AUXILIUM COLLEGE (AUTONOMOUS)

VELLORE – 632 006

Department of Psychology

B.Sc. PSYCHOLOGY

SYLLABUS AND REGULATIONS

(Based on TANSCHE Model Syllabus)

Under

OUTCOME BASED EDUCATION PATTERN

With

CHOICE BASED CREDIT SYSTEM

For the Candidates Admitted from 2024-2025 Onwards

B.Sc. PSYCHOLOGY

(Effective from the academic year 2024 - 2025)

Vision of the Department:

"To nurture the most effective human beings in a holistic way, with an emphasis on specialized education in Psychology."

Mission of the Department:

"To prepare academically sound, reflective, and socially responsible psychologists who would be capable of balancing the demands in their chosen area of work without compromising on ethical and cultural sensitivity."

Objectives:

- To provide an in-depth knowledge in Psychology, to familiarize students to the field of psychology.
- To acquire skill and competency in practical.
- To understand abnormal behaviour and various components that promotes mental health and well-being learning through internships and filed visits.
- To provide necessary exposure to develop interest in the field and prepare them for Post-Graduate programme in psychology.
- To tap out the talents through extracurricular and co-curricular activities.

Eligibility for admission to B.Sc. Psychology:

A candidate who has qualified in Higher Secondary Examination conducted by Government of Tamil Nadu or an examination accepted as equivalent there to by the Syndicate; preferably with Biology as one of the subjects is eligible for seeking admission to the B.Sc. Psychology course.

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, practical training, catering to the needs of stakeholders with research aptitude.

➢ The curriculum is designed 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 students to apply their conceptual knowledge to practical situations. Such innovative provisions of the industrial training/project/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 and Skill Enhancement Courses, covering conventional topics to the application oriented.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	**Foundation Course in Psychology** To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analyzing the world through the literary lens gives rise to a new perspective.	● Instil confidence among students. ● Create interest for the subject.
I, II, III & IV	**Skill Enhancement papers** (Discipline centric/ Generic / Entrepreneurial)	● Industry ready graduates. ● Skilled human resource. ● Students are equipped with essential skills to make them employable.
		● Entrepreneurial skill training will provide an opportunity for independent livelihood. ● Generates self – employment. ● Create small scale entrepreneurs. ● Skill training to girls leads to women empowerment.
		● Discipline centric skill will improve the technical knowhow of solving real life problems.
I, II, III, IV, V & VI	**Elective papers** An open choice of topics categorized under Generic and Discipline Centric	● 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 related to industry are introduced to facilitate advanced learning in the respective domains.
II Year Vacation activity	**Internship / Industrial Training**	● Practical training at the Special Schools, Rehabilitation centre, Old age homes, orphanages, Hospitals, NGO's enable the students gain professional experience through psychology field and become responsible citizens.
V	**Project with Viva – voce**	● Self-learning is enhanced.

Semester		● Application of the concept to real situation is conceived resulting in tangible outcome.
VI Semester	**Introduction of Professional Competency component**	● 'General Awareness for Competitive Examinations' caters to the needs of the aspirants towards most sought - after services of the nation viz, UPSC, TRB, NET, UGC-CSIR, GATE, TNPSC group services, etc.

Skills acquired from the Courses	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill.

Sem	Part	Category	Paper Code	Title of the Paper	Hours/Week	Exam		Credits	Marks
						Th	Pr		

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TANSCHE BASED PROGRAMME STRUCTURE FOR **B.Sc. PSYCHOLOGY**
(For the candidates admitted from the academic year 2024-2025)

Sem	Part	Category	Paper Code	Title of the Paper	Hours/Week	Th	Pr	Credits	Marks
I	I	Tamil/Language	ULTAA24	Language I: Tamil – I	5	3	-	3	40+60
	II	English	UENGA24	Language II: English – I	6	3	-	3	40+60
	III	Core Course 1	UCPYA24	Introduction to Psychology – I	5	3	-	5	40+60
		Core Course 2	UCPYB24	Biological Psychology	5	3	-	5	40+60
		Generic Elective 1	UGEPYA24	Generic Elective I: Building Psychological capital	4	3	-	3	40+60
	IV	Skill Enhancement Course SEC 1	USPY124	SEC: Marriage and Family Life Education	2	-	-	2	40+60
		Foundation Course FC	UFPY24	FC: Careers and ethics in Psychology	2	2	-	2	100
		Value Education	UVEDA22*	Value Education	1	-	-	-	-
				Total	**30**			**23**	**700**
II	I	Tamil/Language	ULTAB24	Language I: Tamil – II	6	3	-	3	40+60
	II	English	UENGB24	Language II: English – II	5	3	-	3	40+60
	III	Core Course 3	UCPYC24	Introduction to Psychology – II	5	3	-	5	40+60
		Core Course 4	UCPYD24	Psychology of Childhood	5	3	-	4	40+60
		Generic Elective 2	UGEPYB24	Generic Elective II: Cross Cultural Psychology	4	3	-	4	40+60
	IV	Skill Enhancement Course SEC 2	USPY224	SEC: Social Work and Persons with Disability	2	-	-	2	100
		Skill Enhancement Course SEC 3	USPY324	SEC: Psychological First Aid	2	-	-	2	100
		Value Education	UVEDA22**	Value Education	1	-	-	-	-
				Total	**30**			**23**	**700**
III	I	Tamil/Language	ULTAC24	Language I: Tamil – III	5	3	-	3	40+60
	II	English	UENGC24	Language II: English – III	6	3	-	3	40+60
	III	Core Course 5	UCPYE24	Psychology of Adolescence and Early Adulthood	5	3	-	5	40+60
		Core Course 6	UCPYF24	Social Psychology – I	5	3	-	5	40+60
		Generic Elective 3	UGEPYC24	Generic Elective III: Statistics for Behavioural Science	5	3	-	3	40+60
	IV	Skill Enhancement Course SEC 4	USPY424	SEC: Psychological Skills for Entrepreneurship Development	1	-	-	1	100
		Skill Enhancement Course SEC 5	USPY524	SEC: Relaxation Techniques	2	-	-	2	100
		Environmental Science	UNEVS24*	Environmental Studies	1	-	-	-	-
		Value Education	UVEDA22***	Value Education	1	-	-	-	-
				Total	**30**			**22**	**800**

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Sem	Part	Category	Paper Code	Title of the Paper	Hours/Week	Exam Th	Exam Pr	Credits	Marks
IV	I	Tamil/Language	ULTAD24	Language I: Tamil – IV	6	3	-	3	40+60
	II	English	UENGD24	Language II: English – IV	5	3	-	3	40+60
	III	Core Course 7	UCPYG24	Psychology of Middle age and old age	5	3	-	5	40+60
		Core Course 8	UCPYH24	Social Psychology – II	5	3	-	5	40+60
		Generic Elective 4	UGEPYD24	Generic Elective IV: Introduction to Research Methodology	4	3	-	4	40+60
	IV	Skill Enhancement Course SEC 6	USPY624	SEC: Psychological Therapy Techniques	2	2	-	2	100
		Skill Enhancement Course SEC 7	USPY724	SEC: Personality Development	2	2	-	1	100
		Environmental Science	UNEVS24	Environmental Studies	1	2	-	2	40+60
		Value Education	UVEDA22****	Value Education	1	-	-	-	-
				Total	**30**			**25**	**800**
V	III	Core Course 9	UCPYI24	Psychopathology – I	5	3	-	4	40+60
		Core Course 10	UCPYJ24	Cognitive Psychology	5	3	-	4	40+60
		Core Course 11	UCPYK24	Assessment in Psychology	5	3	-	4	40+60
		Core Course 12	UCPYL24	Project	5	-	-	4	40+60
		Discipline Specific Elective 1	UEPYA24	Elective: Organisationl Psychology	5	3	-	3	40+60
			UEPYB24	Elective: Positive Psychology					
		Discipline Specific Elective 2	UEPYC24	Elective: Counselling Psychology	4	3	-	3	40+60
			UEPYD24	Elective: Basics of Health Care Management					
	IV	Value Education	UVEDA22*****	Value Education	1	-	-	-	-
		Summer Internship/Industrial Training	UIPY24	Internship	-	-	-	2	40+60
				Total	**30**			**24**	**700**
VI	III	Core Course 13	UCPYM24	Psychopathology II	5	3	-	4	40+60
		Core Course 14	UCPYN24	Educational Psychology	5	3	-	4	40+60
		Core Course 15	UCPYO24	Health Psychology	5	3	-	4	40+60
		Discipline Specific Elective 3	UEPYE24	Elective: Sports and Exercise Psychology	5	3	-	3	40+60
			UEPYF24	Elective: Introduction To Crime Prevention					
		Discipline Specific Elective 4	UEPYG24	Elective: Environmental Psychology	5	3	-	3	40+60
			UEPYH24	Elective: Child Rights					
	IV	Professional Competency SEC 8	UPPY24	Psychological Testing and Report Writing	5	-	-	2	100
		Value Education	UVEDA22	Value Education	1	2	-	2	40+60
	V	Extension Activities	-	Extension Activities (90 hours)				1	-
				Total	**30**			**23**	**700**
				Grand Total	**180**			**140+2**	**4400**

- Any one course of the following to be completed during III semester (15 hours teaching and 15 hours activities):
  i)   Fundamentals of Computer and MS Office (Computer Science & B.C.A)
    - Advanced Excel
    - Multimedia Using Flash
    - Photoshop
  ii)   Health and Fitness (Physical Education)

S. No.	**Category**	**Assessment Tool**	**Maximum Marks**	**Exam Theory**	**Weightage**		
1	Core Courses/Generic & Discipline Specific Electives	I Continuous Assessment (ICA)	50	1 ½ h			40
		II Continuous Assessment (IICA)	50	1 ½ h	35		
		Innovative Component (IC)	5	-	5		
		End Semester Examination	100	3 h		60	
2	Foundation Course/Professional Competency SEC/	I Continuous Assessment (ICA)	30	1 h			40
		II Continuous Assessment (IICA)	30	1 h	35		
		Innovative Component (IC)	5	-	5		
		End Semester Examination	60	2 h		60	
3	EVS	Continuous Assessment (IICA)	25	1 h			40
		Innovative Component (IC)	25	-		40	
		End Semester Examination	60	2 h		60	

Activity-based Assessment for Skill Enhancement Courses:

Activity 1 for Unit I: (Nature of Activity)   – 20 marks
Activity 2 for Unit II: (Nature of Activity)   – 20 marks
Activity 3 for Unit III: (Nature of Activity)   – 20 marks
Activity 4 for Unit IV: (Nature of Activity)   – 20 marks
Activity 5 for Unit V: (Nature of Activity)   – 20 marks

Nature of Activity – Field visit/Industrial visit/Project (individual or group)/Exhibits/Model making/Hands on training/Lab practice/Product making/Extempore/Block and Tackle/Debate/Report writing/Case study/Interpretation of data or results/Transcription/Quiz (LMS)/Problem solving/ Designing/Role play/Start-up proposal/Research proposal/Poster presentation/Oral presentation (live or video recorded)/Survey (Field or Online)/Group discussion/Problem solving/Problem formulation/Interviews/Concept mapping/Mind mapping /Promoting public awareness etc.

Record of Assessment will be maintained by the course instructors and verified by the Head of the department.

Taxonomy Levels 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

PROGRAMME OUTCOMES (PO)

On completion of the UG Programme, the students will be able to:

PO1: Attain knowledge and understand the principles and concepts in the respective discipline.

PO2: Acquire and apply analytical, critical and creative thinking, and problem-solving skills.

PO3: Effectively communicate general and discipline-specific information, ideas and opinions.

PO4: Appreciate biodiversity and enhance eco-consciousness for sustainable development of the society.

PO5: Emulate positive social values and exercise leadership qualities and team work.

PO6: Pursue higher knowledge, qualify professionally, enhance entrepreneurial skills and contribute towards the needs of the society

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO1: Disciplinary knowledge
i. Define major concepts in psychology and explain the theoretical perspectives of the fields in Psychology.
ii. Capability of demonstrating comprehensive knowledge of Psychology and understanding of one or more disciplines which form a part of the undergraduate programme of study.

PSO2: Problem solving
● The competency to handle various life situations confidently and competently.

PSO3: Self-directed learning
● The capacity to work independently and conduct in-depth study of various

concepts of psychology, Learn independently through self-reflection and evaluation of one's strengths and weaknesses.

PSO4: Employability Skills
- The ability to gain employment and be successful in their chosen occupation which benefits the recipients, the workforce, the community and themselves.

PSO5: Research-related skills
i. Capability for inquiring about appropriate questions relating to the concepts in various fields of Psychology.
ii. To know about the advances in various branches of Psychology

PSO6: Communication skills
i. Developing an understanding of the growing discipline of psychology and developing necessary skills to be effective in her communicative skills.
ii. Use effective and fluent written, oral and visual communication to convey ideas and concept

PO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
PO1	H	H	H	H	H	H
PO2	H	H	M	H	H	M
PO3	H	H	H	M	M	M
PO4	H	H	H	M	M	M
PO5	H	H	M	H	M	M
PO6	H	M	M	M	H	M

(HIGH - H, MODERATE - M, LOW - L)

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	14	22	18	93
Part IV	4	4	3	5	2	4	22
Part V	-	-	-	-	-	1	1
Other	-	-	2	-	-	-	2
Total	23	23	24	25	24	23	**142**

Part I, II, and Part III components will be separately considered for CGPA calculation and classification for the undergraduate programme and the other components. IV, V must be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.

Title of the Course	**INTRODUCTION TO PSYCHOLOGY - I**						
Paper No.	Core I						
Category	Core	Year	I	Credits	5	Course Code	UCPYA24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	1. To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. 2. The basic principles of sensation for vision, hearing, smell, taste and bodily senses. 3. The principles of Perception and Illusion. 4. Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning. 5. Emotions and theoretical perspectives of emotions.						
Course Outline	**UNIT I: Introduction to Psychology: (K1,K2,K3,K4)** [18Hours] **1.1** Definition of Psychology. Nature of Psychology. **1.2** Origin of Psychology. **1.3** Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. **1.4** Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviorisms, Gestalt psychology, Piaget, **1.5** Psychoanalysis, Cognitive approach. **1.6** Scientific approach to Psychology.						
	UNIT II: Scope of Psychology: (K1,K2,K3,K4) [18Hours] **2.1** Goals of Psychology. **2.2** Role of a psychologist in society. **2.3** Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology. **2.4** Developmental Psychology, Social Psychology, Positive Psychology. **2.5** Sports Psychology, Health Psychology, Criminal Psychology. **2.6** Gender Psychology, Biopsychology.						
	UNIT III: Attention, Sensation & Perception: (K1,K2,K3,K4) [18Hours] **3.1** Attention: Definition, Factors affecting attention. **3.2** Set in attention. **3.3** Sensation: Definition, Types of sensation. **3.4** Elements of Sensation. **3.5** Perception: Definition, Gestalt Laws, Subliminal perception, **3.6** Extra Sensory Perception (ESP)						

	UNIT IV: Learning: **(K1,K2,K3,K4,K5)** [18Hours] **4.1** Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance. **4.2** Operant Conditioning (B.F Skinner) – Principles involved, Significance. **4.3** Trial and Error (Thorndike) Conditioning – Principles Involved, Significance. **4.4** Insight learning (Kohler)- Principles Involved, Significance. **4.5** Social Learning Theory (Bandura) **4.6** Principles Involved, Significance.
	UNIT V: Emotion: (K1,K2,K3,K4) [18Hours] **5.1** Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. **5.2** Theories: James Lange Theory, Cannon Bard Theory. **5.3** Schachter-Singer Theory, Richard **5.4** Lazarus' Theory. Communication of Emotion: Emotional Expression. **5.5** Characteristics, Innate Expression of Emotions. **5.6** 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Passer, M.W. & Smith R.E. (2007) Psychology- The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5th ed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. Psychology 5th ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) General Psychology. Dorling Kindersley (India) Pvt Ltd
Reference Books	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi

Website and e-learning source	1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC Psychology (https://bmcpsychology.biomedcentral.com/) 4. https:// blishers.com/hockenbury 5. https://courses.lumenlearning.com/wsu- sandbox/chapter/gestalt-prInc.iples-of-perception/

Course Outcomes:

On completion of the course, the students should be able to

1. CO1 (K1) Acquire knowledge on the history, methods and special areas in the field of Psychology.

2. CO2 (K3) Explain scope of psychology through branches of Psychology.

3. CO3 (K4) Relate the process of attention to perception and infer how we make sense of the world around us.

4. CO4 (K5) Critically examine the process of learning.

5. CO5 (K1, K4) Gain insight into complex emotional experiences of human being and analyses the experience of self in day to day life.

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Low-L, Medium-M, High-H

Title of the Course	BIOLOGICAL PSYCHOLOGY						
Paper No.	Core II						
Category	Core	Year	I	Credits	5	Course Code	UCPYB24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	1. To place emphasis on the perspectives and research methods of Biological Psychology. 2. To examine the structure and Communication of the cells of the nervous system and synaptic transmission. 3. To understand the role of brain in regulating temperature, thirst and hunger 4. To examine the nature and functions of the endocrine glands. 5. To examine the causes of brain damage and its effect on behaviour.						
Course Outline	**UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR (K1,K2,K3,K4)** [18Hours] **1.1** Introduction – Definition of Psychology **1.2** Meaning of Biological Psychology, **1.3** Biological explanation of behaviour, **1.4** Mind Brain relationship, **1.5** Recording brain activity, **1.6** Research methods.						
	UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION (K1,K2,K3,K4) [18Hours] **2.1** Development of nervous system, Central Nervous System, Peripheral Nervous **2.2** System; Neurons – Structure, types **2.3** Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier **2.4** Neurotransmitters – Meaning, Types, **2.5** Events at synapse **2.6** Membrane Potential – Action potential and Resting potential.						

	UNIT III: REGULATION OF INTERNAL BODY STATES (K1,K2,K3,K4) [18Hours] **3.1** Temperature – Homeostasis, Allostasis, **3.2** Temperature regulations and Behaviour; **3.3** Thirst – Maintaining water balance, Causes of thirst. **3.4** Osmotic thirst and hypovolemic thirst **3.5** Hunger – Physiological mechanisms of hunger and satiety, **3.6** Role of Hypothalamus.
	UNIT IV: HORMONES AND BEHAVIOUR (K1,K2,K3,K4) [18Hours] **4.1** Hormones: Introduction and Definition. **4.2** Principles of Hormones. Neural versus Hormonal Communication. **4.3** Hormones: Classification by Chemical Structure. **4.4** Endocrine Glands and its Specific Hormones: The Pituitary Gland; **4.5** The Adrenal Gland; The Thyroid Gland; The Gonads **4.6** The Pineal Gland; The Pancreas and The Parathyroid Glands.
	UNIT V: BRAIN DAMAGE (K1,K2,K3,K4) [18Hours] **5.1** Brain Injuries, Causes of Brain damage, **5.2** Types of brain damage **5.3** Traumatic brain injury **5.4** Traumatic brain injury **5.5** Neurodegenerative diseases **5.6** 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
Reference Books	1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc 2. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi 4. Barnes, J. (2013) *Essentials of Biological Psychological.* New Delhi: Sage Publications Pvt Ltd 5. Bremnar, J.D. (2005) *Brain Imaging Handbook.* New York: W.W Norton & Company Inc.

Website and e-learning source	1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology) 3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/research- methods-in- biopsychology.pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of- neuron- structure-and-function 5. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse

Course Outcomes:

On completion of the course, the students should be able to

1. **CO1 (K2)** Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.
2. **CO2 (K2)** Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons
3. **CO3 (K4)** To analyze the regulations of internal body states.
4. **CO4 (K1, K4)** To understand the function of endocrine glands and relate the knowledge to Analyze various human behaviour.
5. **CO5 (K2)** Describe the manifestation of biological deficits in behaviour related to brain damage.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	H	H	M

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	H	M	M

Low-L, Medium-M, High-H

Title of the Course	GENERIC ELECTIVE I: BUILDING PSYCHOLOGICAL CAPITAL						
Paper No.	Generic Elective – I						
Category	Generic Elective	Year	I	Credits	3	Course Code	UGEPYA24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	3	1	-		4		
Objectives of the course	1. To offer the students a comprehensive overview of positive psychology and Psychological capital. 2. The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance. 3. The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope. 4. To understand the various spectrums of optimism and locus of control. 5. To examine Resilience and 7 C's Model of resilience.						
Course Outline	**UNIT1: INTRODUCTION** [12Hours] **1.1** Definition of Positive Psychology **1.2** The need for a different approach **1.3** Positive vs negative approach, **1.4** Contributions of positive psychology **1.5** Psychological capital in relation to job satisfaction motivation **1.6** Psychological capital in relation to job performance						
	UNIT 2: PSYCAP EFFICACY [12Hours] **2.1** Definition **2.2** Key ingredients of efficacy **2.3** Ways to strengthen efficacy **2.4** Types of efficacy **2.5** Components of efficacy **2.6** Efficacy model						
	UNIT 3: PSYCAP HOPE [12Hours] **3.1** Definition of hopelessness **3.2** Effects of hopelessness **3.3** Hopelessness and depression **3.4** Elements of hope **3.5** Types of hope **3.6** Ways to improve hope						

	UNIT 4: PSYCAP OPTIMISM [12Hours]
	4.1 Definition of optimism in locus of control
	4.2 Ways to develop optimism
	4.3 Dispositional optimism
	4.4 Explanatory style
	4.5 Types of optimism
	4.6 Components of optimism
	UNIT 5: PSYCAP RESILIENCE [12Hours]
	5.1 Definition,
	5.2 Ways to develop resilience 7 C's model of resilience
	5.3 Qualities of a resilient PERSON.
	5.4 Types resilience
	5.5 Areas of resilience
	5.6 Concepts resilience

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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (20 15), 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	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.

Course Outcomes:

On completion of the course, the students should be able to

   1. CO1 (K4) – To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.
   2. CO2 (K2) – To understand the role of self-efficacy and ways to improve it.
   3. 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.
   4. CO4 (K2) – To distinguish the ways to build optimism and locus of control for better performance.
   5. CO5 (K3, K4) – To analyse and apply7C's Model of Resilience.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	M	H	M
CO 2	H	H	H	H	M	M
CO 3	H	M	H	M	H	H
CO 4	H	H	H	H	H	M
CO 5	H	H	M	M	H	M

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	L	H	H	H	M	M
CO 2	M	H	H	M	H	H
CO 3	L	M	H	H	M	H
CO 4	H	M	H	H	H	H
CO 5	H	H	M	H	H	M

Low-L, Medium-M, High-H

Title of the Course	SKILL ENHANCEMENT COURSE: MARRIAGE AND FAMILY LIFE EDUCATION						
Paper No.	SEC – I						
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	USPY124
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2	-	-		2		
Objectives of the course	1. To provide them with knowledge and skills for building and maintaining healthy relationships. 2. To promote understanding of the social, emotional, and economic impacts of family dynamics on individuals and society as a whole.						
Course Outline	**Unit I The family** [6Hours] Definition, Importance of the family for Individual, Types of family, changing Trends, Characteristics and functions, The family Life Cycle – Formative, Expanding, and Contracting stages, Functions and problems in the different stages. Activity – Role play on life cycle.						
	Unit II Marriage [6Hours] Definition, Types of marriages – Consanguinity. Love & Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative, Reasons for marriage – right outlook, Need for marital preparation and Pre-Marital Counselling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy Activity Discuss the pros and cons of different types of marriage.						
	Unit III Conjugal Harmony [6Hours] Husband and Wife relationship: Differences between Men and Women, Accepting Differences, Mutual adjustments, Changing roles of husband & wife today (Career Women), Appropriate division of roles. Activity – Write a report on trends in women opting for jobs.						
	Unit IV Communication in Marriage [6Hours] Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success. Sexuality Definition, Sex - education – female reproductive systemMale reproductive system, fear of sex, Pregnancy and Birth. Family planning, Hyper-sexual issues, asexual Activity – Formulate a strategy for better communication in a couple.						

	Unit V Family Disorganization [6Hours]
	Factors contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Sexual trauma Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage. Family Welfare Services Pre – marital Counselling, Family Counselling Centers, Family Court, All Women's Police Station Activity - Visit a marital counselling center and write a report.
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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Betty, Carter and Monica, MCGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed. 2. Kapadia, K., M.,(1968), Marriage and Family in India; Oxford University Press
Reference Books	1. Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London. 2. Evely, Millis, Duvall, Family Development, II Ed. 3. Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications. 4. Klemers, Marriage and Family Relationships. 5. Marie, Mascarenhas, (1999), Family Life Education of Value Education. Pimeta, J., Grooming you for Marriage, St. Paul's Publications. 6. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd.,New Delhi
Website and e-learning source	1. https://www.jec.senate.gov/public/index.cfm/republicans/2022/3/bui lding-a-happy-home-marriage-education-as-a-tool-to-strengthen-families#:~:text=Healthy%20marriage%20and%20relationship%20 education%20programs%20are%20designed,such%20as%20churche s%2C%20community%20centers%2C%20schools%2C%20and%20 online

Course Outcomes:

On completion of the course, the students should be able to

1. **CO1 (K1)** Examine understanding of family life, marriage and responsible Parenthood.
2. **CO2 (K6)** Develop the skills necessary to develop and maintain Satisfying and stable   relationship.
3. **CO3 (K4)** Explaining the conjugal harmony
4. **CO4 (K1)** State Understanding of pre-marital and post-marital communications
5. **CO5 (K2)** Describe the factors contributing to family disorganization, services available for the welfare of the family

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	L	H	M

Low-L, Medium-M, High-H

Title of the Course	FC: CAREERS AND ETHICS IN PSYCHOLOGY						
Paper No.	Foundation Course						
Category	FC	Year	I	Credits	2	Course Code	UFPY24
		Semester	I				
Instructional hours per week	Lecture	Tutorial		Lab Practice		Total	
	2	-		-		2	
Objectives of the course	1. To understanding of the roles and responsibilities of different psychology careers. 2. To enhance ethical behaviour in practice and research, and skills needed to navigate ethical dilemmas.						
Course Outline	**Unit 1 Introduction** [6Hours] An introduction to the scientific study of human behavior, Mental process Careers in Psychology with Bachelor's, Master's and Doctoral Degrees. Ethics of Psychologist, Skills and career settings.						
	Unit 2 Career paths in Psychology [6Hours] Careers in subfields of psychology-Practice, Oriented fields in psychology: Clinical and Counseling Psychology, School Psychology. Research fields: Neuro psychology, Cognitive Neuropsychology. Other Disciplines: Legal and Forensic Psychology, Health Psychology, Sport Psychology Industrial-Organizational Psychology, Social Psychology, forensic psychology. Developmental Psychology, Cognitive psychology, community psychology.						
	Unit 3 Ethical underpinnings in Psychological research [6Hours] Ethics Definition, Need for Ethical Code- Importance of Ethics, APA code of ethics, Ethics in Reporting Psychological research: Reporting research results- Plagiarism, Publication credit- Duplicate Publication of data Sharing research data for verification.						
	Unit 4 Ethical guidelines for Human Participants research [6Hours] Ethical issues to consider before beginning research, Institutional approval Dealing with risk, Informed consent, Confidentiality-debriefing, Deception in Psychological research.						
	Unit 5 Ethical guidelines for Non- Human Animal subjects [6Hours] Need for animal research in Psychology, Ethical codes: justification-Personnel-Care and Housing of animals- acquisition of animals, Procedures used in the study, Institutional animal care, Animal care after research.						

Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	1. Kuther, T. L. & Morgan, R. D. (2019). Careers in Psychology-Opportunities in a Changing World (5th ed), Sage Publications 2. Best, J. W., & Kahn, J. V. (2016). Research in education. Pearson Education India
Reference Books	1. Koocher, G. P. & Keith-Spiegel P (2008). Ethics in Psychology and the Mental Health Professions: Standards and Cases 3rd Edition, Oxford University Press. 2. Zechmeister, E., Shaughnessy, J., &Zechmeister, J. (2011). Research methods in psychology. McGraw-Hill Education.
Website and e-learning source	1. https://www.apa.org/education-career/guide/paths 2. https://www.apa.org/ethics/code 3. https://www.bps.org.uk/guideline/code-ethics-and-conduct

Course Outcomes:
On completion of the course, the students should be able to
1. **CO1 (K2)** Gain insight into various subfields in the field of psychology.
2. **CO2 (K5)** Apply knowledge of psychology to formulate career choices.
3. **CO3 (K2)** Understand the purpose of ethics in psychological research.
4. **CO4 (K2)** Identify and address ethical concerns in human and animal. research with consideration of the American Psychological Association's code of Ethics.
5. **CO5 (K5)** Evaluate research studies for their adherence to ethical guidelines.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M
Low-L, Medium-M, High-H						

Title of the Course	INTRODUCTION TO PSYCHOLOGY - II						
Paper No.	Core III						
Category	Core	Year	I	Credits	5	Course Code	UCPYC24
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total	
	4	1	-			5	
Objectives of the course	1. To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. 2. The basic principles of sensation for vision, hearing, smell, taste and bodily senses. 3. The principles of Perception and Illusion. 4. Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning. 5. Emotions and theoretical perspectives of emotions.						
Course Outline	**Unit I: Cognition: (K1,K2,K3,K4)** [18Hours] **1.1** Meaning, Cognitive Psychology, Types of Cognition. **1.2** Mental Imagery, Concept, Problem solving, Steps **1.3** Barriers to Effective problem solving, Strategies of problem solving **1.4** Algorithms, Heuristic, Decision making, Step, Reasoning Inductive and Deductive reasoning **1.5** Language, Nature, Main Components of Language. Thinking. **1.6** Phonemes Morphemes, Syntax, Semantics, Pragmatics.						
	Unit II: Memory (K1, K2, K3, K4) [18Hours] **2.1** Definition, Nature of memory (Encoding, storage and retrieval) **2.2** Memory encoding Attention, levels of Processing, Elaboration, Imagery. **2.3** Memory storage, Sensory Memory, short term memory, Chunking and Rehearsal, working Memory. **2.4** Long- term memory, Explicit Memory, Implicit Memory. Memory Retrieval. **2.5** Retrieval Cues and retrieval tasks. Forgetting, Encoding. Failure; Retrieval Failure **2.6** Memory and Study Strategies in encoding,						

	Unit III: Motivation: (K1,K2,K3,K4) [18Hours] **3.1** Meaning, Definition, Motivation Cycle **3.2** Types of Motivation, Physiological Motivation **3.3** Hunger, Thirst, Psychological Motivation **3.4** Achievement, Affiliation, Power **3.5** Theories of Motivation, Need Theories Maslow **3.6** ERG, Drive Reduction Theories
	Unit IV: Intelligence: (K1,K2,K3,K4) [18Hours] **4.1** Definition. Intelligence as a process: Piaget. Structure of intelligence: **4.2** Approaches of Spearman, Thurstone, Cattell. Triarchic approach. **4.3** Multiple intelligences. Concept of IQ. Evolution of intelligence testing. **4.4** Stanford-Binet, Wechsler scales. Extremes of Intelligence **4.5** Mental retardation and giftedness. **4.6** Determiners of intelligence: heredity and environment. Emotional intelligence. Types of intelligence tests.
	Unit V: Personality: (K1,K2,K3,K4) [18Hours] **5.1** Definition, Determinants, Approaches ,Psychoanalytic **5.2** Freud- Structuring Personality **5.3** Psychosexual stages Of development, defense mechanism. **5.4** Type approach, Jung's Typology, Trait theory **5.5** All port; Eysenck and BIG Five **5.6** Assessment Of personality, Objective, Subjective and Projective
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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Passer, M.W. & Smith R.E. (2007) Psychology- The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. Psychology 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) General Psychology. Dorling Kindersley (India) Pvt Ltd
Reference Books	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-learning source	1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (https://bmcpsychology.biomedcentral.com/) 4. https:// blishers.com/hockenbury 5. https://courses.lumenlearning.com/wsu- sandbox/chapter/gestalt-prInc.iples-of-perception/

Course Outcomes: **On completion of the course, the students should be able to** 1. **CO1 (K2, K3)** To understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making. 2. **CO2 (K4)** To summarize and compare the various functions and memory processes involved in memory and forgetting. 3. **CO3 (K1)** To outline the various theories of motivation and to understand the implications of it. 4. **CO4 (K3)** To explain the theories of intelligence and the ways to assess intelligence. 5. **CO5 (K3)** To explore the various theories of Personality and examine the uses of personality assessments.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Low-L, Medium-M, High-H

Title of the Course	**PSYCHOLOGY OF CHILDHOOD**						
Paper No.	Core IV						
Category	**Core**	**Year**	I	**Credits**	4	**Course Code**	UCPYD24
		Semester	II				
Instructional hours per week	**Lecture**	**Tutorial**		**Lab Practice**		**Total**	
	4	1		-		5	
Objectives of the course	1) To provide an overview of the human development stages from conception to babyhood. 2) To understand the characteristics of early childhood at physiological domain. 3) To analyze the emotional development of childhood and socialization process. 4) To examine the characteristics of late childhood at physiological domain, challenges of development. 5) To provide various perspectives to explain cognitive and personality						
Course Outline	**UNIT I – HUMAN DEVELOPMENT (K1,K2,K3,K4)** [18Hours] **1.1** Human development, **1.2** Period of life span, **1.3** Conception through Birth, **1.4** Heredity and environment **1.5** Birth – Stages, Methods and settings of Child birth **1.6** Characteristics of Infancy and Babyhood.						
	UNIT II – EARLY CHILDHOOD (K1,K2,K3,K4) [18Hours] **2.1** Definition of Childhood **2.2** Characteristics of early childhood **2.3** Developmental tasks **2.4** Physical development **2.5** Physiological habits **2.6** Speech during early childhood						
	UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD (K1,K2,K3,K4) [18Hours] **3.1** Emotions – Common emotions of early childhood **3.2** Variations in emotional pattern; Socialization **3.3** Patterns of early socialization **3.4** Early forms of behavior in social situations **3.5** Companionship in early childhood **3.6** Social and Unsocial behavior patterns.						

	UNIT IV – LATE CHILDHOOD (K1,K2,K3,K4) [18Hours] **4.1** Characteristics of late childhood **4.2** Developmental tasks **4.3** Physical development **4.4** Interests in later childhood **4.5** Sex-role typing in late childhood **4.6** Hazards of late childhood, Happiness in late childhood
	UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD (K1,K2,K3,K4,K5) [18Hours] **5.1** Cognitive Development , Piaget's Sensory motor stage **5.2** Piaget's Pre-operational stage, Piaget's stage of Concert operations, **5.3** Information Processing Approach of memory development, **5.4** Psychometric and Vygotskian Approaches of Intelligence; **5.5** Personality – Development of Self- concept, Freud's Phallic stage and Latency stage **5.6** 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1) Papalia D. E, Olds S. W.& Feldman R.D. (2004) Human Development (9thEd.) Chennai: McGraw-Hill Education(India) Private Limited. 2) Santrock J.W. (2011) Life-Span Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3) Santrock J.W. (2013) Child Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4) Hurlock E.B. (2010) Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd

Reference Books	1. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company. 3. Bee H. & Boyd D. The Developing Child (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) Child Development (9th Ed.) New Delhi: PHI
Website and e-learning source	Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioralsciences/psychology/developmental-psychology/) 3.https://courses.lumenlearning.com/wmopenpsychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-developmentparenting-infants-0-2/article/10107-infancy-physical-development 5. https://www.gracepointwellness.org/461-child-developmentparenting-infants-0-2/article/10116-infancy-emotional-socialdevelopment-emotional-expression-and-understanding

Course Outcomes:

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	2	3	4	5	6
CO 1	M	M	H	H	M	M
CO 2	H	H	H	M	H	L
CO 3	M	M	M	M	M	H
CO 4	M	M	H	H	H	H
CO 5	H	M	M	H	M	M

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Low-L, Medium-M, High-H

Title of the Course	GENERIC ELECTIVE II: CROSS CULTURAL PSYCHOLOGY						
Paper No.	Generic Elective 2						
Category	Generic Elective	Year	I	Credits	4	Course Code	UGEPYB24
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	3	1	-		4		
Objectives of the course	1. Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. 2. Identify and explore the diversity associated with different Cultures and how culture influences all aspects of human Interaction in all situations. 3. Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. 4. Examine the role of Culture in various development aspects of Human development process and emotionality. 5. Explore gender sensitisation in view of cultural spectrum.						
Course Outline	**UNIT I: INTRODUCTIONTO CULTURE AND PSYCHOLOGY (K2,K3,K4,k6)** [12Hours] **1.1** Definition of Culture **1.2** Origins of Culture **1.3** Contents of Culture **1.4** Pan cultural Principles **1.5** Ethics **1.6** Emics						
	UNIT II: SOCIALIZATION & ENCULTURATION (K2,K3,K4,K6) [12Hours] **2.1** Definition, Bronfenbrenner model **2.2** Culture & Parenting **2.3** Parenting Goals & Beliefs **2.4** Baumrind parenting theory, Culture & Peer **2.5** Margaret Mead socialization theory **2.6** Social Factors that influence math's Achievement						
	UNIT III: CULTURE AND DEVELOPMENTALPROCESS – TEMPERAMENT (K2,K3,K4,K6) [12Hours] **3.1** Three major categories of temperaments Thomas & Chess,1977, Goodness of fit **3.2** Cross- Cultural research on Temperament; Attachment- Bowlby's (1969) evolutionary **3.3** Theory of attachment **3.4** Ainsworth's Classification System of Attachment **3.5** Moral reasoning- Kohlberg's Theory of Morality **3.6** Criticism: Kohlberg's Theory of Morality.						

	UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION
	(K2, K3, K4, K6) [12Hours] **4.1** Structure of language, Language differences across cultures, **4.2** Culture, language, and cognition **4.3** Sapir- Whorf hypothesis Support and Criticisms, **4.4** Bilingualism and culture, Components of Communication Non Verbal Communication. **4.5** Role of culture in The communication process, Intracultural vs. intercultural Communication **4.6** Barna's obstacles in communication, Improving Intercultural communication.
	UNIT V: CULTURE AND GENDER (K2, K3, K4, K6) [12Hours] **5.1** Definition of terms, **5.2** Gender differences **5.3** Hofstede's Masculinity vs Femininity **5.4** Cognitive differences **5.5** Gender stereotypes **5.6** 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Matsumoto, D., &Juang, L. (2013). Culture and Psychology (5th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2ndEd.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction To cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural Psychology: Critical thinking and contemporary applications. Routledge.

Course Outcomes:

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	M	H	M
CO 2	H	L	H	H	M	H
CO 3	M	M	M	M	L	M
CO 4	H	H	H	H	H	L
CO 5	M	H	M	M	H	M

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	M	H	M
CO 2	H	L	H	H	M	H
CO 3	M	M	M	M	L	M
CO 4	H	H	H	H	H	L
CO 5	M	H	M	M	H	M

Title of the Course	**SKILL ENHANCEMENT COURSE: SOCIAL WORK AND PERSONS WITH DISABILITY**						
Paper No.	**SEC II**						
Category	Skill Enhancement Course	**Year**	I	**Credits**	2	**Course Code**	USPY224
		Semester	II				
Instructional hours per week	**Lecture**	**Tutorial**		**Lab Practice**	**Total**		
	2			-	2		
Objectives of the course	● To understanding the disability is to prepare individuals to effectively support and advocate for people with disabilities through a comprehensive understanding of their unique needs, challenges, and rights.						
Course Outline	**Unit I Disability** [6Hours] Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability. Activity – List the 21 disabilities according to RPWD						
	Unit II Historical development [6Hours] Historical development of services &programmes for the various categories of persons with disability. institutional and Non –institutional services for various groups, management of institutions of disabled people. Activity – Visit a special school that teaches children with disability and prepare a report						
	Unit III Causes of Disabilities [6Hours] Causation of Disabilities, Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India. Activity – Write an action plan to reduce stigma towards individuals with Disability						

	Unit: IV International Protocols [6Hours] UN Declaration of Human Rights of Disabled Persons. International year for Disabled, Efforts by International organizations for prevention, welfare & rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Welfare Services for disabled. Activity – Collect a newspaper article connected with rights of disabled persons
	Unit : V [6Hours] Occupation and Disability Factors specific to disabled elderly people; and Children, Social work in traditional setting. The changing context of Social work practice. Social Work intervention for creating supportive environment. Activity – Collect pictures of barrier free environment and prepare a Scrapbook.
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Narashimha, M.C. &A.K.Mukherjee; Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi, 1986. 2. Oliver, Michale; Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London, 1993. 3. Bequer Ali & Anjali Sharma, Disability: Challengers, Response, Concerned Action, New Delhi, 1997.
Reference Books	1. Wilson B.R &D.L.McMillan, Rehabilitation Studies, Cambridge University Press, 1997. 2. Kitchlu, T.N.,A Century of Blind Welfare in India, Penman Publishers, New Delhi,1991. 1981. 3. Abidi, Javed No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995. 4. Baquer Ali, Disabled, disablement, Disablism, VHAI, New Delhi,1994. 5. Barnes, Colin, Disables People in Britain and Discrimination: A Case for Anti – Discrimination Legislation, Hurst & Company, London, 1991.

	6. Bhargava, Mahesh, Introduction to Exceptional Children: Their Nature and Educational Provisions, Sterling Publishes Pvt.Ltd., New Delhi, 1994. 7. Bhushan, Shashi et.al, The Situation of the – Handicapped in India,Institute of Social Sciences, New Delhi, 1988. 8. Chainani, M.L. Rehabilitation of Physically Handicapped, PopularPrakashan, Bombay, 1971 9. Chattopadhyay, Anjana, All India Directory of Educational an Vocational Training Institutes for the Handicapped. Patriot Publishers, New Delhi, 1986.
Website and e-learning source	1. https://www.who.int/health-topics/disabilityhttps://uta.pressbooks.pub/introtosocialwork/chapter/social-work-with-persons- with-disabilities/ 2. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_educati on/15._social_work_in_the_ field_of_ disability/22._ role_of_social_work_in_the_field_of_disabilities/et/7581_et_et.pdf 3. https://disabilityaffairs.gov.in/content

Course Outcomes:

On completion of the course, the students should be able to

1. **CO1 (K2)** Demonstrate understanding of the needs and problems of persons with disability.

2. **CO2 (K2)** Understand policies, programmes and services available to persons with disability

3. **CO3 (K4)** Point out skills and techniques of working with the differently able

4. **CO4 (K3)** Articulate current laws and policies for the differently able

5. **CO5 (K2)** Understand policies, programmes and services available to persons with disability

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	L	H	M

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Low-L, Medium-M, High-H

Title of the Course	SKILL ENHANCEMENT COURSE: PSYCHOLOGICAL FIRST AID						
Paper No.	SEC III						
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	USPY324
		Semester	II				
Instructional hours per week	Lecture		Tutorial	Lab Practice		Total	
	2		-	-		2	
Objectives of the course	● To understanding Psychological First Aid is to equip individuals with the knowledge and skills to provide immediate, compassionate support to people experiencing acute distress due to a crisis or traumatic event.						
Course Outline	**Unit 1** [6Hours] Introduction to Psychological First Aid (PFA) – Concept and Development Of PFA – Core Competencies of PFA						
	Unit 2 [6Hours] The RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition)						
	Unit 3 [6Hours] Four Basic Standards of Psychological First Aid – Goals of Psychological First Aid – Five Components of Psychological First Aid – What Makes a PFA Practitioner Effective – Dos and Don'ts of Psychological First Aid – Ethical Guidelines						
	Unit 4 [6Hours] Self-Care – Practising Good Self-Care – Consequences of Poor Self-Care – Symptoms of Burnout – Vicarious Trauma – Helping Yourself During a Mental Health Crisis						
	Unit 5 [6Hours] Team Care – Seeking support – People Who Likely Need Special Attention Evaluation						
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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)						

Recommended Text	1. American Psychiatric Association. (1954). Psychological first aid in Community disasters. Washington, DC: Author. 2. Erskine, R. G. (2015). Relational Patterns, Therapeutic Presence : Concepts and Practice of Integrative Psychotherapy. London: Routledge 3. American Counseling Association. (2014). The ACA Encyclopedia of Counseling. Hoboken: American Counseling Association
Reference Books	1. Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. http://www.nationalregister.org/trr.html. 2. Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., &Vandekerckhove, P. (2014). 3. A systematic literature search on Psychological first aid: lack of evidence to develop guidelines. PloS One, 9(12), e114714. . Everly, G. S., Jr. (1999). Toward a model of psychological triage.

Course Outcomes:

On completion of the course, the students should be able to

1. **CO1 (K3)** Learn and apply psychological first aid.
2. **CO2 (K6)** Manage psychological crisis reactions.
3. **CO3 (K2)** Understand goals and principles of PFA.
4. **CO4 (K6)** Practice self-care.
5. **CO5 (K5)** Increasing the learners' abilities in managing psychological crisis situations.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	H	H	M
CO 2	M	H	H	M	M	M
CO 3	L	H	H	H	M	H
CO 4	L	M	M	H	H	M
CO 5	M	M	H	M	H	M

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	H	H	M
CO 2	M	H	H	M	M	M
CO 3	L	H	H	H	M	H
CO 4	L	M	M	H	H	M
CO 5	M	M	H	M	H	M

Title of the Course	**PSYCHOLOGY OF ADOLESCENCE AND EARLY ADULTHOOD**						
Paper No.	Core V						
Category	**Core**	**Year**	II	**Credits**	5	**Course Code**	UCPYE24
		Semester	III				
Instructional hours per week	**Lecture**	**Tutorial**	**Lab Practice**		**Total**		
	4	1	-		5		
Objectives of the course	1. To offer the students a comprehensive overview and understanding of Adolescence and the consequent changes in an adolescent. 2. To comprehend the changes in changes in adolescent behavior pertaining gender, sexual and relationships. 3. The characteristics, development and changes of Early Adulthood. 4. To have an insight into the vocational and family adjustments in Early Adulthood. 5. Different perspectives of cognitive and personality development in Early Adulthood.						
Course Outline	**UNIT I :ADOLESCENCE (K1,K2,K3,K4,K5,K6)** [18Hours] **1.1** Definition of Adolescence **1.2** Characteristics of adolescence **1.3** Developmental tasks **1.4** Emotional change during adolescence **1.5** Social changes during adolescence **1.6** Adolescent interests						
	UNIT II: ADOLESCENT BEHAVIOR (K1,K2,K3,K4,K5,K6) [18Hours] **2.1** Changes in morality during adolescence **2.2** Sex interest during adolescence **2.3** Sex behavior during adolescence **2.4** Approved sex roles **2.5** Family relationships during adolescence **2.6** Hazards of adolescence						
	UNIT III: EARLY ADULTHOOD (K1,K2,K3,K4,K5,K6) [18Hours] **3.1** Characteristics of early adulthood **3.2** Developmental tasks **3.3** Changes in interest **3.4** Social mobility **3.5** Sex role adjustment **3.6** Personal and social hazards						

	UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD(K1,K2,K3,K4,K5,K6) [18Hours] **4.1** Vocational adjustments **4.2** Marital adjustment **4.3** Adjustment to parenthood **4.4** Adjustment to singlehood **4.5** Hazards of vocational adjustment **4.6** Marital adjustments
	UNIT V : COGNITION AND PERSONALITY(K1,K2,K3,K4,K5,K6) [18Hours] **5.1** Cognitive Development - Piaget's Formal operational stage **5.2** Elkind's Immature characteristics of Adolescent thought, Shift to post formal thought Schaie's Life-span model of Cognitive development **5.3** Personality - Freud's genital stage, Erikson's Identity Vs Confusion, Marcia's Identity status Crisis and Commitment **5.4** Gender differences in identity formation during adolescence, Four views of personality **5.5** Development during Early adulthood – Normative stage models, Timing of events model **5.6** 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) Human Development (9thEd.) Chennai: McGraw-Hill Education (India) Private 2. Santrock J.W. (2011) Life-Span Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited.Limited. 3. Hurlock E.B. (2010) Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd 4. Santrock J.W. (2007) Adolescence (11thEd.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
Reference Books	1. Shaffer D.R. (1996) Developmental Psychology – Childhood and Adolescence (4th Ed.) California: Brooks/Cole Publishing Company. 2. Shaffer D.R. &Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7thEd.) Haryana: Thomson Wadsworth. 3. Sigelman C.K. & Shaffer D.R. (1995) Life span Development (2nd Ed.) California: Brooks/Cole Publishing Company
Website and e-learning source	1. Journal of Youth and Adolescence (https://link.springer.com/journal/10964) 2. https://socialsci.libretexts.org/Bookshelves/Human_Developm ent/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

Course Outcomes:

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	M	M	M
CO 2	H	H	M	H	M	M
CO 3	H	M	M	L	L	H
CO 4	H	M	H	L	H	H
CO 5	H	M	H	M	H	M

Low-L, Medium-M, High-H

Title of the Course	SOCIAL PSYCHOLOGY - I						
Paper No.	Core VI						
Category	Core	Year	II	Credits	5	Course Code	UCPYF24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	1. To offer the students a comprehensive overview of Social Psychology. 2. To comprehend the development and vicissitudes of Social Cognition 3. To gain insight into the formation and management of Social Perception. 4. To develop understanding of attitudes and persuasion 5. To learn of the dynamics of close interpersonal relationships						
Course Outline	**UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY (K1,K,K3,K4)** [18Hours] **1.1** Definition of Social Psychology **1.2** Nature of Social Psychology **1.3** History of Social Psychology **1.4** Principles of Social Psychology **1.5** Research method in Social Psychology **1.6** Social Psychology in new millennium.						
	UNIT II: SOCIAL COGNITION (K1,K,K3,K4) [18Hours] **2.1** Definition of social cognition **2.2** Schemas – Meaning, Impact of schemas on social cognition **2.3** Priming, Schema persistence **2.4** Heuristics – Meaning, Representativeness, Availability **2.5** Anchoring and adjustment **2.6** Potential sources of error in social cognition						
	UNIT III: SOCIAL PERCEPTION (K1,K,K3,K4) [18Hours] **3.1** Definition of social perception; Non-verbal communication – Basic channels **3.2** Deception –Meaning. Non-verbal cues to identify deception; **3.3** Attribution – Definition, Theories of attribution– Correspondent inference **3.4** Kelley's theory of causal attribution **3.5** Basic sources of error in attribution Impression formation **3.6** Impression management						

	UNIT IV: ATTITUDES (K1,K,K3,K4) [18Hours]
	4.1 Attitudes – Meaning, Types **4.2** Formation of attitudes – Classical conditioning, Instrumental conditioning **4.3** Observational learning; Strength of attitudes **4.4** Change in attitude – Persuasion **4.5** Cognitive processes underlying persuasion, Resisting persuasion attempts **4.6** Cognitive dissonance, Dissonance and attitude change
	UNIT V: INTERPERSONAL ATTRACTION AND CLOSE **RELATIONSHIPS (K1,K,K3,K4)** [18Hours] **5.1** Meaning of interpersonal attraction, **5.2** Internal determinants of attraction, External determinants of attraction **5.3** Romantic relationships and falling in love **5.4** Romance, Selecting a potential mate, Love, Jealousy **5.5** Marital happiness **5.6** Causes of relationship failure
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Baron R.A. & Byrne D. (2014) Social Psychology (13th Ed.) Prentice-Hall of India. 2. Myers D.G. (2012) Social psychology (11th Ed.) New York, NY: McGraw
Reference Books	1. WinniCott, D.W. (1995). Counselling and Therapy. London: Sage Publications 2. Whiston, S.C (1999). Principles ad applications of assessment in counselling , Wadsworth, Belmont. Brooks- Clole 3. Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed.Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc 4. Patterson, J., William, L., Grauf-Grounds, C., &Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press
Website and e-learning source	1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp) 2. International Review of Social Psychology (https://www.rips-irsp.com/about/)

	3. https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf
	4. https://www.blackwellpublishing.com/content/hewstonesocial psychology/chapters/cpt3.pdf
	5. https://opentextbc.ca/socialpsychology/chapter/changing- attitudes-by-changing-behavior/

Course Outcomes:

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	M	M	H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	L	M	M	H	H	H
CO 2	H	M	H	H	M	M
CO 3	H	H	H	M	L	M
CO 4	H	H	M	M	L	H
CO 5	H	M	M	H	H	H

Title of the Course	GENERIC ELECTIVE III: STATISTICS FOR BEHAVIORAL SCIENCE						
Paper No.	Generic Elective III						
Category	Generic Elective	Year	II	Credits	3	Course Code	UGEPYC24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	3	1	-		4		
Objectives of the course	1. To understand basic statistical concepts. 2. To learn of qualitative data and its application in research. 3. To gain insight into parametric analysis. 4. To comprehend Non parametric analysis and tests 5. To apply statistical methods using software						
Course Outline	**Unit I: Basic statistical concepts (K1,K2,K3,K4,K5)** [18Hours] **1.1** Definition of basic concepts - statistics, descriptive statistics, inferential statistics, population, sample, parameter, random sampling. **1.2** Applied Statistics - research question, independent variable, dependent variable, confounding variable, statistical question, statistical conclusion, research conclusion, statistical procedures. **1.3** Variables and constants - Meaning of variable, constant, discrete variable, continuous variable. **1.4** 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. **1.5** Measure of Central tendency - properties of mean, median and mode - effects of score transformations **1.6** Characteristics of random sampling distribution - using table of random numbers, - Z scores						
	Unit II: Organizing qualitative data (K1,K2,K3,K4,K5) [18Hours] **2.1** Frequency distribution - grouped scores- constructing a grouped frequency distribution - apparent vs real limits - relative frequency distribution - cumulative frequency distribution. **2.2** Percentiles and Percentile ranks - percentile point, percentile rank, computing percentiles from grouped data computation of percentile rank. **2.3** Graphical representation of frequency distribution - Abscissa, ordinate, zero point on a graph, histogram, frequency polygon, bar diagram, pie chart, cumulative percentage curve **2.4** Factors affecting the shape of graphs- shape of frequency distributions - J shaped distribution, skewed distribution, kurtosis, rectangular distribution, bimodal distribution, bell shaped distribution **2.5** 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. |
| | **2.6** Standard scores and the normal curve - nature of normal curve- standard normal curve - finding scores when the area is known. |

| | **Unit III: Parametric analysis - Basic concepts and assumptions (K1,K2,K3,K4,K5)** [18Hours]

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

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

3.3 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

3.4 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

3.5 ANOVA for repeated measures - factorial analysis for two factor design for independent groups , f test.

3.6 Chi - square test for goodness of fit- interpretation of the outcome of a chi square test. |

| | **Unit IV: Non parametric analysis - Assumption - Free tests (K1,K2,K3,K4,K5)** [18Hours]

4.1 Randomization tests- rank order test - Mann - Whitney U test

4.2 Sign test - Wilcoxon's signed - ranks test Kruskal

4.3 Wallis test

4.4 Friedman's rank test.

4.5 Qualitative data analysis –

4.6 Basic concepts - percentage analysis, content analysis, narrative analysis, thematic analysis |

	Unit V: Statistical methods using software (K1,K2,K3,K4,K5)
	[18Hours]
	5.1 SPSS data editor, SPSS viewer, importing and exporting data, alternatives to SPSS
	5.2 Data entry in SPSS, assigning a variable naming, sorting the data type,
	5.3 Defining variable table, defining value tables,
	5.4 Slotting missing values, data cleaning
	5.5 Working with large data set
	5.6 Software for qualitative data analysis.
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. King, B.M. and Minium E W. (2011) . Statistical Reasoning in the Behavioural Sciences . 5th Edition. New Delhi: Wiley student India edition. 2. Aron A, Aron E N and Coups E J. (2007) . Statistics for Psychology. New Delhi: Pearson Education. 3. Argyrous , G. (2011). Statistics for research. New Delhi: Sage South Asia edition. 4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication. 5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited
Reference Books	1. Frederick,J.G,&William,L.B.(2007).Statistics for Behavioural Sciences.(7thEd.).Thomson Wadsworth. 2. Kothari,C.R.(2008).Research Methodology:Methods and Techniques.(2ndEd.).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 (4thEd.). New Delhi: Pearson Education.

5. Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles &Applications (6th Ed.) New Jersey: PrenticeHall

Course Outcomes:

On completion of the course, the students should be able to

1. **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.
2. **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.
3. **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.
4. **CO4 (K4)** To analyze and interpret raw data using various parametric and non-parametric methods
5. **CO5 (K5)** To compile data using various software analysis

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO1	H	H	H	H	H	M
CO2	H	H	H	H	H	M
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	L	H	M	H	M	M
CO 2	M	H	H	M	H	H
CO 3	L	M	M	H	M	H
CO 4	M	M	H	H	M	H
CO 5	M	M	H	M	H	H

(Low- L, Medium - M, High - H)

Title of the Course	SKILL ENHANCEMENT COURSE: PSYCHOLOGICAL SKILLS FOR ENTREPRENEURSHIP DEVELOPMENT						
Paper No.	SECIV						
Category	Skill Enhancement Course	**Year**	II	**Credits**	1	**Course Code**	USPY424
		Semester	III				
Instructional hours per week	**Lecture**	**Tutorial**	**Lab Practice**		**Total**		
	1	-	-		1		
Objectives of the course	● To enhance the mental and emotional capabilities that is crucial for successful entrepreneurial endeavors.						
Course Outline	**UNIT I: Entrepreneurship Development** [6Hours] Dynamics of Entrepreneurship - Scope of Entrepreneurship; latest trends; Skills of an entrepreneur						
	UNIT II : Human Resource Development through Achievement Motivation [6Hours] Motivating people for excellence ; Entrepreneurial motivation - motivation - Maslow theory - Herzberg theory - Mc Gregors theory - McClelland need achievement theory						
	UNIT III: Behavioral competencies [6Hours] Emotional Intelligence – Assertiveness - Creativity - steps in creativity - Decision making and Problem Solving						
	UNIT IV: Risk Taking Behavior-Active Risk Management [6Hours] People, Time and Cost Management; Change & Conflict Management; Risk identification - Qualitative & quantitative risk assessment - Risk response strategies						
	UNIT V: Motivation training – Goal setting & Time Management [6Hours] Identifying motivators and strengthening their action plan based on SWOC; Effective Negotiation, Interpersonal relationship skills; Team building skills						
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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)						

Recommended Text	1. Rao, T. V. (1990).DesigningEntrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions. 2. Sharma, S. (2021). Entrepreneurship development. PHI Learning Pvt. Ltd. 3. Ramachandran, K. (2009). Entrepreneurship Development: Indian cases on Change Agents. Tata McGraw-Hill Pub.
Reference Books	1. Bessant, J., & Tidd, J. (2007). Innovation and entrepreneurship. John Wiley & Sons 2. Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning 3. Nieuwenhuizen, C. (Ed.). (2009). Entrepreneurial skills.Juta and Company Ltd 4. Sergi, B. S., & Scanlon, C. C. (Eds.). (2019). Entrepreneurship and Development in the 21stCentury (pp. 3-32). Bingley: Emerald Publishing 5. Mohanty, S. K. (2005). Fundamentals of entrepreneurship. PHI Learning Pvt. L

Course Outcomes:
On completion of the course, the students should be able to
1. **CO1 (K3)** Provide the knowledge, skills and attitudes in Entrepreneurship skill training.
2. **CO2 (K2)** Understand the importance of developing positive attitudes and inculcating achievement motivation toward self-employment and gain confidence to be an entrepreneur
3. **CO3 (K4)** Understand the importance of behavioural competencies to be an entrepreneur
4. **CO4 (K3)** Gain knowledge about the management of business units /organizations by direct interaction with Entrepreneurs.
5. **CO5 (K4)** Develop positive attitudes and achievement motivation toward self-employment and gain confidence to be an entrepreneur

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	M	M	H	H
CO2	H	M	H	M	M	L
CO3	M	M	L	H	M	L
CO4	H	H	M	H	H	M
CO5	M	L	H	M	L	M

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	M	H	M	H	H	H
CO2	H	M	H	M	H	M
CO3	M	L	H	H	H	M
CO4	H	M	M	H	M	H
CO5	L	M	H	M	L	L

Title of the Course	SKILL ENHANCEMENT COURSE: RELAXATION TECHNIQUES						
Paper No.	SECV						
Category	Skill Enhancement Course	Year	II	Credits	2	Course Code	USPY524
		Semester	III				
Instructional hours per week	Lecture	Tutorial		Lab Practice		Total	
	2	-		-		2	
Objectives of the course	● To learning and practicing relaxation techniques is to reduce stress, enhance mental and physical well-being.						
Course Outline	**UNIT I PROGRESSIVE MUSCULAR RELAXATION** [6Hours] Physiology of relaxation - Progressive muscular relaxation - Steps to initiate progressive muscular relaxation - Benefit of progressive relaxation technique - Jacobsons relaxation technique (Practical experience to be given)						
	UNIT II MEDITATION [6Hours] Meditation – the inner and outer self - Definition, types of meditation – concentrative, receptive, reflective and generative - Benefits of meditation – (Practical experience to be given)						
	UNIT III DEEP BREATHING [6Hours] Deep breathing - steps involved in breathing techniques. Benefits, psychological effects of deep breathing - Effects of deep breathing on the brain(Practical experience to be given)						
	UNIT IV AUTOGENIC TRAINING [6Hours] Autogenic training – Definition, importance of the technique and 6 stages of autogenic training (Practical experience to be given)						
	UNIT V GUIDED IMAGERY [6Hours] Guided imagery – definition, uses of guided imagery (Practical experience to be given)						
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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)						

Recommended Text	Liilian Nejad, Katerina Volny .[2008]. Relaxation techniques: Crown house publishing Michael Robertson,Relaxation techniques
Reference Books	Jay winner, Relaxation on the run – book scape Swaminathan V.DKalaiappan.K.V.[2001]. Psychology for effective living: Angel printing house.
Website and e-learning source	1.https://www.mayoclinic.org 2. https:// www.health.harvard.edu 3.https://www.nccih.gov.health

Course Outcomes:

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	H	M	H	H
CO2	M	M	H	H	M	M
CO3	H	M	M	H	M	H
CO4	H	L	H	M	L	M
CO5	M	H	H	H	H	L

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	M	M	M	L	H	H
CO2	M	M	H	H	M	M
CO3	M	L	H	M	M	M
CO4	H	L	M	H	L	L
CO5	M	M	H	L	H	H

Title of the Course	**PSYCHOLOGY OF MIDDLE AGE AND OLD AGE**						
Paper No.	**Core VII**						
Category	**Core**	**Year**	II	**Credits**	5	**Course Code**	UCPYG24
		Semester	IV				
Instructional hours per week	**Lecture**	**Tutorial**		**Lab Practice**		**Total**	
	4	1		-		5	
Objectives of the course	1. To describe and discuss the various developmental tasks of middle age. 2. To analyse and understand the vocational and family adjustments made by middle aged people. 3. To discuss and evaluate the personal and social hazards of old age. 4. To identify the changes to be made in the living arrangements of elderly 5. To understand memory decline in old age.						
Course Outline	**UNIT I: MIDDLE AGE (K2,K4,K5)** [18Hours] **1.1** Characteristics of middle age **1.2** Developmental tasks **1.3** Adjustment to Physical changes **1.4** Adjustment to mental changes **1.5** Adjustment to changed interests, Social adjustments **1.6** Personal and social hazards of middle age.						
	UNIT II: VOCATIONAL AND FAMILY ADJUSTMENT IN MIDDLE AGE (K2,K5,K5) [18Hours] **2.1** Vocational adjustments **2.2** Adjustment to changed family pattern **2.3** Adjustment to single hood, Adjustment to loss of spouse **2.4** Adjustment to approaching retirement **2.5** Adjustment to approaching old age, **2.6** Vocational and marital hazards of middle age.						
	UNIT III: OLD AGE (K2,K4,K5) [18Hours] **3.1** Characteristics of old age, **3.2** Developmental tasks **3.3** Adjustment to physical changes in old age **3.4** Changes in motor abilities **3.5** Changes in mental abilities **3.6** Hazards of personal and social adjustments.						

	UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENT IN OLD AGE (K2,K54,K5) [18Hours] **4.1** Vocational adjustments **4.2** Adjustment to retirement **4.3** Adjustment to changes in family life **4.4** Adjustment to loss of a spouse **4.5** Adjustment to singlehood **4.6** Living arrangements for the elderly, Vocational and family life hazards. **4.7**
	UNIT V: COGNITION AND PERSONALITY (K2,K4,K5) [18Hours] 5.1 Cognitive Development – Measuring cognitive abilities in middle age The distinctiveness of adult cognition, 5.2 Creativity in middle age, Intelligence and Processing abilities in old age. 5.4 Measuring older adult's intelligence, Competence in everyday tasks and problem solving in old age; 5.4 Memory changes in old age, Improving memory in older adults 5.5 Personality – Erikson's Generativity Vs stagnation and Integrity Vs Despair 5.6 The self at midlife, Models of coping in old age.

Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Handbook of the Psychology of Aging (7th Ed.) edited by K. Warner Schaie et et al. Elsevier (2010) 2. Varieties of Early Experience: Implications for the Development of Declarative Memory in Infancy (Volume 38) by Patricia J. Bauer. Elsevier (2010) 3. Khatoon, N. (2012) General Psychology. Dorling Kindersley (India) Pvt Ltd 4. Berk, L. E. (2017). Exploring lifespan development (4th ed.). Pearson 5. Lally, M., & Valentine-French, S. (2023). Lifespan development: A psychological perspective (4th ed.)
Reference Books	1. Parker, L. C., & Degges-White, S. (2017). Middle and older adulthood. In J. E. Schwarz (Ed.), Counseling women across the life span: Empowerment, advocacy, and intervention (pp. 133–154). Springer Publishing Company. 2. Settersten, R. A., & Angel, J. L. (Eds.)*Handbook of Sociology of Aging* 2020 – Springer 3. Papalia, D. E., Martorell, G., & Feldman, R. D.*Experience Human Development* (14th Edition) 2021 – McGraw-Hill Education 4. Santrock, J. W.*Life-Span Development* (18th Edition) 2022 – McGraw- Hill Education 5. Whitbourne, S. K., & Whitbourne, S. B.*Adult Development and*

	*Aging: Biopsychosocial Perspectives*2023 – Wiley
	6. Schaie, K. W., & Willis, S. L. (Eds.)*Handbook of the Psychology of Aging* (9th Edition)2024 – Academic Press (Elsevier)
Website and e-learning source	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://bmcpsychology.biomedcentral.com/) 4. https:// blishers.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

1. CO1 **(K1)**: describe the characteristics, developmental tasks, and adjustment issues of middle age**.**
2. CO2 **(K3):** analyze vocational, marital, and family adjustment problems and hazards during middle age**.**
3. CO3 **(K4):** evaluate the physical, mental, social, and personal adjustment challenges of old age**.**
4. CO4 **(K5):** identify and propose suitable vocational, family, and living arrangement adjustments for the elderly**.**
5. CO5 **(K1, K4):** understand and evaluate cognitive changes, memory decline, personality development, and coping mechanisms in middle and old age.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Title of the Course	SOCIAL PSYCHOLOGY II						
Paper No.	Core VIII						
Category	Core	Year	II	Credits	5	Course Code	UCPYH24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	1. Understand how of social influence enable compliance, Conformity and obedience 2. Get introduced to the theories that explain selflessness and to Suggest ways to increase helping behaviour. 3. Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression. 4. Get acquainted to functions of a group and its influences Individual performance and to educate them about the potential Dangers of decision making in group. 5. Facilitate students to see the applicability of social Psychological principles in various settings						
Course Outline	**Unit I: Social Influence (K1,K2,K3,K4)** [18Hours] **1.1** Conformity Meaning, Asch's research on conformity **1.2** Sheriff's Research on auto kinetic phenomenon **1.3** Factors affecting conformity, **1.4** Resisting pressures to conform; **1.5 Compliance** – Meaning, Six basic Principles of compliance, Symbolic social influence **1.6** Obedience Meaning Milgram's experiment on obedience						
	Unit II: Prosocial Behavior (K1,K2,K3,K4) [18Hours] **2.1** Meaning and definition of prosocial behaviour **2.2** Motives for pro-social behaviour **2.3** Competitive altruism **2.4** Five crucial steps to determine helping Vs not helping **2.5** External and internal influences on helping behaviour, Empathy, **2.6** Personality and Helping						
	Unit III: Aggression (K1,K2,K3,K4) [18Hours] **3.1** Perspectives on aggression **3.2** Evolutionary perspective, Drive theories **3.3** Modern theories of aggression **3.4** Social learning perspective and General Aggression Mode **3.5** Causes of human aggression ,social, Cultural, personal and situational **3.6** Prevention and control of Aggression						

	Unit IV: Groups And Individuals (K1,K2,K3,K4) [18Hours] **4.1** Groups, Meaning, Types, Key components, Stages of group Formation **4.2** Benefits of joining a group, Social facilitation, Social Loafing, hooliganism, De individuation **4.3** Conflict: Nature, Causes and Effects Techniques to resolve conflicts, Perceived fairness in groups **4.5** Basic rules for judging fairness, Reactions to perceived unfairness; **4.6** Decision making by groups, Downside to group decision making.
	Unit V: Application Of Social Psychology (K1,K2,K3,K4) [18Hours] **5.1** Social Psychology & legal system **5.2** Social Psychology and Health & well-being **5.3** Social Psychology and Work settings **5.4** Social Psychology and Sports **5.5** Social Psychology and Community **5.6** Social Psychology and Environment
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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Myers, D.G. &Twenge, J.M. (2017): Social psychology. New York, NY: McGraw – Hill Education. 2. Branscombe, N.R., Baron, R.A. &Kapur, P. (2017). Social psychology. Chennai, India: Pearson India Education Services Pvt. Limited. 3. Myers, D.G. (2002). Social psychology. New York, NY: McGraw Hill Book Company. 4. Baron, A., & Byrne, D. (2002). Social psychology. New Delhi, India: Prentice-Hall of India. 5. Baron, A., Branscombe, N., Byrne, D., &Bhardwaj, G. (2009). Social psychology. New Delhi, India: Dorling Kindersley (India) Private Limited

Reference Books	1. WinniCott, D.W. (1995). Counselling and Therapy. London: Sage Publications
	2. Whiston, S.C (1999). Principles ad applications of assessment in Counseling , Wadsworth, Belmont. Brooks- Clole
	3. Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and Methods. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc
	4. Patterson, J., William, L., Grauf-Grounds, C., &Chamow. (2009). Essential skills in 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

COURSE OUTCOME:

On successful completion of the course, students will be able to
1. **CO1 (K1)** To relate to the nature and causes of social influence.
2. **CO2 (K2)** To observe the internal and external influences on helping behaviour.
3. **CO3 (K3)** To employ the strategies that can be used to prevent or control human Aggression.
4. **CO4 (K4)** To appraise group dynamics.
5. **CO5 (K4)** To analyze the role of social psychology in various settings like legal System, health and work.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	H	M	H

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	H	M	H

Title of the Course	GENERIC ELECTIVE: INTRODUCTION TO RESEARCH METHODOLOGY						
Paper No.	**Generic Elective IV**						
Category	**Generic Elective**	**Year**	II	**Credits**	4	**Course Code**	UGEPYD24
		Semester	IV				
Instructional hours per week	**Lecture**	**Tutorial**	**Lab Practice**		**Total**		
	3	1	-		4		
Objectives of the course	1. Understand how of social influence enable compliance, Conformity and obedience 2. Get introduced to the theories that explain selflessness and to Suggest ways to increase helping behaviour. 3. Comprehend knowledge about various theories that explain Aggression and apply the knowledge to prevent and control Aggression. 4. 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. 5. Facilitate students to see the applicability of social Psychological principles in various settings.						
Course Outline	**Unit I: Introduction (K2,K3,K4,K6)** [8Hours] **1.1** Understanding behaviour, empirical and non-empirical method Assumptions of scientific work **1.2** overview of research Process/framework. Ethics in research, APA ethics code, plagiarism **1.3** Ethics and animal experimentations. Data collection, observational **1.4** Method, interview method **1.5** structured, semi structured and focus Group interviews questionnaire method **1.6** case study method , its merits And limitations.						
	Unit II: Variables , Reliability and Validity (K2,K3,K4,K6) [8Hours] **2.1** Types of variables- dependent and independent variables, confounded Variables **2.2** Quantitative and categorical variables, continuous and Discrete variables. Reliability and Validity of measurements **2.3** Types of Validity test- criterion related validity, face validity, content validity, **2.4** Convergent validity, concurrent validity, discriminate validity Predictive validity **2.5** Types of reliability tests – inter ratter reliability **2.6** Test retest reliability, split half reliability, internal consistency Reliability						

	Unit III: Hypothesis and Sampling (K2,K3,K4,K6) [8Hours]
	3.1 Hypothesis , Definition, types , Hypothesis testing , Type 1 and Type II errors
	3.2 significance level (p value) , one tailed and two tailed tests Effect
	3.3 Size Sampling , meaning, probability and non-probability
	3.4 Sampling techniques , its merits and limitations
	3.5 sample size Estimation – using a table of random numbers.
	3.6 4miners of intelligence: heredity and environment. Emotional intelligence
	Unit IV: Research designs (K2,K3,K4,K6) [8Hours]
	4.1 Experimental designs , independent groups designs, completely Randomized groups design
	4.2 Randomized factorial groups design, within Participants group design, matched group design.
	4.3 Non Experimental designs – quasi experimental design, time series Design, case studies, co relational research design, cross sectional Research
	4.4 Longitudinal research, non-equivalent group designs. Mixed Research designs – single participant w design, base -line design.
	4.5 Quantitative research design and analysis – Grounded theory, Discourse analysis, content analysis, dairy method, narrative methods
	4.6 Focus group discussions, in-depth interviews, participatory Observations, action research.
	Unit V: Report writing and computes in research (K2,K3,K4,K6) [8Hours]
	5.1 Reporting and replication, experimental reports
	5.2 Reporting non Experimental studies and qualitative studies
	5.3 Oral and poster Presentation, APA primer
	5.4 presenting research and preparation of Research proposal
	5.5 Computers in research
	5.6 software for quantitative And qualitative data analysis
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson. 2. C.R. Kothari (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt 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 5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth
Reference Books	1. Shaughnessy, J J , Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill. 2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods . USA: Sage Publication. 3. Gaur A s and Gaur SS (2009). Statistical methods for practice And research. A guide to data analysis using SPSS. 2nd Edition. New Delhi: Response – Sage publication. 4. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition. 5. Sharlene Nagy Hesse-Biber Patricia Leavy . (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.

Course Outcomes:
On the successful completion of the course, students will be able to
1. **CO1 (K2)** Understand the ethics and various data collection methods to conduct Research.
2. **CO2 (K2)** Demonstrate the ability to identify independent, dependent and mediating Variables and to establish reliability and validity
3. **CO3 (K3)** Formulate hypothesis and research objectives and distinguish various Sampling techniques
4. **CO4 (K4)** Determine appropriate research design.
5. **CO5 (K6)** Ability to write research report as per APA protocol

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	H	H	M	M	H
CO 2	M	H	H	H	H	M
CO 3	H	M	H	M	H	M
CO 4	H	H	H	L	M	H
CO 5	H	H	M	M	M	H

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	H	H	H	H	M
CO 2	M	H	H	M	M	H
CO 3	M	M	H	H	M	L
CO 4	M	M	H	M	H	L
CO 5	H	H	M	H	M	L

Title of the Course	SKILL ENHANCEMENT COURSE: PSYCHOLOGICAL THERAPY TECHNIQUES						
Paper No.	SECVI						
Category	Skill Enhancement Course	Year	II	Credits	2	Course Code	USPY624
		Semester	IV				
Instructional hours per week	Lecture	Tutorial		Lab Practice		Total	
	2	-		-		2	
Objectives of the Course	● To enhance emotional regulation, coping Strategies, mental and emotional resilience, improve quality of life.						
Course Outline	**Unit: 1** [6Hours] Introduction to Art Therapy: Definition – Art, play Therapy, History, profession, ethics of Art & Play therapy, Scope of Art& Play Therapy						
	Unit:2 [6Hours] Basic approaches in art & Play Therapy, Steps in art therapy & play therapy- Assessment, Treatment in the beginning phase, mid Phase, & Termination, Characteristics of Art & Play Therapist Benefits of Art Therapy& Play Therapy						
	Unit:3 [6Hours] Approaches to Art & Play Therapy: Psychoanalytic & Jungian approaches to Art & Play therapy, Humanistic approaches – Existentialism, Person- Centered, and Gestalt approaches to art & Play therapy.						
	Unit :4 [6Hours] Art Therapy Techniques: Scribble technique, Free drawing, Drawing completion, conversational drawing, murrals, zentangles, Mandala, self-portraits, Emotion wheel.						
	Unit:5 [6Hours] Play Therapy Techniques: Directive & Non Directive play Therapy, creative visualization, storytelling, role playing, water & Sand play, dance & creative movement						
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)				Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)			

Recommended Text	Judith A. Rubin (2015). Introduction to Art Therapy: Sources & Resources (2nd edition). Routledge Taylor & Francis Group.Cathy A Malchiodi (2011). Handbook of Art Therapy,(2nd Edition).Guilford Press
Reference Books	O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2016). Handbook of Play Therapy. John Wiley & Sons, Inc.Guerney, L. F., Jr., & Ryan, V. (Eds.). (1986). Play Therapy With Children: Modalities for Change. Jason Aronson.

COURSE OUTCOMES
On successful completion of the course, students will be able to
1. **CO1 (K2)** Understand the fundamental definitions of art therapy and play therapy.
2. **CO2 (K3)** Identify the core principles of art therapy and play therapy approaches.
3. **CO3 (K4)** Analyze the theoretical foundations and techniques associated with the approaches to therapy.
4. **CO4 (K6)** Gain proficiency in various art therapy techniques, such as scribble technique, Free drawing, and conversational drawing.
5. **CO5 (K3)** Develop the ability to adapt and employ play techniques effectively in different client situations.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Title of the Course	SKILL ENHANCEMENT COURSE: PERSONALITY DEVELOPMENT						
Paper No.	SEC VII						
Category	Skill Enhancement Course	Year	II	Credits	1	Course Code	USPY724
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total	
	2	-	-			2	
Objectives of the course	● To promote individuals personal and professional growth by improving their behaviors, attitude, and skills.						
Course Outline	**Unit-1 Emotional Regulation** [6Hours] The nature of stress- managing stress through social support systems The nature of anger – guidelines for managing anger constructively Dealing with an angry person Exercises: Handling put-downs- techniques practiced through role plays. Trigger log- managing the anger by monitoring. Defusing the Bomb exercise- discuss how one can manage Provocations, relaxation techniques like focused breathing, tucker Turtle, and visualization**.**						
	Unit-2 Interpersonal Effectiveness [6Hours] Understanding conflicts of interest- conflict resolution strategies – Negotiating to win – negotiating to solve the problems – steps for Effective problem-solving negotiating – refusal skills. Exercises: Non-verbal communication exercise Confronting the opposition Use conflict resolution and negotiation skills through role-playing Different scenarios						
	Unit-3 Study skills [6Hours] Importance of study environment – using VCR3 to increase memory Power: visualizing, concentrating, relating, repeating, reviewing memory hindrances – memory helpers – knowing vs memorizing – Memory and studying – the SQ3R method; survey, write questions, Read, recite, review – mnemonic devices – rhymes – acronyms – Pegging – cooperative learning. Exercise: Use the techniques of memory enhancers to review your Classroom and textbook notes.						
	Unit-4 Goal setting [6Hours] The basis of effective goals – steps to be followed to obtain optimum Results from goal setting – Identifying the reasons forprocrastination Guidelines to overcome procrastination – priority management at Home and college Exercise: 1.Set goals using SMART goal-setting model Use the backward goal-setting technique to set goals. Visualization techniques- One year from now exercise, average Perfect day exercise						

	Unit-5 Self-esteem [6Hours] Self-theory and the Johari window- Characteristics of fully Functioning individuals – manifestations of low and high self-esteem Techniques for enhancing self-esteem – nurturance techniques. Exercises: Identify your strengths and weakness through SWOT analysis Practice saying positive affirmations about self-nurturing relationships 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson &Wadswoth. 2. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon. 3. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning. 4. Frey, D and Carlock , C. (1989). Enhancing Self Esteem. 2nd Edition. Indiana: Accelerated Development INC
Reference Books	1. Alex, K. (2009). Soft Skills: Know Yourself & Know The World. St edition. New Delhi: S. Chand & Company Ltd. 2. Goleman, D. (2007). Emotional Intelligence. 10th edition. Bantam Books 3. Schriner, C (2000). Overcoming Stress. 1st edition. New Delhi: Orient Paperbacks. 4. Bonham-Carter, D. (2012). Building Self-esteem. 1st edition. Icon Books Lt

COURSE OUTCOMES:

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

1. **CO1 (K5)** Manage emotions effectively and cope with stress and anger in a constructive manner.
2. **CO2 (K2)** Handle conflicts and negotiate a problem effectively.
3. **CO3 (K3)** Apply various study skills and enhance their learning process.
4. **CO4 (K5)** Set goals effectively and overcome procrastination.
5. **CO5 (K2)** Demonstrate a high level of self-esteem and self-awareness

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	L	H	M

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Title of the Course	**PSYCHOPATHOLOGY - I**						
Paper No.	Core IX						
Category	Core	Year	III	Credits	4	Course Code	UCPYI24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	1. To have an overview of Abnormal psychology. 2. To comprehend the paradigms in psychopathology. 3. To gain understanding of Intellectual disability. 4. To develop insight into Somatoform and Dissociative disorders 5. To learn of Addiction disorders.						
Course Outline	**Unit I: Introduction to Abnormal Psychology (K1,K2,K3,K4,K5)** [12Hours] **1.1** Mental health, Psychological abnormality **1.2** Deviance, Dis function **1.3** Historical views of abnormal behavior **1.4** Differences between psychosis and neurosis **1.5** Clinical assessment and methods - mental status examination, clinical interviews, questionnaires **1.6** Projective tests in clinical practice						
	Unit II: Paradigms in Psychopathology (K1,K2,K3,K4,K5) [12Hours] **2.1** Psychoanalytic paradigm **2.2** Physiological paradigm **2.3** Cognitive paradigm **2.4** Humanistic paradigm **2.5** Classification and diagnosis: DSM 5 and ICD 10 classification **2.6** Issues in classification of abnormal behaviour						
	Unit III: Intellectual Disability (K1,K2,K3,K4,K5) [12Hours] **3.1** Definition, classification, Prevalence **3.2** Interpersonal deficits and behaviour problems **3.3** Common intellectual disability syndromes - hypothyroidism, **3.4** Fragile X Syndrome, **3.5** Down's syndrome **3.6** William's, PKU						

	Unit IV: Somatoform and Dissociative Disorders (K1,K2,K3,K4,K5) [12Hours]
	4.1 Somatoform disorders- Hypochondriasis, Pain disorder, 4.2 Conversion disorder and Body dysmorphic disorder, Dissociative disorders 4.3 Depersonalization disorder, Dissociation amnesia and fugue 4.4 Dissociative identity disorder 4.5 Biological, Psychosocial socio cultural causal factors of somatoform and Dissociative disorders 4.6 Treatment and outcomes
	Unit V: Addiction Disorders (K1,K2,K3,K4,K5) [12Hours] 5.1 Alcohol abuse 5.2 Alcohol dependence 5.3 Drug abuse 5.4 Drug dependence 5.5 Treatment and outcome 5.6 Psychotherapeutic intervention
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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

| Recommended Text | 1.Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson India Education Services Private Limited.
2.Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth
3.Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4.Davison, G.C., Neale, J.M &Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley& Sons Inc.
5.Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pubg Co
6.Cutting, J. (1997). Principles of Psychopathology. New York, NY: Oxford University Press. |

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

Course Outcomes:

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	H	H	M
CO 2	H	M	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	L	M	H	M	M	H
CO 2	M	M	M	M	M	H
CO 3	L	M	H	H	H	H
CO 4	M	M	M	H	H	H
CO 5	M	M	H	H	H	H

Title of the Course	COGNITIVE PSYCHOLOGY						
Paper No.	Core X						
Category	Core	Year	III	Credits	4	Course Code	UCPYJ24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	1 To define and outline the evolution and scope of cognitive psychology. 2 To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language. 3 To outline the various theories of attention and perceptual disorders. 4 To compare the differences between short term, long term and working memory. 5 To illustrate the different types of problem solving strategies, and the application of different types of reasoning.						
Course Outline	**Unit I: Introduction (K1,K,K3,K4,K5)** [12Hours] **1.1** Definition Cognitive Psychology **1.2** Nature of Cognitive Psychology **1.3** Information Processing Approach **1.4** Growth of Cognitive Psychology **1.5** Cognition's relation to other fields **1.6** Research methods in Cognitive Psychology						
	Unit II: Pattern Recognition, Language (K1,K,K3,K4,K5) [12Hours] **2.1** Pattern recognition - Template Theories - Feature Theories - Structural Theories **2.2** Information Processing stages - Partial Report Technique - Spelling's model **2.3** Word recognition - Word superiority effect **2.4** Neural network model **2.5** Language - language systems, speech sounds, words and morphemes, sentence level, sentence comprehension, language production **2.6** Disorders of language - aphasia, dyslexia						
	Unit III: Attention, Disorders of perception and attention (K1,K,K3,K4,K5) [12Hours] **3.1** Attention – Definition, **3.2** Factors influencing attention **3.3** Theories of attention - Bottleneck theories - Broadbent's filter model - Treisman's attenuation model - Deutsch-Norman Memory selection model - Automatic Processing and Applications						

	3.4 Cognitive Neuroscience of Attention
	3.5 Posner's theory of the neural bases of attention.
	3.6 Overview of Disorders of perception and attention - synaesthesia, blind sight, unilateral spiral neglect, visual agnosia, prosopagnosia
	Unit IV: Memory (K1,K,K3,K4,K5) [12Hours]
	4.1 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
	4.2 Recognition of items in short term memory - types of amnesia.
	4.3 Working memory - Baddeley's revised working memory model.
	4.4 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
	4.5 Episodic and semantic memory- autobiographical memory
	4.6 Flashbulb memory - the cue-word method
	Unit V: Reasoning, Problem solving (K1,K,K3,K4,K5) [18Hours]
	5.1 Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning,
	5.2 Propositional reasoning, Syllogistic reasoning, Conditional reasoning - Venn diagrams.
	5.3 Creative thinking.
	5.4 Problem solving - Types of problems
	5.5 Problem solving strategies - mean end analysis - reasoning by analogy - transformational problems incubation - problem solving experts
	5.6 Block to problem solving, T ypes of heuristics
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

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

Course Outcomes:

On completion of the course, the students should be able to

1. **CO1 (K1)** Recognize the applications of cognitive processes in various areas of human Development.
2. **CO2 (K2)** Distinguish the different discords of language and comprehend the stages of human language development and also identify different perspectives of pattern recognition.
3. **C03 (K2)** Explain the process of attention and identify various perceptual disorders.
4. **CO4 (K4)** Recognize and examine the process of remembering and forgetting.
5. **CO5 (K5)** Examine the different types of reasoning and demonstrate various problem solving strategies

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	M	M	H	L	H
CO 2	H	H	M	H	H	H
CO 3	H	H	H	H	M	H
CO 4	H	H	H	H	M	H
CO 5	H	H	H	H	M	H

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	L	M	M	H	M	L
CO 2	M	L	M	H	M	M
CO 3	L	M	M	M	H	H
CO 4	L	L	M	M	M	M
CO 5	L	M	M	M	H	H

Title of the Course		ASSESSMENTS IN PSYCHOLOGY					
Category	Core XI	Year	III	Credits	4	Course Code	UCPYK24
		Semester	V				
Instructional Hours Per week		Lecture		Tutorial	Lab Practice		Total
		1			4		5
Objectives of the Course		● To experiment and assess human psychological attributes. ● To learn psychological test administration and scoring. ● To comprehend and deduce test results. ● To conceptualize and report psychological tests. ● To analyse and apply data to understand unique human psychological capacities and discrepancies.					
Course Outline		**CONCEPTS – (40Hours)** Attention - **Span of Attention** and **Division of Attention** Perception - **Muller-Layer Illusion** and **Size-Weight Illusion** Learning - **Maze Learning** and **Mirror Drawing** Motivation - **Motivational Analysis Test** Emotion - **State-Trait Anxiety Test** Aptitude - **Distinctive Aptitude Test** Achievement tests - **Achievement Motivation Scale** Stress and coping - **Singh's Personality Stress** Attitudes and behavior - **Sexual Attitude Scale** Psychomotor abilities - **Finger Dexterity** and **Tweezer Dexterity** Intelligence Tests - **Test for General Intelligence for College Students** and **Bhatia's Battery** Personality - **Eysenck's Personality Inventory** and **16 PF Personality Test** Interest - **Thurstone Interest Schedule** and **Comprehensive Interest Schedule** Creativity - **General Test for Creativity based on Wallach Kogan** and **Passi Test for Creativity** HR/organizational behaviour - **Bell's Adjustment Inventory** and **Leadership Preference Scale** • **A minimum of 6 experiments and 6 questionnaires should be conducted from the above list** • **Chose concepts as varied as possible**					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)			Questions 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. 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 fterLaak,(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. 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

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

Distribution of Marks: 100 Marks

Internal = 40	Model Examination - 20, Record-20
External = 60	Viva-10, materials required-5, Conduction-10, Plan and Procedure - 10, Result and Tabulation-5, Discussion -15, Conclusion -5

Title of the Course	PROJECT						
Paper No.	Core XII						
Category	Core	Year	III	Credits	4	Course Code	UCPYL24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	• To equip students with professional competence based on their core subjects learnt.						
CRITERIA	• To complete these courses, the following are required to be completed before the semester examinations.						

SI. No	Activities overall-40 Hours	Marks
1	Field visits to any two of the following places: • Mental Health Centre • Psychiatric Hospitals • Rehabilitation Centre • Special Education School • Orphanage • Old age Home To be submitted as reports	**20**
2	Create and conduct workshops (5 hours) • Create two workshop modules that last for a duration of 1 – 2 hours each (Government Schools Or Private Schools) • Submit a workshop proposal consisting of : aim, objectives, venue, date, number of participants, tabulated program outline along with materials to be used (Report Must)	**20**
3	Peer Counselling and submission of one case conceptualization.	**20**
4	• Conduct a simple research and submit their report Or • Participant and learn any assessment tool for a learning disability (Certificate Must)	**20**
5	Individual supervision for 3 hours	-
6	Group supervision for 10 hours	-
7	Record	**20**
	TOTAL	**100**

Title of the Course	ELECTIVE: ORGANISATIONAL PSYCHOLOGY						
Paper No.	Discipline Specific Elective 1						
Category	DSE	Year	III	Credits	3	Course Code	UEPYA24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	5	-	-		5		
Objectives of the course	1. To learn an overview of Organizational Psychology. 2. To comprehend job analysis and its methods. 3. To gain insight into employee selection and recruitment processes. 4. To understand employee attitudes, motivation, training and evaluation. 5. To learn of leadership theories and enhancement.						
Course Outline	**Unit I: Introduction to Organisational Psychology (K1,K2,K3,K4,K5)** [12Hours] **1.1** Definition **1.2** Scope of Organizational psychology **1.3** History of I/O Psychology **1.4** Pre – During- post WWI and WWII, Hawthorne Studies **1.5** Changes in workplace since 1980 **1.6** Today Organisational Psychology						
	Unit II Job Analysis Definition, Methods and Techniques (K1,K2,K3,K4,K5) [12Hours] **2.1** Job Description, Job Specification, Job Evaluation **2.2** Performance Criteria **2.3** Uses of Job Analysis. **2.4** Methods – Observation, Participation, Existing data, Interviews, Surveys and Job Diaries. **2.5** Techniques- Job Element Methods, Critical Incidents Technique (CIT) **2.6** Position Analysis Questionnaire (PAQ)						
	Unit III: Employee Recruitment, Assessment, & Selection– Recruitment (K1,K2,K3,K4,K5) [12Hours] **3.1** Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads **3.2** Screening– written materials, References & letters of recommendation **3.3** Types of Assessments – Cognitive Ability, Mechanical Ability, Motor & Sensor Ability, Physical Ability, **3.4** Job Skills and Knowledge **3.5** Personality and Integrity tests, Selection, Placement **3.6** EEO – Importance and process.						

	Unit IV: Employee Attitudes, Motivation & Performance Designing and Evaluating Training (K1,K2,K3,K4,K5) [12Hours]
	4.1 Motivation theories
	4.2 Relationship between motivation and performance, Employee Engagement.
	4.3 Job satisfaction, Commitment, Absenteeism, Turnover, OCB, Positive Affect
	4.4 Areas of employee training
	4.5 Fundamental issues in employee training
	4.6 A model for successful training programs
	Unit V: Leadership - Definition and Theories (K1,K2,K3,K4,K5) [12Hours]
	5.1 Trait Theories
	5.2 Behavioural Theories
	5.3 Contingency Theories (Fielder), LMX Theory
	5.4 Transformational Leaders
	5.5 Organisational Climate
	5.6 Application of the theories
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentic Hall of India. 3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin 5. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002.
Reference Books	1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentic Hall of India. 3. .Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Decenzo and Robbins, Human Resource Management- Prentice Hall of India.

	5. Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi.
	6. Robbins , S. P. (2003), Organisational Behaviour, New Delhi: Prentice Hall of India
	7. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002
	8. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin.

Course Outcomes:

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	L	M	M	H	M	L
CO 2	M	L	M	H	M	M
CO 3	L	M	M	M	H	H
CO 4	L	L	M	M	M	M
CO 5	L	M	M	M	H	H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	M	H	L	H
CO 2	H	H	M	H	H	H
CO 3	H	H	H	H	M	H
CO 4	H	H	H	H	M	H
CO 5	H	H	H	H	M	H

Title of the Course	ELECTIVE: POSITIVE PSYCHOLOGY						
Paper No.	Discipline Specific Elective 1						
Category	DSE	Year	III	Credits	3	Course Code	UEPYB24
		Semester	V				
Instructional hours per week	Lecture	Tutorial		Lab Practice		Total	
	5	-		-		5	
Objectives of the course	To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.						
Course Outline	**UNIT I: INTRODUCTION (11 Hours)** **1.1** Positive psychology: Introduction, Definition **1.2** Goals and assumption **1.3** Perspectives on Positive Psychology: Western and Eastern **1.4** Relationship with health psychology, developmental psychology, clinical psychology **1.5** Character Strengths and virtues						
	UNIT II: POSITIVE EMOTIONS, WELL-BEING AND HAPPINESS (16 Hours) **2.1 Positive emotions:** Broaden and build theory; Cultivating positive emotions **2.2** Resilience **2.3 Happiness** - hedonic and Eudaimonic; **2.4 Well- being:** negative vs positive functions; **2.5** Subjective well–being: Emotional, social and psychological well-being; **2.6** Model of complete mental life						
	UNIT III: SELF CONTROL, REGULATION AND PERSONAL GOAL SETTING (11 Hours) **3.1** The value of self-control; **3.2** Personal goals and self-regulation; **3.3** Personal goal and well-being; **3.4** Goals that create self-regulation; **3.5** Everyday explanations for self-control failure problems						
	UNIT IV: POSITIVE COGNITIVE STATES AND PROCESSES(16 Hours) 4.1Self-efficacy 4.2Optimism 4.3Hope, 4.4Flow 4.5Mindfulness and spirituality (Frankl)						

	UNIT V: APPLICATIONS OF POSITIVE PSYCHOLOGY(16 Hours)
	5.1 Tools used in the measurement
	5.2 Positive schooling: Components;
	5.3 Positive coping strategies; Interventions
	5.4 Interpersonal Relationships: Forgiveness, gratitude, resilience, Wisdom, courage (altruism), optimism.
	5.5 Moving toward balanced conceptualization;

TEXT BOOKS:

Baumgardner, S.R & Crothers, M.K.(2010). Positive Psychology. U.P: Dorling Kindersley Pvt Ltd.

REFERENCES:

1. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press.
2. Carr, A. (2004). Positive psychology, The science of happiness and human strengths.New York: Routledge.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:
- Define positive psychology and its related construct
- Relate positive emotions with Well-being and happiness
- Formulate effective self-regulation
- Identify positive cognitive states and their processes.
- Apply positive psychology in different settings.

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	M	M	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Low-L, Medium-M, High-H

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	M	M	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Title of the Course	ELECTIVE: COUNSELLING PSYCHOLOGY						
Paper No.	Discipline Specific Elective 2						
Category	DSE	Year	III	Credits	3	Course Code	UEPYC24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total	
	4	-	-			4	
Objectives of the course	1. To have a perceptual overview of the counselling. 2. To comprehend the counselling process. 3. To understand the role of psychological testing and diagnosis in counselling. 4. To gain insight into the counsellors attributes, skills and ethics. 5. To learn of the varied fields of application in counselling						
Course Outline	**Unit I: Nature and Scope of Counselling** [8Hours] **1.1** Counselling– Meaning, Definition **1.2** Nature Counselling **1.3** Need and Functions of Counselling **1.4** Emergence of Counselling in India **1.5** Goals and Scope of Counselling, **1.6** Types of Counselling Services						
	Unit II: Approaches to Counselling and the Counselling Process [8Hours] **2.1** Directive and non-directive approaches **2.2** Humanistic approach, Behavioristic approach **2.3** Existential Approach, Eclectic Approach **2.4** Counselling Process **2.5** Preparation for counselling **2.6** Steps in the counselling process						
	Unit III: Psychological Testing and Diagnosis [8Hours] **3.1** Use of psychological tests in counselling **3.2** Types of psychological tests **3.3** Nature of a good psychological test **3.4** Test interpretation in counselling **3.5** Limitations of psychological tests **3.6** Diagnosis and its limitations						

	Unit IV: Counsellor Qualities, Skills and Ethical Responsibilities [8Hours]
	4.1 Qualities of an effective counsellor
	4.2 Counsellor skills- Building Trust, Listening,
	4.3 Attending, Observing
	4.4 Building Rapport
	4.5 Demonstrating Empathy
	4.6 Ethics in counselling
	Unit V: An Overview of Specialties in Counselling [8Hours]
	5.1 Family group consultation
	5.2 Counselling Families Concerning Children, Counselling with Parents,
	5.3 Counselling the Delinquent, Marriage Counselling, Premarital Counselling
	5.4 Counselling the differently abled, Career Counselling, Adolescent Counselling,
	5.5 Counselling people affected by pandemic and epidemic
	5.6 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Rao, N. (2013). Counselling and Guidance. Chennai, India: Tata McGraw Hill.
	2. Gladding, S.T. (2017). Counselling: A comprehensive profession. Chennai, India: Pearson.
	3. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counselling and guidance. Upper Saddle River, NJ: Prentice Hall.
	4. Nayak, A. K. (2007): Guidance and counseling. New Delhi, India: APH Publishing.
	5. Barki, B. G., &Mukhopadhyay, B. (2008): Guidance and counselling manual. New Delhi, India: Sterling.
	6. Kochhar, S. K. (1984). Guidance and counselling in colleges and universities. New Delhi, India: Sterling.

Reference Books	1. Corey, G. (2004). Theory andPractice of Counseling and Psychotherapy (7th Ed.). Wadsworth Publishing.
	2. Gibson L Robert & Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6th edn. Delhi: Pearson Education
	3. Nelson-Jones. (1995). The theory and practice of 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 Outcomes:

On completion of the course, the students should be ableto

1. **CO1 (K3)** To identify the need and importance of counselling in the current context.
2. **CO2 (K2)** To explain the various approaches in counselling and the types, uses & diagnosis in counselling process.
3. **CO3 (K2)** To summarize the interpretation of psychological tests in counselling.
4. **CO4 (K2)** To articulate the qualities of an effective counsellor.
5. **CO5 (K3)** To identify the various specialties in counselling.

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	H	H	M	M	M
CO 2	H	H	H	H	M	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	M
CO 5	H	H	H	M	H	H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	L	M	H	H	H
CO 2	H	L	H	H	H	M
CO 3	H	L	M	H	L	H
CO 4	L	H	H	H	H	H
CO 5	H	L	M	M	H	H

Low-L, Medium-M, High-H

Title of the Course	ELECTIVE: BASICS OF HEALTH CARE MANAGEMENT						
Paper No.	Discipline Specific Elective 2						
Category	DSE	Year	III	Credits	3	Course Code	UEPYD24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total	
	4	-	-			4	
Course Outline	**UNIT I: PERSONAL (SELF) HEALTH CARE** Personal Hygiene – Personal Diet pattern – Self health maintenance by yoga and other spiritual practice – Drills Activity – Prepare a personalised balanced diet plan for yourself						
	UNIT II: FAMILY HEALTH CARE Family hygiene – group health care by vaccination – propitiation and prevention – Sanitation and dietpatterns Activity – Collect the vaccination schedule chart from a hospital and describe the illnesses that can be prevented by vaccination						
	UNIT III: COMMUNAL HEALTH CARE Mass – Hygiene (Social Hygiene) – Environmental Hygiene - Communal health care centres –Hospitals – Statistical bodies - Government and Non government organizations (NGO) for propagation of nutritious diet patterns - maintained by voluntary health organizations and government schemes. Activity – Visit an NGO that deals with diet patterns of the community.						
	UNIT IV: HEALTH AWARENESS Health awareness programmeorganized by governmental and non governmental agencies. Communal amenity programme. Activity – Create an awareness program in a community for healthawareness						
	UNIT V: HEALTH DISASTER MANAGEMENT First Aid – Disaster management techniques like epidemic eruption control, management and eradication. Activity – Write a report on a natural calamity that has happened inthe past and the measures taken by the government and local community to gtackle the issue.						
Extended ProfessionalComponent (is a part ofinternal component only,Not to be included in theExternal Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to besolved						

Recommended Text	Social and preventive Medicine, K. Park, Brimnot publishers
Reference Books	Buchbinder, Nancy H. Shanks (2016). Introduction to Health Care Management. Jones & Bartlett Publishers. Gupta S. D. (2022). Healthcare System Management: Methods and Techniques. Springer.
Website and e-Learning Source	https://www.coursera.org/articles/health-care-management https://www.careers360.com/courses/health-care-management-course https://www.pearson.com/pathways/areas-work-study/health-care-management.html https://apo.who.int/publications/i/item/india-health-system-review

Course Outcomes:

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

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

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	M	M	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	H	M	M	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Title of the Course	PSYCHOPATHOLOGY II						
Paper No.	Core XIII						
Category	Core	Year	III	Credits	4	Course Code	UCPYM24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total	
	4	1	-			5	
Objectives of the course	1. Understand the clinical picture, causal factors and treatment For Schizophrenia. 2. Know the Causes and Treatment of The Mood Disorders. 3. Classify the causes and treatment of Anxiety Disorders. 4. Classify personality disorder and its Attributes. 5. Understand Attention Deficit Hyperactive Disorder and Learning Disorders.						
Course Outline	**UNIT 1: SCHIZOPHRENIA: (K1,K2,K3,K4)** [18Hours] **1.1** Schizophrenia, clinical picture, positive and negative symptoms **1.2** Hallucinations, delusions, disorganized behaviour, disorganized Speech catatonia **1.3** subtypes of schizophrenia **1.4** Other psychotic Disorders- Schizoaffective disorder, **1.5** Schizophrenia form disorder Delusional disorder **1.6** Brief psychotic disorder, Shared psychotic Disorder.						
	UNIT -2 MOOD DISORDERS:(K1,K2,K3,K4) [18Hours] **2.1** Mania **2.2** Depression **2.3** Major Depressive disorder **2.4** Dysthymia, Cyclothymia **2.5** Bipolar I and Bipolar II disorders **2.6** Causes and Treatment						
	UNIT 3: ANXIETY DISORDERS: (K1,K2,K3,K4) [18Hours] **3.1** Anxiety, phobia **3.2** Generalized anxiety disorder- clinical picture, Causes and treatment **3.3** specific phobia, social phobia **3.4** panic Disorder, agoraphobia **3.5** obsessive compulsive disorder- clinical Picture, causes and treatment **3.6** post traumatic stress disorder – Symptoms, causes and treatment						

	UNIT 4: PERSONALITY DISORDERS: (K1,K2,K3,K4) [18Hours] **4.1** Personality **4.2** personality disorder **4.3** Cluster A **4.4** Cluster B **4.5** Cluster C disorders **4.6** Causes and treatment
	UNIT 5: CHILDHOOD DISORDERS: (K1,K2,K3,K4) [18Hours] **5.1** Attention Deficit Hyperactive Disorder **5.2** clinical picture, Causes, management, treatment **5.3** contemporary interventions **5.4** Learning Disorders -Dyslexia, Dysgraphia, Dyscalculia **5.5** clinical picture, management **5.6** 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017) Abnormal Psychology. (16 th Ed.) India: Pearson Education, Inc. 2. Carson R.C., Butcher J.V. & Mineka S. (2000) Abnormal Psychology and Modern Life (13 th Ed.) Allyon& Bacon Publishers. 3. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth. 4. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers. 5. Davison, G.C., Neale, J.M., &Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley& Sons Inc. 6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co. 7. Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.
Reference Books	1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York: Brooks\Cole Publishing Co., 2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education. 3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition . Scott, Foresman and Company. 4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication. 5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins

6. Bootzin, R.R, Acocella,J.R& Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA

7.Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons1. 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 Outcomes:

On completion of the course, the students should be able to

1. CO1 (K2) To be able to understand schizophrenic behaviour.
2. CO2 (K2) To explain the causes of unipolar and bipolar disorder and treatment
3. CO3 (K2) To detail the symptoms, causes and treatment of anxiety disorders.
4. CO4 (K2)To summarize types, causes and treatment of Personality disorder
5. CO5 (K2) To understand the contemporary interventions used to treat attention Deficit Hyperactive Disorder and Learning Disorder

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	H	M	H	M	M
CO 2	M	M	H	M	H	H
CO 3	H	H	H	M	M	M
CO 4	H	H	H	M	H	H
CO 5	M	M	M	H	M	M

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	M	H	M	H	H	H
CO 2	M	M	H	H	M	M
CO 3	L	L	H	M	H	H
CO 4	H	H	H	M	H	M
CO 5	H	M	M	H	M	M

Title of the Course	**EDUCATIONAL PSYCHOLOGY**						
Paper No.	Core XIV						
Category	**Core**	**Year**	III	**Credits**	4	**Course Code**	UCPYN24
		Semester	VI				
Instructional hours per week	**Lecture**	**Tutorial**	**Lab Practice**			**Total**	
	4	1	-			5	
Objectives of the course	1. Understand the meaning and purpose of education. 2. Explain the theoretical perspectives of learning and cognition. 3. Comprehend the faculties of learning such as intelligence, Emotion, and imagination, creativity. 4. Differentiate the social process of learning in various societal Contexts. 5. 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 (K1,K2,K3,K4)** [12Hours] **1.1** Aims of education in relation to relationship of self **1.2** Society and Education **1.3** Education and self- knowledge **1.4** Becoming a reflective Practitioner **1.5** Brief introduction to problems of schooling in Contemporary India **1.6** Transformative education for individual and Social change.						

	Unit II: Cognition and Learning (K1,K2,K3,K4) [12Hours]
	  2.1 An overview of the key theoretical approaches: Behaviourism,
	  2.2 Individual- Constructivism
	  2.3 Social-constructivism, Social learning Theory
	  2.4 Indian perspectives
	  2.5 Learning through deep contemplation and Purified perception
	  2.6 Learning through silence. Mindfulness in learning						

	Unit III: Learning and Motivation (K1,K2,K3,K4) [12Hours] **3.1** Critical reflection on the folk understanding of 'intelligence', 'ability' And 'achievement' in contemporary India. **3.2** Motivation and Developmental dynamics. **3.3** Creativity and Imagination, Learning Styles, **3.4** Cooperative Learning **3.5** Creating an emotionally secure classroom that Encourages democracy **3.6** self- expression, and self-determination						

	Unit IV: Learning theories and schooling (K1,K2,K3,K4) [12Hours]
	4.1 Application of learning theories in school
	4.2 The child and the Curriculum
	4.3 The process of education
	4.4 learning in and out of school in Diverse environment
	4.5 Exploring sociocultural perspectives on culture, Gender
	4.6 environment and learning. Understanding the design of Learning environments – brain, mind, experience and school
	Unit V: Education in the Indian Context (K1,K2,K3,K4) [12Hours]
	5.1 Understanding the hidden curriculum of education;
	5.2 learner diversity And hidden discrimination.
	5.3 Understanding educational stress and Anxiety, bullying, parental and peer pressure.
	5.4 Education, consumerism And the market.
	5.5 Enhancing mental health and well-being of learners And teachers.
	5.6 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Woolfolk A., Misra G., & Jha A. (2012). Fundamentals of educational psychology.New Delhi, India: Pearson Pub. 2. Cornelissen M., Misra G., & Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson. 3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust. 4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT. 5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press
Reference Books	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 DelhiDewey, 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

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Course Outcomes:

On completion of the course, the students should be able to

1. **CO1 (K1,K2)** Understanding the meaning and processes of education at individual And social plains in the Indian context.
2. **CO2 (K2)** Demonstrating an appreciation of various theoretical perspectives on Cognition and learning in educational contexts.
3. **CO3 (K3)** Developing insights into the facilitators of learning such as intelligence, Emotion, imagination, creativity and self-processes.
4. **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.

CO/PO	PO					
	1	2	3	4	5	6
CO 1	M	H	H	M	M	H
CO 2	H	M	H	M	H	H
CO 3	H	H	M	H	M	M
CO 4	M	H	H	M	H	M
CO 5	H	M	M	H	M	H

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	M	M	M	H	H	H
CO 2	M	H	H	H	M	M
CO 3	H	L	H	M	H	M
CO 4	H	H	H	M	H	M
CO 5	M	H	M	H	M	H

Title of the Course	HEALTH PSYCHOLOGY						
Paper No.	Core XV						
Category	Core	Year	III	Credits	4	Course Code	UCPYO24
		Semester	VI				
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total	
	4	1	-			5	
Objectives of the course	1. Understand need and perspectives of health psychology. 2. Learn various models available to conceptualize health. 3. Learn the nature of pain and its management. 4. Understand the influence of stress on health and the Importance of social Support in managing stress. 5. Overcome unhealthy behaviour and promote healthy habits						
Course Outline	**Unit I: Introduction To Health Psychology- Health Behaviour (K1,K2,K3,K4,K5)** [12 Hours] **1.1** Health psychology- Definition and Need **1.2** The biopsychosocial model, **1.3** Patient Practitioner relationship, **1.4** Training for a career in health Psychology, **1.5** Introduction to health behaviour **1.6** Factors influencing the Practice of health behaviour.						
	Unit II: Models Of Health Behaviour (K1,K2,K3,K4,K5) [12Hours] **2.1** Changing health habits using theoretical models **2.2** Health belief model **2.3** Theory of planned behaviour **2.4** Cognitive behavioural approaches to Change health behaviour, **2.5** Trans theoretical model of behaviour **2.6** Change, Avenues for health habit modification						
	Unit III: Chronic Illness And Pain (K1,K2,K3,K4,K5) [12Hours] **3.1** Illness Factors, Onset, Progression **3.2** Types of Symptoms, Quality of Life **3.3** Personal issues in chronic illness **3.4** coping with chronic illness, Co Management of chronic illness **3.5** Psychosocial Interventions, Pain: Definition **3.6** Types of pain, Pain control techniques, Pain management						
	Unit IV: Stress And Coping (K1,K2,K3,K4,K5) [12Hours] **4.1** Stress – definition, dimensions of stress **4.2** sources of chronic stress, Theoretical contributions **4.3** Lazarus's Appraisal Model **4.4** Flight or fight Response, General adaptation Syndrome **4.5** Tending and Befriending **4.6** Model, Coping with stress- Sources of stress.						

	Unit V: Promoting Health Behaviour (K1,K2,K3,K4,K5) [12Hours] **5.1** Smoking – Effects of smoking, reasons for smoking **5.2** Alcoholism – Effects, reasons **5.3** Interventions for reducing smoking **5.4** changing Problem drinking **5.5** Management of Overweight **5.6** 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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	1. Straub O. Richard (2002) Health Psychology.New York: Worth Publishers. 2. Taylor E. Shelley Health Psychology (7 th Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd 3. Gurang R.A.R. (2014) Health Psychology – A Cultural Approach (3 rd Ed.) U.S.A: Wadsworth Cengage Learning. 4. Boyer, B., &Paharia, I. (2008). Comprehensive handbook of Clinical health psychology. Edison, NJ: John Wiley & Sons. 5. Sarafino, E. (1994). Health psychology. Edison, NJ: John Wiley & Sons.
Reference Books	**REFERENCE BOOK** **1.** Taylor, S. (1995). Health psychology (6th ed.).Toronto, Canada: McGraw-Hill Ryerson. 2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). Health psychology: Theory, research and practice (2nd ed.). New Delhi, India: Sage Publications. 3. Branmon, L., & Frist, J. (2010). Introduction to health psychology; New Delhi, India: Cengage Learning India Pvt Ltd. 4. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications . 5. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones & Bartlett Publishers, 6. Shelly E. Taylor (2012), Health psychology, 7th edition, , TATA McGrawHil, New Delhi. 7. Mitchell D. Feldman &John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3rd edition, McGraw Hill,NY, . 8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2nd edition, McGraw Hill,

Course Outcomes:

On completion of the course, the students should be able to

1. **CO1 (K1)** To Outline the definition and scope of Health Psychology
2. **CO2 (K2)** To explain the various models of health behavior
3. **CO3 (K3)** To identify types of pain, symptoms and suitable intervention
4. **CO4 (K2,K3)** To summarize theories of stress, sources of stress and coping
5. **CO5 (K4,K5)** To explain health promoting strategies

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	M	M	M	M	H	M
CO 2	H	M	H	H	H	M
CO 3	H	M	H	M	M	M
CO 4	H	H	H	M	H	H
CO 5	H	M	H	M	M	M

Low-L, Medium-M, High-H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	H	H	H	H	M
CO 2	M	H	H	M	M	M
CO 3	L	H	H	H	M	H
CO 4	L	M	M	H	H	M
CO 5	M	M	H	M	H	M

Title of the Course	ELECTIVE: SPORTS AND EXERCISE PSYCHOLOGY						
Paper No.	Discipline Specific Elective 4						
Category	SEC4	Year	III	Credits	3	Course Code	UEPYE24
		Semester	VI				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	1. Familiarize with the emerging field in sports and exercise Psychology as a profession 2. Integrate theory and practice in sports and exercise 3. Understand the impact of personality and motivation in the Performance 4. Comprehend the influence of emotional intelligence on the Performance 5. Familiarize with the psychometric test associated with the Sports						
Course Outline	**Unit I: Introduction (K1,K2,K3,K4)** [8Hours] 1.1 History of sport and exercise psychology 1.2 what is sport and exercise Psychology? 1.3 Sport psychology specialties 1.4 Clinical-sport psychology, 1.5 Educational psychology Role of exercise and sport psychologists 1.6 Teaching, research and consultation Bridging science and practice Gap.						
	Unit II: Personality and Performance(K1,K2,K3,K4) [8Hours] **2.1** Personality in sports: Approaches to personality, Assessment of Personality **2.2** Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), **2.3** Personality theories [Psychoanalysis, Humanistic, Trait Theories and Models] **2.4** Constitutional theories (Sheldon, Trait) and Social Learning (Bandura) **2.5** Personality and Performance in Sports (Ice Berg Profile by Morgan) **2.6** Defining self-confidence, assessing and building self-confidence.						

	Unit III: Motivation and Performance (K1,K2,K3,K4) [8Hours] **3.1** Definition and views, Guidelines for building motivation: Role of Coaching and mentoring **3.2** Achievement motivation and Competitiveness, Developing achievement motivation and Competitiveness in sports persons. **3.3** Inter-personnel Communication And Coach-Athlete Relationship Motivation &amp **3.4** Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types] **3.5** Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination Model **3.6** Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship.
	Unit IV: Emotion and Performance (K1,K2,K3,K4) **4.1** Meaning and Definition of Emotion **4.2** Meaning, Definition of Anxiety **4.3** Types of Anxiety Meaning **4.4** Definition and Nature of Arousal and Stress **4.5** Theories Drive theory **4.6** Inverted –U theory & IZOF
	Unit V: Aggression and Sports (K1,K2,K3,K4) [8Hours] **5.1** Aggression: Aggression in Sports **5.2** Meaning, Definition and Types Of Aggression **5.3** Dimensions and Theories [Biological and Psychosocial] **5.4** Violence in Sport **5.5** Management of Aggression **5.6** Emotional States and their Effect on Performance
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge. 2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers. 3. Weinberg R.S., & Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics. 4. CrattyB.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	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

Course Outcomes:

On completion of the course, the students should be able to

1. **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
2. **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
3. **CO3 (K3)** Developing a critical understanding of general personality approaches as Well as the sport specific personality approaches.
4. **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.
5. **CO5 (K2)** Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	H	M	H	M	M
CO 2	M	M	H	M	H	H
CO 3	H	H	H	M	M	M
CO 4	H	H	H	M	H	H
CO 5	M	M	M	H	M	M

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	M	H	M	H	H	H
CO 2	M	M	H	H	M	M
CO 3	L	L	H	M	H	H
CO 4	H	H	H	M	H	M
CO 5	H	M	M	H	M	M

Title of the Course	ELECTIVE: INTRODUCTION TO CRIME PREVENTION							
Paper No.	Discipline Specific Elective 4							
Category	SEC4	Year	III	Credits	3	Course Code	UEPYF24	
		Semester	VI					
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total		
	4	1	-			5		
Course Outline	**Unit I:** Introduction History of crime prevention – Definitions and key concepts – Types of crime prevention – Fear of crime Activity: Trace history of Crime corrective action in India							
	Unit II: Crime Prevention Methods: Punitive, defence, intervention, mechanical, mass, clinical, group relations' – Crime Prevention Through Environmental Design (CPTED) – Reducing first offenders and recidivism – Situational crime prevention Activity: Prepare a report on Number of First Time Offenders in Tamil Nadu							
	Unit III: Traditional Programmes Police information centres – 'May I Help You' kiosks – Community policing – Intervention programmes – Patrolling and beats – Intelligence –Surveillance Activity: Visit a May I help you Kiosk and observe their activities							
	Unit IV: Modern Programmes Public relations campaign – Potential victim protection – De-motivating potential offenders – Socialization of youth at risk – Programmes aimed at slums and disruptive family situations – Disaster management and recovery Activity: Analyse the measures taken by TN Police to minimise Offence							
	Unit V: Crime Prevention Organizations Role of Boys Clubs – Friends of Police – Community Watch – Neighbourhood Watch – Delinquency prevention – Role of NGOs in crime prevention –Prevention of Crime and Victim Care (PCVC) Activity: Visit an NGO that works towards crime prevention and submit a report							
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 examinationsUPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved							
Recommended Text	Braga A.A. (2014) Problem-Oriented Policing. In: Bruinsma G., Weisburd D. (eds) Encyclopaedia of Criminology and Criminal Justice. New York: Springer. Bullock, K., Clarke, R., & Tilley, N. (2012). Situational prevention of organised crimes. London: Routledge. Shaftoe, H. (2004). Crime prevention: Facts, fallacies and the future. New York: Palgrave Macmillan							

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

Course Outcomes:

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

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

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	L	M	H	H	H
CO 2	H	L	H	H	H	M
CO 3	H	L	M	H	L	H
CO 4	L	H	H	H	H	H
CO 5	H	L	M	M	H	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	H	H	M	M	M
CO 2	H	H	H	H	M	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	M
CO 5	H	H	H	M	H	H

Title of the Course	ELECTIVE: ENVIRONMENTAL PSYCHOLOGY						
Paper No.	Discipline Specific Elective 4						
Category	DSE	Year	III	Credits	3	Course Code	UEPYG24
		Semester	VI				
Instructional hours per week	Lecture	Tutorial	Lab Practice			Total	
	4	1	-			5	
Objectives of the course	1. Understand Environmental Psychology and its various psychological Perspectives. 2. Comprehend human perception of environmental risk. 3. Understand the effects of environment in human behaviour. 4. Learn about the contribution of human behaviour in Environmental crisis. 5. Promote pro-environmental behaviour						
Course Outline	**Unit I: Introduction to Environmental Psychology (K1,K2,K3K4)** [8Hours] 1.1 Defining the field of environmental psychology 1.2 Origins and history. 1.3 Psychological perspectives in environmental psychology 1.4 Field Theory approach; Eco-cultural Psychology (Berry); Biosocial 1.5 Psychology (Dawson); Ecological Psychology (Barker); 1.6 Ecological System approach (Bronfenbrenner)						
	Unit II: Environmental Risk Perception (K1,K2,K3K4) [8Hours] 2.1 Natural disasters and ecological threats: environmental risk and risk Perception 2.2 the role of cognition and emotions, human behavior in the Face of risks 2.3 Risk awareness and resilience 2.4 Interventions in human Habitats 2.5 acceptance and the NIMBYism 2.6 finding the right balance for The common good						
	Unit III: Environment and Behaviour (K1,K2,K3K4) [8Hours] 3.1 Effects of Environment on behavior 3.2 Noise pollution, Air pollution, Crowding and Population explosion. 3.3 Health Benefits of Nature 3.4 Restorative Environments. The Gaia hypothesis 3.5 Deep ecology 3.6 Man-environment relationship physical, social, cultural, orientation and product.						

	Unit IV: Ecology and Development (K1,K2,K3K4) [8Hours] **4.1** Human behavior and Environmental Problems **4.2** Global warming, Greenhouse effect, Energy depletion **4.3** Ecosystem and their Components **4.4** Sustainable development; Resource use **4.5** Common Property resources **4.6** Ecology: Acculturation and psychological Adaptation.

	Unit V: Psychological drivers of pro-environmental action [8Hours]
	(K1,K2,K3K4)
	    5.1 Environmental attitudes, social representations, norms, beliefs, values, identity
	    5.2 Environmental knowledge, the role of direct experience.
	    5.3 Models explaining environmental behavior
	    5.4 The role of habits and social practices
	    5.5 Encouraging environmental behavior through interventions.
	    5.6 The role of environmental education. Pro-environmental
	        action in organizations.

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/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Steg, L. & de Groot, (2019). Environmental Psychology : An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd 2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha 3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press
Reference Books	1. Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai. 2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi. 3. 3.Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi

Course Outcomes

On completion of the course, the students should be able to

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

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

Low-L, Medium-M, High-H

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

Title of the Course	ELECTIVE: CHILD RIGHTS						
Paper No.	**Discipline Specific Elective 4**						
Category	DSE	**Year**	III	**Credits**	3	**Course Code**	UEPYH24
		Semester	VI				
Instructional hours per week	**Lecture**	**Tutorial**	**Lab Practice**			**Total**	
	4	1	-			5	
Course Outline	**Unit 1 - Child in India** A demographic profile of the child in India-Needs of Children in India- Realizing Children's rights in India Activity - Create a timeline of historical events regarding the child rights in India						
	Unit II Problems of Children **Children in Special Circumstances**: The Destitute Child, the Delinquent Child, Street Children, School dropouts, Children with HIV/AIDS, Foeticide, Infanticide, Child Labor, Child Abuse and Children Trafficking; Children in need of Special Care: The Disabled Child. Activity - Create a short video focusing on the problems of Children- its causes and ways to overcome them.						
	Unit III - Health and Educational Services **Health Services**: Health and Nutritional services for the child in India – ICDS Project, School health Programmes **Educational Service**: Government and Non-governmental programmes and alternate Strategies for education of the rural and urban child in India Activity - Create an awareness session in the nearby community (Preferably a rural area/Chennai Government Schools/Villages/ Tribes etc.,) on child rights- Study a Child Rights Activist from Tamil Nadu						
	Unit IV - Provisions for Protection of Child Rights. U.N Charter on the Rights of the Child, Indian Constitution and Children's Rights, National Policy for Children, Juvenile Justice (Care and Protection of Children) Act, 2000 Legal provisions in India relating to the Children-National Commission for Protection of Child Rights Activity - Discuss the global child right conflicts and events in the classroom- Enact a role play on the provisions given by "The Constitution of India" related to Children.						

	Unit V Role of GO's & NGOs in advocacy of childrights. Governmental & Non-Governmental Programmes forChildren, Role of Social Workers in ensuring child rights Activity - As a group, with the help of an NGO, conductan awareness session in Schools/ Colleges (Any one)
Extended Professional Component (is a part ofinternal component only,Not to be included in theExternal Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Recommended Text	1. Brandon, M., Schofield, G, and Trinder, L., (1998), Social Work With Children, New 2. York; Palgrave. 3. Colton, M., Sanders, R., and Williams, M., (2001), An Introduction to Working with 4. Children – A Guide for Social Workers, New York; Palgrave Macmillan. 5. Devasia, Leelama and Devasia, V., V.,(1991), Girl Childin India, Ashish 6. Publishing House, New Delhi. 7. Draucker, Burke, Claire, (1992), Counselling Survivors of Childhood Sexual Abuse, Sage Publications, New Delhi Kakhar.
Reference Books	Anantha, Raman, Sita, (1996), Getting Back to School. Social Reform in Tamil Districts,1870- 1930,Stree, Calcutta. 1. Defence for Children International,(1997) International Standards Concerning the Rights of the Child, Geneva. Helfer, E., Ray and Kempe, Henry, C., The Battered Child, Second Edition, 2. The University of Chicago Press, Chicago. 3. Indian Council for Child Welfare, (1995), Adoption, ICCW Journal. 4. Indian Council for Child Welfare, (1997), Twenty Years of ICDS, ICCW 5. Journal, July – December 1995. 6. 1Merrick, D., (2006), Social Work and Child Abuse – Still Walking the Tight 7. Rope; London Routledge. 8. M.S.Swaminathan Research Foundation, (1994), Policy of Young Children 9. In Tamil Nadu. 10. M.S.Swaminathan Research Foundation & NIPCCD, (1995), Learning from

	Innovations – Report of a Consultation on Innovative Approach in Early Childhood Care and Education. 11. Park, K.,(1997), Parks Text Book of Preventive Medicine, Banarsidas 12. Bhanot Publishers, Delhi. 13. Pati, R., N., (1991), ed., Rehabilitation of Child Laborers in India, Ashish 14. Publishing House, New Delhi. 15. Praskash, Ved,(1993), School Education in Rural India, Mittal 16. Publications, New Delhi. 17. Rane, Asha,(1994), ed., Street Children - A Challenge to the Social 18. Work Profession, TISS. 19. Shanmugavelayuthm, (1995) K. Social Legislation and Social Change, Chennai , 20. VazhaValmudan publishers 21. Sharma, Ram, Nath and Sharma, Rachana, (2006), Child Psychology, New Delhi, Atlantic Publishers and Distributors.
Website and e-Learning Source	1. https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ 2. https://www.unicef.org/media/63081/file/UNIC EF-Child-Rights-Education-Toolkit.pdf 3. https://www.ohchr.org/sites/default/files/Docu ments/Publications/ABCen.pdf 4. https://centreforchildprotection.org/constitution al-provision/ 5. https://www.legalserviceindia.com/legal/article-11-protection-of-childrens-human-rights-in- india.html

Course Outcomes:

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

- **CO1 (K2)** understands the needs and problems of children in Indiansociety.
- **CO2 (K2)** develops an understanding of the Rights of Children and theProvisions for Ensuring justice.
- **CO3 (K4)** Appraise for the rights of the child
- **CO4 (K5)** Evaluate the status of child protection measures in India
- **CO5 (K3)** Link child resources to the Schools, Colleges and othercommunity.

CO/PSO	PSO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	H	M	M	H	L	H
CO 2	H	H	M	H	H	H
CO 3	H	H	H	H	M	H
CO 4	H	H	H	H	M	H
CO 5	H	H	H	H	M	H

CO/PO	PO					
	1	**2**	**3**	**4**	**5**	**6**
CO 1	L	M	M	H	M	L
CO 2	M	L	M	H	M	M
CO 3	L	M	M	M	H	H
CO 4	L	L	M	M	M	M
CO 5	L	M	M	M	H	H

Title of the Course	**PSYCHOLOGICAL TESTING AND REPORT WRITING**						
Paper No.	Professional Competency SEC 8						
Category	Professional Competency SEC	**Year**	III	**Credits**	2	**Course Code**	UPPY24
		Semester	VI				
Instructional hours per week	**Lecture**		**Tutorial**	**Lab Practice**		**Total**	
	2		-	-		2	
Course Outline	Conduct any four psychological assessments from the following areas and write a report. **(Overall – 40 hours)** 1. Mental Status Examination (compulsory) 2. Diverse groups 3. Counseling 4. Organizational 5. Social issues Childhood screening tools						

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this Course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Recommended Text	Anastasi, A. &Urbina, S. (2017). Psychological Testing, Noida:Pearson.
Reference Books	Kaplan, R.M., & Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications, and Issues. Wadsworth, Cengage. TerLaak, J.J.F. (2013). Understanding Psychological Assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Settings (1st ed.). Sage Publications.
Website and e-Learning Source	https://www.apa.org/pubs/books/psychological-assessment https://www.psychometricsociety.org/ https://www.assessmentpsychology.co m/ https://www.simplypsychology.org/psychological-testing.html https://www.pearsonassessments.com/psychology.html https://www.washington.edu/research/assessment-tools/

Course Outcomes

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

1. **CO1 (K5)** Evaluate the ability to administer and interpret a variety of psychological assessment tools
2. **CO2 (K2)** Demonstrate ethical and culturally sensitive assessment practices
3. **CO3 (K2)** Demonstrate ethical and culturally sensitive assessment practices
4. **CO4 (K3)** Communicate assessment findings effectively
5. **CO5 (K3)** Apply critical thinking and problem-solving skills to address assessment challenges