



ALAGAPPA UNIVERSITY

(A State University Established in 1985)
Karaikudi - 630003, Tamil Nadu, India



| | | | | | |
|--|--|--|---|---|---|
| 2017 Accredited with A+ Grade by NAAC (CGPA : 3.64) | 2018 MHRD Govt. of India Graded as Category - 1 & Granted Autonomy | 2018 UGC University Grants Commission | 2018 MHRD GOVERNMENT OF INDIA Swachh Campus Rank : 4 | 2019 nirf NATIONAL INSTITUTIONAL RANKING FRAMEWORK Rank : 26 | 2019 QS India Rank : 20 BRICS Rank : 104 Asia Rank : 216 |
|--|--|--|---|---|---|

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCES



M.Sc., PSYCHOLOGY

[Choice Based Credit System (CBCS)]

[For the candidates admitted from the academic year 2019 -2020]

M.sc Psychology

Programme General Objectives

- Develop knowledge and skills of a professional psychologist.
- Prepare and present material for Diagnostic Procedures
- Develop knowledge and skills required to engage in practice or research in a specific area within psychology
- Describe and explain major theoretical positions and empirical findings in subfields of psychology

Programme Specific Objectives

- To create a cadre of Psychologist.
- To strengthen the professionals already in the field to qualify as Psychologist.

Programme Outcome

- Develop knowledge and skills of a professional psychologist.
- Prepare and present material for Diagnostic Procedures
- Develop knowledge and skills required to engage in practice or research in a specific area within psychology
- Describe and explain major theoretical positions and empirical findings in subfields of psychology
- Create a cadre of Psychologist.
- Strengthen the professionals already in the field to qualify as Psychologist.

GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical works/field per week.

DURATION OF THE COURSE

The duration of the Course is of four Semesters, that is, two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

WORKING DAYS AND ATTENDANCE

The programme will be conducted for **90** days each semester as per UGC Norms exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of Student-Teachers is as per University Norms

ELIGIBILITY FOR ADMISSION

The admission for the degree of M.Sc Psychology shall be open to:

- a) A candidate who has successfully passed any Bachelor Degree from a recognized university

ADMISSION

Admission Procedure: as per University norms.

PROGRAMME PATTERN

The programme has been developed on Semester basis.

PASSING MINIMUM

As per University Norms

Question Pattern

10 Two Marks Questions $10*2 = 20$

5 Five Marks Questions $5*5 = 25$

3 Ten Marks Questions $3*10 = 30$

75

NATURE OF EVALUATION

25 Internal & 75 External - as per University norms.

Internal Test – 15 marks

Assignment, Seminar, Attendance – 10 marks

(Dissertation = 100 marks,

2 Progress Reviews – $20 + 20 = 40$ marks,

Report Valuation = 40 marks,

Viva Voce = 20 marks)

**M.Sc Psychology
Credit List**

| Semester | | Course/Title | Course Code | Credit | Hours/Week | Marks | | Total |
|------------|----------------------|--|------------------|-----------|------------|----------|----------|------------|
| | | | | | | Internal | External | |
| I | CC | General Psychology | 744101 | 4 | 4 | 25 | 75 | 100 |
| | | Life span Psychology | 744102 | 4 | 4 | 25 | 75 | 100 |
| | | Social Psychology | 744103 | 4 | 4 | 25 | 75 | 100 |
| | | Theories of Personality | 744104 | 4 | 4 | 25 | 75 | 100 |
| | | Cognitive Psychology | 744105 | 4 | 4 | 25 | 75 | 100 |
| | | Psychological Testing - (Practical-1) | 744106 | 4 | 8 | 25 | 75 | 100 |
| | | Library, Seminar | | | 2 | | | |
| | Total | | | 24 | 30 | - | - | 600 |
| II | CC | Biological Psychology | 744201 | 4 | 4 | 25 | 75 | 100 |
| | | Health Psychology | 744202 | 4 | 4 | 25 | 75 | 100 |
| | | Research Methods and Statistics | 744203 | 4 | 4 | 25 | 75 | 100 |
| | | Positive Psychology | 744204 | 4 | 4 | 25 | 75 | 100 |
| | | Psychological Testing- (Practical-2) | 744205 | 4 | 8 | 25 | 75 | 100 |
| | EC-I | Elective – I i. Educational Psychology 2. Sports Psychology 3. Rehabilitation Psychology 4. Spiritual Psychology | 744206 | 2 | 2 | 25 | 75 | 100 |
| | | | 744207 | | | | | |
| | | | 744208 | | | | | |
| | | | 744209 | | | | | |
| | NME | | | 2 | 3 | 25 | 75 | 100 |
| SLC | Self Learning Course | MOOCs | EC | - | - | - | - | |
| | Library | | | 1 | - | - | | |
| | Total | | | 24 | 30 | - | - | 700 |
| III | CC | Psychopathology | 744301 | 4 | 4 | 25 | 75 | 100 |
| | | Introduction to Psychotherapy | 744302 | 4 | 4 | 25 | 75 | 100 |
| | | Organizational Behaviour | 744303 | 4 | 4 | 25 | 75 | 100 |
| | | Psychological Testing – (Practical-3) | 744304 | 4 | 8 | 25 | 75 | 100 |
| | EC-II | Elective – II 1. Behaviour Management 2. Psychology of Advertising | 744305 | 2 | 2 | 25 | 75 | 100 |
| | | | 744306 | | | | | |
| | | | 744307 744308 | | | | | |

| | | | | | | | | |
|-----------|------------|--|--------|--------------|------------|----|-----|-------------|
| | | 3.Counselling Psychology 4.Mindfulness | | | | | | |
| | NME | | | 2 | 3 | 25 | 75 | 100 |
| | SLC | Self Learning Course | MOOCs | EC | - | - | - | - |
| | | Research Proposal Presentation | | | 2 | - | - | - |
| | | Library, Seminar, Soft Skill | | | 3 | | | |
| | | Total | | 20 | 30 | - | - | 600 |
| IV | CC | Psychology and Disability Studies | 744401 | 4 | 4 | 25 | 75 | 100 |
| | | Psychometrics | 744402 | 4 | 4 | 25 | 75 | 100 |
| | | Psychological Testing – (Practical- 4) | 744403 | 4 | 8 | 25 | 75 | 100 |
| | | Dissertation - Project | 744404 | 6 | 10 | 50 | 150 | 200 |
| | | Internship | 744405 | 4 | 4 | 25 | 75 | 100 |
| | | Total | | 22 | 30 | | | 600 |
| | | Grand Total | | 90+EC | 120 | | | 2500 |
| | | | | | | | | |

| Semester - I | | | |
|---|---|------------------|-----------------|
| Course code: 744101 | General Psychology | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • The Nature and Origin of Psychology and the Biological bases of behaviour • The nature of Sensation, Perception, Learning and Memory • The meaning and processes of cognition, intelligence and creativity • The basic aspects and theories of Motivation and Emotion • The nature of Personality and its Assessments | | |
| Unit -I | <p>Nature of Psychology Definition of Psychology – History and Early schools of Psychology: Structuralism - Functionalism - Psychoanalysis - Behaviorism - Humanistic - Gestalt – Existentialism and Cognitivism – Contemporary Approaches to Psychology: Behaviouristic - Psychodynamic - Cognitive - Behavioral Neuroscience - Evolutionary - Socicultural - Humanitic and Positive Psychology - Methods of Psychology: Introspection - Survey- Observation – Case Study - Experiment - Correlation research. Biological Bases of Behavior Definition of Nervous System: Central Nervous System - Peripheral Nervous System Neurons – Structures and function of Brain - The Organization of Brain - The Endocrine System – Genetic and Evolutionary Blueprints of Behavior.</p> | | |
| Unit-II | <p>Sensation & Perception Definition of Sensation - Sensory thresholds - Sensory adaptation - Vision, Hearing – Touch – Smell - Taste and Kinaesthetic senses - Definition of Perception - Gestalt Principles - Perceptual Constancies - Depth Perception – Illusion - Extra Sensory Perception. Learning & Memory Definition of Learning - Classical Conditioning – Operant Conditioning - Cognitive Learning - Observational Learning - Definition of Memory - Two models of Memory - Three stages of memory - Working memory - Short-term memory and Long-term Memory - Implicit Memory – Amnesia - Techniques to improve Memory - Forgetting - Proactive and Retroactive Interference - Retrieval Inhibition.</p> | | |
| Unit III | <p>Cognition Definition of Cognition – Concepts Formation - Problem solving – Reasoning - Theories: Piaget’s theory - Vygotsky’s theory – Decision Making – Meta Cognition. Intelligence Definition of Intelligence - Nature and Nurture views on intelligence - Measurement of Intelligence - Individual Differences in Intelligence - Theories of Intelligence: Spearman – Gardner – Anderson – Sternberg & Cattell - Emotional Intelligence Creativity Definition of Creativity – Convergent & Divergent thinking - Steps in Creative Process: Preparation – Incubation – Insight – Evaluation & Elaboration – Characteristics of Creative thinkers: Flexibility & Playful thinking – Inner Motivation - Willingness to Risk - Objective evaluation of work – The characteristics of Creative living.</p> | | |
| Unit IV | <p>Motivation Definition of Motivation - Approaches to understanding motivation: Instinct - Drive reduction – Arousal – Incentive – Needs - Self determination theory - Sexual motivation - Aggressive motivation Emotion Definition of Emotion - Six Components of Emotions - Biology - Cognitive and Socio-cultural Factors of Emotions - Theories of Emotion: James-Lange theory - Cannon-Bard theory - Lazarus and the cognitive Meditational theory - The Facial Feedback Hypothesis</p> | | |
| Unit V | <p>Personality Definition of Personality - Theories of Personality: Psychodynamic perspectives: Sigmund Freud’s Psychoanalytic theory - Behavioural and Social Cognitive Perspectives: Skinner’s Behaviourism - Bandura’s Social Cognitive Learning theory – Humanistic Perspectives: Roger’s and Abraham Maslow’s theories – Kelly’s Personal Construct theory - Trait & Type Perspectives: Allport - Cattell & Eysenck theories and The Big Five Personality Factors. Assessment of Personality Self-report – interview – Questionnaires – Projective tests - Behavioural assessments - Personality inventories</p> | | |
| Reference and Textbooks:- | | | |
| <ul style="list-style-type: none"> • Bhasker V.K. (2018). A Handbook of Psychology, Omega Publications • V.K.Bhaskar (2018) Behavioural Aspects of General Psychology Omega Publications • Clifford T.Morgan, Richard A.King John R.Weisz, John Schopler (2013). Introduction to | | | |

| | |
|--|--|
| Psychology 1993, Mcgraw Hill Education(India) <ul style="list-style-type: none"> • Diane E.Papalia, Sally Wendkos Olds and Ruth Duskin (2004). Feldman Human Development Ninth Edition. • John W.Santrock (2011). Child Development, Mcgraw Hill Education • Prasad Babu. B, K.Madhu Digumart and Bhaskara Rao (2007). Psychological Adjustment and Well Being, Discovery Publishing House • Rather. A.R.(2004). Psychology of Learning and Development, Discovery Publishing House. | |
| Outcomes | <ul style="list-style-type: none"> ➤ To understand the nature and origin of psychology ➤ To know the nature of Sensation, Perception, Learning and Memory ➤ To grasp the meaning and processes of cognition, intelligence and creativity ➤ To understand the basic aspects and theories of Motivation and Emotion ➤ To know the nature of Personality and its Assessments |

| Semester - I | | | |
|----------------------------|---|------------------|-----------------|
| Course code: 744102 | LIFESPAN PSYCHOLOGY | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • To understand the beginnings of life & Prenatal Development • To know the developmental in infancy & Toddler period • To study the developmental in childhood & Adolescence period • To understand the nature of developments in young and Middle Adulthood • To know the developments during Late Adulthood | | |
| Unit -I | <p>Life-Span Development Definition - Importance of Studying Life-Span Development- The Nature of Development - The Historical Perspective - Theories of Development: Psychoanalytic theories - Cognitive theories - Behavioural & Social Cognitive theories - Ethological & Evolutionary theories - Ecological theory – Context of Life-Span Development - Research in life-span development - designs for studying development - Ethics in life span research. Prenatal Development & Birth Characteristics of the Prenatal Period – Conception – Prenatal Environmental Influences – Childbirth – The Newborn Baby’s Capacities - Prenatal development - Prenatal environmental influences – Childbirth.</p> | | |
| Unit-II | <p>Infancy & Toddlerhood Development Characteristics of Infancy & Toddlerhood - Body growth & Change - Brain Development - Influences on early Physical growth - Learning Capacities - Motor sensory & Perceptual Development. Cognitive Development Piaget’s Cognitive - Developmental theory – Information Processing - Social context of early Cognitive Development - Individual differences in Early Mental Development - Language Development. Emotional & Social Development Erikson’s theory of Infant & Toddler Personality - Emotional Development - Temperament & Development - Development of Attachment - Self-Development during the first two years – Hayard’s theory.</p> | | |
| Unit III | <p>Childhood Characteristics of Childhood - Physical Development - Aspects of physical development – Health & Safety - Cognitive Development - Piagetian Approach – Vygotsky’s Socio cultural theory - Information Processing Approach: Memory Development – Intelligence - Language Development - Psychosocial Development – Self understanding - Emotional Development - Moral Development - Peer relations - Gender typing - Family influences – Common Problems of Development. Adolescence Characteristics of Adolescence - Physical Development - Conceptions of adolescence – Puberty - The Adolescent brain – Physical & mental health – Cognitive Development - Aspects of cognitive maturation – Educational & Vocational preparation - Psychosocial Development - The search for Identity - Self understanding – Moral Development - Sexuality - Relationships with Family – Peers & Adult Society – Problems of Development</p> | | |
| Unit IV | <p>Young Adulthood Characteristics of Young Adulthood - Physical Development - Health & Physical Condition - Cognitive Development - Perspectives on Adult Cognition - Moral Reasoning – Education & work - Psychosocial Development - Personality Development - Four Views - Changing paths to Adulthood - Foundations of Intimate Relationships - Non-Marital & Marital Lifestyles - Sexual & Reproductive Issues - Family life cycle – Diversity of Adult life styles – Career Development. Middle Adulthood Characteristics of Middle Adulthood - Physical Development - Physical changes - Health - Cognitive Development - Measuring Cognitive Abilities in Middle Age - The Distinctiveness of Adult Cognition – Creativity – Psychosocial Development - Change at Midlife - Self at Midlife - Relationships at Midlife - Consensual Relationships – Parenthood - Relationships with Maturing Children – Vocational Life.</p> | | |
| Unit V | <p>Late Adulthood Characteristics of Late Adulthood - Physical Development- Longevity & Aging - Physical Changes – Physical & Mental Health – Fitness - Disability - Cognitive Development – Changes in Interest - Theories on Psychosocial Development – Lifestyle & Social Issues Related to Aging Retirement The Decision to Retire – Vocational Adjustments – Adjustment to Retirement – Leisure Activities Relationships in Late Life Adjustments to changes in Family Life – Adjustment to loss of a spouse –</p> | | |

| | |
|--|--|
| | Remarriage – Cohabitation – Adjustment to singlehood in late life - Friendships – Relationships with Adult children & Adult Grand children – Living arrangements – Elder Maltreatment Successful Aging Death with Dignity – Thinking & Emotions of Dying people - Kubler- Ross Stages of Dying – A Place to Die – The Right to Die – Bereavement – Death Education |
| Reference and Textbooks:- | |
| <p>Arimardan Singh, <i>Cognitive Psychology</i> Book Enclave Publications Bihari Singh, <i>Developmental Psychology Book</i> Enclave Publications Elizabeth B.Hurlock , <i>Developmental Psychology A Life Span Approach</i>, Mcgraw Hill Education Maimun Nisha (2006) <i>Introduction to Child Development</i>, Isha Books Najma Begum (2015) <i>Child Psychology</i> Book Enclave Publications. Nirubama Arora (2019) <i>Child Psychology</i> RBSA Publishers. Dr.Sujata Mittal (2004,) <i>Child Development in 3 Volumes</i> Isha Books William MC Dougall (1999,) <i>A Textbook of Psychology</i> Discovery Publishing House Pvt Ltd</p> | |
| Outcomes | <ul style="list-style-type: none"> ➤ To understand the beginnings of life & Prenatal Development ➤ To know the developmental in infancy & Toddler period ➤ To study the developmental in childhood & Adolescence period ➤ To understand the nature of developments in young and Middle Adulthood ➤ To know the developments during Late Adulthood |

| Semester - I | | | |
|---|--|------------------|-----------------|
| Course code: 744103 | SOCIAL PSYCHOLOGY | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • The nature and origins of Social Psychology • The nature of Attitudes and Discrimination • The nature of Social Identity and Interpersonal Attraction • The basic aspects of Social Influence and Pro-social behaviour • The meaning and nature of Aggression and Group behavior | | |
| Unit -I | <p>Nature & Origins of Social Psychology A Working Definition - Origin & Development - Social psychology in the New Millennium: Cognitive – Multicultural & Evolutionary perspectives Understanding the Causes of Others Behavior Social perception: Non verbal communication-Attribution: Theories- Basic sources of Errors – Impression Formation & Impression Management Social cognition Definition - Schemas-Heuristics - Errors in social Cognition: Negative and optimistic Bias - Costs of Thinking Too Much – Counterfactual and magical Thinking - Thought Suppression</p> | | |
| Unit-II | <p>Evaluating the Social World Attitudes - Forming Attitude: Social learning - Direct Experiences and Genetic factors - Attitude influence on Behavior – Persuasion: The process of Changing Attitudes - Resistance to Persuasion: Reactance - Forewarning & Selective Avoidance - Cognitive Dissonance. Prejudice and Discrimination: Definition - Nature and origins of Prejudice- Techniques for Countering the Effects of Prejudice: Learning Not to Hate – Contact Hypothesis – Recategorization – Just to Say No to Stereotypes & Social Influence –Discrimination: Definition – Modern Racism – Priming – Bonafide Pipeline Exposure & Gender</p> | | |
| Unit III | <p>Aspects of Social Identity: Definition – Self-concept- Self-esteem – Self- Focusing –Self-Monitoring – Self-Efficacy – Gender Identity – Gender Consistency – Sex Typing and Androgyny. Interpersonal Attraction Definition – Internal Determinants of Attraction: The Need to Affiliate – The basic role of Affect – External Determinants of Attraction: The power of Proximity and Observable Characteristics – Interactive Determinants of Attraction: Similarity – Complementarities & Mutual Liking - Close relationships: Interdependent relationships with family, and friends versus Loneliness – Marriage.</p> | | |
| Unit IV | <p>Social Influence: Definition – Conformity – Sherif’s – Asch’s and Milgram’s studies on conformity – The Factors Affecting Conformity: Resistance – Minority Influence Compliance: Ingratiation – Foot in the Door & Low Ball – The Door in the Face & That is Not All – Fast Approaching & Deadline – Scarcity. Prosocial Behavior: Responding to an Emergency – Steps in Helping Vs Not Helping: External & Internal Influences on Helping Behavior: Situational Factor – Emotions & Empathy – Volunteering – Self-Interest – Moral Integrity & Moral Hypocrisy – Empathy – Altruism – Negative – State Relief-Empathic Joy & Genetic Determinism.</p> | | |
| Unit V | <p>Aggression: Definition – Instinct - Biological – Drive – Social Learning & General Aggression Model – Social Learning & Cognitive Theories. Causes of Human Aggression: Personal – Type A Behavior – Hostility – Irritability & Gender - Social Causes: Frustration – Direct Provocation – Exposes to Media Violence – Heightened Arousal – Spiritual Arousal & Sexual Jealousy Cultural – Personal & Situational - Aggression in Long Term Relationships: Child Maltreatment & Work Place Violence - Bullying – Work place Aggression - Prevention and control of aggression: Punishment – Cognitive Interventions – Catharsis Training in Social Skills & Forgiveness. Groups and Individuals: Definition – Functions - Group and individual performance - Coordination in groups - Perceived fairness in groups – Decision Making by groups – Leadership</p> | | |
| Reference and Textbooks | | | |
| Baruah D.K (2006). <i>Elements in Behavioural Psychology</i> , Book Enclave | | | |

Deepa Sharma(2019). *Behavioral Psychology*, RBSA Publishers

Lancy D Souza (2016). *Social Psychology*, Discovery Publishing House Pvt Ltd

Nilambar Mukherjee(2012). *A Textbook of Social Psychology*, Wisdom Press

Nyla R.Branscombe, Robert A.Baron (2017). *Social Psychology*, Pearson

| | |
|-----------------|---|
| Outcomes | <ul style="list-style-type: none">➤ The nature and origins of Social Psychology➤ The nature of Attitudes and Discrimination➤ The nature of Social Identity and Interpersonal Attraction➤ The basic aspects of Social Influence and Pro-social behavior➤ The meaning and nature of Aggression and Group behavior |
|-----------------|---|

| Semester - I | | | |
|---|--|------------------|-----------------|
| Course code: 744104 | THEORIES OF PERSONALITY | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • Understand major theoretical approaches to personality • Understand assessment methods used in personality. • Understand the process of personality change and development | | |
| Unit -I | Introduction to personality and personality theory. Personality: Meaning and related concepts. Factors that contribute to personality change and personality stability. The process of personality development. The nature of theories and its functions. Nature of personality theory: Personality theory and other psychological theories. Overview of assessments of personality. Current research focus in personality psychology. | | |
| Unit-II | Major theoretical approaches- Psychoanalytic and Psychodynamic theories. Neo Freudians. Sigmund Freud 's Classic Psychoanalytic theory: The structure of personality: Id, ego& super ego, The dynamics of personality: Instinct, The distribution and utilisation of psychic energy & anxiety. The development of personality. Carl Jung's Analytic theory: The structure of personality: The ego, The personal unconscious, The collective unconscious. Interactions among the systems of personality. Alfred Adler - Inferiority Feelings: The Source of Human Striving , Striving for Superiority, or Perfection, The Style of Life and birth order, Erick Fromm - Freedom or Security: The Basic Human Dilemma, Personality Development in Childhood , The Basic Psychological Needs , The Productive and Non -productive Character Types , Karen Horney - The Childhood Need for Safety, Basic Anxiety: The Foundation of Neurosis . The Idealized Self-Image. | | |
| Unit III | Major theoretical approaches: Humanistic theories. Abraham Maslow: Personality Development: The Hierarchy of Needs. The Study of Self-Actualizers. Carl Rogers: The Self and the Tendency toward Actualization, the experiential world, The Development of the Self in Childhood and Characteristics of Fully Functioning Persons. | | |
| Unit IV | Major theoretical approaches: Trait theories. Gordon Allport: The Nature of Personality, Personality Traits , Motivation: The Functional Autonomy of Motives , Personality Development in Childhood: The Unique Self, The Healthy Adult Personality. Raymond Cattell- Cattell's Approach to Personality Traits ,Source Traits: The Basic Factors of Personality, Dynamic Traits: The Motivating Forces, The Influences of Heredity and Environment. Stages of Personality Development.Hans Eysenck :The Dimensions of Personality: Extraversion, Neuroticism, and Psychoticism. Robert McCrae and Paul Costa: The Five-Factor Model. Arnold Buss and Robert Plomin: The Temperament Theory. | | |
| Unit V | Major theoretical approaches: Cognitive, Social –learning theory and Behaviour theories: Cognitive approaches: Personal Construct Theory, Ways of Anticipating Life Events, the nature of personality. Social learning theory: Albert Bandura: Modelling: The Basis of Observational Learning , The Processes of Observational Learning, Self-Reinforcement and Self-Efficacy , Behaviour theories : B.F. Skinner : Reinforcement: The Basis of Behaviour, Operant Conditioning and the Skinner Box, Schedules of Reinforcement, Successive Approximation: The Shaping of Behaviour, Superstitious Behaviour, The Self-Control of Behaviour. Applications of Operant Conditioning. | | |
| Reference and Textbooks:- | | | |
| Lokanadha Reddy.G, Ramar.R, Shailaja M., Sivaram R.T, (2015). <i>Psychology of Learning and</i> | | | |

| | |
|--|--|
| <p><i>Human Development</i>, Discovery Publishing House Pvt Ltd</p> <p>Prem Prakash,(2011). <i>Theoretical and Practical Aspects of Personality Development</i>, Kanishka Publishers and Distributors</p> <p>Ravi Aggarwal,(2011). <i>Personality Development Essential of Life Skills</i>, Sublime Publications</p> <p>R.K.Pruthi.R.K (2004). <i>Educational Psychology</i>, Discovery Publishing House</p> <p>Shekhar K.Sejwal,(2018). <i>Textbook of Child and Adolescent Development</i>, Rajat Publications</p> | |
| Outcomes | <ul style="list-style-type: none"> ➤ Understand major theoretical approaches to personality ➤ Understand assessment methods used in personality. ➤ Understand the process of personality change and development |

| Semester - I | | | |
|---|--|-----------------------------|-----------------|
| Course code: 744105 | | COGNITIVE PSYCHOLOGY | |
| | | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> ➤ To explain the mediatory role of cognition in behavior ➤ To explain the process and function of attention ➤ To describe sensational, perceptual phenomena and its different scientific explanations ➤ To elucidate how the memory system functions ➤ To explain the process and function of Neuropsychology ➤ To describe Plasticity and Restoration of brain function | | |
| Unit -I | <p>Cognitive Psychology. Psychological processes. Emergence of different approaches to cognitive psychology information processing, connectionism & ecological perspective; Attention: Model of attention: Functions of executive preconscious and conscious processing alerting mechanism. Selective attention: Bottom –up and top down processing automatically, division of attention. Theories of attention Bottle neck & spotlight concepts Filter model, attenuation theory, multimode theory, resources & capacity allocation model schema theory.</p> | | |
| Unit-II | <p>Sensation & Perception. Theories of perception: top down and bottom up perspective, visuospacial sub codes pattern recognition. Perceptual phenomena Pain perception, constancies and illusions mental imagery. classical and modern psychophysics: Fechner’s contributions, Weber’s law Steven’s power law, signal detection theory, ROC curve Top down processes- influence of motivation & learning on perception, role of culture perceptual organization, subliminal perception and synesthesia.</p> | | |
| Unit III | <p>Memory. Encoding theories and models of memory two store model information processing approach levels of processing levels of recall. Sensory memory, short term memory, working memory models. Storage Long – term memory episodic and semantic memory, autobiographical memory, declarative and procedural memory, Implicit and explicit memory, Retrieval: Recall reconstruction in memory. For getting: Theories interference decay organic causes encoding failure, failure of reconstruction. Metacognition: Meaning and Concept and its implications.</p> | | |
| Unit IV | <p>Neuropsychology. Assumptions and methods functional modularity anatomical functional architecture and substarctivity Methods of investigation: electrophysiological Single cell recording, EEG and ERP Scanning and Imaging –CAT PET MRI and FMRI; Neuropsychological Battery Luria Nebraska Neuropsychological Battery, Halstead Retain Test Battery PGI Battery of Brian Behaviour Dysfunction AIIMS neuropsychological battery; Neurodegenerative disorders Parkinson’s Alzheimer, Huntington</p> | | |
| Unit V | <p>Neuropsychological Plasticity and Restoration of Brain Historical antecedents and approaches. Types of brain injury Methods of localization of cognitive functions in the Brain; Function Mind and Brian relationship computer assisted neuropsychological rehabilitation and training.</p> | | |
| Reference and Textbooks:- | | | |
| <p>Aggarwal. JC,(1994). <i>Essentials of Educational Psychology</i>, Vikas Publishing House Pvt Ltd Arimardan Singh,(2017). <i>Cognitive Psychology</i> Book Enclave Publications Maheta. M.P.(2014). <i>A Textbook of Neuro Psychology</i>, Cyber Tech Publications Naresh Ghai,(2011). <i>The Foundations of Cognitive Science</i>, Cyber Tech Publications William MC Dougall, (1999). <i>A Textbook of Psychology</i>, Discovery Publishing House Pvt Ltd</p> | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ To explain the mediatory role of cognition in behavior ➤ To explain the process and function of attention ➤ To describe sensational, perceptual phenomena and its different scientific explanations ➤ To elucidate how the memory system functions ➤ To explain the process and function of Neuropsychology ➤ To describe Plasticity and Restoration of brain function | | |

| Semester - II | | | |
|--|--|------------------|-----------------|
| Course code: 744201 | BIOLOGICAL PSYCHOLOGY | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • The historical foundations of Neuron and Nervous system Bio Psychology • The classification of ANS and CNS • The characteristics and functions of Endocrine Glands and hormones | | |
| Unit -I | Introduction to Neuron and Nervous System Bio Psychology- Historical Foundations- Neuron- Anatomy- functions- Synapse Neural conduction and Synaptic Transmission Research Methods in Biopsychology- Methods of visualizing human brain- CT- MRIPET- fMRI- Recording human psycho physiological activity- muscle tension- eye movement- skin conductance- cardiovascular activity- Invasive physiological research methods- stereotaxic surgery- lesion methods- electrical stimulation- Pharmacological methods. | | |
| Unit-II | Brain and its functions Nervous system- Classification- anatomy of ANS- functions of ANS- Reflex plan of the central Nervous System. Parts of Brain- Functions of the major parts of the brain- Functional anatomy of the cerebral cortex- supporting and nourishing tissues in the CNS Functional organization of the brain- neocortex-reticular and projection systems- limbic system- M.Sc. Applied Psychology(UD) – 2017-18 onwards Annexure No.57A Page 14 of 38 SCAA Dt.03.07.2017 hypothalamus- Cerebral metabolism- CNS- circulation- Blood Brain- Barrier- neuro secretion. | | |
| Unit III | Endocrine Glands Characteristics- Major endocrine gland-hormone characteristics- mechanisms of hormone functions- Physiology behind Vision and audition. | | |
| Unit IV | Physiology behind sensory systems Physiology behind Somato sensory system- touch and pain- chemical senses- Smell and taste- olfactory system- gustatory system. | | |
| Unit V | State of Consciousness, Motivation and Emotion States of Consciousness- physiological and psychological states- sleep and activation attention and vigilance- meditation. Physiology behind Motivation- hypothalamic centers- regulation of thirst- hunger and sex drives - neural mechanism of reward and punishment - Neural mechanism in Emotion. | | |
| Reference and Textbooks:- | | | |
| Leukel, F. (2002). <i>Introduction to Physiological Psychology 3rd edition</i> , New Delhi: CBS Publishers and Distributors Private Limited. | | | |
| Pinel, J. P.J. (2014). <i>BioPsychology</i> , 9th Edition, New Jersey: Pearson | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ The historical foundations of Neuron and Nervous system Bio Psychology ➤ The classification of ANS and CNS ➤ The characteristics and functions of Endocrine Glands and hormones | | |

| Semester - II | | | |
|----------------------------|---|------------------|-----------------|
| Course code: 744202 | HEALTH PSYCHOLOGY | Credits:4 | Hours: 4 |
| Objectives | To Know the Nature & Theories of Health Psychology <ul style="list-style-type: none"> • To understand the Health Improving Behaviors • To know the Nature of Sexuality and Intimate Relationships • To learn the Stress and Theories of Stress & Management • To know the Application of Health Psychology to Human Behavior | | |
| Unit -I | The Nature of Health Psychology Health - Homeostasis – Dimensions of Health and wellness - Emotional - Intellectual - Spiritual - Occupational - Social and Physical - Models of Health - Medical - Environmental and Holistic - Historical Perspectives on Health Healing - Biopsychosocial and Biomedical Approaches. Factors Affecting Health History of Mind and Body relationship - Genetic- Environmental and Behavioral Factors - The Changing Health Habits - Cognitive - Behavioral and Transtheoretical Models - Social Engineering - Primary - Secondary and Tertiary Prevention and Treatment. | | |
| Unit-II | Changing Behavior to Improve Health Models and Theories on Health Behavior Interventions - The Health Belief Model - The Stages of Change Model - Theory of Planned Behavior (TPB) – Theory of Reasoned Action (TRA) – The Social Cognitive Learning Theory - The Transtheoretical Model of Changes – The Precaution Adoption Process Model and Optimistic Bias (PAPM) – Sociocultural Level Interventions Self Directed Behavior Change – Adherence to Health Related Recommendations. Health Related Personality and Motivation The Big Five Personality Traits – Type A, B, C, and D personality factors – Hostility – Impulsivity - Health and Motivation: Providing Information – Persuading others – Attitude change – Enhancing self-efficacy – Motivation to behavior change. | | |
| Unit III | Health and Exercises Definition - Purpose and Movement of Exercise - Health Benefits of Exercise and Inactivity from Biopsychosocial Perspective - Types of Exercise - Aerobic and Anaerobic Exercises - Characteristics of Exercises - Factors promoting Exercise Behavior - Theoretical Approaches on Exercise Behaviors: The Theories of Reasoned Action - Ajzen’s Theory – Health Belief Model - Transtheoretical Approach to Exercise behaviour. Health and Eating Behaviors Good Nutritional Food - Food: Functions of Food – The Seven Components of Food – Dietary Supplements – 2000 Calorie Food Pattern - The Healthy Eating Pyramid – Healthy Eating Behavior – Healthy Body Size - Dieting and Eating Disorders: Yo-yo Dieting, Crash Diets and Fad Diets - Obesity – Anorexia nervosa and Bulimia nervosa – Weight Management Programs. | | |
| Unit IV | Health and Sexuality The Nature of Sexuality and Intimate Relationships - Psychological and Behavioral Dimensions of Sexuality - The Relationships Dimension - The Life-Cycle of Intimate Relationships - Communicating in Intimate Relationships - Sexual Functioning. Health and Stress Stress - Stressors - Eustress - Distress - Student Stress - Physiological and Psychological Reactions - Theories of Stress: Walter Cannon - Hans Selye – Transactional and Conservation of resources theories – Coping with Stress - Types of Coping - Stress Management Techniques – Biological Approaches - Progressive Muscle Relaxation – Massage therapy – Physiological Approaches - Spiritual Orientations - Stress Inoculation Training – Biofeedback. | | |
| Unit V | Health Compromising Behaviors The Nature, Biological and Psychological effects of Smoking - Tobacco Related Damage to Health - Interventions for Smoking behavior - The Nature, Biological and Psychological effects of Alcohol - Use and Abuse – Alcoholism - Interventions for Alcohol Abuse. Health and Psychosocial Issues Health and Income - Health and Race Ethnicity and National Origin - Health and Gender - Psychosocial Aspects of Being Female - Health and Disabilities - Health and Age. | | |

Reference and Textbooks:-

Baruah D.K (2006) *Elements in Behavioural Psychology*, Book Enclave

Dinesh Rawat (2005) *Health Psychology*, Sublime Publications.

Prem Sundar (2010) *Abnormal Psychology Models of Abnormal behavior and Treatment. The Fact Behind "Anxiety Disorders"*, KSK Publishers and Distributors.

Raju, M.V.R (2009) *Health Psychology and Counselling*, Discovery Publishing House Pvt Ltd.

Shashi Prabha Sharma (2005) *Fundamentals of Mental Health Education*, Kanishka Publishers and Distributors.

Outcomes

- To Know the Nature & Theories of Health Psychology
- To understand the Health Improving Behaviors
- To know the Nature of Sexuality and Intimate Relationships
- To learn the Stress and Theories of Stress & Management
- To know the Application of Health Psychology to Human Behavior

| Semester - II | | | |
|---|---|------------------|-----------------|
| Course code: 744203 | RESEARCH METHODS AND STATISTICS | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • The meaning and approaches to Scientific Research • The nature and Research Design and Sampling Techniques • The Measurements and Scaling Techniques in Research • The methods of data collection and projective techniques • The various methods of Data Analyses and Report Writing | | |
| Unit -I | Science & Scientific Approach Definition & Meaning – Scientific Approach – Four methods of knowing - Meaning of Hypothesis – Basic concepts in Testing of Hypotheses – Procedure for Hypothesis testing – Flow Diagram for Hypothesis testing. Meaning of Research Objectives of Research - Types of Research – Approaches and Significance of Research, Research Methods Versus Methodology - Research and Scientific Method, Research Process - Criteria of Good Research - Research problem: Defining and Selecting the problem - Technique involved in defining a problem | | |
| Unit-II | Research Design Meaning and Purpose of Research Design -Need and Features of a Good Design - Important concepts on Research Design – Different Research Designs – Ex Post Facto Research –Randomized Group Design - Laboratory Experiment – Survey Research - Basic Principles of Experimental Designs. Sampling Techniques Meaning and Type of Sampling – Simple & Stratified Random Sample – Cluster & Quota Sampling – Purposive or Judgmental Sampling – Accidental & Systematic sampling – Snow ball Sampling – Saturation & Dense Sampling – Double Sampling – Advantages of Sampling Methods and Sampling Errors | | |
| Unit III | Measurement in Research Measurement in Research - Measurement Scales: Nominal Scale – Ordinal Scale – Interval Scale & Ratio Scale - Sources of error in measurement - Tests of sound measurement: Test of Validity – Test of Reliability and Test Practicality. Scaling Techniques Meaning of Scaling – Bases of Scale Classification – Distinction between Psychophysical scaling methods and Psychological scaling method - Important Scaling techniques: Rating Scales – Ranking Scales – Scale Construction techniques – Arbitrary Scales – Differential Scales – Summated Scales – Cumulative Scales – Factors Scales – Multidimensional Scales | | |
| Unit IV | Methods of Data Collection: Collection of primary data - Observation method, interview method - Collection of data through questionnaires - Collection of data through schedules – Difference between questionnaires and schedules - Other methods of data collection: Warranty Cards – Distributor or Store Audits – Pantry Audits – Consumers Panels. Projective Techniques: Word Association test – Sentence completion test – Story completion test – Verbal projection test – Pictorial techniques – Play techniques – Quizzes & Examinations – Sociometry – Depth interviews – Content analysis - Collection of secondary data - Selection of appropriate method for Data collection - Case study method | | |
| Unit V | Statistics for Data Analysis One and two tail tests – Student ‘t’ test – Large sample ‘t’ test - Application, purpose, assumptions and calculation of Analysis of Variance (ANOVA) and Two-way ANOVA - Application, purpose, assumptions and calculation of Chi-square Test – Application, purpose, assumptions and calculation of Regression Analysis - Comparison of Parametric and Nonparametric Tests. Interpretation and Report Writing: Meaning of Interpretation - Techniques of Interpretation - Precaution in Interpretation - Significance of Report Writing - Different Steps in Writing Report - Layout of the Research Report - Types of Reports - Mechanics of Writing a Research Report - Precautions for Writing Research Reports | | |
| Reference and Textbooks:- | | | |
| Anil Kumar Dhiman (2017) <i>Basics of Research Methodology</i> S.K. Book Agency Anil Kumar Dhiman (2017) <i>Research Methodology Basics of Research Methods, Tools and</i> | | | |

Techniques Avon Publications.

Andy Field(2011) *Discovering Statistics using SPSS* Sage Publications.

Dubey. K.C (2018) *Research Methods in Psychology*, Omega Publications.

Kothari C.R (2019). *Research Methodology: Methods and Techniques*. (2nd Ed.): New Age International Publishers. New Delhi.

Lokesh Koul(2009) *Methodology of Educational Research*, Vikas Publishers and Distributors.

Ranjit Kaur Bhalla, Mohit Puri (2013) *Advanced Research Methodology Part1 & Part2*, Kanishka Publishers and Distributors.

Satendra Kumar (2018) *Research Methodology A Step by Step Guide for Beginners*, Yking Books Publications.

Outcomes

- The meaning and approaches to Scientific Research.
- The nature and Research Design and Sampling Techniques
- The Measurements and Scaling Techniques in Research
- The methods of data collection and projective techniques
- The various methods of Data Analyses and Report Writing

| Semester - II | | | |
|----------------------------|--|------------------|-----------------|
| Course code: 744204 | POSITIVE PSYCHOLOGY | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • The meaning and approaches Positive Psychology and the classifications • The nature of Positive Emotional States and its Experiences • The Positive cognitive states and Universal Virtues • The nature of Optimal Experiences and Pro-social behaviour • The meaning of Attachments and Changing Human behaviour | | |
| Unit -I | <p>Positive Psychology Meaning Assumption and Goals – Life Above Zero - Culture and the Meaning of a Good Life - Eastern and Western Perspectives: Athenian Views- Judeo Christianity – Confucianism – Taoism – Buddhism – Hinduism – Eastern and Western Ideologies: Value Systems – Orientation to Time – Thought Processors – Different Ways to Positive Outcomes: Hope – Compassion – Harmony. Classifications & Measures of Strengths and Positive Outcomes – Gallup’s Clifton – Strengths Finder – The Via Classifications of Strengths – The Search Institute’s 40 Developmental Asserts – Distinguishing among the Measures of Psychological Strength – Identifying Your Personal Strengths – Positive Outcomes for All – Dimensions of Well being – Toward a Better Understanding of Positive Outcomes – Identifying Strengths and Moving Toward a Vital Balance.</p> | | |
| Unit-II | <p>Positive Emotional States Meaning of Affect - Emotion – Happiness – Subjective Well being – Distinguishing the Positive and the Negative – Expanding the Repertoire of Pleasure - Happiness and Subjective Well being: Age old definition of Happiness – Subjective Well being as a Synonym for Happiness – Determinants of Subjective Well being – 21st Century Definition of Happiness – Complete Mental Health: Emotional – Social and Psychological Well being – Increasing Happiness in Life. Making the Most of Emotional Experience Emotion Focused Coping – Emotional Intelligence – Socio emotional Selectivity – Emotional Story Telling – Working with Emotions to Bring about Positive Change – An Emotional Balancing Act.</p> | | |
| Unit III | <p>Positive Cognitive State and Processors Seeing Futures through Self-Efficacy – Definition the Emergence of Self-Efficacy – The Neuro Biology of Self-Efficacy – Scales for Measuring Self-Efficacy – Influencing Self-Efficacy in Life Arenas and Collective Self-Efficacy – Learned Optimism: History – Definition – Childhood antecedent of Learned Optimism – The Neuro Biology of Optimism & Pessimism – Measuring Learned Optimism – The Prediction Optimism – Hope – Definition – Childhood – Neuro Biology of Hope - Measuring Hope – Collective Hope. Wisdom and Courage of the Universal Virtues Meaning – Theories of Wisdom: Implicit Theory – Explicit Theory – Becoming and Being Wise: Developing Wisdom – Vice People and their Characteristics – Measuring of Wisdom and Relationship between Wisdom & Intelligence – Theories Of Courage: Implicit Theories of Courage – Becoming and Being Courageous – Measurement of Courage – Relationships between Fear and Courage – Finding Wisdom & Courage in Daily Life – The Value of Wisdom and Courage.</p> | | |
| Unit IV | <p>Optimal Experiences Moment to Moment Searches – Mindfulness: Meaning – Mindfulness as a State of Mind – The Benefits of Mindfulness – Flow in Search of Absorption – Meaning – The Flow State – The Auto Delic Personality Longitudinal Flow Research – Cultural Comparisons and Consideration in the Flow Experience – Fostering Flow & its Benefits – Spirituality in Search of The Sacred – Meaning – The Search Continues. Pro-social Behavior Empathy and Egotism – Definition of Altruism – The Egotism Motive – Forms of Egotism Motivated Altruism – The Empathy Motive & the Empathy Altruism Hypothesis – The Genetic & Neural Foundations of Empathy – Cultivating Altruism: Egotism, Empathy and Values based approaches to Enhancing Altruistic Actions – Measuring Altruism – Gratitude – Definition – Cultivating and Measuring Gratitude – The Psycho Physiological under Pinnings of Gratitude. Forgiveness – Definition – Individual & Group Conceptualizations of Forgiveness – Cultivating and Measuring Forgiveness – The</p> | | |

| | |
|--|--|
| | Evolutionary and Neuro Biological bases of Forgiveness – The Social Implications of Altruism, Gratitude and Forgiveness – Empathy/Egotism & Altruism - Empathy/Egotism & Gratitude - Empathy/Egotism & Forgiveness – Moral Imperatives of Altruism, Gratitude & Forgiveness. |
| Unit V | Attachment, Love and Flourishing Relationships Infant Attachment – Adult Attachment Security – Love – Passionate & Companionate Aspects of Romantic Love – The Triangular Theory of Love – The Self Expansion theory of Romantic Love – Commands on Love Research – Flourishing Relationships – Building a Mindful Relationships Connection – Creating a Culture of Appreciation – Capitalizing on Positive Events – The Neuro Biology of Inter personal Connection – More on Flourishing Relationships – Building a Positive Psychology of Close Relationships. Understanding a Changing Human Behavior Primary Prevention – Components of Effective Primary Prevention – Head Start – Primary Preventions for Racial & Ethnic Minorities – Primary Preventions for Children and Elders – Secondary Preventions – Common Components of Secondary Preventions – Secondary Preventions for Racial & Ethnic Minorities – For Children and Elders – Primary Enhancement – Psychological Health – Physical Health – Secondary Enhancement – Psychological and Physiological Health – Balancing the Preventions and Enhancement systems. |
| Reference and Textbooks:- Lancy D Souza (2016) <i>Social Psychology</i> , Discovery Publishing House Pvt Ltd. Martin E.P. Seligman (2011). <i>Flourish: A Visionary New Understanding of Happiness and Well-Being</i> . Sarala Ranganathan (2016) <i>Mental Disorders and Mental Health Education</i> , Kanishka Publishers and Distributors. Shashi Prabha Sharma (2005) <i>Fundamentals of Mental Health Education</i> , Kanishka Publishers and Distributors. Snyder. C.R (2015). <i>Positive Psychology</i> , (3rd Ed).New Delhi: Sage Publications. | |
| Outcomes | <ul style="list-style-type: none"> ➤ The meaning and approaches Positive Psychology and the classifications ➤ The nature of Positive Emotional States and its Experiences ➤ The Positive cognitive states and Universal Virtues ➤ The nature of Optimal Experiences and Pro-social behaviour ➤ The meaning of Attachments and Changing Human behaviour |

| Semester - II | | | |
|--|---|------------------|-----------------|
| Course code: 744206 | EDUCATIONAL PSYCHOLOGY | Credits:2 | Hours: 2 |
| Objectives | <ul style="list-style-type: none"> • Analyze the different principles and theories explaining student learning • Evaluate the effectiveness of the theories in explaining individual differences in learning • Apply the different principles and theories of learning in the classroom • Analyze the impact of educational psychology on the processes of teaching and learning | | |
| Unit -I | Psychology: An Overview. Introduction - Psychology Meaning - History of Psychology -Branches of Psychology - Research Methods in Psychology- Psychology of Learning and Education -Learning – Summary | | |
| Unit-II | Behavioural Learning theories. Introduction - classical conditioning by Ivan Pavlov - Classical Conditioning in Daily Life - Behaviourism - Watsan’s Experiments with Little albert - Classical Conditioning in the Classroom - connectionism - Edward L.Thorndike - Implications of Thorndike’s Thories - Operant Conditioning by B.F.Skinner - Schedules of Reinforcement - shaping Behaviour - Applying Operant Conditioning in the Classroom - Summary. | | |
| Unit III | Cognitive Learning Theories. Introduction: Cognitive - Gestalt Theories of Learning -Problem Solving by Insight - Piaget’s Theory of Learning - Piaget’s Theory: Application in the Classroom - Social Learning Theory: Albert Bandura - Modeling, Imitation and Reinforcement - Application of Social Learning Theory- Theory of Meaningful Learning: David Ausubel-Application of Ausubel’s Learning Theory-Summary. | | |
| Unit IV | Critical and creative Thinking. Introduction -Some Perspectives about Teaching Thinking-Definitions of Thinking-Attributes of Good Thinkers- A programme for Teaching Thinking- Critical Thinking-Components of Critical Thinking-Socratic Questioning to Enhance Critical Thinking-Creative Thinking-Definition of Creative Thinking-The Creative Process-The Creative Person-Helping Children to be More Creative-Summary. | | |
| Unit V | Motivation and Learning. Introduction-Some Thought on Emotion and Learning-Motivation-Expectancy-Value Theory-Valuing Task-Expecting Success-Motivating Students to Learn-Summary. | | |
| Reference and Textbooks:- | | | |
| <p>Anita Woolfolk, (2012) <i>Fundamentals of Educational Psychology</i> Pearson.</p> <p>B.N.Panda , (1999) <i>Advanced Educational Psychology</i>, Discovery Publishing House Pvt Ltd.</p> <p>Chauhan S.S, (2007) <i>Advanced Educational Psychology</i>, Vikas Publishing House Pvt Ltd.</p> <p>JC Aggarwal, (1994) <i>Essentials of Educational Psychology</i> , Vikas Publishing House Pvt Ltd.</p> <p>Kranti Biswas Roy, (2017) <i>Educational Psychology and Pedagogy</i>, Global Publications.</p> <p>R.K.Pruthi R.K. ,(2004) <i>Educational Psychology</i>, Discovery Publishing House.</p> | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ Analyze the different principles and theories explaining student learning ➤ Evaluate the effectiveness of the theories in explaining individual differences in learning ➤ Apply the different principles and theories of learning in the classroom ➤ Analyze the impact of educational psychology on the processes of teaching and learning | | |

| Semester - II | | | |
|--|---|------------------|-----------------|
| Course code: 744207 | SPORTS PSYCHOLOGY | Credits:2 | Hours: 2 |
| Objectives | <ul style="list-style-type: none"> • The nature of sports psychology and athletic behaviour • The link between cognitive psychology and sports | | |
| Unit -I | The Mental Side of Sport: Introduction to Sports Psychology- Factors influencing the mental demands of a given sport- sports and exercise psychology as an academic discipline- history of sport and exercise psychology- Research methods in sports and exercise psychology- what do sport Psychologist do | | |
| Unit-II | Exploring Athletic Behaviour: Key Concepts Exploring Athletic behavior- Key concepts: Motivation and Goal setting- anxiety in Sport Performance- Concentration in Sports Performance- Self- Confidence- Peak Performance and Expertise. | | |
| Unit III | Cognitive Psychology and Sport- Attention Style and performance- Imagery and Sport Performance- Attribution of self and others, Arousal, Stress and Anxiety. Theories Implicit Theories- Self- Determination Theory- Expectancy Value Motivational Theory- Goal Theory- Attributions Theory. | | |
| Unit IV | Sport in Context: The Social Psychology of Sport: Social Facilitation- Social Loafing Team Dynamics- Group Process- Casual Attribution in Sport- Violence and Aggression in Sports. | | |
| Unit V | Applying Sport Psychological Phenomena: Mental Skill Training- Self Talk- Mental Imagery-Relaxation Training- Calming the Physiology- Performance- inhibition due to personality- factors- Burn out and injuries – Substance Abuse- Aggression Character Development- Youth Sport. | | |
| Reference and Textbooks:- | | | |
| <p>Aidan P. Moran (2004). <i>Sport and Exercise Psychology</i>, A Critical Introduction, Rout ledge.</p> <p>Gopal Joshi(2016) <i>Perspectives in Sports Psychology</i>, Cyber Tech Publications.</p> <p>J.S.Pattankar (2018)<i>Fundamentals of Sports Psychology</i>, Published by Book Enclave.</p> <p>John Kremer and Deirdre Scully (2017) <i>Psychology in Sport</i>. Taylor and Francis Publishers</p> <p>Robert Weinberg and Daniel Gould (2006). <i>Foundations of Sport and Exercise Psychology</i> (4th Eds) Human Kinetics Publishers.</p> | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ The nature of sports psychology and athletic behaviour ➤ The link between cognitive psychology and sports | | |

| Semester - II | | | |
|---|---|------------------|-----------------|
| Course code: 744208 | REHABILITATION PSYCHOLOGY | Credits:2 | Hours: 2 |
| Objectives | <ul style="list-style-type: none"> • To understand the historical perspectives, methods and functions of rehabilitation psychologist in the field of rehabilitation services. • To become aware of psychological approach to rehabilitation in rehabilitation psychology. • To understand the personality development among children with disabilities and their coping styles and rehabilitation process • To be aware on the rehabilitation process in various areas. | | |
| Unit -I | Rehabilitation Psychology: Definition, scope, methods and Functions of Rehabilitation Psychology, historical perspectives in Rehabilitation Psychology | | |
| Unit-II | Competencies of Rehabilitation Psychologists - Professional Competencies of rehabilitation psychologists, nature of work settings of rehabilitation psychologists, Designing training programmes for rehabilitation psychologists, Training need analysis and implementation of training programmes. | | |
| Unit III | Psychological Rehabilitation and Intervention: Definition and basic principles of Psychological Rehabilitation, Assessment, diagnosis, and Intervention – Psychoanalytic therapy, Client Centred Therapy, Cognitive Behaviour therapy, Rational Emotive therapy, supportive therapy, Augmentative therapy and Behaviour therapy. | | |
| Unit IV | Rehabilitation of Persons with Disabilities: Lifespan development of persons with disabilities, Personality traits – Psychological problems and coping styles – Role of psychologist in disability rehabilitation. | | |
| Unit V | Rehabilitation Process in various areas: Family and Marital Rehabilitation, Socio Economic Rehabilitation for Persons with disabilities, Addiction Rehabilitation, Vocational Rehabilitation, Community based rehabilitation, Disaster Rehabilitation/Reconstruction. | | |
| Reference and Textbooks:- | | | |
| DSE (ASD) (2013) <i>Manual Therapeutics Rehabilitation Council of India</i> in Association with Kanishka Publishers and Distributors. | | | |
| Golden C.J., (1984). <i>Current Topics in Rehabilitation Psychology</i> : Grune & Straton, London. | | | |
| Jotsma J.Parvadia,(2018). <i>Psycho Diagnostics</i> , Cyber Tech Publications | | | |
| Maitreya Balsara (2014) <i>Tools and Techniques of Clinical Psychology</i> , Kanishka Publishers and Distributors. | | | |
| Ravi Aggarwal (2011) <i>Personality Development Essential of Life Skills</i> , Sublime Publications | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ To understand the historical perspectives, methods and functions of rehabilitation psychologist in the field of rehabilitation services. ➤ To become aware of psychological approach to rehabilitation in rehabilitation psychology. ➤ To understand the personality development among children with disabilities and their coping styles and rehabilitation process ➤ To be aware on the rehabilitation process in various areas. | | |

| Semester - II | | | |
|---|--|------------------|-----------------|
| Course code: 744209 | SPIRITUAL PSYCHOLOGY | Credits:2 | Hours: 2 |
| Objectives | <ul style="list-style-type: none"> • To understand the basic and applied perspectives on spirituality. • To demonstrate the relevance of appropriate research methods in spiritual psychology. • To introduce briefly about spiritual healing and journey. | | |
| Unit -I | Basic and applied perspectives on spirituality - Spirituality: Origin and definitions Eastern traditions and spirituality: Buddhism and Hinduism- Spirituality and science Applications of spiritual psychology. | | |
| Unit-II | Spirituality: Health, well-being, case study, and measurement - Spiritual health: Definitions and maintenance - Spiritual well-being: Existential and religious- Case study involving inclusion of spirituality in the therapeutic process - Spiritual measures: Spiritual beliefs and motivations, spiritual behaviour and spiritual experiences. | | |
| Unit III | Research methods -Experimental and quasi-experimental design: Religious and spiritual experiences, intercessory prayer, parapsychological studies- Field research and natural manipulations- Correlational and survey studies- Narrative analysis. | | |
| Unit IV | Research methods -Experimental and quasi-experimental design: Religious and spiritual experiences, intercessory prayer, parapsychological studies- Field research and natural manipulations- Correlational and survey studies- Narrative analysis. | | |
| Unit V | Spiritual practices, relationships, and coping methods: Resources to facilitate spiritual experience in psychotherapy: Prayer, meditation - Spiritual relationships: Religious congregations, religious leaders, spouses and family, therapeutic relationship- Spiritual coping methods: Spiritual support, spiritual meaning making. | | |
| Reference and Textbooks:- | | | |
| Dinesh Rawat,(2005). <i>Health Psychology</i> , Sublime Publications. | | | |
| Dinesh Rawat,(2014). <i>Theories of Counselling and Psychotherapy systems, Strategies and Skills</i> , Sublime Publications. | | | |
| Prasad Babu, K.Madhu Digumart, Bhaskara Rao,(2007) <i>Psychological Adjustment and Well Being</i> , Discovery Publishing House. | | | |
| Satendra Kumar (2018) <i>Research Methodology A Step by Step Guide for Beginners</i> , Yking Books Publications. | | | |
| Singh N.K. (2005) <i>Science and Spirituality</i> , Global Vision Publishing House. | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ The basic and applied perspectives on spirituality. ➤ The relevance of appropriate research methods in spiritual psychology. ➤ The briefly about spiritual healing and journey. | | |

| Semester - III | | | |
|---|---|------------------|-----------------|
| Course code: 744301 | PSYCHOPATHOLOGY | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • To familiarizes with a Concepts and Historical Views on Psychopathology • To know the Standardized Classification of Mental Disorders • To understand the Mood and Schizophrenic Disorders • To learn the Sexual and Personality Disorders • To learn the Developmental Disorders | | |
| Unit -I | Nature of Psychopathology Definition and Meaning of Psychopathology and Abnormal Behavior – Historical Views: The Ancient Western World – Middle Ages – Renaissance – Age of Reason & Enlightenment – Reform Movement. Perspectives on Psychopathology: Biological - Psychodynamic – Behavioral - Cognitive - Humanistic & Existential – Community & Cultural – Neuroscience - An Integrative Perspective. | | |
| Unit-II | Classifications, Anxiety & Somatoform Disorders Meaning – Advantages & Disadvantages of Classifications – DSM-V: Diagnostic and Statistical Manual for Mental Disorders – The Multiaxial approach – ICD-10: International Classification of Mental and Behavioral Disorders. Anxiety Disorders Generalized Anxiety Disorder - Panic Disorder – Phobias: Specific – Social – Agora - Types of Phobias – Post Traumatic Disorders (PTD) – Obsessive Compulsive Disorders (OCD). Somatoform Disorders Somatoform disorders – Hypochondriasis - Somatization Disorder - Pain Disorder - Conversion Disorder - Body Dimorphic Disorder. | | |
| Unit III | Mood disorders Definition & Meaning – Depressive Disorder – Theoretical Perspectives on Depressive Disorder – Major Depressive Disorders – Unipolar and Bipolar disorders – Substance Induced Mood Disorders - Suicide – Classification – Causes - Treatment and Prevention. Schizophrenic Disorders Meaning – Characteristics – Symptoms - Major Sub types of Schizophrenic Disorder – Causes – Diagnosis – Mechanisms and Treatment of Schizophrenic disorder. | | |
| Unit IV | Sexual Disorder Meaning - Normal Sexuality – Gender Identity Disorders – Homosexuality - Sexual Dysfunction – Types of Sexual Disorder: Parathilias – Fetishism – Tralsvestic Fetishism – Sexual Sadism and Masochism – Boyeurism – Exhibitionism – Pedophilia – Sexual Victimization. Personality Disorders Cluster A Personality Disorders – Cluster B Personality Disorders – Personality Disorders – Paranoid – Schizoid – Schizotypal – Histrionic – Narcisstic – Anti-Social Personality Disorders- Addiction. | | |
| Unit V | Developmental and Behavioral Disorders: Meaning – Autistic Disorder – Mental Retardation – Treatment. Childhood and Adolescence Disorders: Attention-Deficit Disorder (ADD) – Attention-Deficit Hyperactivity Disorder (ADHD) – Angelman Syndrome – Central Auditory Processing Disorder (CAPD) – Cerebral Palsy – Down Syndrome – Expressive Language Disorder – Fragile X Syndrome – IsoDicentric15 – Landau – Kleffner Syndrome – Learning Disabilities (LD) – Treatment. | | |
| Reference and Textbooks:- | | | |
| Dass S.N.(2015) <i>Abnormal Psychology</i> , Sublime Publications. Dinesh Rawat (2005) <i>Health Psychology</i> , Sublime Publications. Khanam Mahjabeen (2012) <i>Abnormal Psychology</i> , Globus Press. Maitreya Balsara (2014) <i>Tools and Techniques of Clinical Psychology</i> , Kanishka Publishers and Distributors. Prem Sundar (2010) <i>Abnormal Psychology Models of Abnormal behavior and Treatment. The Fact behind "Anxiety Disorders"</i> , KSK Publishers and Distributors. Sarala Ranganathan(2016) <i>Mental Disorders and Mental Health Education</i> , Kanishka Publishers and Distributors. Virendra Kumar (2016) <i>Abnormal Psychology</i> Adai Publication. | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ To familiarize with a Concepts and Historical Views on Psychopathology ➤ To know the Standardized Classification of Mental Disorders ➤ To understand the Mood and Schizophrenic Disorders ➤ To learn the Sexual and Personality Disorders ➤ To learn the Developmental Disorders | | |

| Semester - III | | | |
|----------------------------|---|------------------|-----------------|
| Course code: 744302 | Introduction to Psychotherapy | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • To familiarizes with the Nature of Psychotherapy and Psychoanalytic therapy • To know the Adlerian and Existential Therapy • To understand the Person-Centered and Gestalt Therapies • To learn the Reality and Behavioral Therapies • To learn the Cognitive therapy and its Applications | | |
| Unit -I | <p>Nature of Psychotherapy Meaning - Types of Psychotherapy – The Counselor as a therapeutic person – Personal counseling for the Therapist. The Therapist’s values and the Therapeutic process: The role of Values in Therapy – Dealing with Value Conflicts – The Role of Values in Developing Therapeutic Goals – Issues faced by Beginning Therapists – Confidentiality</p> <p>Psychoanalytic Therapy Meaning – Definition - Nature - Structure of Personality – Consciousness and Unconsciousness – Ego-defense Mechanisms – Development of Personality. The Therapeutic Process: Goals – Therapist’s Function and Role – Client’s experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures – Free Association – Interpretation – Dream Analysis - Analysis and interpretation of Resistance - Analysis and interpretation of Transference</p> | | |
| Unit-II | <p>Adlerian Therapy Meaning – Definition - Nature - Subjective perception of Reality – Unity and Patterns of Human Personality – Social Interest and Community Feeling – Birth Order and Sibling Relationships. The Therapeutic Process: Goals – Therapist’s Function and Role – Client’s experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures – Establishing the Relationship – Exploring the Individual’s Dynamics – Encouraging Self-Understanding and insight – Helping with Reorientation – Areas of Application</p> <p>Existential Therapy Meaning – Definition - Nature - The Capacity for Self-Awareness – Striving for Identity and Relationship to Others – The Search for Meaning – Anxiety as a condition of living – Awareness of Death and Nonbeing. The Therapeutic Process: Goals – Therapist’s Function and Role – Client’s experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures</p> | | |
| Unit III | <p>Person – Centered Therapy Meaning – Definition - Nature - Basic Characteristics - The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – Evolution of Person –Centered Methods – The Role of Assessment – Areas of Application</p> <p>Gestalt Therapy Meaning – Definition - Nature - Principles of Gestalt Therapy Theory – The Now – Unfinished Business – Personality as Peeling an Onion – Contact and Resistance to Contact – Energy and Blocks to Energy. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – The Experiment in Gestalt Therapy – Preparing Clients for Gestalt Experiments – The role of Confrontation – Techniques of Gestalt Therapy</p> | | |
| Unit IV | <p>Reality Therapy Meaning – Definition - Nature - Choice Theory Explanation of Behaviour – Characteristics of Reality Therapy. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy – Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – The Practice of Reality Therapy – The Counseling Environment _ Procedures That Lad to Change – The WDEP system</p> <p>Behaviour Therapy Meaning - Definition – Nature - Basic Characteristics and assumptions. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – Relaxation Training and Related Methods – Systematic Desensitization Exposure Therapies – Assertion Training – Self – Management</p> | | |

| | |
|--|---|
| | Programs and Self-Directed Behaviour – Multimodal Therapy |
| Unit V | <p>Cognitive Therapy Meaning - Definition – Nature - View of Emotional Disturbance – A-B-C Theory of Personality. The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client</p> <p>Application of Cognitive Therapy Meaning - Definition – Nature – Therapeutic Techniques and Procedures – The Practice of Rational Emotive Behaviour Therapy - Aaron Beck’s Cognitive Therapy – Basic Principles – The Client/Therapist Relationship</p> |
| <p>Reference and Textbooks:-</p> <p>Dinesh Rawat (2014) <i>Theories of Counselling and Psychotherapy systems, Strategies and Skills</i>, Sublime Publications.</p> <p>Dena M.(1985) Gardiner <i>The Principles of Exercise Therapy</i>, CBS Publishers and Distributors.</p> <p>Jotsma J.Parvadia (2018) <i>Psycho Diagnostics</i>, Cyber Tech Publications.</p> <p>Devaraj Wodeyar Hosahally(2017) <i>Psychology Counselling An 1 Interdisciplinary Approach</i>, Book Enclave Publications</p> <p>Lewis R. Wolberg, (1977). <i>The Technique of Psychotherapy</i>, (3rd Ed.). New York, Grune & Stratton.</p> | |
| Outcomes | <p>To familiarizes with the Nature of Psychotherapy and Psychoanalytic therapy</p> <ul style="list-style-type: none"> • To know the Adlerian and Existential Therapy • To understand the Person-Centered and Gestalt Therapies • To learn the Reality and Behavioral Therapies • To learn the Cognitive therapy and its Applications |

| Semester - III | | | |
|--|--|------------------|-----------------|
| Course code: 744303 | ORGANIZATIONAL BEHAVIOUR | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • The organizational behaviour and its need • Theories of group formation and essentials of Team work • The Organizational power and politics • The organizational Stress and Conflict and its consequences • The nature of organizational Dynamics | | |
| Unit -I | Organizational Behaviour: Meaning – Elements – Need – Approaches – Models – Global scenario; Individual Behaviour: Personality & Attitudes- Development of personality - Nature and dimensions of attitude - Organizational Commitment – Learning – Attitudes – Perception – Motivation – Ability – Their relevance to organizational behavior. | | |
| Unit-II | Group Behaviour: Theories of Group Formation - Formal Organization and Informal Groups and their interaction- Importance of teams - Formation of teams - Team Work- Group dynamics – Group norms – Group cohesiveness – Their relevance to organizational behavior. | | |
| Unit III | Organizational Power and Politics: Organizational Power: Definition, Types of powers, Sources and Characteristics – Effective use of power- Organizational Politics: Factors and Impact. | | |
| Unit IV | Organizational Stress and Conflict Management: Stress Management: Meaning – Types – Sources – Consequences – Management of stress- Organizational conflict: Constructive and Destructive conflicts - Conflict Process - Strategies for encouraging constructive conflict - Strategies for resolving destructive conflict. | | |
| Unit V | Organizational Dynamics: Organizational Dynamics – Organizational Efficiency, Effectiveness and Excellence: Meaning and Approaches – Organizational Culture – Meaning, significance – Organizational Climate – Implications on organizational behavior. | | |
| Reference and Textbooks:- | | | |
| <p>Abdel Baset I.M.Hasouneh(2003) <i>Organisational Behaviour Concepts, Theory and Practices</i>. Sublime Publications.</p> <p>Baruah. D.K(2006) <i>Elements in Behavioral Psychology</i>, Published by Book Enclave.</p> <p>BhaskarV.K.(2018) <i>Behavioral Aspects of General Psychology</i>, Omega Publications.</p> <p>Jigna A Barad, Dr.R.G.Parmar(2017) <i>Industrial Psychology Cyber Tech</i>.</p> <p>Sam Vaknin(2011) <i>A Textbook of Organisational Psychology</i>, Dominant Publishers and Distributors.</p> | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ The organizational behaviour and its need ➤ Theories of group formation and essentials of Team work ➤ The Organizational power and politics ➤ The organizational Stress and Conflict and its consequences ➤ The nature of organizational Dynamics | | |

| Semester - III | | | |
|---|---|------------------|-----------------|
| Course code: 744305 | BEHAVIOUR MANAGEMENT | Credits:2 | Hours: 2 |
| Objectives | <ul style="list-style-type: none"> • Analyze the different principles and uses of Behaviour Management • Evaluate the Behavioural Assessment techniques in special education. • Apply the Behaviour therapy and ABA Research. | | |
| Unit -I | Definition of behaviour management- Principles of behaviour management- Classroom behaviour management- organization behaviour management- behaviour management skills- uses of behaviour management- building prosocial behaviour | | |
| Unit-II | Behaviour Assessment: Functional behavior assessment (FBA) - FBA methods- functional behavior assessment and Interventions based on an FBA – Behavioural Assessment techniques in special education | | |
| Unit III | Behaviour management Policy: developing behaviour management policy- Aims, values, practices, plan- Implementing behaviour management in schools- integrating behaviour management into SLIP- preferred practices of behaviour management. | | |
| Unit IV | Strategies to Promote Positive Behaviour and Respond to Poor Behaviour -Proactive behaviour management Strategies and Interventions: Peer Education, Conflict Resolution, Teaching Life Skills- Reactive behaviour management Strategies and Interventions - Positive Behavior Interventions and Supports | | |
| Unit V | Behaviour therapy: Applied behavior analysis (ABA)- Technologies developed through ABA research- Task analysis- Chaining- Prompting- Fading - Thinning a reinforcement schedule- Generalization- Shaping. | | |
| Reference and Textbooks:- | | | |
| Abdel Baset I.M.Hasouneh,(2003). <i>Organisational Behaviour Concepts, Theory and Practices</i> . Sublime Publications. | | | |
| Bhaskar V.K.,(2018). <i>Behavioral Aspects of General Psychology</i> , Omega Publications. | | | |
| Deepa Sharma,(2019). <i>Behavioral Psychology</i> , RBSA Publishers. | | | |
| Fred Luthans(2013) <i>Organizational Behaviour An Evidence-Based Approach</i> , Mcgraw Hill Education. | | | |
| Stephen P.Robbins, Timothy A.Judge, Neharika Vohra,(2014). <i>Organizational Behavior</i> , Pearson. | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ Analyze the different principles and uses of Behaviour Management ➤ Evaluate the Behavioural Assessment techniques in special education. ➤ Apply the Behaviour therapy and ABA Research. | | |

| Semester - III | | | |
|----------------------------|---|------------------|----------------|
| Course code: 744306 | PSYCHOLOGY OF ADVERTISING | Credits:2 | Hours:2 |
| Objectives | <ul style="list-style-type: none"> • To familiarizes with the Origin and Fundamentals of Modern Day Advertising • To know the Types of Advertising and Marketing Mix • To understand the Psychological process of Advertising • To learn the Consumer Attitudes and social Influence on Advertising • To learn the Social Media and External Influence on Consumer Designs | | |
| Unit –I | <p>The Origins of Modern Day Advertising – The Functions of Advertising – The Effect of Advertising: A Psychological Perspective – Integrated Advertising – Classic and Contemporary Approaches of Conceptualizing Advertising Effectiveness. Fundamentals of Advertising: Decision Process – Individual Determinants – Motivation and Involvement – Attitudes – Personality and Self-Concept – Learning and Memory – Information Processing – External Environment – Culture – Social Class – Social Groups – Family – Personal & Miscellaneous Influences – Types of Purchase Decision Behaviour – Model of Buyer. Behaviour – Howard-Sheth Model – Post-Purchase Behavior – Formation of Satisfaction/Dissatisfaction – Repertoire Buy.</p> | | |
| Unit-II | <p>Types of Advertising Geographical Spread – Target Group – Public Awareness Advertising – Product Advertising – Product Advertising: Three Types – Relation of Product Advertising to Product Life Cycle – Type of Products: Consumer – Industrial – Service – Institutional or Corporate – Public Relations & Service – Social – Sensational and Glamorous Financial Advertising. Global Advertising Objectives – Standardizations – Agencies: Global marketer/Advertiser – Celebrity Endorsements – Internationalizations: All Advertising is Local – Internationalization vs. Localization – International Advertising – Universal Ads – For & Against cases – on vergence Advertising – Election Advertising – Political Advertising. Advertising and Marketing Mix Advertising and the Product – Product Classification –Targeting and Theme Identification: Three Major Steps in Target Marketing – Market Segmentation: General Approach to Segmentation – Patterns – Techniques – Methods – Grid & Spectrum Analysis – Market on Different Bases – Psychographic & Life-Style Segmentation – Identifying the Target Audience or Groups – Advertising Theme – Product Positioning – The Nature of Brands in Advertising</p> | | |
| Unit III | <p>Psychological Process in Response to Advertisements The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications – Embodied Motivated Cognition: A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure. Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning - Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory</p> | | |
| Unit IV | <p>Consumers Attitudes What is an Attitude? A Matter of Contention – Are Attitude Stable or Context – Dependent? – How do we Form Attitudes? – How Attitudes are structured – Attitude Functions: Why people hold Attitudes – Attitude Strength - Persuasion and Attitude Change: The Yale Reinforcement Approach – The Information Processing Model of McGuire – The Cognitive Response Model – Dual Process Theories of Persuasion – Assessing the Intensity of Processing – Persuasion by a Single Route. - Beyond Persuasion: Social Influence and Compliance without Pressure – The Principal of Reciprocity – Commitment/Consistency – Social Validation – Liking – Authority – Scarcity – Confusion – Mindlessness Revisited: The Limited Resource Account - Summary and Conclusions. Social Influence on Buying behavior – The Attitude-Behavior Relationship: A Brief History – Predicting Specific Behavior: The Reasoned Action Approach – Narrowing the Intention- Behavior Gap: Forming - Implementation Intentions – Implications for Advertising – Beyond Reasons and Plans: The Automatic Instigation of Behavior – Implications for Advertising: The Return of the Hidden</p> | | |

| | |
|--|---|
| | Persuaders - Summary and Conclusions. |
| Unit V | Social Media on Advertisement Gain a Basic Understanding of Social Media as a Form of Social Influence on Consumer Behavior and Market Research. Mind of the Consumer, Psychology of Social Media Applications, Psychology of Market Diversity & Segmentation, Psychology Children's TV and Media Influence. External Influence on Consumer Decision-Making Sources of External Influence – Culture on Globalization/Localization of Purchase and Consumer Decision-Making – Corporate Communications - Focus Group Facilitation and Analysis - Group Dynamics – Individual/Group Thoughts – Emotions - Gender Roles - Self-Concept - Goal Motivations and Congruence with Brand Characteristics – Organizational Climate - Personality and Organizational Behavior - Advanced Advertising Theory - Psychological Aspects of Advertising. |
| Reference and Textbooks:- | |
| Dinesh Mohan,(2008). <i>Industrial Psychology</i> , Dominant Publishers and Distributors. | |
| Ravi Aggarwal,(2013). <i>Advertising Management Marketing and Brand Equality</i> , Sublime Publications. | |
| Sam Vaknin,(2011). <i>A Textbook of Organisational Psychology</i> Dominant Publishers and Distributors. | |
| Wells W.D, Moriarty S. & Burnett J. (2006). <i>Advertising Principles and Practice</i> (VII Ed.)Pearson Education. | |
| Outcomes | <ul style="list-style-type: none"> ➤ The Origin and Fundamentals of Modern Day Advertising ➤ The Types of Advertising and Marketing Mix ➤ The Psychological process of Advertising ➤ The Consumer Attitudes and social Influence on Advertising ➤ The Social Media and External Influence on Consumer Designs |

| Semester - III | | | |
|--|--|------------------|----------------|
| Course code: 744307 | COUNSELLING PSYCHOLOGY | Credits:2 | Hours:2 |
| Objectives | <ul style="list-style-type: none"> • To orient students about the importance of Guidance and Counseling • To understand the nature of counseling situation • To understand the various areas of Counselling • To become aware of Ethical and Legal issues in Counselling | | |
| Unit –I | GUIDANCE AND COUNSELLING AN INTRODUCTION. Meaning of Guidance – Basic principles and assumptions underlying guidance – Definitions of counseling – Characteristics of Counsellor – The identity of Counselling – History of Therapeutic Counselling: The ancient Philosopher – The first Psychiatrists – Influences from Psychology – The Guidance era. The counseling era – The era of the therapeutic counseling – Licensing and regulation in Counselling. | | |
| Unit-II | SETTINGS FOR COUNSELLING. Different roles of Counselors – A set of generic skills – A set of common goals – Developmental and remedial orientation – Team work –Qualities of Counselling relationships – Perspectives on helping relationships. Counselling process: Creating a relationship in the initial interview: Establishing rules – Planning hope – Assuring confidentiality- Assessing expectations – Collecting information – Identifying problems – Beginning intervention – First session agenda review – Reciprocal influence. | | |
| Unit III | COUNSELLING APPLICATIONS . Group Counselling: Survey of groups, Encounter groups – Guidance Groups – Counselling groups – Therapy groups – Self-help and support groups. Some considerations in the use of group modalities – Counteracting potential limitations – Advantages of group work. Career Counselling: Functions of work – Roles of Counselling- Holland’s Theory of career development. Career Education: Abilities – interests – values – Career Decision Making – Trends and Issues in Career Counselling: Changes in the work place – Work and Leisure – Use of Technology – Counselling in Industry. | | |
| Unit IV | MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING. Family Counselling: Theories of Family Counselling – Sex Counselling: Clinical assessment interview – Physical examination and medical history – Exploration of relationship – Sensate focus exercise – Specialized techniques – Evaluation. Addictions Counselling: Symptoms of addiction: Drug use and abuse – Drug culture – Types of drugs – Effects of drug abuse – Adolescent drug use – Prevention – Abuse in special populations – the Elderly – The disabled – Principles for counselling the Chemically dependent. | | |
| Unit V | MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING. Family Counselling: Theories of Family Counselling – Sex Counselling: Clinical assessment interview – Physical examination and medical history – Exploration of relationship – Sensate focus exercise – Specialized techniques – Evaluation. Addictions Counselling: Symptoms of addiction: Drug use and abuse – Drug culture – Types of drugs – Effects of drug abuse – Adolescent drug use – Prevention – Abuse in special populations – the Elderly – The disabled – Principles for counselling the Chemically dependent. | | |
| Reference and Textbooks:- Bharat, (2018) <i>Guidance and Counselling Research and Applications</i> , Pearl Books. Devaraj Wodeyar Hosahally (2017) <i>Psychological Counselling An Interdisciplinary Approach</i> , Book Enclave. Dinesh Rawat (2014) <i>Theories of Counselling and Psychotherapy systems, Strategies and Skills</i> , Sublime Publications. Govinda.V. Reddy (2017) <i>Guidance and Counselling in Education</i> , Manglam Publishers and Distributors. MoorthiK.S(2012) <i>Fundamentals of Counselling Psychology</i> , Cyber Tech Publications. Nayak A.K. (2018) <i>Guidance and Counselling</i> APH Publishing Corporation. | | | |

Raju M.V.R., (2009) *Health Psychology and Counselling*, Discovery Publishing House Pvt Ltd.

Outcomes

- The importance of Guidance and Counseling
- The nature of counseling situation
- The various areas of Counselling
- The aware of Ethical and Legal issues in Counselling

| Semester - III | | | |
|--|--|------------------|----------------|
| Course code: 744308 | MINDFULNESS | Credits:2 | Hours:2 |
| Objectives | <ul style="list-style-type: none"> • To understand the scope of mindfulness based interventions for promoting mental health. • To become familiar with Buddhist psychotherapy. • To learn about various possibilities of integrating Buddhist thought to western psychological perspectives and practices. | | |
| Unit –I | Mindfulness based interventions- Treating behavioural disorders: Classical buddhist approaches- Mindfulness based interventions in modern times; MBSR, MBCT, DBT, ACT etc. - Neuroscience of mindfulness. | | |
| Unit-II | Mindfulness and psychotherapy. Buddhist psychotherapy or Buddhism as psychotherapy- Mindfulness based and psychodynamic enquiries- Mindfulness as complement to psychotherapy- Buddhism and Freudian concepts of ‘_remembering‘, ‘_repeating‘ and ‘_working through‘- Complementary roles of self-development and self-transcendence. | | |
| Unit III | Conjunctive Psychology. Integration of Western and Buddhist perspectives- Three fundamental behaviours of the mind: Clinging, concentration, and mindfulness - Concentration practice in ADD, ADHD- Mindfulness practice and anxiety, eating disorders etc- Situation awareness- Transpersonal psychology- Readings: | | |
| Unit IV | Mindfulness of posture, breathing, bodily sensations, feelings at sense doors, mental factors and states of consciousness. | | |
| Unit V | Mindfulness in daily life – Mindful walking, eating, listening, seeing, teaching, aging, creativity etc. | | |
| Reference and Textbooks:- | | | |
| Boyce, B. (2011). <i>The mindfulness revolution</i> . Boston: Shambhala. | | | |
| Cayton, L. (2012). <i>The misleading mind</i> . California, USA: New World Library. | | | |
| Dena M.(1985) <i>Gardiner The Principles of Exercise Therapy</i> , CBS Publishers and Distributors. | | | |
| Devaraj Wodeyar Hosahally(2017) <i>Psychology Counselling An I Interdisciplinary Approach</i> , Book Enclave Publications. | | | |
| Jotsma J.Parvadia (2018) <i>Psycho Diagnostics</i> , Cyber Tech Publications. | | | |
| Olendzki, A. (2010). <i>Unlimiting mind – The radically experiential psychology of Buddhism</i> . Boston: Wisdom Publications. | | | |
| Segall, S. R. (Ed.) (2003). <i>Encountering Buddhism – Western psychology and Buddhist teachings</i> . New York: State University of New York Press. | | | |
| Wallace, B. A. (2004). <i>Buddhism and science</i> . Delhi, India: Motilal Banarsidass. | | | |
| Watson, G., Bachelor, S., & Claxton, G. (Eds.) (1999). <i>The psychology of awakening</i> . London: Rider | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ The scope of mindfulness based interventions for promoting mental health. ➤ The familiar with Buddhist psychotherapy. ➤ The various possibilities of integrating Buddhist thought to western psychological perspectives and practices. | | |

| Semester - IV | | | |
|--|---|------------------|-----------------|
| Course code: 744401 | PSYCHOLOGY AND DISABILITY STUDIES | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • To provide an overview on disability studies, Concept of Disability, Impairment and Handicap , Types and Characteristics of Different Disabilities • To provide psychological understanding of different disabilities • To develop knowledge on psychological testing and counseling in the field of disability studies. | | |
| Unit -I | Introduction to Disabilities. Understanding Disability as mention by RPWD Act 2016 – Physical Disabilities- Intellectual Disabilities ASD and LD- Mental Behaviour Disabilities due to Neurological Chronic Disorders Multiple Disabilities including Deaf Blindness- Definition, Nature and Characteristics – Prevalence – Etiological Factors – Biological Factors – Environmental Factors | | |
| Unit-II | National and International Policies and Legislations. International Declarations – Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990), International Conventions – Convention against Discrimination (1960), United Nations Convention on Rights of Child (1989), UNCRPD 2006, INCHEON Strategy 2012, National Acts – IEDC 1974, RCI Act 1992, PWD Act 1995, National Trust Act 1999, National Policies of Education 2017- RTE Act 2009 Amendment 2012- National and State Policies on Disabilities- Universal Design (Accessible India Campaign)- Overview of RPWD Act and harmonization with UNCRPD. | | |
| Unit III | Psychosocial Issues and Challenges. Psychosocial Issues: Behavioural, Social, Emotional Problems of Sensory Disabilities, Intellectual Disabilities, Neuro Developmental, Locomotor Disabilities, Learning Disabilities including ASD and ADD, ADHD - Attitude of family, Community, Peer Group, Teachers, Co-workers - Myths and Misconception and Social Practices- Psycho-Social Challenges – Exploitation, Delinquency, Child Labour and Child Abuse- Rights and Advocacy | | |
| Unit IV | Assessment. Domain Based Assessment- Clinical- Psychological – Behavioural and Functional Assessment Scales for Children with Disabilities - Intelligence test - Wechsler Intelligence scale for Children, Seguin Form Board Test, Bhatia Battery of Performance, Vineland Social Maturity Scale, Gesell's Developmental Schedule, ISHA, CARS, GLAD, BASIC – MR, BASAL - MR | | |
| Unit V | Guidance and Counselling . Guidance and Counselling - Definition - Areas of Guidance and Counselling- Role of psychologist in Disability Studies – Family Counselling – Gender Issues and Counseling - Marital Counselling - Trans disciplinary Approach in disability studies | | |
| Reference and Textbooks:- | | | |
| <p>Devaraj Wodeyar Hosahally,(2017). <i>Psychology Counseling An Interdisciplinary Approach</i>, Book Enclave Publications.</p> <p>Lokanadha Reddy (2005). <i>Behaviour disorder in children</i>. Discovery Publishing House.</p> <p>Roy Nishant (2014). <i>Identification & Assessment of Children with mental retardation</i>. Sonali Publication.</p> <p>Roy Nishant,(2016). <i>Educational Psychology & Person with disabilities</i>. Sonali Publication.</p> <p>Sujathamalini J and Ranganathan R (2018). <i>Training Children with Visual Impairment. Training Programme for Low Vision and Visual Impairment</i>. Amazon Publications. Printed in the USA.</p> <p>Sujathamalini J, (2004) <i>Mental Retardation: Education and rehabilitation services</i> '. Discovery Publishers, New Delhi, 232 pages.</p> | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ To gain knowledge on the concept of disability, impairment and handicap , Types and Characteristics of Different Disabilities ➤ To understanding psychosocial issues and challenges of different disabilities ➤ To develop knowledge on psychological testing and counseling in the field of disability studies | | |

| Semester - IV | | | |
|---|---|------------------|-----------------|
| Course code: 744402 | PSYCHOMETRICS | Credits:4 | Hours: 4 |
| Objectives | <ul style="list-style-type: none"> • To provide an overview of the many facts of psychological tests and measurement principles used in assessing human behaviour. • To provide familiarity with test construction, test development, standardization, validity, reliability, and evaluation of different psychological tests. | | |
| Unit -I | The Basics of Psychological Testing. Introduction – Psychological Assessment – History of Assessment – Theory and Assessment - Measurement and Evaluation – Theory of measurement – Functions of measurement – Measurement, Assessment and evaluation – The use of tests. Test Construction and Standardization: Rational test construction – Empirical test Construction –Factor Analytic test construction – Steps in test construction. Item analysis – Reliability and Validity: Different methods of establishing reliability and validity – Role of computers in testing. | | |
| Unit-II | Assessment Of Intelligence, Aptitudes And Achievement . Measuring Intelligence: Assessment of infant ability – Assessment of preschool intelligence – Individual tests of intelligence – Group tests of intelligence – Testing special population: An overview. Assessment of Aptitudes: Multiple aptitude test batteries – Predicting college performance – Post-graduate selection tests. Achievement Measurement: Essential concepts in achievement tests – Educational achievement tests - Special purpose achievement tests. | | |
| Unit III | Attitudes, Interests, Values And Personality Assessment . The assessment of life values – An overview of interest assessment – Inventories for interest assessment – Career and work values assessment – Attitudes and their assessment – The assessment of moral judgments – Assessment of spiritual and religious concepts. Personality Assessment: Projective techniques- Association, completion, construction and expression techniques – Self-report inventories – Behavioral assessment. | | |
| Unit IV | Neuropsychological And Geriatric Assessment. Anatomy of the brain – Functions of the cerebral lobes – Cerebral lateralization and specialized functions of the left and right hemisphere – Clinical tests and brain mapping techniques – Measures of attention and concentration – Tests of learning and memory – Assessment of language functions – Tests of spatial and manipulating ability – Assessment of executive functions – Assessment of motor output – Test batteries in neuropsychological assessment – Assessment of mental status in the elderly. | | |
| Unit V | Psychological Testing In Specialized Areas School-based assessment: Screening for school readiness – Intellectual evaluation of preschool children – Assessment of learning disabilities and related disorders – Assessment of ADHD – Assessment of emotional and behavioral disorders – Testing for giftedness. Forensic assessment: Standards for the expert witness –Evaluation of suspected malingering – Assessment of mental state for the insanity plea – Competency of standard trial – Prediction of violence and assessment of risk – Evaluation of child custody in divorce –Controversy over the psychologists as expert witness. | | |
| Reference and Textbooks:- Anastasi,A., & Urbina,S. (1997). <i>Psychological testing</i> . (7th Edn). New Delhi: Pearson Education Inc. Chadha, N.K. (2006). <i>Theory and Practice of Psychometry</i> . New Delhi: New Age International Ltd. Domino, G., & Domino, M.L. (2006). <i>Psychological testing</i> . (2th Edn). New York: Cambridge University Press. Gregory,R.J. (2008). <i>Psychological testing</i> . (4th Edn). New Delhi: Pearson Education Inc Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). <i>Fundamentals of Behavioural Statistics</i> . New York: Mc Graw Hill. Sam Vaknin(2010) <i>A Textbook of Applied Clinical Psychology</i> Dominant Publishers. Singh, A.K. (2006). <i>Tests, Measurements and Research Methods in Behavioural Sciences</i> . Patna: | | | |

Bharati Bhavan Publishers.

Outcomes

- Overview of the many facts of psychological tests and measurement principles used in assessing human behaviour.
- Test construction, test development, standardization, validity, reliability, and evaluation of different psychological tests.

PSYCHOLOGICAL TESTING

PRACTICAL - I

Course Code: 744106

Credits: 04

Contact Hours: 4 hours per week

Marks: 100

Ten tests from the following areas will be selected by the University and Conducted during the

1. Attention
2. Learning
3. Memory
4. Perception
5. Intelligence
6. Problem Solving
7. Creativity
8. Adjustment
9. Attitude
10. Prejudice

REFERENCES:

Cronbach, L.J. *Essentials of Psychological Testing*, 1972. New Delhi, Prentice Hall Inc.

Dass, S.N. (2015). *Textbook of Experimental Psychology*, Sublime Publications

Tata McGraw Hill Co. Ltd., Udaipeek, T. Venkateswara Rao. *Handbook of Psychological and Social Instruments*. Samashti, B-2, Chamelibagh, Baroda-2.

Woodworth R.S. and Scholsberg, (1981), *Experimental Psychology*, New Delhi,

PSYCHOLOGICAL TESTING

PRACTICAL - II

Course Code: 744205

Credits: 04

Contact Hours: 4 hours per week

Marks: 100

Ten tests from the following areas will be selected by the University and Conducted during the

1. Motivation
2. Achievement Motivation
3. Transfer of Training
4. Self esteem
5. Interpersonal Skills
6. Communication Skills
7. Leadership
8. Group Dynamics
9. Neuro Psychological Assessment
10. Decision Making

REFERENCES:

Cronbach, L.J.(1972) *Essentials of Psychological Testing*,. New Delhi, Prentice Hall Inc.

Woodworth R.S. and Scholsberg, (1981), *Experimental Psychology*, New Delhi, Taa McGraw Hill Co. Ltd.,

Udaipreek, T. Venkateswara Rao. *Handbook of Psychological and Social Instruments*. Samashti, B-2, Chamelibagh, Baroda-2.

PSYCHOLOGICAL TESTING

PRACTICAL – III

Course Code: 744304 Credits: 04

Contact Hours: 8 hours per week

Marks: 100

Tests from the following areas will be selected by the University and Conducted during the II semester of the course.

1. Anxiety Measurement
2. Anger
3. Assertiveness
4. Stress Measurement
5. Stress Coping Skills
6. Personality Measurement
7. Aptitude
8. Interest
9. Study Skills
10. Job Satisfaction

REFERENCES:

- Cronbach, L.J.(1972) *Essentials of Psychological Testing*,. New Delhi, Prentice Hall Inc.
- Woodworth R.S. and Scholsberg, (1981), *Experimental Psychology*, New Delhi, Taa McGraw Hill Co. Ltd.,
- Udaipreek, T. Venkateswara Rao. *Handbook of Psychological and Social Instruments*. Samashti, B-2, Chamelibagh, Baroda-2.

PSYCHOLOGICAL TESTING

PRACTICAL – IV

Course Code: 744403 Credits: 04

Contact Hours: 8 hours per week

Marks: 100

Tests from the following areas will be selected by the University and Conducted during the IV semester of the course.

1. Organisational Climate
2. Mental Health
3. Disability Assessment
4. Phobia
5. Depression
6. Obsessive Compulsive Symptoms/ Disorders
7. ADHD Assessment
8. Suicidal Tendency
9. Eating Disorder
10. Occupational Choices

REFERENCES:

Cronbach, L.J.(1972) *Essentials of Psychological Testing*,. New Delhi, Prentice Hall Inc.

Woodworth R.S. and Scholsberg, (1981), *Experimental Psychology*, New Delhi, Taa McGraw Hill Co. Ltd.,

Udaipreek, T. Venkateswara Rao. *Handbook of Psychological and Social Instruments*. Samashti, B-2, Chamelibagh, Baroda-2.

Non Major Elective Papers

1. Nature and Needs of Children with Disabilities – II Semester
2. Understanding the Children with Disabilities - III Semester
3. Assistive Technology Adaptations and Accessibility- IV Paper

| Non Major Elective | | | |
|---|---|------------------|-----------------|
| Course code: | Nature and Needs of Children with Disabilities | Credits:2 | Hours: 3 |
| Objectives | <ul style="list-style-type: none"> ➤ Understand the differences between impairment, disability, and handicap. ➤ Enumerate the educational needs of various categories of persons with disabilities. ➤ Know the common causes and preventive aspects of the common causes for different kinds of disabilities ➤ Describe the general methods to be adopted for early identification and intervention strategies in the case of children with disabilities ➤ Understand the importance Adaptations and Accommodations in the disability sector. | | |
| Unit -I | Understanding the Disabilities: Concept and Definition of Impairment, Disability and Handicap, Historical and National developments and Constitutional obligations for children with disabilities, Categories of Disability as per the PWD Act 1995,RPWD Act 2016 & UNCRPD, Prevalence and Incidence in India, Social and Educational needs of children with disability. | | |
| Unit-II | Definition, Types and Characteristics : Hearing Impairment: Definition, types and characteristics, Visual Impairment: Definition, types and characteristics. Intellectual Disabilities : Definition, types and characteristics, Neuro–muscular and Locomotor Disabilities (CP): Definition, types and characteristics, Autism, Learning disability, Mental Illness and Multiple Disabilities: Definition, types and characteristics. | | |
| Unit III | Causes and Prevention : Causes: Pre-natal, Natal, Post-natal, Prevention: Primary, Secondary, Tertiary, Immunization, Nursing care and First aid, Hygiene, Nutrition, Diet and Childhood diseases, Genetic Counselling. | | |
| Unit IV | Identification and Early Intervention : Need for early Identification and Intervention, Tools for Screening and assessment procedures for educational placement, Intervention of late identified children, Early Intervention strategies, Differential Diagnosis and Referrals. | | |
| Unit V | Adaptation and Accommodation: Bharathi Braille, Nemeth Code & Scientific Notation, Abacus, Taylor Frame, Orientation & Mobility, Optical & Non Optical Devices, Electronic Devices— Note takers and Refreshable Braille Displays, Screen Reading Software , Braille Embossers, Braille Translation Software, Indian Sign language, Speech Therapy, Hearing Aids – Types and Maintenance IEP, Multisensory Training Approach, Task Analysis, Behaviour Modification Techniques for Children with Intellectual and Neuro developmental Disabilities, Universal Design, Accessible India Campaign, Recent Trends in Special Education,. | | |
| Reference and Textbooks:- Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House,New Delhi S.S. Chauhan (2002) Education of Exceptional Children Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston | | | |

Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

Outcomes

- The student will be able to differentiate different terms – Impairment, Disability and Handicap
- The student will be able identify different types of disabilities as mandated by RPwD 2016 and from Educational Perspectives
- The student will be able to understand the characteristics and causes of different disabilities
- The student will be able to understand the assessment procedures
- The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities

| Non Major Elective | | | |
|--|--|------------------|-----------------|
| Course code: | Understanding Children with Disabilities | Credits:2 | Hours: 3 |
| Objectives | <ul style="list-style-type: none"> ➤ The student will be able to understand different terms – Impairment, Disability and Handicap ➤ The student will be able to understand different types of disabilities as mandated by RPwD 2016 and from Educational Perspectives ➤ The student will be able to understand the characteristics and causes of different disabilities ➤ The student will be able to understand the identification and assessment procedures ➤ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities | | |
| Unit -I | Understanding Disability as mandated by RPwDA 2016: Physical Disabilities, Intellectual Disabilities including ASD and LD, Mental Behaviour, Disabilities due to Neurological Chronic Disorders, Multiple Disabilities including Deafblind | | |
| Unit-II | Understanding RPwDA from Educational Perspectives: Overview of RPwDA and harmonization with UNCRPD, Sections under Education and HRD, Rights, Entitlements and Grievance redressal mechanisms, Rules for Enactment of RPWDA Barriers to Inclusion of PwD's | | |
| Unit III | Understanding Identification and Assessment: Scholastic, Co-Scholastic, Plus Curriculum and Expanded Core Curriculum, Functional Assessment, Assessment of needs of High-Support learners | | |
| Unit IV | Understanding Curriculum: Introduction to mainstream curriculum, Understanding NCF from Inclusive perspective, Accommodation, Adaptation and Modification – Braille, Abacus, Taylor Frame, Audio books, Optical and Non Optical Devices, Auditory devices, Hearing Aids, Embossed materials, Adapted Teaching Learning Materials, Individual Accommodation and Adaptations – Assistive and Adaptive devices – Educational devices, supplementary Physical (Artificial Limb, Callipers & Splints, Assistive and adaptive Learning devices, Disability Specific Accommodations and Adaptations | | |
| Unit V | Understanding the Curricular and Co- Curricular Accommodations and Adaptations: Accommodations and Adaptations for curricular and co-curricular Activities for facilitating learning, Assembly and Recess Time, Games, Sports and Physical Activities – Paralympics and Special Olympics, Visual and Performing Arts Unified Events, Outdoor Activities and Work Education | | |
| Reference and Textbooks:- | | | |
| <p>Barber. (2010). <i>Different Speeds and Different Needs: How to teach sports to every Kid</i>. Paul K Brooks Publishing Company.</p> <p>Cure our Children, (2010) <i>Sports and Recreational Activities for Children with Physical Disabilities: Retrieved from: The Cure Our Children Foundation, http://www.cureourchildren.org/ On 24th August, 2017.</i></p> <p>Disability affairs, (Dec 27, 2016), <i>THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016</i>, Retrieved from, www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf</p> <p>Hallahan & Kauffman <i>Exceptional Learners –Introduction to Special Education</i>, Eighth Edition, pearson.</p> <p>National Council of Educational Research and Training, (First Edition May 2015), <i>including Children With Special Needs Upper Primary Stage</i>, Retrieved from http://www.ncert.nic.in/gpPDF/pdf/tiicsnups101.pdf</p> | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ The student will be able to differentiate different terms – Impairment, Disability and Handicap ➤ The student will be able identify different types of disabilities as mandated | | |

| | |
|--|--|
| | <p>by RPwD 2016 and from Educational Perspectives</p> <ul style="list-style-type: none">➤ The student will be able to understand the characteristics and causes of different disabilities➤ The student will be able to understand the assessment procedures➤ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities |
|--|--|

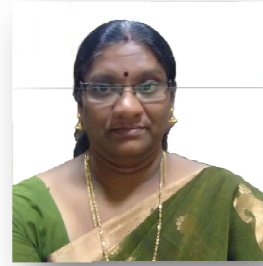
| Non Major Elective | | | |
|---|--|------------------|-----------------|
| Course code: | Assistive Technology Adaptations and Accessibility | Credits:2 | Hours: 3 |
| Objectives | <ul style="list-style-type: none"> ➤ To Understand the types of Assistive Technology and its importance ➤ To know about the importance and principles of Universal Design ➤ To update the assistive Technology Adaptations for Children with Disabilities ➤ To Enrich knowledge on Assistive Technology Assessment and Accessibility ➤ To know about the policies and Schemes for Assistive Technology procurement and provisioning | | |
| Unit -I | Definitions, Types of Assistive Technology Historical Overview of Assistive Technology – Foundation, Establishment and Empowerment Periods Impact and relevancy of Assistive Technology for Persons with Disabilities | | |
| Unit-II | Definition, Principles and Guidelines Understanding UDL with Examples and Resources UDL Adaptation for Children with Disabilities | | |
| Unit III | Introduction to Assistive Technology Adaptations .Assistive Technology Frameworks for Selection and Evaluation of Person specific Characteristics Assistive Technology Consideration Factors | | |
| Unit IV | Assistive Technology Assessment and Accessibility Overview of Assistive Technology Assessment and Challenges Assistive Technology Assessment Components WATI Assessment Tool - Introduction, Decision Making and Check Lists Accessibility Requirements for Persons with Disabilities in Education and Employment | | |
| Unit V | Policies and Schemes for Assistive Technology Schemes of Central Government – National Trust –MHRD, ADIP Scheme State Government schemes – SSA, Concessions and Scholarships Government Laws, Policies and Schemes for Assistive Technology Procurement and Provisioning Accessible India Campaign, Universal Design for Barrier free Environment | | |
| Reference and Textbooks:- | | | |
| <p><i>Access to Post Secondary Education through Universal Design of Learning</i>, Colorado State University, USA (E-Book)</p> <p><i>Assistive Technology Assessment more than a Device</i></p> <p>Best Practices Through UDL (2007), Access Project, Colorado State University, USA (E Book)</p> <p>http://www.ldonline.org/article/Assistive_Technology_Assessment:_More_Than_the_Device</p> <p><i>Scheme of Assistance to Disabled Persons for Purchasing/Fitting of AIDS/Appliances (ADIP)</i>, Ministry of Social Justice and Empowerment, 2014 (E-Book)</p> <p><i>Tamil Nadu and Central Schemes and Policy Notes for</i>, 2015-16 (E-Book)</p> <p><i>The Draft of Rights of Persons with Disabilities Bill, 2012</i>, Govt. of India (E-Book)</p> <p>UDL for Classroom Education http://www.cedwvu.org/publications/everyonecanlearn/udl.php#sthash.7sHRALjm.dpuf</p> <p><i>Using SETT Framework to level the learning field for students with disabilities</i> by Joy Smiley Zabala, USA (http://www.joyzabala.com)</p> <p>Virginia Department of Education (2008), <i>Assistive Technology: A Framework for Consideration and Assessment</i> (E Book)</p> <p>WATI – <i>Wisconsin Assistive Technology Initiative – Assessing Students’ Needs Assistive Technology</i>, A Resource Manual by Penny Reed, Ph.D., Elizabeth A. Lahm, Ph.D. , 2004 (E-Book)</p> | | | |
| Outcomes | <ul style="list-style-type: none"> ➤ The students will be able to understand the types of Assistive Technology | | |

| | |
|--|---|
| | <p>and its importance</p> <ul style="list-style-type: none">➤ The students will know about the importance and principles of Universal Design➤ The students will update the assistive Technology Adaptations for Children with Disabilities➤ The students will enrich knowledge on Assistive Technology Assessment and Accessibility➤ The students will know about the policies and Schemes for Assistive Technology procurement and provisioning |
|--|---|

Broad Based Board of Studies Members

- | | |
|---|----------|
| 1. Dr.J.Sujathamalini Associate Professor & Head i/c Department of Special Education and Rehabilitation Science Alagappa University Karaikudi | Convener |
| 2. Dr.K.Gunasekaran Assistant Professor Department of Special Education and Rehabilitation Science Alagappa University Karaikudi | Member |
| 3. Dr.Richard Urban Department of Personality and Health Psychology Edvos Lorard University Hungary | Member |
| 4. Dr. R.Ranganathan Professor Department of Special Education Andhra University (NIRF Rank – 36) Vishkhapatnam | Member |
| 5. Dr.Jayanthi Pujari Professor, Amity Institute of Rehabilitation Science Amity University, Noida Campus (QS Ranking – 41) Sector-125, Noida - 201313 (U.P.) | Member |
| 6. Mr.G.Ramesh (Expert in School Placement Level) Principal Chettinad Public School Managiri Karaikudi | Member |
| 7. Dr.Bala Baskar (Expert in Teacher Education Level) Assistant Professor National Institute for the Empowerment of Persons with Multiple Disabilities Muttukadu Chennai | Member |
| Alumni | |
| 8. Mr.P.Prabhu, M.Ed Scholar 2015- 17 Batch | Member |

CURRICULUM VITAE



Name: Dr.J.SUJATHAMALINI

Designation: Associate Professor

Address: Department of Special Education and Rehabilitation Science,
Alagappa University, Karaikudi, Tamilnadu, India

Phone: 9894960171

Email: sujatha.malini@gmail.com

Educational qualification:

- M.A - Psychology
- M.Sc - Physics

Professional experience:

- M.Ed – Special Education
- Ph.D – Special Education

Honours and Awards:

- Received Twice Norwegian Government Scholarship
- Received Twice Erasmus Mundus Fellowship
- Alagappa University Research Excellence Award
- Out standing Women Achiever Award

Recent publications:

- Effective Practices in Inclusive Practices, 2016
- Universal Design for Learning, 2019

Total Citation: 24

h- index: 3

i10- index: 1

CURRICULUM VITAE



Name: Dr. K.Gunasekaran
Designation: Assistant Professor
Address: Department of Special Education and Rehabilitation Science
Alagappa University
Karaikudi
Phone: 04565223275
Email: drkgskaran@gmail.com

Educational qualification:

- M.Com
- M.Ed
- M.Phil
- Ph.D

Professional experience:

- Principal, Kummangudi College of Education
- Prinicipal, Tamilnadu College of Education

Honours and Awards:

- Best Teacher Award

Recent publications:

- Universal Design for Learning, International Journal of Scientific Research, Vol. 8. Issue-1, January, 2019.

CURRICULUM VITAE



Name: Dr. Richard Urban

Designation: Professor

Address: Institute of Psychology, Eötvös Loránd University, Budapest, Hungary.

Email: r.urban.bp@gmail.com

Educational qualification:

- Ph.D

Professional experience:

Professor of psychology at the Institute of Psychology, Eötvös Loránd University, Budapest, Hungary.

Recent Publications

An Empirically Based Typology of Alcohol Users in a Community Sample Using Latent Class Analysis

European Addiction Research, August 2019.

A path analytic review of the association between psychiatric symptoms and celebrity worship: The mediating role of maladaptive daydreaming and desire for fame. *Personality and Individual Differences*, July 2019

Morningness-eveningness and caffeine consumption: A largescale path-analysis study *Morningness-eveningness and caffeine consumption: A largescale path-analysis study. Chronobiology International*, June 2019.

Citations: 2,132

CURRICULUM VITAE



Name: Dr. R.Ranganathan
Designation: Professor
Address: Department of Education
Andhra University, Vishakhapatnam
Phone: 09949433199
Email: santha_rang@yahoo.co.in

Educational qualification:

- M.Sc
- M.Ed
- Ph.D

Professional experience:

- Served as Principal, Institute of Advanced Studies in Education
- Dean, Faculty of Education

Honors and Awards

- UNICEF Consultant to Royal Government of Bhutan
- Member of Rehabilitation Council of India

Recent publications: Training Children with Visual Impairment, Kindle Publication, 2018

CURRICULUM VITAE



Name: Dr. Jayanti Pujari
Designation: Professor & Director,
Address: Amity Institute of Rehabilitation Sciences,
Amity University, Noida
Phone: 0120-4586898
Email: jpujari@amity.edu

Educational qualification:

- M.A
- M.Ed
- Ph.D

Professional experience:

- Dean , Faculty of Rehabilitation Sciences

Recent publications:

- Sexuality And Persons With Disability, Volume-Vii, International Interdisciplinary Research Journal, 2017.
- Awareness About Efficacy Of Gentle Teaching Approach For Children With Special Needs; Trained Special Educators Perspective, Vol-07, Issue 01, International Journal Of Developmental Research, 2017.
- Perspective Of Trained Rehabilitation Professional On The Effectiveness Of Aba For Individuals With Special Needs, Volume-Iv, No. 2, Anweshan Journal Of Education, 2017.
- Impact Of Extensive Reading Training On Development Of Reading Comprehension Of Learners With Learning Disability, Volume-Vii, Sr Publishing House, 2017.
- Use Of Ict In The Acquisition Of Cognitive Skills Among Children With Intellectual Disability, Voume-Vii, Sr Publishing House, 2017.

CURRICULUM VITAE



Name: Dr. Balabaskar

Designation: Lecturer

Address: Department of Adult Independent Living

National Institute for the Empowerment of Persons with Multiple Disabilities, Chennai

Phone: 9382934157

Email: baskarcherry@gmail.com

Educational qualification:

- M.Sc Psychology
- Ph.D Psychology

Professional experience:

- Psychologist

Honors and Awards

- Member of Rehabilitation Council of India
- Cleared UGC – NET Psychology

CURRICULUM VITAE



Name: Dr. G.Ramesh
Designation: Principal
Address: Chettinad Public School
Phone: 9486246860
Email: g.r.ramesh@hotmail.com

Educational qualification:

- M.Sc Maths
- M.Ed

Professional experience:

- Served as Principal, Chettinad Public School

Honors and Awards

- Member of Rehabilitation Council of India

CURRICULUM VITAE



Name: Mr. P. Prabhu

Designation: Research Associate

Address: Department of Education, DDE, Alagappa University

Phone: 9500657637

Email: pprabhunk191@gmail.com

Educational qualification:

- MA
- M.Ed

Professional experience:

- Served as Research Associate
- Served as Teaching Assistant

Honors and Awards

- Cleared UGC – NET Exam