



**THIRUVALLUVAR UNIVERSITY**

**SERKKADU, VELLORE-632115**

**B.Sc. PSYCHOLOGY**

**SYLLABUS**

**FROM THE ACADEMIC YEAR**

**2023 - 2024**

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## 1. Introduction

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

#### Outcome

Psychology is the scientific study of mind and behaviour. It is a broad and diverse field with many career options for the students. This course forms the foundation for the students aspiring to specialize in various fields such as education, hospital, industrial, forensic, and many more. The key core areas of study in Psychology include general psychology, developmental psychology, social psychology, abnormal psychology and experimental psychology. This programme helps learners in building a solid foundation for higher studies in Psychology. In addition students are equipped with skills that facilitate employment.

The Bachelor's Degree B.Sc. Psychology is awarded to the students on the basis of knowledge, understanding, skills, attitudes, values and academic achievements expected to be acquired by learners at the end of the Programme. Learning outcomes of Psychology are aimed at facilitating the learners to acquire these attributes, keeping in view of their preferences and aspirations for gaining knowledge of Psychology.

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

**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

	<p>manage a project through to completion.</p> <p><b>PO 12 Multicultural competence:</b> Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.</p> <p><b>PO 13: Moral and ethical awareness/reasoning:</b> Ability to embrace moral/ethical values in conducting one’s life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one’s work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.</p> <p><b>PO 14: Leadership readiness/qualities:</b> Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.</p> <p><b>PO 15: Lifelong learning:</b> Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.</p>
<p><b>Programme Specific Outcomes:</b></p>	<p><b>PSO1:</b> To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p><b>PSO 2:</b> To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p><b>PSO 3:</b> To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p><b>PSO 4:</b> Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p><b>PSO 5:</b> Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

**3 – Strong, 2- Medium, 1- Low**

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

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

- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

Semester	Newly introduced Components	Outcome / Benefits
<b>I</b>	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
<b>I, II, III, IV</b>	<b>Skill Enhancement papers</b> (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with essential skills to make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.</li> </ul>
<b>III, IV, V &amp; VI</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature</li> <li>➤ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.</li> </ul>



<b>IV</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Exposure to industry moulds students into solution providers</li> <li>➤ Generates Industry ready graduates</li> <li>➤ Employment opportunities enhanced</li> </ul>
<b>V Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Self-learning is enhanced</li> <li>➤ Application of the concept to real situation is conceived resulting in tangible outcome</li> </ul>
<b>VI Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Enriches the study beyond the course.</li> <li>➤ Developing a research framework and presenting their independent and intellectual ideas effectively.</li> </ul>
<b>Extra Credits: For Advanced Learners / Honors degree</b>		<ul style="list-style-type: none"> <li>➤ To cater to the needs of peer learners / research aspirants</li> </ul>
<b>Skills acquired from the Courses</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

### Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – \CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	6	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	5	6.4 Elective - VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	5	2.5 Elective II Generic/ Discipline Specific	3	6	3.5 Elective III Generic/ Discipline Specific	3	5	4.5 Elective IV Generic/ Discipline Specific	3	6	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	2	2				5.8 Summer Internship /Industrial Training	2				
	<b>23</b>	<b>32</b>		<b>23</b>	<b>32</b>		<b>24</b>	<b>32</b>		<b>23</b>	<b>32</b>		<b>26</b>	<b>30</b>		<b>21</b>	<b>30</b>
<b>Total – 140 Credits</b>																	

**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-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1 - Introduction to Crime Prevention	2	2
	Foundation Course- Career and Ethics in Psychology	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

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

**Second Year – Semester-III**

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based) - Psychological skills for Entrepreneurship development	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) - Relaxation techniques	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)- Psychological Therapy Techniques	2	2

	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)- Personality Development	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>

**Third Year  
Semester-V**

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

**Semester-VI**

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

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

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

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

<b>Methods of Evaluation</b>			
<b>Internal Evaluation</b>	Continuous Internal Assessment Test		25 Marks
	Assignments		
	Seminars		
	Attendance and Class Participation		
<b>External Evaluation</b>	End Semester Examination		75 Marks
	Total		100 Marks

<b>Methods of Assessment</b>	
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**B.Sc Psychology Curriculum Design  
Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part-I	Language –Tamil	3	6
Part-II	English	3	6
Part-III	Psychology of Adolescence and Early Adulthood	5	5
	Social Psychology I	5	5
	Statistics for behavioural Science	3	5
Part-IV	Skill Enhancement Course (Entrepreneurial Based)	1	1
	Skill Enhancement Course (Discipline / Subject Specific) – Relaxation Techniques	2	2
	Environmental Studies	2	2
		<b>24</b>	<b>32</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>
Part-I	Language-Tamil	3	6
Part-II	English	3	6
Part-III	Psychology of Middle age and Old age	5	5
	Social Psychology II	5	5
	Introduction to Research Methodology	3	6
Part-IV	Skill Enhancement Course - Therapy Techniques For example: Art therapy, Play therapy, etc	2	2
	Skill Enhancement Course - Personality development	2	2
		<b>23</b>	<b>32</b>

**Semester-V**

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

**Semester-VI**

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

<b>Title of the Course</b>		<b>Psychology of Adolescence and Early Adulthood</b>				
<b>Paper Number</b>		<b>CORE V</b>				
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>
		<b>Semester</b>	III			
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>	
		4	1	--	5	
<b>Pre-requisite</b>						
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To offer the students a comprehensive overview and understanding of Adolescence and the consequent changes in an adolescent.</li> <li>● To comprehend the changes in adolescent behaviour pertaining gender, sexual and relationships.</li> <li>● The characteristics, development and changes of Early Adulthood.</li> <li>● To have an insight into the Vocational and Family adjustments in Early Adulthood</li> <li>● Different perspectives of Cognitive and Personality development in Early Adulthood.</li> </ul>				
<b>Course Outline</b>		<p><b>UNIT I: ADOLESCENCE</b> Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.</p> <p><b>UNIT II: ADOLESCENT BEHAVIOR</b> Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.</p> <p><b>UNIT III: EARLY ADULTHOOD</b> Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.</p> <p><b>UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD</b> Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.</p> <p><b>UNIT V: COGNITION AND PERSONALITY</b> Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to post formal 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 –</p>				

	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 UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Papalia D. E, Olds S. W.&amp; Feldman R.D. (2004) <i>Human Development</i> (9<sup>th</sup>Ed.) Chennai: McGraw-Hill Education (India) Private Limited.</li> <li>2. Santrock J.W. (2011) <i>Life-Span Development</i> (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.</li> <li>3. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd</li> <li>4. Santrock J.W. (2007) <i>Adolescence</i> (11<sup>th</sup>Ed.) New Delhi: Tata McGraw-Hill Publishing Company Limited.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Shaffer D.R. (1996) <i>Developmental Psychology – Childhood and Adolescence</i> (4<sup>th</sup> Ed.) California: Brooks/Cole Publishing Company.</li> <li>2. Shaffer D.R. &amp; Kipp K. (2007) <i>Developmental Psychology – Childhood and Adolescence</i> (7<sup>th</sup>Ed.) Haryana: Thomson Wadsworth.</li> <li>3. Sigelman C.K. &amp; Shaffer D.R. (1995) <i>Life span Development</i> (2<sup>nd</sup> Ed.) California: Brooks/Cole Publishing Company.</li> </ol>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. Journal of Youth and Adolescence (<a href="https://link.springer.com/journal/10964">https://link.springer.com/journal/10964</a>)</li> <li>2. <a href="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">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</a></li> <li>3. <a href="https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565">https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565</a></li> <li>4. <a href="https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65">https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65</a></li> </ol>



## 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.

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

<b>Title of the Course</b>		<b>Social Psychology I</b>					
<b>Paper Number</b>		<b>CORE VI</b>					
<b>Category</b>	Core	<b>Year</b>	II	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		4	1	--	5		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To offer the students a comprehensive overview of Social Psychology.</li> <li>● To comprehend the development and vicissitudes of Social Cognition.</li> <li>● To gain insight into the formation and management of Social Perception.</li> <li>● To develop understanding of attitudes and persuasion</li> <li>● To learn of the dynamics of close interpersonal relationships.</li> </ul>					
<b>Course Outline</b>		<p><b>UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY</b> Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.</p> <p><b>UNIT II: SOCIAL COGNITION</b> Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming, Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.</p> <p><b>UNIT III: SOCIAL PERCEPTION</b> Definition of social perception; Non-verbal communication – Basic channels; Deception –Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution– Correspondent inference, Kelley’s theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.</p> <p><b>UNIT IV: ATTITUDES</b> Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.</p> <p><b>UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS</b> Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure.</p>					

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Baron R.A. &amp; Byrne D. (2014) <i>Social Psychology</i> (13<sup>th</sup> Ed.) Prentice-Hall of India.</li> <li>2. Myers D.G. (2012) <i>Social psychology</i> (11<sup>th</sup> Ed.) New York, NY: McGraw.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. WinniCott, D.W. (1995). <i>Counselling and Therapy</i>. London: Sage Publications</li> <li>2. Whiston, S.C (1999). <i>Principles ad applications of assessment in counselling</i> , Wadsworth, Belmont. Brooks- Clole</li> <li>3. Nichols, M.P. &amp; Schwartz, R.C. (2010). <i>Family therapy: Concepts and methods</i>. 9th ed.Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc</li> <li>4. Patterson, J., William, L., Grauf-Grounds, C., &amp;Chamow. (2009). <i>Essential skills in family therapy: From the first interview to termination</i>. 2nd Edition. New York: The Guilford Press.</li> </ol>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. Journal of Social and Political Psychology (<a href="https://jspp.psychopen.eu/index.php/jspp">https://jspp.psychopen.eu/index.php/jspp</a>)</li> <li>2. International Review of Social Psychology (<a href="https://www.rips-irsp.com/about/">https://www.rips-irsp.com/about/</a>)</li> <li>3. <a href="https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf">https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf</a></li> <li>4. <a href="https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf">https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf</a></li> <li>5. <a href="https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/">https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/</a></li> </ol>

## COURSE OUTCOMES

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

CO1 (K1) - To Outline the nature, history, principles and scope of social psychology and methods used in social psychology research

CO2 (K2) – To understand social cognition and its potential sources of error

CO3 (K3) – To describe the strategies used to form and maintain positive impression.

CO4 (K3) – To elucidate the ways to resist persuasion

CO5 (K4) – To analyze the causes of marital happiness and relationship failure.

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

<b>Title of the Course</b>		<b>Statistics for Behavioural Science</b>					
<b>Paper Number</b>		<b>ELECTIVE III (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	II	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		3	1	--	4		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To understand basic statistical concepts.</li> <li>● To learn of qualitative data and its application in research.</li> <li>● To gain insight into parametric analysis.</li> <li>● To comprehend Non parametric analysis and tests</li> <li>● To apply statistical methods using software.</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Basic statistical concepts</b>  Definition of basic concepts - statistics , descriptive statistics, inferential statistics, , population, sample, parameter, random sampling. Applied Statistics - research question, independent variable, dependent variable, confounding variable, statistical question, statistical conclusion, research conclusion, statistical procedures.</p> <p>Variables and constants - Meaning of variable, constant, discrete variable, continuous variable.</p> <p>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.</p> <p>Measure of Central tendency - properties of mean, median and mode - effects of score transformations characteristics of random sampling distribution - using table of random numbers,- Z scores.</p> <p><b>Unit II: Organizing qualitative data</b>  Frequency distribution - grouped scores- constructing a grouped frequency distribution - apparent vs real limits - relative frequency distribution - cumulative frequency distribution.</p> <p>Percentiles and Percentile ranks - percentile point, percentile rank, computing percentiles from grouped data computation of percentile rank.</p> <p>Graphical representation of frequency distribution - Abscissa, ordinate, zero point on a graph, histogram, frequency polygon, bar</p>					

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.

	<p><b>Unit V: Statistical methods using software</b>  SPSS data editor, SPSS viewer, importing and exporting data, alternatives to spss, data entry in spss, assigning a variable naming , sorting the data type, defining variable table, defining value tables, slotting missing values, data cleaning , working with large data set, software for qualitative data analysis.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved  (To be discussed during the Tutorial hour)</p>
Skills acquired from this course	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. King, B.M. and Minium E W. (2011 ) . Statistical Reasoning in the Behavioural Sciences . 5th Edition. New Delhi: Wiley student India edition.</li> <li>2. Aron A, Aron E N and Coups E J. (2007 ) . Statistics for Psychology. New Delhi: Pearson Education.</li> <li>3. Argyrous , G. (2011). Statistics for research. New Delhi: Sage South Asia edition.</li> <li>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.</li> <li>5. Haslam S Alexander &amp; Mc Garty Craig. (2003). Research Methods &amp; Statistics in Psychology.New Delhi: Sage Publications India Pvt Limited.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1.Frederick,J.G,&amp;William,L.B.(2007).Statistics for BehaviouralSciences.(7thEd.).Thomson Wadsworth.</li> <li>2. Kothari,C.R.(2008).Research Methodology:Methodsand Techniques.(2ndEd.).New Age International. 1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: NewDelhi.</li> <li>3.Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: BlackwellPublishers</li> <li>4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: PearsonEducation.</li> <li>5.Murphy, K.R. &amp;Davidshofer, C. O. (2004). Psychological Testing: Principles &amp;Applications (6th Ed.) New Jersey: PrenticeHall.</li> </ol>

**Course Outcomes:**

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

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

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

CO3 (K3) To organize scores into a frequency distribution in table form, construct a cumulative frequency distribution and a relative cumulative frequency distribution and to compute percentiles and percentile ranks.

CO4 (K4) To analyze and interpret raw data using various parametric and non-parametric methods

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

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



<b>Title of the Course</b>		<b>PSYCHOLOGY OF MIDDLE AGE AND OLD AGE</b>					
<b>Paper Number</b>		<b>CORE VII</b>					
<b>Category</b>	Core	<b>Year</b>	II		4	<b>Course Code</b>	
		<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		3	1	--	4		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● Physical and emotional changes during adolescence</li> <li>● Changes in morality, sex interest and family relationships in adolescence.</li> <li>● Hazards of early adulthood</li> <li>● Vocational and marital adjustments during early adulthood</li> <li>● Cognitive and personality development in adolescence and early adulthood</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Adolescence</b> Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.</p> <p><b>Unit II: Adolescent Behaviour</b> Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.</p> <p><b>Unit III: Early Adulthood</b> Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.</p> <p><b>Unit IV: Vocational And Family Adjustments In Early Adulthood</b> Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.</p> <p><b>Unit V: Cognition And Personality</b> Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to</p>					

	post formal 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 UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Santrock, J. W. (2020). Life span development (18ed), New York, NY: McGraw Hill.</li> <li>2. Papalia, D.E., &amp; Olds, S.W. (2017). Human development(9ed), New York, NY: Tata McGraw Hill.</li> <li>3. Hurlock, E. (2017). Developmental psychology (5<sup>th</sup> Edition). New Delhi, India: Tata McGraw Hill Publishing Co.</li> <li>4. Feldman R.S. (2015) Development across the lifespan (7 th Ed.) Delhi: Pearson.</li> <li>5. Shaffer D.R. &amp; Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7 th Ed.) Haryana: Thomson Wadsworth.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.</li> <li>2. Gohale, S.D., Ramamurti, P.V., Pandit, N. &amp; Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd.</li> <li>3. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwality Books Co.</li> <li>4. Biswas, S.K. (1987). Aging in Contemporary India. Calcutta: The Indian Anthropological Society,</li> <li>5. Birren, J.E. &amp; Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press</li> </ol>

### **COURSE OUTCOMES:**

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

- CO1 (K2): To describe and discuss the various physical changes and emotionality during adolescence.

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

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

<b>Title of the Course</b>		<b>Social Psychology II</b>					
<b>Paper Number</b>		<b>CORE VIII</b>					
<b>Category</b>	Core	<b>Year</b>	I	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
		3	1		--	4	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● Understand how of social influence enable compliance, conformity and obedience</li> <li>● Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.</li> <li>● Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.</li> <li>● Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.</li> <li>● Facilitate students to see the applicability of social psychological principles in various settings.</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Social Influence</b>  Conformity – Meaning, Asch’s research on conformity, Sheriff’s research on autokinetic phenomenon, Factors affecting conformity, Resisting pressures to conform; Compliance - Meaning, Six basic principles of compliance, Symbolic social influence; Obedience – Meaning, Milgram’s experiment on obedience.</p> <p><b>Unit II: Prosocial Behaviour</b>  Meaning, Motives for pro-social behaviour, Competitive altruism, Five crucial steps to determine helping Vs not helping, External and internal influences on helping behaviour, Empathy, Personality and Helping.</p> <p><b>Unit III: Aggression</b>  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.</p>					

	<p><b>Unit IV: Groups And Individuals</b>  Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict: Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.</p>
	<p><b>Unit V: Application Of Social Psychology</b>  Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved  (To be discussed during the Tutorial hour)</p>
Skills acquired from this Course	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Myers, D.G. &amp; Twenge, J.M. (2017): Social psychology. New York, NY: McGraw – Hill Education.</li> <li>2. Branscombe, N.R., Baron, R.A. &amp; Kapur, P. (2017). Social psychology. Chennai, India: Pearson India Education Services Pvt. Limited.</li> <li>3. Myers, D.G. (2002). Social psychology. New York, NY: McGraw Hill Book Company.</li> <li>4. Baron, A., &amp; Byrne, D. (2002). Social psychology. New Delhi, India: Prentice-Hall of India.</li> <li>5. Baron, A., Branscombe, N., Byrne, D., &amp; Bhardwaj, G. (2009). Social psychology. New Delhi, India: Dorling Kindersley (India) Private Limited.</li> </ol>

<b>Reference Books</b>	<p>1. Winnicott, D.W. (1995). <i>Counselling and Therapy</i>. London: Sage Publications</p> <p>2. Whiston, S.C (1999). <i>Principles and applications of assessment in counseling</i>, Wadsworth, Belmont. Brooks-Cole</p> <p>3. Nichols, M.P. &amp; Schwartz, R.C. (2010). <i>Family therapy: Concepts and methods</i>. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc. Press, Inc</p> <p>4. Patterson, J., Williams, L., Grauf-Grounds, C., &amp; Chamow. (2009). <i>Essential skills in family therapy: From the first interview to termination</i>. 2nd Edition. New York: The Guilford Press.</p> <p>5. Myers David G. (2002). <i>Social Psychology</i>, 7th Edition, McGraw Hill Book Company.</p>
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**COURSE OUTCOMES:**

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

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

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

<b>Title of the Course</b>		<b>Introduction to Research Methodology</b>					
<b>Paper Number</b>		<b>ELECTIVE IV (Discipline Specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	I	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	IV				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		3	1	--	4		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● Understand how of social influence enable compliance, conformity and obedience</li> <li>● Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.</li> <li>● Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.</li> <li>● Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.</li> <li>● Facilitate students to see the applicability of social psychological principles in various settings.</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Introduction</b>  Understanding behaviour - empirical and non empirical method - assumptions of scientific work - overview of research process/framework. Ethics in research - APA ethics code, plagiarism, ethics and animal experimentations. Data collection - observational method, interview method - structured, semi structured and focus group interviews, questionnaire method, case study method - its merits and limitations.</p> <p><b>Unit II: Variables , Reliability and Validity</b>  Types of variables- dependent and independent variables, confounded variables, quantitative and categorical variables, continuous and discrete variables. Reliability and Validity of measurements - types of validity test- criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity , types of reliability tests - inter ratter reliability, test retest reliability, split half reliability, internal consistency reliability.</p>					

	<p><b>Unit III: Hypothesis and Sampling</b>  Hypothesis - Definition, types - Hypothesis testing - Type 1 and Type II errors, significance level (p value) , one tailed and two tailed tests- Effect size Sampling - meaning, probability and non probability .  Sampling techniques - its merits and limitations, sample size estimation - using a table of random numbers.</p> <p><b>Unit IV: Research designs</b>  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, longitudinal research, non equivalent group designs. Mixed research designs - single participant w design, base -line design.  Quantitative research design and analysis - Grounded theory, discourse analysis, content analysis, dairy method, narrative methods, focus group discussions, in-depth interviews, participatory observations, action research.</p> <p><b>Unit V: Report writing and computes in research</b>  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.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved  (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this Course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<ol style="list-style-type: none"> <li>1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson.</li> <li>2. C.R. Kothari (2004) Research Methodology: Methods &amp; Techniques. New Delhi: New Age International Pvt Ltd</li> <li>3. Zechmeister S Anne, Zechmeister B Eugene &amp; Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition.</li> <li>4. Evans, A N and Rooney, B. J. (2008). Methods in</li> </ol>



	<p>Psychological Research. New Delhi: Sage Publications India Pvt Ltd.</p> <p>5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth</p>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Shaughnessy, J J , Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill.</li> <li>2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods . USA: Sage Publication.</li> <li>3. Gaur A s and Gaur SS ( 2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.</li> <li>4. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition.</li> <li>5. Sharlene Nagy Hesse-Biber Patricia Leavy . (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.</li> </ol>

**COURSE OUTCOMES:**

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

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

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

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

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). <i>Abnormal psychology</i>. New Delhi, India: Pearson India Education Services Private Limited.</li> <li>2. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth</li> <li>3. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers.</li> <li>4. Davison, G.C., Neale, J.M &amp;Kring, A. M. (2004). <i>Abnormal psychology</i>. Marblehead, MA: John Wiley&amp; Sons Inc.</li> <li>5. Alloy, L. B., Riskind, J. H., &amp; Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill pubg Co</li> <li>6. Cutting, J. (1997). <i>Principles of psychopathology</i>. New York, NY: Oxford University Press</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. David H. Barlow &amp; Durand V. Mark (2000). <i>Abnormal psychology</i>. 2nd edition . New York: Brooks\Cole Publishing Co.,</li> <li>2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). <i>Abnormal psychology</i>. 13th edition. Pearson Education.</li> <li>3. James C. Coleman (1976). <i>Abnormal psychology and modern life</i>. 5th edition . Scott, Foresman and Company.</li> <li>4. Irwin G. Sarason, Barbara Sarason (2005) . <i>Abnormal psychology</i>. New Delhi: Prentice Hall Publication.</li> <li>5. Carson, R.C &amp; Butcher, J.N. <i>Abnormal Psychology &amp; Modern life</i>. (10th ed.) . NY Harper-Collins</li> <li>7. Bootzin, R.R, Acocella,J.R&amp; Alloy, L.B .<i>Abnormal Psychology-current perspectives</i> (6th ed.). McGraw Hill Inc. USA</li> <li>8.Neale, J.M, Davidson. G.C, &amp; David, A.F. <i>Exploring Abnormal psychology</i>. (6th ed.). John Wiley &amp; Sons</li> </ol>

### COURSE OUTCOMES

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

- CO1(K2) - To distinguish between normal & abnormal behavior and outline the historic view of abnormal psychology.
- CO2 (K2) – To understand the classification and diagnosis of abnormal behaviour.
- CO3 (K1)–To outline the common intellectual disability syndromes.

- CO4 (K4) – To elucidate various somatoform and Dissociative disorders
- CO5 (K5)– To analyze the causes and treatment of addiction.

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

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

	<p>Overview of Disorders of perception and attention - synaesthesia, blindsight, unilateral spatial neglect, visual agnosia, prosopagnosia.</p>
	<p><b>Unit IV: Memory</b>  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.</p> <p>Working memory - Baddeley's revised working memory model.</p> <p>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 .</p>
	<p><b>Unit V: Reasoning , Problem solving</b>  Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning, Propositional reasoning, Syllogistic reasoning, Conditional reasoning- Venn diagrams - Creative thinking.</p> <p>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.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved  (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this Course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<p>1. Groom , D. (2014) . An Introduction to Cognitive Psychology - Processes and Disorders. USA:</p>

	<p>Psychology Press.</p> <p>2. Reed, S. K. (2010). Cognition - Theories and Applications . UK: Wadsworth Cengage Learning.</p> <p>3. .Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. Nes Delhi: Tata Mc Graw- Hill edition.</p> <p>4. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.</p> <p>5. Riegler, B.R. and Riegler, G L (2008) . Cognitive Psychology. applying the science of the mind. New Delhi: Pearson India Education Services Private Limited.</p> <p>6. Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth.</p>
<b>Reference Books</b>	<p>1. Ronald Kellog.Fundamentals of Cognitive Psychology</p> <p>2. Bridge, Robinson,Riegler,Greg.Applying the Science of the Mind</p> <p>3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi,India. Sage.</p> <p>4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley.</p> <p>5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi,India.Prentice-Hall.</p> <p>6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida,India.Pearson.</p> <p>7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA.Wadsworth.</p> <p>8. Weisberg R W, Reeves L M . Cognition: from memory to creativity. 2013. New-Jersey,USA.Wiley.</p>

**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 pattern recognition.
- CO3 (K2) Explain the process of attention and identify various perceptual disorders.
- CO4 (K4) Recognize and examine the process of remembering and forgetting.
- CO5 (K5) Examine the different types of reasoning and demonstrate various problem solving strategies.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1		✓				
CO2				✓		
CO3						✓

CO4		✓				
CO5					✓	



<b>Title of the Course</b>		<b>Assessments in Psychology</b>					
<b>Paper Number</b>		<b>CORE XI</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
		1			4	5	
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To experiment and assess human psychological attributes.</li> <li>● To learn psychological test administration and scoring.</li> <li>● To comprehend and deduce test results.</li> <li>● To conceptualise and report psychological tests.</li> <li>● To analyse and apply data to understand unique human psychological capacities and discrepancies.</li> </ul>					
<b>Course Outline</b>		<p><b>CONCEPTS</b></p> <ol style="list-style-type: none"> <li>1. Attention</li> <li>2. Perception</li> <li>3. Learning</li> <li>4. Motivation &amp; Emotion</li> <li>5. Psychomotor abilities</li> <li>6. Intelligence tests</li> <li>7. Personality</li> <li>8. Aptitude</li> <li>9. Interest</li> <li>10. Achievement tests</li> <li>11. Stress and coping</li> <li>12. Attitudes and behaviour</li> <li>13. Creativity</li> <li>14. HR/organizational behaviour</li> </ol> <ul style="list-style-type: none"> <li>• <b>A minimum of 6 experiments and 6 questionnaires should be conducted from the above list</b></li> <li>• <b>Chose concepts as varied as possible</b></li> </ul>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)		Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)					
<b>Skills acquired from this Course</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					

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

### Course Outcomes

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

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

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√		√		√	
CO2		√		√	√	√

CO3			√	√	√	
CO4	√		√		√	
CO5		√	√		√	√

<b>Title of the Course</b>		<b>Organisational Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE V (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	V				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		3	1	--	4		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To learn an overview of Organisational Psychology.</li> <li>● To comprehend job analysis and its methods.</li> <li>● To gain insight into employee selection and recruitment processes.</li> <li>● To understand employee attitudes, motivation, training and evaluation.</li> <li>● To learn of leadership theories and enhancement.</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Introduction to Organisational Psychology –</b> Definition, Scope of Organizational psychology, History of I/O Psychology – Pre – During- post WWI and WWII, Hawthorne Studies, Changes in workplace since 1980, Today Organisational Psychology</p> <p><b>Unit II Job Analysis Definition, Methods and Techniques-</b> Job Description, Job Specification, Job Evaluation, Performance Criteria, Uses of Job Analysis. Methods – Observation, Participation, Existing data, Interviews, Surveys and Job Diaries. Techniques- Job Element Methods, Critical Incidents Technique (CIT), Position Analysis Questionnaire (PAQ).</p> <p><b>Unit III: Employee Recruitment, Assessment, &amp; Selection– Recruitment</b> Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads, <b>Screening</b>– written materials, References &amp; letters of recommendation, <b>Types of Assessments</b> – Cognitive Ability, Mechanical Ability, Motor &amp; Sensor Ability, Physical Ability, Job Skills and Knowledge, Personality and Integrity tests, <b>Selection, Placement, EEO</b> – Importance and process.</p> <p><b>Unit IV: Employee Attitudes, Motivation &amp; Performance Designing and Evaluating Training</b> Motivation theories, Relationship between motivation and performance, Employee Engagement, Job satisfaction,</p>					

	<p>Commitment, Absenteeism, Turnover, OCB, Positive Affect, Areas of employee training, Fundamental issues in employee training, A model for successful training programs.</p>
	<p><b>Unit V: Leadership - Definition and Theories</b></p> <p>Trait Theories, Behavioural Theories, Contingency Theories (Fielder), LMX Theory, Transformational Leaders, Organisational Climate, Application of the theories.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<ol style="list-style-type: none"> <li>1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.</li> <li>2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India.</li> <li>3. Robbins, S.P. (2005). Organizational Behavior. 11<sup>th</sup> Edition. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>4. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin</li> <li>5. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002.</li> </ol>
<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.</li> <li>2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India.</li> <li>3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>4. Decenzo and Robbins, Human Resource Management- Prentice Hall of India.</li> <li>5. Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi.</li> <li>6. Robbins, S. P. (2003), Organisational Behaviour, New Delhi: Prentice Hall of India</li> <li>7. John W. Newstrom and Keith Davis, Organizational</li> </ol>

	Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002  8. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin
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### COURSE OUTCOMES

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

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

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

<b>Title of the Course</b>		<b>Counselling Psychology</b>				
<b>Paper Number</b>		<b>ELECTIVE VI (Discipline specific)</b>				
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>
		<b>Semester</b>	V			
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>	
		3	1	--	4	
<b>Pre-requisite</b>						
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>• To have a perceptual overview of the counselling.</li> <li>• To comprehend the counselling process.</li> <li>• To understand the role of psychological testing and diagnosis</li> </ul>				

	<p>in counselling.</p> <ul style="list-style-type: none"> <li>● To gain insight into the counsellors attributes, skills and ethics.</li> <li>● To learn of the varied fields of application in counselling.</li> </ul>
<b>Course Outline</b>	<p><b>Unit I: Nature And Scope Of Counselling</b> Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.</p>
	<p><b>Unit II: Approaches To Counselling And The Counselling Process</b> Directive and non-directive approaches, Humanistic approach, Behavioristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process.</p>
	<p><b>Unit III: Psychological Testing And Diagnosis</b> Use of psychological tests in counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.</p>
	<p><b>Unit IV: Counsellor Qualities, Skills And Ethical Responsibilities</b> Qualities of an effective counsellor, Counsellor skills- Building Trust, Listening, Attending, Observing, Building Rapport, Demonstrating Empathy, Ethics in counselling.</p>
	<p><b>Unit V: An Overview of Specialities In Counselling</b> Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling the differently abled, Career Counselling, Adolescent Counselling, Counselling people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>

Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Rao, N. (2013). <i>Counselling and Guidance</i>. Chennai, India: Tata McGraw Hill.</li> <li>2. Gladding, S.T. (2017). <i>Counselling: A comprehensive profession</i>. Chennai, India: Pearson.</li> <li>3. Gibson, R. L., &amp; Mitchell, M. H. (2007). <i>Introduction to counselling and guidance</i>. Upper Saddle River, NJ: Prentice Hall.</li> <li>4. Nayak, A. K. (2007): <i>Guidance and counseling</i>. New Delhi, India: APH Publishing.</li> <li>5. Barki, B. G., &amp; Mukhopadhyay, B. (2008): <i>Guidance and counselling manual</i>. New Delhi, India: Sterling.</li> <li>6. Kochhar, S. K. (1984). <i>Guidance and counselling in colleges and universities</i>. New Delhi, India: Sterling.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Corey, G. (2004). <i>Theory and Practice of Counseling and Psychotherapy</i> (7th Ed.). Wadsworth Publishing.</li> <li>2. Gibson L Robert &amp; Mitchell H Marianne. (2003). <i>Introduction to counseling and Guidance</i>. 6th edn. Delhi: Pearson Education</li> <li>3. Nelson-Jones. (1995). <i>The theory and practice of counseling</i>. 2nd Edn. London: Holt, Rinehart and Winston Ltd.</li> <li>4. Burnard Philip. (1995). <i>Counselling Skills Training – A sourcebook of Activities</i>. New Delhi: Viva Books Private Limited.</li> <li>5. Samuel T. Gladding (2013) <i>Counseling: A Comprehensive Profession</i> Pearson education,</li> <li>6. Richard Nelson-jones (2012), <i>Theory and practice of Counseling and Therapy</i>, 5th edition, sage publications</li> <li>7. Sharma R N and Sharma R (2004), <i>Guidance and Counseling in India</i>, Pearson education, Inc</li> <li>8. Meg Barker, Andreas Vossler and Darren Langdridge (2010), <i>Understanding counselling and psychotherapy</i>, sage publications.</li> </ol>

## COURSE OUTCOME

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

CO1 (K3) – To identify the need and importance of counselling in the current context.

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

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

CO4 (K2) – To articulate the qualities of an effective counsellor.

CO5 (K3) – To identify the various specialties in counselling.

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



CO4		√		√	√	
CO5		√		√	√	

<b>Title of the Course</b>		<b>Psychopathology II</b>					
<b>Paper Number</b>		<b>CORE XIII</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		5	1	--	6		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>• Understand the clinical picture, causal factors and treatment for Schizophrenia.</li> <li>• Know the Causes and Treatment of the Mood Disorders.</li> <li>• Classify the causes and treatment of Anxiety Disorders.</li> <li>• Classify personality disorder and its attributes.</li> <li>• Understand Attention Deficit Hyperactive Disorder and Learning Disorders</li> </ul>					
<b>Course Outline</b>		<p><b>UNIT 1: SCHIZOPHRENIA</b></p> <p>Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophreni form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.</p> <p><b>UNIT -2 MOOD DISORDERS</b></p> <p>Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.</p> <p><b>UNIT 3: ANXIETY DISORDERS</b></p> <p>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.</p>					

	<p><b>UNIT 4: PERSONALITY DISORDERS</b></p> <p>Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.</p>
	<p><b>UNIT 5: CHILDHOOD DISORDERS</b></p> <p>Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders -Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<ol style="list-style-type: none"> <li>1. Butcher J.N., Hooley J.M., Mineka S. &amp; Dwivedi C.B. (2017) <i>Abnormal Psychology</i>. (16 th Ed.) India: Pearson Education, Inc.</li> <li>2. Carson R.C., Butcher J.V. &amp; Mineka S. (2000) <i>Abnormal Psychology and Modern Life</i> (13 th Ed.) Allyn&amp; Bacon Publishers.</li> <li>3. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth.</li> <li>4. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers.</li> <li>5. Davison, G.C., Neale, J.M., &amp; Kring, A. M. (2004). <i>Abnormal psychology</i>. Malden, MA: John Wiley&amp; Sons Inc.</li> <li>6. Alloy, L.B., Riskind, J.H., &amp; Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill publishing Co.</li> <li>7. Cutting, J. (1997) <i>Principles of Psychopathology</i>. New York, NY: Oxford University Press.</li> </ol>

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. David H. Barlow &amp; Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York: Brooks\Cole Publishing Co.,</li> <li>2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education.</li> <li>3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition . Scott, Foresman and Company.</li> <li>4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication.</li> <li>5. Carson, R.C &amp; Butcher, J.N. Abnormal Psychology &amp; Modern life. (10th ed.) . NY Harper-Collins</li> <li>6. Bootzin, R.R, Acocella, J.R &amp; Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA</li> <li>7. Neale, J.M, Davidson. G.C, &amp; David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley &amp; Sons</li> </ol>
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**COURSE OUTCOME:**

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

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

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

<b>Title of the Course</b>		EDUCATIONAL PSYCHOLOGY				
<b>Paper Number</b>		CORE XIV				
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course</b>

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

	<p><b>Unit V: Education in the Indian Context</b>  Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved  (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<ol style="list-style-type: none"> <li>1. Woolfolk A., Misra G., &amp; Jha A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub.</li> <li>2. Cornelissen M., Misra G., &amp; Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson.</li> <li>3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.</li> <li>4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT.</li> <li>5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press</li> </ol>
<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press.</li> <li>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.</li> <li>3. Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.</li> <li>4. Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.</li> <li>5. Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.</li> <li>6. Mangal. S. K., (2005). Advanced Educational Psychology, ). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.</li> <li>7. Narayana Rao, (2002). Educational Psychology, Wiley Eastern,</li> </ol>

	Chennai.
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**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.

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

<b>Title of the Course</b>		<b>Health Psychology</b>					
<b>Paper Number</b>		<b>CORE XV</b>					
<b>Category</b>	Core	<b>Year</b>	III	<b>Credits</b>	4	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		4	1	--	5		

<b>Pre-requisite</b>	
<b>Objectives of the Course</b>	<ul style="list-style-type: none"> <li>● Understand need and perspectives of health psychology.</li> <li>● Learn various models available to conceptualize health.</li> <li>● Learn the nature of pain and its management.</li> <li>● Understand the influence of stress on health and the importance of social support in managing stress.</li> <li>● Overcome unhealthy behaviour and promote healthy habits</li> </ul>
<b>Course Outline</b>	<p><b>Unit I: Introduction To Health Psychology- Health Behaviour</b> Health psychology- Definition and Need, The biopsychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.</p> <p><b>Unit II: Models Of Health Behaviour</b> Changing health habits using theoretical models - Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification.</p> <p><b>Unit III: Chronic Illness And Pain</b> Illness Factors, Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management</p> <p><b>Unit IV: Stress And Coping</b> Stress - definition, dimensions of stress- sources of chronic stress, Theoretical contributions - Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model, Coping with stress- Sources of stress.</p> <p><b>Unit V: Promoting Health Behaviour</b> Smoking - Effects of smoking, reasons for smoking, Alcoholism - effects, reasons, Interventions for reducing smoking , changing problem drinking, Management of Overweight &amp; obesity- effects of dieting &amp; physical activity.</p>



Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Straub O. Richard (2002) Health Psychology. New York: Worth Publishers.</li> <li>2. Taylor E. Shelley Health Psychology (7 th Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd</li> <li>3. Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3 rd Ed.) U.S.A: Wadsworth Cengage Learning.</li> <li>4. Boyer, B., &amp; Paharia, I. (2008). <i>Comprehensive handbook of clinical health psychology</i>. Edison, NJ: John Wiley &amp; Sons.</li> <li>5. Sarafino, E. (1994). <i>Health psychology</i>. Edison, NJ: John Wiley &amp; Sons.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Taylor, S. (1995). <i>Health psychology</i> (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.</li> <li>2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., &amp; Sykes, C.M. (2008). <i>Health psychology: Theory, research and practice</i> (2nd ed.). New Delhi, India: Sage Publications.</li> <li>3. Branmon, L., &amp; Frist, J. (2010). <i>Introduction to health psychology</i>; New Delhi, India: Cengage Learning India Pvt Ltd.</li> <li>4. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications .</li> <li>5. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones &amp; Bartlett Publishers,</li> <li>6. Shelly E. Taylor (2012), Health psychology, 7th edition, , TATA McGrawHil, New Delhi.</li> <li>7. Mitchell D. Feldman &amp; John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3rd edition, McGraw Hill, NY, .</li> <li>8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2nd edition, McGraw Hill, NY.</li> </ol>

### **COURSE OUTCOME**

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

- **CO1 (K1):** To Outline the definition and scope of Health Psychology
- **CO2 (K2):** To explain the various models of health behavior

- **CO3 (K3):** To identify types of pain, symptoms and suitable intervention
- **CO4 (K2,K3):** To summarize theories of stress, sources of stress and coping
- **CO5 (K4,K5):** To explain health promoting strategies

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

<b>Title of the Course</b>		<b>Sports And Exercise Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE VII (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		4	1	--	5		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● Familiarize with the emerging field in sports and exercise psychology as a profession</li> <li>● Integrate theory and practice in sports and exercise</li> <li>● Understand the impact of personality and motivation in the performance</li> <li>● Comprehend the influence of emotional intelligence on the performance</li> <li>● Familiarize with the psychometric test associated with the sports</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Introduction</b> History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.</p> <p><b>Unit II: Personality and Performance</b> Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.</p> <p><b>Unit III: Motivation and Performance</b> Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation &amp; Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham</p>					

	<p>Maslow, Need Achievement by McClelland] Self-Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship.</p>
	<p><b>Unit IV: Emotion and Performance</b>  Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory &amp; IZOF], Emotion Performance Relationship.</p>
	<p><b>Unit V: Aggression and Sports</b>  Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved  (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<ol style="list-style-type: none"> <li>1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge.</li> <li>2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers.</li> <li>3. Weinberg R.S., &amp; Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.</li> <li>4. Cratty B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois</li> <li>5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.</li> </ol>

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

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

- **CO1 (K1,K2):** Familiarizing with the evolving field of sports and exercise psychology as a Profession and having knowledge about its specialties particularly clinical-sport Psychology and educational psychology
- **CO2 (K2, K3):** Comprehending the links between theory and practice in sports and exercise Psychology; understanding the current shifts from traditional paradigms and Appreciating the role of practical theory to guide professional practice so that Real life issues may be addressed
- **CO3 (K3):** Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- **CO4 (K3,K5):** Being able to develop a psychological profile for a sportsperson/team to help Assess the psychological skills that can improve self-awareness, goal setting and Communication with the coach.
- **CO5 (K2):** Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

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

<b>Title of the Course</b>		<b>Environmental Psychology</b>					
<b>Paper Number</b>		<b>ELECTIVE VIII (Discipline specific)</b>					
<b>Category</b>	Elective	<b>Year</b>	III	<b>Credits</b>	3	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		4	1	--	5		
<b>Pre-requisite</b>							
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● Understand Environmental Psychology and its various psychological perspectives.</li> <li>● Comprehend human perception of environmental risk.</li> <li>● Understand the effects of environment in human behaviour.</li> <li>● Learn about the contribution of human behaviour in environmental crisis.</li> <li>● Promote pro-environmental behaviour.</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Introduction to Environmental Psychology</b>  Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)</p> <p><b>Unit II: Environmental Risk Perception</b>  Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.</p> <p><b>Unit III: Environment and Behaviour</b>  Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.</p> <p><b>Unit IV: Ecology and Development</b>  Human behavior and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.</p>					

	<p><b>Unit V:</b> Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behavior. The role of habits and social practices. Encouraging environmental behavior through interventions. The role of environmental education. Pro-environmental action in organisations.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p><b>Recommended Text</b></p>	<ol style="list-style-type: none"> <li>1. Steg, L. &amp; de Groot, (2019). Environmental Psychology : An Introduction. Chichester, West Sussex: John-Wiley &amp; Sons Ltd</li> <li>2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha</li> <li>3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press</li> </ol>
<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. . Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai.</li> <li>2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi.</li> <li>3.Sapru R.K.2001. Environment Management in India, Vol. I &amp; Vol. II Ashish publishers house, New Delhi</li> </ol>

**COURSE OUTCOME:**

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

- **CO1 (K1,K2):**Demonstrate knowledge in different psychological approaches to the study of man-environment relationship.
- **CO2 (K2):** Understand the behaviour of humans in the face of environmental risk.
- **CO3 (K2):** Understand the mutual interaction of environment and behavior.
- **CO4 (K2):** Acquire knowledge on the influence of human behaviour in environmental crisis.
- **CO5 (K2,K3):** Appreciate and apply pro-environmental behaviour.
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Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√	√		√	
CO2	√			√	√	
CO3	√		√		√	
CO4		√	√	√	√	
CO5		√		√	√	√



<b>Title of the Course</b>		<b>PSYCHOLOGICAL SKILLS FOR ENTREPRENEURSHIP DEVELOPMENT</b>					
<b>Paper Number</b>							
<b>Category</b>	Skill Enhancement Course	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		2	--	--	2		
<b>Pre-requisite</b>							
<b>Course Outline</b>		<p><b>UNIT I: Entrepreneurship Development</b> - Dynamics of Entrepreneurship - Scope of Entrepreneurship; latest trends; Skills of an entrepreneur.</p> <p><b>UNIT II : Human Resource Development through Achievement Motivation</b> – Motivating people for excellence ; Entrepreneurial motivation - motivation - Maslow theory - Herzberg theory - Mc Gregors theory - McClelland need achievement theory.</p> <p><b>UNIT III: Behavioral competencies</b> - Emotional Intelligence – Assertiveness - Creativity - steps in creativity - Decision making and Problem solving.</p> <p><b>UNIT IV: Risk Taking Behavior</b>-Active Risk Management - People, Time and Cost Management; Change &amp; Conflict Management; Risk identification - Qualitative &amp; quantitative risk assessment - Risk response strategies.</p> <p><b>UNIT V: Motivation training</b> – Goal setting &amp; Time Management; Identifying motivators and strengthening their action plan based on SWOC; Effective Negotiation, Interpersonal relationship skills; Team building skills.</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
<b>Recommended Text</b>		<p>Rao, T. V. (1990). Designing Entrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions.</p> <p>Sharma, S. (2021). Entrepreneurship development. PHI Learning Pvt. Ltd.</p> <p>Ramachandran, K. (2009). Entrepreneurship Development: Indian cases on Change Agents. Tata McGraw-Hill Pub</p>					

<b>Reference Books</b>	<p>Bessant, J., &amp; Tidd, J. (2007). Innovation and entrepreneurship. John Wiley &amp; Sons</p> <p>Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning</p> <p>Nieuwenhuizen, C. (Ed.). (2009). Entrepreneurial skills. Juta and Company Ltd</p> <p>Sergi, B. S., &amp; Scanlon, C. C. (Eds.). (2019). Entrepreneurship and Development in the 21st Century (pp. 3-32). Bingley: Emerald Publishing</p> <p>Mohanty, S. K. (2005). Fundamentals of entrepreneurship. PHI Learning Pvt. Ltd</p>
<b>Website and e-Learning Source</b>	

**Course Outcomes:**

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

- **CO1 (K3)** provide the knowledge, skills and attitudes in Entrepreneurship skill training.
- **CO2 (K2)** Understand the importance of developing positive attitudes and inculcating achievement motivation toward self employment and gain confidence to be an entrepreneur
- **CO3 (K4)** Understand the importance of behavioural competencies to be an entrepreneur
- **CO4 (K3)** Gain knowledge about the management of business units /organizations by direct interaction with Entrepreneurs.
- **CO5 (K4)** develop positive attitudes and achievement motivation toward self employment and gain confidence to be an entrepreneur.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

<b>Title of the Course</b>		<b>RELAXATION TECHNIQUES</b>					
<b>Paper Number</b>							
<b>Category</b>	Skill Enhancement Course	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	III				
<b>Instructional Hours</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
<b>Per week</b>		2	--	--	2		
<b>Pre-requisite</b>							
<b>Course Outline</b>		<p><b>UNIT I PROGRESSIVE MUSCULAR RELAXATION</b> Physiology of relaxation - Progressive muscular relaxation - Steps to initiate progressive muscular relaxation - Benefit of progressive relaxation technique - Jacobsons relaxation technique (Practical experience to be given)</p> <p><b>UNIT II MEDITATION</b> Meditation – the inner and outer self - Definition, types of meditation – concentrative, receptive, reflective and generative - Benefits of meditation – (Practical experience to be given)</p> <p><b>UNIT III DEEP BREATHING</b> Deep breathing - steps involved in breathing techniques. Benefits, psychological effects of deep breathing - Effects of deep breathing on the brain (Practical experience to be given)</p> <p><b>UNIT IV AUTOGENIC TRAINING</b> Autogenic training – Definition, importance of the technique and 6 stages of autogenic training (Practical experience to be given)</p> <p><b>UNIT V GUIDED IMAGERY</b> Guided imagery – definition, uses of guided imagery (Practical experience to be given)</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
<b>Recommended Text</b>		Lilian Nejad, Katerina Volny .[2008]. Relaxation techniques: Crown house publishing Michael Robertson, Relaxation techniques					
<b>Reference Books</b>		Jay winner, Relaxation on the run – book scape Swaminathan V.D, .Kalaiappan.K.V.[2001]. Psychology for effective living: Angel printing house.					

<b>Website and e-Learning Source</b>	<a href="https://www.mayoclinic.org">https://www.mayoclinic.org</a> <a href="https://www.health.harvard.edu">https:// www.health.harvard.edu</a> <a href="https://www.nccih.gov.health">https://www.nccih.gov.health</a>
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**Course Outcomes:**

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

- **CO1 (K2)** Gain knowledge of progressive muscular relaxation
- **CO2 (K2)** Demonstrate meditation
  
- **CO3 (K6)** Adopt right breathing techniques
- **CO4 (K2)** Demonstrate Autogenic training
- **CO5 (K3)** Utilize guided imagery to aid in relaxation

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	3	3	2	3
CO2	3	1	3	3	2	3
CO3	3	2	3	3	2	3
CO4	3	2	3	2	2	3
CO5	3	2	3	3	2	3

<b>Title of the Course</b>		<b>THERAPY TECHNIQUES</b>					
<b>Paper Number</b>							
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	IV				

<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>
	2	--	--	2
<b>Pre-requisite</b>				
<b>Course Outline</b>	Unit: 1 Introduction to Art Therapy: Definition – Art, play Therapy, History, profession, ethics of Art & Play therapy, Scope of Art& Play Therapy Unit:2 Basic approaches in art & Play Therapy, Steps in art therapy & play therapy- Assessment, Treatment in the beginning phase, mid phase, & Termination, Characteristics of Art & Play Therapist Benefits of Art Therapy& Play Therapy Unit:3 Approaches to Art & Play Therapy: Psychoanalytic & Jungian approaches to Art & Play therapy, Humanistic approaches – Existentialism, Person- Centered, and Gestalt approaches to art & Play therapy. Unit :4 Art Therapy Techniques: Scribble technique, Free drawing, Drawing completion, conversational drawing, murrals, zentangles, mandala, self-portraits, Emotion wheel. Unit:5 Play Therapy Techniques: Directive & Non Directive play therapy, creative visualization, storytelling, role playing, water & sand play, dance & creative movement.			
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			
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill			
<b>Recommended Text</b>	Judith A. Rubin (2015). Introduction to Art Therapy: Sources & Resources (2nd edition). Routledge Taylor & Francis Group. Cathy A Malchiodi (2011). Handbook of Art Therapy,(2nd edition).Guilford Press.			
<b>Reference Books</b>	O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2016). <i>Handbook of Play Therapy</i> . John Wiley & Sons, Inc. Guerney, L. F., Jr., & Ryan, V. (Eds.). (1986). <i>Play Therapy With Children: Modalities for Change</i> . Jason Aronson.			
<b>Website and e-Learning Source</b>	<a href="https://arttherapy.org/">https://arttherapy.org/</a> <a href="https://www.a4pt.org/">https://www.a4pt.org/</a> <a href="https://www.expressivetherapiessummit.com/">https://www.expressivetherapiessummit.com/</a>			

### Course Outcomes:

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

- **CO1 (K2)** Understand the fundamental definitions of art therapy and play therapy.

- **CO2 (K3)** Identify the core principles of art therapy and play therapy approaches.
- **CO3 (K4)** Analyze the theoretical foundations and techniques associated with the approaches to therapy.
- **CO4 (K6)** Gain proficiency in various art therapy techniques, such as scribble technique, free drawing, and conversational drawing.
- **CO5 (K3)** Develop the ability to adapt and employ play techniques effectively in different client situations.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	2	3	2	2
CO2	1	2	3	3	2	3
CO3	1	2	2	3	2	2
CO4	1	2	2	3	2	3
CO5	3	2	2	3	2	3

<b>Title of the Course</b>		<b>PERSONALITY DEVELOPMENT</b>					
<b>Paper Number</b>							
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	II	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	IV				
<b>Instructional Hours</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
<b>Per week</b>		2	--		--	2	
<b>Pre-requisite</b>							
<b>Course Outline</b>		<b>Unit-1 Emotional Regulation</b> The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively –					

	<p>dealing with an angry person</p> <p>Exercises:</p> <ol style="list-style-type: none"> <li>1. Handling put-downs- techniques practiced through role plays.</li> <li>2. Trigger log- managing the anger by monitoring.</li> <li>3. Defusing the Bomb exercise- discuss how one can manage provocations, relaxation techniques like focused breathing, tucker turtle, and visualization.</li> </ol>
	<p><b>Unit-2 Interpersonal Effectiveness</b></p> <p>Understanding conflicts of interest- conflict resolution strategies – negotiating to win – negotiating to solve the problems – steps for effective problem-solving negotiating – refusal skills.</p> <p>Exercises:</p> <ol style="list-style-type: none"> <li>1. Non-verbal communication exercise</li> <li>2. Confronting the opposition</li> <li>3. Use conflict resolution and negotiation skills through role-playing different scenarios</li> </ol>
	<p><b>Unit-3 Study skills</b></p> <p>Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite, review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Use the techniques of memory enhancers to review your classroom and textbook notes.</li> </ol>
	<p><b>Unit-4 Goal setting</b></p> <p>The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Set goals using SMART goal-setting model</li> <li>2. Use the backward goal-setting technique to set goals.</li> <li>3. Visualization techniques- One year from now exercise, average perfect day exercise</li> </ol>
	<p><b>Unit-5 Self-esteem</b></p> <p>Self-theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self-esteem – techniques for enhancing self-esteem – nurturance techniques.</p> <p>Exercises:</p> <ol style="list-style-type: none"> <li>1. Identify your strengths and weakness through SWOT analysis</li> <li>2. Practice saying positive affirmations about self</li> <li>3. Nurturing relationships activity</li> </ol>

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
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson & Wadsworth. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon. Robbins, S. P. and Hunsaker, Phillip, L. ( 2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning. Frey, D and Carlock , C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
<b>Reference Books</b>	Alex, K. (2009). Soft Skills: Know Yourself & Know The World. 1 <sup>st</sup> edition. New Delhi: S. Chand & Company Ltd. Goleman, D. (2007). Emotional Intelligence. 10th edition. Bantam Books Schriner, C (2000). Overcoming Stress. 1 <sup>st</sup> edition. New Delhi: Orient Paperbacks. Bonham-Carter, D. (2012). Building Self-esteem. 1st edition. Icon Books Ltd.
<b>Website and e-Learning Source</b>	<a href="https://ggie.berkeley.edu/practice/put-down-the-put-downs/">https://ggie.berkeley.edu/practice/put-down-the-put-downs/</a> <a href="https://learningcenter.unc.edu/tips-and-tools/enhancing-your-memory/">https://learningcenter.unc.edu/tips-and-tools/enhancing-your-memory/</a> <a href="https://positivepsychology.com/goal-setting-exercises/">https://positivepsychology.com/goal-setting-exercises/</a> <a href="https://blog.gratefulness.me/20-affirmations-to-say-to-yourself-when-you-need-support/">https://blog.gratefulness.me/20-affirmations-to-say-to-yourself-when-you-need-support/</a> <a href="https://www.thegoodzone.org/courses/1254370/lectures/27944098">https://www.thegoodzone.org/courses/1254370/lectures/27944098</a>

### Course Outcomes:

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

**CO1 (K5)** Manage emotions effectively and cope with stress and anger in a constructive manner.

**CO2 (K2)** Handle conflicts and negotiate a problem effectively.

**CO3 (K3)** Apply various study skills and enhance their learning process.

**CO4 (K5)** Set goals effectively and overcome procrastination.

**CO5 (K2)** Demonstrate a high level of self-esteem and self-awareness

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	3	2	2	2
CO2	2	1	3	3	2	2
CO3	3	2	2	2	2	2
CO4	2	1	3	2	2	2



CO5	2	2	3	3	2	2
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<b>Title of the Course</b>		PSYCHOLOGICAL TESTING AND REPORT WRITING					
<b>Paper Number</b>							
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	III	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	VI				
<b>Instructional Hours</b>		<b>Lecture</b>	<b>Tutorial</b>		<b>Lab Practice</b>	<b>Total</b>	
<b>Per week</b>		2	--		--	2	
<b>Pre-requisite</b>							

<b>Course Outline</b>	<p>Conduct any four psychological assessments from the following areas and write a report.</p> <ol style="list-style-type: none"> <li>1. Mental Status Examination (compulsory)</li> <li>2. Diverse groups</li> <li>3. Counseling</li> <li>4. Organizational</li> <li>5. Social issues</li> <li>6. Childhood screening tools</li> </ol>
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
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.
<b>Reference Books</b>	<p>Kaplan, R.M., &amp; Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications, and Issues. Wadsworth, Cengage.</p> <p>TerLaak, J.J.F. (2013). Understanding Psychological Assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Settings (1st ed.). Sage Publications.</p>
<b>Website and e-Learning Source</b>	<p><a href="https://www.apa.org/pubs/books/psychological-assessment">https://www.apa.org/pubs/books/psychological-assessment</a></p> <p><a href="https://www.psychometricsociety.org/">https://www.psychometricsociety.org/</a></p> <p><a href="https://www.assessmentpsychology.com/">https://www.assessmentpsychology.com/</a></p> <p><a href="https://www.simplypsychology.org/psychological-testing.html">https://www.simplypsychology.org/psychological-testing.html</a></p> <p><a href="https://www.pearsonassessments.com/psychology.html">https://www.pearsonassessments.com/psychology.html</a></p> <p><a href="https://www.washington.edu/research/assessment-tools/">https://www.washington.edu/research/assessment-tools/</a></p>

**Course Outcomes:**

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

- **CO1 (K5)** Evaluate the ability to administer and interpret a variety of psychological assessment tools
- **CO2 (K2)** Demonstrate ethical and culturally sensitive assessment practices
- **CO3 (K2)** Demonstrate ethical and culturally sensitive assessment practices
- **CO4 (K3)** Communicate assessment findings effectively

- **CO5 (K3)** Apply critical thinking and problem-solving skills to address assessment challenges

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	2	2	3	2
CO2	2	3	2	3	3	2
CO3	2	2	2	3	3	3
CO4	3	3	2	3	3	2
CO5	3	3	2	3	3	2