

# **B.Sc., PSYCHOLOGY**

**(For Affiliated Colleges of Periyar University, Salem)**

## **TANSCHÉ SYLLABUS**

**(25% revised inclusive of Core,  
Elective, SEC, FC and Value Added  
Course Syllabus)**

**FROM THE ACADEMIC YEAR  
2023-2024**

**Periyar University**

**Salem - 636011**

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## 1. Introduction

### **B.Sc. Psychology: Programme Outcome, Programme Specific Outcome and Course Outcome**

Psychology is the scientific study of mind and behaviour. It is a broad and diverse field with many career options for the students. This course forms the foundation for the students aspiring to specialize in various fields such as education, hospital, industrial, forensic, and many more. The key core areas of study in Psychology include general psychology, developmental psychology, social psychology, abnormal psychology and experimental psychology. This programme helps learners in building a solid foundation for higher studies in Psychology. In addition students are equipped with skills that facilitate employment. The Bachelor's Degree B.Sc. Psychology is awarded to the students on the basis of knowledge, understanding, skills, attitudes, values and academic achievements expected to be acquired by learners at the end of the Programme. Learning outcomes of Psychology are aimed at facilitating the learners to acquire these attributes, keeping in view of their preferences and aspirations for gaining knowledge of Psychology.

<b>LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDER GRADUATE PROGRAMME</b>	
<b>Programme:</b>	<b>U.G.</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 years [UG]</b>
<b>Programme Outcomes:</b>	<p><b>PO1: Disciplinary knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study</p> <p><b>PO2: Communication Skills:</b> Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.</p> <p><b>PO3: Critical thinking:</b> Capability to apply analytic thought to a</p>

	<p>body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p><b>PO4: Problem solving: Capacity</b> to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.</p> <p><b>PO5: Analytical reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p>
	<p><b>PO6: Research-related skills:</b> A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and- effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation</p> <p><b>PO7: Cooperation/Team work:</b> Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team</p> <p><b>PO8: Scientific reasoning:</b> Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.</p> <p><b>PO9: Reflective thinking:</b> Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.</p> <p><b>PO10 Information/digital literacy:</b> Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.</p> <p><b>PO 11 Self-directed learning:</b> Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.</p> <p><b>PO 12 Multicultural competence:</b> Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.</p>

	<p><b>PO 13: Moral and ethical awareness/reasoning:</b> Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.</p> <p><b>PO 14: Leadership readiness/qualities:</b> Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.</p> <p><b>PO 15: Lifelong learning:</b> Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.</p>
<b>Programme Specific Outcomes:</b>	<p><b>PSO1:</b> To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p><b>PSO 2:</b> To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p><b>PSO 3:</b> To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p><b>PSO 4:</b> Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p><b>PSO 5:</b> Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO 8</b>
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

**3 – Strong, 2- Medium, 1- Low**

### **Highlights of the Revamped Curriculum:**

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.

- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

### Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
<b>I</b>	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
<b>I, II, III, IV</b>	<b>Skill Enhancement papers</b> (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with essential skills to make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</li> </ul>



		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.</li> </ul>
<b>III, IV, V &amp; VI</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature</li> <li>➤ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.</li> </ul>
<b>IV</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Exposure to industry moulds students into solution providers</li> <li>➤ Generates Industry ready graduates</li> <li>➤ Employment opportunities enhanced</li> </ul>
<b>V Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Self-learning is enhanced</li> <li>➤ Application of the concept to real situation is conceived resulting in tangible outcome</li> </ul>

<b>VI Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Enriches the study beyond the course.</li> <li>➤ Developing a research framework and presenting their independent and intellectual idea effectively.</li> </ul>
<b>Extra Credits: For Advanced Learners / Honors degree</b>		<ul style="list-style-type: none"> <li>➤ To cater to the needs of peer learners / research aspirants</li> </ul>
<b>Skills acquired from the Courses</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

### Credit Distribution for UG Programmes

Credit Distribution for UG Programmes																	
Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language –Tamil	3	6	Part..1. Language –Tamil	3	6	Part..1. Language –Tamil	3	6	Part..1. Language –Tamil	3	6	5.1 Core Course – \CC IX	4	5	6.1 Core Course –CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course –CC X	4	5	6.2 Core Course –CC XIV	4	6
1.3 Core Course – CC I	5	5	2..3 Core Course – CCIII	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CCVII Core Industry Module	5	5	5. 3.Core Course CC -XI	4	5	6.3 Core Course –CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course – / Project with viva-voce CC -XII	4	5	6.4 Elective - VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective IIGeneric/ Discipline Specific	3	4	3.5 Elective IIIGeneric/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneuria 1 Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course – SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /IndustrialTraining	2				
	23	30		23	30		22	30		25	30		26	30		21	30
Total – 140 Credits																	

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours**  
**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1

	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

#### **Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total] & Laboratory	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>

#### **Third Year Semester- V**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based & Laboratory	22	26
<b>Part-4</b>	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

#### **Semester-VI**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based	18	28
<b>Part-4</b>	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>

**Consolidated Semester wise and Component wise Credit distribution**

<b>Parts</b>	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Sem IV</b>	<b>Sem V</b>	<b>Sem VI</b>	<b>Total Credits</b>
<b>Part I</b>	3	3	3	3	-	-	12
<b>Part II</b>	3	3	3	3	-	-	12
<b>Part III</b>	13	13	13	13	22	18	92
<b>Part IV</b>	4	4	3	6	4	1	22
<b>Part V</b>	-	-	-	-	-	2	2
<b>Total</b>	23	23	22	25	26	21	<b>140</b>

**\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate	
	between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Illustration for B.Sc Psychology Curriculum Design**  
**First year Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part-I	Language -Tamil	3	6
Part -II	English	3	6
Part -III	Introduction to Psychology I	5	5
	Biological Psychology	5	5
	Building Psychological Capital	3	4
Part -IV	Skill Enhancement Course (Non Major Elective) – Stress Management	2	2
	Foundation Course FC - Careers and Ethics in Psychology	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part-I	Language -Tamil	3	6
Part-II	English	3	6
Part -III	Introduction to Psychology II	5	5
	Developmental Psychology I	5	5
	Cross Cultural Psychology	3	4
Part -IV	Skill Enhancement Course (Non Major Elective) – Personality Development	2	2
	Skill Enhancement Course (Discipline / Subject Specific) – Psychological First Aid	2	2
		<b>23</b>	<b>30</b>

**Second Year Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part-I	Language -Tamil	3	6
Part -II	English	3	6
Part -III	Developmental Psychology II	5	5
	Psychopathology I	5	5
	Statistics for behavioural Science	3	4
Part -IV	Skill Enhancement Course (Entrepreneurial Based)- Business Communication	1	2
	Skill Enhancement Course (Discipline / Subject Specific) – Relaxation Techniques	2	2
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part-I	Language-Tamil	3	6
Part-II	English	3	6
Part -III	Psychopathology II	5	5
	Assessments in Psychology I (Laboratory Practical)	5	5
	Introduction to Research Methodology	3	3
Part -IV	Skill Enhancement Course - Therapy Techniques For example: Art therapy, Play therapy, etc	2	2
	Skill Enhancement Course - Conflict Resolution	2	2
	Environmental Studies	2	1
		<b>25</b>	<b>30</b>

### **Third Year Semester-V**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part -III	Social Psychology I	4	5
	Cognitive Psychology	4	5
	Organizational Psychology	4	5
	Assessments in Psychology II (Laboratory Practical)	4	5
	Counselling Psychology	3	4
	Project with Viva voce	3	4
Part -IV	Value Education – Yoga for Health	2	2
	Internship / Industrial Training (Summer vacation at the end of IV semester activity)	2	-
		<b>26</b>	<b>30</b>

### **Semester-VI**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part -III	Social Psychology II	4	6
	Educational Psychology	4	6
	Health Psychology	4	6
	Sports and Exercise Psychology	3	5
	Environmental Psychology	3	5
Part -IV	Professional Competency Skill – Communicative Skills	2	2
Part -V	Extension Activity	1	-
		<b>21</b>	<b>30</b>

**Total Credits: 140**

## **PART III - CORE PAPERS**



<b>Title of the Course</b>		<b>Introduction to Psychology I</b>					
<b>Paper Number</b>		<b>CORE I</b>					
<b>Category</b>	Core	<b>Year</b>	I	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4	1	--		5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology.</li><li>• The basic principles of sensation for vision, hearing, smell, taste and bodily senses.</li><li>• The principles of Perception and Illusion.</li><li>• Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.</li><li>• Emotions and theoretical perspectives of emotions.</li></ul>					
<b>Course Outline</b>		<b>Unit I: Introduction to Psychology:</b> Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.					
		<b>Unit II: Scope of Psychology:</b> Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.					
		<b>Unit III: Attention, Sensation &amp; Perception:</b> Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP					

	<b>Unit IV: Learning:</b> Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance.
	<b>Unit V: Emotion:</b> Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter- Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Passer, M.W. &amp; Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd</li> <li>2. Baron, R.A. &amp; Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5<sup>th</sup> ed.) India, U.P.: Pearson India Inc.</li> <li>3. Ciccarelli, S.K., &amp; White, J.N. <i>Psychology</i> 5<sup>th</sup> ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd</li> <li>4. Hockenbury, D. H. &amp; Hockenbury, S. E. (2003). <i>Psychology</i> (3<sup>rd</sup> ed.) New York: Worth Publishers.</li> <li>5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd</li> </ol>

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Morgan, C.T., King, R.A., Weisz, J.R., &amp; Schopler, J.(2007). Introduction to Psychology,7<sup>th</sup> Edition. Singapore: Mcgraw- Hill.</li> <li>2. Myers, D.G. (2004). Psychology.5<sup>th</sup> Edition, Worth Publishers: New York.</li> <li>3. Kalat, J. (2007) Introduction To Psychology, 8<sup>th</sup> Edition, Wordsworth Pub.Co.</li> <li>4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14<sup>th</sup> Edition Wordsworth Pub. Co</li> <li>5. Feldman, R.S. (2006) Understanding Psychology,6<sup>th</sup> Edition, Tata McGraw Hill, New Delhi</li> </ol>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. Frontiers in Psychology (<a href="https://www.frontiersin.org/journals/psychology">https://www.frontiersin.org/journals/psychology</a>)</li> <li>2. Archives of Scientific Psychology (<a href="https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1">https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1</a>)</li> <li>3. BMC PSYCHOLOGY (<a href="https://bmcpyschology.biomedcentral.com/">https://bmcpyschology.biomedcentral.com/</a>)</li> <li>4. <a href="https://www.psywww.com/careers/special.html">https://www.psywww.com/careers/special.html</a> <a href="http://www.worthpublishers.com/hockenbury">www.worthpublishers.com/hockenbury</a></li> <li>5. <a href="https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/">https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/</a></li> </ol>

### Course Outcomes:

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

- **CO1 (K1)** Acquire knowledge on the history, methods and special areas in the field of Psychology
- **CO2 (K3)** Explain sensory systems through which information processing happens
- **CO3 (K4)** Relate the process of attention to perception and infer how we make sense of the world around us
- **CO4 (K5)** Critically examine the process of learning
- **CO5 (K1, K4)** Gain insight into complex emotional experiences of human being and analyse the experience of self in day to day life.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

<b>Title of the Course</b>		<b>Biological Psychology</b>					
<b>Paper Number</b>		<b>CORE II</b>					
<b>Category</b>	Core	<b>Year</b>	I	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
		4	1		--	5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To place emphasis on the perspectives and research methods of Biological Psychology.</li><li>• To examine the structure and Communication of the cells of the nervous system and synaptic transmission.</li><li>• To understand the role of brain in regulating temperature, thirst and hunger</li><li>• To examine the nature and functions of the endocrine glands.</li><li>• To examine the causes of brain damage and its effect on behaviour</li></ul>					
<b>Course Outline</b>		<b>UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR</b>					
		Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.					
		<b>UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION</b>					
		Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.					
		<b>UNIT III: REGULATION OF INTERNAL BODY STATES</b>					
		Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.					
		<b>UNIT IV: HORMONES AND BEHAVIOUR</b>					
		Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication.					
		Hormones: Classification by Chemical Structure.					

	<p>Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.</p> <p><b>UNIT V: BRAIN DAMAGE</b> Causes of Brain damage, Neurodegenerative diseases, Stress and illness.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Analytical ability, Professional Competency, and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Kalat, J.W. (2011). <i>Biopsychology</i>. Delhi, India: Cengage Learning India Private Limited.</li> <li>2. Pinel, J. (2007). <i>Biopsychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Rosenweig, Breedlov, Leiman (2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc</li> <li>2. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.</li> <li>3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rd ed.) Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi</li> <li>4. Barnes, J. (2013) <i>Essentials of Biological Psychological</i>. New Delhi: Sage Publications Pvt Ltd</li> <li>5. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i>. New York: W.W Norton &amp; Company Inc.</li> </ol>

<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. Behavioural and Brain Functions (<a href="https://behavioralandbrainfunctions.biomedcentral.com/">https://behavioralandbrainfunctions.biomedcentral.com/</a>)</li> <li>2. Biological Psychology (<a href="https://www.journals.elsevier.com/biological-psychology">https://www.journals.elsevier.com/biological-psychology</a>)</li> <li>3. <a href="http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf">http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf</a></li> <li>4. <a href="https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function">https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function</a></li> <li>5. <a href="https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse">https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse</a></li> </ol>
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## COURSE OUTCOMES

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

**CO1 (K2)** Describe recent research methods and perspectives on the emerging field of

Behavioural neuroscience and the reciprocal relationship between brain and behaviour.

**CO2 (K2)** Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons

**CO3 (K4)** To understand and analyse the regulations of internal body states. **CO4 (K1, K4)** To understand the function of endocrine glands and relate the knowledge to

Analyse various human behaviour.

**CO5 (K2)** Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√			√		
CO2		√			√	33
CO3			√		√	
CO4		√			√	
CO5					√	√

<b>Title of the Course</b>		<b>Building Psychological Capital</b>					
<b>Paper Number</b>		<b>ELECTIVE I (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	I	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		3	1		--		4
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To offer the students a comprehensive overview of positive psychology and Psychological capital.</li><li>• The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance.</li><li>• The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope.</li><li>• To understand the various spectrums of optimism and locus of control.</li><li>• To examine Resilience and 7 C's Model of resilience.</li></ul>					
<b>Course Outline</b>		<b>UNIT1: INTRODUCTION</b> The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance					
		<b>UNIT 2: PSYCAP EFFICACY</b> Definition, key ingredients of efficacy, ways to strengthen efficacy					
		<b>UNIT 3: PSYCAP HOPE</b> Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope					
		<b>UNIT 4: PSYCAP OPTIMISM</b> Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style					
		<b>UNIT 5: PSYCAP RESILIENCE</b> Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON.					

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved  (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Fred Luthans., Carolyn, M. Youssef—Morgan. &amp; Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press.</li> <li>2. Snyder, C.R. &amp; Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York.</li> <li>3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press.</li> <li>2. Singh, A.(2013). Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt Ltd.</li> </ol>
<b>Website and e-Learning Source</b>	Online Resources available in the net

### **COURSE OUTCOMES**

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

- **CO1 (K4)** – To analyse the positive and negative approach and its effect on work determinants like, job motivation,



- satisfaction and performance.
- **CO2 (K2)** – To understand the role of self-efficacy and ways to improve it.
  - **CO3 (K2)** – To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.
  - **CO4 (K2)** – To distinguish the ways to build optimism and locus of control for better performance.
  - **CO5 (K3, K4)** – To analyse and apply 7C's Model of Resilience.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√			√		
CO2		√			√	
CO3			√	√	√	
CO4		√			√	
CO5					√	√

<b>Title of the Course</b>		<b>Introduction to Psychology II</b>					
<b>Paper Number</b>		<b>CORE III</b>					
<b>Category</b>	Core	<b>Year</b>	I	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	II				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		4	1		--		5
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To examine the various spectrum of Cognition like problem –solving and Decision making.</li><li>• To understand the way memory works and stages of memory.</li><li>• It provides an overview of theories of motivation and its implication on behaviour.</li><li>• To understand what is intelligence and various theoretical approaches to it and to know how to assess Intelligence.</li><li>• To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality.</li></ul>					

<b>Course Outline</b>	<p><b>Unit I: Cognition:</b> Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problemsolving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.</p> <p><b>Unit II: Memory:</b> Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval</p> <p><b>Unit III: Motivation:</b> Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories</p> <p><b>Unit IV: Intelligence:</b> Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.</p> <p><b>Unit V: Personality:</b> Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective</p>
<p>Extended Professional Component (is a part of internal component only,</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>

Not to be included in the External Examination question paper)	
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>6. Passer, M.W. &amp; Smith R.E. (2007) <i>Psychology- The Science of mind and Behaviour</i> (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd</li> <li>7. Baron, R.A. &amp; Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5<sup>th</sup> ed.) India, U.P.: Pearson India Inc.</li> <li>8. Ciccarelli, S.K., &amp; White, J.N. <i>Psychology</i> 5<sup>th</sup> ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd</li> <li>9. Hockenbury, D. H. &amp; Hockenbury, S. E. (2003). <i>Psychology</i> (3<sup>rd</sup> ed.) New York: Worth Publishers.</li> <li>10. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>6. Morgan, C.T., King, R.A., Weisz, J.R., &amp; Schopler, J. (2007). <i>Introduction to Psychology</i>, 7<sup>th</sup> Edition. Singapore: McGraw- Hill.</li> <li>7. Myers, D.G. (2004). <i>Psychology</i>. 5<sup>th</sup> Edition, Worth Publishers: New York.</li> <li>8. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8<sup>th</sup> Edition, Wordsworth Pub. Co.</li> <li>9. Hilgard, E.R., Atkinson, R.L., R.C., (2003) <i>Introduction To Psychology</i>. 14<sup>th</sup> Edition Wordsworth Pub. Co</li> <li>10. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6<sup>th</sup> Edition, Tata McGraw Hill, New Delhi</li> </ol>

<b>Website and e-Learning Source</b>	1. Judgment and Decision making ( <a href="http://journal.sjdm.org/">http://journal.sjdm.org/</a> ) 2. <a href="https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/">https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/</a> 3. <a href="http://ncert.nic.in/ncerts/l/kepy108.pdf">http://ncert.nic.in/ncerts/l/kepy108.pdf</a> 4. <a href="https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf">https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf</a> 5. <a href="http://wps.ablongman.com/wps/media/object/1530/1567154/278-316_CH08_61939.pdf">http://wps.ablongman.com/wps/media/object/1530/1567154/278-316_CH08_61939.pdf</a>
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### COURSE OUTCOMES

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

- **CO1 (K2, K4)** To Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.
- **CO2 (K4)** To summarize and compare the various functions and memory processes involved in memory and forgetting.
- **CO3(K1)** To outline the various theories of motivation and to understand the implications of it.
- **CO4(K3)** To explain the theories of intelligence and the ways to assess intelligence.
- **CO5 (K3)** To explore the various theories of Personality and examine the uses of personality assessments.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√		
CO2		√			√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

<b>Title of the Course</b>		<b>Developmental Psychology I</b>					
<b>Paper Number</b>		<b>CORE IV</b>					
<b>Category</b>	Core	<b>Year</b>	I	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	II				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		4	1		--		5
<b>Pre-requisite</b>							

<b>Objectives of the Course</b>	<ul style="list-style-type: none"> <li>• To provide an overview of the human development stages from conception to babyhood.</li> <li>• To understand the characteristics of early childhood at physiological domain.</li> <li>• To analyse the emotional development of childhood and socialization process.</li> <li>• To examine the characteristics of late childhood at physiological domain, challenges of development.</li> <li>• To provide various perspectives to explain cognitive and personality development in early childhood.</li> </ul>
<b>Course Outline</b>	<p><b>UNIT I: CONCEPTION THROUGH BIRTH</b></p> <p>Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age. Characteristics of the Prenatal Period – How Life begins          – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of child Birth          - Types of childbirth – Attitudes of significant people -          Prenatal hazards &amp; complications of low birth weight.</p> <p><b>UNIT II: INFANCY</b></p> <p>Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.</p> <p><b>UNIT III: BABYHOOD</b></p> <p>Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development          - Emotional behaviour – Socialization – Interest in Play</p> <p>Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.</p> <p><b>UNIT IV: EARLY CHILDHOOD</b></p>

	<p>Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.</p> <p><b>UNIT V: LATE CHILDHOOD</b></p> <p>Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>

<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co.</li> <li>2. Santrock, J. W. (1999). Life span development (7th ed.). New York, NY: McGraw Hill.</li> <li>3. Papalia D. E, Olds S. W. &amp; Feldman R.D. (2004) <i>Human Development</i> (9th Ed.) Chennai: McGraw-Hill Education (India) Private Limited.</li> <li>4. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited.</li> <li>5. Santrock J.W. (2013) <i>Child Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited.</li> <li>6. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Berndt, T.J. (1997). Child development (2nd ed.). Madison, WI: Brow &amp; Benchmark Publishers.</li> <li>2. Papalia, D.E., &amp; Olds, S.W. (1994). Human development (5th ed.). New York, NY: Tata McGraw Hill.</li> <li>3. Berk, C. L. (1996). Child development (3rd ed.). New Delhi, India: Prentice- Hall of India (Pvt) Ltd.</li> <li>3. Berndt, T.J. (1997). Child development, Madison, WI: Brow &amp; Benchmark Publishers.</li> <li>4. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.</li> <li>5. Bee H. &amp; Boyd D. <i>The Developing Child</i> (10th Ed.) Delhi: Pearson Education.</li> <li>6. Berk L.E. (2013) <i>Child Development</i> (9th Ed.) New Delhi: PHI Learning Pvt Limited.</li> <li>7. Feldman R.S. &amp; Babu N. (2019) <i>Child Development</i> (8th Ed.) Noida: Pearson.</li> </ol>

<b>Website and e-Learning Source</b>	1. Genes and Environment ( <a href="https://genesenvironment.biomedcentral.com/">https://genesenvironment.biomedcentral.com/</a> ) 2. Developmental psychology commons ( <a href="http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/">http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/</a> ) 3. <a href="https://courses.lumenlearning.com/wm-open-psychology/chapter/stages-of-development/">https://courses.lumenlearning.com/wm-open-psychology/chapter/stages-of-development/</a> 4. <a href="https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development">https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development</a> 5. <a href="https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding">https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding</a>
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### COURSE OUTCOMES

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

- **O1(K2)** – To explicate the developmental stage of conception through birth.
- **CO2 (K1, K2)**– To elucidate the developmental tasks of early childhood.
- **CO3 (K2)**– To describe the various emotions and socialization patterns of early childhood.
- **CO4 (K4)** – To distinguish the hazards and happiness of late childhood
- **CO5 (K4)**– To critically analyze the cognitive and personality development in childhood.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√					
CO2		√			√	
CO3			√		√	
CO4		√			√	
CO5				√	√	√



<b>Title of the Course</b>		<b>Cross Cultural Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE II (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	I	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	II				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		3	1	--	4		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Introduce the principles, concepts and issues associated with the study of cross-cultural psychology.</li><li>• Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.</li><li>• Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives.</li><li>• Examine the role of Culture in various development aspects of human development process and emotionality.</li><li>• Explore gender sensitisation in view of cultural spectrum.</li></ul>					
<b>Course Outline</b>		<b>UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY</b> Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics & Emics.					
		<b>UNIT II: SOCIALIZATION &amp; ENCULTURATION</b> Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math’s achievement.					
		<b>UNIT III: CULTURE AND DEVELOPMENTAL PROCESS –TEMPERAMENT</b> Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby’s (1969) evolutionary theory of attachment, Ainsworth’s <i>Classification</i> System of Attachment; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality.					

	<b>UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION</b> Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms,
	Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.
	<b>UNIT V: CULTURE AND GENDER</b> Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 <sup>th</sup> Ed.). Belmont, CA: Wadsworth Cengage Learning.

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2<sup>nd</sup> Ed.) John Wiley &amp; Sons Ltd.</li> <li>2. Segall, M. H., Dasen, P. R., Berry, J. W., &amp; Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press.</li> <li>3. Shiraev, E. B., &amp; Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.</li> </ol>
<b>Website and e-Learning Source</b>	

### COURSE OUTCOMES

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

- **CO1 (K2)** - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- **CO2 (K4)** - To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.
- **CO3 (K6)** - To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.
- **CO4 (K2, K4)** - To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
- **CO5 (K3)** - to examine the role of culture in the understanding gender roles, stereotypes and ideology development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√		
CO2		√			√	
CO3	√		√		√	
CO4		√			√	
CO5			√	√	√	√

<b>Title of the Course</b>		<b>Developmental Psychology - II</b>					
<b>Paper Number</b>		<b>CORE VII</b>					
<b>Category</b>	Core	<b>Year</b>	II		5	<b>Cours e Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		3	1		--		5
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Physical and emotional changes during puberty</li><li>• Changes in morality, sex interest and family relationships in adolescence.</li><li>• Hazards of early adulthood</li><li>• Vocational and marital adjustments during early adulthood</li><li>• Cognitive and personality development in adolescence and early adulthood and late adulthood</li></ul>					
<b>Course Outline</b>		UNIT I: PUBERTY Meaning - Characteristics – Criteria – Causes – Age –Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.					
		UNIT II: ADOLESCENCE Characteristics – Developmental tasks – Physical change – Emotional changes – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards &Happiness.					
		UNIT III: YOUNG ADULTHOOD Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.					
		UNIT IV: MIDDLE AGE Characteristics – Developmental tasks – Adjustment to					

	<p>physical changes and mental changes – Social Adjustment – Vocational Adjustment – Adjustment to changed family patterns – Being single – loss of a spouse – Adjustment to approaching retirement – Vocational and Marital Hazards - Adjustment to approaching old age.</p>
	<p>UNIT V: OLD AGE</p> <p>Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities -Changes in interests – Vocational Adjustment</p> <p>– Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<ol style="list-style-type: none"> <li>1. Santrock, J. W. (2020). Life span development (18ed), New York, NY: McGraw Hill.</li> <li>2. Papalia, D.E., &amp; Olds, S.W. (2017). Human development (9ed), New York, NY: Tata McGraw Hill.</li> <li>3. Hurlock, E. (2017). Developmental psychology (5<sup>th</sup> Edition). New Delhi, India: Tata McGraw Hill Publishing Co.</li> <li>4. Feldman R.S. (2015) Development across the lifespan (7<sup>th</sup> Ed.) Delhi: Pearson.</li> <li>5. Shaffer D.R. &amp; Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7<sup>th</sup> Ed.) Haryana: Thomson Wadsworth.</li> </ol>

<b>Reference Books</b>	1. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company. 2. Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaigh Publication Pvt. Ltd. 3. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwality Books Co. 4. Biswas, S.K. (1987). Aging in Contemporary India. Calcutta: The Indian Anthropological Society, 5. Birren, J.E. & Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press
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### **COURSE OUTCOMES:**

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

- CO1 **(K2)**: To describe and discuss the various physical changes and emotionality during adolescence.
- CO2 **(K2,K4)**: To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
- CO3 **(K5)**: To discuss and evaluate the personal and social hazards of early adulthood.
- CO4 **(K4)**: To identify and critically analyse the vocational and marital adjustments made by early adults.
- CO5 **(K2)**: To understand the cognitive and personality development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1			√	√	√	
CO2		√	√		√	
CO3	√		√		√	
CO4		√		√	√	
CO5			√	√	√	

<b>Title of the Course</b>		<b>Psychopathology I</b>					
<b>Paper Number</b>		<b>CORE IX</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4	1	--		5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To have an overview of Abnormal psychology.</li><li>• To comprehend the paradigms in psychopathology.</li><li>• To gain understanding of Intellectual disability.</li><li>• To develop insight into Somatoform and Dissociative disorders</li><li>• To learn of Addiction disorders.</li></ul>					
<b>Course Outline</b>		<b>Unit I: Introduction to Abnormal Psychology</b> Mental health, psychological abnormality, deviance, dis function, historical views of abnormal behaviour, differences between psychosis and neurosis, clinical assessment and methods - mental status examination, clinical interviews, questionnaires, projective tests in clinical practice.					
		<b>Unit II: Paradigms In Psychopathology.</b> Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5 and ICD 10 classification, issues in classification of abnormal behaviour.					
		<b>Unit III: Intellectual Disability</b>  Definition, classification, prevalence, interpersonal deficits and behaviour problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.					
		<b>Unit IV: Somatoform And Dissociative Disorders</b>  Somatoform disorders- Hypochondriasis, Pain disorder, Conversion disorder and Body dysmorphic disorder Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and socio					

	cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.
	<b>Unit V: Addiction Disorders</b> Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). <i>Abnormal psychology</i>. New Delhi, India: Pearson India Education Services Private Limited.</li> <li>2. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth</li> <li>3. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers.</li> <li>4. Davison, G.C., Neale, J.M &amp; Kring, A. M. (2004). <i>Abnormal psychology</i>. Marblehead, MA: John Wiley &amp; Sons Inc.</li> <li>5. Alloy, L. B., Riskind, J. H., &amp; Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill pubg Co</li> <li>6. Cutting, J. (1997). <i>Principles of psychopathology</i>. New York, NY: Oxford University Press</li> </ol>



<b>Reference Books</b>	<p>1. David H. Barlow &amp; Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York: Brooks\Cole Publishing Co.,</p> <p>2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education.</p> <p>3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition . Scott, Foresman and Company.</p> <p>4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication.</p> <p>5. Carson, R.C &amp; Butcher, J.N. Abnormal Psychology &amp; Modern life. (10th ed.) . NY Harper-Collins</p> <p>7. Bootzin, R.R, Acocella, J.R &amp; Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA</p> <p>8. Neale, J.M, Davidson. G.C, &amp; David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley &amp; Sons</p>
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### **COURSE OUTCOMES**

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

- CO1(K2) - To distinguish between normal & abnormal behavior and outline the historic view of abnormal psychology.
- CO2 (K2) – To understand the classification and diagnosis of abnormal behaviour.
- CO3 (K1)–To outline the common intellectual disability syndromes.
- CO4 (K4) – To elucidate various somatoform and Dissociative disorders
- CO5 (K5)– To analyze the causes and treatment of addiction.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√	√	
CO2	√			√	√	√
CO3	√		√		√	
CO4		√	√		√	√
CO5			√		√	√

<b>Title of the Course</b>		<b>Statistics for Behavioural Science</b>					
<b>Paper Number</b>		<b>ELECTIVE III (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	II	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		3	1	--		4	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To understand basic statistical concepts.</li><li>• To learn of qualitative data and its application in research.</li><li>• To gain insight into parametric analysis.</li><li>• To comprehend Non parametric analysis and tests</li><li>• To apply statistical methods using software.</li></ul>					
<b>Course Outline</b>		<b>Unit I: Basic statistical concepts</b> Definition of basic concepts - statistics , descriptive statistics, inferential statistics, , population, sample, parameter, random sampling. Applied Statistics - research question, independent variable, dependent variable, confounding variable, statistical question, statistical conclusion, research conclusion, statistical procedures.					
		Variables and constants - Meaning of variable, constant, discrete variable, continuous variable. Scales of Measurement - Scales of measurement and their characteristics - nominal scale, ordinal scale, interval scale, ratio scale - Scales of measurement and problems of statistical treatment.					
		Measure of Central tendency - properties of mean, median and mode - effects of score transformations characteristics of random sampling distribution - using table of random numbers,- Z scores.					
		<b>Unit II: Organizing qualitative data</b> Frequency distribution - grouped scores- constructing a grouped frequency distribution - apparent vs real limits - relative frequency distribution - cumulative frequency distribution.					

Percentiles and Percentile ranks - percentile point, percentile rank, computing percentiles from grouped data computation of percentile rank.

Graphical representation of frequency distribution - Abscissa, ordinate, zero point on a graph, histogram, frequency polygon, bar diagram, pie chart, cumulative percentage curve - factors affecting the shape of graphs- shape of frequency distributions - J shaped distribution, skewed distribution, kurtosis, rectangular distribution, bimodal distribution, bell shaped distribution.

Variability and Standard (Z) scores - Measure of variability - range and semi interquartile range- calculation of the variance and standard deviation - raw score method - standard scores (Z) scores - comparison of z scores and percentile ranks. Standard scores and the normal curve - nature of normal curve- standard normal curve - finding scores when the area is known.

### **Unit III: Parametric analysis - Basic concepts and assumptions**

Correlation, scatter diagram, product moment correlation coefficient- calculating r from raw scores- rank order correlation coefficient- cautions concerning correlation coefficients.

Prediction - basics of regression , regression line - regression equation - criterion of best fit- error of prediction - standard error of estimate- interpretation of correlation and regression .

t distribution - characteristics of student's distribution of t , degrees of freedom and student's distribution of t, computing t from raw scores, levels of significance vs p values

One way analysis of variance- within group and between group variations - variance estimates and the F ratio- Post Hoc comparisons - alternative to F test - planned comparisons - ANOVA for repeated measures - factorial

	<p>analysis for two factor design for independent groups , ftest.</p> <p>Chi - square test for goodness of fit- interpretation of the outcome of a chi square test.</p>
	<p><b>Unit IV: Non parametric analysis - Assumption - Free tests</b></p> <p>Randomization tests- rank order test - Mann - Whitney U test - sign test - Wilcoxon's signed - ranks test Kruskal - Wallis test - Friedman's rank test.</p> <p>Qualitative data analysis - Basic concepts - percentage analysis, content analysis, narrative analysis, thematic analysis.</p>
	<p><b>Unit V: Statistical methods using software</b></p> <p>SPSS data editor, SPSS viewer, importing and exporting data, alternatives to spss, data entry in spss, assigning a variable naming , sorting the data type, defining variable table, defining value tables, slotting missing values, data cleaning , working with large data set, software for qualitative data analysis.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
Skills acquired from this course	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. King, B.M. and Minium E W. (2011 ) . Statistical Reasoning in the Behavioural Sciences . 5th Edition. New Delhi: Wiley student India edition.</li> <li>2. Aron A, Aron E N and Coups E J. (2007 ) . Statistics for Psychology. New Delhi: Pearson Education.</li> </ol>

	<p>3. Argyrous , G. (2011). Statistics for research. New Delhi: Sage South Asia edition.</p> <p>4. Gaur A S and Gaur SS ( 2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.</p> <p>5. Haslam S Alexander &amp; Mc Garty Craig. (2003). Research Methods &amp; Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited.</p>
<b>Reference Books</b>	<p>1. Frederick, J. G, &amp; William, L. B. (2007). Statistics for Behavioural Sciences. (7th Ed.). Thomson Wadsworth.</p> <p>2. Kothari, C. R. (2008). Research Methodology: Methods and Techniques. (2nd Ed.). New Age International.</p> <p>1. Chadha, N. K. (2009) Applied Psychometry. Sage Pub: New Delhi.</p> <p>3. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers</p> <p>4. Gregory, R. J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.</p> <p>5. Murphy, K. R. &amp; Davidshofer, C. O. (2004). Psychological Testing: Principles &amp; Applications (6th Ed.) New Jersey: Prentice Hall.</p>

### **Course Outcomes:**

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

CO1 (K2) To understand and define statistics as a specialization to be used for behavioural research and explain the difference between descriptive and inferential statistics.

CO2 (K3) To recognize measurements as being one of the four scales and to understand that not all numbers can be treated alike and to understand measure of central tendency and to calculate it.

CO3 (K3) To organize scores into a frequency distribution in table form, construct a cumulative frequency distribution and a relative cumulative frequency distribution and to compute percentiles and percentile ranks. CO4 (K4) To analyze and interpret raw data using various parametric and non-parametric methods

CO5 (K5) To compile data using various software analysis.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	<input type="checkbox"/>					
CO2	<input type="checkbox"/>					
CO3			<input type="checkbox"/>			
CO4		<input type="checkbox"/>				
CO5				<input type="checkbox"/>		

<b>Title of the Course</b>		<b>Psychopathology II</b>					
<b>Paper Number</b>		<b>CORE XIII</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		5	1	--		5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Understand the clinical picture, causal factors and treatment for Schizophrenia.</li><li>• Know the Causes and Treatment of the Mood Disorders.</li><li>• Classify the causes and treatment of Anxiety Disorders.</li><li>• Classify personality disorder and its attributes.</li><li>• Understand Attention Deficit Hyperactive Disorder and Learning Disorders</li></ul>					
<b>Course Outline</b>		<b>UNIT 1: SCHIZOPHRENIA</b>  Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophreni form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.					

	<b>UNIT -2 MOOD DISORDERS</b>  Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.
	<b>UNIT 3: ANXIETY DISORDERS</b>  Anxiety, phobia, Generalized anxiety disorder- clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post traumatic stress disorder -symptoms, causes and treatment.
	<b>UNIT 4: PERSONALITY DISORDERS</b>  Personality, personality disorder, Cluster A, Cluster Band Cluster C disorders, causes and treatment.
	<b>UNIT 5: CHILDHOOD DISORDERS</b>  Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders - Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Butcher J.N., Hooley J.M., Mineka S. &amp; Dwivedi C.B. (2017) <i>Abnormal Psychology</i>. (16 th Ed.) India: Pearson Education, Inc.</li> <li>2. Carson R.C., Butcher J.V. &amp; Mineka S. (2000) <i>Abnormal Psychology and Modern Life</i> (13 th Ed.) Allyon&amp; Bacon Publishers.</li> <li>3. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth.</li> <li>4. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers.</li> <li>5. Davison, G.C., Neale, J.M., &amp; Kring, A. M. (2004). <i>Abnormal psychology</i>. Malden, MA: John Wiley &amp;</li> </ol>
	<ol style="list-style-type: none"> <li>Sons Inc.</li> <li>6. Alloy, L.B., Riskind, J.H., &amp; Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill publishing Co.</li> <li>7. Cutting, J. (1997) <i>Principles of Psychopathology</i>. New York, NY: Oxford University Press.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. David H. Barlow &amp; Durand V. Mark (2000). <i>Abnormal psychology</i>. 2nd edition . New York: Brooks\Cole Publishing Co.,</li> <li>2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). <i>Abnormal psychology</i>. 13th edition. Pearson Education.</li> <li>3. James C. Coleman (1976). <i>Abnormal psychology and modern life</i>. 5th edition . Scott, Foresman and Company.</li> <li>4. Irwin G. Sarason, Barbara Sarason (2005) . <i>Abnormal psychology</i>. New Delhi: Prentice Hall Publication.</li> <li>5. Carson, R.C &amp; Butcher, J.N. <i>Abnormal Psychology &amp; Modern life</i>. (10th ed.) . NY Harper-Collins</li> <li>6. Bootzin, R.R, Acocella, J.R &amp; Alloy, L.B .<i>Abnormal Psychology-current perspectives</i> (6th ed.). McGraw Hill Inc. USA</li> <li>7. Neale, J.M, Davidson. G.C, &amp; David, A.F. <i>Exploring Abnormal psychology</i>. (6th ed.). John Wiley &amp; Sons</li> </ol>



**COURSE OUTCOME:**

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

- **CO1 (K2):** To be able to understand schizophrenic behaviour.
- **CO2 (K2):** To explain the causes of unipolar and bipolar disorder and treatment
- **CO3 (K2):** To detail the symptoms, causes and treatment of anxiety disorders.
- **CO4 (K2):** To summarize types, causes and treatment of Personality disorder
- **CO5 (K2) :** To understand the contemporary interventions used to treat Attention Deficit Hyperactive Disorder and Learning Disorders.

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6
s						
CO1				√	√	
CO2	√			√	√	
CO3	√		√		√	
CO4			√		√	√
CO5			√	√	√	√

Title of the Course		Assessments in Psychology I ( Laboratory Practical)					
Paper Number		CORE XI					
Category	Core	Year	II	Credits	5	Course Code	
		Semester	IV				
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total
		1			4		5
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"><li>• To experiment and assess human psychological attributes.</li><li>• To learn psychological test administration and scoring.</li><li>• To comprehend and deduce test results.</li><li>• To conceptualise and report psychological tests.</li><li>• To analyse and apply data to understand unique human psychological capacities and discrepancies.</li></ul>					

<b>Course Outline</b>	<b>CONCEPTS</b> 1. Attention 2. Perception 3. Learning 4. Motivation & Emotion 5. Psychomotor abilities 6. Intelligence tests  <b>• A minimum of 10 assessments should be completed with at least 5 experiments and 5 questionnaires should be conducted from the above list of concepts.</b> <b>• Chose concepts as varied as possible</b>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this Course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2). New Delhi: Concept Publishing Company. 2. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors. 3. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson. 4. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press. 5. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

<b>Reference Books</b>	1. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues. India: Wadsworth, Cenegage. 2. Jan J f terLaak,(2013), Understanding psychological assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Setting, first edition, sage publications. 3. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc 4. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc 5. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publication.
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### Course Outcomes

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

- CO1(K6)-Experiment and Assess human attributes such as perception, attention, personality, intelligence, thought and attitudes through standardized tests.
- CO2 (K2)- Demonstrate skills in administering and scoring assessment measures.
- CO3 (K5)-Demonstrate competence in drawing inferences from the results without bias.
- CO4 (K6)-Demonstrate competence in writing a standard report.
- CO5 (K5)- Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√		√		√	
CO2		√		√	√	√
CO3			√	√	√	
CO4	√		√		√	
CO5		√	√		√	√

<b>Title of the Course</b>		<b>Introduction to Research Methodology</b>					
<b>Paper Number</b>		<b>ELECTIVE IV (Discipline Specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	II	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		3	---	--		3	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Understand how of social influence enable compliance, conformity and obedience</li><li>• Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.</li><li>• Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.</li><li>• Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.</li><li>• Facilitate students to see the applicability of social psychological principles in various settings.</li></ul>					
<b>Course Outline</b>		<b>Unit I: Introduction</b> Understanding behaviour - empirical and non empirical method - assumptions of scientific work - overview of research process/framework. Ethics in research - APA ethics code, plagiarism, ethics and animal experimentations. Data collection - observational method, interview method - structured, semi structured and focus group interviews, questionnaire method, case study method - its merits and limitations.					
		<b>Unit II: Variables , Reliability and Validity</b> Types of variables- dependent and independent variables, confounded variables, quantitative and categorical variables, continuous and discrete variables. Reliability and Validity of measurements - types of validity test- criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity , types of reliability tests -					

inter rater reliability, test retest reliability, split half reliability, internal consistency reliability.

### **Unit III: Hypothesis and Sampling**

Hypothesis - Definition, types - Hypothesis testing - Type I and Type II errors, significance level (p value) , one tailed and two tailed tests- Effect size Sampling - meaning, probability and non probability . Sampling techniques - its merits and limitations, sample size estimation - using a table of random numbers.

### **Unit IV: Research designs**

Experimental designs - independent groups designs, completely randomized groups design, randomized factorial groups design, within participants group design, matched group design. Non Experimental designs - quasi experimental design, time series design, case studies, correlational research design, cross sectional research, longitudinal research, non equivalent group designs. Mixed research designs - single participant w design, base -line design. Quantitative research design and analysis - Grounded theory, discourse analysis, content analysis, diary method, narrative methods, focus group discussions, in-depth interviews, participatory observations, action research.

### **Unit V: Report writing and computers in research**

Reporting and replication, experimental reports, reporting non experimental studies and qualitative studies, oral and poster presentation, APA primer - presenting research and preparation of research proposal - Computers in research - software for quantitative and qualitative data analysis.

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this Course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson.</li> <li>2. C.R. Kothari (2004) Research Methodology: Methods &amp; Techniques. New Delhi: New Age International Pvt Ltd</li> <li>3. Zechmeister S Anne, Zechmeister B Eugene &amp; Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition.</li> <li>4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd.</li> <li>5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Shaughnessy, J J , Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill.</li> <li>2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods . USA: Sage Publication.</li> <li>3. Gaur A s and Gaur SS ( 2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.</li> <li>4. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition.</li> <li>5. Sharlene Nagy Hesse-Biber Patricia Leavy . (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.</li> </ol>

**COURSE OUTCOMES:**

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

- **CO1:** (K2) Understand the ethics and various data collection methods to conduct research.
- **CO2:** (K2) Demonstrate the ability to identify independent, dependent and mediating variables and to establish reliability and validity
- **CO3:** (K3) Formulate hypothesis and research objectives and distinguish various sampling techniques
- **CO4:** (K4) Determine appropriate research design.
- **CO5:** (K6) Ability to write research report as per APA protocol

	PO1	PO2	PO3	PO4	PO5	PO6
CO1		<input type="checkbox"/>				
CO2				<input type="checkbox"/>		
CO3						<input type="checkbox"/>
CO4		<input type="checkbox"/>				
CO5					<input type="checkbox"/>	

<b>Title of the Course</b>		<b>Social Psychology I</b>					
<b>Paper Number</b>		<b>CORE VI</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4	1	--		5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To offer the students a comprehensive overview of Social Psychology.</li><li>• To comprehend the development and vicissitudes of Social Cognition.</li><li>• To gain insight into the formation and management of Social Perception.</li><li>• To develop understanding of attitudes and persuasion</li><li>• To learn of the dynamics of close interpersonal relationships.</li></ul>					
<b>Course Outline</b>		<b>UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY</b> Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.					

	<p><b>UNIT II: SOCIAL COGNITION</b>  Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming, Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.</p> <p><b>UNIT III: SOCIAL PERCEPTION</b>  Definition of social perception; Non-verbal communication – Basic channels; Deception – Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution– Correspondent inference, Kelley’s theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.</p> <p><b>UNIT IV: ATTITUDES</b>  Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.</p>
	<p><b>UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS</b>  Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>



<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Baron R.A. &amp; Byrne D. (2014) <i>Social Psychology</i> (13<sup>th</sup> Ed.) Prentice-Hall of India.</li> <li>2. Myers D.G. (2012) <i>Social psychology</i> (11<sup>th</sup> Ed.) NewYork, NY: McGraw.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. WinniCott, D.W. (1995). Counselling and Therapy. London: Sage Publications</li> <li>2. Whiston, S.C (1999). Principles ad applications of assessment in counselling , Wadsworth, Belmont. Brooks- Clole</li> <li>3. Nichols, M.P. &amp; Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc. Press, Inc</li> <li>4. Patterson, J., William, L., Grauf- Grounds, C., &amp; Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press.</li> </ol>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. Journal of Social and Political Psychology (<a href="https://jspp.psychopen.eu/index.php/jspp">https://jspp.psychopen.eu/index.php/jspp</a>)</li> <li>2. International Review of Social Psychology (<a href="https://www.rips-irsp.com/about/">https://www.rips-irsp.com/about/</a>)</li> <li>3. <a href="https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf">https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf</a></li> <li>4. <a href="https://www.blackwellpublishing.com/content/hestonesocialpsychology/chapters/cpt3.pdf">https://www.blackwellpublishing.com/content/hestonesocialpsychology/chapters/cpt3.pdf</a></li> <li>5. <a href="https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/">https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/</a></li> </ol>

### **COURSE OUTCOMES**

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

- CO1 (K1) - To Outline the nature, history, principles and scope of social psychology and methods used in social psychology research
- CO2 (K2) – To understand social cognition and its potential sources of error
- CO3 (K3) – To describe the strategies used to form and maintain positive impression.
- CO4 (K3) – To elucidate the ways to resist persuasion
- CO5 (K4) – To analyze the causes of marital happiness and relationship failure.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1			√	√	√	
CO2	√	√	√		√	
CO3				√	√	√
CO4	√				√	√
CO5		√	√		√	

<b>title of the Course</b>		<b>Cognitive Psychology</b>					
<b>Paper Number</b>		<b>CORE X</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4	1	--		5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To define and outline the evolution and scope of cognitive psychology.</li><li>• To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language.</li><li>• To outline the various theories of attention and perceptual disorders.</li><li>• To compare the differences between short term, long term and working memory.</li><li>• To illustrate the different types of problem solving strategies, and the application of different types of reasoning.</li></ul>					
<b>Course Outline</b>		<b>Unit I : Introduction</b> Definition - Information Processing Approach - Growth of Cognitive Psychology - Cognition's relation to other fields - Research methods in Cognitive Psychology.					

**Unit II : Pattern Recognition, Language**

Pattern recognition - Template Theories - Feature Theories - Structural Theories - Information Processing stages - Partial Report Technique - Spelling's model - word recognition - word superiority effect - neural network model.

Language - language systems, speech sounds, words and morphemes, sentence level, sentence comprehension, language production, disorders of language - aphasia, dyslexia.

**Unit III : Attention, Disorders of perception and attention**

Attention – Definition – Factors influencing attention – Theories of attention - Bottleneck theories - Broadbent's filter model - Treisman's attenuation model - Deutsch- Norman Memory selection model - Automatic Processing and Applications - Cognitive Neuroscience of Attention - Posner's theory of the neural bases of attention.

Overview of Disorders of perception and attention - synaesthesia, blindsight, unilateral spatial neglect, visual agnosia, prosopagnosia.

**Unit IV: Memory**

Forgetting - Decay theory - Interference theory - cue dependent forgetting - inhibition - retrieval induced forgetting - directed forgetting - imagination and false memory - Individual differences in chunking - Acoustic codes and rehearsal- Acoustic codes in reading - Recognition of items in short term memory - types of amnesia.

Working memory - Baddeley's revised working memory model.

Long term memory - Atkinson-Shiffrin model - Verbal rehearsal and learning - Rehearsal and serial position effect - meta cognition - Mnemonic Techniques - method of loci, the pegword technique, key word technique, organizational technique - tip of the tongue phenomenon - Improving eyewitness recall and identification- episodic and semantic memory- autobiographical memory - Flashbulb memory - the cue-word method .

**Unit V: Reasoning , Problem solving**

Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning, Propositional reasoning, Syllogistic reasoning, Conditional reasoning- Venn diagrams - Creative thinking.

	Problem solving - Types of problems - problem solving strategies - mean end analysis - reasoning by analogy - transformational problems - incubation - problem solving experts - block to problem solving - types of heuristics.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this Course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Groom , D. (2014) . An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.</li> <li>2. Reed, S. K. (2010). Cognition - Theories and Applications . UK: Wadsworth Cengage Learning.</li> <li>3. .Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. Nes Delhi: Tata Mc Graw-Hill edition.</li> <li>4. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.</li> <li>5. Riegler, B.R. and Riegler, G L (2008) . Cognitive Psychology. applying the science of the mind. New Delhi: Pearson India Education Services Private Limited.</li> <li>6. Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth.</li> </ol>

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Ronald Kellog. Fundamentals of Cognitive Psychology</li> <li>2. Bridge, Robinson, Riegler, Greg. Applying the Science of the Mind</li> <li>3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi, India. Sage.</li> <li>4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley.</li> <li>5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice-Hall.</li> <li>6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida, India. Pearson.</li> <li>7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA. Wadsworth.</li> <li>8. Weisberg R W, Reeves L M. Cognition: from memory to creativity. 2013. New-Jersey, USA. Wiley.</li> </ol>
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**Course outcomes:**

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

CO1 (K1) Recognize the applications of cognitive processes in various areas of human

Development.

CO2 (K2) Distinguish the different disorders of language and comprehend the stages of

human language development and also identify different perspectives of pattern recognition.

CO3 (K2) Explain the process of attention and identify various perceptual disorders.

CO4 (K4) Recognize and examine the process of remembering and forgetting.

CO5 (K5) Examine the different types of reasoning and demonstrate various problem solving strategies.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1		<input type="checkbox"/>				
CO2				<input type="checkbox"/>		
CO3						<input type="checkbox"/>
CO4		<input type="checkbox"/>				
CO5					<input type="checkbox"/>	

<b>Title of the Course</b>		<b>Organisational Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE V (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		5	--	--			
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To learn an overview of Organisational Psychology.</li><li>• To comprehend job analysis and its methods.</li><li>• To gain insight into employee selection and recruitment processes.</li><li>• To understand employee attitudes, motivation, training and evaluation.</li><li>• To learn of leadership theories and enhancement.</li></ul>					
<b>Course Outline</b>		<b>Unit I: Introduction to Organisational Psychology</b> – Definition, Scope of Organizational psychology, History of I/O Psychology – Pre – During- post WWI and WWII, Hawthorne Studies, Changes in workplace since 1980, Today Organisational Psychology					
		<b>Unit II Job Analysis Definition, Methods and Techniques-</b> Job Description, Job Specification, Job Evaluation, Performance Criteria, Uses of Job Analysis. Methods – Observation, Participation, Existing data, Interviews, Surveys and Job Diaries. Techniques- Job Element Methods, Critical Incidents Technique (CIT), Position Analysis Questionnaire (PAQ).					
		<b>Unit III: Employee Recruitment, Assessment, &amp; Selection– Recruitment</b> Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads, <b>Screening</b> – written materials, References & letters of recommendation, <b>Types of Assessments</b> – Cognitive Ability, Mechanical Ability, Motor & Sensor Ability, Physical Ability, Job Skills and Knowledge, Personality and Integrity tests, <b>Selection, Placement, EEO</b> – Importance and process.					

	<p><b>Unit IV: Employee Attitudes, Motivation &amp; Performance Designing and Evaluating Training</b>          Motivation theories, Relationship between motivation and performance, Employee Engagement, Job satisfaction, Commitment, Absenteeism, Turnover, OCB, Positive Affect, Areas of employee training, Fundamental issues in employee training, A model for successful training programs.</p> <p><b>Unit V: Leadership - Definition and Theories</b>          Trait Theories, Behavioural Theories, Contingency Theories (Fielder), LMX Theory, Transformational Leaders, Organisational Climate, Application of the theories.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.</li> <li>2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India.</li> <li>3. Robbins, S.P. (2005). Organizational Behavior. 11<sup>th</sup> Edition. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>4. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin</li> <li>5. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002.</li> </ol>



<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.</li> <li>2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India.</li> <li>3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>4. Decenzo and Robbins, Human Resource Management-Prentice Hall of India.</li> <li>5. Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi.</li> <li>6. Robbins, S. P. (2003), Organisational Behaviour, New Delhi: Prentice Hall of India</li> <li>7. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002</li> <li>8. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin</li> </ol>
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### **COURSE OUTCOMES**

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

- CO1 ( K2)– To review various I/O Psychological theories/paradigms.
- CO2 ( K3) –To discuss how Psychological theories/paradigms may be applied to understanding human behaviors at work.
- CO3 (K5)- To perform job analysis using various concepts of I/O Psychology.
- CO4 (K6)– To design and evaluating training programs.
- CO5 (K3)- To practice resourceful leadership .

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1			√	√	√	
CO2	√			√	√	√
CO3		√	√		√	
CO4	√				√	√
CO5	√			√	√	√

<b>Title of the Course</b>		<b>Assessments in Psychology II ( Laboratory Practical)</b>					
<b>Paper Number</b>		<b>CORE XI</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		1			4		5
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To experiment and assess human psychological attributes.</li><li>• To learn psychological test administration and scoring.</li><li>• To comprehend and deduce test results.</li><li>• To conceptualise and report psychological tests.</li><li>• To analyse and apply data to understand unique human psychological capacities and discrepancies.</li></ul>					
<b>Course Outline</b>		<b>CONCEPTS</b> <ol style="list-style-type: none"><li>1. Personality</li><li>2. Aptitude</li><li>3. Interest</li><li>4. Achievement tests</li><li>5. Stress and coping</li><li>6. Attitudes and behaviour</li><li>7. Creativity</li><li>8. HR/organizational behaviour</li></ol> <ul style="list-style-type: none"><li>• <b>A minimum of 10 assessments should be completed with at least 5 experiments and 5 questionnaires should be conducted from the above list of concepts.</b></li><li>• <b>Chose concepts as varied as possible</b></li></ul>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)		Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)					
Skills acquired from this		Knowledge, Problem Solving, Analytical ability, Professional					

Course	Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>6. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2). New Delhi: Concept Publishing Company.</li> <li>7. Sharma, R.N. &amp; Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers &amp; Distributors.</li> <li>8. Anastasi, A. &amp; Urbina, S. (2017). Psychological Testing, Noida: Pearson.</li> <li>9. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.</li> <li>10. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues. India: Wadsworth, Cengage.</li> <li>2. Jan J f terLaak, (2013), Understanding psychological assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Setting, first edition, sage publications.</li> <li>3. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc</li> <li>4. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc</li> <li>5. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publication.</li> </ol>

### Course Outcomes

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

- CO1(K6)-Experiment and Assess human attributes such as perception, attention, personality, intelligence, thought and attitudes through standardized tests.
- CO2 (K2)- Demonstrate skills in administering and scoring assessment measures.
- CO3 (K5)-Demonstrate competence in drawing inferences from the results without bias.
- CO4 (K6)-Demonstrate competence in writing a standard report.
- CO5 (K5)- Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√		√		√	
CO2		√		√	√	√
CO3			√	√	√	
CO4	√		√		√	
CO5		√	√		√	√

<b>Title of the Course</b>		<b>Counselling Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE VI (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		3	--	--		4	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• To have a perceptual overview of the counselling.</li><li>• To comprehend the counselling process.</li><li>• To understand the role of psychological testing and diagnosis in counselling.</li><li>• To gain insight into the counsellors attributes, skills and ethics.</li><li>• To learn of the varied fields of application in counselling.</li></ul>					
<b>Course Outline</b>		<b>Unit I: Nature And Scope Of Counselling</b> Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.					
		<b>Unit II: Approaches To Counselling And The Counselling Process</b> Directive and non-directive approaches, Humanistic approach, Behavioristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process.					
		<b>Unit III: Psychological Testing And Diagnosis</b> Use of psychological tests in counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.					

	<b>Unit IV: Counsellor Qualities, Skills And Ethical Responsibilities</b> Qualities of an effective counsellor, Counsellor skills- Building Trust, Listening, Attending, Observing,
	Building Rapport, Demonstrating Empathy, Ethics in counselling. <b>Unit V: An Overview of Specialities In Counselling</b> Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling the differently abled, Career Counselling, Adolescent Counselling, Counselling people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Rao, N. (2013). <i>Counselling and Guidance</i>. Chennai, India: Tata McGraw Hill.</li> <li>2. Gladding, S.T. (2017). <i>Counselling: A comprehensive profession</i>. Chennai, India: Pearson.</li> <li>3. Gibson, R. L., &amp; Mitchell, M. H. (2007). <i>Introduction to counselling and guidance</i>. Upper Saddle River, NJ: Prentice Hall.</li> <li>4. Nayak, A. K. (2007). <i>Guidance and counseling</i>. New Delhi, India: APH Publishing.</li> <li>5. Barki, B. G., &amp; Mukhopadhyay, B. (2008). <i>Guidance and counselling manual</i>. New Delhi, India: Sterling.</li> <li>6. Kochhar, S. K. (1984). <i>Guidance and counselling in colleges and universities</i>. New Delhi, India: Sterling.</li> </ol>

<b>Reference Books</b>	<p>1. Corey, G. (2004). Theory and Practice of Counseling and Psychotherapy (7th Ed.). Wadsworth Publishing.</p> <p>2. Gibson L Robert &amp; Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6th edn. Delhi: Pearson Education</p> <p>3. Nelson-Jones. (1995). The theory and practice of counseling. 2nd Edn. London: Holt, Rinehart and Winston Ltd.</p> <p>4. Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.</p> <p>5. Samuel T. Gladding (2013) Counseling: A Comprehensive Profession Pearson education,</p> <p>6. Richard Nelson-jones (2012), Theory and practice of Counseling and Therapy, 5th edition, sage publications</p> <p>7. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc</p> <p>8. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publications.</p>
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### **COURSE OUTCOME**

On successful completion of the course, the students will be able to  
 CO1 (K3) – To identify the need and importance of counselling in the current context.

CO2 (K2) – To explain the various approaches in counselling and the types, uses & diagnosis in counselling process.

CO3 (K2) – To summarize the interpretation of psychological tests in counselling.

CO4 (K2) – To articulate the qualities of an effective counsellor.  
 CO5 (K3) – To identify the various specialties in counselling.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√	√	
CO2	√		√	√	√	√
CO3	√		√		√	√
CO4		√		√	√	
CO5		√		√	√	

<b>Title of the Course</b>		<b>Social Psychology II</b>					
<b>Paper Number</b>		<b>CORE VIII</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		5	1	--		6	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Understand how of social influence enable compliance, conformity and obedience</li><li>• Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.</li><li>• Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.</li><li>• Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.</li><li>• Facilitate students to see the applicability of social psychological principles in various settings.</li></ul>					
<b>Course Outline</b>		<b>Unit I: Social Influence</b> Conformity – Meaning, Asch’s research on conformity, Sheriff’s research on autokinetic phenomenon, Factors affecting conformity, Resisting pressures to conform; Compliance - Meaning, Six basic principles of compliance, Symbolic social influence; Obedience – Meaning, Milgram’s experiment on obedience.					
		<b>Unit II: Prosocial Behaviour</b> Meaning, Motives for pro-social behaviour, Competitive altruism, Five crucial steps to determine helping Vs not helping, External and internal influences on helping behaviour, Empathy, Personality and Helping.					
		<b>Unit III: Aggression</b> Perspectives on aggression – Evolutionary perspective, Drive theories; Modern theories of aggression – Social					

	<p>learning perspective and General Aggression Model; Causes of human aggression – social, cultural, personal and situational; Prevention and control of aggression.</p>
	<p><b>Unit IV: Groups And Individuals</b>  Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict: Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.</p>
	<p><b>Unit V: Application Of Social Psychology</b>  Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
Skills acquired from this Course	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Myers, D.G. &amp; Twenge, J.M. (2017): Social psychology. New York, NY: McGraw – Hill Education.</li> <li>2. Branscombe, N.R., Baron, R.A. &amp; Kapur, P. (2017). Social psychology. Chennai, India: Pearson India Education Services Pvt. Limited.</li> <li>3. Myers, D.G. (2002). Social psychology. New York, NY: McGraw Hill Book Company.</li> <li>4. Baron, A., &amp; Byrne, D. (2002). Social</li> </ol>



	psychology. New Delhi, India: Prentice-Hall of India. 5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). Social psychology. New Delhi, India: Dorling Kindersley (India) Private Limited.
<b>Reference Books</b>	1. Winnicott, D.W. (1995). Counselling and Therapy. London: Sage Publications 2. Whiston, S.C (1999). Principles and applications of assessment in counseling, Wadsworth, Belmont. Brooks-Cole 3. Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc. Press, Inc 4. Patterson, J., Williams, L., Grafton-Grundy, C., & Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press. 5. Myers David G. (2002). Social Psychology, 7th Edition, McGraw Hill Book Company.

### **COURSE OUTCOMES:**

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

- **CO1(K1)** : To relate to the nature and causes of social influence.
- **CO2 (K2)** : To observe the internal and external influences on helping behaviour.
- **CO3 (K3)** : To employ the strategies that can be used to prevent or control human aggression.
- **CO4 (K4)** : To appraise group dynamics.
- **CO5 (K4)** : To analyze the role of social psychology in various settings like legal system, health and work.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√		√	√	√	
CO2		√	√		√	
CO3	√		√		√	√
CO4		√	√	√	√	
CO5			√		√	√

<b>Title of the Course</b>		<b>EDUCATIONAL PSYCHOLOGY</b>					
<b>Paper Number</b>		<b>CORE XIV</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		5	1		--		6
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Understand the meaning and purpose of education.</li><li>• Explain the theoretical perspectives of learning and cognition.</li><li>• Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity.</li><li>• Differentiate the social process of learning in various societal contexts.</li><li>• Understanding education from Indian Perspective and application of psychological principles to overcome stress and anxiety and to enhance mental well-being of the students.</li></ul>					
<b>Course Outline</b>		<p><b>Unit I: Introduction</b> Aims of education in relation to relationship of self, society and education. Education and self-knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.</p> <p><b>Unit II: Cognition and Learning</b> An overview of the key theoretical approaches: Behaviourism, Individual- Constructivism, Social- constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.</p> <p><b>Unit III: Learning and Motivation</b> Critical reflection on the folk understanding of ‘intelligence’, ‘ability’ and ‘achievement’ in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self- expression, and self-</p>					

	determination.
	<p><b>Unit IV: Learning theories and schooling</b> Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in diverse environment, exploring sociocultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.</p>
	<p><b>Unit V: Education in the Indian Context</b> Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Woolfolk A., Misra G., &amp; Jha A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub.</li> <li>2. Cornelissen M., Misra G., &amp; Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson.</li> <li>3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.</li> <li>4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT.</li> </ol>

	5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press
<b>Reference Books</b>	<p>1. Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press.</p> <p>2. National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.</p> <p>3. Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.</p> <p>4. Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.</p> <p>5. Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.</p> <p>6. Mangal. S. K., (2005). Advanced Educational Psychology, ). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.</p> <p>7. Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai.</p>

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understanding the meaning and processes of education at individual and social levels in the Indian context.
- **CO2 (K2):** Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- **CO3 (K3):** Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.
- **CO4 (K3,K4):** Understand and apply the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

- **CO5 (K4):** Application of psychological principles to facilitate constructive educational environment.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√		√		√	
CO2	√			√	√	
CO3			√	√	√	
CO4			√		√	√
CO5			√	√	√	√

<b>Title of the Course</b>		<b>Health Psychology</b>					
<b>Paper Number</b>		<b>CORE XV</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		5	1	--		6	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Understand need and perspectives of health psychology.</li><li>• Learn various models available to conceptualize health.</li><li>• Learn the nature of pain and its management.</li><li>• Understand the influence of stress on health and the importance of social support in managing stress.</li><li>• Overcome unhealthy behaviour and promote healthy habits</li></ul>					
<b>Course Outline</b>		<b>Unit I: Introduction To Health Psychology- Health Behaviour</b> Health psychology- Definition and Need, The biopsychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.					

	<p><b>Unit II: Models Of Health Behaviour</b>          Changing health habits using theoretical models          - Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification.</p> <p><b>Unit III: Chronic Illness And Pain</b>          Illness Factors, Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management</p>
	<p><b>Unit IV: Stress And Coping</b>          Stress - definition, dimensions of stress- sources of chronic stress, Theoretical contributions - Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model, Coping with stress- Sources of stress.</p> <p><b>Unit V: Promoting Health Behaviour</b>          Smoking - Effects of smoking, reasons for smoking, Alcoholism - effects, reasons, Interventions for reducing smoking , changing problem drinking, Management of Overweight &amp; obesity- effects of dieting &amp; physical activity.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Straub O. Richard (2002) Health Psychology. New York: Worth Publishers.</li> <li>2. Taylor E. Shelley Health Psychology (7<sup>th</sup> Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd</li> <li>3. Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3<sup>rd</sup> Ed.) U.S.A: Wadsworth Cengage Learning.</li> <li>4. Boyer, B., &amp; Paharia, I. (2008). <i>Comprehensive handbook of clinical health psychology</i>. Edison, NJ: John Wiley &amp; Sons.</li> <li>5. Sarafino, E. (1994). <i>Health psychology</i>. Edison, NJ: John Wiley &amp; Sons.</li> </ol>
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<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Taylor, S. (1995). <i>Health psychology</i> (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.</li> <li>2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., &amp; Sykes, C.M. (2008). <i>Health psychology: Theory, research and practice</i> (2nd ed.). New Delhi, India: Sage Publications.</li> <li>3. Branmon, L., &amp; Frist, J. (2010). <i>Introduction to health psychology</i>; New Delhi, India: Cengage Learning India Pvt Ltd.</li> <li>4. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications.</li> <li>5. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones &amp; Bartlett Publishers,</li> <li>6. Shelly E. Taylor (2012), Health psychology, 7th edition, , TATA McGrawHil, New Delhi.</li> <li>7. Mitchell D. Feldman &amp; John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3rd edition, McGraw Hill, NY, .</li> <li>8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2nd edition, McGraw Hill, NY.</li> </ol>
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### **COURSE OUTCOME**

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

- **CO1 (K1):** To Outline the definition and scope of Health Psychology
- **CO2 (K2):** To explain the various models of health behavior
- **CO3 (K3):** To identify types of pain, symptoms and suitable intervention

- **CO4 (K2,K3):** To summarize theories of stress, sources of stress and coping
- **CO5 (K4,K5):** To explain health promoting strategies

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√		√	√	√	
CO3				√	√	√
CO4			√		√	
CO5			√	√	√	√

<b>Title of the Course</b>		<b>Sports and Exercise Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE VII (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4	1	--		5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Familiarize with the emerging field in sports and exercise psychology as a profession</li><li>• Integrate theory and practice in sports and exercise</li><li>• Understand the impact of personality and motivation in the performance</li><li>• Comprehend the influence of emotional intelligence on the performance</li><li>• Familiarize with the psychometric test associated with the sports</li></ul>					
<b>Course Outline</b>		<b>Unit I: Introduction</b> History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.					



	<p><b>Unit II: Personality and Performance</b>          Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.</p> <p><b>Unit III: Motivation and Performance</b>          Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation &amp; Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-</p>
	<p>Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation- Performance Relationship.</p> <p><b>Unit IV: Emotion and Performance</b>          Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory &amp; IZOF], Emotion Performance Relationship.</p> <p><b>Unit V: Aggression and Sports</b>          Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance</p>
Extended Professional Component (is a part of internal	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>

component only, Not to be included in the External Examination question paper)	
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge.</li> <li>2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers.</li> <li>3. Weinberg R.S., &amp; Gould D. (1995). Foundations of sport and exercise psychology (Vol.4). Champaign, IL: Human Kinetics.</li> <li>4. Cratty B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois</li> <li>5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.</li> </ol>

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Fundamentals of Sport and Exercise Psychology, by Alan S. Kornspan published by Human Kinetics, 2009</li> <li>2. Handbook of Sport Psychology by Gershon Tenenbaum, Robert C. Eklund published by John Wiley &amp; Sons, 2007</li> <li>3. Sport Psychology: An Introduction by Arnold D. LeUnes, Jack R. Nation by Wadsworth Thomson Learning, (2001)</li> <li>4. Burton, D., &amp; Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics.</li> <li>5. Weinberg, R. S., &amp; Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.</li> </ol>
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### **COURSE OUTCOMES**

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

- **CO1 (K1,K2):** Familiarizing with the evolving field of sports and exercise psychology as a Profession and having knowledge about its specialties particularly clinical-sport Psychology and educational psychology

- **CO2 (K2, K3):** Comprehending the links between theory and practice in sports and exercise Psychology; understanding the current shifts from traditional paradigms and Appreciating the role of practical theory to guide professional practice so that Real life issues may be addressed
- **CO3 (K3):** Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- **CO4 (K3,K5):** Being able to develop a psychological profile for a sportsperson/team to help Assess the psychological skills that can improve self-awareness, goal setting and Communication with the coach.
- **CO5 (K2):** Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1			√	√	√	
CO2	√		√	√	√	√
CO3		√	√		√	
CO4			√	√	√	√
CO5		√	√		√	√

<b>Title of the Course</b>		<b>Environmental Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE VIII (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		4	1	--		5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"><li>• Understand Environmental Psychology and its various psychological perspectives.</li><li>• Comprehend human perception of environmental risk.</li><li>• Understand the effects of environment in human behaviour.</li><li>• Learn about the contribution of human behaviour in environmental crisis.</li><li>• Promote pro-environmental behaviour</li></ul>					
<b>Course Outline</b>		<b>Unit I: Introduction to Environmental Psychology</b> Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)					

	<p><b>Unit II: Environmental Risk Perception</b>  Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.</p> <p><b>Unit III: Environment and Behaviour</b>  Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.</p>
	<p><b>Unit IV: Ecology and Development</b>  Human behavior and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.</p> <p><b>Unit V:</b> Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behavior. The role of habits and social practices. Encouraging environmental behavior through interventions. The role of environmental education. Pro-environmental action in organisations.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional</p>

course	Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Steg, L. &amp; de Groot, (2019). Environmental Psychology : An Introduction. Chichester, West Sussex: John-Wiley &amp; Sons Ltd</li> <li>2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha</li> <li>3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. . Kanagasabai, C.S. 2005. Environmental Studies. Rasee publishers. Madurai.</li> <li>2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi.</li> <li>3. Sapru R.K. 2001. Environment Management in India, Vol. I &amp; Vol. II Ashish publishers house, New Delhi</li> </ol>

### **COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Demonstrate knowledge in different psychological approaches to the study of man-environment relationship.
- **CO2 (K2):** Understand the behaviour of humans in the face of environmental risk.
- **CO3 (K2):** Understand the mutual interaction of environment and behavior.
- **CO4 (K2):** Acquire knowledge on the influence of human behaviour in environmental crisis.
- **CO5 (K2,K3):** Appreciate and apply pro-environmental behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

# PART IV

<div>□□□□□□</div> <b>Title of the Course</b>		<b>Stress Management</b>					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		2	----	--		2	
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>• Understand the nature and meaning of stress.</li><li>• Comprehend stress responses</li><li>• Understand the effects of coping on stress experiences.</li><li>• Learn the body related stress relaxation techniques.</li><li>• Know the mind related relaxation techniques.</li></ul>					
<b>Course Outline</b>		<b>UNIT-I: STRESS: MEANING AND NATURE</b> Definition, Nature of stress- types of stress and stressors.					
		<b>UNIT – II: STRESS RESPONSES</b> General Adaptation Syndrome – Body’s stress response – Physiological, Emotional, Cognitive and Behavioural – Stress and immune system.					
		<b>UNIT – III: STRESS AND COPING</b> Types of coping: task oriented and emotion oriented. Reframing, assertiveness and fixing boundaries.					
		<b>UNIT – IV: BODY RELATED RELAXATION TECHNIQUES</b> The art of breathing-diaphragmatic breathing, Massage therapy and yoga.					
		<b>UNIT – V: MIND RELATED RELAXATION TECHNIQUES</b> Meditation – Types, Mental Imagery and Self Hypnosis.					
		<b>Reference</b> <ol style="list-style-type: none"><li>1. Seaward, B. L. (2016). Essentials of managing stress. Jones &amp; Bartlett Publishers.</li><li>2. Palmer, S and Cooper, C. (2007). How to deal with Stress. New Delhi, Kogan Page India. Pvt Lt</li><li>3. Epstein, R. (2006). The Big Book of</li></ol>					

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand the nature of stress
- **CO2 (K2):** Understand how stress influences adaptation of an organism.
- **CO3 (K2):** Understand the coping mechanism of stress.
- **CO4 (K2):** Acquire knowledge on body related relaxation techniques
- **CO5 (K2,K3):** Appreciate and apply mind related relaxation techniques.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>Title of the Course</b>		<b>Careers and Ethics in Psychology</b>					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>	Foundation Course	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	I				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		2	----		--		2
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>• Understand the nature of fields in psychology</li><li>• Comprehend core fields in psychology</li><li>• Understand applied fields in psychology</li><li>• Learn the emerging fields of psychology</li><li>• Know ethical concerns of psychology</li></ul>					
<b>Course Outline</b>		<b>UNIT I: INTRODUCTION</b> Introduction to Psychology – Difference between core, applied and emerging fields.					
		<b>UNIT II: CORE FIELDS IN PSYCHOLOGY</b> Abnormal Psychology– Cognitive Psychology – Development Psychology – Health Psychology					
		<b>UNIT III: APPLIED FIELDS IN PSYCHOLOGY</b> Clinical Psychology – Counselling Psychology – Educational Psychology – Experimental Psychology – Industrial/Organizational Psychology – Rehabilitation Psychology					

	<b>UNIT IV: EMERGING FIELDS IN PSYCHOLOGY</b> Engineering Psychology – Environmental Psychology – Evolutionary Psychology – Forensic Psychology– Sports Psychology
	<b>UNIT V: ETHICS IN PSYCHOLOGY</b> Informed consent, debrief, protection of participants, deception, confidentiality, and withdrawal from an investigation
	<b>Reference:</b> 1. Kuther,T.L and Morgan,R.D (2019) Careers in Psychology: Opportunities in a Changing World. SAGE Publications, Inc; Fifth edition 2. APA MANUAL 3. ONLINE SOURCES

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand Psychology
- **CO2 (K2):** Understand the core fields of Psychology
- **CO3 (K2):** Understand the applied fields of Psychology
- **CO4 (K2):** Acquire knowledge and emerging fields of Psychology
- **CO5 (K2,K3):** The importance of ethical practices in Psychology.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

Title of the Course		Personality Development								
Paper Number		Part IV								
Category	Skill Enhancement Course (Non Major Elective )	Year	I	Credits	2	Course Code				
		Semester	II							
Instructional Hours per week		Lecture	Tutorial	Lab Practice		Total				
		2	----	--		2				
Pre-requisite										
Objectives of The Course		<ul style="list-style-type: none"><li>• Understand the nature and meaning of Personality</li><li>• The understand the ways of enriching personality</li><li>• Understand the meaning of</li></ul>								



	<p>motivation</p> <ul style="list-style-type: none"> <li>• Learn the meaning of success</li> <li>• Know the relationships and personality</li> </ul>
<b>Course Outline</b>	<p><b>UNIT – I: MEANING AND NATURE OF PERSONALITY</b>          Personality: Definitions, Meanings, Elements of personality, Types of Personality, Determinants of personality, Personality SWOT Analysis</p>
	<p><b>UNIT – II: PERSONALITY ENRICHMENT</b>          Self esteem, Self concept, Advantages of high self esteem, Characteristics of people with high and low self esteem, Steps to building positive self esteem, Attitude, Factors that determine our attitude., Benefits of a positive attitude and consequences of a negative attitude, Steps to building a positive attitude.</p>
	<p><b>UNIT – III: MOTIVATION</b>          Motivation: Meaning and nature, The difference between inspiration and motivation, Motivation redefined, External motivation vs. Internal motivation, Achievement motivation</p>
	<p><b>UNIT – IV: SUCCESS</b>          Defining success-Real or imagined obstacles to success, Qualities that make a person successful, Reasons for failure – Interpersonal skills, Dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.</p>
	<p><b>UNIT – V: POSITIVE RELATIONSHIPS &amp; PERSONALITY</b>          Positive Relationships – Factors that prevent building and maintaining positive relationships, the difference between ego and pride, the difference between selfishness and self interest, Steps for building a positive personality, Body language: understanding body language, Projecting positive body language.</p>
	<p><b>Reference</b></p> <ol style="list-style-type: none"> <li>1. Nathan Dorman (2004). Personality Development. Abishek Publication, New Delhi.</li> <li>2. Jafar Mahmud (2004). Introduction to Psychology. APH Publishing Corporation, New Delhi.</li> <li>3. Zig Ziglar (2000). See You at the Top.</li> </ol>

	<p>Magna Publishing Co. Ltd., Mumbai.</p> <p>4. Shiv Khara (1998). You can win. MacMillan India Ltd., New Delhi.</p> <p>5. Walter Doyle Staples (2000). Think Like a Winner. Magna Publishing co. Ltd., Mumbai.</p>
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**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand Nature of Personality development
- **CO2 (K2):** Understand ways of personality enrichment
- **CO3 (K2):** Understand the importance of motivation
- **CO4 (K2):** Acquire the meaning of success
- **CO5 (K2,K3):** The importance of positive relationships for personality development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>Title of the Course</b>		<b>Psychological First Aid</b>					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>	Skill Enhancement Course (Discipline Specific)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	II				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		2	----	--		2	
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>• Understand the nature and meaning of Psychological First Aid (PFA)</li><li>• The understand the techniques of PFA</li><li>• To understand the intervention techniques.</li><li>• To know the self care techniques of PFA</li><li>• To distinguish between PFA and Psychological Debriefing.</li></ul>					
<b>Course Outline</b>		<b>UNIT – I: INTRODUCTION</b> Meaning and Importance – 3Ls of PFA – Look, Listen and Link					
		<b>UNIT – II: TECHNIQUES OF PFA</b> Approach the person in need of help, Introduce yourself.					

	Pay attention and listen actively, Understand the other person's feelings, Calm the person in crisis. Ask about their needs and concerns, Help the person in crisis with their immediate needs and try to solve their issue. Reflective and active listening
	<b>UNIT – III: INTERVENTION</b> safety; calm & comfort; connectedness; self-empowerment; and hope
	<b>UNIT – IV: SELF CARE TECHNIQUES</b> Physical (the body) – to live, move, and breath. Emotional (heart) – to love, care, and be in relationship with yourself and others. Psychological (the mind) – to learn, think, and grow. Spiritual (the spirit) – to connect with essence, purpose, and meaning.
	<b>UNIT – V: DIFFERENCE BETWEEN PFA AND PSYCHOLOGICAL DEBRIEFING</b> PFA – Immediate stress reduction and to promote coping. Psychological Debriefing – structured discussion of events.
	<b>Reference</b> 1. Everly, G.S and Lating, J.M. (2017) The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press, UK. 2. Online materials

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand Nature of PFA
- **CO2 (K2):** Understand various techniques of PFA
- **CO3 (K2):** Understand the interventional aspects of PFA
- **CO4 (K2):** Acquire self care techniques
- **CO5 (K2,K3):** Knowing the difference between PFA and Psychological debriefing

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>title of the Course</b>		<b>Business Communication</b>					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>	Skill Enhancement ( Entrepreneurship Based)	<b>Year</b>	II	<b>Credits</b>	1	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		2	----	--		2	
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>• Understand the nature and meaning of communication</li><li>• The understand the ways of writing business letters</li><li>• Understand correspondence in banks</li><li>• Know ways of writing report.</li></ul>					
<b>Course Outline</b>		<b>UNIT I: COMMUNIATION: AN INTRODUCITON</b> Communication – meaning – objectives – process – media of communication – types of communication – barriers to communication - principles of effective communication.					
		<b>UNIT II: BUSINESS LETTERS</b> Business letters – layout of Business letters - types - Business enquires and replies – offers – quotations – orders – complaints and adjustments – collection letters – circular letters – status enquires.					
		<b>UNIT III: BANK CORRESPONDENCE</b> Bank correspondence – insurance correspondence – agency correspondence – letters to the editors – applications for appointment.					
		<b>UNIT IV: COMPANY CORRESPONDENCE</b> Company correspondence – Duties of Secretary – correspondence with directors, Shareholders, government departments and others.					
		<b>UNIT V: REPORT</b> Report – meaning – importance – characteristics of a good report – preparing report -report by individuals – report by committees – speeches – characteristics of good speech – planning to speak.					
		<b>Text Book</b> Rajendrapal & Koralahalli J.S. Essentials of Business					

Communication.  
Sulthan Chand & Sons.

**Reference**

1. Ramesh M.S. & Pattan Shetty, Effective Business English & Correspondence RC Publications.
2. Balasubramanian, Business Communication, Vikas Pub. House (P) Ltd.,
3. US Rai, SM Rai, Business Communication, HPH
4. RSN Pillai, Bagavathi, Commercial Correspondence & Office Management.
5. Rashunathan and Santhanam, Business Communication, Margham Pub.
6. Chanturvedi, Business Communication Concepts, Case and Applications, Pearson Education.
7. Online Materials

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand meaning of communication
- **CO2 (K2): write business letters**
- **CO3 (K2): do correspond with banks**
- **CO4 (K2):** do company correspondence
- **CO5 (K2,K3):** prepare reports.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>Title of the Course</b>		Relaxation Techniques					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>	Skill Enhancement Course (Discipline Specific)	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		2	----	--		2	
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>• To Understand the nature and importance of relaxation</li><li>• To understand meditation</li><li>• To Understand guided imagery</li><li>• To Know about muscular relaxation</li><li>• To Understand biofeedback</li></ul>					
<b>Course Outline</b>		<b>UNIT I: INTRODUCTION</b> Meaning, Nature and importance of relaxation techniques in today's world.					
		<b>UNIT II: MEDITATION</b> Meaning – Nature – Types- Procedure - Benefits					
		<b>UNIT III: GUIDED IMAGERY</b> Meaning – Nature – Types- Procedure - Benefits					
		<b>UNIT IV: PROGRESSIVE MUSCULAR RELAXATION</b> Meaning – Nature – Types- Procedure - Benefits					
		<b>UNIT V: BIOFEEDBACK</b> Meaning – Nature – Types- Procedure - Benefits					
		<b>Reference</b> 1. Payne, R.A. ( 2010). Payne's Handbook of Relaxation Techniques: A Practical Guide for the Health Care Professional , Churchill Livingstone; 4th edition. 2. Online resources					

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand the nature and importance of relaxation
- **O2 (K2):** understand meditation
- **CO3 (CK2):** Understand guided imagery
- **CO4 (K2):** Know about muscular relaxation
- **CO5 (K2,K3):** Understand biofeedback

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

Title of the Course		Therapy Techniques					
Paper Number		Part IV					
Category	Skill Enhancement Course	Year	II	Credits	2	Course Code	
		Semester	IV				
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total
		2	----		--		2
Pre-requisite							
Objectives of The Course		<ul style="list-style-type: none"><li>• To Understand the nature and meaning of Therapy</li><li>• To understand behaviour therapy</li><li>• To Understand art therapy</li><li>• To Know person centered therapy</li><li>• To learn about solution focused brief therapies</li></ul>					
Course Outline		<b>UNIT I: INTRODUCTION</b> Meaning, Nature and importance of Psychological Therapy techniques in today's world.					
		<b>UNIT II: BEHAVIOUR THERAPY</b> Meaning – Nature – Types- Procedure - Benefit					
		<b>UNIT III: ART THERAPY</b> Meaning – Nature – Types- Procedure - Benefits					
		<b>UNIT IV: PERSON CENTERED THERAPY</b> Meaning – Nature – Types- Procedure - Benefits					
		<b>UNIT V: SOLUTION FOCUSED BRIEF THERAPY</b> Meaning – Nature – Types- Procedure - Benefits					

	<p>Reference</p> <ol style="list-style-type: none"> <li>1. VandenBos, G.R. (2013). Psychotherapy Theories and Techniques: A Reader. American Psychological Association; 1st edition</li> <li>2. Online resources</li> </ol>
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**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** understand therapies and it's importance
- **CO2 (K2): understand behaviour therapy**
- **CO3 (K2): know what is art therapy and how it is applied**
- **CO4 (K2):** Understand person centered therapy
- **CO5 (K2,K3): comprehend solution focused brief therapies.**

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>Title of the Course</b>		<b>Conflict Resolution</b>					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>	<b>Skill</b>	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	
	<b>Enhancement Course</b>	<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		2	----	--		2	
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>● To Understand the nature of conflict and its consequences</li><li>● To know the components of conflict</li><li>● To be aware of the types on individual conflicts</li><li>● To understand the model of conflict resolution</li><li>● To comprehend the role of conflict resolution in peace building.</li></ul>					
<b>Course Outline</b>		<b>UNIIT – I: INTRODUCTION</b> Meaning, Nature, Consequences of conflicts and the need for resolving conflicts. <b>UNIT-II: COMPONENTS OF CONFLICT</b> Conflict with the self, Conflict with others, Conflict with the environment and Conflict with the supernatural.					



	<b>UNIT- III: TYPES OF PSYCHOLOGICAL CONFLICT</b> Approach-Approach, Avoidance-Avoidance, Approach-Avoidance, Double Approach-Avoidance
	<b>UNIT-IV: DEALING WITH CONFLICT</b> Thomas-Kilmann Model of Conflict Resolution
	<b>UNIT-V: CONFLICT RESOLUTION AND PEACE BUILDING</b> Peace building – meaning and significance. Conflict Prevention, Conflict Management, Conflict resolution and transformation and Post-conflict reconciliation.
	<b>References:</b> 1. Weinstein, L. (2019). The 7 Principles of Conflict Resolution. Pearson Education. India. 2. Online resources

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** understand the nature of conflict and its consequences
- **CO2 (K2):** understand the components of conflict
- **CO3 (K2):** know the types of psychological conflict
- **CO4 (K2):** know the individual ways of dealing with conflict through a model
- **CO5 (K2,K3):** comprehend the importance of conflict resolution in peace building

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>Title of the Course</b>		Environmental Studies					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>		<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>	
		1	----	--		1	
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>• To Understand the Nature of Environment and its importance</li><li>• To understand the ecosystem with its components.</li><li>• To be aware of the pollution and ways of managing.</li><li>• To know how social issues are tied up with pollution.</li><li>• To know the various types of Acts of the Government in preserving the environment and biodiversity.</li></ul>					
<b>Course Outline</b>		<b>UNIT I: INTRODUCTION</b> Definitions – Types of Resources; Forest, Water, Minerals and Food.					
		<b>UNIT II: ECOSYSTEM, BIODIVERSITY AND CONSERVATION</b> Ecosystem-structure and function, food chain and web. Biodiversity-classification, value, measurement and threats. Conservation of Biodiversity.					
		<b>UNIT III: ENVIRONMENTAL POLLUTION AND MANAGEMENT</b> Introduction to types of pollution – Types of Disaster and its Management.					
		<b>UNIT IV: SOCIAL ISSUES AND HUMAN POLLUTION</b> Urban Energy Problems – Water Management – Environmental ethics – climate change – global warming – population problems – Public health					
		<b>UNIT V: ENVIRONMENTAL PROTECTION ACTS</b> Environmental, Air, Water, Wildlife, Forest Related Acts and their Amendments.					
		<b>Text Book</b> 1. Sivakumar, Raman (2018), Environmental Studies. Vijay Nicole Imprints, Chennai. 2. Online resources					

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand the Nature of Environment and its importance
- **CO2 (K2):** understand the ecosystem with its components.
- **CO3 (K2):** be aware of the pollution and ways of managing.
- **CO4 (K2):** know how social issues are tied up with pollution.
- **CO5 (K2,K3):** know the various types of Acts of the Government in preserving the environment and biodiversity.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>Title of the Course</b>		<b>Yoga for Health</b>					
<b>Paper Number</b>		<b>Part IV</b>					
<b>Category</b>	Value Education	<b>Year</b>	III	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>		<b>Total</b>
		1	----		1		2
<b>Pre-requisite</b>							
<b>Objectives of The Course</b>		<ul style="list-style-type: none"><li>• To understand the nature of Yoga.</li><li>• To have the basic Knowledge of Suryanamaskaram</li><li>• To understand the postures through Asanas.</li><li>• To learn the breathing techniques in Pranayama.</li><li>• To improve concentration through Meditation.</li></ul>					
<b>Course Outline</b>		<b>UNIT : INTRODUCTION</b> Definition – Meaning – Nature and Health Benefits of Yoga.					
		<b>UNIT II: SURYA NAMASKAR</b> Meaning – Nature – Types- Procedure - Benefits					
		<b>UNIT III: ASANAS</b> Meaning – Nature – Types- Procedure - Benefits					

	<b>UNIT IV: PRANAYAMA</b> Meaning – Nature – Types- Procedure - Benefits
	<b>UNIT V: YOGA MEDITATION</b> Meaning – Nature – Types- Procedure - Benefits
	<b>Reference</b> 1. Saraswati, S.S.(2018). Asana Pranayam Mudra, Yoga Publication Trust, India. 2. Online resources

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** Understand the nature of Yoga
- **CO2 (K2):** have the basic Knowledge of Suryanamaskaram
- **CO3 (K2):** understand the postures through Asanas.
- **CO4 (K2):** learn the breathing techniques in Pranayama.
- **CO5 (K2,K3):** improve concentration through Mediation.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√

<b>title of the Course</b>		<b>Communicative Skills</b>														
<b>Paper Number</b>		<b>Part IV</b>														
<b>Category</b>	Professional Competency Skill	<b>Year</b>	III	<b>Credits</b>	2	<b>Course Code</b>										
		<b>Semester</b>	VI													
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>		<b>Total</b>										
		2	----	--		2										
<b>Pre-requisite</b>																
<b>Objectives of The Course</b> <ul style="list-style-type: none"><li>• To understand the basics of communication.</li><li>• To have the basic Knowledge of listening</li><li>• To give constructive feedback.</li><li>• To learn the art of questioning</li><li>• To improve the presentation skills.</li></ul>																
<b>Course Outline</b>																
								<b>UNIT I: THE COMMUNICATION PROCESS</b> Sending the Message, the Channel, Receiving the Message; misinterpretations and unintended messages, Feedback; self-monitoring, Context and Noise; Psychological. Stereotyping, Semantics.								
								<b>UNIT II: ACTIVE LISTENING SKILLS AND NON-VERBAL COMMUNICATION</b> Listening Skills, Barriers to Listening, Listening Behaviours, Active Listening Skills. Non-verbal Communication Skills, Culture and Non-Verbal Messages, Forms of non-verbal communication: Facial Expressions and Eye Gaze, Posture and Gestures, Voice, Personal Space & Distance, Personal Appearance.								
								<b>UNIT III: GIVING CONSTRUCTIVE FEEDBACK</b> Difficulty in providing honest feedback. Feedback Skills: Being Specific, Offering a solution, Delivering the feedback face to face, Being sensitive, Being problem oriented and not people oriented, Being descriptive and not evaluative, Owning rather than disowning and checking. Structure of feedback.								
<b>UNIT IV: QUESTIONING SKILLS</b> Questioning Techniques, Types of Questions: Probing/clarifying Questions, Reflective Questions, Direct Questions and Hypothetical Questions.																

	<p><b>UNIT V: PRESENTATION SKILLS</b></p> <p>Presentation and dealing with Fears of presentation. Planning the Presentation: Setting objective, Understanding the audience, Knowing the setting, Writing down the „central theme“ of the talk, Writing the outline, Developing visual aids, Preparing delivery notes and delivering the presentation.</p>
	<p><b>Reference</b></p> <ol style="list-style-type: none"> <li>1. Hargie, O., Dickson, D., Tourish, D. (2004) Communication Skills for Effective Management. Palgrave Macmillan. Hampshire.</li> <li>2. Adler, R. B. &amp; Elmhorst, J. M. (1999) Communicating at Work: Principles and Practices for Business and the Professions McGraw Hill Singapore</li> <li>3. Dixon, T., O'Hara, M (2010). Communication Skills. Open /11_Communication%20Skills.pdf</li> </ol>

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):** understand the basics of communication.
- **CO2 (K2):** have the basic Knowledge of listening
- **CO3 (K2):** give constructive feedback
- **CO4 (K2):** knowing the art of questioning.
- **CO5 (K2,K3):** Present in an effective way

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√