



THIRUVALLUVAR UNIVERSITY

SERKKADU, VELLORE-632115

B.Sc. PSYCHOLOGY

SYLLABUS

FROM THE ACADEMIC YEAR

2023 - 2024

CONTENTS

- i. Introduction
- ii. PO and PSO Description
- iii. UG – Template
- iv. Methods of Evaluation & Methods of Assessment
- v. Semester Index.
- vi. Subjects – Core, Elective, Nonmajor, Skill Enhanced, Ability Enhanced, Extension Activity, Environment, Professional Competency
 - 1) *Course Lesson Box*
 - 2) *Course Objectives*
 - 3) *Units*
 - 4) *Learning Outcome*
 - 5) *Refence and Text Books*
 - 6) *Web Sources*
 - 7) *PO Mapping tables*

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.

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

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p> <p>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.</p> <p>PO9: Reflective thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.</p> <p>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.</p> <p>PO 11 Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and</p>
--	--

	<p>manage a project through to completion.</p> <p>PO 12 Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.</p> <p>PO 13: Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of 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>PO 14: Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.</p> <p>PO 15: Lifelong learning: Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.</p>
Programme Specific Outcomes:	<p>PSO1: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p>PSO 2: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p>PSO 3: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p>PSO 4: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p>PSO 5: Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

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

3 – Strong, 2- Medium, 1- Low

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
I	Foundation Course 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"> ➤ Instill confidence among students ➤ Create interest for the subject
I, II, III, IV	Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to make them employable
		<ul style="list-style-type: none"> ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		<ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.
III, IV, V & VI	Elective papers	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➤ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.

IV	Elective Papers	<ul style="list-style-type: none"> ➤ Exposure to industry moulds students into solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	Elective papers	<ul style="list-style-type: none"> ➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	<ul style="list-style-type: none"> ➤ Enriches the study beyond the course. ➤ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners / Honors degree		<ul style="list-style-type: none"> ➤ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		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				
	23	32		23	32		24	32		23	32		26	30		21	30
Total – 140 Credits																	

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours

First Year – Semester-I

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	16
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		23	32

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	16
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		23	32

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	15
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	2	2
		24	32

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	16
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
		23	32

Third Year Semester-V

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	22	28
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	-
		26	30

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

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

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

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	

Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Illustration for B.Sc Psychology Curriculum Design

First Year

Semester-I

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language –Tamil	3	6
Part-II	English	3	6
Part-III	Introduction to Psychology I	5	6
	Biological Psychology	5	5
	Building Psychological Capital	3	5
Part-IV	Skill Enhancement Course (Non Major Elective)	2	2
	Foundation Course FC - Careers and Ethics in Psychology	2	2
		23	32

Semester-II

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language –Tamil	3	6
Part-II	English	3	6
Part-III	Introduction to Psychology II	5	5
	Psychology of Childhood	5	5
	Cross Cultural Psychology	3	6
Part-IV	Skill Enhancement Course (Non Major Elective)	2	2
	Skill Enhancement Course (Discipline / Subject Specific) – Psychological First Aid	2	2
		23	32

Second Year

Semester-III

Part	List of Courses	Credit	Hours per week(L/T/P)
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
		24	32

Semester-IV

Part	List of Courses	Credit	Hours per week (L/T/P)
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	3
Part-IV	Skill Enhancement Course - Therapy Techniques For example: Art therapy, Play therapy, etc	2	2
	Skill Enhancement Course - Personality development	2	2
		23	32

**Third Year
Semester-V**

Part	List of Courses	Credit	Hours per week (L/T/P)
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	-
		26	30

Semester-VI

Part	List of Courses	Credit	Hours per week (L/T/P)
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	-
		21	30

Total Credits : 140

Title of the Course		Introduction to Psychology I					
Paper Number		CORE I					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology.● The basic principles of sensation for vision, hearing, smell, taste and bodily senses.● The principles of Perception and Illusion.● Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.● Emotions and theoretical perspectives of emotions.					
Course Outline		<p>Unit I: Introduction to Psychology: Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.</p> <p>Unit II: Scope of Psychology: Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.</p> <p>Unit III: Attention, Sensation & Perception: Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP</p> <p>Unit IV: Learning: Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance.</p> <p>Unit V: Emotion: Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus’ Theory. Communication of Emotion: Emotional Expression,</p>					

	Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5th ed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5th ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). <i>Introduction to Psychology</i>, 7th Edition. Singapore: McGraw-Hill. 2. Myers, D.G. (2004). <i>Psychology</i>. 5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) <i>Introduction To Psychology</i>. 14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (https://bmcpyschology.biomedcentral.com/) 4. https://www.psywww.com/careers/specialt.html www.worthpublishers.com/hockenbury 5. https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/

Course Outcomes:

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

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

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

Title of the Course		Biological Psychology					
Paper Number		CORE II					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● To place emphasis on the perspectives and research methods of Biological Psychology.● To examine the structure and Communication of the cells of the nervous system and synaptic transmission.● To understand the role of brain in regulating temperature, thirst and hunger● To examine the nature and functions of the endocrine glands.● To examine the causes of brain damage and its effect on behaviour					
Course Outline		UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.					

	UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.
	UNIT III: REGULATION OF INTERNAL BODY STATES Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.
	UNIT IV: HORMONES AND BEHAVIOUR Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.
	UNIT V: BRAIN DAMAGE Causes of Brain damage, Neurodegenerative diseases, Stress and illness.
	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
Recommended Text	1. Kalat, J.W. (2011). <i>Biopsychology</i> . Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). <i>Biopsychology</i> . New Delhi, India: Pearson India Education Services Pvt Ltd.

Reference Books	<ol style="list-style-type: none"> 1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc 2. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi 4. Barnes, J. (2013) <i>Essentials of Biological Psychological</i>. New Delhi: Sage Publications Pvt Ltd 5. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i>. New York: W.W Norton & Company Inc.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology) 3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function 5. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse

COURSE OUTCOMES

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

- CO1 (K2)** Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.
- CO2 (K2)** Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons
- CO3 (K4)** To understand and analyse the regulations of internal body states.
- CO4 (K1, K4)** To understand the function of endocrine glands and relate the knowledge to Analyse various human behaviour.
- CO5 (K2)** Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

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

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

Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.
Reference Books	<ol style="list-style-type: none"> 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt Ltd.
Website and e-Learning Source	

COURSE OUTCOMES

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

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

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

Title of the Course		Introduction to Psychology II					
Paper Number		CORE III					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● To examine the various spectrum of Cognition like problem – solving and Decision making.● To understand the way memory works and stages of memory.● It provides an overview of theories of motivation and its implication on behaviour.● To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence.● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality.					
Course Outline		Unit I: Cognition: Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.					
		Unit II: Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval					
		Unit III: Motivation: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories					
		Unit IV: Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell.					

	<p>Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.</p> <p>Unit V: Personality: Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective</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</p> <p>(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>
Recommended Text	<ol style="list-style-type: none"> 6. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behaviour</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 7. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc. 8. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 9. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 10. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). <i>Introduction to Psychology</i>, 7th Edition. Singapore: Mcgraw-Hill. 7. Myers, D.G. (2004). <i>Psychology</i>. 5th Edition, Worth Publishers: New York. 8. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8th Edition, Wordsworth Pub.Co. 9. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) <i>Introduction To Psychology</i>. 14th Edition Wordsworth Pub. Co 10. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf

	4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf 5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf
--	--

COURSE OUTCOMES

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

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

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

Title of the Course		Psychology of Childhood					
Paper Number		CORE IV					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● To provide an overview of the human development stages from conception to babyhood.● To understand the characteristics of early childhood at physiological domain.● To analyse the emotional development of childhood and socialization process.● To examine the characteristics of late childhood at physiological domain, challenges of development.● To provide various perspectives to explain cognitive and personality development in early childhood.					

Course Outline	UNIT I – HUMAN DEVELOPMENT Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.
	UNIT II – EARLY CHILDHOOD Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.
	UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.
	UNIT IV – LATE CHILDHOOD Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.
	UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concrete operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) <i>Child Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd

Reference Books	<ol style="list-style-type: none"> 1. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company. 3. Bee H. & Boyd D. <i>The Developing Child</i> (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) <i>Child Development</i> (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) <i>Child Development</i> (8th Ed.) Noida: Pearson.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development 5. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding

COURSE OUTCOMES

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

- **CO1(K2)** – To explicate the developmental stage of conception through birth.
- **CO2 (K1, K2)**– To elucidate the developmental tasks of early childhood.
- **CO3 (K2)**– To describe the various emotions and socialization patterns of early childhood.
- **CO4 (K4)** – To distinguish the hazards and happiness of late childhood
- **CO5 (K4)**– To critically analyze the cognitive and personality development in childhood.

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

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

	support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.
	UNIT V: CULTURE AND GENDER Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2 nd Ed.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
Website and e-Learning Source	

COURSE OUTCOMES

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

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

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

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

	UNIT V: COGNITION AND PERSONALITY Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to 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
Recommended Text	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd 4. Santrock J.W. (2007) <i>Adolescence</i> (11thEd.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
Reference Books	<ol style="list-style-type: none"> 1. Shaffer D.R. (1996) <i>Developmental Psychology – Childhood and Adolescence</i> (4th Ed.) California: Brooks/Cole Publishing Company. 2. Shaffer D.R. & Kipp K. (2007) <i>Developmental Psychology – Childhood and Adolescence</i> (7thEd.) Haryana: Thomson Wadsworth. 3. Sigelman C.K. & Shaffer D.R. (1995) <i>Life span Development</i> (2nd Ed.) California: Brooks/Cole Publishing Company.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Journal of Youth and Adolescence (https://link.springer.com/journal/10964) 2. https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood 3. https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565

	4. https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65
--	--

COURSE OUTCOMES

Course Outcomes

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

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

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

Title of the Course		Social Psychology I						
Paper Number		CORE VI						
Category	Core	Year	II	Credits	4	Course Code		
		Semester	III					
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total	
		4	1		--		5	
Pre-requisite								
Objectives of the Course		<ul style="list-style-type: none">● To offer the students a comprehensive overview of Social Psychology.● To comprehend the development and vicissitudes of Social Cognition.						

	<ul style="list-style-type: none"> ● To gain insight into the formation and management of Social Perception. ● To develop understanding of attitudes and persuasion ● To learn of the dynamics of close interpersonal relationships.
Course Outline	<p>UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.</p> <p>UNIT II: SOCIAL COGNITION Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming, Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.</p> <p>UNIT III: SOCIAL PERCEPTION Definition of social perception; Non-verbal communication – Basic channels; Deception –Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution– Correspondent inference, Kelley’s theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.</p> <p>UNIT IV: ATTITUDES Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.</p> <p>UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure.</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
Recommended Text	<ol style="list-style-type: none"> 1. Baron R.A. & Byrne D. (2014) <i>Social Psychology</i> (13th Ed.) Prentice-Hall of India. 2. Myers D.G. (2012) <i>Social psychology</i> (11th Ed.) New York, NY: McGraw.
Reference Books	<ol style="list-style-type: none"> 1. WinniCott, D.W. (1995). <i>Counselling and Therapy</i>. London: Sage Publications 2. Whiston, S.C (1999). <i>Principles ad applications of assessment</i>

	<p>in counselling , Wadsworth, Belmont. Brooks- Clole</p> <p>3. Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed.Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc</p> <p>4. Patterson, J., William, L., Grauf-Grounds, C., &Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press.</p>
Website and e-Learning Source	<p>1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp)</p> <p>2. International Review of Social Psychology (https://www.rips-irsp.com/about/)</p> <p>3. https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf</p> <p>4. https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf</p> <p>5. https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/</p>

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		√	√		√	

Title of the Course		Statistics for Behavioural Science					
Paper Number		ELECTIVE III (Discipline specific)					
Category	Elective	Year	II	Credits	3	Course	

		Semester	III		Code	
Instructional Hours per week	Lecture	Tutorial		Lab Practice	Total	
	3	1		--	4	
Pre-requisite						
Objectives of the Course	<ul style="list-style-type: none">● To understand basic statistical concepts.● To learn of qualitative data and its application in research.● To gain insight into parametric analysis.● To comprehend Non parametric analysis and tests● To apply statistical methods using software.					
Course Outline	<p>Unit I: Basic statistical concepts</p> <p>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>Unit II: Organizing qualitative data</p> <p>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 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.</p>					

	<p>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.</p> <p>Standard scores and the normal curve - nature of normal curve- standard normal curve - finding scores when the area is known.</p>
	<p>Unit III: Parametric analysis - Basic concepts and assumptions</p> <p>Correlation, scatter diagram, product moment correlation coefficient- calculating r from raw scores- rank order correlation coefficient- cautions concerning correlation coefficients.</p> <p>Prediction - basics of regression , regression line - regression equation - criterion of best fit- error of prediction - standard error of estimate- interpretation of correlation and regression .</p> <p>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</p> <p>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.</p> <p>Chi - square test for goodness of fit- interpretation of the outcome of a chi square test.</p>
	<p>Unit IV: Non parametric analysis - Assumption - Free tests</p> <p>Randomization tests- rank order test - Mann - Whitney U test - sign test - Wilcoxon's signed - ranks test Kruskal - Wallis test - Friedman's rank test.</p> <p>Qualitative data analysis - Basic concepts - percentage analysis, content analysis, narrative analysis, thematic analysis.</p>
	<p>Unit V: Statistical methods using software</p> <p>SPSS data editor, SPSS viewer, importing and exporting data, alternatives to spss, data entry in spss, assigning a variable naming , sorting the data type, defining variable table, defining value tables, slotting missing values, data cleaning , working with large data set, software for qualitative data analysis.</p>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. King, B.M. and Minium E W. (2011) . Statistical Reasoning in the Behavioural Sciences . 5th Edition. New Delhi: Wiley student India edition. 2. Aron A, Aron E N and Coups E J. (2007) . Statistics for Psychology. New Delhi: Pearson Education. 3. Argyrous , G. (2011). Statistics for research. New Delhi: Sage South Asia edition. 4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication. 5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited.
Reference Books	<ol style="list-style-type: none"> 1. Frederick, J.G., & William, L.B. (2007). Statistics for Behavioural Sciences. (7th Ed.). Thomson Wadsworth. 2. Kothari, C.R. (2008). Research Methodology: Methods and Techniques. (2nd Ed.). New Age International. 1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi. 3. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers 4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education. 5. Murphy, K.R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6th Ed.) New Jersey: Prentice Hall.

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				✓		

Title of the Course		PSYCHOLOGY OF MIDDLE AGE AND OLD AGE					
Paper Number		CORE VII					
Category	Core	Year	II		4	Course Code	
		Semester	IV				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		3	1		--	4	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● Physical and emotional changes during adolescence● Changes in morality, sex interest and family relationships in adolescence.● Hazards of early adulthood● Vocational and marital adjustments during early adulthood● Cognitive and personality development in adolescence and early adulthood					
Course Outline		Unit I: Adolescence Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.					

	<p>Unit II: Adolescent Behaviour Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.</p>
	<p>Unit III: Early Adulthood Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.</p>
	<p>Unit IV: Vocational And Family Adjustments In Early Adulthood Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.</p>
	<p>Unit V: Cognition And Personality 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 – Normative stage models, Timing of events model, Trait models, Typological Models.</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
Recommended Text	<ol style="list-style-type: none"> 1. Santrock, J. W. (2020). Life span development (18ed), New York, NY: McGraw Hill. 2. Papalia, D.E., & Olds, S.W. (2017). Human development (9ed),

	<p>New York, NY: Tata McGraw Hill.</p> <p>3. Hurlock, E. (2017). Developmental psychology (5th Edition). New Delhi, India: Tata McGraw Hill Publishing Co.</p> <p>4. Feldman R.S. (2015) Development across the lifespan (7th Ed.) Delhi: Pearson.</p> <p>5. Shaffer D.R. & Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7th Ed.) Haryana: Thomson Wadsworth.</p>
Reference Books	<p>1. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.</p> <p>2. Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaigh Publication Pvt. Ltd.</p> <p>3. Chakravathy, L. (1997). Life in Twilight Years, Calcutta: Kwalit Books Co.</p> <p>4. Biswas, S.K. (1987). Aging in Contemporary India. Calcutta: The Indian Anthropological Society,</p> <p>5. Birren, J.E. & Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press</p>

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			√	√	√	

Title of the Course	Social Psychology II
Paper Number	CORE VIII

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

	<p>Unit IV: Groups And Individuals Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict: Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.</p> <p>Unit V: Application Of Social Psychology 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)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this Course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Myers, D.G. & Twenge, J.M. (2017): Social psychology. New York, NY: McGraw – Hill Education. 2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). Social psychology. Chennai, India: Pearson India Education Services Pvt. Limited. 3. Myers, D.G. (2002). Social psychology. New York, NY: McGraw Hill Book Company. 4. Baron, A., & Byrne, D. (2002). Social psychology. New Delhi, India: Prentice-Hall of India. 5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). Social psychology. New Delhi, India: Dorling Kindersley (India) Private Limited.

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

COURSE OUTCOMES:

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

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

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

Title of the Course		Introduction to Research Methodology						
Paper Number		ELECTIVE IV (Discipline Specific)						
Category	Elective	Year	I	Credits	3	Course Code		
		Semester	IV					
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total	
		3	1		--		4	

Pre-requisite	
Objectives of the Course	<ul style="list-style-type: none"> ● Understand how of social influence enable compliance, conformity and obedience ● Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour. ● Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression. ● Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group. ● Facilitate students to see the applicability of social psychological principles in various settings.
Course Outline	<p>Unit I: Introduction 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>Unit II: Variables , Reliability and Validity Types of variables- dependent and independent variables, confounded variables, quantitative and categorical variables, continuous and discrete variables. Reliability and Validity of measurements - types of validity test- criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity , types of reliability tests - inter ratter reliability, test retest reliability, split half reliability, internal consistency reliability.</p> <p>Unit III: Hypothesis and Sampling 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>Unit IV: Research designs Experimental designs - independent groups designs, completely randomized groups design, randomized factorial groups design, within</p>

	<p>participants group design, matched group design.</p> <p>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.</p> <p>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>Unit V: Report writing and computes in research</p> <p>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</p> <p>(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>Recommended Text</p>	<ol style="list-style-type: none"> 1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson. 2. C.R. Kothari (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt Ltd 3. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition. 4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd. 5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth

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

COURSE OUTCOMES:

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

- **CO1:** (K2) Understand the ethics and various data collection methods to conduct research.
- **CO2:** (K2) Demonstrate the ability to identify independent, dependent and mediating variables and to establish reliability and validity
- **CO3:** (K3) Formulate hypothesis and research objectives and distinguish various 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					✓	

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

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

COURSE OUTCOMES

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

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

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

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

	<p>Unit II : Pattern Recognition, Language</p> <p>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>Unit III : Attention, Disorders of perception and attention</p> <p>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>Unit IV: Memory</p> <p>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>Unit V: Reasoning , Problem solving</p> <p>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>
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</p> <p>(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>
Recommended Text	<ol style="list-style-type: none"> 1. Groom , D. (2014) . An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press. 2. Reed, S. K. (2010). Cognition - Theories and Applications . UK: Wadsworth Cengage Learning. 3. .Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. Nes Delhi: Tata Mc Graw- Hill edition. 4. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication. 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. 6. Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth.

Reference Books	1. Ronald Kellogg. Fundamentals of Cognitive Psychology 2. Bridge, Robinson, Riegler, Greg. Applying the Science of the Mind 3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi, India. Sage. 4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley. 5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice-Hall. 6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida, India. Pearson. 7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA. Wadsworth. 8. Weisberg R W, Reeves L M. Cognition: from memory to creativity. 2013. New-Jersey, USA. Wiley.
------------------------	---

Course outcomes:

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

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

CO2 (K2) Distinguish the different disorders of language and comprehend the stages of human language development and also identify different perspectives of pattern recognition.

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

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

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

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

Title of the Course		Assessments in Psychology					
Paper Number		CORE XI					
Category	Core	Year	III	Credits	4	Course Code	
		Semester	V				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		1			4	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● To experiment and assess human psychological attributes.● To learn psychological test administration and scoring.● To comprehend and deduce test results.● To conceptualise and report psychological tests.					

	<ul style="list-style-type: none"> To analyse and apply data to understand unique human psychological capacities and discrepancies.
Course Outline	<p>CONCEPTS</p> <ol style="list-style-type: none"> 1. Attention 2. Perception 3. Learning 4. Motivation & Emotion 5. Psychomotor abilities 6. Intelligence tests 7. Personality 8. Aptitude 9. Interest 10. Achievement tests 11. Stress and coping 12. Attitudes and behaviour 13. Creativity 14. HR/organizational behaviour <ul style="list-style-type: none"> • A minimum of 6 experiments and 6 questionnaires should be conducted from the above list • Chose concepts as varied as possible
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	<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>
Recommended Text	<ol style="list-style-type: none"> 1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2).New Delhi: Concept Publishing Company. 2. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors. 3. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson. 4. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press. 5. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

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

Course Outcomes

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

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

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

Title of the Course		Organisational Psychology						
Paper Number		ELECTIVE V (Discipline specific)						
Category	Elective	Year	III	Credits	4	Course Code		
		Semester	V					
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total	
		3	1		--		4	
Pre-requisite								

Objectives of the Course	<ul style="list-style-type: none"> ● To learn an overview of Organisational Psychology. ● To comprehend job analysis and its methods. ● To gain insight into employee selection and recruitment processes. ● To understand employee attitudes, motivation, training and evaluation. ● To learn of leadership theories and enhancement.
Course Outline	<p>Unit I: Introduction to Organisational Psychology – Definition, Scope of Organizational psychology, History of I/O Psychology – Pre – During- post WWI and WWII, Hawthorne Studies, Changes in workplace since 1980, Today Organisational Psychology</p> <p>Unit II Job Analysis Definition, Methods and Techniques- Job Description, Job Specification, Job Evaluation, Performance Criteria, Uses of Job Analysis. Methods – Observation, Participation, Existing data, Interviews, Surveys and Job Diaries. Techniques- Job Element Methods, Critical Incidents Technique (CIT), Position Analysis Questionnaire (PAQ).</p> <p>Unit III: Employee Recruitment, Assessment, & Selection– Recruitment</p> <p>Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads, Screening– written materials, References & letters of recommendation, Types of Assessments – Cognitive Ability, Mechanical Ability, Motor & Sensor Ability, Physical Ability, Job Skills and Knowledge, Personality and Integrity tests, Selection, Placement, EEO – Importance and process.</p> <p>Unit IV: Employee Attitudes, Motivation & Performance Designing and Evaluating Training</p> <p>Motivation theories, Relationship between motivation and performance, Employee Engagement, Job satisfaction, Commitment, Absenteeism, Turnover, OCB, Positive Affect, Areas of employee training, Fundamental issues in employee training, A model for successful training programs.</p> <p>Unit V: Leadership - Definition and Theories</p> <p>Trait Theories, Behavioural Theories, Contingency Theories (Fielder), LMX Theory, Transformational Leaders, Organisational Climate, Application of the theories.</p>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India. 3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin 5. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002.
Reference Books	<ol style="list-style-type: none"> 1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India. 3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Decenzo and Robbins, Human Resource Management- Prentice Hall of India. 5. Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi. 6. Robbins, S. P. (2003), Organisational Behaviour, New Delhi: Prentice Hall of India 7. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002 8. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin

COURSE OUTCOMES

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

- CO1 (K2)– To review various I/O Psychological theories/paradigms.
- CO2 (K3) –To discuss how Psychological theories/paradigms may be applied to

understanding human behaviors at work.

- CO3 (K5)- To perform job analysis using various concepts of I/O Psychology.
- CO4 (K6)– To design and evaluating training programs.
- CO5 (K3)- To practice resourceful leadership .

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

Title of the Course		Counselling Psychology					
Paper Number		ELECTIVE VI (Discipline specific)					
Category	Elective	Year	III	Credits	4	Course Code	
		Semester	V				
Instructional Hours per week		Lecture	Tutorial		Lab Practice		Total
		3	1		--		4
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● To have a perceptual overview of the counselling.● To comprehend the counselling process.● To understand the role of psychological testing and diagnosis in counselling.● To gain insight into the counsellors attributes, skills and ethics.● To learn of the varied fields of application in counselling.					
Course Outline		Unit I: Nature And Scope Of Counselling Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.					
		Unit II: Approaches To Counselling And The Counselling Process Directive and non-directive approaches, Humanistic approach, Behavioristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process.					

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

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

COURSE OUTCOME

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

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

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

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

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

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

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

Title of the Course	Psychopathology II
Paper Number	CORE XIII

Category	Core	Year	III	Credits	4	Course Code	
		Semester	VI				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		5	1		--	6	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● Understand the clinical picture, causal factors and treatment for Schizophrenia.● Know the Causes and Treatment of the Mood Disorders.● Classify the causes and treatment of Anxiety Disorders.● Classify personality disorder and its attributes.● Understand Attention Deficit Hyperactive Disorder and Learning Disorders					
Course Outline		UNIT 1: SCHIZOPHRENIA					
		Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophreni form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.					
		UNIT -2 MOOD DISORDERS					
		Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.					
		UNIT 3: ANXIETY DISORDERS					
		Anxiety, phobia, Generalized anxiety disorder- clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post traumatic stress disorder - symptoms, causes and treatment.					
		UNIT 4: PERSONALITY DISORDERS					
		Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.					

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

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

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			√	√	√	√

Title of the Course		EDUCATIONAL PSYCHOLOGY					
Paper Number		CORE XIV					
Category	Core	Year	III	Credits	4	Course Code	
		Semester	VI				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● Understand the meaning and purpose of education.● Explain the theoretical perspectives of learning and cognition.● Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity.● Differentiate the social process of learning in various societal contexts.● Understanding education from Indian Perspective and application of psychological principles to overcome stress and anxiety and to enhance mental well-being of the students.					
Course Outline		Unit I: Introduction Aims of education in relation to relationship of self, society and education. Education and self- knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.					
		Unit II: Cognition and Learning An overview of the key theoretical approaches: Behaviourism, Individual- Constructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.					
		Unit III: Learning and Motivation Critical reflection on the folk understanding of ‘intelligence’, ‘ability’ and ‘achievement’ in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self- expression, and self-determination.					
		Unit IV: Learning theories and schooling Application of learning theories in school, the child and the curriculum, the process 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.
	Unit V: Education in the Indian Context Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Woolfolk A., Misra G., & Jha A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub. 2. Cornelissen M., Misra G., & Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson. 3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust. 4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT. 5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press
Reference Books	<ol style="list-style-type: none"> 1. Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press. 2. National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT. 3. Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co. 4. Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub. 5. Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi. 6. Mangal. S. K., (2005). Advanced Educational Psychology,).

	<p>Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.</p> <p>7.Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai.</p>
--	---

COURSE OUTCOME:

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

- **CO1 (K1,K2):** Understanding the meaning and processes of education at individual and social 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			√	√	√	√

Title of the Course		Health Psychology					
Paper Number		CORE XV					
Category	Core	Year	III	Credits	4	Course Code	
		Semester	VI				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● Understand need and perspectives of health psychology.● Learn various models available to conceptualize health.● Learn the nature of pain and its management.● Understand the influence of stress on health and the importance of social support in managing stress.● Overcome unhealthy behaviour and promote healthy habits					
Course Outline		Unit I: Introduction To Health Psychology- Health Behaviour Health psychology- Definition and Need, The biopsychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.					
		Unit II: Models Of Health Behaviour Changing health habits using theoretical models - Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification.					
		Unit III: Chronic Illness And Pain Illness Factors, Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management					
		Unit IV: Stress And Coping Stress - definition, dimensions of stress- sources of chronic stress, Theoretical contributions - Lazarus’s Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model, Coping with stress- Sources of stress.					

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

COURSE OUTCOME

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

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

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

	<p>Unit II: Personality and Performance Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.</p>
	<p>Unit III: Motivation and Performance Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship.</p>
	<p>Unit IV: Emotion and Performance Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship.</p>
	<p>Unit V: Aggression and Sports Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance</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	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge. 2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers. 3. Weinberg R.S., & Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics. 4. Cratty B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois 5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
Reference Books	<ol style="list-style-type: none"> 1. Fundamentals of Sport and Exercise Psychology, by Alan S. Kornspan published by Human Kinetics, 2009 2. Handbook of Sport Psychology by Gershon Tenenbaum, Robert C. Eklund published by John Wiley & Sons, 2007 3. Sport Psychology: An Introduction by Arnold D. LeUnes, Jack R. Nation by Wadsworth Thomson Learning, (2001) 4. Burton, D., & Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics. 5. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.

COURSE OUTCOMES

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

- **CO1 (K1,K2):** Familiarizing with the evolving field of sports and exercise psychology as a Profession and having knowledge about its specialties particularly clinical-sport Psychology and educational psychology
- **CO2 (K2, K3):** Comprehending the links between theory and practice in sports and exercise Psychology; understanding the current shifts from traditional paradigms and Appreciating the role of practical theory to guide professional practice so 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		√	√		√	√

Title of the Course		Environmental Psychology					
Paper Number		ELECTIVE VIII (Discipline specific)					
Category	Elective	Year	III	Credits	3	Course Code	
		Semester	VI				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none">● Understand Environmental Psychology and its various psychological perspectives.● Comprehend human perception of environmental risk.● Understand the effects of environment in human behaviour.● Learn about the contribution of human behaviour in environmental crisis.● Promote pro-environmental behaviour.					
Course Outline		Unit I: Introduction to Environmental Psychology Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)					
		Unit II: Environmental Risk Perception Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.					

	<p>Unit III: Environment and Behaviour Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.</p>
	<p>Unit IV: Ecology and Development Human behavior and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.</p>
	<p>Unit V: Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behavior. The role of habits and social practices. Encouraging environmental behavior through interventions. The role of environmental education. Pro-environmental action in organisations.</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
Recommended Text	<ol style="list-style-type: none"> 1. Steg, L. & de Groot, (2019). Environmental Psychology : An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd 2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha 3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press

Reference Books	<p>1. . Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai.</p> <p>2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi.</p> <p>3.Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi</p>
------------------------	---

COURSE OUTCOME:

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

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

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

සමස්තය

Total Credit – 95**PROGRAMME OUTCOMES****PO1: Critical Thinking skills:**

Ability to substantiate critical reading of text books and research article and also to review in order to make analytical assessments while comprehending them in terms of both generic understanding and contextual study.

PO2: Individuals as Assets:

To be academically honest, intellectually curious, ethically responsible, professionally competent and spiritually inspiring citizens.

PO3: Leadership readiness/qualities:

Strengthen personal integrity and develop soft skills such as effective communication, teamwork, flexibility, and leadership.

PO4: Academic Excellence:

Being a member of the academic community with advanced discipline- specific knowledge and professional skills in the relevant field with the prowess to communicate complex ideas and to engage in current critical debates with all sensitivity and fairness.

PO5: Higher order Thinking skills:

Ability to think, analyze, evaluate, create new knowledge and skills both in the chosen discipline and across other fields.

PO6: Subscription to Quality Research:

Ability to design and carry out independent research embedded in multidisciplinary perspective, to update oneself with current research trends and contemporary inputs in the discipline and to evaluate research contributions.

PO7: Lifelong learning:

Ability to learn, unlearn, and relearn knowledge and skills in the emerging areas of the field of specialization.

PO8: Continuous Professional development:

Ability to continuously develop oneself professionally and to critically improve one's self with a view to taking appropriate decisions in diverse professional and real-life environment

PO9: Ethics: Ability to be socially sensitive and responsible citizens, with a tolerance to cultural difference and diversity, so as to engage in ethically informed practice.

PROGRAMME SPECIFIC OUTCOMES

1. **Knowledge domain:** Apply the knowledge of Psychological principles and theories in their respective area of specialization in Applied Psychology.
2. **Self and Professional Development domain:** Ability to continuously develop oneself professionally and to critically improve one's self with a view to taking appropriate decisions in diverse professional and real-life environment
3. **Skill Development domain:** Identify, critically analyze and assess, practical issues in the field of psychology and apply appropriate methods, tools and techniques to solve problems, enhance human capabilities and efficiency, form collaborative, promote well-being and execute research.
4. **Research Domain:** Formulate research problems, construct new ideas and opportunities by using core concepts and knowledge central to the field of psychology and provide suggestions, use creativity or critical thinking, skills to problem solving in different setting
5. **Ethics:** Exhibit integrity, ethics, character and adapt to global perspective and to attune to issues of cultural diversity, meet the expectation of professional work and healthy interface between academia and society.
6. **Societal contribution:** : To provide an opportunity to extend the knowledge base to the world of practice with a view to promote a healthy interface between academia and society.
7. **Career Development domain/Placement:** Prepare for employment in government, clinical, educational, organizational, industrial research institutes, NGOs, and to function in roles such as entrepreneurs, life coaches., influencers, trainers and counselors, teachers
8. **Higher Studies:** To enable students to obtain the knowledge and skills necessary for immediate employment and attain higher studies in psychology and related areas.

Template for M.Sc Psychology

Semester I	Credits	Hours	Semester II	Credits	Hours	Semester III	Credits	Hours	Semester IV	Credits	Hours
1.1 Core I Theories of Personality	5	7	2.1 Core IV Psychometry	5	6	3.1 Core VII Applied Social Psychology	5	6	4.1 Core XI Human Resource Management	5	6
1.2 Core II Research Methodology & Applied Statistics	5	7	2.2 Core V Psychological Assessment I (Counselling & Psychotherapy)	5	6	3.2 Core VIII Advanced Cognitive Psychology	5	6	4.2 Core XII Community Psychology	5	6
1.3 Core III Counselling Skills and Techniques	4	6	2.3 Core VI Behaviour Modification	4	6	3.3 Core IX Psychological Assessment II (Organizational Behaviour & HR)	5	6	4.3 Project with Viva Voce	7	10
1.4 Elective I Discipline centric - Geriatric Challenges and Development	3	5	2.4 Elective III Discipline centric - Addiction Counselling	3	4	3.4 Core X School Counselling	4	6	4.4 Elective VI (Industry/ Entrepreneurship) 20% Theory 80% Practical - Psychological Training Module	3	4
1.5 Elective II Generic -	3	5	2.5 Elective IV	3	4	3.5 Elective V	3	3	4.5 Skill Enhancement	2	4

Psychological Interventions for Developmental Disorders			Generic - Psychotherapy			Discipline centric- Training and Development			course/ Professional Competency Skill - Scientific Report writing		
			2.6 Skill Enhancement I - Relationship Counselling for Children and Young People	2	4	3.6 Skill Enhancement II - Corporate Counselling	2	3	4.6 Extension Activity	1	
			Human Rights	2	2	3.7 Internship/ Industrial Activity	2	-			
			MOOC Course	2	-						
	20	30		26	30		26	30		23	30
Total Credit points – 95											

Semester I				
S No		Title of the Course	Credits	Hours
1	1.1 Core -I	Theories of Personality	5	7
2	1.2Core-II	Research Methodology & Applied Statistics	5	7
3	1.3 Core - III	Counselling skills and techniques	4	6
4	1.4 Elective I	Geriatric Challenges and Development	3	5
5	1.5 Elective - II	Psychological Interventions for Developmental Disorders	3	5
TOTAL			20	30
Semester II				
S No		Title of the Course	Credits	Hours
6	2.1 Core -IV	Psychometry	5	6
7	2.2Core-V	Psychological Assessment - I (Counselling and Psychotherapy)	5	6
8	2.3 Core - VI	Behaviour Modification	4	6
9	2.4 Elective III	Addiction Counselling	3	4
10	2.5 Elective - IV	Psychotherapy	3	4
11	2.6 Skill Enhancement Course	Relationship counselling for Children and Young People	2	4

12		Human Rights	2	2
13		MOOC	2	-
TOTAL			26	30

Semester III				
S No		Title of the Course	Credits	Hours
14	3.1 Core -VII	Applied Social Psychology	5	6
15	3.2Core-VIII	Advanced Cognitive Psychology	5	6
16	3.3 Core - IX	Psychological Assessment - II (Organizational Behaviour & HR)	5	6
17	3.4 Core - X	School Counselling	4	6
18	3.5 Elective V	Training and Development	3	3
19	3.6 Skill Enhancement Course II	Corporate Counselling	2	3
20	3.7 Internship	Summer Internship	2	-
TOTAL			26	30

Semester IV				
S No		Title of the Course	Credits	
21	4.1 Core- XI	Human Resource Management	5	6
22	4.2 Core - XII	Community Psychology	5	6
23	4.3 Project	Dissertation with Viva Voce	7	10
24	4.4 Elective VI (Industry/Entrepreneurship) 20% Theory 80% Practicum	Psychological Training Module	3	4
25	4.5 Skill Enhancement Course/Professional Competency Skill	Scientific Report writing	2	4
26	4.6 Extension Activity		1	
TOTAL			23	30

SEMESTER I (CORE I)**Course Name: THEORIES OF PERSONALITY****Course Code:****Year and Semester: 1st year ,1st Semester****Credits: 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
6	1	0	0

OBJECTIVES:**Major objectives of this course are:**

1. To make the student understand about personality and its determinants
2. To know the fundamentals of personality theory and its emergence to gain insight about human behavior.
3. To understand the significance of each school of thought in psychology
4. To compare and contrast the conceptual framework of various theories of personality
5. To know the recent trends in personality theories how its applied in the field of psychology

LEARNING OUTCOMES: -**On successful completion the students will be able to :**

CO1(K2): Understand the determinants of psychology and how it emerged as significant concept of psychology

CO2(K2): Classify and compare various personality theories' basic principles and approaches in understanding human nature.

CO3(K4): Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, and humanistic and contemporary theories.

CO4(K5): Apply different personality theory's perspectives by engaging students in a discussion about the everyday applications of various personality theories.

CO5(K5): Adapt to apply principles of personality in counseling practices.

Unit – I: Introduction to personality Theory - Nature of Personality- Personality theory and history.

Definitions- Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

Unit – II: Psychodynamic Approach: Sigmund Freud- Psychoanalysis, Alfred Adler- Individual Psychology, Carl Jung- Analytical Psychology, Klein- Object Relations Theory

Unit – III: Neo Psychoanalytic Approach: Karen Horney- Psychoanalytic Social Theory, Erich Fromm- Humanistic Psychoanalysis, Sullivan- Interpersonal Theory, Erikson- Post-Freudian Theory

Unit – IV: Humanistic Approach/ Type/Cognitive /Dispositional: Abraham Maslow- Holistic Dynamic theory. Carl Rogers- Person-Centered theory, May – Existential Psychology, Eysenck -Trait and factor theory, Allport -Psychology of the Individual, BIG 5 Theory

Unit – V: Behavioristic Approach/ Recent Theory: Skinner- Behavioral Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel -Cognitive Social Theory, Seligman- Positive Psychology approach

Recap: Factors contribute to constitute personality, chronological and emergence of various personality theories, concept of human from Various theory, understanding of human nature from birds' eyes views with interpretations of significant theorists in personality.

Learning Resources:

Recommended Text books:

1. Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10thEdn.)New Delhi: Thomson Publishers
2. Hall,S. Calvin & Garner Lindzey (2007). Theories of Personality(4thEdn.), John
3. Wiley & sons: US 137 (H)
4. Jess Feist and Gregory j Feist (2008) Theories of personality ,7th edition , McGraw Hill

References:

1. Donna M, Ashcraft (2015). Personality Theories Workbook, CengageLearning,USA.
2. Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2nded.). London: Alyn and Bacon.
3. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4th Edition), John Wiley & sons

Web Sources:

- <http://www.thetransformedsoul.com/additional-studies/miscellaneous-studies/the-four-human-temperaments>
- <https://sites.google.com/site/psychologyofpersonalityperiod8/home/type-and-trait-theories/sheldon-s-personality-theory>
- <https://www.mindler.com/blog/introverts-extroverts-careers/>
- <https://courses.lumenlearning.com/boundless-psychology/chapter/traitperspectives-on-personality>
- <https://www.psychologistworld.com/cognitive/carl-jung-analytical-psychology>

Out of Syllabus- Self Study

- Recent research in personality theories
- Study about Zuckermann and Murray
- Kelly- Psychology of personal Constructs
- Personality profiles of famous personalities
- History and childhood experiences of each theorist's reflections on their conceptual framework and their approach to life.
- Indian theory on personality

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	3	1	3	3	1
CO2	1	1	2	2	1	1	2	3	2

Co3	1	1	1	2	3	1	2	2	2
CO4	3	1	2	3	3	2	1	1	1
CO5	1	1	1	2	2	2	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	2	1	2	2	1
CO2	3	2	3	2	2	1	2	3
CO3	3	3	3	2	3	2	3	3
CO4	3	3	3	3	2	2	3	3
Co5	3	3	2	3	2	3	2	3
Weightage	15	14	14	12	10	10	12	13
Weighted percentage of Course Contribution to Pos	3	2.8	2.8	2.4	2	2	2.4	2.6

Course Name: RESEARCH METHODS AND APPLIED STATISTICS (Core II)

Course Code:

Year and Semester: 1st year ,1st Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
6	1	0	0

OBJECTIVES:

Major objectives of this course are:

1. To understand the processes of scientific research.
2. To gain knowledge in ethics in research
3. To explore the use of appropriate research design.
4. To familiarize with various types of sampling techniques
5. To gain knowledge in research report writing

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K2): Describe the elements of research, sampling and hypothesis formulation.

CO2(K3): Develop research report in APA Style.

CO3(K3): Apply knowledge for the selection of appropriate research design.

CO4(K4): Analyze ethical issues in conducting a research

CO5(K5): Explain the steps in conducting Psychological research.

Unit- I: Foundations of Research -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

Unit- II: Hypothesis, variables and sampling- Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research –Survey research.

Unit- III: Research Design: Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

Unit- IV: Statistics: Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test –Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient –

Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS

Unit- V: Report Writing and computers in research: Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.

Learning Resources

Recommended Text books

1. Evans, A.N., & Rooney, B. J. (2011). Methods in psychological research. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Jackson, S.L. (2015). Research methods and statistics. New Delhi, India: Cengage Learning India Pvt. Ltd.
3. Kothari, C. R. (2004). Research methodology, (2nd ed.). Chennai: New Age International Publishers.
4. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th ed.). Singapore: McGraw-Hill.

References

1. Cooley, K. (2009). An introduction to psychological assessment and psychometrics. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Coolican, H. (2009). Research methods in statistics in psychology. New Delhi, India: Rawat Publications.
3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.
4. Mohanty, B., & Misra, S. (2019). Statistics for behavioural and social sciences. New Delhi, India: Sage Publications.

5. Myers, J. (2008). Methods in psychological research. New Delhi, India: Sage Publications.
6. Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics.
New York, NY: McGraw Hill.
7. Singh, A.K. (2006). Tests, measurements and research methods in behavioural sciences. Patna, India: BharatiBhavan Publishers.

Recap

- Reviewing of Psychological research done using various research designs, sampling techniques

Web source:

- <https://www.sciencedirect.com/topics/psychology/psychological-research>
- <https://opentextbc.ca/researchmethods/chapter/qualitative-research/>
- <https://www.studysmarter.us/explanations/psychology/research-methods-in-psychology/>
- <https://www.verywellmind.com/introduction-to-research-methods-2795793>
- <https://apaformat.org/apa-format-overview/>

Out of Syllabus: Self Study

- Difference Between qualitative and quantitative research
- Recent research in the area of the specialization
- Students can submit a research proposal in their area of interest

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	3	3	3	3	2	3
CO2	3	3	2	3	3	3	1	1	1

Co3	2	1	1	1	2	3	2	1	1
CO4	2	3	2	1	3	1	1	1	3
CO5	3	3	2	3	1	1	1	1	1

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	1	2	3	2	3	2	2
CO2	3	2	2	3	3	2	2	3
CO3	3	2	2	3	3	1	2	2
CO4	3	2	2	3	3	1	2	2
Co5	3	3	3	3	2	3	2	3
Weightage	15	11	11	15	13	10	10	12
Weighted percentage of Course Contribution to Pos	3	2.2	2.2	3	2.6	2	2	2.4

Course Name: COUNSELING SKILLS AND TECHNIQUES(Core III)

Course Code:

Year and Semester: 1st year ,1st Semester

Credits: 4

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To acquire knowledge about skill based skills of counseling.
2. To examine the various techniques in counseling
3. To understand the skills and process of online counseling.
4. Practice the skills of attending, listening and responding with empathy using classroom activities and exercises.
5. To understand one's strengths and limitations in basic counseling skills.

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K2): Discuss the skills and techniques of counseling offline and online.

CO2(K3): Explain the basic counseling skills of listening, responding , challenging and formulating action plans.

CO3(K4): Identify and differentiate skills at different stages of Counseling.

CO4(K5): Evaluate the various counseling approaches that are skill based.

CO5(K6): Apply the skills of counseling through classroom activities and practicum

Unit- I: Counseling Skills and Ethical Issues: The Helping relationship and process: **Humanising the helping process** : pragmatism-competence-respect-genuineness-client self-responsibility. **Helping as social influence process:** Brief history of social influence in helping - Reconciling Self-responsibility and social influence.

Unit II: Basic communication skills for helping: Communication skills I- Attending and Listening - The importance of communication skills; **Attending- Actively being with clients:** The micro skills of Attending, Non-verbal Communication, Social-Emotional Presence. **Active Listening-** Listening to and Understanding Nonverbal behaviour, Listening to and Understanding Nonverbal messages, Listening to and Understanding clients in context, Tough-minded Listening. **Communication skills II:** Basic empathy and Probing - Empathy as a communication skill- The uses of Empathy - The Art of Probing.

Unit III - Stage I of the helping model and advanced communication skills: Stage I-: Helping clients identify and clarify problem situations - Step I-A: Helping clients tell their stories. Step I-B: Helping clients challenge themselves: Introduction to Challenging - The goals of Challenging: Developing new perspectives, Linking new perspectives to action.

Stage II: Helping clients create a better future- Step II -A: Helping clients create a better future. Step II-B -Translating possibilities into viable goals and Step II-C : Commitment to a program of constructive change. **Stage III: Determining how to get there-** Step III-A: Brainstorming strategies for action, Step II-B: Choosing the best strategies, Step III-C: Turning strategies into a plan.

Unit IV - Ivey model: The Micro skills Model, The Science and Art of Interviewing,

Build on Your Natural Style of Helping, Competency Practice Exercise, Self-Understanding and Emotional Intelligence.

Unit- V: Online Counseling Skills: Establishing an online presence and online relationship, online expression and listening, establishing and maintaining an open dialogue. Professional considerations in online practice. Technological advances: Implications for Counseling Psychological research, training and practice Practicum: To practice basic skills of listening, responding, empathizing and summarizing in the classroom under supervised guidance.

Recap: Conducting quiz, class test, assigning students to do review sessions, “Question hour”

Learning Resources:

Recommended Textbooks:

1. Egan, G. (2019). The skilled helper: A problem-management and opportunity- development approach to helping, 11 th edition. Pacific Grove, CA: Brooks/Cole
2. Brown, S.D., & Lent, R.W.(2008). Handbook of counseling psychology (4 th Ed) Edison, NJ: John Wiley & Sons, Inc.
3. Evans, J (2009) Online Counseling and Guidance Skills: A resource for trainees & practitioners, 1 st Edition, Sage Publications India Pvt. Ltd., New Delhi
4. Ivey, A.E., Ivey, M.B., & Zalaquett, C.P.(2018). Intentional interviewing and counselling. 9 th edition. Belmont, CA: Brooks/Cole Cengage learning Pub. Co.
5. Feltham, C., & Horton, I.(2017). The SAGE handbook of counseling and psychotherapy (4th ed.). Los Angeles, CA: Sage Publications Pub. Co.
6. Nelson-Jones, R. (2011). Basic counseling skills: A helper’s manual (2 nd Ed.). Chennai, India: Sage Publications India Pvt. Ltd.

References:

1. Burnard, P. (1995). Counseling skills training: A source book of activities for trainers. London, England: Kogan Page Ltd.
2. Nelson-Jones (2010). The theory and practice of counseling and Therapy (5th ed). Sage.
3. Meier, A. & Boivin, M. (2010), Counseling & Therapy Technique, Theory and Practice (Sage)
4. Thompson, R.A.(2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.

Web resources

- <https://www.apa.org/education-career/ce/beyond-microskills.pdf>
- https://cognella-titles-sneakpreviews.s3-us-west-2.amazonaws.com/82967_1A-URT/82967-1A_SP.pdf

Out of Syllabus: Self Study

- Cross-cultural differences in counseling
- Counseling in the Indian context

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	3	1	3	3	3	3
CO2	3	3	1	3	2	2	1	3	3
Co3	3	3	1	3	2	2	1	2	3
CO4	3	2	1	2	3	1	3	3	2
CO5	2	2	2	3	3	1	3	2	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
--	------	------	------	------	------	------	------	------

CO1	3	3	3	2	3	3	3	3
CO2	3	3	3	1	3	2	3	3
CO3	3	3	3	1	3	2	3	3
CO4	3	3	3	3	2	3	3	2
Co5	3	2	2	3	3	1	3	3
Weightage	15	14	14	10	14	11	15	14
Weighted percentage of Course Contribution to Pos	3	2.8	2.8	2	2.8	2.2	3	2.8

SEMESTER II- CORE**Course Name: PSYCHOMETRY (Core IV)****Course Code:****Year and Semester: 1st Year, 2nd Semester****Credits : 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES:**The major objectives of this course are:**

1. To understand the steps in construction of Psychological tests.
2. To gain knowledge of the procedures in standardization and development of norms.
3. To describe item writing procedures for different types of tests.
4. To explain item analysis procedures used in test construction
5. To understand ways to minimize error in test construction.

LEARNING OUTCOMES:**On successful completion the students will be able to :**

CO1(K2): Describe the steps in test construction and standardization

CO2(K3): Explain the requirements of item writing and methods in item analysis

CO3(K4): Analyze test construction principles for different types of tests.

CO4(K5): Summarize test standardization procedures such as reliability, validity and development of norms.

CO5(K6): Plan test construction and/or standardization procedures for hypothetical tests

Unit- I: The science of psychometrics. Psychometrics in the 21st century. Defining the test– Classification of tests – Characteristics of standardized tests. Scaling-Selecting a scaling method. Representative scaling methods. Criterion referenced tests and norm referenced tests.

Unit- II: Construction of Intelligence Tests: Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple-choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing. Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

Unit- III: Construction of Other Types of Tests: Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. Distinction between objective tests of ability, temperament and dynamics. Practical hints for objective test construction in personality and motivation. Differential Activation of different subjects. The influence of ability and achievement on objective test scores. Group vs Individual tests. Objective test dimensions. Projective Tests-construction

of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

Unit- IV: Item Analysis: Important variables for item analysis. Two indices in item analysis- correlations of items and the total score, choice of item –analytic statistics. Item scoring and item analysis, Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Re-writing items. Failure to form a test.

Unit- V: Test Standardization: An overview of the different types of reliability and validity. Factors affecting reliability and validity- Generalizability of test scores. Norms- Meaning and purpose of norms. Raw score transformation. Percentile And Percentile Ranks, Standardized scores. Normalizing standard scores. T scores, stanines, Sten scores and C-Scale. Selecting a norm group--age and grade norms. Local and sub group norms. Practical difficulties in test construction.

Recap:

Conducting quiz, class test, assigning students to do review sessions, “Question hour”

Recommended Textbooks

1. Kline,P.(2015).A handbook of test construction: Introduction to psychometric design. NewYork, NY:Methuen.
2. Schultz,K. S., Whitney,D.J. &Zickar,M.J.(2021) Measurement theory in action-Case studies & Exercises,(3rd ed), Routledge, New York, Taylor &Francis
3. Rust,J.,Kosinski,M., Stillwell,D,(2021).Modern psychometrics: The science of psychological measurement(4th edn)

References

1. Anastasi,A.,& Urbina, S. (2017). Psychological testing. (7thed). Chennai, India: Pearson India Education Services, Pvt.Ltd.

2. Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3. Husain, A. (2012). Psychological Testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.

Web references

- <https://files.eric.ed.gov/fulltext/EJ1083861.pdf>
- <https://www.egyankosh.ac.in/bitstream/123456789/73590/3/Unit-9.pdf>

Out of Syllabus: Self Study

- Constructing own questionnaire and suggesting suitable methods of standardization.
- To follow steps given in Modern Psychometrics by Rust

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	3	3	3	3	2	1
CO2	3	2	1	3	3	3	2	2	2
Co3	3	2	1	2	3	3	3	2	2
CO4	3	1	1	2	3	3	2	2	2
CO5	3	1	1	2	3	3	2	2	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	3	2	2	3	2
CO2	2	2	3	3	2	2	2	2
CO3	2	3	3	3	2	2	3	2

CO4	3	2	3	3	3	2	3	3
Co5	3	2	3	3	3	2	3	3
Weightage	13	11	15	15	12	10	14	12
Weighted percentage of Course Contribution to Pos	2.6	2.2	3	3	2.4	2	2.8	2.4

Course Name: PSYCHOLOGICAL ASSESSMENT – I (Core V)

Course Code:

Year and Semester: 1st Year, 2nd Semester

Credits: 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
1	0	5	0

OBJECTIVES:

The major objectives of this course are:

1. To assist in the selection of appropriate tests.
2. To develop competence in Various types of Psychometric tests
3. To Administer psychological test according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

LEARNING OUTCOMES:

On successful completion the students will be able to:

CO1(K2): Explain the conceptual framework of psychological testing.

CO2(K2): Identify the appropriate psychological test

CO3(K3): Determine how to discuss the obtained individual data.

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

At least 10 tests have to be conducted from the following list:

1. Raven's progressive matrices
2. Weschler's Adult Intelligence
3. Mallin's Intelligence Scale for Indian Children (MISIC)
4. Wechsler's Adult Performance Intelligence Scale (WAPIS)
5. Differential Aptitude tests
6. Adolescent Interest scale
7. David's Battery of Differential aptitude test III
8. Myers Briggs Type Indicator (MBTI)
9. Cattell's 16 Personality Factor Questionnaire (16PF)
10. Multiple Anxiety Inventory
11. Beck Depression Scale
12. Memory Scale
13. Assessment of Learning disability
14. Career maturity
15. Assertive Questionnaire
16. Students Stress Scale
17. Marital Adjustment Questionnaire

Recap: The test can be discussed along with the process of construction and validation

Recommended Textbooks:

1. Anastasi. A. & Urbina. S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA
2. Gregory. R. J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.

References:

1. Freeman, G. B. (1971) *Theory and Practice of Psychological testing*. New Delhi: Oxford and IBH Publishing Co.
2. Kaplan, R. M & Saccuzzo, D. P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
3. Singh, A. K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

Web resource:

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpl>
- <https://www.verywellmind.com/psychometric-properties-425262>

Self-study:

- Students can refer the psychological research done using the above test
- They can conduct a research study using the tests.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	3	3	3	3	2
CO2	3	2	1	3	3	3	3	3	2
Co3	3	2	2	3	3	3	3	3	2
CO4	3	2	2	3	3	3	3	3	3

CO5	3	2	2	3	3	3	3	3	2
-----	---	---	---	---	---	---	---	---	---

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	3	2	3	3	3
CO2	3	2	3	3	2	3	3	3
CO3	3	2	3	3	2	3	3	3
CO4	3	2	3	3	3	3	3	3
Co5	3	2	3	3	3	3	3	3
Weightage	15	10	15	15	12	15	15	15
Weighted percentage of Course Contribution to Pos	3	2	3	3	2.4	3	3	3

Course Name: BEHAVIOR MODIFICATION (Core VI)

Course Code:

Year and Semester: 1st Year, 2nd Semester

Credits: 4

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. Learn the terminology, procedures, and techniques of Behavior Modification
2. Equip students to apply these principles within the real-world environment.

LEARNING OUTCOMES:

On successful completion the students will be able to:

CO1(K2): Demonstrate knowledge of the basic principles and techniques in operant and classical conditioning.

CO2(K3): Apply the behavioral model to the procedure and practical applications of various techniques to establish new behaviors

CO3(K4): Distinguish between behavior modification techniques to increase desirable behavior and decrease undesirable behavior, and their practical applications

CO4(K4): Distinguish between behavior modification techniques for anxiety induction and anxiety reduction, and their practical applications

CO5(K5): Recommend individualized behavior modification plans based on the various techniques learnt

Unit- I: Basic Concepts: Definition and characteristics of behavior modification: Historical aspects. Areas of application. Reinforcement - positive and negative reinforcement, escape and avoidance behaviors, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, schedules of reinforcement. Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, Influential factors of respondent conditioning. Introduction to a functional behavioral analysis. Basic behavioral principles of the A-B-C contingency. Formal behavioral assessment. A brief look at the areas of application.

Unit- II: Procedures to Establish New Behaviours: Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization, Shaping and its applications - How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism). Chaining, Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Chaining Components of behavioral skills training procedures. Modeling, instructions, rehearsal, feedback.

Unit- III: Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior: Differential reinforcement of alternative behavior, differential reinforcement of other behavior-Differential reinforcement of low rates of responding. Antecedent control procedures. Using antecedent control strategies. Using punishment. Timeout, Response Cost.

Unit- IV: Other Behavior Change Procedures

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioral contract, components of a behavioral contract. Cognitive behavior changes procedures, Thought stopping. Introduction to third wave therapies–Dialectical Behaviour therapy, Metacognitive therapy.

Unit- V: Overview of Assessment, Formulation and Intervention in Clinical Conditions:

Clinical Conditions– Depression, panic, OCD, GAD, eating disorders, PTSD. Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety–relaxation, systematic desensitization, in-vivo desensitization. Anxiety induction procedures – implosive therapy flooding, aversive counterconditioning –use of electric shock, covert sensitization.

Recap: Conducting quiz, class test, assigning students to do review sessions, “Question hour”

Recommended Textbooks

1. Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures*. (6th ed.). Boston, MA: Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behavior Therapy: Techniques And Empirical Findings*. (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.

References:

1. Kanfer, F.H., & Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. *Archives of General Psychiatry*, 12(6), 529-538.
2. Simos, G. (2002). Vol I & II *Cognitive behavior therapy: A guide for the practicing clinician* (Vol1) London, England: Brunner-Routledge.

Web resources

- <https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#description>
- https://onlinecourses.swayam2.ac.in/cec22_ed04/preview

Out of Syllabus: Self Study

- Observation of videos of case studies using different methods of behavior modification
- An overview of strategies to promote generalization in behavior change.
- Assertiveness training

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	3	2	1	2	2	2	1
CO2	3	1	1	3	3	1	2	3	2
Co3	3	2	1	2	3	1	3	3	2
CO4	3	2	1	2	3	1	3	3	2
CO5	3	2	1	2	3	1	3	3	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	2	1	2	2
CO2	3	2	3	3	2	3	3	3
CO3	3	3	3	2	2	3	3	3
CO4	3	3	3	2	3	3	3	3
Co5	3	3	3	2	2	3	3	3
Weightage	15	14	14	10	11	13	14	14
Weighted percentage of Course Contribution to Pos	3	2.8	2.8	2	2.2	2.6	2.8	2.8

SEMESTER III- CORE**Course Name: APPLIED SOCIAL PSYCHOLOGY (CoreVII)****Course Code:****Year and Semester: 2nd Year, 3rd Semester****Credits: 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES: -**Main objectives of this Course are:**

1. To understand the key issues and theoretical concepts of applied social psychology and examine the roles of applied social psychologists.
2. To analyze the intricacies underlying the theories of attribution and social cognition and to gain insight in the formation of attitudes and analyze its impact on behavior.
3. Examine the causes of prejudice and explore techniques to prevent them.
4. To gain an understanding on the cognitive, affective and behavioral process of individuals as influenced by group interaction.
5. To understand the applications of applied social psychology to social issues in the field of media, legal system, politics, work settings, community, health and environment.

LEARNING OUTCOMES:**On successful completion the students will be able to:**

CO1 Delineates the theoretical concepts of applied social psychology and appraise the role of applied social psychologist.

CO2 Explain the attribution concept and relate the information in social context to explain and predict others behavior.

CO3 Explore the influence of social indicators on the formation of attitude and examine the attitude-behavior relationship.

CO4 Demonstrate ability to articulate about group behavior, prejudice and its influence on individuals' behavior.

CO5 Apply the principles of social psychology in various fields like media, legal system politics, work settings, community, health and environment.

Unit- I: Introduction: Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

Unit- II: Understanding Others & Social Cognition: Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Schemas, sources of error in social cognition.

Unit- III: Attitude & Prejudice: Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice.

Unit- IV: Group Dynamics & Leadership: Group: Nature, functions, types of group, theories of group formation, Social facilitation, Social loafing, Group Think, Influence of minority. Leadership: Meaning –

three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional and other types of leadership.

Unit V: Applying Social Psychology to arenas of life and to one's own life: Applying social psychology:

In Media, Legal System, Politics, Work settings, Community/Culture, Health and Environmental Psychology, social neuroscience Applying social psychology to personal relationships, to classroom and to good life - balance optimism and pessimism.

Recommended texts

1. Robert A. Baron & Nyla R. Branscombe, Social Psychology, 13th Edition, Pearson Education.
2. David G. Myers, PremSahajpal, PushpitaBehera. (2012) Social Psychology, 10th Edition, McGraw Hill Education (India) Private Limited.
3. Robert S. Feldman, (2001). Social Psychology 3rd Edition, Pearson.

References:

1. Schultz, W., Osamp, S. (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.
2. Frank W. Schneider., Jamie A. Gruman., Larry M. Coutts. (2005) Applied social Psychology- Understanding and Addressing Social and Practical Problems, Sage publications.
3. Gruman J, A.; Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3rd edition. New Delhi: Sage Publications.

Web resources

- <https://www.youtube.com/watch?v=9VIWm6OJA4k> scope of social psychology in India
- <https://www.youtube.com/watch?v=tcvouz1v12M> social psychology

Out of Syllabus: Self Study

- Develop a semi structured interview schedule and conduct an attitude survey

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	3	1	3	3	3	1
CO2	3	2	2	3	1	3	2	1	1
Co3	3	3	1	2	2	1	2	2	2
CO4	3	3	1	2	2	3	2	2	3
CO5	3	3	2	2	2	3	2	2	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	3	2	3	3
CO2	3	2	3	3	1	3	2	2
CO3	3	2	3	2	2	3	2	2
CO4	3	2	3	2	3	3	2	3
Co5	3	2	3	2	2	3	2	3
Weightage	15	10	14	10	11	14	11	13
Weighted percentage of Course Contribution to Pos	3	2	2.8	2	2.2	2.8	2.2	2.6

Course Name: ADVANCED COGNITIVE PSYCHOLOGY (CoreVIII)

Course Code:

Year and Semester: 2nd Year, 3rd Semester

Credits : 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES: -

Main objectives of this Course are:

1. To develop an understanding of Cognitive Neuropsychology
2. To give orientation about different methods in cognitive neuroscience
3. To explain brain structure and functions
4. To develop the concept behind the neurological functions of sensory, motor, attention and memory
5. To provide the understanding of brain functions related to executive functions, emotions and social cognition

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K1): Recognize the importance of cognitive neuropsychology and its connections to human behavior

CO2(K2): Explain about various methods in cognitive neuroscience and its applications

CO3(K2): Understand the structure and functions of brain and its application in understanding various disorders

CO4(K4): Discuss the importance of cognitive bases of perception and the neural bases of sensory motor functions

CO5(K3): Explain the neural background for higher order cognitive functions, such as attention, language, executive functions, learning and memory, consciousness and emotion regulation.

Unit- I: Introduction to cognitive neuropsychology– Brief History of cognitive neuroscience – Present and existing future of cognitive neuroscience, experimental approaches to Brain functions- localization and lateralization overview of methods in cognitive neuroscience - Invasive and noninvasive methods.

Unit- II: Introduction to brain- Structure and functions of the Neuron, Brain Anatomy and functions- the gross organization of the brain- lobes, cerebrum- cerebral cortex- subcortex- midbrain- hindbrain- connectivity of the brain- neurotransmitters and hormones.

Unit- III: Memory and Language: Working Memory – Process of Forgetting – Memory Distortions – Reconstructive Retrieval – Recovered Memory – Memory Illusion – False Memory – Eyewitness Testimony – Approaches to Memory- Information processing & connectionist. Defining Language – Origin of Language – Meaning, Structure and Use – Universal Language – Language acquisition, models of reading and language comprehension; Meaning and beyond; Language production

Unit- IV: Problem Solving and reasoning: Types of Thinking – Well Defined and Ill-Defined Problems – Productive and Reproductive Problems – Model of Problem Solving - Reasoning and Decision Making – Categorical Syllogism – Conditional Syllogism – Errors in Deductive Thinking – Theories of Deductive

Reasoning – Syllogistic Reasoning, Syllogistic Forms – Common Errors – Conditional Reasoning – Inductive Reasoning – General Inductions – Specific Inductions

Unit- V: Neuropsychological tests – principles of neuropsychological assessment- rationale and goals (orientation sensation, perception attention and concentration, motor skills, verbal functions and languages) overview of neuropsychological battery- domains and measures of tests- HalsteradReitan, Iuria Nebraska, PGI BBP, NIMHANS battery

Recap: Importance of cognitive- neuro- psychology , structure and functions of brain- neural basis for sensory, motor, attention, speech and language functions, memory, forgetting, reasoning, problem solving and decision making, Social and emotional cognition.

Learning Resources:

Recommended Text Books:

1. Jamie Ward (2015), "The Student's Guide to Cognitive Neuroscience"- Third Edition, Psychology Press, London NewYork
2. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
3. Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.
4. Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
5. Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
6. Liro P. Jaaskelainen (2015),"Introduction to Cognitive Neuroscience" – bookboon.com

References:

1. Kellogg, R. (2016). Fundamentals of cognitive psychology. Thousand Oaks: SAGE Publications.
2. Smith, E., Kosslyn, S., &Barsalou, L. (2008). Cognitive psychology. New Delhi [India]: Prentice Hall of India.
3. Sternberg, R., & Sternberg, K. Cognitive psychology (7th ed.). Wadsworth Publishing.
4. Groom , D. (2014) . An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.
5. Reed, S. K. (2010). Cognition - Theories and Applications . UK: Wadsworth Cengage Learning.

Web Sources:

- <https://www.youtube.com/watch?v=EtXibYcyDz0>
- <https://www.youtube.com/watch?v=plm9tmkOV88>
- <https://www.youtube.com/watch?v=ZudHhIDG3M4>
- https://www.youtube.com/watch?v=kVollCt4_dQ
- <https://www.youtube.com/watch?v=gdzmNwTLakg>
- https://www.youtube.com/watch?v=tFHL1_DStY8

Outside Syllabus: Self Study

- Trends in cognitive neuroscience research
- Hemispheric Specialization
- Brain damage and neurological disorder
- Neuroimaging and EEG
- Reflection of Neurological issues in cognition , affect and action
- Social Cognition. Personality. Evolutionary Psychology and brain

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	3	1	2	3	3	2
CO2	3	2	1	3	3	1	3	3	3
Co3	3	3	1	3	3	1	3	3	3
CO4	3	3	1	3	3	1	3	3	1
CO5	3	3	1	3	3	1	2	3	1

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	1	1	2	3	3
CO2	3	2	3	2	3	2	3	3
CO3	3	3	3	2	2	2	3	3
CO4	3	3	3	3	2	2	3	3
Co5	3	3	3	2	2	2	3	3
Weightage	15	13	15	10	10	10	15	15
Weighted percentage of Course Contribution to Pos	3	2.6	3	2	2	2	3	3

Course Name: PSYCHOLOGICAL ASSESSMENT – II (Core IX)

Course Code:

Year and Semester: 2nd Year, 3rd Semester

Credits : 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
1	0	5	0

OBJECTIVES: -

Main objectives of this Course are:

1. To gain knowledge in assessment used at workplace
2. To familiarize with Psychometric properties of tests
3. To Administer psychological test according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

LEARNING OUTCOMES:

On successful completion the students will be able to:

CO1(K2): Explain the application of psychological testing at work place.

CO2 (K2): Identify the appropriate psychological test in recruiting and managing employees

CO3(K3): Determine how to discuss the obtained individual data and write a report

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

At least 10 tests have to be conducted from the following list

1. Communication Skills Assessment
2. Emotional Intelligence
3. Work Motivation
4. Organizational Commitment
5. Job Involvement
6. Organizational Stress
7. Fundamental Interpersonal Relationship Organization Behavior
8. Work Motivation Questionnaire (WMQ)
9. Conflict Style Inventory
10. Managing by Motivation
11. Daftuar Types at Work (DTAW)
12. Leadership Effectiveness Scale
13. Employee Engagement Scale

14. Working Styles Assessment

15. Organization Effectiveness Scale

Recap: The test can be discussed along with the process of construction and validation

Recommended Text Books:

1. Anastasi. A. & Urbina. S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA
2. Gregory. R. J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.

References:

1. Freeman, G. B. (1971) *Theory and Practice of Psychological testing*. New Delhi : Oxford and IBH Publishing Co.
2. Kaplan, R. M & Saccuzzo, D. P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
3. Singh, A. K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

Web resources:

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpl>
- <https://www.verywellmind.com/psychometric-properties-425262>

Outside Syllabus: Self Study

- Students can refer the psychological research done using the above test
- They can conduct a research study using the tests.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	3	3	3	3	2
CO2	3	2	1	3	3	3	3	3	2
Co3	3	2	2	3	3	3	3	3	2
CO4	3	2	2	3	3	3	3	3	3

CO5	3	2	2	3	3	3	3	3	2
-----	---	---	---	---	---	---	---	---	---

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	3	2	3	3	3
CO2	3	2	3	3	2	3	3	3
CO3	3	2	3	3	2	3	3	3
CO4	3	2	3	3	3	3	3	3
Co5	3	2	3	3	3	3	3	3
Weightage	15	10	15	15	12	15	15	15
Weighted percentage of Course Contribution to Pos	3	2	3	3	2.4	3	3	3

Course Name: SCHOOL COUNSELING (CoreX)

Course Code:

Year and Semester: 2nd Year, 3rd Semester

Credits : 4

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES: -

Main objectives of this Course are:

1. To help students understand and identify with their role as School Counselors
2. To enhance the knowledge on the distinct problem areas concerning school children
3. To learn the basic assessments pertaining to the problem areas of school children.
4. To enable efficient delivery of counseling services for the school children in individual and group settings
5. To learn the skill of collaboration with parents and teachers both for awareness and intervention, advocacy

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K2): Familiarize and conceptualize the issues pertaining to school-going children.

CO2(K3): Employ counseling techniques grounded in evidence based approaches to help school children

CO3(K3): Facilitate the collaboration with parents and authorities to address the needs of children

CO4(K4): Illustrate ethically informed practice, in both individual and group settings.

CO5(K6): Formulate, Implement and Evaluate skill development program for school children.

Unit– I: Introduction to School Counseling: History of School Counseling: Pioneers, Evolution of Identity and Challenges: Organizational, Institutional and Political; the purpose of School counseling program – A comprehensive program: facilities and resources – Varying roles of school of counselors – training of school counselors- culturally competent counseling skills. Factors influencing school counseling

Unit- II: Theories of School Counseling: Developmental considerations: Physical, Social and Cognitive Development of Children. Theories by Piaget, Vygotsky, Kohlberg and Bronfrenbrenner. Psychological Approaches and Methods to counseling: Adlerian; Behaviorism; Rogerian; CBT; Reality Therapy with Choice Theory; Solution-focused; Strength Based.

Unit– III: Counseling Young Children: Children with Problems of Affect, Counseling Elementary and preschool Students for relationship problems, counseling students with acting out behavior problems. Counselling the Middle School Students – Problems of Adolescents Counselling and Adolescent Identity Formation, Sexual and Gender Identity, Problems of Relationships, Problems of Affect. Counseling in High Schools – Adolescents and Relationships.

Unit– IV: Counseling Children with Special Needs: Role of School Counselors as Advocates for Children with Disabilities. Counselor's Role with Parents of Children with Disabilities, Counseling Gifted Children.

Counseling Children of Homeless Families, Truancy and School Refusal, Juvenile Justice System, Illegal Drug and Alcohol Use, Smoking, Self-Destruction Behaviors, Death and Grief.

Unit- V: Assessment, Collaboration and Advocacy: Student Assessment, Counseling Individual and Group counseling, Consultation and Collaboration in School Counseling, Educational and Career Development, Evaluation of School Counseling Programs, Professional Ethics and Legal Issues. ASCA framework.

Recap: Develop a comprehensive skills development program for the students and facilitate a group discussion enlisting the challenges.

Learning Resources:

Recommended Text books:

1. Charles L. Thompson, Donna A. Henderson (2007) Counseling Children (Seventh Edition) International Students Edition. USA Thomson Brooks/Cole
2. Robert J. Wright, Widener University (2012) Introduction to School Counseling, New Delhi, Sage Publication
3. Susan C. Whiston, (3rd Edition) Principles and Application of Assessment in Counseling, (International Student Edition). USA: Brooks / Cole Cengage Learning.
4. Henderson, D. A., & Thompson, C. L. (2015). *Counseling children*. Cengage Learning.
5. Schmidt, J. J. (1999). Counseling in schools – Essential services and comprehensive programs, (3rd ed). Boston: Allyn& Bacon.
6. Theodore, L. A. (Ed.). (2016). *Handbook of evidence-based interventions for children and adolescents*. Springer Publishing Company.
7. Brown, N. W. (1994). *Group counseling for elementary and middle school children*. Greenwood Publishing Group.
8. Dollarhide, C. T., & Lemberger-Truelove, M. E. (Eds.). (2018). *Theories of school counseling for the 21st century*. Oxford University Press.
9. Kolbert, J. B., Williams, R. L., Morgan, L. M., Crothers, L. M., & Hughes, T. L. (2016). *Introduction to professional school counseling: Advocacy, leadership, and intervention*. Routledge.
10. Gibson, R. L., & Mitchell, M. H. (2005). *Introduction to counseling and guidance*. Pearson Education.

References:

1. D.Weist, Stewen E. Evaus and Nancy A. Lever Springer (2003) Handbook of School Mental Health - Advancing Practice and Research, New York: Springer Publication.
2. Bowers, J., & Hatch, P. A. (2005). *The ASCA national model: A framework for school counseling programs*. American School Counselor Association, 1101 King Street, Suite 625, Alexandria, VA 22314.
3. Curry, J., & Fazio-Griffith, L. (Eds.). (2013). *Integrating play techniques in comprehensive school counseling programs*. IAP.

Web Resources:

- History: [One Hundred Years of School Counseling](#)
- Counseling Session Demo with Commentary: [Student's Problems and Counselling](#)
- The Elementary School Counselor: [The School Counselor](#)
- SWAYAM Course on School Counseling: CEC21 ED14
- <https://www.youtube.com/channel/UCGW1BH-tJncYqWVPIjDvyA/videos>
- IGNOU <https://www.egyankosh.ac.in/bitstream/123456789/23960/1/Unit-3.pdf>
- https://us.sagepub.com/sites/default/files/upm-binaries/42517_6_pdf.pdf
- https://us.sagepub.com/sites/default/files/upm-assets/5182_book_item_5182.pdf

Out of Syllabus: Self Study

- Integrating play therapy techniques into school counselling
- Challenges in the field of school counselling: Critically Evaluate.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	2	1	2	2	2
CO2	3	2	1	3	3	2	3	3	2
CO3	3	2	1	3	3	2	3	3	2
CO4	3	2	2	3	3	2	3	3	3
CO5	3	2	2	3	3	2	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	1	2	3	3	3
CO2	3	2	3	2	2	2	3	3
CO3	3	2	3	3	2	2	3	3
CO4	3	2	3	2	2	3	3	3
CO5	3	3	3	2	3	3	3	3
Weightage	15	12	14	10	11	13	15	15
Weighted percentage of Course Contribution to Pos	3	2.4	2.8	2	2.2	2.6	3	3

SEMESTER-IV: CORE**Course Name: HUMAN RESOURCE MANAGEMENT (Core XI)****Course Code:****Year and Semester: 2nd Year, 4th Semester****Credits : 5**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES: -**Main objectives of this Course are:**

1. To introduce the fundamental concepts of the HR Department and its structure, personnel policies and principles.
2. To enable the students to learn the process and the sources of planning, recruitment, selection and identify appropriate performance appraisal methods.
3. To impart skills in designing training and development programs and explain the maintenance of Human Resources.
4. To understand the appraisal process and methods.
5. To investigate the causes of stress and describe the models of stress.

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K1): Define and describe human resource management.

CO2(K3): Examine the process and sources of recruitment.

CO3(K4): Analyze the techniques of training.

CO4(K5): Evaluate the different types of rewards.

CO5(K6): Discuss the legal benefits and services provided by organizations.

Unit- I: Introduction to Human Resource Management- Scope- Objectives of human resource management-Structure and functions of human resource department - Image and qualities of HR managers - Evolution of human resource management –Personnel policies and principles –Human resource management model.

Unit- II: Acquisition of Human Resources- Human resource planning and forecasting - Job analysis - Job description and Job specification-Process and sources of recruitment-Selection process.

Unit- III: Development of Human Resources- Training and development– Designing training and development programme- Methods and techniques of training- Evaluation of training program.

Unit- IV: Motivation of Human Resources -Job design work scheduling and motivation-Job characteristics model- Job enrichment- Job rotation- Work modules- Flextime-New trends in work scheduling. Performance Appraisal – Appraisal process - Appraisal methods – Factors distorting appraisals. Rewarding the productive employee -Types of rewards-Qualities of effective rewards- Criteria for distribution of rewards.

Unit- V: Maintenance of Human Resources- Benefits and Services-Legal benefits and services provided by organizations. Disciplining the problem employee. Safety and health- The occupational safety and health act. Safety programme- Causes of accidents- Preventive measures. Health programmes- Causes of stress - A model of job stress - Causes of burnout – Reducing burnout.

Recap: Image and qualities of HR managers, Designing training and development programme, Factors distorting appraisals, Causes of accidents.

Learning Resources:

Recommended Texts:

1. Decenzo, D.A., Robbins-D. A., Verhulst, L.S. (2015). Human Resource Management (11th ed) India: Wiley.
2. Aswathappa K. (2006). Human Resource and Personnel Management (4th ed.). New Delhi: Tata McGraw Hill Publishing company limited.
3. Dessler D. & Varkkey B., (2017). Human Resource Management, (16th ed.) India : Prentice, Hall Private Limited

References:

1. Mamoria-C. B (2007). Personal Management, Twelfth edition, Mumbai : Himalaya Publishing House
2. Durai.P. (2020). Human Resource Management (3rd ed). India: Pearson Education.
3. Decenzo - D.A. - Robbins - D. A. (2007). Personnel/ Human Resource Management India: Prentice-Hall Private Limited.

Web sources:

- <https://www.economicdiscussion.net> › personnel-policies- Personnel Policies: Meaning, Definitions, Types, Importance

- <https://www.toppr.com> › human-resource-management- Recruitment Process : HRM, External and Internal Sources

- <https://safetyculture.com> › Topics- The Process of Evaluating Training Programs – Safety Culture

- <https://kitaboo.com> › training-evaluation-evaluate-training- 5 Best Ways to Evaluate Training Effectiveness and Impact

Out of Syllabus: Self Study

- Equal employment opportunity
- Career development.
- Research in Human Research Management.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	2	2	1	3	3	1
CO2	3	2	1	2	2	1	2	3	1
Co3	3	3	2	2	2	1	2	2	2
CO4	3	3	2	2	2	1	2	2	2
CO5	3	3	2	2	2	1	2	2	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	1	2	1	2	2	3
CO2	3	2	2	2	2	3	2	2
CO3	3	3	3	2	3	2	2	2
CO4	3	3	3	2	2	1	2	3
Co5	3	3	3	3	3	2	2	2
Weightage	15	13	12	11	11	10	10	12
Weighted percentage of Course Contribution to Pos	3	2.6	2.4	2.2	2.2	2	2	2.4

Course Name: COMMUNITY PSYCHOLOGY (Core XII)

Course Code:

Year and Semester: 2nd Year, 4th Semester

Credits : 5

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
5	1	0	0

OBJECTIVES: -

Main objectives of this Course are:

1. To understand the important concepts in community Psychology.
2. To understand the fields of community psychology.
3. To describe the various preventive measures that can be adopted in the community.
4. To explain ways to provide supportive measures in the community and psychological first aid in cases of traumatic stress.
5. To analyze ways in which community and social change can be facilitated.

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K2): Describe the concepts of Community Psychology

CO2(K3): Explain the importance of working with the Community

CO3(K4): Classify the community interventions and psychological first aid.

CO4(K5): Investigate on the needs of the community

CO5(K6): Recommend strategies for proper implementation of community psychology projects.

Unit- I: Introducing Community Psychology: History of community psychology. Aims of community research. Methods of community psychology research. Understanding individuals within environments and the community

Unit- II: Preventing problem behavior and promoting social competence: Understanding the key concepts of prevention and promotion. Ways to implement programs.

Unit- III: Promoting community and social change: Citizen participation and empowerment. Program evaluation and program development.

Unit- IV: Community based psychological first aid: Introduction. On being a helper in providing CBPFA. Traumatic stress.-emotional, physical, behavioral and cognitive reactions to stress. Stress of disasters. Coping with stress.CBPFA with marginalized and rural communities.

Unit -V: Group service learning project on a community related issue: Skill training exercises for the students.

Recap: Conducting quiz, class test, assigning students to do review sessions, “Question hour”

Learning Resources

Recommended Text Books

1. Thomas, E., Kloos B., Hill J., Wandersman A., Elias M.J. & Dalton, J.H. (2012) Community Psychology: Linking Individuals and Communities, 3rd Edition. Wadsworth Publishing.
2. Jacobs,G.A.(2016) Community based Psychological first aid -- A Practical Guide to Helping Individuals and Communities During Difficult Times, Elsevier,Ltd.

References:

1. Johnson, D.W. (1986) Reaching out interpersonal effectiveness and self-actualization, 3rd edition. New Jersey: Prentice Hall.
2. Johnson, D.W. & Johnson F.P. (1982) Joining together, 2nd Edition. New Jersey: Prentice Hall.

Web References:

- www.springer.com
- www.gicpp.org
- www.scrahl.org

Out of Syllabus: Self Study

- Social Issues and community based interventions relevant to the Indian context.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	3	3	1	1	2	3
CO2	3	2	2	3	2	1	2	2	3
Co3	3	3	1	3	3	2	3	3	2
CO4	3	3	2	3	3	2	3	3	2
CO5	3	3	3	3	3	2	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
--	------	------	------	------	------	------	------	------

CO1	3	2	2	1	2	3	3	3
CO2	3	2	3	2	2	3	3	3
CO3	3	3	2	2	2	3	3	3
CO4	3	3	3	2	2	3	3	3
Co5	3	3	2	3	3	3	3	3
Weightage	15	13	12	10	11	15	15	15
Weighted percentage of Course Contribution to Pos	3	2.6	2.4	2	2.2	3	3	3

Course Name: DISSERTATION with Viva Voce

Course Code:

Year and Semester: 2nd Year, 4th Semester

Credits : 7

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
0	3	5	2

OBJECTIVES:

Major objectives of this course are:

1. Identify the research problem on the basis of relevant literature review
2. Adopt appropriate research design to undertake the research study
3. Apply research methodology in selection of sample, finalization of tools for research
4. Collect data and analyze the results
5. Present the research work in the form of dissertation

LEARNING OUTCOMES: -

On successful completion the students will be able to :

CO1(K2): Identify gap in knowledge in existing literature

CO2(K3): Apply appropriate sampling techniques and research design

CO3(K2): Choose appropriate psychological tools for data collection

CO4(K6): Design an research plan and carry out a independent research

CO5(K6): Prepare a research report

SUGGESTED FORMAT FOR DISSERTATION

Unit- I: Introduction :

- 1.1. Conceptual Framework / Theoretical Framework
- 1.2. Need of the study

Unit- II: Review of Related Literature (Last ten years)

- 2.1. Introduction (Brief)
- 2.2. Studies on variables, sample and related variables and samples
- 2.3. Critical analysis of reviews collected

Unit- III: Method of Investigation

- 3.1 Introduction
- 3.2 Statement of the Problem
- 3.3 Objectives
- 3.4 Hypotheses
- 3.5 Research Design (Methodology)
- 3.6 Sample (Sample, Sample Size, Sampling technique & Delimitation)
- 3.7 Variables
- 3.8 Tools (Description of the Tools – Author(s), Year, Target Group, No of items, Scoring, Norms, Reliability & Validity)
- 3.9 Statistical techniques

Unit- IV: Results and Discussion

- 4.1 Introduction
- 4.2 Tables followed with discussion

Unit- V: Summary and Conclusion

- 5.1 Summary (one and half pages)
- 5.2 Findings
- 5.3 Suggestions & Recommendations
- 5.4 Implications
- 5.5 Conclusion

Reference (APA FORMAT)**Appendices** (Tools used, item analysis if any, special diagrams, photographs if any)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	2	3	3	3	1	2
CO2	3	2	1	2	3	3	2	2	2
Co3	3	2	1	2	3	3	2	2	2
CO4	3	3	2	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	3	2	3	2	2
CO2	3	3	3	3	2	2	2	2
CO3	3	2	3	3	2	3	3	2
CO4	3	3	3	3	3	3	3	3
Co5	3	2	3	3	3	3	3	3
Weightage	15	12	15	15	12	14	13	12

Weighted percentage of Course Contribution to Pos	3	2.4	3	3	2.4	2.8	2.6	2.4
---	---	-----	---	---	-----	-----	-----	-----

ELECTIVES**Course Name: GERIATRIC: CHALLENGES AND DEVELOPMENT (Elective I)****Course Code:****Year and Semester: 1st year ,1st Semester****Credits : 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:**Major objectives of this course are:**

1. Acquire an insight about the aging process
2. Envisage the physical and psychological changes of the aged people
3. Identify the symptoms of mental illness in old age.
4. List out the welfare policies and agents for elderly care.
5. Express the issues of caregiving, case management and long term care regulations

LEARNING OUTCOMES:**On successful completion the students will be able to :**

CO1(K2): Attain a comprehensive and scientific knowledge based on various aspects relating to geriatric care.

CO2(K3): Analyze the health issues arising during old age.

CO3(K4): Illustrate the welfare needs of the aged

CO4(K4): Demonstrate skill development in managing elderly people in the family and community settings for the welfare of the elder persons.

CO5(K6): Identify and promote support systems and networking for care of the older persons.

Unit- I: Physiological conditions of old age: Understanding the physiological conditions of old age in context to life style, socio economic conditions, gender -Old age from an old age perspective- Old age from society's perspective – Life expectancy in India and abroad – sensory problems – vision and eye diseases – cataracts – glaucoma – hearing loses – problems in movement and balance – Parkinson disease and dental problems – alcohol abuse – sexual activity.

Unit- II: Health issues in old age: Heart diseases – BP – other cardiovascular problems – arthritis, diabetics, osteoporosis, cancer, kidney or bladder diseases, incontinence, indigestion, urinary tract infections, changes in the nervous system, immune system .

Unit- III: Mental illness in old age: Symptoms of mental illness in old age – stress – different forms of stressors in old age – depression – Alzheimer and dementia – confusion due to multiple medication – loneliness – panic disorder-fear of death – anxiety – reduced mental and cognitive functioning – suicidal tendency – insomnia – substance abuse – falls .

Unit- IV: Care and welfare needs of old age: Physical needs – health care needs – social needs – psychological needs – financial needs – retirement – singleness – adjustment problems of the aged – violence, neglect, abuse, crime, empty nest syndrome – governmental and nongovernmental welfare measures for the aged.

Unit- V: Elderly care and management: Knowledge and skills required for old age care planning- assessments – financial support- legal and medical issues – referrals, advocacy and counseling – finding the resources human and material.

Recap: Problems of old age people staying at home as well as old age homes can be reviewed.

Responsible behavior of families and citizens towards old age people can be discussed.

Learning Resources:

Recommended Textbooks:

1. Behr, N. K. & Monhanty R P. (2005). Aging in changing social systems – their problems. New Delhi: Discovery Publishers House.
2. Iswar M. (2001). Aging Human Development. New Delhi: Rawat Publications.
3. Sandroek, J.W. (1999). Lifespan development. New York: Mac-Graw Hill Publishing.

References:

1. Johnson. M. (2005). The Cambridge handbook of age and ageing . New York: Cambridge University Press.
2. Mc- Innis Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allen and Bacon.

Web sources:

- Educative videos on various welfare schemes, old age living conditions, counseling old generations and the like can be shared with the students.
- https://www.youtube.com/watch?v=Z_LbsK6LeIE problems of elderly in India.
- <https://www.seniority.in/blog/10-government-schemes-launched-for-the-benefit-of-senior-citizens/> aging policies and welfare schemes in India.

Out of Syllabus: Self Study

- Visit to old age homes/senior citizen colony, terminally ill senior citizens can be observed a report submitted for gaining deeper understanding to the life of old people for their perspective,
- Students can adopt an old age home and provide psychological assistance to them to better understand how to function as a psychologist.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	2	3	1	2	2	2

CO2	2	2	1	3	3	1	3	3	3
CO3	2	2	1	3	3	2	3	3	2
CO4	3	3	2	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	1	2	3	3	3
CO2	2	3	3	2	3	3	3	3
CO3	3	3	3	2	2	3	3	3
CO4	3	3	3	3	3	2	3	3
Co5	3	3	3	3	3	2	3	3
Weightage	14	14	15	11	13	13	15	15
Weighted percentage of Course Contribution to Pos	2.8	2.8	3	2.2	2.6	2.6	3	3

Course Name: PSYCHOLOGICAL INTERVENTION FOR DEVELOPMENTAL DISORDERS (Elective II)

Course Code:

Year and Semester: 1st year ,1st Semester

Credits : 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	1	0	0

OBJECTIVES:

On successful completion of syllabus students will be able to:

1. To introduce various Developmental Disorders
2. To understand the causal factors of childhood disorders.
3. To gain knowledge about the different types of assessment used in psycho diagnosis of childhood disorders.
4. To explain the psychological principles in management of childhood disorders.
5. To recommend suitable intervention strategies in hypothetical case studies.

LEARNING OUTCOMES: -

On successful completion the students will be able to :

CO1(K2): Describe the clinical picture of childhood disorders.

CO2(K2): Explain the causal factors and prevalence of childhood disorders.

CO3(K3): Compare the diagnostic criteria of different childhood disorders.

CO4(K4): Identify the different types of psychological assessment of various childhood disorders.

CO5(K5): Apply various behavioural management and remedial education strategies for the different developmental disorders through hypothetical case discussions.

Unit- I: Intellectual Disability - Definition, classification, prevalence, etiology, early identification, interpersonal deficits, behavior problems and management. Common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

Unit- II: Language and learning disabilities- Definition, prevalence, etiology – social and motivational factors. Assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits. Treatment approaches- individualized educational program, remedial teaching.

Unit- III: Attention deficit hyperactivity disorder- Diagnostic criteria – co morbid factors - academic, social & conduct problems. Etiology - biological, family and social influences. Assessment - interviews, behavior rating scales. Treatment – medication, behavior modification, self-regulation and cognitive behavioral intervention.

Unit- IV: Anxiety and other Disorders - Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, Obsessive Compulsive Disorder. Schizophrenia in children and adolescents. Childhood depression. Conduct disorder. habit disorders-treatment

Unit- Autism spectrum disorders- Prevalence, psychological and behavioral functioning, etiology, assessment, comprehensive educational treatment and behavioral intervention. Presentation of case formulation and recommend suitable intervention strategies in hypothetical cases.

Recap: Conducting quiz, class test, assigning students to do review sessions, “Question hour”

Learning Resources:

Recommended Text books:

1. Wicks – Nelson, R., & Israel, A. C. (1984). Behaviour disorders of childhood. Englewood Cliffs, New Jersey.
2. MalavikaKapur (2011). Counselling children with psychological problems. Pearson
3. Diagnostic and statistical manual of mental disorders: DSM-5TM (5th ed.). (2013)Arlington, VA, US: American Psychiatric Publishing, Inc.

Reference

1. Learner,J.&Kline,F. (2006) Learning Disabilities and related Disorders – Characteristics and Teaching Strategies 10th ed. Houghton Mifflin
2. Matson, A., & Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer
3. Jacobson, M &Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
4. Thambirajah&Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.
5. Henderson,D.A.,&Thomson ,L.C.(2016) Counselling children (9 th ed.) CengageLearning,Boston
6. Thomas,P.H., Fedewa,A.L.(2021) Counselling& Psychotherapy with children & Adolescents- Theory &Practice for school & Clinical settings(5 th ed.) John Wiley &Sons,Canada

Web Resources:

- <https://alison.com/course/understanding-child-development-and-disabilities>
- <https://www.coursera.org/learn/child-development>

Out of Syllabus- Self Study

- Ethical and legal issues in psychological interventions with children and adolescents.
- Play therapy with children.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	3	3	2	3	3	2
CO2	3	2	1	3	3	2	3	3	3
Co3	2	3	2	3	3	2	2	3	3
CO4	3	3	1	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	2	2	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	3	3	2	3	3	3	3
CO4	2	3	3	3	3	3	3	3
Co5	3	3	3	3	3	3	3	3
Weightage	14	13	15	12	14	15	15	15
Weighted percentage of Course Contribution to Pos	2.8	2.6	3	2.4	2.8	3	3	3

Course Name: ADDICTION COUNSELING (Elective III)

Course Code:

Year and Semester: 1st year ,2nd Semester

Credits : 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
3	1	0	0

OBJECTIVES:

Major objectives of this course are:

1. Gaining a basic understanding of addiction counseling and addiction theory.
2. To familiarize with different types of drugs and their effects.
3. To enable students to use various addiction counseling assessments & diagnosis
4. To equip to students to psycho educate family members of addicted patients
5. To formulate appropriate treatment plan with respect to biopsychosocial environment of patients

LEARNING OUTCOMES: -

On successful completion the students will be able to :

CO1(K2): Distinguish various drugs and various types of addiction

CO2(K3): Apply the knowledge relating to addiction counseling, assessment and Interview techniques for making diagnosis

CO3(K3): Able to Psycho educate family members to deal with addiction

CO4(K4): Devise individualized treatment plan for addiction patients with respected to their bio-
psychosocial environment

CO5(K3): Apply various therapeutic techniques in addiction counseling.

Unit– 1: Introduction to Addiction Counseling& Therapy: Counseling relationship, establishing a genuine helping relationship, Disease model vs Moral model of Addiction, Contemporary Psychoanalytic models of addiction, Kohut's self-psychology approach to addiction, defense mechanisms and addiction theory, advantage and disadvantages of psychoanalytic theory and contemporary analytic theories.

Unit– 2: Types of Drugs and Their Effect: Drug categories, sedatives –hypnotics, stimulants, opians, narcotics, hallucinogens, and psychotropic medications. Effects of drugs on the brain, factors affecting the response to drugs, Federal Drug Administration Schedule of Drugs. Contemporary Forms of addiction: Internet, shopping, work, sex, gambling, food, gadget. Social media addiction. Addiction cycle: Emotional Trigger, Craving, Ritual, Using, Guilt.

Unit– 3: Drug and Alcohol Assessments, Diagnosis and Interview Techniques: The counselor as a Facilitative Gatekeeper, Components of a Comprehensive Assessment Alcohol and Drug Assessment Instruments, Psychological Information, Medical Information. Psychological applications to addiction counseling, Assessments, techniques and Interviews, Clinical applications for counselors.

Unit– 4: Families and Addiction: Bepko and Krestan Stage Theory, Family Life Cycle, Family Roles in Addicted Families, Al-Anon, Nar-Anon, Al-a-Teen, Families Anonymous, and ACOA Support Meetings, Intervention Strategies for Both Family and Addicted Member.

Unit– 5: Developmental theories of Recovery, Relapse and Prevention Techniques: Developmental theory, advantages and limitations, relapse prevention, Gorski's Relapse model, Marlatt's Relapse

model, application to addiction counseling, strengths and limitations. Biomedical model, Aversion therapy. Cognitive Therapy, Motivational Approaches to Addiction Treatment, Mindfulness based Therapies and Group Theory, Structure and Process.

Learning Resources:

Recommended Text books:

1. Cavaiola, A.A., & Smith, M. (2020). *A comprehensive guide to addiction theory and counseling techniques*. Routledge.
2. Brook, F., & McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addiction Counseling*. American Counseling Association
3. West, R. (2006). *Theory of Addiction*. Oxford : Blackwell.
4. Moss, A., & Dyer, K. (2010). *Psychology of Addiction*. London: Palgrave Macmillan.

Reference

1. Miller, W.R., Zweben, A., DiClemente, C.C. & Rychtarik, R.G. (1999). *Motivational Enhancement Therapy Manual A Clinical Research Guide for Therapists Treating Individuals With Alcohol Abuse and Dependence*. National Institute on Alcohol Abuse and Alcoholism Project MATCH Monograph Series.

Web Resources

- <https://www.counselling-directory.org.uk/addictions.html#whatisaddiction>
- <https://www.youtube.com/watch?v=ZkLtnaBpxCk>

Out of Syllabus- Self Study

- ICD classification mental and behavioral disorders due to use of psychoactive substances
- Creating profiles of patient with mental and behavioral disorders due to use of Psychoactive substances

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
--	-----	-----	-----	-----	-----	-----	-----	-----	-----

CO1	3	2	1	3	2	1	3	3	3
CO2	3	2	1	3	3	2	3	3	3
Co3	3	3	2	3	3	3	3	3	3
CO4	3	2	2	3	3	3	3	3	3
CO5	3	3	1	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	1	2	3	3	3
CO2	3	3	3	2	3	3	3	3
CO3	3	2	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3
Co5	3	3	3	3	3	3	3	3
Weightage	15	13	14	12	14	15	15	15
Weighted percentage of Course Contribution to Pos	3	2.6	2.8	2.4	2.8	3	3	3

Course Name: PSYCHOTHERAPY (Elective IV)

Course Code:

Year and Semester: 1st Year 2nd Semester

Credits : 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
3	1	0	0

OBJECTIVES:

The main objectives of the course are:

1. To gain an understanding of the different types of psychological therapies
2. To describe the application of psychological therapies.
3. To explain the process of psychotherapy
4. To understand the application of counseling and psychotherapy in groups and families.
5. To understand the procedures of certain alternative methods to psychotherapy

LEARNING OUTCOMES: -

On successful completion the students will be able to :

CO1(K2): Describe the basic concepts of different psychological therapies.

CO2(K3): Examine the process of psychological therapies.

CO3(K4): Analyze skills and techniques used in specific groups/ problems.

CO4(K5): Critically evaluate psychological therapies for specific groups/ problems.

CO5(K5): Recommend suitable strategies to be used in hypothetical cases.

Unit- I: Psychotherapy formulation- Definition, types and purpose of formulation. Structured case formulation methods. Therapeutic process: transference, counter transference and resistance. Types of transference and counter transference.

Unit- II: Group counselling and group therapy: definition – assumptions underlying group work, Historical perspective of group counselling and therapy – group dynamics and development, Therapeutic factors – Process and outcome in group counselling and psychotherapy - ethical issues in therapeutic group work.

Unit- III: Family therapy: Family therapies that focus on background- Adlerian family therapy, multigenerational family therapy, Structural family therapy. Family therapies that focus on emotions, Emotionally focused couples therapy- Experiential family therapy. Skill development: genograms.

Unit- IV: Supportive Psychotherapy –objectives, indications and contraindications. Supportive measures: Application of psychotherapy in certain areas : Psychotherapy for Obsessive Compulsive Disorder, personality disorders, post- traumatic stress disorder and psychoses

Unit- V: Alternatives to counselling and psychotherapy: Eye movement desensitization therapy, Mindfulness based therapy, Neuro linguistic programming, Yoga therapy and Art Therapy. Method: Workshops to be organized by experts on these topics.

Recap: Conducting quiz, class test, assigning students to do review sessions, “Question hour”

Learning resources:

Recommended text books:

1. Jacobs, Ed. E., Masson, R. L., & Harvill, R.L. (2011). Group counselling –strategies and skills. (7th ed.). Pacific Grove: Brooks/Cole.
2. Eells, Tracy.D.(2007). Handbook of psychotherapy –Case formulation (2 nd ed.)The Guilford Press,New York
3. Elsie,J.S. (2016), Theories of Counselling and Psychotherapy: an integrative approach, SAGE publication, Inc, (2 nd ed.)
4. Feltham, C., Hanley, T., & Winter, (Eds.) (2017).The SAGE Handbook of Counseling and Psychotherapy. (4th ed.) London: Sage Publications Ltd.
5. Seligman, L. and Reichenberg, L. (2014). Theories of Counselling and Psychotherapy: systems, strategies and skills. 4th ed. United States of America: Pearson Education.

References

1. Hersen, M., & Sledge, W. H. (2002). Encyclopedia of psychotherapy. Amsterdam: Academic Press.

Web references

- <https://www.ericdigests.org/1992-1/basic.htm>
- <https://www.jfhc.co.uk/play-therapy-as-a-mental-health-intervention-for-children-and-ad>
- <https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/crisi>
<https://www.healthissuesindia.com/mental-health/>

Out of Syllabus- Self Study

- Case examples particularly pertaining to the Indian context.
- Videos of psychotherapeutic methods
- The use of psychodrama in therapeutic change.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	3	3	1	3	3	3
CO2	3	3	1	3	3	2	3	3	3
Co3	3	3	2	3	3	1	3	3	3

CO4	3	2	3	3	2	3	3	3	3
CO5	3	2	3	3	2	1	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	1	2	3	3	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	3	3	2	3	3
CO4	3	3	3	2	2	3	3	3
Co5	3	3	2	2	3	3	3	3
Weightage	15	14	12	10	13	14	14	15
Weighted percentage of Course Contribution to Pos	3	2.8	2.4	2	2.6	2.8	2.8	3

Course Name: TRAINING AND DEVELOPMENT (Elective V)

Course Code:

Year and Semester: 2nd Year 3rd Semester

Credits : 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To introduce the fundamental concepts of training and development.
2. To identify the need for training and to develop appropriate skills to construct objectives.
3. To understand different approaches to training and plan training methods.
4. To examine different training styles and to apply the principles to conduct training programs and ensure quality management.
5. To build skills in evaluating the training program.

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K2): Differentiate training and development and describe its nature, need and scope.

CO2(K3): Analyze and evaluate the reasons for training in the light of data collection methods, training design and learning style of participants.

CO3(K4): Compare the merits and demerits of the experiential and non-experiential training techniques.

CO4(K6): Formulate methods of improving productivity and quality in the workplace.

CO5(K6): Recommend the techniques for evaluation of the training programme.

Unit- I: Nature and Meaning of Training and development: Training and Development – definition – difference between training and development activities– reasons for training skills – qualities of an effective trainer. Training as Performance Improvement practice.

Unit- II: Training and Assessment of needs: Training Need Analysis – reasons , method of data collection, criteria for data collection . Learning styles of participants , factors influencing the learning process. Competence assessment and Skill gap analysis. Writing objectives: SMART objectives, ideas for writing objectives, task analysis.

Unit-III: Training methods, designing and conducting: Training Programs Non-experiential training techniques – lecture method, audio visual assisted method, programmed instruction and computer assisted instruction method – suitability, advantages and limitations. Experiential Training techniques: Experiential learning approaches, simulation, in basket techniques, case study, role playing, T – groups, group discussion- Business games – suitability, advantages and limitations. Coaching and Mentoring. Conducting training programmes- training styles, gauging group dynamics.- Training the professional - presentation skills, participation materials, questing, concluding the training session.

Unit-IV: Technical Training Systems: On the job and off the job technical training – training approaches to improve productivity and quality- TQM, TPM, 5-s concepts, Six Sigma, Quality circles and Kaizen. Agile Methodology, LEAN, SCRUM, Kan-Ban, Design of Experiments. Training and career planning.

UNIT V: Evaluation of Training: Purpose of evaluation, Kirkpatrick’s four levels of evaluation, guidelines for measuring the four levels, evaluation methods, ROI – process and benefits. Kaufman’s Five Levels of evaluation, The Philips ROI - process and benefits. Method of Validation, trainee validation, types of

evaluation instruments - questionnaire/survey, interview, test, focus group, observation of participant, performance record.

Recap: Process and skills can be recalled through role play in class room set up, for example: To prepare mini training modules and test it in stimulated corporate settings in class room set up, Prepare a report of various training techniques and challenges faced during training sessions, Identify the essential skills for an effective trainer.

Learning Resources:

Recommended Textbooks:

1. Camp, R.R., Blanchard, N.P., & Huszycz, G.E. (1986). Toward a more organizationally effective training strategy and practice. New Jersey: Prentice Hall.
2. Goldstein, I., & Ford, K. (2001). Training in organizations. 4th ed. CA: Wadsworth Thomson.
3. Landale, A. (2006). Advanced Techniques for Training and Development. New Delhi: Infinity Books.
4. Lynton, R. P., & Pareek, U. (2013). Training for Development. 3rd ed. New Delhi: India: Sage Publications.
5. Blanchard, N.P., & Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education.

References:

1. Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.
2. Songh, P. N. (1996). Training management development. 4th ed. Mumbai: Suchandra Publications.
3. Hardingham, A. (1998). Training essential – Psychology for trainers. London, England: Chartered Institute of Personnel and Development.
4. Agochiya, D. (2009). Every trainer's handbook. 2nd edition. New Delhi: Sage Publications.
5. Rothwell, W., Hohne, C. and King, S., 2018. Human performance improvement. England.
6. Whitmore, J. and Lyddon, R., 2017. Coaching for Performance, 5th ed. Nicholas Brealey Publishing.
7. Singh P N. (1996). Training Management Development. Mumbai: Suchandra Publications.

8. Janakiram, B. (2007). Training and Development. New Delhi: Biztantra.

Web sources

- https://youtu.be/qBQqR_DBwlo
- <https://youtu.be/bNp7v2e4GRs>
- https://youtu.be/d_HHnEROyw
- <https://youtu.be/rT4XW9ogHD0>
- <https://youtu.be/wzicXbnmlc>

Out of syllabus - Self study

- Visit a training department and submit a report on the various activities undertaken by the department.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	2	3	3	1	2	2	1
CO2	3	2	3	3	3	3	2	3	3
Co3	3	3	2	3	2	3	3	3	2
CO4	3	2	3	3	2	3	3	3	3
CO5	3	2	3	3	2	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	1	3	1	1	3	3	3
CO2	3	3	3	3	3	3	3	3

CO3	3	3	3	3	3	3	3	3
CO4	3	2	3	2	3	3	3	3
Co5	3	3	3	3	3	3	3	3
Weightage	15	12	15	12	13	15	15	15
Weighted percentage of Course Contribution to Pos	3	2.4	3	2.4	2.6	3	3	3

Course Name: PSYCHOLOGICAL TRAINING MODULE (Elective VI)

Course Code:

Year and Semester: 2nd Year 4th Semester

Credits : 3

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
0	0	2	2

OBJECTIVES:

Major objectives of this course are:

1. To help students understand the method of preparing Psychological Training Modules using counseling techniques.
2. To design customized training module for various target groups
3. To utilize the psychological principles in constructing training module
4. To apply psychological interventions in bringing constructive change in thinking, affect and behavior
5. To help students acquire necessary skills to conduct Training Programmes

LEARNING OUTCOMES: -

On successful completion the students will be able to :

1. Conduct needs assessment and prepare the concept background for the training programme.
2. Design a psychological training module with the detailed planning and structuring of a course to achieve specific instructional goals.
3. Infer a better understanding of practical knowledge, skills and attitude to conduct training programmes.
4. Adapt specific psychological techniques into a training module.

5. Analyze and design appropriate assessment and evaluation tools that accurately reflect the results of the training module.

1. The Modules chosen by the students from the list given below will be oriented to the students in one or two (few) sessions.
2. Each Student has to develop 6 modules under the guidance of a supervisor (out of which 3 will be from self-help skills topics found below and 3 from interpersonal skills topics) using psychological concepts and counseling techniques (BMT, CBT, REBT, etc could be used) for specific target populations.
3. Students are expected to submit a project report about the training procedures.

SELF-HELP SKILLS (Practical Oriented Teaching)

1. Self-Awareness
2. Stress Management & Relaxation Training
3. Self-Concept, Self Esteem Skills
4. Assertiveness skills
5. Anger management
6. Diary keeping and self-analysis
7. Goal setting behaviors
8. Time management skills
9. Physical disciplines - Exercise, etc.
10. Reading skills
11. Coping with Complexity And ambiguity
12. Coping Emotions
13. Coping with failures
14. Creative thinking
15. Self-efficacy skills

INTERPERSONAL SKILLS (Practical Oriented Teaching)

1. Communication Skills (Styles)
2. Facilitation and Moderation Skills.
3. Conflict management
4. Problem solving and Decision Making
5. Motivation and Leadership Skills
6. Peer Counselling

7. Relationship Skills (also with reference to opposite sex and Martial relationship)
8. Event Management Skills
9. Team Building
10. Empathy and interpersonal relationship skills
11. Negotiation and confrontation skills

Learning Resources:

Recommended text books:

1. Agochiya, D. (2002). *Every trainer's handbook*. Sage Publications.
2. Tony Bray (2012) *The training Design manual the Complete Practical Guide to Creating Effective & Successful training programmes*, Kogan
3. Blanchard, N. P. & Thacker, J. W. (2009). *Effective training: systems, strategies and practices*, Pearson Education.

References:

1. Hackett, P. (1998). *Introduction to training*, University Press India Ltd.
2. Colvin Clark (2010). *Evidence-Based Training Methods: A Guide For Training Professionals 2nd Edition*.
3. [Elaine Biech](#) (2015). *Training and Development for Dummies*, John Willey & Sons Ltd.
4. Rolf P. Lynton and Udai Pareek's (2011). *Training for Development*, 3rd Edition, Sage Publications.
5. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	3	1	3	3	1
CO2	3	2	2	3	2	2	3	3	1
Co3	3	2	2	2	3	2	2	2	2

CO4	3	2	2	2	2	3	3	2	3
CO5	3	2	2	2	3	2	2	2	2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	2	3	3	1	2	2	3	3
CO2	2	3	3	1	2	2	3	3
CO3	3	3	3	2	3	3	3	2
CO4	3	2	3	3	2	2	2	3
Co5	3	2	2	3	2	3	3	2
Weightage	13	13	14	10	11	12	14	13
Weighted percentage of Course Contribution to Pos	2.6	2.6	2.8	2	2.2	2.4	2.8	2.6

SKILL ENHANCEMENT COURSES

Course Name: RELATIONSHIP COUNSELING FOR CHILDREN AND YOUNG PEOPLE (SEC I)

Course Code:

Year and Semester: 1st Year 2nd Semester

Credits : 2

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
3	1	0	0

OBJECTIVES:

On successful completion of syllabus students will be able to:

1. Familiarize concepts, models and theories related to Relationship counseling
2. Acquire advanced theoretical understanding of Counseling with Children and Young People, integrating opportunities to develop professional and practical counseling skills.
3. Apply Relationship counseling skills in real time scenarios
4. To learn competences based on professional body standards to work with children and young people
5. Identifying the ways in which children and young people manage and process their emotions, including the ability to recognize situations where they are finding it difficult to access these

LEARNING OUTCOMES: -

On successful completion the students will be able to:

CO1(K3): Demonstrate counseling techniques to help child explore relationships

CO2(K3): Employ strategies to address child and young people relationship with significant others

CO3(K3): Apply relationship counseling techniques to attend to a young person's relationships.

CO4(K3): Apply family therapy practice focusing child and adolescence

CO5(K3): Implement evidence-based practice that is ethically oriented and ensures safety of the clients

Unit- I: Helping and Exploring Child's Relationship: Helping the Child to Talk about Their Relationships- Contracting with Parents, The Purpose of Individual Counseling, Attributes of the Child's Counsellor, Combining Media and Activity with Counseling Skills, Joining with the Child., Exploring the Child's Relationships with Parents and Siblings- Working with Children of Age 7 Upwards Using Miniature Animals, Working with Children of Age 5–7 Using Symbols in the Sand Tray, Working with Children of Below Age 5 Using Imaginative Pretend Play, Integration of Individual Counselling Work for the Child with Family Counselling,

Unit- II: Addressing Child Relationship: Addressing the Child's Relationships with Parents and Siblings- Whole Family Counselling, Counselling for Individual Children, Group Counselling for the Children Concerned, Using Clay to Address Relationship Issues between Siblings, Counselling for the Parent/s and Child/Children , Family Counselling to Integrate and Complete the Work, Addressing the Child's Relationships with Peers, Teachers and Other Adults- The Role of Parents, The Development of Social Skills, Relationship Counselling for the Child.

Unit- III: Young person's relationship with Family: Helping Young People to Talk About their Relationships- Being Authentic and Open, Drawing on Existentialist Philosophy and Constructivist Thinking, Being Proactive in Introducing Creative, Experiential, Cognitive, and Psycho-educational Strategies, Responding to the Young Person's Developmental Needs, Working Within the Young Person's Constructs, Matching an Adolescent Style of Communication, Relevant Counselling Skills, Transitional, Choice and Guru Questions, Normalizing, Attending to the Young Person's Relationships within the Family- Ways to Attend to the Young Person's Relationships in the Family, Family Counselling, Individual Counselling, Young Person–Sibling Subgroup Counselling, Young Person–Parent Subgroup Counselling, Integration into Whole Family Counselling.

Unit –IV: Young Persons relationship with Significant Others: Focusing on the Young Person's Relationships with Peers- Building and Maintaining Relationships, The Influence of Peer Pressure, Dealing with Sexuality Issues, Individual Counselling, Group Counselling, Addressing a Young Person's Relationships with Teachers, Employers and Other Adults- Expectations of Teachers and Employers, Counselling Strategies.

Unit- V: Family Therapy practice with Child and Adolescent focused problems: Family Therapy for Child physical abuse-Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Child sex abuse - Contracting for Assessment, Assessment, Contracting for treatment: Family treatment interventions. Family therapy for Conduct problems - Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Drug abuse in Adolescence- Contracting for Assessment, Assessment, Contracting for treatment, treatment

RECAP: Addressing child and young people's relationship with peers and parents can be discussed with the help of role play, Different assessment methods can be reviewed

Learning Resources:

Recommended Text books:

1. Alan Carr (2006). Family therapy - Concepts, Process and Practice. 2nd edition, John Wiley & Sons Ltd, New York
2. Kathryn Geldard and David Geldard (2009). Relationship Counselling for Children, Young People and Families, SAGE Publications India Pvt Ltd, New Delhi

References:

1. Andreozzi, L.L. (1996) Child-centered Family Therapy. New York: Wiley
2. Bailey, C.E. and Sori, C.E.F. (2005) Involving parents in children therapy. In C.E. Bailey (ed.), Children in Therapy: Using the Family as a Resource. New York: W.W. Norton.
3. Bearsley-Smith, C. (2007) Adapting family therapy for step-families

4. Geldard, K. (2006) Adolescent peer counselling. Unpublished doctoral dissertation. Queensland University of Technology, Brisbane, Queensland, Australia
5. Geldard, K. and Geldard, D. (2008b) Personal Counseling Skills: An Integrative Approach. Springfield, IL: Thomas
6. Donald, C., & Atkinson, R. D. (2002). *Counselling across life span*, Sage Publications
7. Gutstein, S., & Sheely, R. K. (2002). Relationship development intervention with children, adolescents and adults: Social and emotional development activities for Asperger syndrome, autism, PDD and NLD. Jessica Kingsley Publishers.
8. Nelson-Jones (2010). *The theory and practice of counselling and Therapy* (5th ed). Sage.
9. Rosemary A Thompson (2016). *Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rd ed. Routledge.
10. Sederholm, G. H. (2002). Counselling young people in school. Jessica Kingsley Publishers.

Web Resources:

- [Extended demonstration of school-based humanistic counselling: Sophia](#)
- [Child Counseling Skills](#)

Out of Syllabus- Self Study

- To prepare a complete case history of the client
- To conduct a Mental status examination for a client and submit a summarized report

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	3	2	3	3	2
CO2	3	3	2	3	3	1	3	3	3
Co3	3	3	2	3	3	2	3	3	2
CO4	3	3	2	3	3	2	3	3	2
CO5	3	3	3	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	2	3	3	3	3
CO2	3	2	3	1	3	3	3	3
CO3	3	3	3	2	3	3	3	3
CO4	3	3	3	3	3	3	3	3
Co5	3	3	3	3	3	3	3	3
Weightage	15	13	15	11	15	15	15	15
Weighted percentage of Course Contribution to Pos	3	2.6	3	2.2	3	3	3	3

Course Name: CORPORATE COUNSELLING (SEC II)

Course Code:

Year and Semester: 2nd Year 3rd Semester

Credits: 2

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
2	1	0	0

OBJECTIVES:

The main objectives of the course are:

1. Updated knowledge on Corporate Counseling in context
2. Understand various workplace models and distinguish the importance of each model
3. Explain the skills and process related to professional practices in work setup
4. Discuss various factors contribute towards work stress and its effect on organization
5. Make students apply various psychological principles in employee well-being.

LEARNING OUTCOMES: -

On successful completion the students will be able to:

CO1(K1): Outline differentiate counseling in workplace set up and relate to different models

CO2(K2): Discuss occupational factors to identify the need for counseling

CO3(K3): Apply skills and process of counseling in corporate setup

CO4(K4): Describe different methods of employee group counseling and identify skills for dealing with problem behaviors in workplace

CO5(K3): Apply various counseling interventions for employee specific issues in workplace

Unit- I: Understanding workplace counseling- Concept of workplace counseling- history of a workplace counseling- faces of workplace counseling- professional relationships in counseling in the workplace – Ethics and ethical issues in workplace counseling.

Unit- II: Overview of Models of Workplace counseling: Counseling oriented models, brief therapy model, problem focused models, work oriented models, manager based models- Externally based models, Internally based models, welfare based models, organizational change based models

Unit- III: Setting up counseling in the workplace- preparation- assessment- contracting -Engaging in counseling- termination- evaluation- Integrative model of individual employee counseling - Training for Workplace Counselors.

Unit- IV: Work Stress- Stressful job factors, Occupational Stress; dealing with difficult people, sexual harassment, and unethical behaviour in the work place, Travel stress, Time stress, Work stress and families. Group Counseling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitration skills.

Unit- V: Impact of organization on workplace counseling- Employee Problem specific Counseling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse.

Recap: Importance of counseling in corporate setup, professional relationship between counselor and employee in workplace, various models of workplace counseling and its significance, group counseling techniques and process used in corporate set up and application of counseling in workplace related issues.

Learning resources:

Recommended text books:

1. Michael, C. (1996). Work place counseling – a Systematic approach to employee care, Sage Publications.
2. Jacobs, Ed. E., Masson, R. L., & Harvill, R.L. (2002). Group counseling – strategies and skills. (7th ed.). Pacific Grove: Brooks/Cole.
3. Adrian Coles, A (2003). Counseling in the Workplace. Open University Press, McGraw-Hill Education (UK)

References:

1. Vardi, & Weitz, E. (2004). Misbehavior in organization – theory research and management. New Jersey: Lawrence Erlbaum associates.
2. Cartwright, S. & Cooper, C. (1997). Managing Workplace Stress, Sage Publications.
3. Patterson, L. E. & Welfel, E. R. The counseling process, 5th edition. Brooks/Cole, Thomson Learning.
4. Nelson - Jones, R. (2002). Essential counseling and therapy skills, Sage Publications
5. Rosemary A Thompson (2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.

Web Sources:

- [Counselling a staff member to improve performance](#)
- [How To Improve Communication Skills? 12 Effective Tips To Improve Communication Skills](#)
- [Corporate Counselling](#)
- [Stress in the Workplace](#)
- https://trijog.com/corporate-wellness/?utm_term=employee%20assistance%20program&hsa_acc=2784775574&hsa_cam=11137618726&hsa_grp=117644457268&hsa_ad=466177713049&hsa_src=s&hsa_tgt=kwd-12843221&hsa_kw=employee%20assistance%20program&hsa_mt=b&hsa_net=adwords&hsa_ver=3

Out of Syllabus (Self Study):

- Trends in corporate counseling
- Recent issues and challenges for corporate employees
- Digital detoxification
- Stress management group techniques – yoga, mindfulness meditation, Taichi, Zumba etc.
- Solution focused models in corporate set

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	3	3	2	1	3	2

CO2	3	2	2	3	3	2	3	3	2
Co3	3	2	3	2	3	3	3	3	3
CO4	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	2	2	3	3	3
CO2	3	2	2	3	2	2	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3
Co5	3	3	3	3	3	3	3	3
Weightage	15	13	14	14	13	13	15	15
Weighted percentage of Course Contribution to Pos	3	2.6	2.8	2.8	2.6	2.6	3	3

Course Name: SCIENTIFIC REPORT WRITING (SEC III)

Course Code:

Year and Semester: 2nd Year 4th Semester

Credits : 2

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
3	1	0	0

OBJECTIVES:

The major objectives of this course are:

1. To describe the process of writing skills.
2. To apply Microsoft office features in preparing the reports.
3. To choose APA style in writing and publication of research papers.
4. To articulate how to write a research proposal.
5. To combine reports on various forms of qualitative and quantitative research methods.

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1(K2): Explain the process of writing skills.

CO2(K3): Practice Microsoft office.

CO3(K4): Apply APA style in writing and publication of research papers.

CO4(K4): Articulate how to write a research proposal.

CO5(K6): Critically compile reports on various forms of qualitative and quantitative research methods.

Unit- I: Written Communication – basics, parts of written communication, punctuation, common grammatical errors; spelling, commonly confused words, gender; Style – flow of writing, making writing lively, use of style in writing sentences and paragraphs.

Unit- II: Manuscript writing – critical appraisal using journal articles, review of literature, writing and publication of research papers

Unit- III: The process of writing- Audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.

Unit- IV: Plagiarism - Software for grammar and plagiarism check.

Unit- V: APA style –Basics of APA, in-text citations, formatting and writing Reference.

Recap: Required portions of the units may be presented by the course faculty giving life examples from published research to explain the different publishing styles .

Learning Resources:

Recommended Textbooks:

1. West.C.(2008).Perfect Written English–All you need to get it right first time, New Delhi: Random Books House.
2. Monippally. M. M. &Pawar. B. S. (2010). Academic Writing – A guide for Management students and researchers. Response books, New Delhi: Sage Publications.
3. American Psychological Association(2010) – Publication Manual of the American Psychological Association, (7thed.). Washington DC. Author.

References:

1. 100 tips to avoid mistakes in academic writing and presenting . (2020). Wall work, A & Southern, A. USA: Springer publications.
2. Write an impactful research paper (2021). Zaumanis, M.
3. Kail, R. V. (2018). Scientific Writing for Psychology. Lessons in Clarity and Style. 2nd edition. USA: Sage Publishing Inc.
4. McInerney, D. M. (2021). Publishing your psychology research. A guide to writing for journals in psychology and related fields. USA: Routledge Publishers.

Web sources

- [How to format your paper in APA style in 2022](#)
- [My Step by Step Guide to Writing a Research Paper](#)
- [How to add citations and references in research paper, thesis, how to use different citations style](#)
- [References in APA Style | Writing Research Papers | UC San Diego Psychology](#)
- [How to remove Plagiarism from Article](#)

Out of Syllabus: Self Study

- Students can present a review of a research paper highlighting methodological errors, non APA style compliance and suggest means of improvising the quality of the paper for publication in high impact journals.
- Identify list of approved journals and high impact journals in their field and related disciplines for publications.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	3	3	2	2	2
CO2	3	2	1	2	2	3	3	3	3
Co3	3	2	1	3	3	3	3	3	3
CO4	3	2	2	3	3	3	3	3	3
CO5	3	1	1	2	3	3	3	3	3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	3	3	3	3	3	3
CO2	3	2	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	2
Co5	3	2	3	3	3	3	3	3
Weightage	15	12	15	15	15	13	15	14
Weighted percentage of Course Contribution to Pos	3	2.4	3	3	3	2.6	3	2.8