**ANNAMALAI UNIVERSITY**

**(AFFILIATED COLLEGES)**

**218 - B.Sc. Psychology**

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted in Affiliated Colleges from the academic year 2023 -2024 onwards)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Part** | **Study Components & Course Title** | **Credit** | **Hours/Week** | **Maximum Marks** | | |
| **CIA** | **ESE** | **Total** |
|  |  | **SEMESTER – I** |  |  |  |  |  |
| 23UTAML11  23UHINL11  23UFREL11 | I | Language – I  பொது தமிழ்-I: தமிழிலக்கிய வரலாறு-**1**  Hindi-I/  French-I | 3 | 6 | 25 | 75 | 100 |
| 23UENGL12 | II | General English – I | 3 | 6 | 25 | 75 | 100 |
| 23UPSYC13 | III | Core - I:General Psychology –I | 5 | 5 | 25 | 75 | 100 |
| 23UPSYC14 | Core - II: Biological Psychology | 5 | 5 | 25 | 75 | 100 |
| 23UPSYE15 | Elective –I  Building Psychological Capital | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB16  23UTAMA16 |  | Skill Enhancement Course –I\*:  NME-I/  Basic Tamil – I /  Advanced Tamil – I | 2 | 2 | 25 | 75 | 100 |
| 23UPSYF17 | IV | Foundation Course  Careers and Ethics in Psychology | 2 | 2 | 25 | 75 | 100 |
|  | **Total** | | **23** | **30** |  |  | **700** |
|  |  | **SEMESTER – II** |  |  |  |  |  |
| 23UTAML21/  23UHINL21/  23UFREL21 | I | Language – II  பொதுதமிழ்-II: தமிழிலக்கிய வரலாறு-**2**  Hindi-II  French-II | 3 | 6 | 25 | 75 | 100 |
| 23UENGL22 | II | General English – II | 3 | 6 | 25 | 75 | 100 |
| 23UPSYC23 | III | Core – III: General Psychology II | 5 | 5 | 25 | 75 | 100 |
| 23UPSYC24 | Core - IV: Psychology of Childhood | 5 | 5 | 25 | 75 | 100 |
| 23UPSYE25 | Elective -II:  Cross Cultural Psychology | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB26  23UTAMA26 | IV | Skill Enhancement Course – II\*:  NME-II /  Basic Tamil – II /  Advanced Tamil – II | 2 | 2 | 25 | 75 | 100 |
| 23USECG27 | Skill Enhancement Course – III  Internet and its Application (Common paper) | 2 | 2 | 25 | 75 | 100 |
| 23UNMSD01 | Language Proficiency for employability: Overview of English Communication\*\* | 2 | - | 25 | 75 | 100 |
|  | **Total** | | **25** | **30** |  |  | **800** |

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|  |  | **SEMESTER – III** |  |  |  |  |  |
| 23UTAML31/  23UHINL31/  23UFREL31 | I | Language– III  பொது தமிழ்-III: தமிழக வரலாறும், பண்பாடும்  Hindi-III  French-III | 3 | 6 | 25 | 75 | 100 |
| 23UENGL32 | II | General English – III | 3 | 6 | 25 | 75 | 100 |
| 23UPSYC33 | III | Core – V: Psychology of Adolescence and Early Adulthood | 5 | 5 | 25 | 75 | 100 |
| 23UPSYC34 | Core – VI: Social Psychology-I | 5 | 5 | 25 | 75 | 100 |
| 23UPSYE35 | Elective III:  Statistics for Behavioural Science | 3 | 4 | 25 | 75 | 100 |
| 23UPSYS36 | IV | Skill Enhancement Course – IV  Behaviour Modification | 1 | 2 | 25 | 75 | 100 |
| 23UPSYS37 | Skill Enhancement Course – V  Counselling Skills | 2 | 2 | 25 | 75 | 100 |
|  | Environmental Studies | - | 1 | - | - | - |
|  |  | **Total** | **22** | **30** |  |  | **700** |

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|  |  | **SEMESTER – IV** |  |  |  |  |  |
| 23UTAML41/  23UHINL41/  23UFREL41/ | I | Language– IV  பொது தமிழ்-IV: **தமிழும் அறிவியலும்**  Hindi-IV  French-IV | 3 | 6 | 25 | 75 | 100 |
| 23UENGL42 | II | General English – IV | 3 | 6 | 25 | 75 | 100 |
| 23UPSYC43 | III | Core Course – VII: Psychology of Middle Age and Old Age | 5 | 5 | 25 | 75 | 100 |
| 23UPSYC44 | Core Course – VIII: Social Psychology-II | 5 | 5 | 25 | 75 | 100 |
| 23UPSYE45 | Elective IV:  Introduction to Research Methodology | 3 | 3 | 25 | 75 | 100 |
| 23UPSYS46 | IV | Skill Enhancement Course – VI  Effective Decision-Making Skills | 2 | 2 | 25 | 75 | 100 |
| 23UPSYS47 | Skill Enhancement Course – VII  Therapy Techniques | 2 | 2 | 25 | 75 | 100 |
| 23UEVSG48 | Environmental Studies | 2 | 1 | 25 | 75 | 100 |
|  |  |  | **25** | **30** |  |  | **800** |

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|  |  | **SEMESTER – V** |  |  |  |  |  |
| 23UPSYC51 | I | Core Course – IX: Psychopathology-I | 4 | 5 | 25 | 75 | 100 |
| 23UPSYC52 | II | Core Course – X: Cognitive Psychology | 4 | 5 | 25 | 75 | 100 |
| 23UPSYC53 | III | Core Course – XI: Assessments in Psychology | 4 | 5 | 25 | 75 | 100 |
| 23UPSYD54 | Core Course – XII: Project with viva-voce | 4 | 7 | 25 | 75 | 100 |
| 23UPSYE55 | Elective V:  Organizational Psychology | 3 | 3 | 25 | 75 | 100 |
| 23UPSYE56 | Elective VI:  Counselling Psychology | 3 | 3 | 25 | 75 | 100 |
| 23UVALG57 | IV | Value Education | 2 | 2 | 25 | 75 | 100 |
| 23UPSYI58 | Summer Internship++ | 2 | - | 25 | 75 | 100 |
|  |  | **Total** | **26** | **30** |  |  | **800** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **SEMESTER – VI** |  |  |  |  |  |
| 23UPSYC61 | I | Core Course – XIII: Psychopathology II | 4 | 6 | 25 | 75 | 100 |
| 23UPSYC62 | II | Core Course – XIV: Educational Psychology | 4 | 6 | 25 | 75 | 100 |
| 23UPSYC63 | III | Core Course – XV: Health Psychology | 4 | 6 | 25 | 75 | 100 |
| 23UPSYE64 | Elective VII:  Sports and Exercise Psychology | 3 | 5 | 40 | 60 | 100 |
| 23UPSYE65 | Elective VIII:  Environmental Psychology | 3 | 5 | 25 | 75 | 100 |
| 23UPSYF66 | IV | Professional Competency Skill:  Quantitative Aptitude | 2 | 2 | 25 | 75 | 100 |
| 23UPSYX67 | V | Extension Activity | 1 | - | 100 | - | 100 |
|  |  | **Total** | **21** | **30** |  |  | **700** |
|  |  | **Grand Total** | **142** |  |  |  | **4500** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NME offered to other Departments** | | | |  |  |  |
| 23UPSYN16 |  | Personality and Life Skill Development | 2 | 2 | 25 | 75 | 100 |
| 23UPSYN26 |  | Communication | 2 | 2 | 25 | 75 | 100 |

\* PART-IV: NME / Basic Tamil / Advanced Tamil (Any one)

Students who have not studied Tamil upto 12th Standardand have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto 10th & 12th Standardand have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

\*\* The course “23UNMSD01: Overview of English Communication” is to be taught by the experts from Naan Mudhalvan Scheme team. However, the faculty members of Department of English should coordinate with the Naan Mudhalvan Scheme team for smooth conduct of this course.

++Students should complete two weeks of internship before the commencement of V semester.

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language – Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course SEC-1 (NME-I) | 2 | 2 |
| Foundation Course | 2 | 2 |
|  |  | **23** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language – Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course -SEC-2 (NME-II) | 2 | 2 |
| Skill Enhancement Course -SEC-3 (Discipline / Subject Specific) | 2 | 2 |
|  |  | **23** | **30** |

**Second Year – Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course -SEC-4 (Entrepreneurial Based) | 1 | 1 |
| Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | - | 1 |
|  |  | **22** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 13 |
| Part IV | 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 |
|  |  | **25** | **30** |

**Third Year**

**Semester-V**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part III | Core Theory, Practical, Project & Elective Courses | 22 | 28 |
| Part IV | Value Education | 2 | 2 |
| Internship / Industrial Visit / Field Visit | 2 | - |
|  |  | **26** | **30** |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part III | Core Theory, Practical & Elective Courses | 18 | 28 |
| Part IV | Professional Competency Skill | 2 | 2 |
| Part V | Extension Activity | 1 | - |
|  |  | **21** | **30** |

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

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

**\*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 Part IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

**CREDIT DISTRIBUTION FOR U.G. PROGRAMME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part** | **Course Details** | **No. of Courses** | **Credit per course** | **Total**  **Credits** |
| **Part I** | Tamil | 4 | 3 | 12 |
| **Part II** | English | 4 | 3 | 12 |
| **Part III** | Core Courses | 15 | 4/5 | 68 |
| Elective Courses: Generic / Discipline Specific  (3 or 2+1 Credits) | 8 | 3 | 24 |
| **Part I, II and III Credits** | | | | 116 |
| **Part IV** | Skill Enhancement Courses / NME / Language Courses | 7 | 1/2 | 15 |
| Professional Competency Skill Course | 1 | 2 | 2 |
| Environmental Science (EVS) | 1 | 2 | 2 |
| Value Education | 1 | 2 | 2 |
| Internship | 1 | 2 | 2 |
| **Part IV Credits** | | | | **23** |
| **Part V** | Extension Activity (NSS / NCC / Physical Education) | 1 | 1 | 1 |
| **Total Credits for the UG Programme** | | | | **140** |

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

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| **Programme Outcomes:** | **PO1: Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study  **PO2: Communication Skills:** 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.  **PO3: Critical thinking:** Capability to apply analytic thought to a 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.  **PO4: Problem solving: Capacity** 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.  **PO5: Analytical reasoning**: 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.  **PO6: Research-related skills**: 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  **PO7: Cooperation/Team work:** 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  **PO8: Scientific reasoning**: 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.  **PO9: Reflective thinking**: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.  **PO10 Information/digital literacy:** 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.  **PO 11 Self-directed learning**: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.  **PO 12 Multicultural competence:** 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.  **PO 13: Moral and ethical awareness/reasoning**: 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 demon starting 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.  **PO 14: Leadership readiness/qualities:** 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.  **PO 15: Lifelong learning:** 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. | |
| **Programme Specific Outcomes:** | | **PSO1**: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.  **PSO 2**: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.  **PSO 3**: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.  **PSO 4**: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.  **PSO 5:** Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies. | |

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|  | **PO 1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** |
| **PSO 1** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO 2** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO3** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO 4** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO 5** | Y | Y | Y | Y | Y | Y | Y | Y |

**3 – Strong, 2- Medium, 1- Low**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **General Psychology - I** | | | | | | | |
| **Paper Number** | | **CORE-I** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **Course Code** | | **23UPSYC13** |
| **Semester** | | I |
| **Instructional Hours**  **Per week:5** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. * The basic principles of sensation for vision, hearing, smell, taste and bodily senses. * The principles of Perception and Illusion. * Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning. * Emotions and theoretical perspectives of emotions. | | | | | | | |
| **Course Outline** | | **Unit I:Introduction to Psychology:** 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. | | | | | | | |
| **Unit II:Scope of Psychology:** 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. | | | | | | | |
| **Unit III:Attention, Sensation & Perception:** Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP | | | | | | | |
| **Unit IV:Learning**: 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. | | | | | | | |
| **Unit V:Emotion:** 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. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (Tobediscussedduringthe Tutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Passer, M.W. & Smith R.E. (2007) *Psychology*- The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. &Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd | | | | | | | |
| **ReferenceBooks** | | 1. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Frontiers in Psychology (https:/[/www.fronti](http://www.frontiersin.org/journals/psychology))e[rsin.org/journals/psychology)](http://www.frontiersin.org/journals/psychology)) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (<https://bmcpsychology.biomedcentral.com/>) 4. https:/[/www.ps](http://www.psywww.com/careers/specialt.html)y[www.com/careers/specialt.html](http://www.psywww.com/careers/specialt.html)[www.worthpublishers.com/hockenbury](http://www.worthpublishers.com/hockenbury) 5. [https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-prInc.iples-of-perception/](https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/) | | | | | | | |

**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.

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

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| **Title of the course** | | **Biological Psychology** | | | | | | | |
| **Paper Number** | | **CORE-II** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **Course Code** | | **23UPSYC14** |
| **Semester** | | I |
| **Instructional Hours**  **Perweek: 5** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To place emphasis on the perspectives and research methods of Biological Psychology. * To examine the structure and Communication of the cells of the nervous system and synaptic transmission. * To understand the role of brain in regulating temperature, thirst and hunger * To examine the nature and functions of the endocrine glands. * To examine the causes of brain damage and its effect on behaviour | | | | | | | |
| **CourseOutline** | | **UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR**  Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods. | | | | | | | |
| **UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION**  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. | | | | | | | |
| **UNIT III: REGULATION OF INTERNAL BODY STATES**  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. | | | | | | | |
| **UNIT IV: HORMONES AND BEHAVIOUR**  Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. 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. | | | | | | | |
| **UNIT V: BRAIN DAMAGE**  Causes of Brain damage, Neurodegenerative diseases, Stress and illness. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skills acquired fromthis  course | | Knowledge, Analyticalability,Professional Competency andTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd. | | | | | | | |
| **ReferenceBooks** | | 1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc 2. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall ofIndiaPvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi 4. Barnes, J. (2013) *Essentials of Biological Psychological.* New Delhi: Sage Publications Pvt Ltd 5. Bremnar, J.D. (2005) *Brain Imaging Handbook.* New York: W.W Norton & Company Inc. | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>) 3. <http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-> biopsychology.pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of- neuron-structure-and-function 5. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse> | | | | | | | |

**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 ofBehavioural 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.

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

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| **Title of the Course** | | **Building Psychological Capital** | | | | | | | |
| **Paper Number** | | **ALLIED I (Discipline specific)** | | | | | | | |
| **Category** | Allied | **Year** | | I | **Credits** | **3** | **Course**  **Code** | | 23UPSYE15 |
| **Semester** | | I |
| **InstructionalHours**  **Perweek:4** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 3 | 1 | | | -- | | 4 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To offer the students a comprehensive overview of positive psychology and Psychological capital. * The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance. * The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope. * To understand the various spectrums of optimism and locus of control. * To examine Resilience and 7 C’s Model of resilience. | | | | | | | |
| **CourseOutline** | | **UNIT1: INTRODUCTION**  The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance | | | | | | | |
| **UNIT 2: PSYCAP EFFICACY**  Definition, key ingredients of efficacy, ways to strengthen efficacy | | | | | | | |
| **UNIT 3: PSYCAP HOPE**  Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope | | | | | | | |
| **UNIT 4: PSYCAP OPTIMISM**  Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style | | | | | | | |
| **UNIT 5: PSYCAP RESILIENCE**  Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (20 l5), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge. | | | | | | | |
| **ReferenceBooks** | | 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd. | | | | | | | |

**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 apply7C’s Model of Resilience.

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

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| **Title of the Course** | | **Careers and Ethics in Psychology** | | | | | | |
| **Paper Number** | | **Foundation Course** | | | | | | |
| **Category** | Core | **Year** | I | **Credits** | 2 | **Course**  **Code** | | **23UPSYF17** |
| **Semester** | I |
| **In structional Hours**  **Per week:2** | | **Lecture** | **Tutorial** | | **Lab Practice** | | **Total** | |
| 1 | 1 | | -- | | 2 | |
| **Pre-requisite** | | **BasisinPsychology** | | | | | | |
| **Objectivesofthe Course** | | * To be able to demonstrate how an understanding of all of the above components of the subject form part of the discipline's calling to reflective,critical,and ethical practice. * Recognize the necessity of ethical behaviour in all aspects of the science and practice of psychology. * Use information and technology ethically and responsibly. * Display high standards of personal integrity with others. * Toenhancetheabilityforethicalreflectionandanincreasedabilitytoapplythiskindofthinkingtoeverydayethicalchallenges. | | | | | | |
| **CourseOutline** | | **Unit I– Ethics in Psychology**  Domainsofethics-academics,researchandpractice,ethicalstandardsinIndiaand other countries, ethics and the law. | | | | | | |
| **Unit II–Professional Codes of Conduct**  APA code of conduct ;ethics for researchers and professionals in different areas such as counselling clinical, human resource management teaching. | | | | | | |
| **Unit III – Ethical Issues**  Ethical issues and their management in India : Current UGC guidelines. | | | | | | |

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|  | **Unit IV–RCI**  RehabilitationCouncilofIndia,needforappropriatenormsinpsychologicaltesting, Testing the vulnerable groups. |
| **Unit V–Practicing Skills for Research**  Systematic method, communication skills, writing a project, Presentation of findings. |
| Extended Professional Component (is a part of internal component only, not to be included in the External Examination  Question paper) | Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminations 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 |
| **Recommended Text** | 1. Coolican, H. (2006). Introduction to research methods inPsychology.HodderArnold. 2. Gladding,S.T.(2011).Counseling:Acomprehensiveprofession.Pearson. 3. Kaplan,M.R.,Saccuzzo,D.P(2005).PsychologicalTesting:Principles,Applications, &Issues. Thomson-Wadsworth. 4. Laws, S., Harper, C.., Marcus, R. (2003). Research forDevelopment.Vistaar. 5. McBurney,D.H.&White,T.L.(2007).ResearchMethods.ThomsonWadsworth. |
| **ReferenceBooks** | 1. Miller,S.A.(2013).DevelopmentalResearchMethods.Sage 2. Bennett,B.,etal.(2006).Assessingandmanagingriskinpsychologicalpractice. Rockville, Md: 3. Habben,C.J.(2013).Obtainingalicensetopracticepsychology.In   M.Prinstein(Ed.),Theportablementor:Expertguidetoasuccessful career in psychology. 2nd Edition (pp. 227-234). NewYork:   1. Fowers, C.B., & Davidov, B.J. (2006). The virtue ofmulticulturalism:Personaltransformation,character,andopennesstotheother. American Psychologist, 61, 581-594. 2. Dodgen, D., Fowler, R., & Williams-Nickelson, C. (2013). Gettinginvolvedinprofessionalorganizations.New York. |
| **Websiteand**  **e-LearningSource** | 1. <https://www.apa.org/ethics/code> 2. <https://www.indeed.com/career-advice/career-development/professional-code-of-ethics> 3. <https://academic.oup.com/edited-volume/28158/chapter/212956051?login=false> 4. <http://rehabcouncil.nic.in/> 5. https:/[/www.zippi](http://www.zippia.com/advice/research-skills/)a[.com/advice/research-skills/](http://www.zippia.com/advice/research-skills/) |

# Course Outcomes:

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

* Identify ethical standards used in psychology.
* Recognizethatethicallycomplexsituationscandevelopintheapplicationofpsychologicalprinciples.
* Follow the APA Ethics Code in the treatment of human and nonhuman participants inthedesign,datacollection,interpretation,andreportingofpsychologicalresearch.
* Recognize the necessity of ethical behaviour in all aspects of the science and practice of psychology.
* Demonstrateknowledgeandunderstandingrepresentingappropriatebreadthanddepthin selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code.

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| **Title of the Course** | | **General Psychology II** | | | | | | | |
| **Paper Number** | | **CORE- III** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **CourseCode** | | **23UPSYC23** |
| **Semester** | | II |
| **InstructionalHours**  **Per week:5** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To examine the various spectrum of Cognition like problem –solving and Decision making. * To understand the way memory works and stages of memory. * It provides an overview of theories of motivation and its implication on behaviour. * To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence. * 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. | | | | | | | |
| **CourseOutline** | | **Unit I: Cognition:** Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- 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. | | | | | | | |
| **Unit II:Memory:** 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. | | | | | | | |
| **Unit III:Motivation**: 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. | | | | | | | |
| **Unit IV:Intelligence**: 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. | | | | | | | |
| **Unit V:Personality**: 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 | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Passer, M.W. & Smith R.E. (2007) *Psychology*- The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. &Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd | | | | | | | |
| **ReferenceBooks** | | 1. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Judgment and Decision making (<http://journal.sjdm.org/)> 2. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/> 3. <http://ncert.nic.in/ncerts/l/kepy108.pdf> 4. <https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf> 5. <http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf> | | | | | | | |

**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.

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

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| **Title of the Course** | | **Psychology of Childhood** | | | | | | | |
| **PaperNumber** | | **CORE- IV** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **Course Code** | | **23UPSYC24** |
| **Semester** | | II |
| **InstructionalHours**  **Perweek:5** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To provide an overview of the human development stages from conception to babyhood. * To understand the characteristics of early childhood at physiological domain. * To analyse the emotional development of childhood and socialization process. * To examine the characteristics of late childhood at physiological domain, challenges of development. * To provide various perspectives to explain cognitive and personality development in early childhood. | | | | | | | |
| **CourseOutline** | | **UNIT I – HUMAN DEVELOPMENT**  Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood. | | | | | | | |
| **UNIT II – EARLY CHILDHOOD**  Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood. | | | | | | | |
| **UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD**  Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns. | | | | | | | |
| **UNIT IV – LATE CHILDHOOD**  Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood. | | | | | | | |
| **UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD**  Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concert operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  Course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) *Life-Span Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) *Child Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach,* Tata McGraw, Hill Education Pvt Ltd | | | | | | | |
| **ReferenceBooks** | | 1. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company. 3. Bee H. & Boyd D. *The Developing Child* (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) *Child Development* (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) *Child Development* (8th Ed.) Noida: Pearson. | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (<http://network.bepress.com/social-and->behavioral-sciences/psychology/developmental-psychology/) 3. <https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/> 4. https:/[/www.gra](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-)c[epointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-)physical-development 5. https:/[/www.gra](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-)c[epointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-)emotional-social-development-emotional-expression-and-understanding | | | | | | | |

**COURSE OUTCOMES**

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

* **CO1(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.

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

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| **TitleoftheCourse** | | **Cross Cultural Psychology** | | | | | | | |
| **Paper Number** | | **Elective –II (Generic / Discipline Specific)** | | | | | | | |
| **Category** | Allied | **Year** | | I | **Credits** | 3 | **Course Code** | | 23UPSYE25 |
| **Semester** | | II |
| **InstructionalHours**  **Perweek:4** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 3 | 1 | | | -- | | 4 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. * Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations. * Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. * Examine the role of Culture in various development aspects of human development process and emotionality. * Explore gender sensitisation in view of cultural spectrum. | | | | | | | |
| **CourseOutline** | | **UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY**  Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics&Emics. | | | | | | | |
| **UNIT II: SOCIALIZATION & ENCULTURATION**  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. | | | | | | | |
| **UNIT III: CULTURE AND DEVELOPMENTAL PROCESS** –**TEMPERAMENT**  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 *Classification* System of Attachment; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality. | | | | | | | |
| **UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION**  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. | | | | | | | |
| **UNIT V: CULTURE AND GENDER**  Definition of terms, Gender differences- Hofstede’s Masculinity vs. Femininity, Cognitive differences,Gender stereotypes, Gender role ideology, Future research | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Matsumoto, D., &Juang, L. (2013). Culture and Psychology (5th Ed.). Belmont, CA: Wadsworth Cengage Learning. | | | | | | | |
| **ReferenceBooks** | | 1. Kenneth D. Keith (2019)Cross-Cultural Psychology: Contemporary Themes and Perspectives (2ndEd.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., &Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge. | | | | | | | |
| **Website and**  **e-Learning Source** | |  | | | | | | | |

**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.

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

**NME offered to other Departments**

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| **Title of the Course** | | **PERSONALITY AND LIFE SKILL DEVELOPMENT** | | | | | | | |
| **Paper Number** | | Skill Enhancement Course-1 | | | | | | | |
| **Category** | Skill Enhancement Course | **Year** | | I | **Credits** | 2 | **CourseCode** | | 23UPSYN16 |
| **Semester** | | I |
| **Instructional Hours**  **Per week:2** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | -- | | | -- | | 2 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the Course** | | * To help the students to be aware about the importance attitude in life. * To help them understand what is holding us back and how to motivate self and others. * To help them understand the importance of interpersonal skill. * To help the students understand the necessity of habits and goal setting. | | | | | | | |
| **Course Outline** | | **UNIT-I**  (i) **Attitude:** The benefits of positive attitude; The consequences of negative attitude; Factors that determine attitude.  (ii) **Building positive attitudes:** Eight steps to change attitude; Attitude of winners versus losers | | | | | | | |
| **UNIT- II**  (i) **Success:** What is success? Obstacles to success; Qualities of a successful person  (ii) **Holding back:** What is holding us back? Reasons that we don’t achieve excellence | | | | | | | |
| **UNIT –III**  (i) **Motivation:** Meaning of motivation; Internal and external motivation; Stages from motivation to demotivation.  (ii) **Self Esteem:** Meaning of self-esteem; Advantages of high self-esteem; Causes of low self-esteem; Steps to building a positive self-esteem. | | | | | | | |
| **UNIT -IV**  (i) **Interpersonal skills:** What is positive relationship; Factors preventing positive relationships; Perception of relationships  (ii) **Positive personality**: Characteristics of positive personality; Steps to building a positive personality | | | | | | | |
| **UNIT -V**  (i) **Habits:** What is habit? Subconscious mind and habits; Forming positive habits  (ii) **Goal setting:** What is goal setting? Goal setting and achievement; Why don’t more people set goals | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | * Khera, Shiv. (2007).You can win. Macmillan India Ltd. New Delhi * Dale, Karnegei. How to win Friends and influence people. | | | | | | | |

**COURSE OUTCOME**

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

* The students will develop confidence by mastering the seven steps to positive thinking and be successful by turning weaknesses into strengths.
* The students will be able to build trust by developing mutual respect with people around them.
* The students will be able to set the appropriate goals for their life.

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| **Title of the Course** | | **COMMUNICATION** | | | | | | | |
| **Paper Number** | | Skill Enhancement Course-2 | | | | | | | |
| **Category** | Skill Enhancement Course | **Year** | | I | **Credits** | 2 | **Course Code** | | 23UPSYN26 |
| **Semester** | | II |
| **Instructional Hours**  **Perweek:2** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | -- | | | -- | | 2 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the Course** | | * To understand communication and its different facts in different contexts. * To help students understand the use of non-verbal cues in communication. * To understand the significance of effective communication and its barriers * To help the students apply communication skills in workplace | | | | | | | |
| **Course Out line** | | **Unit I: Introduction**  What is Communication. Definition, Nature, Types, Process and Functions. | | | | | | | |
| **Unit II**  Nonverbal Communication and Interpersonal behaviour. Gender and Cultural issues with respect to Non-Verbal Communication. Functions of Non-Verbal communication. Interaction of verbal and Non-Verbal behaviour in conversation. Pro-social, anti-social behaviour, prejudice, conflict, intergroup behaviour. | | | | | | | |
| **Unit III**  Organizational Communication, Choice of Communication Channel, Persuasive Communications, Barriers to Effective Communication. | | | | | | | |
| **Unit IV: Applications**  Family and Work. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Miner, J.B.(1992). Industrial – Organizational Psychology. McGraw Hill 2. Mumby, D.K. (2001). Organizational Communication: A Critical Approach. Sage Publishing. 3. Pennington, D.C., Gillen, K., & Hill, P. (1999). Social Psychology. Routledge. 4. Robbins, S.P., Judge, T.A., &Hasham, E.S. (2012, Copyright).OrganizationalBehaviour. Arab WorldEdition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8. 5. Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed.New Delhi, Prentice Hall of India. | | | | | | | |

**COURSE OUTCOME**

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

* The students will develop knowledge on concept of communication and its different facets in different contexts.
* The students will be able to use of non-verbal cues in communication.
* The students will apply their effective communication skills in workplace.

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| **Title of the Course** | | **Psychology of Adolescence and Early Adulthood** | | | | | | | |
| **Paper Number** | | **CORE V** | | | | | | | |
| **Category** | Core | **Year** | | II | **Credits** | 5 | **Course Code** | | 23UPSYC33 |
| **Semester** | | III |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To offer the students a comprehensive overview and understanding of Adolescence and the consequent changes in an adolescent. * To comprehend the changes in adolescent behaviour pertaining gender, sexual and relationships. * The characteristics, development and changes of Early Adulthood. * To have an insight into the Vocational and Family adjustments in Early Adulthood * Different perspectives of Cognitive and Personality development in Early Adulthood. | | | | | | | |
| **Course Outline** | | **UNIT I: ADOLESCENCE**  Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests. | | | | | | | |
| **UNIT II: ADOLESCENT BEHAVIOR**  Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence. | | | | | | | |
| **UNIT III: EARLY ADULTHOOD**  Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards. | | | | | | | |
| **UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD**  Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments. | | | | | | | |
| **UNIT V: COGNITION AND PERSONALITY**  Cognitive Development - Piaget’s Formal operational stage, Elkind’s Immature characteristics of Adolescent thought, Shift to postformal thought, Schaie’s Life-span model of Cognitive development, Personality - Freud’s genital stage, Erikson’s Identity Vs Confusion, Marcia’s Identity status Crisis and Commitment, Gender differences in identity formation during adolescence, Four views of personality development during Early adulthood – Normative stage models, Timing of events model, Trait models, Typological Models.. | | | | | | | |
| 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 0UPSC/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 | | | | | | | |
| **Recommended Text** | | 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) *Life-Span Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach,* Tata McGraw, Hill Education Pvt Ltd 4. Santrock J.W. (2007) *Adolescence* (11thEd.) New Delhi: Tata McGraw-Hill Publishing Company Limited. | | | | | | | |
| **Reference Books** | | 1. Shaffer D.R. (1996) *Developmental Psychology – Childhood and Adolescence* (4th Ed.) California: Brooks/Cole Publishing Company. 2. Shaffer D.R. &Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7thEd.) Haryana: Thomson Wadsworth. 3. Sigelman C.K. & Shaffer D.R. (1995) *Life span Development* (2nd Ed.) California: Brooks/Cole Publishing Company. | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Journal of Youth and Adolescence (<https://link.springer.com/journal/10964>) 2. https://socialsci.libretexts.org/Bookshelves/Human\_Development/Map%3A\_Lifespan\_Development\_-\_A\_Psychological\_Perspective\_(Lally\_and\_Valentine-French)/8%3A\_Middle\_Adulthood/8.01%3A\_Physical\_Development\_in\_Middle\_Adulthood 3. https:/[/www.cliffsnot](http://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-)e[s.com/study-guides/psychology/development-psychology/psychosocial-development-](http://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-)age-4565/crisis-in-middle-adulthood-age-4565 4. https:/[/www.cliffsnot](http://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-)e[s.com/study-guides/psychology/development-psychology/physical-cognitive-](http://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-)development-65/physical-development-age-65 | | | | | | | |

**COURSE OUTCOMES**

**Course Outcomes**

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

* CO1 (K6) - To describe and discuss the various physical changes and emotionality during adolescence.
* CO2 (K5)- To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
* CO3 (K4)- To discuss and evaluate the personal and social hazards of early adulthood.
* CO4 (K3)- To identify and critically analyse the vocational and marital adjustments made by early adults.
* CO5 (K2)– To understand the cognitive and personality development.

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

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| **Title of the Course** | | **Social Psychology I** | | | | | | | |
| **Paper Number** | | **CORE VI** | | | | | | | |
| **Category** | Core | **Year** | | II | **Credits** | 5 | **Course Code** | | 23UPSYC34 |
| **Semester** | | III |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To offer the students a comprehensive overview of Social Psychology. * To comprehend the development and vicissitudes of Social Cognition. * To gain insight into the formation and management of Social Perception. * To develop understanding of attitudes and persuasion * To learn of the dynamics of close interpersonal relationships. | | | | | | | |
| **Course Outline** | | **UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY**  Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium. | | | | | | | |
| **UNIT II: SOCIAL COGNITION**  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. | | | | | | | |
| **UNIT III: SOCIAL PERCEPTION**  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. | | | | | | | |
| **UNIT IV: ATTITUDES**  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. | | | | | | | |
| **UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS**  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. | | | | | | | |
| 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 | | | | | | | |
| **Recommended Text** | | 1. Baron R.A. & Byrne D. (2014) *Social Psychology* (13th Ed.) Prentice-Hall of India. 2. Myers D.G. (2012) *Social psychology* (11th Ed.) New York, NY: McGraw. | | | | | | | |
| **Reference Books** | | 1. WinniCott, D.W. (1995). Counselling and Therapy. London: Sage Publications 2. Whiston, S.C (1999). Principles ad applications of assessment in counseling, Wadsworth, Belmont. Brooks- Clole 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., William, L., Grauf-Grounds, C., &Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press. | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp) 2. International Review of Social Psychology (https://www.rips-irsp.com/about/) 3. <https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf> 4. <https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf> 5. <https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/> | | | | | | | |

**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.

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

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| **Title of the Course** | | **Statistics for Behavioural Science** | | | | | | | |
| **Paper Number** | | **ELECTIVE III** | | | | | | | |
| **Category** | Elective | **Year** | | II | **Credits** | 3 | **Course**  **Code** | | 23UPSYE35 |
| **Semester** | | III |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 3 | 1 | | | -- | | 4 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To understand basic statistical concepts. * To learn of qualitative data and its application in research. * To gain insight into parametric analysis. * To comprehend Non parametric analysis and tests * To apply statistical methods using software. | | | | | | | |
| **Course Outline** | | **Unit I:Basic statistical concepts**  Definition of basic concepts - statistics, descriptive statistics, inferential statistics, , population, sle, parameter, random sling. 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 sling distribution - using table of random numbers, Z scores. | | | | | | | |
| **Unit II: Organizing qualitative data**  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 analysis for two factor design for independent groups, f test.  Chi - square test for goodness of fit- interpretation of the outcome of a chi square test. | | | | | | | |
| **Unit IV: Non parametric analysis - Assumption - Free tests**  Randomization tests- rank order test - Mann - Whitney U test - sign test - Wilcoxon's signed - ranks test Kruskal - Wallis test - Friedman's rank test.  Qualitative data analysis - Basic concepts - percentage analysis, content analysis, narrative analysis, thematic analysis. | | | | | | | |
| **Unit V: Statistical methods using software**  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. | | | | | | | |
| 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 | | | | | | | |
| **Recommended Text** | | 1. King, B.M. and Minium E W. (2011). Statistical Reasoning in the Behavioural Sciences. 5th Edition. New Delhi: Wiley student India edition. 2. Aron A, Aron E N and Coups E J. (2007). Statistics for Psychology. New Delhi: Pearson Education. 3. Argyrous , G. (2011). Statistics for research. New Delhi: Sage South Asia edition. 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. 5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited. | | | | | | | |
| **Reference Books** | | 1.Frederick, J.G,&William,L.B.(2007).Statistics for BehaviouralSciences.(7thEd.).ThomsonWadsworth.  2. Kothari,C.R.(2008).Research Methodology:Methodsand Techniques.(2ndEd.).New Age International. 1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: NewDelhi.  3.Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: BlackwellPublishers  4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: PearsonEducation.  5.Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles &Applications (6th Ed.) New Jersey: PrenticeHall. | | | | | | | |

**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 behavioral 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.

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|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  |  |  |  |  |
| CO2 |  |  |  |  |  |  |
| CO3 |  |  |  |  |  |  |
| CO4 |  |  |  |  |  |  |
| CO5 |  |  |  |  |  |  |

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| **Title of the Course** | | **BEHAVIOUR MODIFICATION** | | | | | | | |
| **Paper Number** | | Skill Enhancement Course-4 | | | | | | | |
| **Category** | Skill Enhancement Course | **Year** | | II | **Credits** | 1 | **Course**  **Code** | | **23UPSYS36** |
| **Semester** | | III |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | -- | | | -- | | 2 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the Course** | | * To understand the concept of behaviour modification and its assessment. * To help the students to be aware of various theories and principles * To understand various techniques of behaviour modification * To help understand the students about the application of behaviour principles | | | | | | | |
| **Course Outline** | | **Unit I:**  **Introduction**-What is behaviour. What is behaviour modification? What is behaviour assessment? | | | | | | | |
| **Unit II:**  Classical conditioning theory, basic principles, cognitive perspective and applications. Operant conditioning theory, basic principles, punishment, negative reinforcement, schedules of reinforcement, cognitive perspective and applications. | | | | | | | |
| **Unit III: Techniques**  Token Economy, Contingencies, Shaping, Premack Principle**.** | | | | | | | |
| **Unit IV: Applications**  School, Family, Work. Behavioural principles and procedures-a) Getting a behaviour to occur more often with positive reinforcement, b.) Developing and maintaining behaviour with conditioned reinforcement, c.) Decreasing a behaviour with extinction. Planning, applying and evaluating. | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To bed is cussed during the Tutorial hour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | **Readings:**   1. Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L. (1975). Introduction to Psychology, 6th Ed. Oxford IBH Publishing. 2. Luthans, F. (2005). Organizational Behaviour, 10th Edition. McGraw Hill Irwin, Boston, MA. ISBN: 0072873876 / 9780072873870. 3. Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012, Copyright).Organizational Behaviour. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8. 4. Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed. New Delhi, Prentice Hall of India. | | | | | | | |
| **Reference Book** | | Miltenberger, R.G.(May 12th 2011) Behaviour Modification: Principles and Procedures. Wadsworth Publishing Company | | | | | | | |

**COURSE OUTCOME**

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

* The students will develop confidence by mastering the concepts of behaviour modification and related assessments
* The students will be able to build knowledge on theories and principles of behaviour modification and techniques.
* The student will be able to apply the principles of techniques in real-life conditions.

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| **Title of the Course** | | **Counselling Skills** | | | | | | |
| **Paper Number** | | **Skill Enhancement Course (Discipline specific)** | | | | | | |
| **Category** | Elective | **Year** | II | **Credits** | 2 | **Course**  **Code** | | **23UPSYS37** |
| **Semester** | IV |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | **Lab Practice** | | **Total** | |
| 2 | -- | | -- | | 2 | |
| **Pre-requisite** | |  | | | | | | |
| **Objectives of the Course** | | * To acquire knowledge about skill-based models of counseling. * To examine the ethical issues in counseling * To understand the skills and process of online counseling. * Practice the skills of attending, listening and responding with empathy using classroom activities and exercises. * To understand one’ strengths and limitations in basic counseling skills. | | | | | | |
| **Course Outline** | | **Unit- I: Counseling Skills and Ethical Issues:** The Helping relationship and process. Specific Counseling skills - Managing resistances and making referrals. Facilitating problem solving. Improving client’s perceptions. Ethical and Legal Issues in Counseling. | | | | | | |
| **Unit- II: The Skill Based Models of Counseling**: Egan’s problem management approach to helping. Ivey and Ivey’s Step by Step Micro skills model- Towards Intentional interviewing and Counseling. The Micro skills hierarchy. Drawing out client stories. Increasing skills and flexibility. Theory and Micro skills. | | | | | | |
| **Unit- III**: **Listening & Empathy Building:** Qualities of the Effective Listener. Clarifying empathy– Empathy building Statements––Simple reflection of content and feeling – Selective reflection– Using Empathy in everyday life – Empathy in difficult situations. | | | | | | |
| **Unit- IV: Activities in Counseling:** Information Activities: Types of information – Pros and cons of advice-giving – Breaking bad news –Checking for understanding. Facilitation Activities: Exploring, Types, Learning. Group facilitation – Limits to facilitation – Dealing with contingencies. Problem Solving Activities. Coping with Feelings. Preventing Burnout–Coping with stress. | | | | | | |
| **Unit- V: Online Counseling Skills:** Establishing an online presence and online relationship, online expression and listening, establishing and maintaining an open dialogue. Professional considerations in online practice. Technological advances: Implications for Counseling Psychological research, training and practice Practicum. | | | | | | |
| Extended Professional Component (is a part of internal component only, not to be included in the External Examination  Question paper) | | Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial hour) | | | | | | |
| Skills acquired from this  course | | Knowledge,Analyticalability,ProfessionalCompetency,andTransferrableSkill | | | | | | |
| **Recommended Text** | | 1. Egan, G. (2019). The skilled helper: A problem-management and opportunity- development approach to helping, 11 th edition. Pacific Grove, CA: Brooks/Cole 2. Evans, J (2009) Online Counseling and Guidance Skills: A resource for trainees & practitioners, 1 st Edition, Sage Publications India Pvt. Ltd., New Delhi. 3. Nelson–Jones, R. (2011). Basic counseling skills: A helper’s manual (2 nd Ed.). Chennai, India: Sage Publications India Pvt. Ltd. 4. Burnard, P. (1995). Counseling skills training: A source book of activities for trainers. London, England: Kogan Page Ltd. 5. Meier.A.&Boivin,M. (2010), Counseling & Therapy Technique, Theory and Practice (Sage) 6. Thompson,R.A.(2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge. | | | | | | |
| **Website and e-Learning Source** | | 1. https://www.apa.org/education-career/ce/beyond-microskills.pdf 2. https://cognella-titles-sneakpreviews.s3-us-west-2.amazonaws.com/82967-1A-URT/82967-1A\_SP.pdf | | | | | | |

# COURSEOUTCOMES

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

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| --- | --- | --- | --- | --- | --- | --- |
| CourseOutcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  | √ | √ | √ |  |
| CO2 | √ | √ | √ |  | √ |  |
| CO3 |  |  |  | √ | √ | √ |
| CO4 | √ |  |  |  | √ | √ |
| CO5 |  | √ | √ |  | √ |  |

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| **Title of the Course** | | **Psychology Of Middle Age And Old Age** | | | | | | | |
| **Paper Number** | | **COREVII** | | | | | | | |
| **Category** | Core | **Year** | | II | **Credit** | 5 | **Course**  **Code** | | 23UPSYC43 |
| **Semester** | | IV |
| **Instructional Hours**  **Perweek** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | • CO1 - To describe and discuss the various developmental tasks of middle age.  • CO2 - To analyses and understand the vocational and family  Adjustments made by middle aged people.  • CO3 - To discuss and evaluate the personal and social hazards of old age.  • CO4 - To identify the changes to be made in the living  arrangements of elderly  • CO5 – To understand memory decline in old age. | | | | | | | |
| **Course Outline** | | **UNIT I: MIDDLE AGE**  Characteristics of middle age, Developmental tasks, Adjustment to Physical changes, Adjustment to mental changes, Adjustment to changed interests, Social adjustments, Personal and social hazards of middle age. | | | | | | | |
| **UNIT II: VOCATIONAL AND FAMILY ADJUSTMENT IN**  **MIDDLE AGE**  Vocational adjustments, Adjustment to changed family pattern,  Adjustment to single hood, Adjustment to loss of spouse, Adjustment to approaching retirement, Adjustment to approaching old age, Vocational and marital hazards of middle age. | | | | | | | |
| **UNIT III: OLD AGE**  Characteristics of old age, Developmental tasks, Adjustment to  Physical changes in old age, changes in motor abilities, Changes in mental abilities, Changes in interests, Hazards of personal and social adjustments. | | | | | | | |
| **UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENT IN**  **OLD AGE**  Vocational adjustments, Adjustment to retirement, Adjustment to changes in family life, Adjustment to loss of a spouse, Adjustment to singlehood, Living arrangements for the elderly, Vocational and family life hazards. | | | | | | | |
| **UNIT V: COGNITION AND PERSONALITY**  Cognitive Development – Measuring cognitive abilities in middle age, The distinctiveness of adult cognition, Creativity in middle age, Intelligence and Processing abilities in old age, Measuring older adult’s intelligence, Competence in everyday tasks and problem solving in old age; Memory changes in old age, Improving memory in older adults; Personality – Erikson’s  Generativity Vs stagnation and Integrity Vs Despair, The self at  midlife, Models of coping in old age. | | | | | | | |
| 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 | | | | | | | |
| **Recommended Text** | | 1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co. 2. Santrock, J. W. (1999). Life span development, New York, NY: McGraw Hill. 3. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers. 4. Papalia, D.E., &Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill. 5. Berk, C. L. (1996). Child development, New Delhi, India: Prentice- Hall of India (Pvt) Ltd. | | | | | | | |
| **Reference Books** | | 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 Somaign 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. 5. Birren, J.E. &Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. https://www.pewresearch.org/social-trends/2013/01/30/thesandwichgeneration/#:~:  text=Who%20is%20the%20sandwich%20generatio  n,are%20age%2060%20or%20older.  2. https://www.verywellmind.com/generativity-versus-stagnation-  2795734#:~:text=stagnation%20is%20the%20seventh%20stage,ag  es%20of%2040%20and%2065.  3. https://www.cliffsnotes.com/studyguides/  psychology/development-psychology/psychosocial development-  age-65/relationships-age-65 | | | | | | | |

**COURSE OUTCOMES:**

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

• CO1**(K2)**: To describe and discuss the various developmental tasks of middle age.

• CO2**(K2,K4)**: To analyses and understand the vocational and family adjustments made by middle aged people.

• CO3**(K5)**: To discuss and evaluate the personal and social hazards of old age.

• CO4**(K4)**: To identify the changes to be made in the living arrangements of elderly

• CO5**(K2)**: To understand memory decline in old age.

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

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| **Title of the Course** | | **Social Psychology II** | | | | | | | |
| **Paper Number** | | **COREVIII** | | | | | | | |
| **Category** | Core | **Year** | | II | **Credits** | 5 | **Course**  **Code** | | 23UPSYC44 |
| **Semester** | | IV |
| **Instructional Hours**  **Perweek** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * Understand how of social influence enable compliance, conformity and obedience * Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour. * Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression. * 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. * Facilitate students to see the applicability of social psychological principles in various settings. | | | | | | | |
| **Course Outline** | | **Unit I: Social Influence**  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. | | | | | | | |
| **Unit II: Prosocial Behaviour**  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. | | | | | | | |
| **Unit III: Aggression**  Perspectives on aggression – Evolutionary perspective, Drive theories; Modern theories of aggression – Social learning perspective and General Aggression Model; Causes of human aggression – social, cultural, personal and situational; Prevention and control of aggression. | | | | | | | |
| **Unit IV: Groups And Individuals**  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. | | | | | | | |
| **Unit V: Application Of Social Psychology**  Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work. | | | | | | | |
| 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 | | | | | | | |
| **Recommended Text** | | 1. Myers, D.G. &;Twenge, J.M. (2017): Social psychology. New York, NY: McGraw – Hill Education.  2.Branscombe, N.R., Baron, R.A. &;Kapur, P. (2017). Social psychology. Chennai, India: Pearson India Education Services Pvt. Limited.  3.Myers, D.G. (2002). Social psychology. New York, NY: McGraw Hill Book Company.  4.Baron, A., &; Byrne, D. (2002). Social 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. | | | | | | | |
| **Reference Books** | | 1. WinniCott, D.W. (1995). Counselling and Therapy. London: Sage Publications  2. Whiston, S.C (1999). Principles ad applications of assessment in counseling , Wadsworth, Belmont. Brooks- Clole  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., William, L., Grauf-Grounds, C., &Chamow. (2009). Essential skills in familytherapy: 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.

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

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| **Title of the Course** | | **Introduction to Research Methodology** | | | | | | | |
| **Paper Number** | | **ELECTIVE IV** | | | | | | | |
| **Category** | Elective | **Year** | | II | **Credits** | 3 | **Course**  **Code** | | 23UPSYE45 |
| **Semester** | | IV |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | 1 | | | -- | | 3 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * Understand how of social influence enable compliance, conformity and obedience * Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour. * Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression. * 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. * Facilitate students to see the applicability of social psychological principles in various settings. | | | | | | | |
| **Course Outline** | | **Unit I: Introduction**  Understanding behavior - 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. | | | | | | | |
| **Unit II: Variables, Reliability and Validity**  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 Sling**  Hypothesis - Definition, types - Hypothesis testing - Type 1 and Type II errors, significance level (p value) , one tailed and two tailed tests- Effect size Sling - meaning, probability and non-probability . Sling techniques - its merits and limitations, sle 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, co relational research design, cross sectional research, longitudinals 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, dairy method, narrative methods, focus group discussions, in-depth interviews, participatory observations, action research. | | | | | | | |
| **Unit V: Report writing and computes 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 | | | | | | | |
| **Recommended Text** | | 1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson. 2. C.R. Kothari (2004) Research Methodology: Methods &; Techniques. New Delhi: New Age International Pvt Ltd 3. Zechmeister S Anne, Zechmeister B Eugene &; Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition. 4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd. 5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth | | | | | | | |
| **Reference Books** | | 1. Shaughnessy, J J , Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill. 2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods . USA: Sage Publication. 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. 4. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition. 5. Sharlene Nagy Hesse-Biber Patricia Leavy . (2006). The Practice of qualitative Research. New York: Sage Publications, Inc. | | | | | | | |

**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 sling techniques
* **CO4: (**K4)Determine appropriate research design.
* **CO5:** (K6) Ability to write research report as per APA protocol

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|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  |  |  |  |  |
| CO2 |  |  |  |  |  |  |
| CO3 |  |  |  |  |  |  |
| CO4 |  |  |  |  |  |  |
| CO5 |  |  |  |  |  |  |

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| **Title of the Course** | | **EFFECTIVE DECISION-MAKING SKILLS** | | | | | | | |
| **Paper Number** | | Skill Enhancement Course-6 | | | | | | | |
| **Category** | Skill Enhancement Course | **Year** | | II | **Credits** | 2 | **Course Code** | | 23UPSYS46 |
| **Semester** | | IV |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | -- | | | -- | | 2 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the Course** | | * Students will learn the basic concept and importance of decision-making. * Students will be able to understand the importance of career decision-making skills. * Students will be aware about the interpersonal decision-making. * Students will be able to understand the significance of workplace decision-making. | | | | | | | |
| **Course Outline** | | **Unit I: Introduction**  What is decision making? Importance of making good decisions. | | | | | | | |
| **Unit II: Decisions regarding career**  Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career. | | | | | | | |
| **Unit III: Decision making in interpersonal context**  Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions. | | | | | | | |
| **Unit IV: Decision making at the workplace**  Developing competencies and skills required for effective decision making. | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination  Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial hour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 1. Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth Cengage Learning, India 2. Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi. 3. Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India. | | | | | | | |

**Course Outcome**

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

* The students will develop confidence by mastering in decision-making and its strategies
* The students will be able to build career decision-making skills.
* The students will be able to understand the significance of interpersonal decision-making.
* The students will be able to take appropriate decisions in workplace settings.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **23UPSYS47** | **Therapy Techniques** | **SEC** | Y | - | - | - | 2 | 2 | 25 | 75 | 100 |

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| --- | --- |
| **Pre-requisite** |  |
| **Objectives of the Course** | * To offer the students a comprehensive overview of therapeutic techniques and Principles * The basic of play therapy, concept and practices and therapeutic approaches. * Definition of art therapy, art and science of art therapy and clinical approaches. * To understand the various types of therapy techniques. * To examine the applications of therapy techniques. |
| **Course Outline** | **UNIT1: INTRODUCTION**  Foundation of therapy-Introduction- Basic concepts and Practices, Principles of therapeutic techniques |
| **UNIT 2: PLAY THERAPY**  Definition, Basic concept and practices, The Therapeutic Powers of Play and Play Therapy, Theoretical approaches – Psychodynamic models, Humanistic models, systematic models and emerging models |
| **UNIT 3: ART THERAPY**  Definition of art therapy, Art and Science of Art therapy, Clinical approaches to art therapy – Psychoanalytic, Humanistic, Cognitive behavioural, Solution-focused, Developmental art therapy and Expressive art therapy |
| **UNIT 4: TYPES OF THERAPY**  Dialectical Behaviour Therapy – Definition and concept, Integrative and holistic therapy, Narrative therapy, Affirmative therapy and Acceptance and commitment therapy |
| **UNIT 5: APPLICATIONS** Six Valuable Techniques for Your Sessions – Self monitoring, Behavioural interviews, Operant conditioning, Systematic desensitization, Progressive muscle relaxation (PMR), Interoceptive exposure |
| 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 acqsuired from this  Course | Knowledge, Problem-Solving, Analyticalability, Professional  Competency, Professional Communication and Transferrable Skill |
| **Recommended Text** | 1. Cathy A. Malchiodi., (2003), Handbook of Art Therapy, New York: The Guilford Press. 2. Charles E. Schaefer (2011). Foundations of Play Therapy. (second edition). John Wiley & Sons, Inc., Hoboken, New Jersey. |
| **Website and**  **e-Learning Source** |  |

**COURSE OUTCOMES**

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

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

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| **Title of the Course** | | **Psychopathology I** | | | | | | | |
| **Paper Number** | | **CORE IX** | | | | | | | |
| **Category** | Core | **Year** | | III | **Credits** | 4 | **Course Code** | | 23UPSYC51 |
| **Semester** | | V |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To have an overview of Abnormal psychology. * To comprehend the paradigms in psychopathology. * To gain understanding of Intellectual disability. * To develop insight into Somatoform and Dissociative disorders * To learn of Addiction disorders. | | | | | | | |
| **Course Outline** | | **Unit I: Introduction to Abnormal Psychology**  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. | | | | | | | |
| **Unit II: Paradigms In Psychopathology.**  Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5 and ICD 10 classification, issues in classification of abnormal behaviour. | | | | | | | |
| **Unit III: Intellectual Disability**  Definition, classification, prevalence, interpersonal deficits and behaviour problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down’s, William’s, PKU. | | | | | | | |
| **Unit IV: Somatoform And Dissociative Disorders**  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. | | | | | | | |
| **Unit V: Addiction Disorders**  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 | | | | | | | |
| **Recommended Text** | | 1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). *Abnormal psychology*. New Delhi, India: Pearson India Education Services Private Limited. 2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology.* Belmont, CA: Wadsworth 3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers. 4. Davison, G.C., Neale, J.M &Kring, A. M. (2004). *Abnormal psychology*. Marblehead, MA: John Wiley& Sons Inc. 5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill pubg Co 6. Cutting, J. (1997). *Principles of psychopathology*. New York, NY: Oxford University Press | | | | | | | |
| **Reference Books** | | 1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York:Brooks\Cole Publishing Co.,  2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). Abnormal psychology.13th edition. Pearson Education.  3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition . Scott, Foresmanand Company.  4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication.  5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins  7. Bootzin, R.R, Acocella,J.R& Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA  8.Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons | | | | | | | |

**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.

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

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| **Title of the Course** | | **Cognitive Psychology** | | | | | | | |
| **Paper Number** | | **COREX** | | | | | | | |
| **Category** | Core | **Year** | | III | **Credits** | 4 | **Course**  **Code** | | 23UPSYC52 |
| **Semester** | | V |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To define and outline the evolution and scope of cognitive psychology. * To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language. * To outline the various theories of attention and perceptual disorders. * To compare the differences between short term, long term and working memory. * To illustrate the different types of problem-solving strategies, and the application of different types of reasoning. | | | | | | | |
| **Course Outline** | | **Unit I : Introduction**  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 spiral 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 | | | | | | | |
| **Recommended Text** | | 1. Groom , D. (2014) . An Introduction to Cognitive Psychology - Processes and Disorders. USA:   Psychology Press.   1. Reed, S. K. (2010). Cognition - Theories and Applications . UK: Wadsworth Cengage Learning. 2. .Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. Nes Delhi: Tata Mc Graw- Hill edition. 3. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication. 4. Riegler, B.R. and Riegler, G L (2008) . Cognitive Psychology. applying the science of the mind. New Delhi: Pearson India Education Services Private Limited. 5. Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth. | | | | | | | |
| **Reference Books** | | 1. Ronald Kellog.Fundamentals of Cognitive Psychology  2. Bridge, Robinson,Riegler,Greg.Applying the Science of the Mind  3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi,India. Sage.  4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley.  5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi,India.Prentice-Hall.  6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida,India.Pearson.  7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA.Wadsworth.  8. Weisberg R W, Reeves L M . Cognition: from memory to creativity. 2013. New-Jersey,USA.Wiley. | | | | | | | |

**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 discords of language and comprehend the stages of human language development and also identify different perspectives of patternrecognition.
* C03 (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.

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|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  |  |  |  |  |
| CO2 |  |  |  |  |  |  |
| CO3 |  |  |  |  |  |  |
| CO4 |  |  |  |  |  |  |
| CO5 |  |  |  |  |  |  |

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| **Title of the Course** | | **Assessments in Psychology** | | | | | | | |
| **Paper Number** | | **CORE XI** | | | | | | | |
| **Category** | Core | **Year** | | III | **Credits** | 4 | **Course**  **Code** | | 23UPSYC53 |
| **Semester** | | V |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 1 |  | | | 4 | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the Course** | | * To experiment and assess human psychological attributes. * To learn psychological test administration and scoring. * To comprehend and deduce test results. * To conceptualise and report psychological tests. * To analyse and apply data to understand unique human psychological capacities and discrepancies. | | | | | | | |
| **Course Outline** | | **CONCEPTS**  1. Attention  2. Perception  3. Learning  4. Motivation & Emotion  5. Psychomotor abilities  6. Intelligence tests  7. Personality  8. Aptitude  9. Interest  10. Achievement tests  11. Stress and coping  12. Attitudes and behaviour  13. Creativity  14. HR/organizational behaviour  **•** A minimum of 6 experiments and 6 questionnaires should be conducted from the above list  • Chose concepts as varied as possible | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination  Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial hour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 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. | | | | | | | |
| **Reference Book** | | 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. | | | | | | | |

**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

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

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **23UPSYD54** | **Project with viva-voce** | **Core**  **XII** | Y | - | - | - | 4 | 7 | 25 | 75 | 100 |

**(Refer to the Regulations)**

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| **Title of the Course** | | **Organizational Psychology** | | | | | | | |
| **Paper Number** | | **ELECTIVE- V** | | | | | | | |
| **Category** | Elective | **Year** | | III | **Credits** | 3 | **Course**  **Code** | | 23UPSYE55 |
| **Semester** | | V |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | 1 | | | -- | | 3 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To learn an overview of Organisational Psychology. * To comprehend job analysis and its methods. * To gain insight into employee selection and recruitment processes. * To understand employee attitudes, motivation, training and evaluation. * To learn of leadership theories and enhancement. | | | | | | | |
| **Course Outline** | | **Unit I: Introduction to Organisational Psychology** – 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 | | | | | | | |
| **Unit II Job Analysis Definition, Methods and Techniques**- 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). | | | | | | | |
| **Unit III: Employee Recruitment, Assessment, & Selection– Recruitment**  Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads, **Screening**– written materials, References & letters of recommendation, **Types of Assessments** – Cognitive Ability, Mechanical Ability, Motor & Sensor Ability, Physical Ability, Job Skills and Knowledge, Personality and Integrity tests, **Selection, Placement, EEO –** Importance and process. | | | | | | | |
| **Unit IV: Employee Attitudes, Motivation & Performance Designing and Evaluating Training**  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**.** | | | | | | | |
| **Unit V: Leadership - Definition and Theories**  Trait Theories, Behavioral Theories, Contingency Theories (Fielder), LMX Theory, Transformational Leaders, Organisational Climate, Application of the theories. | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial shour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentic Hall of India. 3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin 5. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour atWork. 10th ed. Tata McGraw Hill, 2002. | | | | | | | |
| **Reference Books** | | 1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentic Hall of India. 3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Decenzo and Robbins, Human Resource Management-Prentice Hall of India. 5. Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi. 6. Robbins , S. P. (2003), Organisational Behaviour, New Delhi: Prentice Hall of India 7. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002 8. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin | | | | | | | |

**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 .

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

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| **Title of the Course** | | **Counselling Psychology** | | | | | | | |
| **Paper Number** | | **ELECTIVE VI** | | | | | | | |
| **Category** | Elective | **Year** | | III | **Credits** | 3 | **Course Code** | | 23UPSYE56 |
| **Semester** | | V |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | 1 | | | -- | | 3 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To have a perceptual overview of the counselling. * To comprehend the counselling process. * To understand the role of psychological testing and diagnosis in counselling. * To gain insight into the counsellors attributes, skills and ethics. * To learn of the varied fields of application in counselling. | | | | | | | |
| **Course Outline** | | **Unit I: Nature And Scope Of Counselling**  Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services. | | | | | | | |
| **Unit II: Approaches To Counselling And The Counselling Process**  Directive and non-directive approaches, Humanistic approach, Behavioristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process. | | | | | | | |
| **Unit III: Psychological Testing And Diagnosis**  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. | | | | | | | |
| **Unit IV: Counsellor Qualities, Skills And Ethical Responsibilities**  Qualities of an effective counsellor, Counsellor skills- Building Trust, Listening, Attending, Observing, Building Rapport, Demonstrating Empathy, Ethics in counselling. | | | | | | | |
| **Unit V: An Overview of Specialities In Counselling**  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 relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill. 2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson. 3. Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance*. Upper Saddle River, NJ: Prentice Hall. 4. Nayak, A. K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing. 5. Barki, B. G., &Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling. 6. Kochhar, S. K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling. | | | | | | | |
| **Reference Books** | | 1.Corey, G. (2004). Theory andPractice of Counseling and Psychotherapy (7th Ed.).Wadsworth Publishing.  2. Gibson L Robert & Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6th edn. Delhi: Pearson Education  3. Nelson-Jones. (1995). The theory and practice of counselling. 2nd Edn. London: Holt, Rinehart and Winston Ltd.  4. Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.  5. Samuel T. Gladding (2013) Counselling: A Comprehensive Profession Pearson education,  6.Richard Nelson-jones (2012), Theory and practice of Counseling and Therapy, 5th edition, sage publications  7. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc  8.Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publications. | | | | | | | |

**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.

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

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **23UPSYI58** | **SUMMER INTERNSHIP** |  | Y | - | - | - | 2 |  | 25 | 75 | 100 |

**(Refer to the Regulations)**

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| **Title of the Course** | | **Psychopathology II** | | | | | | | |
| **Paper Number** | | **CORE XIII** | | | | | | | |
| **Category** | Core | **Year** | | III | **Credits** | 4 | **Course**  **Code** | | 23UPSYC61 |
| **Semester** | | VI |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 5 | 1 | | | -- | | 6 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * Understand the clinical picture, causal factors and treatment for Schizophrenia. * Know the Causes and Treatment of the Mood Disorders. * Classify the causes and treatment of Anxiety Disorders. * Classify personality disorder and its attributes. * Understand Attention Deficit Hyperactive Disorder and Learning Disorders | | | | | | | |
| **Course Outline** | | **UNIT 1: SCHIZOPHRENIA**  Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophrenic form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder. | | | | | | | |
| **UNIT -2 MOOD DISORDERS**  Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment. | | | | | | | |
| **UNIT 3: ANXIETY DISORDERS**  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. | | | | | | | |
| **UNIT 4: PERSONALITY DISORDERS**  Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment. | | | | | | | |
| **UNIT 5: CHILDHOOD DISORDERS**  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 relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial hour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 1. Butcher J.N., Hooley J.M., Mineka S. &; Dwivedi C.B. (2017) Abnormal Psychology. (16 th Ed.) India: Pearson Education, Inc. 2. Carson R.C., Butcher J.V. &; Mineka S. (2000) Abnormal Psychology and Modern Life (13 th Ed.) Allyon&; Bacon Publishers. 3. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology*. Belmont, CA: Wadsworth. 4. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers. 5. Davison, G.C., Neale, J.M., &Kring, A. M. (2004). *Abnormal psychology*. Malden, MA: John Wiley& Sons Inc. 6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill publishing Co. 7. Cutting, J. (1997) *Principles of Psychopathology*. New York, NY: Oxford University Press. | | | | | | | |
| **Reference Books** | | 1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York: Brooks\Cole Publishing Co.,  2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education.  3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition . Scott, Foresman and Company.  4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication.  5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins  6. Bootzin, R.R, Acocella,J.R& Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA  7.Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Son | | | | | | | |

**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.

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

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| **Title of the Course** | | **educational psychology** | | | | | | | |
| **Paper Number** | | **COREXIV** | | | | | | | |
| **Category** | Core | **Year** | | III | **Credits** | 4 | **Course**  **Code** | | 23UPSYC62 |
| **Semester** | | VI |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 5 | 1 | | | -- | | 6 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * Understand the meaning and purpose of education. * Explain the theoretical perspectives of learning and cognition. * Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity. * Differentiate the social process of learning in various societal contexts. * Understanding education from Indian Perspective and application of psychological principles to overcome stress and anxiety and to enhance mental well-being of the students. | | | | | | | |
| **Course Outline** | | **Unit I: Introduction**  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. | | | | | | | |
| **Unit II: Cognition and Learning**  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. | | | | | | | |
| **Unit III: Learning and Motivation**  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-determination. | | | | | | | |
| **Unit IV: Learning theories and schooling**  Application of learning theories in school, the child and the curriculum, the process ofeducation, 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 | | | | | | | |
| **Unit V: Education in the Indian Context**  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. | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial shour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | * 1. Woolfolk A., Misra G., & Jha A. (2012). Fundamentals of educational psychology.New Delhi, India: Pearson Pub.   2. Cornelissen M., Misra G., & Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson.   3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.   4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT.   5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press | | | | | | | |
| **Reference Books** | | 1.Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press.  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.  3.Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.  4.Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.  5.Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.  6.Mangal. S. K., (2005). Advanced Educational Psychology, ). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.  7.Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai. | | | | | | | |

**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 plains 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.

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

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| **Title of the Course** | | **Health Psychology** | | | | | | | |
| **Paper Number** | | **CORE XV** | | | | | | | |
| **Category** | Core | **Year** | | III | **Credits** | 4 | **Course**  **Code** | | 23UPSYC63 |
| **Semester** | | VI |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 5 | 1 | | | -- | | 6 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * Understand need and perspectives of health psychology. * Learn various models available to conceptualize health. * Learn the nature of pain and its management. * Understand the influence of stress on health and the importance of social support in managing stress. * Overcome unhealthy behaviour and promote healthy habits | | | | | | | |
| **Course Outline** | | **Unit I: Introduction To Health Psychology- Health Behaviour**  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. | | | | | | | |
| **Unit II: Models Of Health Behaviour**  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. | | | | | | | |
| **Unit III: Chronic Illness And Pain**  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 | | | | | | | |
| **Unit IV: Stress And Coping**  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. | | | | | | | |
| **Unit V: Promoting Health Behaviour**  Smoking - Effects of smoking, reasons for smoking, Alcoholism - effects, reasons, Interventions for reducing smoking , changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity. | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial hsour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 1. Straub O. Richard (2002) Health Psychology. New York: Worth Publishers. 2. Taylor E. Shelley Health Psychology (7 th Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd 3. Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3 rd Ed.) U.S.A: Wadsworth Cengage Learning. 4. Boyer, B., &Paharia, I. (2008). *Comprehensive handbook of clinical health psychology.* Edison, NJ: John Wiley & Sons. 5. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons. | | | | | | | |
| **Reference Books** | | 1. Taylor, S. (1995). *Health psychology* (6th ed.).Toronto, Canada: McGraw-Hill Ryerson. 2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.)*.* New Delhi, India: Sage Publications. 3. Branmon, L., & Frist, J. (2010). *Introduction to health psychology;* New Delhi, India: Cengage Learning India Pvt Ltd. 4. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications . 5. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones & Bartlett Publishers, 6. Shelly E. Taylor (2012), Health psychology, 7th edition, , TATA McGrawHil, New Delhi. 7. Mitchell D. Feldman &John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3rd edition, McGraw Hill, NY, . 8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2nd edition, McGraw Hill, NY. | | | | | | | |

**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 behaviour
* **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

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

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| **Title of the Course** | | **Sports And Exercise Psychology** | | | | | | | |
| **Paper Number** | | **ELECTIVE VII** | | | | | | | |
| **Category** | Elective | **Year** | | III | **Credits** | 3 | **Course**  **Code** | | 23UPSYE64 |
| **Semester** | | VI |
| **Instructional Hours**  **Perweek** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * Familiarize with the emerging field in sports and exercise psychology as a profession * Integrate theory and practice in sports and exercise * Understand the impact of personality and motivation in the performance * Comprehend the influence of emotional intelligence on the performance * Familiarize with the psychometric test associated with the sports | | | | | | | |
| **Course Outline** | | **Unit I: Introduction**  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 practicegap | | | | | | | |
| **Unit II: Personality and Performance**  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. | | | | | | | |
| **Unit III: Motivation and Performance**  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 &; Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship. | | | | | | | |
| **Unit IV: Emotion and Performance**  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 &; IZOF], Emotion Performance Relationship. | | | | | | | |
| **Unit V: Aggression and Sports**  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 | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge. 2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers. 3. Weinberg R.S., &; Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Chaign, IL: Human Kinetics. 4. CrattyB.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Chaign Illinois 5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers. | | | | | | | |
| **Reference Books** | | 1. Fundamentals of Sport and Exercise Psychology, by Alan S. Kornspan published by Human Kinetics, 2009  2. Handbook of Sport Psychology by Gershon Tenenbaum, Robert C. Eklund published by John Wiley & Sons,2007  3.Sport Psychology: An Introduction by Arnold D. LeUnes, Jack R. Nation by Wadsworth Thomson Learning, (2001)  4. Burton, D., &Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Chaign, IL: Human Kinetics.  5. Weinberg, R. S., &; Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc. | | | | | | | |

**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 thatReal 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.

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

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| **Title of the Course** | | **Environmental Psychology** | | | | | | | |
| **Paper Number** | | **ELECTIVE VIII** | | | | | | | |
| **Category** | Elective | **Year** | | III | **Credits** | 3 | **Course Code** | | 23UPSYE65 |
| **Semester** | | VI |
| **Instructional Hours**  **Per week** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * Understand Environmental Psychology and its various psychological perspectives. * Comprehend human perception of environmental risk. * Understand the effects of environment in human behaviour. * Learn about the contribution of human behaviour in environmental crisis. * Promote pro-environmental behaviour. | | | | | | | |
| **Course Outline** | | **Unit I: Introduction to Environmental Psychology**  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) | | | | | | | |
| **Unit II: Environmental Risk Perception**  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. | | | | | | | |
| **Unit III: Environment and Behaviour**  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. | | | | | | | |
| **Unit IV: Ecology and Development**  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. | | | | | | | |
| **Unit V:** 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. | | | | | | | |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (To be discussed during the Tutorial hour) | | | | | | | |
| Skills acquired from this  course | | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill | | | | | | | |
| **Recommended Text** | | 1. Steg, L. & de Groot, (2019). Environmental Psychology : An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd 2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha 3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press | | | | | | | |
| **Reference Books** | | 1. . Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai.  2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi.  3.Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi. | | | | | | | |

**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.

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

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| **SEMESTER: VI**  **PART: IV**  **Professional Competency** | **23UPSYF66**  **PROFESSIONAL COMPETENCY- QUANTITATIVE APTITUDE** | **Credit:2**  **Hours: 2** |

**Learning Objectives**

1. To categorize, apply and use thought process to distinguish between concepts of Quantitative methods.
2. To prepare and explain the fundamentals related to various possibilities and probabilities related to time
3. To be able to solve questions relating to percentages, Profit and loss
4. To analysze data in Charts
5. To understand the application Geometry and mensuration

**UNIT – I**

Numerical computation: Applications based on Numbers, Chain Rule, Ratio Proportion.

**UNIT – II**

Numericalestimation–I**:** ApplicationsBasedonTimeandwork,TimeandDistance.

**UNIT – III**

Numericalestimation–II**:** Applications based on percentages, Profit Loss and Discount, Simple interest and Compound Interest.

**UNIT – IV**

Data interpretation: Data interpretation related to Averages, Mixtures and allegations, Bar charts, Pie charts, Venn diagrams

**UNIT – V**

Application to industry in Geometry and Menstruation

**Course Outcomes**

On completion of this course, students will;

1. Use their logical thinking and analytical abilities to solve reasoning questions
2. Solve questions related to time and distance and time and work
3. Apply concept of percentages, Profit and loss, discount
4. Interpret data using bar charts and diagrams
5. Solve questions relating to Geometry and Mensuration

**Reading list**

1. Quantitative aptitude by R.S. Agarwal, S Chand Publication
2. Fast Track Objective Arithmetic by Rajesh Verma , Arihant
3. Quantitative Aptitude and Reasoning by R V Praveen, PHI
4. Essential Quantitative Aptitude for Competitive Exams - 2nd Edition by RajatVijay Jain , Disha Publications
5. Quantitative Aptitude & Data Interpretation Topic-wise Solved Papers for IBPS/ SBI Bank PO/ Clerk Prelim & Main Exam (2010-19) 3rd Edition by Disha Experts, Disha Publications

**Reference Books**

1. Barron’s by Sharon Welner Green and IraK Wolf (Galgotia Publications pvt. Ltd.)
2. Quantitative Aptitude by U Mohan Rao Scitech publications
3. QuantitativeAptitudebyArunSharmaMcGrawhillpublications
4. Quantitative Aptitude by Abhijit Guha
5. Quantitative Aptitude by Pearson publications

**OUTCOME MAPPING:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | S | S | M | M | S | S | M | M |
| **CO 2** | S | M | M | M | M | S | M | M |
| **CO 3** | S | S | M | M | M | S | M | M |
| **CO 4** | S | S | M | M | S | S | M | M |
| **CO 5** | S | M | M | M | M | S | M | M |

**S -Strong M-Medium L-Low**

**CO-PO Mapping with program specific outcomes (Course Articulation Matrix)**

**Level of Correlation between PSO’s and CO’s**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/POS** | **PSO 1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO 1** | 3 | - | 3 | 3 | - |
| **CO 2** | 3 | - | 3 | 3 | - |
| **CO 3** | 3 | - | 3 | 3 | - |
| **CO 4** | 3 | - | 3 | 3 | - |
| **CO 5** | 3 | - | 3 | 3 | - |
| **Weightage** | 15 | - | 15 | 15 | - |
| **Weighted Percentage of Course Contribution to PSO** | 3.0 | - | 3 | 3.0 | - |

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| **SEMESTER: VI**  **PART: V** | **23UPSYEX67: EXTENSION ACTIVITY** | **Credit:1**  **Hours: -** |

**(Refer to the Regulations)**