental Disorders: Learning Disabilities-Types – Reading Disabilities - Non Language Learning Disabilities: Hyperactivity-Cerebral Palsy - Hydrocephalus – Autism - Fragile X Syndrome - Fetal Alcohol Syndrome.

UNITV:

NEURO-PHYSIOLOGICAL AND NEURO-PSYCHOLOGICAL ASSESSMENT

- Neuro-physiological Assessment: Meaning–Introduction-Brain Imaging Technique–Scanning-CT scan-MRI: Methods to Study Functional Status: PET- Methods to Study Electrical Activities G-BEAM.
- Neuro-psychological Assessment: Meaning - Uses - Bender Gestalt Luria Nebraska: Neuro-Psychological Battery - Halstead Reitan Battery - PGI Battery of Brain Dysfunction – Wechsler Memory Scale-Memory for Design Test–NIMHANS Neurological Battery.

Reference:

1. Fundamentals of Human Neuro-psychology(fifth Edition), Brian Kolb: Page no: 1- 25, 27- 44, 46- 73.
2. Fundamentals of Human Neuro-psychology (fifth Edition), Brian Kolb: page no: 370 – 389, 391- 422.
3. Fundamentals of Human Neuro-psychology(fifth Edition), Brian Kolb: Page no: 345- 367.
4. Fundamentals of Human Neuro-psychology (fifth Edition), Brian Kolb: Pages no: 318- 381.
5. Fundamentals of Human Neuro-psychology(fifth Edition), Brian Kolb: Page no: 751- 762.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	Sem.	Subject Code	Title of the paper	Hours/ Week
2021 -2022 onwards	III	21MPS34P	EXPERIMENTAL PSYCHOLOGY – II	7

MOTIVATION AND WELL-BEING

1. PGI Quality of Life Scale
2. Subjective Well-being Index

CLINICAL PSYCHOLOGY

3. Learning Disability Index
4. Developmental Screening Test
5. Vineland Social Maturity Scale (Malin)
6. Bender Gestalt Test
7. Clinical Analysis Questionnaire Mental Status Examination
8. Brain Dominance Scale

INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY

9. Occupational Aspiration Scale
10. Entrepreneurial Profile Assessment Scale
11. Occupational Stress Index

INTELLIGENCE

12. Wechsler's Adult Intelligence Scale
13. General Mental Ability Test (for Adults)
14. SPORTS PSYCHOLOGY
15. Sportsman Spirit Test
16. DEMONSTRATION EXPERIMENTS (NOT FOR THE EXAMINATION)
17. Thematic Apperception Test (TAT)
18. Rorschach Ink-Blot Test

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

REFERENCES

1. Anne Anastasi, Susane Urbina (1997), Psychological testing (7 th ed), New Jersey, Prentice hall.
2. Frank.S.Freeman (1962), Theory and Practice of Psychological Testing New Delhi, Oxford & IBH publishing Ltd.
3. Collins, M. and Drever, J: Experimental Psychology, Ludhiana: Lyall Book Depot, 1968.
4. Kuppuswamy B: Elementary Experiments in Psychology, Madras: Oxford University Press, 1954.

	Sem.	Subject Code	Title of the paper	Hours/ Week
2021 -2022 onwards	III	21MPS35E	REHABILITATION PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1.Apply psychology in internet context

CO2.Categorize the negative aspects of Intra and Interpersonal Internet behaviour.

CO3.Compare the positive Intra and Interpersonal aspects of Internet behaviour.

CO4.Examine the interaction between media effects and the user

CO5.Applying the knowledge of psychological research on Internet behavior

UNIT – I: INTRODUCTION

Rehabilitation Psychology: Meaning – Definition – Historical perspective – Scope – Methods
Approaches to Rehabilitation: Social and psychological Approaches – Functions of Rehabilitation
Psychology: General and Special Functions.

UNIT – II: MENTAL RETARDATION

Mental Retardation: Definitions – Classifications – Prevalence – Causes and Measurement –
Psychological and Behavioural Characteristics – Educational and Special Interventions for the retarded.

UNIT – III: LEARNING, SPEECH AND LANGUAGE DISORDERS

Learning Disabilities: Definitions – Prevalence – Measurement – Psychological and Behavioural
Characteristics – Educational Interventions. Speech and Language Disorders: Psychological and
Behavioural Characteristics – Interventions.

UNIT – IV: HEARING AND VISUAL IMPAIRMENTS

Hearing and Visual impairments: Definition and Classifications – Prevalence – Measurement – Causes
– Psychological and Behavioural Characteristics – Educational and Special Interventions.

UNIT – V: PHYSICAL DISABILITIES

Physical Disabilities: Definition and Classifications – Prevalence – Neurological Impairment –
Musculoskeletal Conditions – Congenital Malfunctions – Accidents and Other Physical Conditions –
Psychological and Behavioural Characteristics – Interventions.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

TEXT BOOKS

1. Golden, C.J., 1984. Current topics in Rehabilitation Psychology. Grune &Straton, London.
2. Hallahan, D.P & Kauffman, T.M., 1988. Exceptional Children. Prentice Hall, Englewood Cliffs, New Jersey

REFERENCES

1. Oxford handbook of Rehabilitation Medicine (2009). Michael Brnes Anthony Ward. Clinical Neuroanatomy for Medical Students, Snell, R.S. (1992), Little Brown & Co. Boston.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	IV	21MPS41C	APPLIED COUNSELLING PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

- CO1.** To develop skills of counselling with diverse populations in the community
- CO2.** To acquaint students with consultation skills
- CO3.** To make students efficient in counselling programme development
- CO4.** To emphasize the role modern technology in counselling with ethical guidelines
- CO5.** To generalize students with modern trends in counselling and its status in India

UNIT-I

COUNSELLING WITH DIVERSE POPULATIONS

Counselling aged populations - gender based counselling - counselling and sexual orientation - Counselling and Spirituality. Mental Health and Community Counselling: Historical overview – Mental health counselling as a speciality – community counselling as a speciality – Private practice as a speciality.

UNIT-II

CONSULTATION

Consultation: definition and models – Consultation process - Levels of consultation – Stages and attitudes in consultation – Specific areas of consultation: School setting, community, business organisations and other agencies – training in consultation.

UNIT-III

COUNSELLING PROGRAMME DEVELOPMENT AND MANAGEMENT

Developing the Accountable Programme - Evaluating the Counselling Programme – Understanding Programme Management and Development - Research for Programme Improvement - Programme Leadership.

UNIT-IV

COUNSELLING AND TECHNOLOGY

The New Technology and Its Impact – The New Technology and the Counsellors Basic Activities – Counselling and the Internet – Distance Education – The Counsellor Professional Development. Ethical guidelines. The nature of ethics – ethical issues.

UNIT-V

MODERN TRENDS IN COUNSELLING

Introduction – Counselling and psychotherapy – Trends in counselling – Role of a counsellor – Career guidance – The model of counselling – Values in counselling - The status of the guidance and counselling movement in India: counselling movement in modern times – guidance movement after independence – The role of the government of India and universities – Present status of counselling.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

REFERENCES

1. Gladding. T. Samuel. (2009). Counseling. Pearson. New Delhi.
2. Gibson. L. & Mitchell. H. (2005). Introduction to Counseling and Guidance (6th Ed.). Pearson. New Delhi.
3. Narayana Rao. S (1991). Counseling and guidance. Tata McGraw – Hill. New Delhi.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	IV	21MPS42C	HUMAN RESOURCE MANAGEMENT	7

COURSE LEVEL OUTCOMES:

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

CO1. Discuss the basic concepts and philosophy of HRM.

CO2. Explain the objectives and methods of performance appraisal.

CO3. Assess the knowledge of career planning and development of the students.

CO4. Analyze the importance of training and development.

CO5. Outline the students on organizational culture and design.

UNIT I

INTRODUCTION TO HRM

Nature of HRM - Functions-The Semantics -HRM: Functions and Objectives - Organisation for HR Department-Personnel Policies and Principles – Skills for HR Professionals-Line Managers - HRM Models - Evolution of HRM - Jobs and Careers in HRM - Why study HRM? External Forces - Internal Forces - Knowing the Environment-Scanning the environment - HRM and Environmental Scanning.

UNIT II

HUMAN RESOURCE PLANNING AND JOB ANALYSIS

Nature of Human Resource Planning (HRP)-Importance of HRP - Factors affecting HRP -The Planning Process-Requisites for successful HRP -Barriers to HRP -Nature of Job Analysis-Job Analysis and Competitive Advantage-The Process of Job Analysis-Methods of collecting Job Data-Job Analysis and total Quality Management-Potential Problems with Job analysis Requisites for Job Analysis-Competency based Job Analysis.

UNIT III

RECRUITMENT, SELECTION AND PLACEMENT

Nature of Recruitment – Purposes and Importance – Factors Governing Recruitment Recruitment Process-Evaluation and Control – Nature of Selection –Selection as a source of Competitive Advantage - Organization for Selection-Selection Process – Assessment Centers –Barriers to Effective Selection – Evaluation of Selection Process – Making Selection Effective –Placement-Placement Problems.

UNIT IV

TRAINING AND DEVELOPMENT

Nature of Training and Development-Inputs in Training and Development-Training and Development as a source of Competitive Advantage-The Training Process-Impediments to Effective Training-How to make Training Effective?-Go9vernment Initiative-Management Development-Career Development:

Roles, Career Development Initiative, Challenges, Career Management Process, Models.

UNIT V

PERFORMANCE APPRAISAL

Nature of Performance appraisal - Objectives of performance appraisal - Appraisal Process: Objectives, Establish Job Expectations, Design Appraisal Programme, Future Oriented Appraisal-Appraise the Performance, Performance Management—Edward Deming on Performance Appraisal- Challenges of Performance Appraisal- Legal issues associated with Performance Appraisal.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

REFERENCES

1. Aswathappa. K. Human Resource Management-Text and Cases. (2013). 7th Edn. McGrawHill Education (India) Private Limited. New Delhi.
2. P. C. Tripathi. Human Resource Development, Sulthan Chand & Sons, New Delhi.
3. John M Ivancevich. Human Resource Management, Tata McGraw Hill Education Private Limited, New Delhi.
4. Silvera. D. M. - Human Resource Development - The Indian Experience, New India Publications.
5. Indranil. M. Essentials of Human Resource Management; New Age International Publishers, New Delhi, 2011.
6. William J. Rothwell and H.C. Kazanas., Planning and Managing Human Resources; Jaico Publishing House, 2nd Edition, New Delhi 2012.

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	IV	21MPS44V	SEMESTER IV INTERNSHIP AND PROJECT WORK	7

The students are required to get a training placement in the organizations relevant to psychology such as hospitals, mental health centers and industrial organizations during III semester vacation and take up a project work on an issue of psychological importance under the supervision of teachers in the same organization. A letter from the chosen organization permitting the student to undergo the same must be submitted at the beginning of the III semester (before July 31) to the Head of the Department and a copy to the guide. The project work may be either examining the relationship among certain psychological variables or psychological case analyses. The project work shall be carried out during the IV semester and the project report comprising two parts viz. Part I – organizational report and Part II – Research findings shall be submitted at the end of the IV semester neatly typed and bound (1 Hard Copy and 1 Soft Copy in PDF format).

VALUATION PATTERN

Internal : 20 Marks

External : 80 Marks

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	IV	21MPS45E	SPORTS PSYCHOLOGY	7

COURSE LEVEL OUTCOMES:

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

CO1. Explain the history of Sports Psychology and compare the role of personality in sports

CO2. Sketch and categorize the psychological issues of motivation and goal setting in sports

CO3. Appraise and develop creative activities related to health and well-being through sports

CO4. Discriminate and assess the group processes in sports

CO5. Experiment, analyze and measure the performance in sports

UNIT I:

SPORTS PSYCHOLOGY AND PERSONALITY

Defining Sport and Exercise Psychology – Specializing in Sport Psychology - Distinguishing between two specialities - Reviewing the History of sport and exercise psychology.

Personality and Sport – Defining Personality – Understanding Personality structure - Using Psychological Measures - Focusing on Personality Research - Examining Cognitive Strategies and success - Identifying role in Understanding Personality.

UNIT II:

MOTIVATION, GOAL SETTING, SELF-CONFIDENCE AND CONCENTRATION

Defining **Motivation** - Building Motivation with five guidelines – Understanding Achievement motivation and competitiveness – Developing Achievement Motivation and Competitiveness. **Goal Setting** –Effectiveness and Principles of Goal Setting –Development of Group goals - Common Problems in goal Setting. **Self-confidence** – Defining Self-confidence – Examining self-efficacy theory – Assessing and building self-confidence. **Concentration** – Defining concentration – Explaining Attentional Focus – Types of Attentional focus – Assessing Attentional skills – Improving concentration.

UNIT III:

ENHANCING HEALTH AND WELL- BEING

Exercise and Psychological well-being – Understanding the effect of exercise on psychological well-being – Enhancing Quality of Life with Exercise – Using exercise as an adjunct to therapy. **Exercise Behaviour and Adherence** – Reasons for Exercising and not exercising -Determinants of exercise adherence – Enhancing Adherence to exercise. **Athletic Injuries and Psychology** – What is Injury? – Causes of Injury – Psychological reactions to exercise and athletic injuries – Role of Sport Psychology in Injury Rehabilitation.

UNIT IV:

GROUP PROCESSES IN SPORTS

Team Dynamics and Cohesion - Identifying three theories of group development – Understanding group structure - Definition of Cohesion - Conceptual model of cohesion- Tools for measuring cohesion. **Leadership** – Definition – Approaches to Leadership – Leadership training interventions. **Communication** – Understanding the communication process – Recognising breakdowns in communication – Improving Communication.

UNIT V:

IMPROVING PERFORMANCE

Psychological Skills Training (PST) – Why PST is Important? – Three phases of PST programmes – Common Problems in implementing PST programmes. **Arousal Regulation** – Increasing self-awareness of arousal - Coping with adversity – Using arousal-inducing techniques. **Imagery** – Defining imagery – Uses of imagery – Imagery in Sport – How Imagery works? - Keys to effective Imagery.

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

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COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

			CourseLevel Outcomes (CLO)				
			1	2	3	4	5
ProgrammeLevel Outcomes (PLO)	1	Disciplinary Knowledge	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	Communication skills		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	3	Critical thinking	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	4	Research-related skills				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5	Analytical reasoning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	6	Problem solving		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	7	Team work				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	IV	21MPS43C	PSYCHOTHERAPEUTICS	7

COURSE LEVEL OUTCOMES:

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

CO1.Delineate the psychoanalytic and Adlerian therapy.

CO2.Describe the process involved in existential therapy and person-centered therapy

CO3.Summarize the Gestalt therapy and reality therapy.

CO4.Identify the behavior therapy and Cognitive Behavior therapy

CO5.Discuss the developments in Psychotherapeutics.

UNIT-I

INTRODUCTION, PSYCHOANALYTIC AND ADLERIAN THERAPY

Psychotherapy: Meaning – Characteristics – Forms: Individual therapy - group therapy – insight therapy – action therapy. Psychoanalytic Therapy: Introduction-Key Concepts-Therapeutic Processes- Procedures - Adlerian Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures.

UNIT-II

EXISTENTIAL THERAPY AND PERSON-CENTRED THERAPY

Existential Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures - Person Centered Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures.

UNIT-III:

GESTALT THERAPY AND REALITY THERAPY

Gestalt Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures Reality Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures.

UNIT-IV

BEHAVIOUR THERAPY AND COGNITIVE BEHAVIOUR THERAPY

Behaviour Therapy: Introduction- Key Concepts- Therapeutic Processes- Procedures-Contributions-Limitations and Criticisms. - Rational Emotive Behaviour Therapy: Introduction-Key Concepts- Therapeutic Processes- Procedures - Beck's Cognitive Therapy-Introduction: Principles-Applications - Meichenbaum's Cognitive Behaviour Modification - Behaviour Changes-Coping Skills-Contributions.

UNIT-V

POST MODERN APPROACHES AND FAMILY SYSTEMS THERAPY

Introduction to social constructionism-Solution-focused brief therapy-Narrative therapy-Postmodern approaches from a multicultural perspective

Introduction-The development of Family Systems Therapy-Eight lenses in family systems therapy-Multi-licensed process of family therapy-Family systems therapy from a multicultural perspective

PEDAGOGY STRATEGIES

- Lecture by chalk & talk
- Power Point Presentation
- e-content, Social Interaction
- Online Group Discussions
- Assignment
- Quiz
- Seminar
- Role Play
- Observational Learning.

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1. Theory and Practice of Counselling and Psychotherapy. New Delhi, Brooks/Cole.Corey. G. (2001): page no:57-89,98-120.
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	8	Moral and ethical awareness				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

7. Teaching-Learning Process

Some Pedagogical Imperatives

A programme of study leading to undergraduate degree in psychology aims at acquisition of basic knowledge in the field as well as developing a set of professional skills. To this end reorientation of teacher training is a must. The teachers need to be introduced to the use of a multipronged strategy involving lectures, tutorials, seminars, workshops, practicum, laboratory work, project-based learning, games, experiential learning, internship and case analysis. The ritualistic dichotomy of theory and practical teaching needs to be dropped and a proper blending of various teaching-learning strategies needs to be encouraged. For example, case study can be used for building case analysis and nurturing critical thinking etc. Similarly, experiential learning may be profitably used to build many social skills and developing various concepts realistically so as to embrace a learner centric perspective.

There should be a clear focus on the following components:

- Creating an awareness of appropriate use of qualitative and quantitative methods.
- Training in designing and conducting experiments, preparing questionnaires and interview schedules and using them.
- Use of computers and familiarity with software such as E-prime, SuperLab, SPSS, Atlas-Ti etc. for conducting studies and data analysis.
- Use of internship for having first-hand experience in real life circumstances needs to be encouraged. Learning by doing offers opportunities to apply knowledge and refine the skills.
- Conducting field visits, field observations and field immersion (identifying problems, finding solutions, action research) need to be incorporated in various courses.
- Provision for exercises in writing scientific reports of various kinds should be given.
- The teachers need to be encouraged to have greater use of participative and activity driven class room teaching.
- Encouraging individual as well as group presentations by the students in the class may help encouraging collaborative learning and installing self-confidence amongst students.
- Developing mentoring relationships with students would lead to a deeper understanding and appreciation of their life circumstances by the teachers. This will help teachers in contextualizing their teaching efforts and result in diverse positive outcomes.
- Developing peer learning classrooms where senior and bright students can be engaged in collaboration rather than in competition. Peer learning classrooms can also be instrumental in providing students' services for weaker students particularly those

struggling on language and cultural diversity fronts. These students may be helped with provisions of additional services by their peers to help overcome these difficulties.

- Classroom teaching needs to encourage learning to raise questions and work toward their solutions. This may be given some space in teaching and assessment.
- Discussion needs to be promoted in class rooms by addressing controversies in discourses on various themes. It will help nurturing critical thinking.
- Promoting self-awareness and introduction to the use of first person methods may contribute to personal growth.
- Students delving into autobiographical awareness and creating a story of life through pictures/ familial photographs, reflective selections from moments of life and other self-exploration and relational concerns.
- Social awareness should also form part of academic deliberations.
- Efforts should be made to ensure that diversity issues are carefully considered and infused throughout the curriculum.
- Nurturing cross fertilization of ideas through interdisciplinary appreciation and openness would improve the quality of teaching.
- Dialogue and exchange of ideas between psychology's sub-disciplines and with allied disciplines like neuro-science, sociology, management, economics, sociology, anthropology, literature and humanities need to be encouraged.
- Encourage students to learn courses through MOOCs offered by SWAYAM platform.

Practical Training in Psychology: Some Suggestions for Methodological Innovations

Being a human science psychology teaching involves training students in a variety of skills that are expected to prepare learners in the dual role of a scientist as well as a professional. The academic learning of the theories and principles has to be grounded in the process of connecting them with social reality. Thus designing, planning, conducting, analysing, interpreting and documenting / reporting psychological studies assumes an integral place in training which is usually treated as 'practical work' to be carried out in laboratory and or field setting. In broad terms such assignments focus on a variety of activities that employ diverse methods and tools and are used individually or jointly under the direct or indirect supervision of the faculty.

The expansion of the field of psychology has made practical training a multipronged and specialized endeavour. The traditional practical training has been confined to the testing and or illustrating psychological theories / concepts/principles. This mode of training could provide only limited scope for creativity, problem solving and appreciating social and

psychological reality resulting in poor transfer of knowledge from theory to practice and vice versa. The strategy of prescribing a fixed set of practical exercises has served only limited purpose. In order to meet the emerging challenges effectively a reorientation of practical training is warranted. For this following considerations may be taken into account:

1. The introduction of ICT has paved the way for more precise measurement, data generation, data storage, data analysis and documentation. This can be attained in the following ways:
 - Orienting towards the use of ICT in designing and conducting psychological experiments (training in the use of open source psychological experiment generating software such as PsychoPY, OpenSesame, PEBL etc. or its commercial counterparts (such as SuperLab, EventIDE, Inquisit E-prime, DirectRT, MediaLab etc.).
 - Using the computer based resources in psychological testing (developing computer administered version of existing psychological tests along with its scoring and interpretative report).
 - Learning to use online free resources to conduct online survey or survey through e- mailwith computerized scoring (use of free online resources for developing online survey)
 - Introducing the use of free online resources for accessing psychological literature (books, journal articles, etc.) and utilizing them in writing a report on given construct/theory (e.g., PubMed, Pubmed Central, Google Scholar, Google Books etc.) or for developing knowledge and insight into the psychological concepts (Psychwiki, StatWiki and other online free psychological resources).
 - Use of ICT resources in scientific writing (e.g., use of open source/free resources for reference management e.g., Zotero, Mendeley; its commercial equivalent may also be introduced if available e.g. Endnote).
 - Introducing use of Excel in data organization and analyses (including use of inbuilt statistical functions and statistical analysis addin).
 - Introduction of software for statistical analyses (such as SPSS, PSPP – a software verysimilar to SPSS but free).
 - Using the said software for doing analysis of earlier published data, data available online or hypothetical data given by the tutor.
2. The expansion of methodological repertoire to incorporate quantitative as well as qualitative methods of research is a must.
3. The possibility of collaborative, joint and sharable projects in which a group of learners may join the study/exercise/assignment needs to be created.
 - Comprehension and writing of detailed summary of earlier published research

of high quality (high impact journals) with critical examination of methodology (supervised training is required) may be introduced as an assignment. The research papers may be provided without abstract and the student may be asked to write the abstract of that paper.

- Involving students to write report of a given scientific session of the departmental conference may help them to sharpen their writing skills.
 - Introducing “journal Club” where the students may be assigned to present a brief theoretical paper or a concept paper in the presence of all faculty members. This may be organized weekly or fortnightly depending on the intake so that every student gets chance to present a paper. The responsibility of its organization may also be assigned to students but the discussant should be among the faculty members or senior students and research scholars.
 - Reading texts like stories in a group and learning the technique of identifying themes and honing skills of qualitative research.
 - Writing joint research project proposal that involves interaction with at least one other related discipline may be introduced. (The tutor may evaluate and give feedback to further improve and then ask to revise).
 - Field work/Dissertation (that may or may not involve collaboration of others) has to be systematically introduced as a part of teaching programme.
 - Writing a brief review of a specified area/topic; presenting integrative summary of a few interrelated papers addressing different aspects of the same phenomenon, process, and/or concept would be very useful to augment knowledge.
 - Preparing APA style results Tables based on the statistical output of popular software such as SPSS (this may include those statistical analyses that are in accordance with defined learning outcome) and writing the results in APA style and basic interpretation of the findings may be introduced as an exercise.
4. Provision of internship/apprenticeship/ supervised training with experts in field as genuine component of academic learning.
- Placement of students in specialized labs across the country for training would be useful. This may also be implemented through student exchange programme and the interest of the student may also be taken into account while making the placement.
 - Winter and summer training programme in which students may be attached to different organizations for on the job training (the selection of organization be based on the learning outcomes for instance the students may be placed to

clinical psychology institute/mental hospitals/hospitals for general health counselling if the learning outcome is to develop skill related to clinical and counselling psychology. Similarly, the students may be placed to different units of industries (e.g, HR division)for training aligned with the outcome to develop organizational psychology skills.

Students may be placed in different schools for learning the real life assessment, diagnosis and providing guidance and counselling to school children in need.

- Internship in reputed or specialized institute of higher education under direct supervision of teaching faculty would certainly bring quality in training.
5. Creating space for innovation and creativity in designing and planning studies /projects can provide opportunity to the learners to attend to worthwhile local social and cultural problems and issues.
 - During the internship the scope for creativity in designing and planning research may be created. The concerned supervisor may encourage the students to come up with some novel ideas or thoughts (under his/her direct supervision).
 - Social outreach programmes may be formulated in which the student may take active part in addressing local social/cultural problems and issues by identifying problems on margins and vulnerabilities.
 6. Practical training in psychology needs to focus on social concerns that are closer to students' lived reality as well as aims at honing in the skills of students in a qualitative direction where they learn to explore and employ their growing acumen in real life fields. Narrative based small exercises to help students concentrate on thematic related to -experiences of caste, class, poverty, sexualities, body, gender, the deprivation in economic affluence, etc. Reading short stories and works of literature as well as seeing films and cinema (historical and contemporary ones) and considering them as rich and varied sources, repertoire of human emotions and expressions.
 7. Provision for specialized training for bright students on a selective basis and scope for giving due credit to the same in the curriculum may be considered.
 8. Creating more space to build strong connections between research and teaching is necessary.

8. Assessment Methods

Assessing learner achievement has to undergo a shift in its approach by suitably aligning it with the kind of learning process and outcome (e.g. knowledge, skills, practices, creative work). The current practice of awarding marks or grades provides only distal estimate of the extent of learning. In its true sense the goal of assessment should be to provide feedback that may help acknowledge the quality and extent of learning evidenced by the learner. Also it should be formative as well as summative rather than having a single time assessment providing summary statement of relative position in a group of learners.

The learning outcomes may be assessed more effectively through a variety of methods including written examination, viva voce, practical work, problem solving, seminar presentation, interviews, contribution to projects, writing of research reports and reviews etc. Learner's assessment needs to be based not just on the student's ability to provide answers, but also to raise the right questions. A profile depicting the level of performance or achievement in various areas of learning may provide a better estimate of student's learning.

9. Need for Teachers' Training

The implementation of the proposed LOCF requires pedagogical reorientation of teachers with respect to the process of class room transaction. It acknowledges the fact that being a human science the traditional practice of mere elaboration of theoretical contents without relating to personal experience and social reality is insufficient and does not serve the purpose of higher education. Therefore this LOCF aspires to replace the prevailing approach of 'completing a course' or 'covering topics' by a mastery oriented experiential learning and competency building approach. It would have greater role for activity, reflection and competency development. It would strive to enhance student engagement to achieve the goal of building academic competence as well as skill building. In addition the agenda of personal growth and well being of learner would also be attended. The process of teaching- learning, therefore, needs to give more space for creativity, innovation and problem solving in organizing learning. In so doing reflective competence and relational competence would also receive greater attention. Finally, the gap between life challenges and class room learning shall be bridged by creating opportunities to blend theory and practice in the context of real world context. In nut shell learning would be made personally more meaningful and socially relevant.

Unfortunately there is no provision for systematic training of the faculty entering to the stream of higher education. The imperatives of introducing the LOCF require the following:

1. Immediate strengthening faculty strength as most of the centres of higher learning are under staffed and running the programmes with ad hoc arrangements. Similarly providing lab facility, library and e-resources would be necessary.
2. Right now there is paucity of good teaching material. Therefore some good university departments may be entrusted with the responsibility to work as resource centres in various areas of specialization and disseminate the articles/resources across the country.
3. Currently good learning material is often available in English only. There is considerable gap between material in English and material available in Indian. The resources, therefore, should also be prepared and disseminated in Indian languages also as the under graduate teaching is often done through these languages.
4. Being a good teacher requires lot of effort and commitment. The present LOCF demands that faculty should act in more imaginative ways so that they are able to utilize the opportunities furnished by ICT revolution to augment teaching-learning. Teaching therefore needs to be encouraged incentivized at par with research.
5. The faculty needs periodic training to align with the LOCF. The LOCF as outlined above requires a variety of activities including workshop, experiential exercise, observation, experiment, internship, psychological testing, group work, writing workshop and presentations depending upon the nature of course. Also, psychology is a fast growing discipline and the faculty need to keep themselves abreast with the theoretical and methodological developments.

10. Keywords

Biopsychology	Indian	Reflexivity
Clinical	Indigenous	Relations
Cognitive	Innovative	Research
Communication	Internship	Science
Community	Learner centric	Scientific Writing
Competence	Learner's assessment	Self
Consciousness	Learning outcome	Skill
Counseling	Mental disorder	Social problems
Credit Scheme	Mental health	Societal application
Critical thinking	Method	Spiritual
Culture	Multicultural sensibility	Sport
Ecological responsibility	Organization	Statistics
Environment	Pedagogy	Teacher training
Experiential learning	Perspectives	Testing
Forensic	Positive psychology	Transpersonal
Gender	Practical training	Yoga

