

## **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.

#### **PROGRAMME OUTCOMES (PO)**

At the end of the programme, the student will be able to:

- PO1: Promote and apply scientific knowledge for finding sustainable solutions to solve the issues pertaining to self and society,
- PO2: Identify, analyse and formulate novel ideas to yield substantial results in fields of research utilizing the principles of behavioural science.
- PO3: Relate key concepts and scientific principles to various scientific phenomenon and their applications in day to day life.
- PO4: Cultivate unparalleled comprehension of fundamental concepts relevant to psychology leading to individual progress and career advancement.
- PO5: Communicate effectively ideas in English.
- PO6: Generate solutions for problems and design processes that meet the specific needs for appropriate consideration for physical and mental health, cultural, societal and environmental conditions.

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

After completion of the undergraduate programme in Psychology, the student will

- PSO1: Acquire knowledge on key concepts and theoretical approaches and gain understanding of the origin and recent advances in the discipline.
- PSO2: Be able to think originally, utilize the knowledge and understanding of Psychology to develop, appreciate and test the theoretical concepts for applications in various arenas.
- PSO3: Assess and critically evaluate central ideas and assumptions comprehensively facilitating research and analysis of data.
- PSO4: Use the relevant sources of scientific knowledge to identify and generate novel solutions for problems for enhancement of self and community.
- PSO5: Effectively communicate learned information both in written and oral format
- PSO6: Develop capacity for individual and team work, understand and implement ethical principles necessary for professional up gradation

## **2. Highlights of the Revamped Curriculum**

- Student-centric, meeting the demands of various fields & society, incorporating hands-on training, skill enhancement modules, 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 field of psychology
- The core electives during the third year have been improvised by adding more emerging fields of psychology.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

- 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 a viva-voce component in the fifth semester enables the student to apply conceptual knowledge to practical situations.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature are incorporated as Elective courses, covering conventional topics to the latest such as counselling psychology to sports psychology

3.

### Credit Distribution for UG Programme in Psychology

#### B.Sc Psychology First Year Semester-I

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	4
Part-III	Core Courses 2 (CC1, CC2)	10	12
	Elective Course 1 ( Generic / Discipline Specific)EC1	5	6
Part-IV		2	2
		2	2
	Ability Enhancement Compulsory Course(AECC 1) Soft Skill-1	2	2
		<b>23</b>	<b>30</b>

#### Semester-II

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	4
Part-III	Core Courses 2 (CC3, CC4)	10	12
	Elective Course 1 ( Generic / Discipline Specific) EC2	5	5
	Language Proficiency for Employability (Naan Mudhalvan Scheme)	2	2
Part-IV			
	Ability Enhancement Compulsory Course(AECC 2) Soft Skill-2	2	2
		<b>25</b>	<b>30</b>

#### Second Year Semester-III

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	4
Part-III	Core Courses 2 (CC5, CC6)	10	12
	Elective Course 1 ( Generic / Discipline Specific)EC3	4	5
Part-IV			
	Ability Enhancement Compulsory Course(AECC 3) Soft Skill-3	2	2
	Environmental Studies(EVS)	-	1
		<b>22</b>	<b>30</b>

### Semester-IV

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	4
Part-III	Core Courses 2 (CC7, CC8)	10	10
	CC7: Core Industry Module -1 - <b>Industrial Statistics</b>		
	CC8 : Any Core paper		
	Elective Course 1 (Generic / Discipline Specific)EC4	5	4
	Digital Skills for Employability (Naan Mudhalvan Scheme)	2	2
Part-IV			
	Ability Enhancement Compulsory Course(AECC 4) Soft Skill-4	2	2
	Environmental Studies EVS	2	2
		<b>27</b>	<b>30</b>

### Third Year

#### Semester-V

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Core Courses 3(CC9, CC10, CC11)	12	15
	Elective Courses 2 (Generic / Discipline Specific) EC5, EC6	6	9
	Core /Project with Viva voce CC12	4	4
Part-IV	Value Education	2	2
	Internship / Industrial Training (Carried out in II Year Summer vacation) (30 hours)	2	
		<b>26</b>	<b>30</b>

#### Semester-VI

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Core Courses 3 (CC13, CC14, CC15)	12	16
	Elective Courses 2 (Generic / Discipline Specific) EC7, EC8	6	8
	Employability readiness (Naan Mudhalvan Scheme)	2	2
Part IV	Professional Competency Skill Enhancement Course SE8	2	4
Part-V	Extension Activity (Outside college hours)	1	-
		<b>23</b>	<b>30</b>

**Total Credits: 146**

#### 4. Credit Distribution for UG Programme in Psychology

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language	3	2.1. Language	3	3.1. Language	3	4.1. Language	3	5.1 Core Course – \CC IX	4	6.1 Core Course – CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course – CC X	4	6.2 Core Course – CC XIV	4
1.3 Core Course – CC I	5	2.3 Core Course – CC III	5	3.3 Core Course – CC V	5	4.3 Core Course – CC VII Core Industry Module	5	5. 3.Core Course CC -XI	4	6.3 Core Course – CC XV Project with viva- voce	4
1.4 Core Course – CC II	5	2.4 Core Course – CC IV	5	3.4 Core Course – CC VI	5	4.4 Core Course – CC VIII	5	5. 4.Core Course – CC -XII	4	6.4 Elective VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	5	2.5 Elective II Generic/ Discipline Specific	5	3.5 Elective III Generic/ Discipline Specific	4	4.5 Elective IV Generic/ Discipline Specific	5	5.5 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
		2.6 Language Proficiency for Employability (Naan Mudhalvan Scheme)	2			4.6 Digital Skills for Employability (Naan Mudhalvan Scheme)	2	5.6 Elective VI Generic/ Discipline Specific	3	6.6 Employability readiness (Naan Mudhalvan Scheme)	2
1.6 Ability Enhancement Compulsory Course (AECC) Soft	2							5.7 Value Education	2	6.7 Extension Activity	1

Skill-1											
				3.6 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2			5.8 Summer Internship /Industrial Training	2	6.8 Professional Competency Skill	2
		2.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 E.V.S	-	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2				
						4.8 E.V.S	2				
	<b>23</b>		<b>25</b>		<b>22</b>		<b>27</b>		<b>26</b>		<b>23</b>
	<b>Total Credit Points</b>										<b>146</b>

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

<b>Parts</b>	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Sem IV</b>	<b>Sem V</b>	<b>Sem VI</b>	<b>Total Credits</b>
<b>Part I</b>	3	3	3	3	-	-	12
<b>Part II</b>	3	3	3	3	-	-	12
<b>Part III</b>	15	17	14	17	22	20	90
<b>Part IV</b>	2	2	2	2	4	2	31
<b>Part V</b>	-	-	-	2	-	1	1
<b>Total</b>	23	25	22	27	26	23	<b>146</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**



## 5. B.Sc Psychology Curriculum

### First Year Semester-I

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>Hours per week (L/T/P)</b>	<b>Int. Mark</b>	<b>Ext. Mark</b>	<b>Total</b>
Part-I	Language	3	6	25	75	100
Part-II	English	3	6	25	75	100
Part-III	Core Introduction to Psychology I	5	5	25	75	100
	Core Biological Psychology	5	5	25	75	100
	<b>Elective</b> Building Psychological Capital	3	4	25	75	100
Part IV	<b>Skill Enhancement Course</b> <b>(Chose any one)</b> 1. Introduction to Crime Prevention 2. Child Rights 3. Basics of Health Care Management 4. Marriage and Family Life Education 5. Social Work and Persons with Disability	2	2	25	75	100
	Foundation Course - Careers and Ethics in Psychology	2	2	25	75	100
		<b>23</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>

<b>Title of the Course</b>		<b>Introduction to Psychology I</b>					
<b>Paper Number</b>		<b>CORE I</b>					
<b>Category</b>	Core	<b>Year</b>	I	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	I				
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		5	1	--	6		
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology.</li> <li>● The basic principles of sensation for vision, hearing, smell, taste and bodily senses.</li> <li>● The principles of Perception and Illusion.</li> <li>● Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.</li> <li>● Emotions and theoretical perspectives of emotions.</li> </ul>					
<b>Course Outline</b>		<p><b>Unit I: Introduction to Psychology:</b> Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.</p> <p><b>Unit II: Scope of Psychology:</b> Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.</p> <p><b>Unit III: Attention, Sensation &amp; Perception:</b> Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP</p> <p><b>Unit IV: Learning:</b> Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance.</p> <p><b>Unit Emotion:</b> Definition. Nature. Types. Physiological Responses Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.</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. Passer, M.W. &amp; Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd</li> <li>2. Baron, R.A. &amp; Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5<sup>th</sup>ed.) India, U.P.: Pearson India Inc.</li> <li>3. Ciccarelli, S.K., &amp; White, J.N. <i>Psychology</i> 5<sup>th</sup>ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd</li> <li>4. Hockenbury, D. H. &amp; Hockenbury, S. E. (2003). <i>Psychology</i> (3<sup>rd</sup> ed.) New York: Worth Publishers.</li> <li>5. Khatoun, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd</li> </ol>
<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. Morgan, C.T., King, R.A., Weisz, J.R., &amp; Schopler, J.(2007). Introduction to Psychology, 7<sup>th</sup> Edition. Singapore: Mcgraw- Hill.</li> <li>2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.</li> <li>3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.</li> <li>4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co</li> <li>5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi</li> </ol>
<p><b>Website and e-Learning Source</b></p>	<ol style="list-style-type: none"> <li>1. Frontiers in Psychology (<a href="https://www.frontiersin.org/journals/psychology">https://www.frontiersin.org/journals/psychology</a>)</li> <li>2. Archives of Scientific Psychology (<a href="https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1">https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1</a>)</li> <li>3. BMC PSYCHOLOGY (<a href="https://bmcpublishing.biomedcentral.com/">https://bmcpublishing.biomedcentral.com/</a>)</li> <li>4. <a href="https://www.psywww.com/careers/specialt.html">https://www.psywww.com/careers/specialt.html</a><a href="http://www.worthpublishers.com/hockenbury">www.worthpublishers.com/hockenbury</a></li> <li>5. <a href="https://courses.lumenlearning.com/wsu-sandbox/chapter/gestaltprinciples-of-perception/">https://courses.lumenlearning.com/wsu-sandbox/chapter/gestaltprinciples-of-perception/</a></li> </ol>

**Course Outcomes:**

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

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

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

<b>Title of the Course</b>		<b>Biological Psychology</b>					
<b>Paper Number</b>		<b>CORE II</b>					
<b>Category</b>	<b>Core</b>	<b>Year</b>	I	<b>Credits</b>	5	<b>Course Code</b>	
		<b>Semester</b>	I				
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practice</b>	<b>Total</b>		
		5	1	--	6		
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To place emphasis on the perspectives and research methods of Biological Psychology.</li> <li>● To examine the structure and Communication of the cells of the nervous system and synaptic transmission.</li> <li>● To understand the role of brain in regulating temperature, thirst and hunger</li> <li>● To examine the nature and functions of the endocrine glands.</li> <li>● To examine the causes of brain damage and its effect on behaviour</li> </ul>					
<b>Course Outline</b>		<b>UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR</b> Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.					
		<b>UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION</b> Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.					
		<b>UNIT III: REGULATION OF INTERNAL BODY STATES</b> Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.					
		<b>UNIT IV: HORMONES AND BEHAVIOUR</b> Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.					
		<b>UNIT V: BRAIN DAMAGE</b> Causes of Brain damage, Neurodegenerative diseases, Stress and illness.					

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Analytical ability, Professional Competency, and Transferrable Skill
<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Kalat, J.W. (2011). <i>Biopsychology</i>. Delhi, India: Cengage Learning India Private Limited.</li> <li>2. Pinel, J. (2007). <i>Biopsychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc</li> <li>2. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.</li> <li>3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall ofIndia Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi</li> <li>4. Barnes, J. (2013) <i>Essentials of Biological Psychological</i>. New Delhi: Sage Publications Pvt Ltd</li> <li>5. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i>. New York: W.W Norton &amp; Company Inc.</li> </ol>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. Behavioural and Brain Functions (<a href="https://behavioralandbrainfunctions.biomedcentral.com/">https://behavioralandbrainfunctions.biomedcentral.com/</a>)</li> <li>2. Biological Psychology (<a href="https://www.journals.elsevier.com/biological-psychology">https://www.journals.elsevier.com/biological-psychology</a>)</li> <li>3. <a href="http://www.ecpdu.net/htmlfiles/uploads/2015/01/researchmethods-in-biopsychology.pdf">http://www.ecpdu.net/htmlfiles/uploads/2015/01/researchmethods-in-biopsychology.pdf</a></li> <li>4. <a href="https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/overview-of-neuronstructure-and-function">https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/overview-of-neuronstructure-and-function</a></li> <li>5. <a href="https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/the-synapse">https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/the-synapse</a></li> </ol>

## COURSE OUTCOMES

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

**CO1 (K2)** Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.

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

**CO3 (K4)**To understand and analyse the regulations of internal body states.

**CO4 (K1, K4)**To understand the function of endocrine glands and relate the knowledge to Analyse various human behaviour.

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

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

Title of the Course		Building Psychological Capital					
Paper Number		ELECTIVE I (Discipline specific)					
Category	Elective	Year	I	Credits	5	Course Code	
		Semester	I				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		5	1	--	6		
<b>Objectives of the Course</b>		<ul style="list-style-type: none"> <li>● To offer the students a comprehensive overview of positive psychology and Psychological capital.</li> <li>● The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance.</li> <li>● The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope.</li> <li>● To understand the various spectrums of optimism and locus of control.</li> <li>● To examine Resilience and 7 C's Model of resilience.</li> </ul>					
<b>Course Outline</b>		<b>UNIT1: INTRODUCTION</b> The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance					
		<b>UNIT 2: PSYCAP EFFICACY</b> Definition, key ingredients of efficacy, ways to strengthen efficacy					
		<b>UNIT 3: PSYCAP HOPE</b> Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope					
		<b>UNIT 4: PSYCAP OPTIMISM</b> Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style					
		<b>UNIT 5: PSYCAP RESILIENCE</b> Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON.					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					



<b>Recommended Text</b>	<ol style="list-style-type: none"> <li>1. Fred Luthans., Carolyn, M. Youssef— Morgan. &amp; Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press.</li> <li>2. Snyder, C.R. &amp; Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York.</li> <li>3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press.</li> <li>2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd.</li> </ol>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. PSYCAP <a href="https://positivepsychology.com/psychologicalcapital-psycap/">https://positivepsychology.com/psychologicalcapital-psycap/</a></li> <li>2. Self -efficacy <a href="https://www.verywellmind.com/what-is-selfefficacy-2795954">https://www.verywellmind.com/what-is-selfefficacy-2795954</a></li> <li>3. 7c's of Resilience <a href="https://summitcounseling.org/7-cs-ofresilience/">https://summitcounseling.org/7-cs-ofresilience/</a></li> <li>4. <a href="https://www.mathewsopenaccess.com/full-text/optimismpessimism-and-its-relationship-with-locus-of-control-amongchildren-and-adolescents">https://www.mathewsopenaccess.com/full-text/optimismpessimism-and-its-relationship-with-locus-of-control-amongchildren-and-adolescents</a></li> </ol>

## COURSE OUTCOMES

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

- **CO1 (K4)** – To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.
- **CO2 (K2)** – To understand the role of self-efficacy and ways to improve it.
- **CO3 (K2)** – To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.
- **CO4 (K2)** – To distinguish the ways to build optimism and locus of control for better performance.
- **CO5 (K3, K4)** – To analyse and apply 7C's Model of Resilience.

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



<b>Title of the Course</b>		INTRODUCTION TO CRIME PREVENTION					
<b>Paper Number</b>		SEC 1					
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	I/II				
<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>Unit I: Introduction History of crime prevention – Definitions and key concepts – Types of crime prevention – Fear of crime Activity: Trace history of Crime corrective action in India</p> <p>Unit II: Crime Prevention Methods: Punitive, defence, intervention, mechanical, mass, clinical, group relations’ – Crime Prevention Through Environmental Design (CPTED) – Reducing first offenders and recidivism – Situational crime prevention Activity: Prepare a report on Number of First Time Offenders in Tamil Nadu</p> <p>Unit III: Traditional Programmes Police information centres – ‘May I Help You’ kiosks – Community policing – Intervention programmes – Patrolling and beats – Intelligence – Surveillance Activity: Visit a May I help you Kiosk and observe their activities</p> <p>Unit IV: Modern Programmes Public relations campaign – Potential victim protection – De-motivating potential offenders – Socialization of youth at risk – Programmes aimed at slums and disruptive family situations – Disaster management and recovery Activity: Analyse the measures taken by TN Police to minimise offence</p> <p>Unit V: Crime Prevention Organizations Role of Boys Clubs – Friends of Police – Community Watch – Neighbourhood Watch – Delinquency prevention – Role of NGOs in crime prevention – Prevention of Crime and Victim Care (PCVC) Activity: Visit an NGO that works towards crime prevention and submit a report</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>Braga A.A. (2014) Problem-Oriented Policing. In: Bruinsma G., Weisburd D. (eds) Encyclopaedia of Criminology and Criminal Justice. New York: Springer.</p> <p>Bullock, K., Clarke, R., &amp; Tilley, N. (2012). Situational prevention of</p>					

	organised crimes. London: Routledge. Shaftoe, H. (2004). Crime prevention: Facts, fallacies and the future. New York: Palgrave Macmillan
<b>ReferenceBooks</b>	Fennelly, L., & Perry, M. (2018). CTPED and Traditional Security Countermeasures: 150 Things You Should Know. London: CRC Press. Goldstein, H. (1990). Problem-oriented policing. New York: McGraw Hill. Hughes, G. (2002). Crime prevention and community safety: New directions. London: Sage. Peak, K., &Glensor, R. (1996). Community policing and problem solving: Strategies and practices. Upper Saddle River, NJ: Prentice Hall.
<b>Website and e-Learning Source</b>	<a href="https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001608/P001807/M027584/ET/1521106050E-TEXT.pdf">https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001608/P001807/M027584/ET/1521106050E-TEXT.pdf</a> <a href="https://indianlawportal.co.in/crime-prevention/">https://indianlawportal.co.in/crime-prevention/</a> <a href="https://www.legalserviceindia.com/legal/article-2096-history-of-criminal-law-procedure-and-criminal-justice-reforms-in-india.html">https://www.legalserviceindia.com/legal/article-2096-history-of-criminal-law-procedure-and-criminal-justice-reforms-in-india.html</a> <a href="https://ncrb.gov.in/en/crime-india">https://ncrb.gov.in/en/crime-india</a>

**Course Outcomes:**

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

- **CO1 (K2)** Trace the history of crime prevention and understand the definition, concepts and the various types of crime prevention strategies.
- **CO2 (K2)** Understand the traditional crime prevention methods and programmes involving community policing.
- **CO3 (K5)** Evaluate the traditional crime prevention techniques in the society
- **CO4 (K2)** Describe the modern crime prevention initiatives to address the crime problem in society
- **CO5 (K2)** Explain the various crime prevention organizations that aim to prevent and reduce crime.

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

<b>Title of the Course</b>		<b>Child Rights</b>				
<b>Paper Number</b>		<b>SEC 1</b>				
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>
		<b>Semester</b>	I/II			
<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><u>Unit 1 - Child in India</u></b>  A demographic profile of the child in India-Needs of Children in India- Realizing Children's rights in India  Activity - Create a timeline of historical events regarding the child rights in India</p> <p><b><u>Unit II Problems of Children</u></b>  <b>Children in Special Circumstances:</b> The Destitute Child, the Delinquent Child, Street Children, School dropouts, Children with HIV/AIDS, Foeticide, Infanticide, Child Labor, Child Abuse and Children Trafficking; Children in need of Special Care: The Disabled Child.  Activity - Create a short video focusing on the problems of Children- its causes and ways to overcome them.</p> <p><b><u>Unit III - Health and Educational Services</u></b>  <b>Health Services:</b> Health and Nutritional services for the child in India – ICDS Project, School health Programmes  <b>Educational Service:</b> Government and Non-governmental programmes and alternate Strategies for education of the rural and urban child in India  Activity - Create an awareness session in the nearby community (Preferably a rural area/Chennai Government Schools/Villages/ Tribes etc.,) on child rights- Study a Child Rights Activist from Tamil Nadu</p> <p><b><u>Unit IV - Provisions for Protection of Child Rights.</u></b>  U.N Charter on the Rights of the Child, Indian Constitution and Children's Rights, National Policy for Children, Juvenile Justice (Care and Protection of Children) Act, 2000  Legal provisions in India relating to the Children- National Commission for Protection of Child Rights  Activity - Discuss the global child right conflicts and events in the classroom- Enact a role play on the</p>				

	<p>provisions given by “The Constitution of India” related to Children.</p> <p><b>Unit V Role of GO’s &amp; NGOs in advocacy of child rights.</b></p> <p>Governmental &amp; Non-Governmental Programmes for Children, Role of Social Workers in ensuring child rights</p> <p>Activity - As a group, with the help of an NGO, conduct an awareness session in Schools/ Colleges (Any one)</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</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>Brandon, M., Schofield, G, and Trinder, L., (1998), Social Work With Children, New York; Palgrave.</p> <p>Colton, M., Sanders, R., and Williams, M., (2001), An Introduction to Working with Children – A Guide for Social Workers, New York; Palgrave Macmillan.</p> <p>Devasia, Leelama and Devasia, V., V.,(1991), Girl Child in India, Ashish Publishing House, New Delhi.</p> <p>Draucker, Burke, Claire, (1992), Counselling Survivors of Childhood Sexual Abuse, Sage Publications, New Delhi Kakhar.</p>
<p><b>Reference Books</b></p>	<p>Anantha, Raman, Sita, (1996), Getting Back to School. Social Reform in Tamil Districts, 1870 – 1930, Stree, Calcutta.</p> <p>Defence for Children International,(1997) International Standards Concerning the Rights of the Child, Geneva.</p> <p>Helfer, E., Ray and Kempe, Henry, C., The Battered Child, Second Edition, The University of Chicago Press, Chicago.</p> <p>Indian Council for Child Welfare, (1995), Adoption, ICCW Journal.</p> <p>Indian Council for Child Welfare, (1997), Twenty Years of ICDS, ICCW Journal, July – December 1995.</p> <p>1Merrick, D., (2006), Social Work and Child Abuse – Still Walking the Tight Rope; London Routledge.</p>

	<p>M.S.Swaminathan Research Foundation, (1994), Policy of Young Children In Tamil Nadu.</p> <p>M.S.Swaminathan Research Foundation &amp; NIPCCD, (1995), Learning from Innovations – Report of a Consultation on Innovative Approach in Early Childhood Care and Education.</p> <p>Park, K.,(1997), Parks Text Book of Preventive Medicine, Banarsidas Bhanot Publishers, Delhi.</p> <p>Pati, R., N., (1991), ed., Rehabilitation of Child Laborers in India, Ashish Publishing House, New Delhi.</p> <p>Praskash, Ved,(1993), School Education in Rural India, Mittal Publications, New Delhi.</p> <p>Rane, Asha,(1994), ed., Street Children - A Challenge to the Social Work Profession, TISS.</p> <p>Shanmugavelayuthm, (1995) K. Social Legislation and Social Change, Chennai , VazhaValmudan publishers</p> <p>Sharma, Ram, Nath and Sharma, Rachana, (2006), Child Psychology, New Delhi, Atlantic Publishers and Distributors.</p>
<b>Website and e-Learning Source</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.unicef.org.uk/what-we-do/un-convention-child-rights/">https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</a></li> <li>2. <a href="https://www.unicef.org/media/63081/file/UNICEF-Child-Rights-Education-Toolkit.pdf">https://www.unicef.org/media/63081/file/UNICEF-Child-Rights-Education-Toolkit.pdf</a></li> <li>3. <a href="https://www.ohchr.org/sites/default/files/Documents/Publications/ABCen.pdf">https://www.ohchr.org/sites/default/files/Documents/Publications/ABCen.pdf</a></li> <li>4. <a href="https://centreforchildprotection.org/constitutional-provision/">https://centreforchildprotection.org/constitutional-provision/</a></li> <li>5. <a href="https://www.legalserviceindia.com/legal/article-11-protection-of-childrens-human-rights-in-india.html">https://www.legalserviceindia.com/legal/article-11-protection-of-childrens-human-rights-in-india.html</a></li> </ol>

**Course Outcomes:**

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

- **CO1 (K2)** understand the needs and problems of children in Indian society.
- **CO2 (K2)** develop an understanding of the Rights of Children and the Provisions for Ensuring justice.
- **CO3 (K4)** Appraise for the rights of the child
- **CO4 (K5)** Evaluate the status of child protection measures in India
- **CO5 (K3)** Link child resources to the Schools, Colleges and other community

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



<b>Title of the Course</b>		BASICS OF HEALTH CARE MANAGEMENT					
<b>Paper Number</b>		SEC 1					
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	I/II				
<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>UNIT I: PERSONAL (SELF) HEALTH CARE Personal Hygiene – Personal Diet pattern – Self health maintenance by yoga and other spiritual practice – Drills Activity – Prepare a personalised balanced diet plan for yourself</p> <p>UNIT II: FAMILY HEALTH CARE Family hygiene – group health care by vaccination – propitiation and prevention – Sanitation and diet patterns Activity – Collect the vaccination schedule chart from a hospital and describe the illnesses that can be prevented by vaccination</p> <p>UNIT III: COMMUNAL HEALTH CARE Mass – Hygiene (Social Hygiene) – Environmental Hygiene - Communal health care centres – Hospitals – Statistical bodies - Government and Non government organizations (NGO) for propagation of nutritious diet patterns - maintained by voluntary health organizations and government schemes. Activity – Visit an NGO that deals with diet patterns of the community.</p> <p>UNIT IV: HEALTH AWARENESS Health awareness programme organized by governmental and non governmental agencies. Communal amenity programme. Activity – Create an awareness program in a community for health awareness</p> <p>UNIT V: HEALTH DISASTER MANAGEMENT First Aid – Disaster management techniques like epidemic eruption control, management and eradication. Activity – Write a report on a natural calamity that has happened in the past and the measures taken by the government and local community to gtackle the issue.</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>	Social and preventive Medicine, K. Park, Brimnot publishers
<b>ReferenceBooks</b>	Buchbinder, Nancy H. Shanks (2016). Introduction to Health Care Management. Jones & Bartlett Publishers. Gupta S. D. (2022). Healthcare System Management: Methods and Techniques. Springer.
<b>Website and e-Learning Source</b>	<a href="https://www.coursera.org/articles/health-care-management">https://www.coursera.org/articles/health-care-management</a> <a href="https://www.careers360.com/courses/health-care-management-course">https://www.careers360.com/courses/health-care-management-course</a> <a href="https://www.pearson.com/pathways/areas-work-study/health-care-management.html">https://www.pearson.com/pathways/areas-work-study/health-care-management.html</a> <a href="https://apo.who.int/publications/i/item/india-health-system-review">https://apo.who.int/publications/i/item/india-health-system-review</a>

**Course Outcomes:**

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

- **CO1 (K 1)** know about Health care Management.
- **CO2 (K 2)** interpret insights about Family and Communal health
- **CO3 (K 2)** describe the advancements happening in community health
- **CO4 (K 4)** analyse various health awareness initiatives in India
- **CO5 (K 2)** explain disaster management techniques

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

<b>Title of the Course</b>		MARRIAGE AND FAMILY LIFE EDUCATION					
<b>Paper Number</b>		SEC 1					
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	I/II				
<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>Unit I The family  Definition, Importance of the family for Individual, Types of family, changing Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages.  Activity – Role play on life cycle</p> <p>Unit II Marriage  Definition, Types of marriages – Love, arranged, arranged love marriages. Love &amp; Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative Reasons for marriage – right outlook, Need for marital preparation and Pre Marital Counselling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy  Activity – Discuss the pros and cons of different types of marriages</p> <p>Unit III Conjugal Harmony  Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband &amp; wife today (Career Women), and appropriate division of roles  Activity – Write a report on trends in women opting for jobs</p> <p>Unit IV Communication in Marriage  Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success.  Sexuality Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, Pregnancy and Birth. Family planning.  Activity – Formulate a strategy for better communication in a couple</p> <p>Unit V Family Disorganization  Factors contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage. Family Welfare Services Pre – marital Counselling, Family Counselling Centres, Family Court, All Women’s Police Station  Activity – Visit a marital counselling centre and write a report</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>	Betty, Carter and Monica, MCGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed. Kapadia, K., M.,(1968), Marriage and Family in India; Oxford University Press
<b>ReferenceBooks</b>	Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London. Evely, Millis, Duvall, Family Development, II Ed. Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications. Klemers, Marriage and Family Relationships. Marie, Mascarenhas, (1999), Family Life Education of Value Education. Pimeta, J., Grooming you for Marriage, St. Paul’s Publications. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd.,New Delhi
<b>Website and e-Learning Source</b>	<a href="https://www.jec.senate.gov/public/index.cfm/republicans/2022/3/building-a-happy-home-marriage-education-as-a-tool-to-strengthen-families#:~:text=Healthy%20marriage%20and%20relationship%20education%20programs%20are%20designed,such%20as%20churches%2C%20community%20centers%2C%20schools%2C%20and%20online.">https://www.jec.senate.gov/public/index.cfm/republicans/2022/3/building-a-happy-home-marriage-education-as-a-tool-to-strengthen-families#:~:text=Healthy%20marriage%20and%20relationship%20education%20programs%20are%20designed,such%20as%20churches%2C%20community%20centers%2C%20schools%2C%20and%20online.</a> <a href="http://ecoursesonline.iasri.res.in/mod/page/view.php?id=104802">http://ecoursesonline.iasri.res.in/mod/page/view.php?id=104802</a>

#### Course Outcomes:

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

- **CO1 (K1)** examine understanding of family life, marriage and responsible Parenthood.
- **CO2 (K6)** develop the skills necessary to develop and maintain Satisfying and stable relationship.
- **CO3 (K4)** a the services available for the welfare of the family
- **CO4 (K1)** know about family welfare services
- **CO5 (K2)** describe the factors contributing to family disorganization

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



<b>Title of the Course</b>		SOCIAL WORK AND PERSONS WITH DISABILITY					
<b>Paper Number</b>		SEC 1					
<b>Category</b>	Skill Enhancement Course (Non Major Elective)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	I/II				
<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>Unit I Disability Impairment, Handicap, disability &amp; Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor &amp; sensory, mental – their needs and problem, multiple disability. Activity – List the 21 disabilities according to RPWD</p> <p>Unit II Historical development Historical development of services &amp; programmes for the various categories of persons with disability. institutional and Non – institutional services for various groups, management of institutions of disabled people. Activity – Visit a special school that teaches children with disability and prepare a report</p> <p>Unit III Causes of Disabilities Causation of Disabilities, Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India. Activity – Write an action plan to reduce stigma towards individuals with disability</p> <p>Unit: IV International Protocols UN Declaration of Human Rights of Disabled Persons. International year for Disabled, Efforts by International organizations for prevention, welfare &amp; rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Welfare Services for disabled Activity – Collect a newspaper article connected with rights of disabled persons</p> <p>Unit : V Occupation and Disability Factors specific to disabled elderly people; and Children, Social work in traditional setting. The changing context of Social work practice. Social Work intervention for creating supportive environment. Activity – Collect pictures of barrier free environment and prepare a</p>					

	scrapbook
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>	Narashimha, M.C. &A.K.Mukherjee; Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi, 1986. Oliver, Michale; Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London, 1993. Bequer Ali & Anjali Sharma, Disability: Challengers, Response, Concerned Action, New Delhi, 1997.
<b>Reference Books</b>	Wilson B.R &D.L.McMillan, Rehabilitation Studies, Cambridge University Press, 1997. Kitchlu, T.N.,A Century of Blind Welfare in India, Penman Publishers, New Delhi,1991. 1981. Abidi, Javed No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995. Baquer Ali, Disabled, disablement, Disablism, VHAI, New Delhi,1994. Barnes, Colin, Disables People in Britain and Discrimination: A Case for Anti – Discrimination Legislation, Hurst & Company, London, 1991. Bhargava, Mahesh, Introduction to Exceptional Children: Their Nature and Educational Provisions, Sterling Publishes Pvt.Ltd., New Delhi, 1994. Bhushan, Shashi et.al, The Situation of the – Handicapped in India,Institute of Social Sciences, New Delhi, 1988. Chainani, M.L. Rehabilitation of Physically Handicapped, PopularPrakashan, Bombay, 1971 Chattopadhyay, Anjana, All India Directory of Educational an Vocational Training Institutes for the Handicapped. Patriot Publishers, New Delhi, 1986
<b>Website and e-Learning Source</b>	<a href="https://www.who.int/health-topics/disability">https://www.who.int/health-topics/disability</a> <a href="https://uta.pressbooks.pub/introsocialwork/chapter/social-work-with-persons-with-disabilities/">https://uta.pressbooks.pub/introsocialwork/chapter/social-work-with-persons-with-disabilities/</a> <a href="https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/15_social_work_in_the_field_of_disability/22_role_of_social_work_in_the_field_of_disabilities/et/7581_et_et.pdf">https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/15_social_work_in_the_field_of_disability/22_role_of_social_work_in_the_field_of_disabilities/et/7581_et_et.pdf</a> <a href="https://disabilityaffairs.gov.in/content/">https://disabilityaffairs.gov.in/content/</a>

#### Course Outcomes:

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

- CO1 (K2) demonstrste understanding of the needs and problems of persons with disability.
- CO2 (K2) understand policies, programmes and services available to persons with disability

- **CO3 (K4)** point out skills and techniques of working with the differently able
- **CO4 (K3)** articulate current laws and policies for the differently able
- **CO5 (K2)** understand policies, programmes and services available to persons with disability

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>		CAREERS AND ETHICS IN PSYCHOLOGY					
<b>Paper Number</b>		SEC 1					
<b>Category</b>	Skill Enhancement Course (Foundation Course)	<b>Year</b>	I	<b>Credits</b>	2	<b>Course Code</b>	
		<b>Semester</b>	I/II				
<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 1 Introduction</b> An introduction to the scientific study of human behavior and mental process- Careers in Psychology with Bachelor's, Master's, and Doctoral Degrees- skills and career settings.</p> <p><b>Unit 2 Career paths in Psychology</b> Careers in subfields of psychology-Practice-oriented fields in psychology: Clinical and Counseling Psychology, School Psychology. Research fields: Neuro psychology, Cognitive Neuropsychology. Other Disciplines: Legal and Forensic Psychology, Health Psychology, Sport Psychology, Industrial-Organizational Psychology, Social Psychology, forensic psychology. Developmental Psychology, Cognitive psychology, community psychology.</p> <p><b>Unit 3 Ethical underpinnings in Psychological research</b> Ethics Definition- Need for Ethical Code- Importance of Ethics- APA code of ethics-Ethics in Reporting Psychological research: Reporting research results- Plagiarism- Publication credit- Duplicate Publication of data- sharing research data for verification.</p> <p><b>Unit 4 Ethical guidelines for Human Participants research</b> Ethical issues to consider before beginning research- institutional approval- dealing with risk- informed consent- confidentiality-</p>					



	debriefing- deception in Psychological research.
	<b>Unit 5 Ethical guidelines for Non- Human Animal subjects</b> Need for animal research in Psychology- Ethical codes: justification- Personnel- care and Housing of animals- acquisition of animals- procedures used in the study- institutional animal care- animal care after research.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
<b>Recommended Text</b>	Kuther, T. L. & Morgan, R. D. (2019). Careers in Psychology- Opportunities in a Changing World (5 <sup>th</sup> ed), Sage Publications  Best, J. W., & Kahn, J. V. (2016). Research in education. Pearson Education India.
<b>Reference Books</b>	Koocher, G. P. & Keith-Spiegel P (2008). Ethics in Psychology and the Mental Health Professions: Standards and Cases 3rd Edition, Oxford University Press.  Zechmeister, E., Shaughnessy, J., & Zechmeister, J. (2011). Research methods in psychology. McGraw-Hill Education.
<b>Website and e-Learning Source</b>	<a href="https://www.apa.org/education-career/guide/paths">https://www.apa.org/education-career/guide/paths</a> <a href="https://www.apa.org/ethics/code">https://www.apa.org/ethics/code</a> <a href="https://www.bps.org.uk/guideline/code-ethics-and-conduct">https://www.bps.org.uk/guideline/code-ethics-and-conduct</a>

### Course Outcomes:

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

- **CO1 (K2)** Gain insight into various subfields in the field of psychology
- **CO2 (K5)** Apply knowledge of psychology to formulate career choices.
- **CO3 (K2)** Understand the purpose of ethics in psychological research
- **CO4 (K2)** Identify and address ethical concerns in human and animal research with consideration of the American Psychological Association's code of Ethics
- **CO5 (K5)** Evaluate research studies for their adherence to ethical guidelines

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

