



**MARUDHAR KESARI JAIN COLLEGE FOR WOMEN  
(AUTONOMOUS)**

**Vaniyambadi - 635 751**

**PG Department of Psychology**

**Syllabus for  
Undergraduate Programme**

**Bachelor of Science in Psychology**

**Regulations 2024 - 2025**

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# LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION

## 1. Preamble

The B.Sc Curriculum in Psychology spans three academic years, focusing on understanding human behavior and mental processes and their application across various domains. It aims to provide students with subject-matter knowledge, engage them in relevant material, and prepare them for college. The syllabus was developed by faculty members in consultation with specialists, Department Professors, alumni, and with consideration of the Parent University and other universities' curricula.

Psychology is the scientific study of the mind and behavior and the life skills are applied in the context of health and social events. The practical aspects of psychology involve evaluating people's talents since it is an experimental discipline. Furthermore, abilities related to administering tests, scoring, analyzing, interpreting, conducting interviews, observing, and taking case histories are included. The study of behavior and cognitive processes is known as psychology. Biology and philosophy, two more established subjects, gave rise to psychology. Psychotherapy and nerve-cell activity tracking are just two of the many activities that make up psychology. As the science of the soul, Psychology was founded, and that was all that existed until 1920. John Watson later reinterpreted Psychology as the study of behavior that may be seen.

Psychology became the science of behavior and mental processes because it could encompass both the outwardly visible behavior and the interior ideas and feelings. This is the state of psychology nowadays. Psychology is a subject that combines theory and practice. Sub-disciplines in psychology arise as the field develops as a scientific discipline. There are numerous subfields within it, including social psychology, industrial and organizational psychology, educational psychology, clinical psychology, counseling psychology, and developmental psychology.

It includes numerous subfields that focus on various facets of human behavior, such as clinical psychology, counseling psychology, educational psychology, cognitive psychology, industrial and organizational psychology, social psychology, and developmental psychology. Students who study psychology are more equipped to work with the community and promote societal well-being. Career options for the students include positions as trainers, psychologists, clinical practitioners, counselors, HR managers, and instructors in both the public and private sectors.

Every syllabus unit has a clear definition. It also states how many hours are needed to finish each unit. At the end of each semester's syllabus copy is a list of reference books / recommended books which can be utilized for understanding the clear concept of each subject.

**LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK FOR  
UNDERGRADUATE EDUCATION**

<b>Programme</b>	<b>B.Sc. Psychology</b>
<b>Programme Code</b>	<b>US14</b>
<b>Duration</b>	<b>3years [UG]</b>
<b>Programme Outcomes</b>	<p><b>PO1: Disciplinary Knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.</p> <p><b>PO2: Communication Skills:</b> Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself / himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.</p> <p><b>PO3: Critical Thinking:</b> Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.</p> <p><b>PO4: Problem Solving:</b> Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.</p> <p><b>PO5: Analytical Reasoning:</b> Ability to evaluate the liability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing view points.</p> <p><b>PO6: Research - related skills :</b> A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.</p> <p><b>PO7: Cooperation / Teamwork:</b> Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</p> <p><b>PO8: Scientific reasoning:</b> Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned perspective.</p>

	<p><b>PO9: Reflectivethinking:</b> Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.</p> <p><b>PO10 Information/digital literacy:</b> Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.</p> <p><b>PO 11 Self-directed learning:</b> Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.</p> <p><b>PO 12 Multicultural competence:</b> Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multi-cultural society and interact respectfully with diverse groups.</p> <p><b>PO 13: Moral and ethical awareness/reasoning:</b> Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.</p> <p><b>PO14: Leadership readiness/qualities:</b> Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.</p> <p><b>PO 15: Lifelong learning:</b> Ability to acquire knowledge and skills, including learning how to learn, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trends and demands of work place through knowledge/skill development / rescaling.</p>
<p><b>Programme Specific Outcomes:</b></p>	<p><b>PSO1– Placement:</b> To prepare the students who will demonstrate respectful engagement with others' ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO2-Entrepreneur:</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skills that will facilitate startups and high potential organizations.</p> <p><b>PSO3 –Research and Development:</b> Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4–Contribution to Business World:</b> To produce employable, ethical, and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO 5–Contribution to the Society:</b> To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>

## PROGRAM OUTCOMES

<b>PO1</b>	Promote and apply scientific knowledge for finding sustainable solutions to solve the issues pertaining to self and society.
<b>PO2</b>	Identify, analyze and formulate novel ideas to yield substantial results in fields of research utilizing the principles of behavioral science.
<b>PO3</b>	Relate key concepts and scientific principles to various scientific phenomenon and their applications in day to day life.
<b>PO4</b>	Cultivate unparalleled comprehension of fundamental concepts relevant to psychology leading to individual progress and career advancement.
<b>PO5</b>	Communicate effectively ideas in English.
<b>PO6</b>	Generate solutions for problems and design processes that meet the specific needs for appropriate consideration for physical and mental health, cultural, societal and environmental conditions.
<b>PO7</b>	Ability to continuously develop oneself professionally and to critically improve one's self with a view to taking appropriate decisions in diverse professional and real-life environment
<b>PO8</b>	A proficient academic adept at communicating complex ideas, engaging in critical debates with sensitivity and fairness, possessing advanced discipline-specific knowledge and professional skills.

## PROGRAM SPECIFIC OUTCOMES

<b>PSO1</b>	Acquire knowledge on key concepts and theoretical approaches and gain understanding of the origin and recent advances in the discipline.
<b>PSO2</b>	Be able to think originally, utilize the knowledge and understanding of Psychology to develop, appreciate and test the theoretical concepts for applications in various arenas.
<b>PSO3</b>	Assess and critically evaluate central ideas and assumptions comprehensively facilitating research and analysis of data.

### Eligibility for Admission:

Candidates for admission to the first year of the Bachelor of Science Degree of Psychology course shall be required to have passed the Higher Secondary Examinations by the Government of TamilNadu or any equivalent.

## Methods of Evaluation and Assessment

<b>Methods of Evaluation</b>		
Internal Evaluation		25 Marks
External Evaluation	End Semester Examination	75 Marks
<b>Total</b>		<b>100 Marks</b>
<b>Methods of Assessment</b>		
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	

Semester - I						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA11 / 24UFUR11 / 24UFHI11	Language - 1	4	1	0	0	3
24UFEN11	English-1	4	1	0	0	3
24UPSC11	CC-1 Basic Psychology I	4	2	0	0	5
24UPSC12	CC-2 Developmental Psychology I	3	1	0	0	3
24UPSA11	EC1-AL- Biological Psychology I	3	1	0	0	3
24UPSS11	SEC1- NM- Personality Development	1	0	1	0	2
24UPSS12	SEC2-Psychological First Aid	1	0	1	0	2
24UPSF11	FC- Psychology for Effective Living	2	0	0	0	2
					<b>30</b>	<b>23</b>

Semester - II						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA21 / 24UFUR21 / 24UFHI21	Language -2	4	1	0	0	3
24UFEN21	English-2	4	1	0	0	3
24UPSC21	CC-3 Basic Psychology II	4	2	0	0	5
24UPSC22	CC - 4 Developmental Psychology II	4	1	0	0	4
24UPSA21	EC-2AL-Biological Psychology II	4	1	0	0	4
24UPSS21	SEC3- Cross Cultural Psychology	1	0	1	0	2
24UAEC21	AEC-1 Life Skill through Yoga	1	1	0	0	2
					<b>30</b>	<b>23</b>

Semester - III						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA31 / 24UFUR31 / 24UFHI31	Language - 3	4	1	0	0	3
24UFEN31	English - 3	4	1	0	0	3
24UPSC31	CC 5 Introduction to Cognitive Psychology	4	1	0	0	5
24UPSC32P	CC 6 Practical - Experimental Psychology	1	0	5	0	4
24UMAA33 24UPSA32	EC3- AL - Statistics in Psychology Rehabilitation Psychology	3	1	1	0	4
24UPSS31	SEC4 - Improving Study Skills	1	0	1	0	2
24UAEC31	AEC-2 Human Values and Professional Ethics	1	1	0	0	2
					<b>30</b>	<b>23</b>

Semester - IV						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA41 / 24UFUR41 / 24UFHI41	Language - 4	4	1	0	0	3
24UFEN41	English - 4	4	1	0	0	3
24UPSC41	CC7- Health Psychology	3	1	2	0	5
24UPSC42	CC8- Social Psychology	4	1	0	0	4
24UPSA41 24UPSA42	EC4-AL- Fundamentals of Research Methodology / Sports Psychology	4	1	0	0	4
24UPSS41	SEC5- Cyber Psychology	1	0	1	0	2
24UAEC41	AEC-3 Environmental Studies and Disaster Management	1	1	0	0	2
					<b>30</b>	<b>23</b>

Semester - V						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UPSC51	CC9- Abnormal Psychology I	3	1	1	0	5
24UPSC52P	CC 10 - Psychological Testing Practical	0	0	4	0	3
24UPSC53	CC11- Environmental Psychology	2	1	1	0	4
24UPSC54	CC12- Human Resource Management	2	1	0	0	2
24UPSE51 / 24UPSE52	EC5 -Educational Psychology / Forensic Psychology	3	1	1	0	4
24UPSE53 / 24UPSE54	EC6- Organizational Behaviour / Cultural and Indigenous Psychology	3	1	1	0	4
24UAEC51	AEC - 4 Gender Equality and Social Inclusion	1	1	0	0	2
24UPSIK51	Indian Knowledge Systems and Mental Well-Being	2				
24UPSIN51	Internship					2
					<b>30</b>	<b>26</b>

Semester - VI						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UPSC61	CC13- Abnormal Psychology II	3	1	1	0	4
24UPSC62	CC14- Counselling Psychology	3	1	1	0	3
24UPSC63P	CC15- Project	0	0	5	0	4
24UPSE61 / 24UPSE62	EC7- Positive Psychology / Training and Development /	3	1	1	0	4
24UPSE63 / 24UPSE64	EC8- Marketing and Consumer Behaviour / Evolutionary Foundations of behaviour	3	1	1	0	4
24UPSP61	PEC1-Learning Disabilities	1	1	0	0	2
24UPSL61	SLC1-Life Skills Education for a Psychologist	0	0	0	3	2
					<b>30</b>	<b>23</b>
						<b>141+2*</b>

Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, or Nanmulvan within the fifth semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2\*.

Part - 1 & 2	Tamil & English	4	SEC	Skill Elective Course	5
CC	Core Course	15	FC	Foundation Course	1
EC-AL	Elective Course - Applied	7	AEC	Ability Enhancement Course	4
EC	Elective Course - Major	4	SLC	Self-Learning Course	1

1<sup>ST</sup> YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC11	<b>Core Course -1 Basic Psychology - I</b>	Core	4	2	0	0	5	6	25	75	100
Learning Objectives											
LO1	Understand the origin, goals, research methods and fields of specialization in Psychology.										
LO2	Gain Knowledge on the basic principles of sensation for vision, hearing, smell, taste and bodily senses.										
LO3	Acquire wide knowledge on the principles of perception and illusion.										
LO4	Understand the aspects of emotions and its theoretical perspectives.										
LO5	Gain knowledge on the theoretical approaches to motivation.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO PSYCHOLOGY</b> : Definition, The Origins of Psychology: Influence of Philosophy, Influence of Physiology, Schools of Thought, Contemporary Psychology, Psychology in India, Goals, Research Methods and Fields of Specialization in Psychology.									18	
2	<b>SENSATION</b> : Basic principles of sensation – sensory thresholds – sensory adaptation; Vision- The nature of light, the human visual system, The Retina, The blind spot, visual processing in the retina, From eye to brain. Hearing – The nature of sound, the path of sound; Chemical and body senses–Smell, Taste, skin and body senses.									18	
3	<b>ATTENTION AND PERCEPTION:</b> Attention- Definition, Selective Attention and Auditory Attention. Perception: Definition. Perceptual organization: Gestalt laws of organization, Top down and bottom up processing, The Perception of Shape, Depth Perception, Errors in perception, Perceptual Constancies. Pattern perception, Distance Perception, Perception of Motion and Illusion, Factors that influence perception.									18	
4	<b>EMOTION:</b> Definition. Functions of emotion. Components of Emotion: The Subjective Experience of Emotion, The Neuroscience of Emotion, The Expression of Emotion. Theories of emotion –James-Lange Theory of emotion, Cannon-Bard theory of emotion, Cognitive Theories of Emotion – Schachter and Singer’s two-factor theory. Richard Lazarus Cognitive Mediation theory; Facial expression and emotion – the facial feedback hypothesis									18	
5	<b>MOTIVATION:</b> Definition. Motivational Concepts and Theories. Motives and types of motives. Approaches to Motivation-Instinct Theories, Drive Theories, Incentive Motivation, Arousal Theory, Humanistic Approaches: Maslow’s hierarchy of needs and Deci and Ryan’s self – determination theory. Competence and Achievement Motivation.									18	

CO	Course Outcomes
CO1	Acquire knowledge on the history, methods and special areas in the field of psychology.
CO2	Explain sensory systems through which information processing happens.
CO3	Relate the process of attention to perception and infer how we make sense of the world around us.
CO4	Gain insight into complex emotional experiences of human being and analyze the experience of self in day to day life .
CO5	Summarize and point out factors that drive human behaviour.

**Textbooks:**

1	Baron, R.A.&Misra, G. (2017)Psychology Indian Subcontinent Edition(5 <sup>th</sup> ed.) India, U.P. : Pearson India Inc.
2	Ciccarelli, S.K., & White, J.N. Psychology 5 <sup>th</sup> ed. (2018). Adapted Misra, G.Noida: Pearson India Education Services Pvt Ltd
3	Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd ed.) New York: WorthPublishers
4	Khatoon, N. (2012) General Psychology. Dorling Kindersley (India) Pvt. Ltd.
5	Passer, M. W & Smith R.E. (2007) Psychology The Science of Mind and Behavior (3 <sup>rd</sup> ed.) New Delhi: Tata McGraw- Hill Publishing Company Ltd.

**Reference Books:**

1	Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: McgrawHill.
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 EditionWordsworth Pub. Co
5	Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi .

**Web resources:**

1	<a href="https://www.slideshare.net/Lecyar17/sensation-and-perception-psychology-43683338">https://www.slideshare.net/Lecyar17/sensation-and-perception-psychology-43683338</a>
2	<a href="https://www.verywellmind.com/what-is-memory-2795006">https://www.verywellmind.com/what-is-memory-2795006</a>
3	<a href="https://www.simplypsychology.org/memory.html">https://www.simplypsychology.org/memory.html</a>
4	<a href="https://www.verywellmind.com/what-is-attention-2795009">https://www.verywellmind.com/what-is-attention-2795009</a>
5	<a href="https://www.jaypeedigital.com/eReader/chapter/9789352501571/ch1">https://www.jaypeedigital.com/eReader/chapter/9789352501571/ch1</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	2	2	2	3	2	2	3	2	3
<b>CO2</b>	2	2	2	2	2	2	3	2	2	2	2
<b>CO3</b>	3	2	3	3	2	2	2	2	2	2	2
<b>CO4</b>	3	3	3	3	3	2	3	2	2	2	2
<b>CO5</b>	2	2	2	2	2	2	2	3	2	3	3
<b>Total</b>	12	11	12	12	11	11	12	11	11	11	12
<b>Average</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>3.4</b>

**3 – Strong, 2- Medium, 1- Low**

1<sup>ST</sup> YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC12	<b>Core Course 2- Developmental Psychology I</b>	Core	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	Understand the prenatal development, the birth process and postpartum period										
LO2	Gain knowledge on the charactersitic developmental tasks in infancy										
LO3	Acquire wide knowledge on the physiological development of babyhood.										
LO4	Understand the developmental tasks, physiological habits and emotions in early childhood										
LO5	Understand the progression and development from early childhood to late childhood.										
Unit	Content									Hours	
1	<b>CONCEPTION THROUGH BIRTH:</b> Life span Periods - Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age. Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of child Birth - Types of child birth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.									12	
2	<b>INFANCY :</b> Postnatal development - Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.									12	
3	<b>BABYHOOD :</b> Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behaviour – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.									12	
4	<b>EARLY CHILDHOOD :</b> Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.									12	
5	<b>LATE CHILDHOOD :</b> Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.									12	

CO	Course Outcomes
CO1	Classify the different stages, dynamics and processes of human development, especially during birth.
CO2	Explain the significance of development in various domains of infancy
CO3	Examine the influence of speech development and socialization during babyhood.
CO4	Analyze physical development, Language Acquisition, Intellectual and moral Development during childhood stages
CO5	Explain the personality changes, emotional problems at late childhood

**Textbooks:**

1	Hurlock E.B. (2010) Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd.
2	Papalia, D. E, Olds, S.W, & Feldman, R. D. (2004). Human Development (9 <sup>th</sup> ed.). Chennai: McGraw Hill Education (India) Pvt Limited.
3	Santrock, J. W. (2011). Life Span Development (13 <sup>th</sup> ed.). New Delhi: Tata McGraw Education Private Limited.
4	Berndt, T.J. (1997). Child development (2nd ed.). Madison, WI: Brown & Benchmark Publishers.
5	Smith, Barry D. (1998). Psychology Science and Understanding The McGraw Hill Company.

**Reference Books:**

1	Bee, H. & Boyd, D. The Developing Child (10 <sup>th</sup> ed.). Delhi: Pearson Education.
2	Berk, L. E (2013). Child Development (9 <sup>th</sup> ed.). New Delhi: PHI Learning Pvt. Limited.
3	Feldman, R.S., & Babu, N. (2019). Child Development (8th ed.). Noida: Pearson.
4	Feldman, R.S. (2015). Development across the lifespan (7th ed). Delhi: Pearson.
5	Hurlock, E.B. (1978). Child Development. (6 <sup>th</sup> ed). New Delhi: Tata McGraw-Hill Publishing Company Limited.

**Web resources:**

1	<a href="https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content">https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content</a>
2	<a href="https://study.com/academy/lesson/intro-to-developmental-psychology.html">https://study.com/academy/lesson/intro-to-developmental-psychology.html</a>
3	<a href="https://www.encyclopedia.com/medicine/psychology/psychology-and-psychiatry/developmental-psychology">https://www.encyclopedia.com/medicine/psychology/psychology-and-psychiatry/developmental-psychology</a>
4	<a href="https://www.scribd.com/document/480833423/Development-Psychology-Note-1-20200213053728">https://www.scribd.com/document/480833423/Development-Psychology-Note-1-20200213053728</a>
5	<a href="https://en.m.wikipedia.org/wiki/Developmental_psychology">https://en.m.wikipedia.org/wiki/Developmental_psychology</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	2	2	2	3	2	2	3	2	3
<b>CO2</b>	2	2	2	2	2	2	3	2	2	2	2
<b>CO3</b>	3	2	3	3	2	2	2	2	2	2	2
<b>CO4</b>	3	3	3	3	3	2	3	2	2	2	2
<b>CO5</b>	2	2	2	2	2	2	2	3	2	3	3
<b>Total</b>	12	11	12	12	11	11	12	11	11	11	12
<b>Average</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>3.4</b>

**3 – Strong, 2- Medium, 1- Low**

1<sup>ST</sup> YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSA11	<b>Allied / Generic - 1 Biological Psychology - I</b>	Elective	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	Place emphasis on the perspectives and research methods of Biological Psychology.										
LO2	Examine the structure and Communication of the cells of the nervous system.										
LO3	Understand the transfer of electrical impulses occurring through synaptic transmission.										
LO4	Understand the complicate process occurring through the nervous system										
LO5	Examine the nature and functions of the endocrine glands.										
Unit	Content										Hours
1	<b>INTRODUCTION TO BIOLOGICAL PSYCHOLOGY:</b> Definition of Biological Psychology. Biological Explanations of Behavior. Research Methods of Biological Psychology: Methods of Studying the Nervous system: Methods of Visualizing and Stimulating the Living Human Brain. Recording Human Physiological Activity. Invasive Physiological Research Methods.										12
2	<b>BASICS OF NERVOUS SYSTEM &amp; NEUROTRANSMISSION:</b> The Cells of the Nervous System: Anatomy of Neurons and Glia. The Blood Brain Barrier, Nourishment of the Vertebrate Neurons. The Nerve Impulse: The Resting Potential of the Neuron, The Action Potential, Propagation of the Action Potential, Myelin Sheath and Saltatory Conduction. Local Neurons.										12
3	<b>COMMUNICATION BETWEEN NEURONS:</b> The Properties of Synapses. Relationship among EPSP, IPSP and Action Potentials. Chemical Events at the Synapse: The Discovery of Chemical Transmission at Synapses. The Sequence of Chemical Events at a Synapse.										12
4	<b>THE CENTRAL NERVOUS SYSTEM:</b> Structure of the Vertebrate Nervous System: Terminology to describe the Nervous system. The Hindbrain. The Midbrain. The Forebrain. The Ventricles. The Cerebral Cortex: Organization of the Cerebral Cortex. The Occipital Lobe, The Parietal Lobe, The Temporal Lobe and The Frontal Lobe. The Peripheral Nervous System- Autonomic Nervous System: Sympathetic and Parasympathetic Fibers, Cranial Nerves. The Spinal Cord: Ascending Fibers in the Spinal Cord, Descending Fibers in the Spinal Cord.										12
5	<b>HORMONES AND BEHAVIOR:</b> Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones – Classification by Chemical Structure. Endocrine Glands and its Specific Hormones : The Pituitary Gland; The Adrenal Gland ; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.										12

CO	Course Outcomes
CO1	Describe recent research methods and perspectives on the emerging field of behavioural neuroscience.
CO2	Understand anatomy and functions of the basic cell of the nervous system.
CO3	Explain the process of communication between neurons.
CO4	Describe the complex orchestrated functioning of the nervous system.
CO5	Understand the function of endocrine glands and relate the knowledge to understanding various human behaviour.

<b>Textbooks:</b>	
1	Bremnar, J.D. (2005) Brain Imaging Handbook. New York: W.W Norton & Company Inc.
2	Kalat, J.W., (2015), Biological Psychology (11 <sup>th</sup> ed.) New Delhi : Cengage Learning India Private Limited.
3	Levinthal, C.F., (2003), Introduction to Physiological Psychology. (3 <sup>rd</sup> ed.). New Delhi: Pearson Education, Inc.
4	Pinel, J.P.J., (2007). Biopsychology. (6 <sup>th</sup> ed.). New Delhi : Pearson Education, Inc.
5	Rosenweig, M.R., Leiman, A.L., Breedlove, S.M. (1999). Biological Psychology : A Introduction to Behavioral, Cognitive and Clinical Neuroscience. (2 <sup>nd</sup> ed.) U.S.A. : Sinauer Associates, Inc.
<b>Reference Books:</b>	
1	Barnes, J. (2013). Essentials of Biological Psychological. New Delhi : Sage Publications Pvt. Ltd
2	Carlson, N.R. (2001). Physiology of Behavior. (7 <sup>th</sup> ed.). Massachusetts: Pearson Education.
3	Carlson, N. R. (2005). Foundations of Physiological Psychology (6 <sup>th</sup> ed.). New Delhi: Pearson.
4	Pinel, J.P.J & Barnes, J.S. (2018). Introduction to Biopsychology (9 <sup>th</sup> Ed). Uttar Pradesh:Pearson India Education Services Pvt Ltd. 5. Bremnar, J.D. (2005). Brain Imaging Handbook. New York: W.W Norton & Company Inc.
5	Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3 <sup>rd</sup> edition, Sinaven Associate, Inc
<b>Web resources:</b>	
1	<a href="https://ca01001129.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=18161&amp;dataid=33673&amp;FileName=3-1-neuron.pdf">https://ca01001129.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=18161&amp;dataid=33673&amp;FileName=3-1-neuron.pdf</a>
2	<a href="http://14.139.155.233/lessons/31/HC%20PSY%201.2%20Biological%20Basis%20of%20Behaviour.pdf">http://14.139.155.233/lessons/31/HC%20PSY%201.2%20Biological%20Basis%20of%20Behaviour.pdf</a>
3	<a href="https://www.slideshare.net/HelpingPsychology/an-introduction-to-biopsychology">https://www.slideshare.net/HelpingPsychology/an-introduction-to-biopsychology</a>
4	<a href="https://slideplayer.com/slide/4171493/">https://slideplayer.com/slide/4171493/</a>
5	<a href="https://docs.google.com/presentation/d/1nyeSQFGA9JmXgA6c100uvwUW5CoMBwC GPwbZQe_oGt0/edit?usp=drivesdk">https://docs.google.com/presentation/d/1nyeSQFGA9JmXgA6c100uvwUW5CoMBwC GPwbZQe_oGt0/edit?usp=drivesdk</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	2	2	2	2	2	2	2	2	2	2	2
<b>CO3</b>	2	2	2	2	2	2	2	2	2	2	2
<b>CO4</b>	2	2	2	2	2	2	2	2	3	3	3
<b>CO5</b>	2	3	3	3	2	2	3	3	3	3	3
<b>Total</b>	11	12	12	12	11	11	12	12	13	13	13
<b>Average</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>

**3 – Strong, 2- Medium, 1- Low**

1<sup>ST</sup> YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS11	<b>SEC (NME) - 1 Personality Development</b>	SEC - NME 1	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	Understand the larger issues of life & living.										
LO2	Learn the importance of goal setting and the various skills needed for life.										
LO3	Understand the need for developing interpersonal skills.										
LO4	Understand the need for the management of stress.										
LO5	Gain knowledge on the various aspects of time management.										
Unit	Content									Hours	
1	<b>SELF AWARENESS AND LEADERSHIP DEVELOPMENT:</b> Meaning of self-awareness-Components-Improving Self Awareness Benefits of understanding self - Meaning and Importance - Types of Leadership Styles - Theories of Leadership.									6	
2	<b>GOAL SETTING:</b> Meaning of Goal & Goal Setting - Short, Medium & Long Term Goals - Importance of goal setting - Choices/Selection of setting goals - Steps for goal setting - SMART goals. Meaning of Creativity - Difference with Innovation - Barriers to Creativity- Understanding and importance of human values - Difference with Ethics, Ideals in life-Becoming a Role Model.									6	
3	<b>INTERPERSONAL SKILLS:</b> Meaning of Interpersonal Skills Need for Developing Interpersonal Skills Components of interpersonal Skills - Techniques required to improve skills - Benefits of Effective Interpersonal Skills.									6	
4	<b>STRESS MANAGEMENT:</b> Meaning of Stress - Factors causing stress-Positive and Negative types of stress - Effects of stress on body and mind - Stress Removal Techniques.									6	
5	<b>TIME MANAGEMENT:</b> What and why of Time Management - Necessity and benefits of Time Management - Tools of Time Management - How to manage time Wisely.									6	

CO	Course Outcomes
CO1	Describe the benefits of understanding oneself for leadership development.
CO2	Enumerate human values, ethics, and their importance in becoming a role model.
CO3	Explain the benefits of having strong interpersonal skills.
CO4	Elucidate the importance of stress management for overall well-being.
CO5	Acquire skills for effective time management in personal and professional life.

<b>Textbooks:</b>	
1	Elizabeth B. Hurlock (2007). Personality Development. Tata McGraw Hill: New Delhi.
2	R.M. Omkar (2008). Personality Development and Career Management. S.Chand & Co. Ltd.
3	Barun K. Mitra (2012). Personality Development and Soft Skills. Oxford University Press.
4	Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). Theories of Personality. Tata McGraw Hill
5	Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson
<b>Reference Books:</b>	
1	Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell
2	David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
3	Kuebel M.A (2016). Living Learning – Third Edition. Kottayam: Ripples Forum for Creative Interventions.
4	Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.
5	Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
<b>Web resources:</b>	
1	<a href="https://www.verywellmind.com/personality-development-2795425">https://www.verywellmind.com/personality-development-2795425</a>
2	<a href="https://www.javatpoint.com/personality-development">https://www.javatpoint.com/personality-development</a>
3	<a href="https://www.studocu.com/in/document/central-university-of-tamil-nadu/personality-development/personality-development-mba-notes/39738163">https://www.studocu.com/in/document/central-university-of-tamil-nadu/personality-development/personality-development-mba-notes/39738163</a>
4	<a href="https://www.theknowledgeacademy.com/blog/what-is-personality-development/">https://www.theknowledgeacademy.com/blog/what-is-personality-development/</a>
5	<a href="https://www.scribd.com/document/546537415/LECTURE-NOTES-Personal-Development">https://www.scribd.com/document/546537415/LECTURE-NOTES-Personal-Development</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	3	3	3	2	2	2	3	2	2	2
<b>CO2</b>	2	2	3	2	3	2	3	2	2	3	3
<b>CO3</b>	3	2	3	2	3	2	2	2	2	3	3
<b>CO4</b>	3	2	3	3	2	3	2	2	2	3	2
<b>CO5</b>	3	2	2	3	2	3	3	2	3	2	2
<b>Total</b>	13	11	14	13	12	12	12	11	11	13	12
<b>Average</b>	<b>2.4</b>	<b>2.2</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>

**3 – Strong, 2- Medium, 1- Low**

1<sup>ST</sup> YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS12	<b>SEC - 2 Psychological First Aid</b>	SEC - 2	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	Learn and apply psychological first aid as and when required.										
LO2	Manage psychological crisis reactions.										
LO3	Understand the goals and principles of PFA										
LO4	Understand and implement self-care practice										
LO5	Manage psychological crisis situations.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO PFA:</b> Introduction to Psychological First Aid (PFA) – Concept and Development of PFA - Core Competencies of PFA.									6	
2	<b>ASSESSMENT:</b> The RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition).									6	
3	<b>GOALS AND ETHICS:</b> 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.									6	
4	<b>SELFCARE :</b> Self-Care - Practising Good Self-Care - Consequences of Poor SelfCare - Symptoms of Burnout - Vicarious Trauma - Helping Yourself During a Mental Health Crisis.									6	
5	<b>EVALUATION:</b> Team Care – Seeking support - People Who Likely Need Special Attention – Evaluation.									6	

CO	Course Outcomes
CO1	Gain knowledge about the signs and symptoms of psychological distress.
CO2	Learn basic crisis intervention techniques to provide immediate support to individuals in crisis situations.
CO3	Develop an understanding of cultural differences in coping mechanisms and responses to trauma.
CO4	Develop empathy and learn active listening skills to deal with those with psychological crisis.
CO5	Explore ethical considerations related to providing psychological first aid.

<b>Textbooks:</b>	
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.
4	Kosslyn. S.M (2006). Psychology in context, 3rd edn. New Delhi: Pearson Education.
5	Weiten, W. (2013). Psychology: Themes and variations, 9th ed. New York: Brooks/Cole Publishing Co.
<b>Reference Books:</b>	
1	Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. <a href="http://www.nationalregister.org/trr.html">http://www.nationalregister.org/trr.html</a> .
2	Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines. PloS one, 9(12), e114714. <a href="https://doi.org/10.1371/journal.pone.0114714">https://doi.org/10.1371/journal.pone.0114714</a>
3	Everly, G. S., Jr. (1999). Toward a model of psychological triage. International Journal of Emergency Mental Health, 1, 151–154.
4	Everly, G. S., Jr., & Lating, J. M. (2013). A clinical guide to the treatment of the human stress response (3rd ed.). New York, NY: Springer.
5	Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology: Gateways to mind and behavior, (11th ed.). (Indian Edition). New Delhi: Thomson Wadsworth
<b>Web resources:</b>	
1	<a href="https://www.health.state.mn.us/communities/ep/behavioral/pfa.html#:~:text=Psychological%20First%20Aid%20(PFA)%20is,or%20even%20a%20personal%20crisis">https://www.health.state.mn.us/communities/ep/behavioral/pfa.html#:~:text=Psychological%20First%20Aid%20(PFA)%20is,or%20even%20a%20personal%20crisis</a>
2	<a href="https://relief.unboundmedicine.com/relief/view/PTSD-National-Center-for-PTSD/1230010/all/Introduction_and_Overview">https://relief.unboundmedicine.com/relief/view/PTSD-National-Center-for-PTSD/1230010/all/Introduction_and_Overview</a>
3	<a href="https://en.m.wikipedia.org/wiki/Psychological_first_aid">https://en.m.wikipedia.org/wiki/Psychological_first_aid</a>
4	<a href="https://pscentre.org/resource/pfa-a-short-introduction/">https://pscentre.org/resource/pfa-a-short-introduction/</a>
5	<a href="https://www.futurelearn.com/info/blog/psychological-first-aid">https://www.futurelearn.com/info/blog/psychological-first-aid</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	3	3	2	2	2	2	2	3	2	2
<b>CO2</b>	3	2	2	3	2	2	2	3	2	3	2
<b>CO3</b>	3	2	3	3	2	2	3	2	2	2	2
<b>CO4</b>	2	2	3	3	3	2	2	2	2	2	2
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	13	13	14	14	12	11	12	12	12	12	11
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>

**3 – Strong, 2- Medium, 1- Low**

1<sup>ST</sup> YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSF11	<b>FC - 1 Psychology for effective living</b>	FC	2	0	0	0	2	2	25	75	100
Learning Objectives											
LO1	Understand the components of self-concept, including self-image, ideal self, and multiple selves.										
LO2	Examine the concept of mastery and personal control and its impact on individual well-being.										
LO3	Understand the role of personal motivation in achieving goals and fulfillment.										
LO4	Understand the nature of emotions, including experiencing, expressing, and managing them effectively.										
LO5	Recognize the potential for personal growth and resilience through effective stress management techniques.										
Unit	Content									Hours	
1	<b>SEEKING SELFHOOD:</b> Self-Concept, Self-Image, Ideal Self, Multiple Selves; Core Characteristics of Self-Concept: Self-Consistency, Self-Esteem, Self-Enhancement and Self Verification.									6	
2	<b>PERSONAL CONTROL:</b> Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Personal Resolve and Decision Making: The Process of Decision Making, Decisions and Personal Growth.									6	
3	<b>MANAGING MOTIVES AND EMOTIONS:</b> Needs and Motivation: Psychosocial Motives, Personal Motivation; Understanding Emotions: Experiencing Emotions, Expressing Emotions, Managing Emotions.									6	
4	<b>MAKING AND KEEPING FRIENDS:</b> Impression formation, Mistaken Impressions, difficulty in making and maintaining friends, Self-Disclosure.									6	
5	<b>MANAGING STRESS:</b> Managing Stress: Modifying Your Environment, Altering Your Life Style; Using Stress for Personal Growth.									6	

CO	Course Outcomes
CO1	Differentiate between self-concept, self-image, ideal self, and multiple selves.
CO2	Apply learned techniques to overcome challenges and obstacles in personal growth and development.
CO3	Identify strategies for aligning personal motives with aspirations and managing emotional responses effectively.
CO4	Analyze the process of impression formation and its significance in social interactions and relationship development.
CO5	Explore the potential for personal growth and resilience through effective stress management techniques.

<b>Textbooks:</b>	
1	Budhiraja, G.D (2007), The Art of Happy Living, Pustak Mahal Delhi
2	Walker, V; Brokaw, L (1995), 7th Ed., Becoming Aware, Kendall/Hunt Publishing Co.
3	Kuebel M.A (2016). Living Learning – Third Edition. Kottayam: Ripples Forum for Creative Interventions.
4	S. Sunder (2002). Textbook of Rehabilitation, 2nd edition, Jaypee Brothers, New Delhi.
5	Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). Developing Soft Skills- Fourth edition. New Delhi: Pearson Education.
<b>Reference Books:</b>	
1	Eastwood Atwater (1993). Psychology for Living: Adjustment, Growth, and Behavior Today 5th Edition, Prentice Hall College Division.
2	Weiben, W; Lloyd A.M (2004), 7th Ed., Psychology Applied to Modern Life, Thomson & Wadsworth
3	Kaul, A (2005). The effective presentation: Talk your way to success. New Delhi:Response Books.
4	Abraham. T and Scharer. M (2018). The Butterfly Effect. Kottayam: Ripples Forum for Creative Interventions.
5	Robert J. Gatchel, Andrew Baum & David S. Krantz. Psychology, 2 <sup>nd</sup> edition., McGraw Hill.
<b>Web resources:</b>	
1	<a href="https://www.studocu.com/in/course/pondicherry-university/psychology-for-effective-living/4995907">https://www.studocu.com/in/course/pondicherry-university/psychology-for-effective-living/4995907</a>
2	<a href="https://www.verywellmind.com/ways-psychology-can-help-live-a-better-life-2795615">https://www.verywellmind.com/ways-psychology-can-help-live-a-better-life-2795615</a>
3	<a href="https://www.slideshare.net/DHANANJAYKUMARDHANI/measuring-of-happiness-psychology-for-effective-living-pptx">https://www.slideshare.net/DHANANJAYKUMARDHANI/measuring-of-happiness-psychology-for-effective-living-pptx</a>
4	<a href="https://positivepsychology.com/good-life/">https://positivepsychology.com/good-life/</a>
5	<a href="https://therapist.com/self-development/positive-psychology/">https://therapist.com/self-development/positive-psychology/</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3
<b>CO2</b>	2	2	2	2	2	2	2	2	2	2	2
<b>CO3</b>	2	2	2	2	3	2	2	2	2	2	2
<b>CO4</b>	3	2	3	3	2	3	2	2	2	2	2
<b>CO5</b>	3	3	2	3	2	3	3	3	3	3	3
<b>Total</b>	13	12	12	13	11	13	11	12	12	11	12
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>

**3 – Strong, 2- Medium, 1- Low**

1<sup>ST</sup> YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC21	<b>Core Course -3 Basic Psychology - II</b>	Core	4	2	0	0	5	6	25	75	100
Learning Objectives											
LO1	To examine the various spectrum of Cognition like – Problem Solving and Decision Making.										
LO2	To understand the way memory works and stages of memory.										
LO3	To analyze the various characteristics of learning with respect to conditioning.										
LO4	To understand the aspects of intelligence and various theoretical approaches related to it.										
LO5	To understand the underlying concept of personality and how it is applied in different settings and emphasis on the measurement of practical applications of personality.										
Unit	Content									Hours	
1	<b>COGNITION:</b> Meaning – Cognitive Psychology- Types of cognition: Mental Imagery – Concept - Problem solving-Steps - Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Steps - Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes - Morphemes – Syntax - Semantics – Pragmatics.									18	
2	<b>MEMORY:</b> Definition - Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery - Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory - Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting: Encoding Failure - Retrieval Failure - Memory and Study Strategies in encoding, storage and retrieval.									18	
3	<b>LEARNING:</b> Definition – Nature – Association Learning: Classical conditioning (Pavlov) - Operant Conditioning (B.F Skinner) – Trial and Error (Thorndike) - Conditioning – Insight learning (Kohler) – Social and Cognitive learning: Latent Learning – Observational learning.									18	
4	<b>INTELLIGENCE:</b> Definition - Intelligence as a process: Piaget - Structure of intelligence: Approaches of Spearman, Thurstone, Cattell- Triarchic approach - Multiple intelligences : Concept of IQ - Evolution of intelligence testing: Stanford - Binet, Wechsler scales - Extremes of intelligence: Mental retardation and giftedness - Determiners of intelligence: heredity and environment - Emotional intelligence.									18	
5	<b>PERSONALITY:</b> Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism - Type approach – Jung’s typology, Trait theory – Allport - Eysenck and BIG Five - Assessment of personality – Objective - Subjective and Projective techniques.									18	

CO	Course Outcomes
CO1	To understand the difference types of cognition and thinking process and to analyse the steps in problem solving and decision making.
CO2	To summarize and compare the various functions and memory processes involved in memory and forgetting.
CO3	To understand the various learning concepts related to association, social and cognition.
CO4	To explain the various theories of intelligence and the ways to assess intelligence.
CO5	To explore the various theories of personality and examine the uses of personality assessments.

#### **Textbooks:**

1	Ciccarelli, S.K., & White, J.N. Psychology 5 <sup>th</sup> ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd.
2	Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5th ed.) India, U.P.: Pearson India Inc.
3	Passer, M.W. & Smith R.E. (2007) Psychology- The Science of mind and Behaviour (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd
4	Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3 <sup>rd</sup> ed.) New York: Worth Publishers.
5	Khatoun, N. (2012) <i>General Psychology</i> . Dorling Kindersley (India) Pvt Ltd

#### **Reference Books:**

1	Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.
2	Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7 <sup>th</sup> Edition. Singapore: Mcgraw- Hill.
3	Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.
4	Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
5	Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co

#### **Web resources:**

1	Judgment and Decision making ( <a href="http://journal.sjdm.org/">http://journal.sjdm.org/</a> )
2	<a href="https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/">https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/</a>
3	<a href="https://www.simplypsychology.org/operant-conditioning.html">https://www.simplypsychology.org/operant-conditioning.html</a>
4	<a href="https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf">https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf</a>
5	<a href="http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf">http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	2	3	2	3	3	3	2	3	3
<b>CO2</b>	2	3	2	2	2	3	3	3	2	3	2
<b>CO3</b>	3	3	3	3	3	3	2	3	2	2	3
<b>CO4</b>	3	2	3	3	2	2	2	2	3	3	2
<b>CO5</b>	3	3	3	2	2	2	2	2	3	2	2
<b>Total</b>	13	13	13	13	11	13	12	13	12	13	12
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

1<sup>ST</sup> YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC22	<b>Core Course 4 - Developmental Psychology II</b>	Core	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	Understand the growth, body changes and effects of puberty changes.										
LO2	Gain knowledge on the physical and emotional changes during, along with changes in morality, sex interest and family relationships in adolescence.										
LO3	Acquire wide knowledge on the hazards, vocational and marital adjustments during early adulthood.										
LO4	Understand the developmental tasks, physiological changes, social changes and hazards of middle age.										
LO5	Understand the progression and development from middle age to the old age.										
Unit	Content									Hours	
1	<b>PUBERTY</b> : Physical Development : Puberty in girls - puberty in boys -body image - Age – Growth spurt – Body changes – Effects of puberty changes - Cognitive Development : Piagetian Approach to cognitive development. Motor Development : Speed - Movement - Dexterity - Coordination.									15	
2	<b>ADOLESCENCE</b> : Defining adolescence - Physical Development : Adolescents' growth spurt - Primary and secondary sexual characteristics – Signs of sexual maturity - Cognitive Development : Language development - Vocabulary - Grammar - Syntax - Pragmatics - Social Speech - Delayed language development - Motor Development : Gross - Fine motor skills – Brain Development - Balance and Coordination Skills - Manipulative Skills.									15	
3	<b>EARLY ADULTHOOD:</b> Physical Development : Initiation into adulthood - Physical Changes - Sensory and Psychomotor functioning - Sexuality and reproductive functioning - Cognitive Development : Emotional Intelligence - The distinctiveness of adult cognition - Post-formal thoughts - Perry's approach - Schaie's stages of development - Motor Development : Motor functioning - fitness and health - Development of motor abilities and skills.									15	

4	<p><b>MIDDLE AGE:</b> Physical Development : Height - Weight - Strength - The senses - Sexuality - The female climacteric and menopause - Male climacteric - Cognitive Development : Changes in crystallized and fluid intelligence - - The role of expertise - integrative thought - problem solving - creativity - memory - Erickson's stages of generativity VS stagnation - Building on Erickson's views, Midlife crisis - Stability and change in the big five personality traits - Motor Development : Decline in motor skills - dexterity - agility- speed.</p>	15
5	<p><b>OLD AGE:</b> Physical Development : Physical transitions in older people -Factors influencing aging - Developmental tasks - The senses - Vision - hearing, taste and smell - Health and wellness - Approaches to aging - Cognitive Development : Intelligence in older people - Memory changes in old age - Continuity and change in personality during late adulthood – Erickson, Peck, Levinson, Neugarten - Motor Development : Loss of motor activities - Diseases of musculoskeletal system.</p>	15

CO	Course Outcomes
CO1	Classify the different stages, dynamics and processes of human development, especially during puberty.
CO2	To describe and discuss the various physical changes and emotionality during adolescence.
CO3	To discuss and evaluate the personal and social hazards of early adulthood.
CO4	To analyze physical and mental changes, social adjustments approaching during the middle age.
CO5	To assess the physical, psychological changes and living arrangements for elderly hazards.

<b>Textbooks:</b>	
1	Hurlock E.B. (2010)Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd.
2	Papalia, D. E, Olds, S.W, & Feldman, R. D. (2004). Human Development (9 <sup>th</sup> ed.).Chennai: McGraw Hill Education (India) Pvt Limited.
3	Santrock, J. W. (2011). Life Span Development (13 <sup>th</sup> ed.). New Delhi: Tata McGraw Education Private Limited.
4	Shaffer D.R. & Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7th Ed.) Haryana: Thomson Wadsworth.
5	Feldman R.S. (2015) Development across the lifespan (7 th Ed.) Delhi: Pearson.

<b>Reference Books:</b>	
1	Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.
2	Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd.
3	Birren, J.E. & Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press
4	Shaffer D.R. (1996) Developmental Psychology – Childhood and Adolescence (4th Ed.) California: Brooks/Cole Publishing Company.
5	Sigelman C.K. & Shaffer D.R. (1995) Life span Development (2nd Ed.) California: Brooks/Cole Publishing Company.
<b>Web resources:</b>	
1	Journal of Youth and Adolescence ( <a href="https://link.springer.com/journal/10964">https://link.springer.com/journal/10964</a> )
2	<a href="https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine_French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood">https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine_French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood</a>
3	<a href="https://www.cliffsnotes.com/studyguides/psychology/development-psychology/psychosocialdevelopment-age-4565/crisis-in-middle-adulthood-age-4565">https://www.cliffsnotes.com/studyguides/psychology/development-psychology/psychosocialdevelopment-age-4565/crisis-in-middle-adulthood-age-4565</a>
4	<a href="https://www.cliffsnotes.com/studyguides/psychology/development-psychology/physicalcognitive-development-65/physical-development-age-65">https://www.cliffsnotes.com/studyguides/psychology/development-psychology/physicalcognitive-development-65/physical-development-age-65</a>
5	<a href="https://en.m.wikipedia.org/wiki/Developmental_psychology">https://en.m.wikipedia.org/wiki/Developmental_psychology</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>CO1</b>	2	2	3	2	2	3	2	2	2	2	2
<b>CO2</b>	2	2	2	2	3	2	2	3	3	3	3
<b>CO3</b>	2	2	3	3	2	3	3	2	2	2	2
<b>CO4</b>	3	3	3	2	2	3	3	2	2	3	3
<b>CO5</b>	2	3	2	2	2	2	3	3	2	2	2
<b>Total</b>	11	12	13	11	11	13	13	12	11	12	12
<b>Average</b>	<b>2.2</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

1<sup>ST</sup> YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSA21	<b>Allied / Generic - 2 Biological Psychology - II</b>	Elective	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	Understand how the nervous system develops and how neuroplasticity influences learning and behavior.										
LO2	Explore the mechanisms of sleep, the nature of dreaming, and the role of circadian rhythms in regulating sleep patterns and overall health.										
LO3	Understand the biological basis and mechanisms of thirst and hunger.										
LO4	Acquaint students with the knowledge related to neurophysiology & genetic basis of behavior.										
LO5	Understand the aspects of motor control, causes of brain damage and its effect on behaviour.										
Unit	Content									Hours	
1	<b>BRAIN DEVELOPMENT &amp; NEUROPLASTICITY:</b> Phases of neurodevelopment - postnatal development in Human Infants - Neuroplasticity in Adults - Disorders of Neurodevelopment - Autism and Williams' Syndrome - Causes of Brain damage - neuro plastic responses to nervous system damage - treatment of nervous system damage.									15	
2	<b>SLEEP, DREAMING AND CIRCADIAN RHYTHM:</b> Physiological and behavioral events of sleep - REM sleeping and dreaming - Circadian sleep cycles - effects of sleep deprivation - four areas of brain involved in sleep - Circadian clock: Neural and Molecular mechanisms - psychopharmacology - Bio psychological theories of Addiction - intra cranial stimulation and the pleasure centres of the brain.									15	
3	<b>BIOLOGICAL BASIS OF THIRST AND HUNGER:</b> Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger - Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.									15	
4	<b>GENETIC BASIS OF BEHAVIOR:</b> Mendelian Genetics: Laws of Inheritance Structure of RNA & DNA - Human Genome Project: Population Genetics - Hardy Weinberg Equilibrium - Genetic Drift.									15	
5	<b>MOTOR CONTROL AND BRAIN DAMAGE: Bernstein's model – Gentile's model – Motor control and movement – Cognitive aspects of motor control</b> - Different views - control of movements - disruption of movement by disorders of muscles - spinal cord or brain- Causes of Brain damage - Neurodegenerative diseases - Stress and illness.									15	

CO	Course Outcomes
CO1	Understand the various phases of neurodevelopment and the effects of neuroplasticity on behavior and learning.
CO2	Comprehend the processes of sleep, the basis of dreaming, and the impact of circadian rhythms on sleep patterns and overall well-being.
CO3	Understand the triggers of thirst and hunger mechanisms and biological basis of eating disorders.
CO4	A sound understanding of the genetic basis of human behavior and population.
CO5	Understand the complex orchestrated functioning of the nervous system and manifestation of biological deficits in behaviour.

<b>Textbooks:</b>	
1	Carlson, N.R. (2007). <i>Foundations of Physiological Psychology</i> (6 <sup>th</sup> ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2	Kalat, J.W., (2011), <i>Biopsychology</i> . Delhi, India: Cengage Learning India Private Limited.
3	Rosenzweig. R. Mark, Breedlove. S. Mark, Leiman.L.Arnold (2002) <i>Biological Psychology</i> , 3rd Edition, Sinauer Associates, Inc., Sunderland.
4	Levinthal, C.F., (2003), <i>Introduction to Physiological Psychology</i> . (3 <sup>rd</sup> ed.). New Delhi: Pearson Education, Inc.
5	Rosenweig, M.R., Leiman, A.L., Breedlove, S.M. (1999). <i>Biological Psychology: An Introduction to Behavioral, Cognitive and Clinical Neuroscience</i> . (2 <sup>nd</sup> ed.) U.S.A. : Sinauer Associates, Inc.
<b>Reference Books:</b>	
1	Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i> . New York: W.W Norton & Company Inc.
2	Barnes, J. (2013) <i>Essentials of Biological Psychological</i> . New Delhi: Sage Publications Pvt Ltd
3	Carlson, N. R. (2005). <i>Foundations of Physiological Psychology</i> (6 <sup>th</sup> ed.). New Delhi: Pearson.
4	Pinel, J.P.J & Barnes, J.S. (2018). <i>Introduction to Biopsychology</i> (9th Ed). Uttar Pradesh:Pearson India Education Services Pvt Ltd.
5	Purves, D., Brannon, E., Huetel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). <i>Principles of Cognitive Neurosciences</i> . Sunderland, MA: Sinauer Associates, Inc. Publishers.
<b>Web resources:</b>	
1	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3222570/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3222570/</a>
2	<a href="https://www.studeersnel.nl/nl/document/universiteit-twente/sociale-psychologie/chapter-7-sleep-dreaming-and-circadian-rhythms/935086">https://www.studeersnel.nl/nl/document/universiteit-twente/sociale-psychologie/chapter-7-sleep-dreaming-and-circadian-rhythms/935086</a>
3	<a href="https://link.springer.com/chapter/10.1007/978-3-642-82598-9_10">https://link.springer.com/chapter/10.1007/978-3-642-82598-9_10</a>
4	<a href="https://www.sciencedirect.com/journal/biological-psychology/vol/84/issue/3">https://www.sciencedirect.com/journal/biological-psychology/vol/84/issue/3</a>
5	<a href="https://www.slideshare.net/slideshow/learningmemory-and-amnesia/73219132">https://www.slideshare.net/slideshow/learningmemory-and-amnesia/73219132</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	3	2	3	3	2	2	3	2	2	2
<b>CO2</b>	2	3	2	2	2	2	3	2	3	2	2
<b>CO3</b>	3	2	2	2	2	2	2	2	3	2	3
<b>CO4</b>	3	2	2	3	2	2	3	3	3	3	2
<b>CO5</b>	2	2	3	2	2	3	3	2	2	2	3
<b>Total</b>	12	12	11	12	11	11	13	12	13	11	12
<b>Average</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

1<sup>ST</sup> YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS21	<b>SEC (ME) - 3 Cross Cultural Psychology</b>	SEC - ME 3	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	Discuss the definitions of culture and to understand the principles, concepts and issues associated with the study of cross – cultural psychology.										
LO2	Understand the relationship between culture and cognition										
LO3	Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.										
LO4	Examine the role of culture in various development aspects of human development process and emotionality.										
LO5	Explore gender sensitisation in view of cultural spectrum.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO CULTURE AND PSYCHOLOGY:</b> Definition of Culture - Interface between Psychology and culture - Origins of Culture - Contents of Culture, Pan Cultural Principles - Etics and Emics methods of understanding culture.									6	
2	<b>CULTURE AND PERCEPTION:</b> Perception and Experience - influence of culture on visual perception - Cognition and culture: Holistic Cognitive Style and Analytic Cognitive Style.									6	
3	<b>SOCIALIZATION &amp; ENCULTURATION :</b> Definition - Bronfenbrenner model - Culture & Parenting - Parenting Goals & Beliefs - Baumrind parenting theory - Culture & Peer – Margaret Mead socialization theory - Social and cultural factors that influence math’s achievement.									6	
4	<b>CULTURE, LANGUAGE AND COMMUNICATION:</b> Structure of language - Language differences across cultures - Components of communication – Non Verbal Communication - Role of culture in the communication process - Intracultural vs. intercultural communication--Barna’s obstacles in communication - Improving intercultural communication.									6	
5	<b>CULTURE AND GENDER :</b> Definition of terms - Gender differences- Hofstede’s Masculinity vs. Femininity - Cognitive differences - Gender stereotypes - Gender role ideology - Future research.									6	

CO	Course Outcomes
CO1	Describe the interface between psychology and culture, and the various theoretical orientations that describe cultural differences.
CO2	Enumerate the influence of culture on cognitions citing empirical evidence.
CO3	To analyze and discuss the ways in which different cultures influence our socialization and enculturation process.
CO4	To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
CO5	To examine the role of culture in the understanding gender roles, stereotypes and ideology development

**Textbooks:**

1	Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-Being, Medicine and Traditional Health Care. New Delhi: Sage Publications India.
2	Kakar, S. (1997). Culture and Psyche. Delhi: Oxford University Press.
3	Kakar, S. 1982. Shamans, Mystics & Doctors. Delhi: Oxford University Press
4	Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 <sup>th</sup> Ed.). Belmont, CA: Wadsworth Cengage Learning.
5	Singh, K., Junnarkar, M., & Kaur, J. 2016. Measures of Positive Psychology: Development and Validation. New Delhi: Springer.

**Reference Books:**

1	Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2 <sup>nd</sup> Ed.) John Wiley & Sons Ltd.
2	Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press.
3	Shirayev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
4	Berry, J. W.; Y. H. Poortinga; M. H. Segall; and P. R. Dasen. 2002. CrossCultural Psychology: Research and Applications. New York: Cambridge University Press
5	Hazel Rose Markus, & Shinobu Kitayama. (1991). Culture and the self: Implications for cognition, emotion, and motivation.

**Web resources:**

1	<a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Ikr76qw2h+vltP6ZdaFVbg==">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Ikr76qw2h+vltP6ZdaFVbg==</a>
2	<a href="https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/4/_UG_B.Sc._Psychology_119%2043_Cross%20Cultural%20Psychology_Binder_3338.pdf">https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/4/_UG_B.Sc._Psychology_119%2043_Cross%20Cultural%20Psychology_Binder_3338.pdf</a>
3	<a href="https://www.eolss.net/sample-chapters/c04/e6-27-07-02.pdf">https://www.eolss.net/sample-chapters/c04/e6-27-07-02.pdf</a>
4	<a href="https://www.verywellmind.com/what-is-cross-cultural-psychology-2794903">https://www.verywellmind.com/what-is-cross-cultural-psychology-2794903</a>
5	<a href="https://thebooknotes.in/introduction-to-cross-cultural-psychology/">https://thebooknotes.in/introduction-to-cross-cultural-psychology/</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2	3	2	2	3	3	2	3	3	2
<b>CO2</b>	3	2	2	3	3	2	2	2	2	2	3
<b>CO3</b>	2	3	3	2	3	2	3	3	2	2	2
<b>CO4</b>	2	2	2	2	2	3	3	2	3	2	3
<b>CO5</b>	2	2	2	3	2	2	2	2	2	3	2
<b>Total</b>	12	11	12	12	12	12	13	11	12	12	12
<b>Average</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC31	<b>Core Course - 5</b> <b>Introduction to Cognitive Psychology</b>	Core	4	1	0	0	5	5	25	75	100
Learning Objectives											
LO1	To understand and outline the evolution and scope of Cognitive Psychology										
LO2	To elucidate the various theories and factors that influence consciousness, attention and perception										
LO3	To analyze the aspects of language development, comprehension, disorders of language and theories of pattern recognition.										
LO4	To illustrate the phenomenon and models of learning and memory.										
LO5	To examine the varied kinds of problem solving strategies, reasoning and decision making skills.										
Unit	Content									Hours	
1	<b>INTRODUCTION:</b> Definition – Concept of Cognition – Origin and Historical connection of Cognitive Psychology with other schools of thought – Growth of Cognitive Psychology - Emergence of Modern Cognitive Psychology – Assumptions and methods of studying cognitive psychology – Indian Approach to cognition – Research Methods in Cognitive Psychology - Current trends in the study of cognition.									15	
2	<b>CONSCIOUSNESS, ATTENTION AND PERCEPTION:</b> Consciousness: Function and Structure – Modern theories of consciousness – Indian views of Consciousness. Attention: Characteristics – Theories of selective and sustained attention - Neuro cognition of attention – Automatic and controlled processes in attention. Perception: Approaches to perception – Biological bases of visual perception- color perception – form perception – Depth perception Subliminal Perception.									15	
3	<b>LANGUAGE AND PATTERN RECOGNITION:</b> Language: language systems – speech sounds – words and morphemes – sentence level – sentence comprehension – Language production – Disorders of language – Aphasia – Dyslexia. Pattern recognition – Template theories – Structural theories – Information processing stages – Partial report technique – Spelling’s model – word recognition – word superiority effect.									15	
4	<b>LEARNING AND MEMORY:</b> Learning: General Phenomenon – Learning Vs Maturation – native response – Tendencies and temporary states of the organism (E.g. Fatigue, adaptation and drugs) – Neuro physiology of learning. Memory: Memory processes – Models of memory – Atkinson – Shifrin, Craik and Lockhart and Baddley Hitch – Approaches to memory – information processing and connectionist approach – Biochemical basis of memory.									15	
5	<b>THINKING:</b> Thinking: Components of thoughts – imagery and cognitive maps. Decision Making: Models and theories – Complex and uncertain decision making – Judging and making decisions – biases and methods. Problem Solving: Types of problems – Human Problem solving strategies – Heuristics and algorithmic – Expert and novice problem solvers - Barriers of effective problem solving – Problem solving experts.									15	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Outline the applications and functions of cognitive processes in various areas of human development.
CO2	Summarize and explore the varied aspects and theories of consciousness, attention, perception from both modern and Indian perspectives.
CO3	Develop a comprehensive understanding of language systems, development and identify the different perspectives of pattern recognition.
CO4	Examine the process of learning and memory processes and recognize the key theoretical models and approaches.
CO5	Demonstrate the aspects and different types of thinking, decision making and problem solving process.

**Textbooks:**

1	Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. New Delhi: Tata Mc Graw- Hill edition.
2	Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.
3	Reed, S. K. (2010). Cognition - Theories and Applications. UK: Wadsworth Cengage Learning.
4	Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth.
5	Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.

**Reference Books:**

1	Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice - Hall.
2	Margaret W. Matlin, Suny Geneseo: Cognitive Psychology, 8th edition, International Student Version, Wiley.
3	Eysenck, M.W. (2012). Fundamentals of Cognition (2nd ed.). Psychology Press
4	Riegler, B.R. and Riegler, G L (2008). Cognitive Psychology. Applying the science of the mind. New Delhi: Pearson India Education Services Private Limited.
5	Minda, P.J. (1988). The Psychology of Thinking: Reasoning, Decision Making and Problem-Solving. Sage.

**Web resources:**

1	<a href="https://bjpcjp.github.io/pdfs/neuro/Perception.pdf">https://bjpcjp.github.io/pdfs/neuro/Perception.pdf</a>
2	<a href="https://www.simplypsychology.org/cognitive.html">https://www.simplypsychology.org/cognitive.html</a>
3	<a href="https://www.southuniversity.edu/news-and-blogs/2023/11/what-is-cognitive-psychology">https://www.southuniversity.edu/news-and-blogs/2023/11/what-is-cognitive-psychology</a>
4	<a href="https://aishwaryajaiswal.com/wp-content/uploads/2022/01/Cognitive-Psychology-Sternberge.pdf">https://aishwaryajaiswal.com/wp-content/uploads/2022/01/Cognitive-Psychology-Sternberge.pdf</a>
5	<a href="https://www.amu.apus.edu/area-of-study/arts-and-humanities/resources/what-is-cognitive-psychology-and-why-is-it-so-important/">https://www.amu.apus.edu/area-of-study/arts-and-humanities/resources/what-is-cognitive-psychology-and-why-is-it-so-important/</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	2	2	3	3	3	2	2	3	3
<b>CO2</b>	3	3	2	2	2	3	3	2	2	2	3
<b>CO3</b>	2	3	3	2	3	3	2	2	3	3	2
<b>CO4</b>	3	2	3	2	2	2	2	3	3	2	2
<b>CO5</b>	3	2	3	3	3	2	3	3	3	3	3
<b>Total</b>	13	12	13	11	13	13	13	12	13	13	13
<b>Average</b>	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC32P	<b>Core Course 6 – Practical - Experimental Psychology</b>	Core	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>6</b>	25	75	100
Learning Objectives											
LO1	To assess and understand the practical aspects of human psychological attributes like attention, perception, psychomotor abilities, intelligence, memory, creativity and behaviour.										
LO2	To administer and interpret psychological tests related to learning, emotion, motivation, personality, aptitude, stress, coping, OB, HR and Interest.										
LO3	To develop the ability to select and use appropriate assessment tools based on the specific needs of a client or a particular situation.										
LO4	To understand the role of psychological testing in clinical, educational, and organizational settings.										
LO5	To learn about confidentiality, informed consent, and the ethical responsibility of psychologists in administering and interpreting assessments.										
S.No	Content									Hours	
I	<b>EXPERIMENTS</b> 1.Attention 2.Perception 3.Psychomotor Abilities 4.Intelligence tests 5.Memory 6. Creativity 7. Behaviour									90 Hours	
	<b>ASSESSMENTS</b> 1.Learning 2.Emotion 3.Motivation 4.Personality 5.Aptitude 6.Stress and Coping 7.HR / Organizational Behaviour 8. Interest										

- **A minimum of 5 experiments and 5 assessments should be conducted from the above concepts.**
- **Chose concepts as varied as possible**

Course Outcomes	
CO	On Successful completion of the course, the student will be able to
CO1	Gain hands-on experience with different psychological tools and tests, such as those related to attention, perception, psychomotor abilities, intelligence, memory, creativity and behaviour.
CO2	Develop proficiency in interpreting the results of psychological tests accurately and effectively, identifying key insights related to individual differences in learning, emotional motivation, personality traits, aptitude, stress, coping, OB, HR and interest.
CO3	Interpret results from various psychological tests and experiments, with an understanding of how these results apply to real-world scenarios.
CO4	Interpret competence in writing a standard report, highlighting the importance of interest, achievement, stress and coping mechanisms.
CO5	Appreciate the ethical and cultural factors that impact psychological assessment and experimentation, ensuring fairness, validity, and cultural competence in testing.

#### Textbooks:

1	Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2).New Delhi: Concept Publishing Company.
2	Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
3	Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.
4	Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
5	Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

#### Reference Books:

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

#### Web resources:

1	<a href="https://online.pubhtml5.com/kcvf/cmwe/cmwe.pdf">https://online.pubhtml5.com/kcvf/cmwe/cmwe.pdf</a>
2	<a href="https://repository.poltekkes-kaltim.ac.id/1149/1/handbook-of-psychology-vol-04-experimental-psychology.pdf">https://repository.poltekkes-kaltim.ac.id/1149/1/handbook-of-psychology-vol-04-experimental-psychology.pdf</a>
3	<a href="https://archive.org/details/in.ernet.dli.2015.188225">https://archive.org/details/in.ernet.dli.2015.188225</a>
4	<a href="https://ttu-ir.tdl.org/bitstreams/e3ad7db3-7b9c-46bd-9043-">https://ttu-ir.tdl.org/bitstreams/e3ad7db3-7b9c-46bd-9043-</a>
5	<a href="https://www.slideshare.net/slideshow/experimental-psychology-unit-1-">https://www.slideshare.net/slideshow/experimental-psychology-unit-1-</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	2	3	3	3	3	2	2	2	3
<b>CO2</b>	3	2	2	3	3	3	3	2	3	3	2
<b>CO3</b>	3	3	2	2	3	2	3	3	3	2	2
<b>CO4</b>	2	3	2	2	2	2	3	3	2	3	3
<b>CO5</b>	2	3	3	3	2	2	2	2	2	3	3
<b>Total</b>	12	13	11	13	13	12	14	12	12	13	13
<b>Average</b>	2.4	2.6	2.2	2.6	2.6	2.4	2.8	2.4	2.4	2.6	2.6

**3 – Strong, 2 - Medium, 1 - Low**

## STATISTICS IN PSYCHOLOGY

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
24UMAA33	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>									
<b>LO1</b>	To identify and describe the four levels of measurement: nominal, ordinal, interval, and ratio and to know the impact of measurement levels on statistical analysis techniques.								
<b>LO2</b>	To compute mean, median, and mode for different types of datasets and importance of variability in understanding data dispersion.								
<b>LO3</b>	To understand the Properties of the Normal Distribution and different types of correlations.								
<b>LO4</b>	To gain knowledge on inferential statistics.								
<b>LO5</b>	To analyze and interpret outcomes from non-parametric tests.								
<b>Unit</b>									
<b>Unit</b>	<b>Contents</b>								<b>No. of Hours</b>
1	<b>INTRODUCTION TO THE STATISTICS</b> Meaning of statistics - Importance of Statistics in Psychology - Parameters and Estimates -Descriptive Statistics - Inferential Statistics - Variables and their types; Levels of measurement: Nominal Scale - Ordinal Scale - Interval Scale - Ratio Scale; Frequency tables: Making a Frequency Table - Frequency tables for Nominal Variables - Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.								15
2	<b>CENTRAL TENDENCY AND VARIABILITY</b> <b>Central Tendency:</b> The Mean - Frequency Distribution Mean- Assumed Mean Method -Properties of Mean. Median - Calculation of Median from Ungrouped data - Calculation of Median from a Frequency Distribution. The Mode - Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode Guidelines for the Use of Central Tendencies.								15

	<p><b>Variability:</b> the Range - Calculation of Range - the Average Deviation - Calculation of the Average Deviation. The Semi Inter quartile Range - Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation - Methods of Calculating the Variance and the Standard Deviation from Ungrouped data - Calculation of Standard Deviation from Grouped data - Calculation of Standard Deviation from Assumed Mean.</p>	
3	<p><b>THE NORMAL DISTRIBUTION AND CORRELATION</b>  <b>The Normal Distribution:</b> Properties of the Normal Curve - Areas under the Normal Curve- Importance of Normal Distribution - Skewness - Kurtosis - Importance of measures of Skewness and Kurtosis. <b>The Correlation:</b> the Concept of Correlation - the Scatter Plot - the Product Moment Correlation- Calculation of Product Moment Correlation - Spearman's Rank - Difference Correlation Co-efficient - Properties of Correlation Co-efficient.</p>	15
4	<p><b>THE HYPOTHESIS TESTING AND THE INFERENCE STATISTICS</b>  Hypothesis Testing: the Core logic of Hypothesis Testing -the Hypothesis Testing Process - One Tailed and Two Tailed Hypothesis Tests .Decision Errors: Type I Error - Type II Error, <b>Inferential Statistics:</b> t' Tests - the t' test for a Single Sample - the t' 9 test for a Dependent Means - Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means - Hypothesis Testing with a 't' test for Independent Means.</p>	15
5	<p><b>NON-PARAMETRIC METHODS</b>  The Chi-Square: Degrees of Freedom - Test of the Hypothesis of Normality - Calculation of the Chi-Square for 2x2 tables - Yates' Correction for Continuity - Assumptions of the Chi Square test, <b>The Non-parametric Methods:</b> Sign test - Assumptions and Uses of Sign Test - the Median Test - Run Test - the Kolmogrov and Smirnov Two Sample test - Precautions of the use of the Non-parametric tests.</p>	15
	<b>Total</b>	75
<b>Theory 80% Problem 20%</b>		

<b>COURSEOUTCOMES</b>	
<b>On the successful completion of the course, the students will be able to</b>	
<b>CO1</b>	Demonstrate fundamental statistical concepts and their relevance to psychological research.
<b>CO2</b>	Interpret measures of central tendency and variability in the context of psychological research findings and real-world applications
<b>CO3</b>	Incorporate the normal distribution when conducting hypothesis testing and constructing confidence intervals in research. Explain the concept of correlation and its role in analyzing relationships between psychological variables.
<b>CO4</b>	Analyze and interpret test results to accept or reject hypotheses. Assess the implications of Type I and Type II errors in hypothesis testing.
<b>CO5</b>	Perform tests such as the Wilcoxon signed-rank test, Mann-Whitney U test, Kruskal-Wallis test, and Spearman's rank correlation. Work on the application of chi-square tests for independence and goodness of fit.
<b>RECOMMENDED TEXT</b>	
1	Howell, D. (2012). Statistical method for Psychology (8th ed.). Delhi, India: Cengage Learning.
2	Bear, G., King, B.M., and Minium, E. W. (2008). Statistical Reasoning in Psychology and education. Bengaluru, India: Wiley India Private Limited.
<b>REFERENCE BOOKS</b>	
1	Aron, A., Aron, E. N., & Coups, E. J. (2006). Statistics for psychology (4th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd
2	Heiman, G. (2013). Basic statistics for the behavioral sciences (7th ed.). Belmont, CA: Cengage Learning
3	Gupta, S.P. (1999). Statistical methods (3rd ed.). New Delhi, India: Sultan Chand & Sons
4	Garrett, H. E. (2006): Statistics in psychology and education. New Delhi, India: Paragon International Publishers.

**Mapping with Programme Outcomes and Programme Specific Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	2	2	2	3	2	2	2	2
<b>CO2</b>	2	2	2	2	3	2	2	2	2	2	2
<b>CO3</b>	2	3	2	2	3	2	2	2	2	2	2
<b>CO4</b>	2	2	2	2	2	2	2	2	2	3	2
<b>CO5</b>	2	2	2	2	2	2	2	3	2	3	2
<b>Total</b>	10	11	11	10	12	10	11	11	10	12	10
<b>Average</b>	2	2.2	2.2	2	2.4	2	2.2	2.2	2	2.4	2

**3-Strong, 2-Medium, 1-Low**

2<sup>nd</sup> YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSA32	<b>Allied / Generic - 3 Rehabilitation Psychology</b>	Elective	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	Define rehabilitation psychology and explain how it differs from other branches of Psychology.										
LO2	Distinguish between general professional competencies with those unique to the rehabilitation context.										
LO3	Demonstrate the ability to design and implement intervention strategies and to assess the strength and limitation of different intervention approaches in psychological rehabilitation.										
LO4	Examine the common psychological challenges experienced by individuals with disabilities and outline the functions of psychologists in the rehabilitation process.										
LO5	Critically reflect on the potential barriers and propose innovative solutions for improving rehabilitation outcomes in each domain.										
Unit	Content									Hours	
1	<b>INTRODUCTION:</b> Definition - Scope of rehabilitation psychology - Methods and functions of rehabilitation psychology - Historical Perspectives.									15	
2	<b>COMPETENCIES OF REHABILITATION PSYCHOLOGISTS:</b> Professional competencies of rehabilitation psychologists - Nature of work settings - Design of training programmes - Analysis and implementation of training programmes.									15	
3	<b>PSYCHOLOGICAL REHABILITATION AND INTERVENTION:</b> Definition and basic principles of psychological rehabilitation - assesment - diagnosis - intervention. Psychoanalytic therapy and Client centered therapy, CBT and RET.									15	
4	<b>REHABILITATION OF PERSONS WITH DISABILITIES:</b> Lifespan development of persons with disabilities - Personality traits - Psychological Problems and Coping styles - Role of Psychologist in disability rehabilitation.									15	
5	<b>REHABILITATION PROCESS IN VARIOUS AREAS:</b> Family and Marital rehabilitation - Socio Economic rehabilitation for person with disabilities - Addiction rehabilitation - Vocational rehabilitation - Community based rehabilitation - Disaster rehabilitation / reconstruction.									15	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Identify the key areas and core functions of rehabilitation psychology.
CO2	Outline strategies for the effective implementation of rehabilitation training programs and assessing training outcomes.
CO3	Compare and contrast various therapeutic modalities like psychoanalytic therapy, client centered therapy, CBT and RET.
CO4	Evaluate various coping styles and strategies and discuss their effectiveness in managing stress, stigma and daily challenges.
CO5	Analyze case studies to illustrate the benefits and challenges of interdisciplinary interventions across different rehabilitation settings.

<b>Textbooks:</b>	
1	Anu Teotia (2018). Rehabilitation Psychology. NotionPress
2	DSE (ASD) (2013) Manual Therapeutics Rehabilitation Council of India in Association with Kanishka Publishers and Distributors.
3	Golden C.J., (1984). Current Topics in Rehabilitation Psychology: Grune & Straton, London.
4	Jotsma J.Parvadia, (2018). Psycho Diagnostics, Cyber Tech Publications
5	Maitreya Balsara (2014) Tools and Techniques of Clinical Psychology, Kanishka Publishers and Distributors.

<b>Reference Books:</b>	
1	Brenner, L. A., Reid-Arndt, S. A., Elliott, T., Frank, R. G., & Caplan, B. (2019). Handbook of rehabilitation psychology, 3rd edition, American Psychological Association.
2	Kennedy, P. (Ed.). (2012). Oxford library of psychology. The Oxford handbook of rehabilitation psychology. Oxford University Press.
3	Aptekar, Lewis, Stoeckliin & Daniel (2014). Street Children and Homeless Children, Springer, New Delhi
4	Deb Sibnath, Mitra Chirasree, Majumdar Bishakha and Sun Jiandog (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, Indian Journal of Health and Wellbeing, 2 (2), 5-11.
5	Sharma, D. (2011). Immoral Trafficking of Women and Children. Gaurav Book Centre Pvt.Ltd, New Delhi.

<b>Web resources:</b>	
1	<a href="https://www.apa.org/ed/graduate/specialize/rehabilitation">https://www.apa.org/ed/graduate/specialize/rehabilitation</a>
2	<a href="https://crcnlr.nic.in/department-of-rehabilitation-psychology/">https://crcnlr.nic.in/department-of-rehabilitation-psychology/</a>
3	<a href="http://www.anucde.info/deb2024/SM2024/204SY24.pdf">http://www.anucde.info/deb2024/SM2024/204SY24.pdf</a>
4	<a href="https://ebooks.lpude.in/arts/ma-psychology/SEM_4/DPSY696_PSYCHOLOGY_OF_REHABILITATION.pdf">https://ebooks.lpude.in/arts/ma-psychology/SEM_4/DPSY696_PSYCHOLOGY_OF_REHABILITATION.pdf</a>
5	<a href="https://egyankosh.ac.in/bitstream/123456789/40004/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/40004/1/Unit-5.pdf</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	3	3	2	3	3	3	3	2	2	2
<b>CO2</b>	3	2	3	2	3	2	3	3	2	3	3
<b>CO3</b>	2	2	2	3	2	3	2	2	3	3	3
<b>CO4</b>	2	2	2	3	2	2	2	3	3	2	2
<b>CO5</b>	3	3	3	2	2	3	2	3	3	2	3
<b>Total</b>	12	12	13	12	12	13	12	14	13	12	13
<b>Average</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS31	<b>SEC - 4 Improving Study Skills</b>	SEC - 4	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	25	75	100
Learning Objectives											
LO1	Understand the role of study skills in academic skills and life long learning.										
LO2	Illustrate the different learning styles and determine their own preferred style										
LO3	Identify and apply speed reading method, paraphrasing and note taking strategies										
LO4	Differentiate between studying to gather, learn, check and refresh information.										
LO5	Elucidate memory enhancing strategies and equip students with effective exam preparation techniques and integrate technology into learning process.										
Unit	Content									Hours	
1	<b>INTRODUCTION:</b> Need and Importance: Building Good habits - Effective Listening and Writing - Communication Skills - Improving Vocabulary.									6	
2	<b>PERSONAL UNDERSTANDING AND MANAGEMENT:</b> Learning styles and Learning Strategies - Meta Cognition - Goal Setting - Studying Habits - Time Management - Connect Classroom Learning to the Real World - Educational Games and Quizzes.									6	
3	<b>DEVELOPING ESSENTIAL STUDY SKILLS:</b> Using Library - Reading Skills: Speed reading - The Speed reading method - Skim Reading – Scanning - Summarizing and Paraphrasing - Note Taking.									6	
4	<b>TYPES OF STUDY:</b> To gather information - To learn information - To check learning - To refresh - To improve learning styles - Main ways to improve learning skills.									6	
5	<b>PREPARING FOR EXAMS AND TECHNOLOGY IN LEARNING:</b> Memorisation - Learning to revise - Examination Preparation - Advanced learning - Ways to Incorporate Technology in Classroom: Digital Content Libraries - Online Platforms and Systems - Open Educational Resources (OER) - Augmented Reality (AR) and Virtual Reality (VR).									6	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the significance of study skills in academic and personal growth.
CO2	Adapt different learning styles and develop structured study routines and strategies for improved focus and efficiency
CO3	Summarize complex information, utilize various note taking methods and utilize library systems to find academic and research materials.
CO4	Identify and adapt study techniques based on individual learning preferences, and utilize revision techniques, self assessment tools and research techniques effectively.
CO5	Explore online platforms, OER, AR and VR to accustom to immersive and interactive learning.

#### **Textbooks:**

1	How to Study in College – Walter Pauk and Ross J.Q.Owens (11 <sup>th</sup> edition). New York: Houghton Mifflin Company Inc.
2	The Study Skills Handbook (Bloomsbury Study Skills) – Stell Cottrell (6 <sup>th</sup> Edition) United Kingdom: Bloomsbury Publication.
3	Essential Study Skills – Linda Wong ( 8 <sup>th</sup> Edition) Wadsworth Publishing Co Inc.
4	Make it Stick: The Science of Successful Learning – Peter C. Brown, Henry L. Roediger III, Mark A. Mc.Daniel ( 1 <sup>st</sup> Edition) Harvard University Press; Publication.
5	Ace Your Exams: Study Smarter Not Harder – Andrew Northedge ( 1 <sup>st</sup> Edition) United Kingdom: Bloomsbury Publication.

#### **Reference Books:**

1	Alyoucef, H. S. (2005). Teaching reading comprehension to ESL/ EFL learners. The Reading Matrix, 5(2), 143-154.
2	Austin, T. & Vancouver, B. (1996). Goal constructs in psychology: Structure, process, and content. Psychological Bulletin. 120, 338–375.
3	Ellis, D. (2003). Becoming a Master Students (10 <sup>th</sup> ed). Boston: Houghton Mifflin Co.
4	Nunan, D. (2000), Language Teaching Methodology. Harlow, Pearson Education Ltd.
5	Wilson, N. S., & Bai, H. (2010). The Relationships and Impact of Teachers' Metacognitive Knowledge and Pedagogical Understandings of Metacognition. Metacognition and Learning, 5(3), 269-288. doi:10.1007/s11409-010-9062-4.

#### **Web resources:**

1	<a href="https://www.how-to-study.com/studyskills-articles/setting-goals.asp">https://www.how-to-study.com/studyskills-articles/setting-goals.asp</a>
2	<a href="https://www.thoughtco.com/note-taking-research1691352">https://www.thoughtco.com/note-taking-research1691352</a>
3	<a href="https://teach.com/what/teachersknow/learning-styles/">https://teach.com/what/teachersknow/learning-styles/</a>
4	<a href="https://www.sussex.ac.uk/skillshub/?id=296">https://www.sussex.ac.uk/skillshub/?id=296</a>
5	<a href="https://corporatefinanceinstitute.com/resources/management/time-management-list-tips/">https://corporatefinanceinstitute.com/resources/management/time-management-list-tips/</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3	2	3	2	3	3	3	2	2	3
<b>CO2</b>	3	2	2	3	2	2	3	2	3	2	3
<b>CO3</b>	3	3	3	2	3	3	2	3	3	3	2
<b>CO4</b>	2	2	3	2	2	3	2	3	2	3	3
<b>CO5</b>	3	3	3	2	3	2	2	3	2	3	3
<b>Total</b>	14	13	13	12	12	13	12	14	12	13	14
<b>Average</b>	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.8	2.4	2.6	2.8

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC41	<b>Core Course - 7 Health Psychology</b>	Core	3	1	2	0	5	6	25	75	100
Learning Objectives											
LO1	To define and explore the broad scope of health psychology.										
LO2	To gain knowledge about health-enhancing and health-compromising behaviors.										
LO3	To analyze the psychological factors influencing eating behavior and the role of diet in managing chronic illness.										
LO4	To examine the role of stress and coping in health outcomes.										
LO5	To elucidate the impact of psychological interventions on health promotion.										
Unit	Content										Hours
1	<b>INTRODUCTION TO HEALTH PSYCHOLOGY</b> Definition and scope of Health Psychology – Biopsychosocial model – Mind-body relationship – Health behavior and illness behavior – Role of health psychologists –Historical development of health psychology – Health promotion and disease prevention – Models of health behavior – Psychosocial, Cultural and socioeconomic influences on health – Integration of psychology in public health policies.										18
2	<b>HEALTH BEHAVIOR AND PROMOTION</b> Health behavior models: Theory of Planned Behavior, Health Belief Model, Transtheoretical Model – Preventive health behavior – Risk perception – Health promotion strategies –Behavioral change techniques and interventions – Community-based health promotion – Role of self-efficacy and motivation – Barriers to health behavior change – Technology and digital health promotion.										18
3	<b>DIET, NUTRITION AND PSYCHOLOGICAL FACTORS</b> Psychological influences on eating behavior – Emotional eating and stress-related eating – Cognitive and social determinants of dietary choices – Food and mood connection – Disordered eating patterns – Cultural and socioeconomic factors in nutrition – Health promotion strategies for diet and nutrition.										18
4	<b>CHRONIC ILLNESS AND PSYCHOLOGICAL INTERVENTIONS</b> Psychological impact of chronic illnesses – Patient-practitioner communication – Compliance and adherence – Cognitive-behavioral interventions – Relaxation training – Biofeedback – Health counseling–Coping strategies and emotional adjustment – Family and caregiver support – Multidisciplinary approaches to chronic illness management.										18
5	<b>PAIN, HEALTHY LIFESTYLE AND WELL-BEING</b> The psychology of pain – Assessment and management of pain – Health-compromising behaviors – Health-enhancing behaviors – Exercise, sleep, nutrition – Positive psychology and well-being –Chronic vs. acute pain differentiation – Mindfulness and acceptance-based interventions – Sleep hygiene and mental health – Role of lifestyle in chronic disease prevention.										18

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Describe the key concepts and models in health psychology.
CO2	Apply theories of health behavior to real-life scenarios.
CO3	Analyze how diet, nutrition, and psychological interventions interact in the management of chronic diseases.
CO4	Evaluate interventions for promoting health and managing disease.
CO5	Integrate biopsychosocial principles into personal and professional contexts.

<b>Textbooks:</b>	
1	Taylor, S. E. (2018). Health Psychology (10th ed.). McGraw-Hill Education.
2	Brannon, L., Feist, J., & Updegraff, J. A. (2013). Health Psychology: An Introduction to Behavior and Health (8th ed.). Cengage Learning.
3	Straub, R. O. (2016). Health Psychology: A Biopsychosocial Approach (5th ed.). Worth Publishers.
4	Sanderson, C. A. (2018). Health Psychology. Wiley. A concise and student-friendly introduction to health psychology covering stress, illness, behavior change, and prevention.
5	Dimatteo, M. R., & Martin, L. R. (2017). Health Psychology: A Field of Study and a Career Path. Pearson. This book offers practical insights into the field and career aspects of health psychology with an applied approach.
<b>Reference Books:</b>	
1	Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2015). Health Psychology: Theory, Research and Practice. Sage.
2	Ogden, J. (2012). Health Psychology. McGraw-Hill Education.
3	Matarazzo, J. D. (1980). Behavioral Health and Behavioral Medicine: Frontiers for a New Health Psychology.
4	Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological Testing: Principles, Applications, and Issues (8th ed.). Cengage Learning. Offers insights into assessment methods often used in health psychology research and practice.
5	Friedman, H. S. (Ed.). (2011). The Oxford Handbook of Health Psychology. Oxford University Press. A comprehensive reference featuring expert-written chapters covering cutting-edge topics in health psychology.
<b>Web resources:</b>	
1	<a href="https://docs.uoc.ac.in/website/SDE/sde200.pdf">https://docs.uoc.ac.in/website/SDE/sde200.pdf</a>
2	<a href="https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/4/_PG_M.Sc._Psychology_M.Sc-363441-HEALTH%20PSYCHOLOGY_5689.pdf">https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/4/_PG_M.Sc._Psychology_M.Sc-363441-HEALTH%20PSYCHOLOGY_5689.pdf</a>
3	<a href="https://ebooks.lpude.in/new-scheme/arts/ma-psychology/sem_4/DPSY633_HEALTH_PSYCHOLOGY.pdf">https://ebooks.lpude.in/new-scheme/arts/ma-psychology/sem_4/DPSY633_HEALTH_PSYCHOLOGY.pdf</a>

4	<a href="https://unacademy.com/content/cbse-class-12/study-material/psychology/psychology-of-health/">https://unacademy.com/content/cbse-class-12/study-material/psychology/psychology-of-health/</a>
5	<a href="https://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf">https://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>CO1</b>	3	2	2	2	3	3	3	2	2	3	3
<b>CO2</b>	3	3	3	2	2	3	3	2	2	2	3
<b>CO3</b>	2	3	3	2	3	2	2	3	2	3	2
<b>CO4</b>	3	3	3	3	3	2	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	2	3	3	3	3	3
<b>Total</b>	14	13	14	12	14	12	14	13	12	14	14
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC42	<b>Core Course 8 – Social Psychology</b>	Core	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To gain basic knowledge in Social Psychology.										
LO2	To understand social perception, cognition and attitude.										
LO3	To interpret the difference between stereotyping, prejudice and discrimination..										
LO4	To evaluate the factors affecting prosocial and aggressive behavior in social contexts.										
LO5	To define interpersonal attraction and identify its internal and external determinants.										
Unit	Content									Hours	
I	<b>INTRODUCTION AND THE SELF:</b> Social Psychology - Definition - Nature and History. Self-Presentation - Self-Knowledge - Self-Esteem - Personal versus Social Identity - Social Comparison.									15	
II	<b>SOCIAL PERCEPTION, COGNITION AND ATTITUDE:</b> Definition - Nonverbal Communication, Attribution - Impression Formation and Management and errors in perception. Nature and history of cognition, Schemas, Heuristics, Automatic and Controlled Processing, Potential Sources of Error in Social Cognition, Affect and Cognition and Application of social cognition. Attitude Formation - Attitudes Influence Behaviour -Persuasion - Resisting Persuasion - Cognitive Dissonance.									15	
III	<b>STEREOTYPING, PREJUDICE AND DISCRIMINATION:</b> Meaning and nature of stereotyping - Nature of power of prejudice - Consequences of prejudice - Origins and its related concepts - Techniques for Countering.									15	
IV	<b>PRO SOCIAL BEHAVIOR AND AGGRESSION:</b> Motives for Pro Social Behavior - Responding to an Emergency - Factors that increase or decrease the tendency to help and Long-Term Commitment to Pro social Acts. Types, Perspectives on Aggression, Causes of human aggression – social, cultural, personal and situational - Prevention and Control of Aggression.									15	
V	<b>INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS:</b> Internal and External Determinants of Attraction, Factors Based on Interacting with others, Close Relationships, Romantic Relationships.									15	

CO	Course Outcomes On Successful completion of the course, the student will be able to
CO1	Explain concepts of self-presentation, self-knowledge, and self-esteem and their relevance in social interactions.
CO2	Identify and analyze potential sources of error in social cognition, such as attribution errors and biases in perception.
CO3	Differentiate cognitive, affective, and behavioral components of prejudice and related concepts
CO4	Critically evaluate approaches to the prevention and control of aggression through social, psychological, and environmental strategies.
CO5	illustrate how similarity in values, attitudes, and personality traits affects closeness and relationship satisfaction.

<b>Textbooks:</b>	
1	Baron, R.A & Byrne, D. Social Psychology. Delhi: Pearson Education Asia, 2000
2	Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
3	Charles Emerson Kimble (1990) Social Psychology - Studying Human Interaction,
4	Elliot Aronson, Timothy D. Wilson and Robin M. Akert, (2010). Social Psychology, (7th Ed.), Pearson Publishing.
5	Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.
<b>Reference Books:</b>	
1	Robert A. Baron & Donn Byrne, Nyla. R Branscombe, GopaBhardwaj Social Psychology, 12th Edition, New Delhi, Pearson Education.
2	Roy F. Baumeister and Eli J. Finkel, Advanced Social Psychology. The State of the Science.
3	Sam, D L & Berry, J.W. (Ed.). Acculturation Psychology. NY: Cambridge University Press, 2006
4	Shelly E. Taylor, Letitia Anne Peplau & David O. Sears (2006) Social Psychology, 12th Edition, New Delhi, Pearson Education.
5	Vangelisti, A.L & Perlman, D (Ed). The Cambridge Handbook of Personal Relationships. NY: Cambridge University Press, 2006.
<b>Web resources:</b>	
1	<a href="https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf">https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf</a>
2	<a href="https://www.verywellmind.com/perception-and-the-perceptual-process-2795839">https://www.verywellmind.com/perception-and-the-perceptual-process-2795839</a>
3	<a href="https://www.sparknotes.com/psychology/unit-4/">https://www.sparknotes.com/psychology/unit-4/</a>
4	<a href="https://www.verywellmind.com/what-is-prosocial-behavior-2795479">https://www.verywellmind.com/what-is-prosocial-behavior-2795479</a>
5	<a href="https://study.com/learn/lesson/social-influence-theory-examples.html">https://study.com/learn/lesson/social-influence-theory-examples.html</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3	2	3	3	3	3	2	2	2	3
<b>CO2</b>	3	2	3	3	3	3	3	2	3	3	2
<b>CO3</b>	3	3	2	3	3	2	3	3	3	3	3
<b>CO4</b>	2	3	3	2	3	2	2	3	2	3	3
<b>CO5</b>	2	3	3	3	2	3	2	3	3	3	3
<b>Total</b>	13	14	13	14	14	13	13	13	13	14	14
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSA41	<b>Allied / Generic - 4 Fundamentals of Research Methodology</b>	Elective	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To explain the foundational meaning and purpose of research in scientific inquiry.										
LO2	To define variables and explain their significance in research, including their role in measuring and analyzing data.										
LO3	To enlist and explain the qualities of a good hypothesis, including testability, clarity, specificity, empirical basis, and relevance to the research question.										
LO4	To understand exploratory research design including its concept, types, and uses for generating insights and formulating hypotheses										
LO5	To address the ethical issues related to publishing, including responsible authorship, conflicts of interest, and transparency.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO RESEARCH:</b> Meaning – Objectives – purpose – Need – Types of research: Historical and Analytical - Quantitative and Qualitative - Empirical and Normative. Research Process - Steps in research. Method Vs Methodology. Problems encountered by researchers - Ethical Issues in research - Criteria of a good research.									15	
2	<b>VARIABLES; RELIABILITY AND VALIDITY:</b> Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling.									15	
3	<b>HYPOTHESIS, SAMPLING AND DATA COLLECTION:</b> Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Qualities of a good Hypothesis - Hypothesis Testing – Logic & Importance. Sampling: Sample and effect size. Types of sampling: Random, Systematic, Stratified and Multi stage sampling. Characteristics of a good sample. Sources of data: Primary and Secondary. Data collection methods: Observation, Questionnaire, Interview, Focus groups and Case study method. Survey Research: Role of library and Internet.									15	
4	<b>RESEARCH DESIGN:</b> Concept and Importance in Research – Features of a good research design – Exploratory Research Design – concept, types and uses, Descriptive Research Designs – concept, types and uses. Experimental Design: Concept of Independent & Dependent variables. Non Experimental Design: Quasi experiments - Time series design - Cross Sectional research. Measurement and types of scales.									15	
5	<b>REPORT WRITING:</b> Report Writing and computers in research: Writing Proposal – Plagiarism - Self Plagiarism – Software to detect plagiarism– References and Intext citation – APA primer. Presenting									15	

research: Layout of a research paper - Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research. Ethical issues related to publishing.
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CO	Course Outcomes On Successful completion of the course, the student will be able to
CO1	Describe the research process and enumerate the key steps involved in conducting research systematically.
CO2	Explain the importance of reliability and validity in research, including methods to ensure the consistency and accuracy of measurements.
CO3	Elucidate the characteristics of a good sample, emphasizing representativeness, unbiased selection, and adequacy of sample size..
CO4	Identify the key features of a good research design, such as reliability, validity, neutrality, generalizability, flexibility, control of variables, ethical considerations, and feasibility.
CO5	Apply proper referencing and in-text citation methods, particularly the APA style referencing format, to ensure accurate attribution of sources.

<b>Textbooks:</b>	
1	Evans, A.N., & Rooney, B. J. (2011). Methods in Psychological Research. New Delhi, India: Sage Publications India Pvt. Ltd.
2	Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7 th ed.). Singapore: McGraw-Hill
3	C.R. Kothari & Gaurav Garg (2019) Research Methodology: Methods and Techniques (4th Edition). <b>ISBN: 9789386649225</b>
4	John W. Creswell & J. David Creswell (2018) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th Edition)SAGE Publications. <b>ISBN: 9781506386706</b>
5	William J.Goode and Paul K. Hatt (1952): Methods in Social Research, New York: Mc Graw-Hill Book Co.
<b>Reference Books:</b>	
1	Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. NewDelhi, India: Sage Publications India Pvt. Ltd.
2	Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi, India: Rawat Publications. 3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.
3	Gravetter, F.J. & Wallnau, L.B. (2016). Statistics for the Behavioral Sciences (10th Ed). <b>ISBN: 978-1305504912</b>
4	Kerlinger, F.N. & Lee, H.B. (2000).Foundations of Behavioral Research (4th Ed.) <b>ISBN: 978-0155078970</b>
5	Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics.

<b>Web resources:</b>	
1	<a href="https://americancollege.edu.in/wp-content/uploads/2022/02/PSY-FUNDAMENTALS-OF-RESEARCH-METHODOLOGY-DR-M-SURESH-KUMAR.pdf">https://americancollege.edu.in/wp-content/uploads/2022/02/PSY-FUNDAMENTALS-OF-RESEARCH-METHODOLOGY-DR-M-SURESH-KUMAR.pdf</a>
2	<a href="https://mrcet.com/downloads/digital_notes/CSE/Mtech/I%20Year/RESEARCH%20METHODOLOGY.pdf">https://mrcet.com/downloads/digital_notes/CSE/Mtech/I%20Year/RESEARCH%20METHODOLOGY.pdf</a>
3	<a href="https://www.verywellmind.com/introduction-to-research-methods-2795793">https://www.verywellmind.com/introduction-to-research-methods-2795793</a>
4	<a href="https://dspace.unitywomenscollege.ac.in/bitstream/123456789/163/1/Research%20Methodology%20C%20R%20Kothari.pdf">https://dspace.unitywomenscollege.ac.in/bitstream/123456789/163/1/Research%20Methodology%20C%20R%20Kothari.pdf</a>
5	<a href="https://www.simplypsychology.org/research-methods.html">https://www.simplypsychology.org/research-methods.html</a>

### **Mapping with Programme Outcomes and Programme Specific Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	3	3	2	3	3	3	3	2	2	2
<b>CO2</b>	3	2	3	2	3	2	3	3	2	3	3
<b>CO3</b>	2	2	2	3	2	3	2	2	3	3	3
<b>CO4</b>	3	3	3	3	2	2	2	3	2	3	3
<b>CO5</b>	3	3	3	3	3	2	3	2	3	2	3
<b>Total</b>	13	13	14	13	13	12	13	13	12	13	14
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSA42	<b>Allied / Generic - 4 Sports Psychology</b>	Elective	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To understand the meaning, scope, and interdisciplinary relevance of sports psychology.										
LO2	To explore cognitive processes and their application in sports performance.										
LO3	To examine how emotions and motivation influence sports behavior and performance.										
LO4	To understand personality theories and their implications in sports settings.										
LO5	To study psychological techniques for enhancing athletic performance before and during competition.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO SPORT PSYCHOLOGY:</b> Meaning and scope - Importance - Relationship with other sports sciences - Development of sports psychology in India and Worldwide.- Sports psychology for physical educators - coaches and athletes- Ethics in sports psychology.									15	
2	<b>COGNITIVE PROCESSES IN SPORTS PERFORMANCE:</b> Cognition- characteristics and cognitive process in sports- Sensation and Perception- Attention - Strategies to develop attention - Reaction Time, Movement Time - Reflex time - Response Time. Sensory Perceptual Process: Meaning - Mechanism and stages - Classification of senses and sensory perceptual process - factors in perception - Implication of sensory perceptual process in exercise and sport.									15	
3	<b>ROLE OF EMOTIONS AND MOTIVATION IN SPORTS:</b> Influence of emotions on performance - Motivation in Sport: Concept, Definition - drive, need and motives, instinct, attitude, achievement, motivation. Techniques and types of motivation - Perceived Competence.									15	
4	<b>PERSONALITY AND ANXIETY IN SPORTS:</b> Concept and definition - Modern perspective. Dynamics of personality in sports. Sports and Personality. Anxiety in Sport: Concept, definition and types - Anxiety and arousal - role of anxiety on physical performance.									15	
5	<b>PSYCHOLOGICAL PREPARATION AND COMPETITION:</b> Phenomenon of competitive sport - Long term psychological preparation for competition - Arousal regulation - Imagery - Self-confidence - Goal setting - Concentration - Short term psychological preparation. Mind to muscle and muscle to mind relaxation techniques.									15	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the role of sports psychology in physical education and its development in India and globally.
CO2	Demonstrate understanding of attention strategies, perception, and response time in athletic contexts.
CO3	Analyze the role of drives, motives, and attitudes in enhancing athletic motivation.
CO4	Assess how different personality traits and dynamics affect performance in sports.
CO5	Apply psychological skills like imagery, arousal regulation, and goal setting for short-term competition preparation.

**Textbooks:**

1	Weinberg, R. S., & Gould, D. (2019). Foundations of Sport and Exercise Psychology (7th Ed.). Human Kinetics.
2	Singer, R. N., Hausenblas, H. A., & Janelle, C. M. (2001). Handbook of Sport Psychology (2nd Ed.). Wiley.
3	Cox, R. H. (2012). Sport Psychology: Concepts and Applications (7th Ed.). McGraw-Hill
4	Williams, J. M., & Krane, V. (2014). Applied Sport Psychology: Personal Growth to Peak Performance (7th Ed.). McGraw-Hill.
5	Gill, D. L., & Williams, L. (2008). Psychological Dynamics of Sport and Exercise (3rd Ed.). Human Kinetics.

**Reference Books:**

1	Moran, A. P. (2012). Sport and Exercise Psychology: A Critical Introduction. Routledge
2	Jarvis, M. (2006). Sport Psychology: A Student's Handbook. Routledge.
3	Horn, T. S. (Ed.). (2008). Advances in Sport Psychology (3rd Ed.). Human Kinetics.
4	Roberts, G. C., & Treasure, D. C. (Eds.). (2012). Advances in Motivation in Sport and Exercise. Human Kinetics.
5	Kamlesh M L (1998). Psychology in Physical Education and Sport. Metropolitan Book Co. New Delhi.

**Web resources:**

1	<a href="https://www.ymcacollege.ac.in/pdf/E_learning/MCC201-Sports-Psychology.pdf">https://www.ymcacollege.ac.in/pdf/E_learning/MCC201-Sports-Psychology.pdf</a>
2	<a href="https://www.verywellmind.com/what-is-sports-psychology-2794906">https://www.verywellmind.com/what-is-sports-psychology-2794906</a>
3	<a href="https://www.simplypsychology.org/sports-psychology.html">https://www.simplypsychology.org/sports-psychology.html</a>
4	<a href="https://ggu.ac.in/gguold/download/B.R.%20R%20awte%20-">https://ggu.ac.in/gguold/download/B.R.%20R%20awte%20-</a>

	%20Sports%20Psychology.pdf
5	<a href="https://kamarajcollege.ac.in/wp-content/uploads/Skill-Based-Core-II-Sports-Psychology-and-Sociology-Sem-IV.pdf">https://kamarajcollege.ac.in/wp-content/uploads/Skill-Based-Core-II-Sports-Psychology-and-Sociology-Sem-IV.pdf</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	3	3	2	3	2	3	3	2	2	2
<b>CO2</b>	3	2	3	3	3	2	3	3	3	3	3
<b>CO3</b>	3	2	2	3	3	3	2	2	3	2	3
<b>CO4</b>	2	3	3	3	2	2	2	2	3	2	3
<b>CO5</b>	3	3	3	2	2	3	2	3	3	2	3
<b>Total</b>	13	13	14	13	13	12	12	13	14	11	14
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.2</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

2<sup>nd</sup> YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS41	<b>SEC - 5 Cyber Psychology</b>	SEC - 5	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	25	75	100
Learning Objectives											
LO1	To define cyberpsychology and understand its meaning, history, and the concept of cyberspace as the digital environment.										
LO2	To explain the key theories of self and their relevance to online behavior.										
LO3	To understand the physical and machine expressions of emotion and thought in human-computer interactions										
LO4	To explain the use of online mental health therapies and digital tools.										
LO5	To elucidate the fundamental models of online communication and the social consequences of online interactions.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO CYBER PSYCHOLOGY:</b> Meaning of Cyber Psychology - Cyberspace - History - Impact and importance of cyber psychology and the human computer interface - Scope and application of cyber psychology. Role of Psychologist in cyberspace. Research Ethics in Cyberpsychology; Importance and Application of Cyber Psychology.									6	
2	<b>THE ONLINE SELF AND PERSONALITY:</b> Concept of Online identity and Multiple selves; Theories of self- Goffman's theory of self presentation, Arkin's self-presentation strategies, Self-Discrepancy Theory. Cyberspace and Personality. Regressive behavior in cyberspace; Online Gender-Switching. Integrating Online and Offline Living.The Unhealthy Self.									6	
3	<b>MOTIVATION AND EMOTION AT THE HUMAN-COMPUTER INTERFACE:</b> Physical expression – Machine expression of physical thought. Interpersonal Relations: Social cyberspace – factors in cyberspace. Avatars-Anonymity. Group structure and networks: virtual communities – computer supported collaborative works. . How to Resolve Conflicts Online; Cyberspace Romances.									6	
4	<b>CYBER SPACE AND MENTAL HEALTH :</b> Importance of Mental Health in cyber space; internet-based disorders – Gaming,Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Google Effect. Online Mental Health Therapies - Uses of Therapy in Mental Health Care Tools - Telepsychiatry, Emails, Internet Relate Chats, Video Teleconferencing.									6	
5	<b>INTERPERSONAL COMMUNICATION AND CYBERSPACE:</b> Online community- Definition, Methods of Online Communication-									6	

Information Model, Channel Model And Mappings; Language in Online World; Psychology of Text Relationship. The Social Consequences of Online Interactions; Social Media-Introduction and Uses, Social Media and Cyberactivism; Socially Connecting Through Blogs and Vlogs; Positive Aspect of Social Media.
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CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Appreciate the importance and applications of cyberpsychology.
CO2	Integrate insights about the online self with offline living.
CO3	Develop strategies for resolving conflicts online and effective approaches to conflict management in virtual settings.
CO4	Apply knowledge of digital mental health interventions to support mental wellness in online environments.
CO5	Evaluate the role of social media platforms in enhancing social connectivity, activism, and community engagement.

<b>Textbooks:</b>	
1	Joinson, A. N. (2003). Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives. Palgrave Macmillan.
2	Shneiderman, B., Plaisant, C., Cohen, M., Jacobs, S., & Elmqvist, N. (2016). Designing the User Interface: Strategies for Effective Human-Computer Interaction (6th ed.). Pearson.
3	Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Student's Handbook (7th ed.). Psychology Press.
4	Barak, A. (Ed.). (2008). Psychological Aspects of Cyberspace: Theory, Research, Applications. Cambridge University Press.
5	Levy, S. (2011). Artificial Life: A Report from the Frontier Where Computers Meet Biology. Vintage.
<b>Reference Books:</b>	
1	Gackenbach, J. (Ed.). (2007). Psychology and the Internet: Intrapersonal, Interpersonal, and Transpersonal Implications. Academic Press.
2	MacKenzie, I. S. (2012). Human-Computer Interaction: An Empirical Research Perspective. Morgan Kaufmann.
3	Newell, A., & Simon, H. A. (1972). Human Problem Solving. Prentice Hall.
4	Whitty, M. T., & Young, G. (2017). Cyber Psychology: The Study of Individuals, Society and Digital Technologies. BPS Blackwell.
5	Schneier, B. (2015). Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World. W. W. Norton & Company.
<b>Web resources:</b>	
1	<a href="https://psychopedia.in/what-is-cyberpsychology-meaning-areas-and-importance/">https://psychopedia.in/what-is-cyberpsychology-meaning-areas-and-importance/</a>
2	<a href="https://gacbe.ac.in/pdf/ematerial/18MPS25E-U3.pdf">https://gacbe.ac.in/pdf/ematerial/18MPS25E-U3.pdf</a>
3	<a href="https://mu.ac.in/wp-content/uploads/2025/06/5.54-N-Psychology-OE-SEM-I-Cyber-Psychology-.pdf">https://mu.ac.in/wp-content/uploads/2025/06/5.54-N-Psychology-OE-SEM-I-Cyber-Psychology-.pdf</a>

4	<a href="https://www.studocu.com/en-gb/document/de-montfort-university-leicester/psychology-in-context/psyc1093-notes/15652227">https://www.studocu.com/en-gb/document/de-montfort-university-leicester/psychology-in-context/psyc1093-notes/15652227</a>
5	<a href="https://www.njit.edu/admissions/blog-posts/what-cyberpsychology-and-why-it-important">https://www.njit.edu/admissions/blog-posts/what-cyberpsychology-and-why-it-important</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3	2	3	2	3	3	3	2	2	3
<b>CO2</b>	3	2	2	3	2	2	3	2	3	2	3
<b>CO3</b>	3	2	2	2	3	3	2	2	3	3	2
<b>CO4</b>	2	2	3	3	3	3	3	3	3	2	3
<b>CO5</b>	3	3	3	2	3	3	2	3	2	3	3
<b>Total</b>	13	12	12	13	13	14	13	13	13	12	14
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC51	<b>Core Course - 9 Abnormal Psychology I</b>	Core	3	1	1	0	5	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand and differentiate between the concepts of normality and abnormality.										
LO2	To explain systems of classification of mental disorders (DSM and ICD) and evaluate issues in diagnosis.										
LO3	To identify symptoms, causes, and treatments of anxiety, dissociative, and somatoform disorders.										
LO4	To analyze schizophrenia, delusional disorders, and bipolar disorders in terms of clinical features, etiology, and treatment.										
LO5	To elucidate the nature, classification, and causes of personality disorders and paraphilic disorders, along with basic treatment approaches.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO ABNORMAL BEHAVIOUR</b> Definition and concepts of normality and abnormality - Criteria for defining abnormal behaviour : statistical, social, subjective distress, maladaptive behavior. Historical perspectives: supernatural, biological, and psychological viewpoints. Psychological models of abnormality - biological, psychodynamic, behavioral, cognitive, humanistic, socio-cultural approaches.									15	
2	<b>CLASSIFICATION AND ASSESSMENT OF DISORDERS</b> Classification of mental disorders – DSM and ICD. Challenges in diagnosis and classification - Clinical assessment: interview, case history, mental status examination - Psychological testing: intelligence tests, personality tests, projective and objective tests - Reliability and validity in diagnosis.									15	
3	<b>ANXIETY AND DISSOCIATIVE DISORDERS</b> The anxiety based response patterns; Phobic disorders; Obsessive Compulsive Disorders (OCD); Generalized Anxiety Disorder (GAD); Somatoform disorders; Hypochondriasis; conversion disorders. Dissociative disorder : Psychogenic amnesia, fugue; Dissociative Identity Disorder: Causes - Biological, Psychological and Socio-cultural factors. Treatment approaches.									15	
4	<b>SCHIZOPHRENIA AND DELUSIONAL DISORDER</b> Schizophrenia: Clinical picture, Subtypes and Causes - Biological, Psychological and Sociocultural factors. Delusional disorder: Diagnosis, Clinical picture and its Causal factors. Bipolar and related disorders: Bipolar I disorder - Bipolar II disorder and cyclothymic disorder. Treatment: antipsychotic medications, psychosocial interventions									15	
5	<b>PERSONALITY DISORDERS AND PARAPHILIAS</b> Cluster A : paranoid, schizoid, antisocial, Cluster B: histrionic, narcissistic, antisocial and borderline and Cluster C: avoidant and dependent personality disorder. Paraphilic disorders: as per DSM -5: voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishitic and transvestic. Causes of paraphilia. Treatment overview.									15	

<b>CO</b>	<b>Course Outcomes</b>
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, historical perspectives, models, and classification systems related to abnormal behaviour and mental disorders.
CO2	Examine the clinical features, causal factors, and diagnostic methods associated with major psychological disorders.
CO3	Apply knowledge of psychological assessment techniques and diagnostic principles in understanding abnormal behaviour.
CO4	Analyze the biological, psychological, and socio-cultural determinants influencing the development of mental disorders.
CO5	Evaluate different treatment approaches and psychosocial interventions used in the management of abnormal behaviour and mental disorders.

**Textbooks:**

1	American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.
2	Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). New York :Harper Collins College Publishers.
3	Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4th ed.). New York :W. W. Norton & Company, Inc.
4	Sadock, B. J., Sadock, V.A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry ( 11th ed.). U.S.A: Wolters Kluwer
5	Perlin, M. L., & Weisstub, D. N. (Eds.). (Current Edition). The Ethical Practice of Psychology in the Law.

**Reference Books:**

1	Puri, B.K., Laking, P.J. & Treasaden, I.H. (2002). Textbook of psychiatry. New York: Churchill Livingstone.
2	Barlow, D. H., & Durand, V. M. (2024). Abnormal Psychology: An Integrative Approach (9th ed.). Cengage Learning.
3	Loewenstein, R. J., Frewen, P., & Lewis-Fernández, R. (Eds.). (2022). Clinical Manual for the Assessment and Treatment of Dissociative Disorders. American Psychiatric Association Publishing.
4	Widiger, T. A., & McCabe, G. A. (Eds.). (2023). The Oxford Handbook of Personality Disorders (2nd ed.). Oxford University Press.
5	Sales, B. D., & Shuman, D. W. (Eds.). (2020). Law, mental health, and mental disorder. Waveland Press.

<b>Web resources:</b>	
1	<a href="https://courses.lumenlearning.com/wm-abnormalpsych/">https://courses.lumenlearning.com/wm-abnormalpsych/</a>
2	<a href="https://openlibraryrepo.ecampusontario.ca/jspui/bitstream/123456789/686/4/Abnormal-Psychology-1594408101._print.pdf">https://openlibraryrepo.ecampusontario.ca/jspui/bitstream/123456789/686/4/Abnormal-Psychology-1594408101._print.pdf</a>
3	<a href="https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/4/_PG_M.Sc._Psychology_363%2041%20_%20Abnormal%20Psychology%20_9411.pdf">https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/4/_PG_M.Sc._Psychology_363%2041%20_%20Abnormal%20Psychology%20_9411.pdf</a>
4	<a href="https://sde.uoc.ac.in/sites/default/files/sde_videos/AbnormalPsychology.pdf">https://sde.uoc.ac.in/sites/default/files/sde_videos/AbnormalPsychology.pdf</a>
5	<a href="https://edge.sagepub.com/ray">https://edge.sagepub.com/ray</a>

### **Mapping with Programme Outcomes and Programme Specific Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	3	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	2	3	2	2	2	3	3	2	3
<b>CO3</b>	3	2	3	3	2	3	2	2	3	3	2
<b>CO4</b>	3	3	2	3	2	3	2	3	3	3	3
<b>CO5</b>	2	3	2	3	3	2	2	3	3	3	3
<b>Total</b>	12	14	12	15	11	12	10	13	15	13	13
<b>Average</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>3.0</b>	<b>2.2</b>	<b>2.4</b>	<b>2.0</b>	<b>2.6</b>	<b>3.0</b>	<b>2.6</b>	<b>2.6</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC52P	<b>Core Course 10 – Psychological Testing Practical</b>	Core	0	0	4	0	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the theoretical foundations and practical applications of psychological testing.										
LO2	To develop skills in the administration, scoring, and interpretation of selected psychological tests										
LO3	To analyze individual differences using standardized tools related to ability, personality, and adjustment.										
LO4	To apply ethical principles in the use of psychological tests in educational, clinical, and organizational settings.										
LO5	To interpret test results to make informed decisions in guidance, counselling, and research contexts.										
S.No	Content									Hours	
I	<b>APTITUDE / ABILITY TESTING (Any Three)</b> Differential Aptitude Tests (DAT) Dexterity Test General Aptitude Test Battery Scientific Aptitude Test									60	
II	<b>ATTITUDE (Any Three)</b> Religion Optimistic - Pessimistic Scale Vocational Attitude Scale Secular Attitude Scale										
III	<b>ADJUSTMENT (Any Three)</b> Adjustment Inventory for School Students Adjustment Inventory for college students Old age adjustment Social adjustment										
IV	<b>FAMILY AND RELATIONSHIP (Any Three)</b> Traditional family ideology scale (TFIS) Family Relationship Inventory (FRI) Marital adjustment questionnaire Family Adaptability and Cohesion Evaluation Scale (FACES)										
V	<b>MENTAL HEALTH AND WELL-BEING ASSESSMENT (Any Three)</b> General Health Questionnaire (GHQ) Mental Health Inventory (MHI) State-Trait Anxiety Inventory (STAI) Stress Coping Resources Inventory										

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the principles, purposes, and applications of psychological testing in assessing aptitude, attitude, adjustment, family relationships, and mental health.
CO2	Demonstrate skills in the administration, scoring, and interpretation of standardized psychological tests.
CO3	Apply psychological assessment techniques to evaluate individual differences, adjustment patterns, interpersonal relationships, and psychological well-being.
CO4	Analyze psychological test findings and prepare basic assessment reports using appropriate ethical and professional practices.
CO5	Evaluate the usefulness, limitations, and practical implications of psychological tests in educational, clinical, and social settings.

Textbooks:	
1	Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
2	Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education
3	Freeman, F. S. (2012). Theory and practice of psychological testing. Oxford & IBH Publishing.
4	Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.
5	Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment. (12th ed). New Delhi: Pearson Education.
Reference Books:	
1	Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
2	Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues. (8th ed.). New Delhi, India: Cengage.
3	Miller, L. A., Lovler, R. L., & McIntire, S. A. (2013). Psychological Testing: A Practical Approach. New Delhi: Sage Publications.
4	Murphy, K. R., & Davidshofer, C. O. (2019). Psychological Testing: Principles and Applications. 6th ed., New Delhi: Pearson.
5	Anastasi, A., & Urbina, S. (2003). Psychological testing. (7th ed). New Delhi: Prentice – Hall of India Pvt. Ltd.
Web resources:	
1	<a href="https://kvmwai.edu.in/upload/StudyMaterial/Robert_J_Gregory_Psychological_Testing_History,(z-lib_org).pdf">https://kvmwai.edu.in/upload/StudyMaterial/Robert_J_Gregory_Psychological_Testing_History,(z-lib_org).pdf</a>
2	<a href="https://psychology.org.au/aps/media/resource-finder/testing/online-psychological-testing.pdf">https://psychology.org.au/aps/media/resource-finder/testing/online-psychological-testing.pdf</a>
3	<a href="https://www.psychosphere.com/Psych%20Testing%20on%20the%20Internet%20by%20Naglieri%20et%20al..pdf">https://www.psychosphere.com/Psych%20Testing%20on%20the%20Internet%20by%20Naglieri%20et%20al..pdf</a>
4	<a href="http://pustaka.unp.ac.id/file/abstrak_kki/EBOOKS/Essentials%20of%20Psychological%20Testing.pdf">http://pustaka.unp.ac.id/file/abstrak_kki/EBOOKS/Essentials%20of%20Psychological%20Testing.pdf</a>
5	<a href="https://www.psychologytools.com/download-scales-and-measures">https://www.psychologytools.com/download-scales-and-measures</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2	3	3	3	2	2	2	3	2	2
<b>CO2</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO3</b>	3	2	3	3	3	3	2	2	3	2	3
<b>CO4</b>	3	2	2	3	2	3	2	2	3	3	2
<b>CO5</b>	3	3	2	2	3	3	3	3	2	3	3
<b>Total</b>	14	11	13	14	13	13	11	11	14	12	12
<b>Average</b>	<b>2.8</b>	<b>2.2</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.8</b>	<b>2.4</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC53	<b>Core Course 11 - Environmental Psychology</b>	Core	2	1	1	0	4	4	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the foundations, scope, and theoretical approaches in environmental psychology										
LO2	To examine the psychological impact of environmental stressors such as noise, crowding, pollution, and disasters.										
LO3	To explain processes of environmental perception, cognition, and spatial behavior.										
LO4	To analyze the interaction between human behavior and environmental factors including natural and built environments.										
LO5	To apply principles of environmental psychology to promote sustainability and pro-environmental behavior.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO ENVIRONMENTAL PSYCHOLOGY</b> Definition - History and Scope. Nature and Characteristics - Research Methods in Environmental Psychology - Theories of environment behaviour relationship - Environmental 'influences' on human cognition and behaviour. Concept of Sustainability. Human-environment relationship.									12	
2	<b>ENVIRONMENTAL STRESS</b> Environmental Stress Approach - Environmental Stressors: Appraisal and Characteristics of the Stress Response. Characteristics of Environmental Stressors. Types of Stressors: Noise - crowding - density - pollution. Natural Disasters, their Characteristics and environmental risk perception.									12	
3	<b>ENVIRONMENTAL PERCEPTION AND COGNITION</b> Environmental perception: meaning and determinants - Environmental Perception: Movement, Habituation and the Perception of Change - Perception of Movement - Habituation or Adaptation - Perception of Change - Perception of Natural Cognition - Cognitive Mapping.									12	
4	<b>HUMAN BEHAVIOUR IN BUILT ENVIRONMENTS</b> Influence of architectural design on human behavior and psychological well-being - Concepts of personal space - territoriality and privacy - Impact of urban environments on mental health Housing - design and well-being - Behavioral dynamics within workplace and institutional environments.									12	
5	<b>SUSTAINABILITY AND PRO-ENVIRONMENTAL BEHAVIOR</b> Concept of sustainability and sustainable development - Climate change and psychological responses - Pro-environmental behavior: determinants and models - Environmental education and awareness - Role of psychology in environmental conservation and policy.									12	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, scope, theories, and research methods related to Environmental Psychology and human–environment relationships.
CO2	Examine the influence of environmental factors and stressors on human cognition, perception, behavior, and psychological well-being.
CO3	Apply principles of environmental psychology in understanding behaviour within natural, urban, workplace, and built environments.
CO4	Analyze the psychological dimensions of environmental perception, sustainability, climate change, and pro-environmental behaviour.
CO5	Evaluate the role of psychology in promoting environmental awareness, conservation, sustainable practices, and policy development.

#### Textbooks:

1	Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental psychology (5th ed.). Harcourt College Publishers.
2	Steg, L., van den Berg, A. E., & de Groot, J. I. M. (2019). Environmental psychology: An introduction (2nd ed.). Wiley.
3	Gifford, R. (2014). Environmental psychology: Principles and practice (5th ed.). Optimal Books.
4	Clayton, S. (Ed.). (2012). The Oxford handbook of environmental and conservation psychology. Oxford University Press.
5	Stokols, D., & Altman, I. (Eds.). (1987). Handbook of environmental psychology. Wiley.

#### Reference Books:

1	Bonnes, M., & Secchiaroli, G. (1995). Environmental psychology: A psycho-social introduction. Sage Publications.
2	Koger, S. M., & Winter, D. D. (2010). The psychology of environmental problems: Psychology for sustainability (3rd ed.). Psychology Press.
3	Nasar, J. L., & Preiser, W. F. E. (Eds.). (1999). Directions in person-environment research and practice. Ashgate
4	Bechtel, R. B., & Churchman, A. (Eds.). (2002). Handbook of environmental psychology. Wiley.
5	Kopec, D. (2018). Environmental psychology for design (3rd ed.). Fairchild Books.

#### Web resources:

1	<a href="https://www.youtube.com/watch?v=wHUS5T6uYT4">https://www.youtube.com/watch?v=wHUS5T6uYT4</a>
2	<a href="https://www.spiegelooq.amsterdam/psychsources-environmental-psychology/">https://www.spiegelooq.amsterdam/psychsources-environmental-psychology/</a>
3	<a href="https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/___UG_B.Sc._Psychology_119%2052_Environmental%20Psychology_6282.pdf">https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/___UG_B.Sc._Psychology_119%2052_Environmental%20Psychology_6282.pdf</a>
4	<a href="https://positivepsychology.com/environmental-psychology/">https://positivepsychology.com/environmental-psychology/</a>
5	<a href="https://www.psychologistworld.com/issues/environmental-psychology">https://www.psychologistworld.com/issues/environmental-psychology</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	3	3	3	2	2	3	2	2	3	3	2
<b>CO3</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO4</b>	3	2	3	3	2	3	2	2	3	3	2
<b>CO5</b>	3	3	3	2	2	3	3	3	2	3	3
<b>Total</b>	13	12	15	13	10	13	11	11	14	13	11
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>3.0</b>	<b>2.6</b>	<b>2.0</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.8</b>	<b>2.6</b>	<b>2.2</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC54	<b>Core Course 12 Human Resource Management</b>	Core	2	1	0	0	2	3	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the fundamental concepts, functions, policies, and significance of Human Resource Management in organizations.										
LO2	To develop knowledge of human resource planning processes, manpower forecasting, and workforce management strategies.										
LO3	To gain understanding of recruitment, selection, induction, and orientation procedures followed in organizations.										
LO4	To acquire knowledge of performance management, employee welfare, compensation, industrial relations, and stress management practices.										
LO5	To elucidate the concepts and challenges of International Human Resource Management in the context of globalization and workforce diversity.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO HUMAN RESOURCE MANAGEMENT</b> Definition, Concept, Nature, Scope, Characteristics, Objectives and Functions of HRM. Evolution and importance of HRM. Functions of HRM : Managerial and Operative. Role of HR Manager. HRM Vs Personnel Management. Characteristics and benefits of HRM Policy. HRM in the new millennium.									9	
2	<b>HUMAN RESOURCE PLANNING</b> Definition: HRP - Features and need for HRP - Objectives and importance of HRP - Methods of Human Resource Planning: Forecasting the Demand for Human Resources - Preparing Manpower Inventory - Determining Manpower Gaps - Formulating HR plans. Factors affecting HRP - Types of HRP: Short term - Long term.									9	
3	<b>RECRUITMENT AND EMPLOYEE SELECTION PROCESS</b> Recruitment: Meaning and definition. Recruitment policy - Situational Factors Affecting Recruitment - Recruitment Organisation - Sources of Recruitment: Internal and external sources. Methods of Recruitment. Selection - Selection Process: Induction - Orientation.									9	
4	<b>PERFORMANCE MANAGEMENT AND EMPLOYEE RELATIONS</b> Performance appraisal: Process - Methods and Challenges - Feedback and performance improvement - Compensation Management : Employee welfare and well-being - Fringe benefits. Industrial relations and conflict management - Promotion - Transfer and Separation. Stress management in organizations.									9	
5	<b>INTERNATIONAL HUMAN RESOURCE MANAGEMENT</b> Objectives - Concept of International Human Resource Management (IHRM) - Need for International Human Resource Management: Cultural Diversity - Workforce Diversity - Language Diversity - Economic Diversity. Comparison of Domestic and International HRM. Globalization and its Impact on Human Resource Management.									9	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, functions, policies, and significance of Human Resource Management in organizational settings.
CO2	Examine the processes involved in human resource planning, recruitment, selection, and employee induction within organizations.
CO3	Apply HRM principles and practices in managing employee performance, welfare, workplace relations, and organizational effectiveness.
CO4	Analyze the challenges and strategies related to employee relations, stress management, and workforce diversity in organizations.
CO5	Evaluate the role of Human Resource Management in addressing global organizational needs and international workforce management.

Textbooks:	
1	Aswathappa, K. (2017). Human resource management: Text and cases (8th ed.). McGraw-Hill Education.
2	Armstrong, M., & Taylor, S. (2020). Armstrong's handbook of human resource management practice (15th ed.). Kogan Page.
3	Cascio, W. F., & Aguinis, H. (2019). Applied psychology in human resource management (8th ed.). Sage.
4	Dessler, G. (2020). Human resource management (16th ed.). Pearson.
5	Bratton, J., & Gold, J. (2017). Human resource management: Theory and practice (6th ed.). Palgrave Macmillan.
Reference Books:	
1	DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). Fundamentals of human resource management (12th ed.). Wiley.
2	Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. A. (2017). Human resource management (15th ed.). Cengage Learning.
3	Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2020). Human resource management: Gaining a competitive advantage (11th ed.). McGraw-Hill Education.
4	Ivancevich, J. M. (2010). Human resource management (11th ed.). McGraw-Hill.
5	Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2020). Human resource management (11th ed.). Pearson.
Web resources:	
1	<a href="https://www.drnishikantjha.com/booksCollection/hrm-basic-notes.pdf">https://www.drnishikantjha.com/booksCollection/hrm-basic-notes.pdf</a>
2	<a href="https://www.youtube.com/watch?v=Qz2RubP95ao">https://www.youtube.com/watch?v=Qz2RubP95ao</a>
3	<a href="https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg%202023/pg%202021/Mcom%202021/III%20Semester%20-%20DCOM34%20-%20Human%20Resource%20Management.pdf">https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg%202023/pg%202021/Mcom%202021/III%20Semester%20-%20DCOM34%20-%20Human%20Resource%20Management.pdf</a>
4	<a href="https://vitbargarh.ac.in/notes/mba/even/sem2/HRM.pdf">https://vitbargarh.ac.in/notes/mba/even/sem2/HRM.pdf</a>
5	<a href="https://www.sscasc.in/wp-content/uploads/downloads/BBM/Human-Resource-Management.pdf">https://www.sscasc.in/wp-content/uploads/downloads/BBM/Human-Resource-Management.pdf</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	3	3	3	3	2	3	2	2	3	3	2
<b>CO3</b>	2	3	3	3	2	2	2	3	3	3	3
<b>CO4</b>	2	3	2	3	2	2	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	13	14	13	15	11	12	11	13	15	14	13
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>3.0</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.6</b>	<b>3.0</b>	<b>2.8</b>	<b>2.6</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE51	<b>EC - 5 Educational Psychology</b>	Elective	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the meaning, nature, scope, and relevance of Educational Psychology in the teaching-learning process.										
LO2	To develop knowledge of major psychological approaches and learning theories related to cognition and classroom learning.										
LO3	To acquire understanding of creativity, intelligence, and their assessment in educational settings.										
LO4	To apply learning theories and psychological principles to diverse school and classroom environments.										
LO5	To elucidate the contemporary educational issues in India and the role of technology in education.										
Unit	Content									Hours	
1	<b>FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY</b> Educational Psychology: Meaning, Nature and Scope. Relevance of educational psychology for Teaching - Learning process. Approaches to study of human behaviour: neurobiological, behaviouristic, cognitive, psychoanalytic, humanistic. Methods of study: Introspection, extrospection, observation, experiment, case study and survey. Brief introduction to problems of schooling in contemporary India.									15	
2	<b>COGNITION AND LEARNING</b> An overview of the key theoretical approaches: Behaviourism, Individual - Constructivism, Social - Constructivism, Social learning theory - Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.									15	
3	<b>CREATIVITY AND INTELLIGENCE</b> Concept and nature of creativity - Creativity and divergent thinking - Creativity tests: Non - Verbal tests of creative thinking - Rationale for the activities included in the test - Technical information and reliability of the test. Intelligence : Assessment of intelligence. Relationship between intelligence and creativity.									15	
4	<b>APPLICATION OF LEARNING THEORIES IN SCHOOL</b> Learning in and out of school in diverse environment, exploring sociocultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments - brain, mind, experience and school.									15	
5	<b>EDUCATION IN THE INDIAN CONTEXT</b> Understanding the hidden curriculum of education : learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.									15	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, scope, methods, and psychological approaches relevant to Educational Psychology and the teaching–learning process.
CO2	Examine major theories of cognition, learning, creativity, and intelligence in educational settings.
CO3	Apply psychological principles and learning theories to classroom practices and diverse learning environments.
CO4	Analyze the influence of sociocultural, emotional, and environmental factors on learners' behaviour, learning, and well-being.
CO5	Evaluate contemporary educational issues in India, including learner diversity, stress, bullying, mental health, and the role of technology in education.

**Textbooks:**

- 1 Santrock, J. W. (2020). Educational psychology (7th ed.). McGraw-Hill.
- 2 Slavin, R. E. (2018). Educational psychology: Theory and practice (12th ed.). Pearson.
- 3 Chauhan, S. S. (2019). Advanced educational psychology. Vikas Publishing.
- 4 Mangal, S. K. (2019). Essentials of educational psychology. PHI Learning.
- 5 Woolfolk, A. (2021). Educational psychology (14th ed.). Pearson.

**Reference Books:**

- 1 Eggen, P., & Kauchak, D. (2019). Educational psychology: Windows on classrooms (11th ed.). Pearson.
- 2 Ormrod, J. E. (2020). Educational psychology: Developing learners (10th ed.). Pearson.
- 3 Bhatia, H. R. (2018). Educational psychology. Surjeet Publications.
- 4 Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
- 5 Gardner, H. (2011). Frames of mind: The theory of multiple intelligences (3rd ed.). Basic Books.

**Web resources:**

- 1 <https://www.verywellmind.com/what-is-educational-psychology-2795157>
- 2 <https://www.tnteu.ac.in/pdf/library/Psychology/7%20Unit%201%20Introduction%20to%20Educational%20Psychology.pdf>
- 3 <https://www.psychology.org/resources/educational-psychology-theories/>
- 4 <https://edpsych.pressbooks.sunycreate.cloud/chapter/history-of-educational-psychology/>
- 5 <https://mkuniversity.ac.in/new/centre/cer/docs/PSYCHOLOGY%20IN%20EDUCATIO N.pdf>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	3	3	3	3	2	3	2	2	3	3	2
<b>CO3</b>	2	3	2	3	2	2	2	3	3	3	3
<b>CO4</b>	3	2	3	3	2	3	2	2	3	3	2
<b>CO5</b>	3	2	3	3	3	3	3	3	3	3	3
<b>Total</b>	13	12	14	15	11	13	11	12	15	14	12
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>3.0</b>	<b>2.2</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>	<b>3.0</b>	<b>2.8</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE52	<b>EC - 5 Forensic Psychology</b>	Elective	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>5</b>	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the foundations, scope, and historical development of forensic psychology and its role within the criminal justice system.										
LO2	To examine psychological and sociological theories explaining criminal behaviour.										
LO3	To develop knowledge of criminal investigation techniques and psychological assessment methods used in forensic settings.										
LO4	To analyze the functioning of correctional institutions and evaluate rehabilitation and intervention strategies.										
LO5	To gain insight into legal competencies, victimology, and ethical practices in forensic psychology.										
Unit	Content										Hours
1	<b>FOUNDATIONS OF FORENSIC PSYCHOLOGY</b> Definition - Nature and Scope of Forensic Psychology. History and development of Forensic Psychology. Roles and responsibilities of forensic psychologists. Forensic assessment and evaluation. Ethical and professional issues in forensic psychology.										15
2	<b>PSYCHOLOGY OF CRIMINAL BEHAVIOUR</b> Concept and nature of criminal behaviour. Psychological perspectives of criminal behaviour: psychoanalytic, behavioural, and cognitive approaches. Sociological perspectives: social learning theory, strain theory, and labeling theory. Factors influencing criminal behaviour and criminal motivation.										15
3	<b>CRIMINAL INVESTIGATION AND PSYCHOLOGICAL ASSESSMENT</b> Criminal profiling: meaning, types, and methods - Investigative techniques: Narco test - Polygraph test and Psychological autopsy. Eyewitness testimony: accuracy and factors affecting memory - Interrogation and confession - Psychological assessment in forensic settings : personality and risk assessment.										15
4	<b>CORRECTIONAL PSYCHOLOGY AND REHABILITATION</b> Correctional institutions: prisons and rehabilitation centers - Offender classification and treatment approaches - Rehabilitation and behavior modification programs - Juvenile delinquency: causes and interventions - Recidivism and prevention strategies.										15
5	<b>TRENDS AND FUTURE DIRECTIONS IN FORENSIC PSYCHOLOGY</b> Competency to stand trial and insanity defense - Expert testimony and report writing - Victimology: psychological impact of crime on victims. Forensic Psychology and the policy landscape in India - Future directions in forensic psychology Research and Practice.										15

<b>Course Outcomes</b>	
<b>CO</b>	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, scope, ethical issues, and professional roles associated with Forensic Psychology.
CO2	Examine psychological and sociological perspectives related to criminal behaviour, criminal motivation, and offending patterns.
CO3	Apply forensic psychological principles and assessment techniques in criminal investigation and forensic evaluation settings.
CO4	Evaluate rehabilitation approaches, correctional practices, juvenile delinquency, and offender management strategies.
CO5	Evaluate contemporary issues, legal applications, victimology, and future developments in forensic psychology research and practice.

**Textbooks:**

1	Bartol, C. R., & Bartol, A. M. (2021). Introduction to forensic psychology: Research and application (6th ed.). Sage Publications.
2	Howitt, D. (2018). Introduction to forensic and criminal psychology (6th ed.). Pearson.
3	Huss, M. T. (2014). Forensic psychology: Research, clinical practice, and applications (2nd ed.). Wiley.
4	Kapardis, A., & Krambia-Kapardis, M. (2016). Psychology and law: A critical introduction. Cambridge University Press.
5	Wrightsmann, L. S., & Fulero, S. M. (2005). Forensic psychology. Wadsworth.

**Reference Books:**

1	Weiner, I. B., & Otto, R. K. (2014). The handbook of forensic psychology (4th ed.). Wiley.
2	Otto, R. K., & Heilbrun, K. (2002). The practice of forensic psychology: A look toward the future in light of the past. American Psychological Association.
3	Goldstein, A. M. (Ed.). (2017). Handbook of psychology: Forensic psychology (2nd ed., Vol. 11). Wiley.
4	Pozzulo, J. D., Bennell, C., & Forth, A. E. (2021). Forensic psychology (6th ed.). Pearson.
5	Ogloff, J. R. P., & Douglas, K. S. (2021). Forensic psychology: Emerging topics and expanding roles. Routledge.

**Web resources:**

1	<a href="https://www.apa.org/ed/graduate/specialize/forensic">https://www.apa.org/ed/graduate/specialize/forensic</a>
2	<a href="https://www.psychology.org/careers/what-is-forensic-psychology/">https://www.psychology.org/careers/what-is-forensic-psychology/</a>
3	<a href="https://www.verywellmind.com/an-overview-of-forensic-psychology-2794901">https://www.verywellmind.com/an-overview-of-forensic-psychology-2794901</a>
4	<a href="https://jgu.edu.in/opjgublog/forensic-psychology-career-guide/">https://jgu.edu.in/opjgublog/forensic-psychology-career-guide/</a>
5	<a href="https://www.snhu.edu/about-us/newsroom/social-sciences/what-is-forensic-psychology">https://www.snhu.edu/about-us/newsroom/social-sciences/what-is-forensic-psychology</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	3	2	2	2	2	2	3	3	3
<b>CO3</b>	3	3	2	2	2	3	2	2	2	3	3
<b>CO4</b>	3	2	2	3	2	3	3	2	2	3	3
<b>CO5</b>	3	2	2	2	3	3	2	3	2	2	3
<b>Total</b>	13	12	12	12	11	13	11	11	12	13	14
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE53	<b>EC - 6 Organizational Behaviour</b>	Elective	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the concepts, nature, scope, models, and interdisciplinary foundations of Organizational Behaviour.										
LO2	To develop knowledge of group dynamics, team development, organizational structure, culture, and communication processes within organizations.										
LO3	To elucidate the nature, sources, and management of organizational conflict, negotiation, and decision-making processes.										
LO4	To acquire knowledge of workplace stress, employee well-being, work-life balance, and behavioural aspects influencing organizational effectiveness..										
LO5	To describe the concept of organizational change, development processes, and emerging trends and artificial intelligence in organizations.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR</b> Definition, concept, significance, nature, and scope of Organizational Behaviour - Relationship to other fields, Importance of OB in organizations - Disciplines contributing to OB: Psychology - Sociology - Anthropology - Models of Organizational Behaviour - Challenges and opportunities in OB: globalization - workforce diversity - technology.									15	
2	<b>ORGANIZATIONAL CONFLICT</b> Dynamics and management; sources, patterns, levels, and types of conflict; Traditional and modern approaches to conflict; Functional and dysfunctional Organizational conflicts; Resolution of conflict. Organizational development: Concept; Need for change, resistance to change; Theories of planned change; Organizational diagnosis; OD intervention.									15	
3	<b>GROUP DYNAMICS AND TEAM DEVELOPMENT</b> Group dynamics- definition and importance, types of groups, group formation, group development, group performance factors, group norms, group status, group size, cohesiveness, social loafing. Team: types, team composition factors, team development.									15	
4	<b>ORGANIZATIONAL STRUCTURE AND PROCESSES</b> Organizational structure: types and design - Organizational culture: meaning, types, and functions - Organizational communication: process, barriers, and improvement - Decision-making: individual and group decision-making - Conflict and negotiation: sources, types, and resolution strategies. Work stress: causes, consequences, and management -Employee well-being and work-life balance									15	
5	<b>ORGANIZATIONAL CHANGE AND DEVELOPMENT</b> Organizational change: Meaning, types, and resistance to change - Change Models – Organizational resistance to change Management of change process. Organizational development (OD): Meaning, techniques, Objectives – Teams – OD Models and Process. Emerging trends in OB: remote work, AI, diversity and inclusion.									15	

<b>Course Outcomes</b>	
<b>CO</b>	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, scope, models, and interdisciplinary foundations of Organizational Behaviour in organizational settings.
CO2	Examine group dynamics, team development, organizational culture, communication, and decision-making processes within organizations.
CO3	Apply organizational behaviour principles in managing conflict, negotiation, employee well-being, and workplace stress.
CO4	Analyze organizational structure, behavioural processes, and strategies for organizational change and development.
CO5	Evaluate contemporary organizational challenges and emerging trends such as globalization, workforce diversity, remote work, and artificial intelligence in organizations.

#### **Textbooks:**

1	Robbins, S. P., & Judge, T. A. (2019). Organizational behavior (18th ed.). Pearson..
2	Luthans, F. (2017). Organizational behavior: An evidence-based approach (13th ed.). McGraw-Hill.
3	Greenberg, J. (2011). Behavior in organizations (10th ed.). Pearson.
4	Newstrom, J. W. (2015). Organizational behavior: Human behavior at work (14th ed.). McGraw-Hill.
5	McShane, S. L., & Von Glinow, M. A. (2018). Organizational behavior (8th ed.). McGraw-Hill.

#### **Reference Books:**

1	Bauer, T. N., & Erdogan, B. (2021). Organizational behavior: Bridging science and practice (4th ed.). Flat World.
2	Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2021). Organizational behavior: Improving performance and commitment in the workplace (6th ed.). McGraw-Hill.
3	Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). Organizational behavior: Managing people and organizations (13th ed.). Cengage Learning.
4	Johns, G., & Saks, A. M. (2023). Organizational behaviour: Understanding and managing life at work (12th ed.). Pearson.
5	Nelson, D. L., & Quick, J. C. (2017). Organizational behavior: Science, the real world, and you (9th ed.). Cengage Learning.

#### **Web resources:**

1	<a href="https://www.investopedia.com/terms/o/organizational-behavior.asp#:~:text=Since%20each%20individual%20may%20act%20in%20their,and%20a%20shared%20vision%20for%20the%20future.">https://www.investopedia.com/terms/o/organizational-behavior.asp#:~:text=Since%20each%20individual%20may%20act%20in%20their,and%20a%20shared%20vision%20for%20the%20future.</a>
2	<a href="https://www.tmv.edu.in/pdf/Distance_education/BCA%20Books/BCA%20VI%20SEM/BCA-629%20OB.pdf">https://www.tmv.edu.in/pdf/Distance_education/BCA%20Books/BCA%20VI%20SEM/BCA-629%20OB.pdf</a>
3	<a href="https://www.geeksforgeeks.org/business-studies/organizational-behaviour-meaning-fields-nature-and-foundations/">https://www.geeksforgeeks.org/business-studies/organizational-behaviour-meaning-fields-nature-and-foundations/</a>
4	<a href="https://mdu.ac.in/UpFiles/UpPdfFiles/2021/Jul/4_07-01-2021_12-32-15_Organizational%20Behaviour.pdf">https://mdu.ac.in/UpFiles/UpPdfFiles/2021/Jul/4_07-01-2021_12-32-15_Organizational%20Behaviour.pdf</a>
5	<a href="https://www.youtube.com/watch?v=unjxkzJw5jw">https://www.youtube.com/watch?v=unjxkzJw5jw</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	3	2	2	2	2	2	3	3	3
<b>CO3</b>	2	3	2	3	2	2	2	3	2	3	3
<b>CO4</b>	3	2	3	3	3	3	2	3	2	3	3
<b>CO5</b>	3	2	2	3	3	3	3	3	2	3	3
<b>Total</b>	12	12	12	14	12	12	11	13	12	14	14
<b>Average</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE54	<b>EC - 6 Cultural and Indigenous Psychology</b>	Elective	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the fundamental concepts, scope, and historical development of cultural and indigenous psychology.										
LO2	To examine the influence of culture on human behaviour, including cognition, emotion, personality, and socialization.										
LO3	To explore indigenous psychological perspectives, particularly in the Indian context, and compare them with Western approaches.										
LO4	To analyze the role of culture in shaping identity, social structures, and mental health outcomes.										
LO5	To develop awareness of cultural diversity, inclusion, and ethical considerations in psychological research and practice.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO CULTURAL AND INDIGENOUS PSYCHOLOGY</b> Definition, nature, and scope of cultural psychology - Indigenous psychology: meaning, characteristics, and importance - Relationship between culture and behaviour - Etic and emic approaches in psychology - Historical development and need for cultural perspectives in psychology.									15	
2	<b>CULTURE AND HUMAN BEHAVIOUR</b> Culture and cognition: perception, thinking, and intelligence - Culture and emotion: expression and regulation across cultures - Culture and personality: individualism vs collectivism - Socialization practices across cultures - Language, communication, and culture.									15	
3	<b>INDIGENOUS PSYCHOLOGY IN THE INDIAN CONTEXT</b> Foundations of Indian psychology: key concepts (self, consciousness, well-being) - Indigenous approaches to mental health and healing - Role of family, community, and spirituality in Indian context - Traditional knowledge systems and psychological practices - Comparative perspectives: Western vs Indigenous psychology.									15	
4	<b>CULTURE, IDENTITY, AND SOCIAL ISSUES</b> Cultural identity and self-concept - Gender, caste, and cultural influences on behaviour - Acculturation, enculturation, and cultural change - Cultural diversity and inclusion - Culture and mental health issues: Stigma - help-seeking behaviour.									15	
5	<b>APPLICATIONS AND CONTEMPORARY ISSUES</b> Cultural competence in counselling and clinical practice - Indigenous research methods and ethics - Psychology in multicultural settings (education, workplace, healthcare) - Globalization and its psychological impact - Preservation of indigenous knowledge and future directions.									15	

<b>Course Outcomes</b>	
<b>CO</b>	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, scope, approaches, and significance of Cultural and Indigenous Psychology in understanding human behaviour.
CO2	Examine the influence of culture on cognition, emotion, personality, communication, and socialization processes.
CO3	Apply indigenous and cultural perspectives in understanding mental health, well-being, identity, and social behaviour in diverse contexts.
CO4	Analyze the role of cultural factors such as gender, caste, acculturation, diversity, and stigma in shaping behaviour and psychological experiences.
CO5	Evaluate the applications of cultural and indigenous psychology in counselling, research, multicultural settings, and contemporary global contexts.

**Textbooks:**

1	Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., & Sam, D. L. (2011). Cross-cultural psychology: Research and applications (3rd ed.). Cambridge University Press.
2	Kim, U., Yang, K. S., & Hwang, K. K. (2006). Indigenous and cultural psychology: Understanding people in context. Springer.
3	Misra, G. (2011). Handbook of psychology in India. Oxford University Press.
4	Shweder, R. A. (1991). Thinking through cultures: Expeditions in cultural psychology. Harvard University Press.
5	Sinha, D. (2016). Psychology in a third world country: The Indian experience. Sage Publications.

**Reference Books:**

1	Triandis, H. C. (1995). Individualism and collectivism. Westview Press.
2	Cole, M. (1996). Cultural psychology: A once and future discipline. Harvard University Press
3	Durganand Sinha, D. (1997). Indigenizing psychology. Sage Publications.
4	Heine, S. J. (2020). Cultural psychology (4th ed.). W. W. Norton & Company.
5	Matsumoto, D., & Juang, L. (2016). Culture and psychology (6th ed.). Cengage Learning.

**Web resources:**

1	<a href="https://indigenoupsych.org/Resources/Indigenous%20and%20Cultural%20Psychology%20-%20Understanding%20People%20in%20Context.pdf">https://indigenoupsych.org/Resources/Indigenous%20and%20Cultural%20Psychology%20-%20Understanding%20People%20in%20Context.pdf</a>
2	<a href="https://ijip.in/wp-content/uploads/2023/11/18.01.109.20231104.pdf">https://ijip.in/wp-content/uploads/2023/11/18.01.109.20231104.pdf</a>
3	<a href="https://www.iaccp.org/iaccp_publications/indigenous-and-cultural-psychology-understanding-people-in-context/">https://www.iaccp.org/iaccp_publications/indigenous-and-cultural-psychology-understanding-people-in-context/</a>
4	<a href="https://www.youtube.com/watch?v=rjnD3nEKv8E">https://www.youtube.com/watch?v=rjnD3nEKv8E</a>
5	<a href="https://www.apa.org/international/networks/global-psychology-alliance/lesson-2-indigenous-psychology.pdf">https://www.apa.org/international/networks/global-psychology-alliance/lesson-2-indigenous-psychology.pdf</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	3	2	2	2	2	2	3	3	3
<b>CO3</b>	2	3	2	3	2	2	2	3	3	3	3
<b>CO4</b>	3	2	2	2	3	3	2	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	2	3	3
<b>Total</b>	12	13	12	13	12	12	11	13	13	14	14
<b>Average</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSIK51	<b>Indian Knowledge Systems and Mental Well-Being</b>	Non Credit Course	2	0	0	0	-	2	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce students to the meaning, nature, scope, and historical foundations of Indian Knowledge Systems and their relevance to Psychology.										
LO2	To familiarize students with Indian concepts of mind, self, consciousness, personality, and behaviour.										
LO3	To develop understanding of Indian perspectives on learning, cognition, emotional well-being, meditation, yoga, and mindfulness practices.										
LO4	To provide knowledge about indigenous approaches to mental health, healing practices, and the role of spirituality, family, and community in psychological well-being.										
LO5	To enable students to understand the applications of Indian psychological concepts in education, counselling, mental health care, and contemporary psychological practices.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO INDIAN KNOWLEDGE SYSTEMS (IKS)</b> Meaning, nature, and scope of Indian Knowledge Systems (IKS). Introduction to Indian psychological thought. Sources of IKS: Vedas, Upanishads, Bhagavad Gita, and classical Indian traditions. Relevance of IKS to Psychology.									6	
2	<b>INDIAN CONCEPTS OF MIND AND SELF</b> Concepts of mind, self, consciousness, and personality in Indian traditions. Panchakosha model. Karma and Dharma and their influence on behaviour. Indian understanding of emotions and human behaviour..									6	
3	<b>LEARNING, COGNITION AND WELL - BEING</b> Indian perspectives on learning, memory, attention, and cognition. Meditation, yoga, and mindfulness practices. Stress management and emotional well-being from Indian traditions.									6	
4	<b>MENTAL HEALTH AND HEALING PRACTICES</b> Concept of mental health in Indian traditions. Indigenous healing systems: Ayurveda and Yoga. Role of spirituality, family, and community in mental health. Traditional approaches to counselling and healing.									6	
5	<b>APPLICATIONS OF IKS IN PSYCHOLOGY</b> Application of Indian psychological concepts in education, counselling, and mental health care. Positive psychology and well-being in Indian traditions. Integration of IKS with modern psychology. Contemporary relevance and future directions.									6	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, sources, and significance of Indian Knowledge Systems and their relevance to Psychology.
CO2	Examine Indian perspectives on mind, self, consciousness, personality, cognition, and behaviour.
CO3	Apply Indian psychological concepts and practices such as yoga, meditation, and mindfulness for promoting well-being and stress management.
CO4	Analyze indigenous approaches to mental health, healing practices, and the role of spirituality, family, and community in psychological functioning.
CO5	Evaluate the applications and integration of Indian Knowledge Systems with contemporary psychological practices in education, counselling, and mental health care.

#### Textbooks:

1	Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2014). Foundations of Indian psychology (Vol. 1). Pearson.
2	Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Psychology Press.
3	Haridas Chaudhuri, H. (1975). The integral yoga. George Allen & Unwin.
4	Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Cambridge University Press.
5	Saraswati, S. S. (2008). Asana pranayama mudra bandha. Yoga Publications Trust.

#### Reference Books:

1	Verma, S. K., & Sharma, D. (2013). Ayurveda and mental health. Concept Publishing Company.
2	Bhawuk, D. P. S. (2011). Spirituality and Indian psychology: Lessons from the Bhagavad-Gita. Springer.
3	Goleman, D. (2003). Destructive emotions: A scientific dialogue with the Dalai Lama. Bantam Books.
4	Iyengar, B. K. S. (2005). Light on life: The yoga journey to wholeness, inner peace, and ultimate freedom. Rodale.
5	Joshi, K. (2004). Education for character development. Somaiya Publications.

#### Web resources:

1	<a href="https://www.ijrti.org/papers/IJRTI2511004.pdf">https://www.ijrti.org/papers/IJRTI2511004.pdf</a>
2	<a href="https://acslab.org/workshop/booklet.pdf">https://acslab.org/workshop/booklet.pdf</a>
3	<a href="https://medium.com/illumination-on-youtube/the-relevance-of-indian-knowledge-systems-in-modern-psychology-and-well-being-1b3eb881098d">https://medium.com/illumination-on-youtube/the-relevance-of-indian-knowledge-systems-in-modern-psychology-and-well-being-1b3eb881098d</a>
4	<a href="https://gurukuljournal.com/indian-knowledge-systems-and-behavioural-challenges-in-children-and-adolescents-traditional-insights-for-contemporary-mental-health/">https://gurukuljournal.com/indian-knowledge-systems-and-behavioural-challenges-in-children-and-adolescents-traditional-insights-for-contemporary-mental-health/</a>
5	<a href="https://www.youtube.com/watch?v=g4Fr7CgM9TM">https://www.youtube.com/watch?v=g4Fr7CgM9TM</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	2	3	3	3	3	2	3	3	3	3
<b>CO3</b>	2	2	2	2	2	3	3	3	2	3	3
<b>CO4</b>	3	3	2	3	2	3	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	13	12	13	14	12	14	12	14	14	14	14
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: FIFTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSIN51	<b>Internship</b>	-	0	0	0	0	2	-	25	75	100
<b>Learning Objectives</b>											
LO1	To utilize theoretical concepts from core areas of psychology in real-world settings.										
LO2	To observe and assist in psychological assessments under supervision.										
LO3	To demonstrate effective communication, active listening, empathy, and rapport-building skills in interactions with clients.										
LO4	To analyze the functioning of mental health institutions such as hospitals, rehabilitation centers, NGOs, schools, or corporate environments.										
LO5	To apply ethical principles such as confidentiality, informed consent, and professional boundaries in practice settings.										
<b>GUIDELINES</b>											
1	<p><b>GENERAL PROVISIONS</b></p> <p>1. Any Undergraduate (UG) degree programme in all disciplines, as specified by the University Grants Commission (UGC) under section 22(3) of the UGC Act, 1956, is eligible to integrate apprenticeship/internship into the degree programme.</p> <p>2. An Internship / Industrial Training / Field Visit / Field study embedded in degree programme shall be considered equivalent to UG degree programmes specified by the UGC under section 22(3) of the UGC Act, 1956.</p>										
2	<p><b>DURATION</b></p> <p>1. The Internship/Industrial training / Field visit / Field study during the second- year vacation aims to provide students with valuable work experience, bridging the gap between classroom knowledge and real-world applications, and facilitating a focused career path.</p> <p>2. The duration of Internship/Industrial training / Field visit / Field study training shall be 30 hours, in addition to the regular teaching hours.</p> <p>3. Students may initiate their Internship/Industrial training from the IV Semester holidays onwards.</p> <p>4. The spell of Internship / Industrial training / Field visit / Field study</p>										

	may be scheduled either continuously or at intervals, based on the requirements and practicality of the specific discipline.																				
3	<p><b>SUBMISSION OF REPORTS OF THE INTERNSHIP / INDUSTRIAL TRAINING REPORT / FIELD STUDY / FIELD VISIT:</b> The Internship/Industrial training / Field visit / Field study reports for UG Degree Programme may be independent or group. In case of group reports, a maximum of five Students in a group. The Title Page, Certificate by student, and certificate of Internship undertaken shall be in the format as prescribed by the Examination Cell. Each candidate must submit <b>two copies</b> of the Internship Report – <b>Soft Building</b> (one for the department and one for Candidate).</p>																				
4	<p><b>REGARDING THE EVALUATION OF THE INTERNSHIP / INDUSTRIAL TRAINING / FIELD VISIT</b> The Internship / Industrial training / Field visit / Field study should be countersigned by the Head of the Department and Principal and submitted to the office of the Controller of Examination. For the Internship report / Industrial Training / Field Visit viva-voce examination in the third semester, the total mark is 100. It is divided into two parts internal and external (25 for Internal, 50 marks for report evaluation and 25 marks for the viva-voce examination). The marks for internship evaluation and viva-voce are to be awarded jointly by the internal examiner and the external examiner.</p>																				
5	<p><b>CREDIT MECHANISM</b> 1. Credits for the Internship / Industrial training / Field visit / Field study programme shall be included in the total credits of the entire programme. 2. Two Credits for the degree programme should be assigned to apprenticeship / internship.</p> <table border="1"> <thead> <tr> <th>Programme</th> <th>Duration</th> <th>Credit</th> <th colspan="3">Total Marks</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Internship / Industrial / Field Study Training report / Field Visit</td> <td rowspan="2">30 Hours (Beyond regular teaching hours)</td> <td rowspan="2">2</td> <td><b>Int</b></td> <td><b>Viva</b></td> <td><b>Report</b></td> </tr> <tr> <td>25</td> <td>25</td> <td>50</td> </tr> </tbody> </table>						Programme	Duration	Credit	Total Marks			Internship / Industrial / Field Study Training report / Field Visit	30 Hours (Beyond regular teaching hours)	2	<b>Int</b>	<b>Viva</b>	<b>Report</b>	25	25	50
Programme	Duration	Credit	Total Marks																		
Internship / Industrial / Field Study Training report / Field Visit	30 Hours (Beyond regular teaching hours)	2	<b>Int</b>	<b>Viva</b>	<b>Report</b>																
			25	25	50																

<b>CO</b>	<b>Course Outcomes</b>
	On the Successful completion of the course, the student will be able to
CO1	Apply fundamental psychological concepts and theories in real-life professional settings such as clinics, schools, NGOs, or organizations.
CO2	Demonstrate basic skills in psychological assessment, including observation, case history taking, and assisting in the use of screening tools under supervision.
CO3	Exhibit effective communication and interpersonal skills, including empathy, active listening, and rapport-building while interacting with clients or participants.
CO4	Adhere to ethical principles in psychological practice, including confidentiality, informed consent, and professional conduct.
CO5	Analyze and document case-related information through systematic observation, maintaining records, and preparing structured reports.

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2	3	3	2	2	2	2	3	3	2
<b>CO2</b>	2	3	2	3	2	2	2	2	3	2	3
<b>CO3</b>	2	2	2	2	3	2	2	3	2	2	2
<b>CO4</b>	3	2	2	2	2	3	3	3	2	2	2
<b>CO5</b>	3	3	2	2	2	2	2	3	2	3	3
<b>Total</b>	13	12	11	12	11	11	11	13	12	12	12
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC61	<b>Core Course - 13 Abnormal Psychology II</b>	Core	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the nature, classification, and clinical features of neurodevelopmental and disruptive behaviour disorders.										
LO2	To identify patterns, causes, and effects of substance-related and addictive behaviours.										
LO3	To gain knowledge of feeding, eating, sleep-wake, and sexual disorders and their psychological basis.										
LO4	To elucidate the impact of trauma and stress-related disorders on behaviour and mental health.										
LO5	To describe the aspects of contemporary mental health issues and the importance of prevention, awareness, rehabilitation, and mental health care										
Unit	Content										Hours
1	<b>NEURODEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS</b> Symptoms, Epidemiology and Factors: Attention-Deficit/ Hyperactivity Disorder – Autism spectrum disorder - Intellectual Disability - Learning, Communication, and Motor disorder - Specific Learning Disorder - Communication Disorder - Motor Disorder - Major and Mild Neurocognitive Disorder - Impact of Gender, Culture, Education on Neurocognitive Disorder - Delirium; Treatment.										15
2	<b>SUBSTANCE ABUSE DISORDERS</b> Alcohol Related Disorders - Clinical Picture of Alcohol Related Disorders, Biological Causal Factors in the Abuse of and Dependence on Alcohol, Psychosocial Causal Factors in Alcohol Abuse and Dependence, Sociocultural Causal Factors. Drug Abuse and Dependence - Opium and Its Derivatives (Narcotics), Cocaine and Amphetamines (Stimulants), Methamphetamine, Barbiturates (Sedatives) , Hallucinogens, Ecstasy, Marijuana ,Stimulants										15
3	<b>FEEDING, EATING, SLEEP AND SEXUAL DISORDERS</b> Feeding and Eating Disorders: Anorexia Nervosa - Bulimia Nervosa - Binge Eating Disorder. Sleep-Wake Disorders: insomnia, sleep apnea, narcolepsy - Sexual Dysfunctions - Causes and treatment methods.										15
4	<b>TRAUMA AND STRESS RELATED DISORDERS</b> Acute Stress Disorder - Post-Traumatic Stress Disorder (PTSD) - Adjustment Disorders - Psychological impact of trauma and abuse - Coping mechanisms and resilience - Trauma-focused therapies.										15
5	<b>CONTEMPORARY ISSUES IN ABNORMAL PSYCHOLOGY</b> Changing trends in mental health and abnormal behaviour – Impact of social media, technology, and lifestyle on mental health – Stress, trauma, and crisis-related disorders in contemporary society – Mental health issues among children, adolescents, adults, and older persons – Stigma, discrimination, and mental health awareness – Community mental health, prevention, and rehabilitation – Emerging approaches in diagnosis, treatment, and mental health care.										15

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the symptoms, causes, and features of major psychological disorders.
CO2	Examine biological, psychological, social, and cultural factors influencing abnormal behaviour.
CO3	Analyze the impact of contemporary mental health issues on individuals and society.
CO4	Apply basic knowledge of diagnosis, prevention, coping, and therapeutic approaches.
CO5	Evaluate the importance of mental health awareness, rehabilitation, and well-being.

<b>Textbooks:</b>	
1	American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.
2	Butcher, J. N., Hooley, J. M., & Mineka, S. (2017). Abnormal psychology (17th ed.). Pearson.
3	Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4th ed.). New York: W. W. Norton & Company, Inc.
4	Sadock, B. J., Sadock, V.A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry (11th ed.). U.S.A: Wolters Kluwer
5	Nevid, J. S., Rathus, S. A., & Greene, B. (2018). Abnormal psychology in a changing world (10th ed.). Pearson.
<b>Reference Books:</b>	
1	Mash, E. J., & Wolfe, D. A. (2016). Abnormal child psychology (6th ed.). Cengage Learning.
2	Barlow, D. H., & Durand, V. M. (2024). Abnormal Psychology: An Integrative Approach (9th ed.). Cengage Learning.
3	Loewenstein, R. J., Frewen, P., & Lewis-Fernández, R. (Eds.). (2022). Clinical Manual for the Assessment and Treatment of Dissociative Disorders. American Psychiatric Association Publishing.
4	Nolen-Hoeksema, S. (2014). Abnormal psychology (6th ed.). McGraw-Hill Education.
5	Comer, R. J. (2018). Abnormal psychology (10th ed.). Worth Publishers.
<b>Web resources:</b>	
1	<a href="https://www.simplypsychology.org/abnormal-psychology.html">https://www.simplypsychology.org/abnormal-psychology.html</a>
2	<a href="https://www.verywellmind.com/what-is-abnormal-psychology-2794775">https://www.verywellmind.com/what-is-abnormal-psychology-2794775</a>
3	<a href="https://www.uagc.edu/blog/what-abnormal-psychology">https://www.uagc.edu/blog/what-abnormal-psychology</a>
4	<a href="https://sde.uoc.ac.in/sites/default/files/sde_videos/AbnormalPsychology.pdf">https://sde.uoc.ac.in/sites/default/files/sde_videos/AbnormalPsychology.pdf</a>
5	<a href="https://www.blackwellpublishing.com/intropsych/pdf/chapter15.pdf">https://www.blackwellpublishing.com/intropsych/pdf/chapter15.pdf</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2	2	2	2	2	2	2	3	2	2
<b>CO2</b>	3	3	2	2	2	2	2	2	3	2	2
<b>CO3</b>	3	2	3	2	3	2	2	2	3	2	3
<b>CO4</b>	3	2	3	3	3	2	2	3	3	2	3
<b>CO5</b>	3	2	3	3	3	2	3	3	3	2	3
<b>Total</b>	15	11	13	12	13	10	11	12	15	10	13
<b>Average</b>	<b>3.0</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.0</b>	<b>2.2</b>	<b>2.4</b>	<b>3.0</b>	<b>2.0</b>	<b>2.6</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC62	<b>Core Course - 14 Counselling Psychology</b>	Core	3	1	1	0	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the nature, scope, goals, and types of counselling.										
LO2	To develop basic counselling and interpersonal skills required for effective helping relationships.										
LO3	To describe the qualities, ethics, and professional responsibilities of a counsellor..										
LO4	To gain knowledge of major counselling approaches and the counselling process.										
LO5	To understand the application of counselling in different settings and mental health promotion.										
Unit	Content									Hours	
1	<b>NATURE AND SCOPE OF COUNSELLING</b> Concepts of counselling, counsellor, counselee; Counselling - objectives, principles and need for professional counselling - Goals and functions of counselling - Emergence and development of counselling in India - Types of counselling: individual, group, school, career, family. Assertiveness and Interpersonal Skills for Counsellors, Counselling Relationship.									15	
2	<b>DEVELOPMENT OF COUNSELLING SKILLS</b> Introduction to Important Schools of Counselling, Psychoanalysis, Transactional Analysis, Gestalt Therapy, Rational Emotive Therapy, Person Centered Approach to Counselling; Developing an Integrated Model, Essentials of Skills, Body language, Nonverbal Clues.									15	
3	<b>QUALITIES OF AN EFFECTIVE COUNSELLOR</b> Personal and professional qualities of an effective counsellor - Core counselling skills: Listening - Empathy - Rapport building - Observation - Communication. Ethical principles in counselling: Confidentiality - Professional boundaries - Responsibility.									15	
4	<b>APPROACHES TO COUNSELLING PROCESS</b> Directive and Non-directive approaches - Humanistic (Client-centered) approach Behavioural and Cognitive approaches - Existential and Eclectic approaches. Steps in counselling process: Establishing rapport - Problem identification - Intervention- Termination and follow-up									15	
5	<b>COUNSELLING IN SPECIAL SETTINGS</b> Group Counselling - Family - Pre marital - marital counselling - Child and adolescent counselling - Career counselling - Counselling for special populations: differently-abled - delinquent. Crisis and trauma counselling - Rehabilitation counselling - Role of counsellor in mental health promotion.									15	

<b>Course Outcomes</b>	
<b>CO</b>	On Successful completion of the course, the student will be able to
CO1	Explain the nature, principles, approaches, and applications of counselling in different settings.
CO2	Apply basic counselling and interpersonal skills in establishing effective helping relationships.
CO3	Demonstrate understanding of counselling ethics, professional qualities, and responsibilities of counsellors.
CO4	Analyze different counselling approaches and stages involved in the counselling process.
CO5	Evaluate the role of counselling in mental health promotion, crisis intervention, rehabilitation, and community well-being.

<b>Textbooks:</b>	
1	Corey, G. (2017). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
2	Nelson-Jones, R. (2015). Basic counselling skills: A helper's manual (4th ed.). Sage.
3	McLeod, J. (2013). An introduction to counselling (5th ed.). Open University Press.
4	Egan, G. (2014). The skilled helper (10th ed.). Brooks/Cole.
5	Gibson, R. L., & Mitchell, M. H. (2008). Introduction to counseling and guidance. Pearson.
<b>Reference Books:</b>	
1	Gladding, S. T. (2018). Counseling: A comprehensive profession (8th ed.). Pearson.
2	Capuzzi, D., & Stauffer, M. D. (2016). Counseling and psychotherapy: Theories and interventions (6th ed.). American Counseling Association.
3	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Intentional interviewing and counseling: Facilitating client development in a multicultural society (9th ed.). Cengage Learning.
4	Feltham, C., & Horton, I. (2012). The Sage handbook of counselling and psychotherapy (3rd ed.). Sage.
5	Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2012). Group counseling: Strategies and skills (7th ed.). Cengage Learning.
<b>Web resources:</b>	
1	<a href="https://www.apa.org/ed/graduate/specialize/counseling">https://www.apa.org/ed/graduate/specialize/counseling</a>
2	<a href="https://www.verywellmind.com/what-is-counseling-psychology-2795648">https://www.verywellmind.com/what-is-counseling-psychology-2795648</a>
3	<a href="https://www.div17.org/what-is-counseling-psychology-">https://www.div17.org/what-is-counseling-psychology-</a>
4	<a href="https://docs.uoc.ac.in/website/SDE/sde199.pdf">https://docs.uoc.ac.in/website/SDE/sde199.pdf</a>
5	<a href="https://kvmwai.edu.in/upload/StudyMaterial/Counseling_A_Comprehensive_Profession,_Eighth_Edition_by_Samuel_T_Gladding_(z-lib_org).pdf">https://kvmwai.edu.in/upload/StudyMaterial/Counseling_A_Comprehensive_Profession,_Eighth_Edition_by_Samuel_T_Gladding_(z-lib_org).pdf</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	2	2	2	2	2	2	2	2
<b>CO2</b>	2	3	2	2	2	2	2	2	3	2	3
<b>CO3</b>	3	3	2	3	2	2	2	2	3	3	2
<b>CO4</b>	3	2	2	3	3	2	2	3	3	2	3
<b>CO5</b>	3	2	3	3	2	2	3	2	3	2	3
<b>Total</b>	13	12	12	13	11	10	11	11	14	11	13
<b>Average</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.0</b>	<b>2.2</b>	<b>2.2</b>	<b>2.8</b>	<b>2.2</b>	<b>2.6</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC63P	<b>Core Course - 15 Project</b>	Core	0	0	5	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To develop an understanding of the research process in psychology.										
LO2	To formulate research problems and hypotheses based on literature review.										
LO3	To gain skills in research design and methodology selection.										
LO4	To acquire competence in data collection techniques										
LO5	To inculcate academic writing skills following standard formats										
<b>GUIDELINES</b>											
1	<p><b>GUIDELINES RELATING TO PROJECT WORK (REPORT 75 MARKS + VIVA-VOCE 25 MARKS)</b></p> <p>Each student is required to undertake an individual / group project under the guidance of a faculty and submit it following the specified guidelines.</p> <ul style="list-style-type: none"> <li>Students can also submit copies of the thesis in book form, with dimensions of (21.0 cm x 13.5 cm). The dissertation text should be typed with double line spacing and in Times New Roman font size 12. Each page should contain at least 20 lines. The number of pages in any dissertation should be restricted to between 60 and 100 pages, including all annexures.</li> <li>The cover of the dissertation shall be plain without any design/colour.</li> <li>The project report/field visit and the Viva-Voce Examination must be conducted in English. Besides, the project report/field visit must be typed and submitted in both soft copy and soft-bound format, with <b>four copies</b>.</li> <li>Failure to submit the project report or attend the Viva-Voce Examination will result in being marked as "Absent" in the examination. The student must submit the project report/field study and appear for the Viva-Voce Examination in the subsequent years (within the time specified by MKJC (A) Rules).</li> <li>No marks will be allotted on the Project Report unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits her Project Report.</li> <li>Evaluation of the Project Work to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.</li> <li>A candidate must qualify in the Project Work separately, obtaining a minimum mark of 40%.</li> </ul>									75 Hours	

2	<p><b>SUBMISSION OF PROJECT REPORTS</b></p> <p>Project with viva-voce component in the Sixth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting an experiment scientifically and systematically and arriving at a precise solution is ensured. Such innovative provisions of the project will give students an edge over their counterparts in the job market.</p> <p>The projects for the UG degree programme may be independent or a group. In the case of group projects, a maximum of <b>FIVE</b> students are in a group. The format for the title page, certificate by the project guide, declaration by the candidate(s) shall be in the format as prescribed by the Examination Cell. The project reports duly countersigned by the Head of the Department concerned and the Principal should be submitted to the office of the Controller of Examination within the specified date.</p>	
3	<p><b>EVALUATION OF PROJECT WORK</b></p> <p>Evaluation of the project includes a viva-voce examination in the sixth semester, the total mark is 100. It is divided into 75 marks for project evaluation and 25 marks for the viva-voce examination. The marks for project work evaluation and viva-voce are to be awarded jointly by the internal examiner and the external examiner.</p> <p>The external examiner should be selected from faculty in affiliated colleges of the Parent University, University Departments, or any other affiliated colleges. In case of an emergency where an external examiner is not available, an appointment may also be made from within the college.</p>	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Identify and formulate a research problem and objectives based on a review of relevant psychological literature
CO2	Design an appropriate research methodology, including selection of research design, sample, and tools.
CO3	Collect data using suitable psychological methods such as questionnaires, interviews, observation, or standardized tools.
CO4	Analyze and interpret data using basic statistical techniques and draw meaningful conclusions.
CO5	Prepare a structured research report following academic conventions.

### Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>CO1</b>	2	3	2	3	2	2	2	3	3	3	3
<b>CO2</b>	2	3	2	3	2	3	2	2	3	3	3
<b>CO3</b>	2	2	2	2	2	3	2	2	2	3	3
<b>CO4</b>	3	3	2	2	2	3	2	3	3	3	3
<b>CO5</b>	2	2	2	3	3	2	2	3	3	2	3
<b>Total</b>	11	13	10	13	11	13	10	13	14	14	15
<b>Average</b>	<b>2.2</b>	<b>2.6</b>	<b>2.0</b>	<b>2.6</b>	<b>2.2</b>	<b>2.6</b>	<b>2.0</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>	<b>3.0</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SXITH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE61	<b>Elective Course - 7 Positive Psychology</b>	Elective	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the meaning, scope, and historical development of positive psychology										
LO2	To develop knowledge of well-being, happiness, and flourishing, and their relevance to mental health.										
LO3	To apply concepts of gratitude, forgiveness, hope, and optimism in everyday life and psychological practice.										
LO4	To gain knowledge of resilience, coping strategies, and stress management techniques for dealing with adversity.										
LO5	To enhance awareness of cultural perspectives and future directions in positive psychology.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO POSITIVE PSYCHOLOGY</b> Meaning, definition, and scope of positive psychology - Historical development: Shift from pathology to strengths-based approach - Contributions of Martin Seligman and Mihaly Csikszentmihalyi - Goals and applications of positive psychology - Concepts of well-being, happiness, and flourishing.									15	
2	<b>POSITIVE EMOTIONS AND WELL-BEING</b> Nature and types of positive emotions - Broaden-and-Build Theory of Barbara Fredrickson - Subjective well-being: Components - life satisfaction - positive affect - negative affect - Hedonic vs Eudaimonic well-being - Mindfulness and its role in well-being.									15	
3	<b>CHARACTER, STRENGTH AND VIRTUES</b> Classification of character strengths and virtues - Signature strengths and their development - Role of strengths in enhancing well-being - Concepts of gratitude, forgiveness, hope, and optimism - Positive personality traits.									15	
4	<b>RESILIENCE AND COPING</b> Meaning and importance of resilience - Protective factors and risk factors - Coping strategies and stress management - Post-traumatic growth - Learned optimism and attributional styles.									15	
5	<b>APPLICATIONS OF POSITIVE PSYCHOLOGY</b> Positive psychology in education (Positive education) - Workplace well-being and organizational applications - Positive psychology in counseling and therapy - Interventions: Gratitude exercises, mindfulness, strengths-based interventions - Future directions and cultural perspectives.									15	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, theories, and principles of positive psychology and well-being.
CO2	Apply knowledge of positive emotions, character strengths, and resilience in promoting psychological well-being.
CO3	Analyze the role of coping strategies, optimism, mindfulness, and positive traits in mental health.
CO4	Demonstrate understanding of strengths-based and positive psychology interventions in different settings.
CO5	Evaluate the applications of positive psychology in education, workplace, counselling, and community well-being.

<b>Textbooks:</b>	
1	Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.
2	Snyder, C. R., & Lopez, S. J. (Eds.). (2009). Oxford handbook of positive psychology (2nd ed.). Oxford University Press.
3	Carr, A. (2011). Positive psychology: The science of happiness and human strengths (2nd ed.). Routledge.
4	Peterson, C. (2006). A primer in positive psychology. Oxford University Press.
5	Fredrickson, B. L. (2009). Positivity. Crown Publishers.
<b>Reference Books:</b>	
1	Pedrotti, J. T., Lopez, S. J., McDermott, R. C., & Snyder, C. R. (2023). Positive psychology: The scientific and practical explorations of human strengths (5th ed.). SAGE.
2	Compton, W. C., & Hoffman, E. (2019). Positive psychology: The science of happiness and flourishing (3rd ed.). SAGE.
3	Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.
4	Parks, A. C., & Schueller, S. M. (2014). The Wiley Blackwell handbook of positive psychological interventions. Wiley.
5	Southwick, S. M., & Charney, D. S. (2018). Resilience: The science of mastering life's greatest challenges. Cambridge University Press.
<b>Web resources:</b>	
1	<a href="https://positivepsychology.com/">https://positivepsychology.com/</a>
2	<a href="https://www.psychologytoday.com/us/basics/positive-psychology">https://www.psychologytoday.com/us/basics/positive-psychology</a>
3	<a href="https://www.health.harvard.edu/topics/positive-psychology">https://www.health.harvard.edu/topics/positive-psychology</a>
4	<a href="https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg/ug/bsc_psychology/III%20Year%20-%20DJP3D%20-%20Positive%20Psychology.pdf">https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg/ug/bsc_psychology/III%20Year%20-%20DJP3D%20-%20Positive%20Psychology.pdf</a>
5	<a href="https://www.verywellmind.com/what-is-positive-psychology-2794902">https://www.verywellmind.com/what-is-positive-psychology-2794902</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	3	3	3	3	2	3	2	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	3	3	3	3
<b>CO4</b>	3	3	2	3	2	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	14	13	14	15	11	14	13	14	15	14	14
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2.8</b>	<b>3.0</b>	<b>2.2</b>	<b>2.8</b>	<b>2.6</b>	<b>2.8</b>	<b>3.0</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE62	<b>Elective Course - 7 Training and Development</b>	Elective	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the basic concepts, scope, and importance of training and development in organizations.										
LO2	To develop an understanding of Training Needs Assessment and its role in identifying training requirements.										
LO3	To develop knowledge of various training methods, including on-the-job and off-the-job techniques.										
LO4	To gain awareness of training implementation, including facilitation skills and trainer competencies.										
LO5	To Familiarize with emerging trends such as digital learning, microlearning, lifelong learning, and diversity and inclusion in training.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO TRAINING AND DEVELOPMENT</b> Meaning, definition, and scope of training and development - Difference between training, development, and education - Importance of training in organizations - Learning principles and theories (behavioral, cognitive, social learning) - Role of training in employee performance and organizational effectiveness.									15	
2	<b>TRAINING NEEDS ASSESSMENT</b> Concept and importance of TNA - Levels of needs analysis: Organizational, task, and individual analysis - Methods of training needs assessment: surveys - interviews - observation - performance appraisal - Competency mapping - Identifying skill gaps.									15	
3	<b>TRAINING DESIGN AND METHODS</b> Steps in training design - Setting training objectives - Designing training programs and modules - Training methods: On-the-job training: coaching - mentoring - job rotation. Off-the-job training: lectures - role play - case studies - simulations - e-learning. Use of technology in training.									15	
4	<b>TRAINING IMPLEMENTATION AND EVALUATION</b> Training delivery methods and facilitation skills - Trainer competencies and roles Evaluation of training effectiveness - Models of training evaluation: Kirkpatrick's model - Feedback and improvement of training programs.									15	
5	<b>EMPLOYEE DEVELOPMENT AND EMERGING TRENDS</b> Career development and planning - Performance management and appraisal - Leadership development and succession planning - Organization development (OD) interventions - Recent trends: Digital learning, microlearning, lifelong learning, diversity and inclusion in training.									15	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, principles, and importance of training and development in organizations.
CO2	Apply methods of training needs assessment to identify employee and organizational requirements.
CO3	Analyze different training design, delivery, and evaluation methods for effective learning outcomes.
CO4	Demonstrate understanding of employee development, performance management, and leadership development practices.
CO5	Evaluate emerging trends and technological advancements in training and organizational development.

<b>Textbooks:</b>	
1	Noe, R. A. (2020). Employee training and development (8th ed.). McGraw-Hill.
2	Goldstein, I. L., & Ford, J. K. (2002). Training in organizations: Needs assessment, development, and evaluation (4th ed.). Wadsworth.
3	Blanchard, P. N., & Thacker, J. W. (2013). Effective training: Systems, strategies, and practices (5th ed.). Pearson.
4	Dessler, G. (2020). Human resource management (16th ed.). Pearson.
5	Lynton, R. P., & Pareek, U. (2011). Training for development. SAGE.
<b>Reference Books:</b>	
1	Bhattacharyya, D. K. (2023). Training and development: Theories and applications (2nd ed.). Wiley India.
2	Berkley, R. A., & Kaplan, D. M. (2020). Strategic training and development. SAGE Publications.
3	Kraiger, K., Passmore, J., Rebelo dos Santos, N., & Malvezzi, S. (2020). The Wiley Blackwell handbook of the psychology of training, development, and performance improvement. Wiley.
4	Loon, M., Stewart, J., & Nachmias, S. (Eds.). (2020). The future of HRD: Innovation and technology. Palgrave Macmillan.
5	Armstrong, M., & Taylor, S. (2020). Armstrong's handbook of human resource management practice (15th ed.). Kogan Page.
<b>Web resources:</b>	
1	<a href="https://www.ibm.com/think/topics/training-development">https://www.ibm.com/think/topics/training-development</a>
2	<a href="https://www.lpude.in/SLMs/Master%20of%20Business%20Administration/Sem_3%20&amp;%20Sem_4/DEHRM511_TRAINING_AND_DEVELOPMENT.pdf">https://www.lpude.in/SLMs/Master%20of%20Business%20Administration/Sem_3%20&amp;%20Sem_4/DEHRM511_TRAINING_AND_DEVELOPMENT.pdf</a>
3	<a href="https://ebooks.inflibnet.ac.in/hrmp02/chapter/training-and-development/">https://ebooks.inflibnet.ac.in/hrmp02/chapter/training-and-development/</a>
4	<a href="https://www.geeksforgeeks.org/software-engineering/what-do-you-mean-by-training-and-development/">https://www.geeksforgeeks.org/software-engineering/what-do-you-mean-by-training-and-development/</a>
5	<a href="https://www.youtube.com/watch?v=FdbpacgPqgk">https://www.youtube.com/watch?v=FdbpacgPqgk</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	2	3	2	3	2	2	3	3	3
<b>CO3</b>	2	2	2	3	2	3	2	2	3	3	2
<b>CO4</b>	2	2	2	3	3	2	3	3	2	3	2
<b>CO5</b>	3	3	3	3	2	3	3	3	3	3	3
<b>Total</b>	11	12	12	15	11	13	12	12	14	14	12
<b>Average</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>3.0</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE63	<b>Elective Course - 8 Marketing and Consumer Behaviour</b>	Elective	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the fundamentals of marketing and consumer behavior										
LO2	To examine the role of personality and self-concept in influencing consumer choices and brand preferences.										
LO3	To analyze how individual, social, and cultural factors influence buying behavior										
LO4	To elucidate the psychological principles related to consumer decision-making										
LO5	To explore emerging ethical challenges and trends in marketing and consumer behaviour.										
Unit	Content									Hours	
1	<b>INTRODUCTION TO MARKETING AND CONSUMER BEHAVIOUR</b> Meaning, definition, and scope of marketing - Core marketing concepts: needs, wants, demand, products, exchange - Meaning and scope of consumer behaviour - Interdisciplinary nature of consumer behaviour (psychology, sociology, economics) - Consumer behaviour in the digital era.									15	
2	<b>PSYCHOLOGICAL FACTORS INFLUENCING CONSUMER BEHAVIOUR</b> Perception: meaning and process - Learning: classical and operant conditioning in consumer behaviour - Motivation: theories: Maslow's hierarchy of needs - Attitudes: formation, change, and measurement - Personality and self-concept in consumer behaviour.									15	
3	<b>SOCIAL AND CULTURAL INFLUENCES</b> Reference groups and family influences - Social class and lifestyle - Culture and subculture - Cross-cultural consumer behaviour - Influence of media and advertising.									15	
4	<b>CONSUMER DECISION MAKING PROCESS</b> Stages of decision-making: problem recognition, information search, evaluation, purchase, post-purchase behavior - Types of buying behavior: routine, complex, impulse buying - Models of consumer decision-making - Consumer satisfaction and loyalty - Cognitive biases in consumer decisions.									15	
5	<b>APPLICATIONS AND ETHICAL CONCERNS</b> Applications of consumer behaviour in marketing, branding, advertising, digital marketing, and e-commerce – Consumer decision-making and buying behaviour in online platforms – Ethical concerns in marketing practices and advertising – Consumer rights, privacy, and protection – Responsible and socially conscious marketing – Sustainable and green consumer behaviour – Emerging trends and ethical challenges in consumer behaviour.									15	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, principles, and scope of marketing and consumer behaviour.
CO2	Apply psychological, social, and cultural factors in understanding consumer behaviour and buying patterns.
CO3	Analyze consumer decision-making processes and the influence of media, advertising, and digital platforms.
CO4	Demonstrate understanding of consumer behaviour applications in marketing, branding, and e-commerce.
CO5	Evaluate ethical concerns, consumer rights, and sustainable practices in marketing and consumer behaviour.

<b>Textbooks:</b>	
1	Schiffman, L. G., & Wisenblit, J. (2019). Consumer behavior (12th ed.). Pearson.
2	Solomon, M. R. (2020). Consumer behavior: Buying, having, and being (13th ed.). Pearson.
3	Kotler, P., & Keller, K. L. (2016). Marketing management (15th ed.). Pearson.
4	Hawkins, D. I., & Mothersbaugh, D. L. (2016). Consumer behavior: Building marketing strategy (13th ed.). McGraw-Hill.
5	Blackwell, R. D., Miniard, P. W., & Engel, J. F. (2006). Consumer behavior (10th ed.). Cengage.
<b>Reference Books:</b>	
1	East, R., Wright, M., & Vanhuele, M. (2016). Consumer behaviour: Applications in marketing (3rd ed.). SAGE.
2	Peter, J. P., & Olson, J. C. (2010). Consumer behavior and marketing strategy (9th ed.). McGraw-Hill.
3	Kardes, F. R., Cronley, M. L., & Cline, T. W. (2015). Consumer behavior (2nd ed.). Cengage Learning.
4	Foxall, G. R. (2017). Consumer behaviour analysis: Critical perspectives. Routledge.
5	Hoyer, W. D., MacInnis, D. J., & Pieters, R. (2018). Consumer behavior (7th ed.). Cengage Learning.
<b>Web resources:</b>	
1	<a href="https://mrcet.com/downloads/MBA/digitalnotes/MARKETING/CB%20Digital%20Notes.pdf">https://mrcet.com/downloads/MBA/digitalnotes/MARKETING/CB%20Digital%20Notes.pdf</a>
2	<a href="https://www.mmmut.ac.in/News_content/24133tpnews_11212020.pdf">https://www.mmmut.ac.in/News_content/24133tpnews_11212020.pdf</a>
3	<a href="https://www.moengage.com/learn/consumer-behavior-in-marketing/">https://www.moengage.com/learn/consumer-behavior-in-marketing/</a>
4	<a href="https://thenewcollege.edu.in/pdf/econtent/20220307044228CONSUMER%20BEHAVIOR.pdf">https://thenewcollege.edu.in/pdf/econtent/20220307044228CONSUMER%20BEHAVIOR.pdf</a>
5	<a href="https://ebooks.inflibnet.ac.in/hsp15/chapter/consumer-behaviour-and-values/">https://ebooks.inflibnet.ac.in/hsp15/chapter/consumer-behaviour-and-values/</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	3	3	2	3	2	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	2	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	13	13	15	15	12	14	12	14	15	14	14
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>3.0</b>	<b>3.0</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3.0</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSE64	<b>Elective Course - 8</b> <b>Evolutionary Foundations of Behaviour</b>	Elective	3	1	1	0	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the meaning, definition, and scope of evolutionary psychology.										
LO2	To elucidate the evolutionary perspective on psychological disorders and mental health.										
LO3	To analyze the role of feeding behavior in evolutionary fitness and survival										
LO4	To explain the development of intelligence across species, with emphasis on human evolution.										
LO5	To critically evaluate the strengths, criticisms, and limitations of evolutionary psychology.										
Unit	Content										Hours
1	<b>INTRODUCTION TO EVOLUTIONARY PSYCHOLOGY</b> Meaning, definition, and scope of evolutionary psychology - Basic principles of evolution: natural selection, adaptation, variation, and fitness - Contributions of Charles Darwin - Evolutionary approach to behavior - Proximate vs ultimate explanations of behavior.										15
2	<b>EVOLUTIONARY PSYCHOLOGY AND MENTAL HEALTH</b> Evolutionary explanations of psychological disorders - Anxiety, depression, and stress as adaptive/maladaptive responses - Evolutionary psychiatry - Mismatch hypothesis : modern environment vs ancestral environment - Adaptive vs maladaptive behaviors.										15
3	<b>SURVIVAL AND ADAPTIVE BEHAVIOUR</b> Evolution of basic survival behaviors: fear - aggression - feeding - Emotional responses as adaptive mechanisms - Stress and coping from an evolutionary perspective - Learning and memory in evolutionary context.										15
4	<b>EVOLUTION OF COGNITION AND INTELLIGENCE</b> Evolution of human intelligence - Social brain hypothesis - Language evolution and communication - Problem-solving and tool use in humans and animals - Comparative cognition: human vs animal behavior.										15
5	<b>CULTURE, SOCIETY AND MODERN APPLICATIONS</b> Evolution and culture: gene-culture co evolution - Evolutionary perspectives on language and communication - Evolutionary explanations of mental health and disorders - Criticisms and limitations of evolutionary psychology - Applications in modern society and future directions.										15

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the basic concepts, principles, and theories of evolutionary psychology.
CO2	Apply evolutionary perspectives in understanding human behaviour, cognition, and mental health.
CO3	Analyze adaptive and maladaptive behaviours from an evolutionary framework.
CO4	Demonstrate understanding of the evolution of intelligence, language, communication, and social behaviour.
CO5	Evaluate the applications, criticisms, and contemporary relevance of evolutionary psychology in modern society.

**Textbooks:**

1	Buss, D. M. (2019). Evolutionary psychology: The new science of the mind (6th ed.). Routledge.
2	Barrett, L., Dunbar, R., & Lycett, J. (2002). Human evolutionary psychology. Princeton University Press.
3	Workman, L., & Reader, W. (2014). Evolutionary psychology: An introduction (3rd ed.). Cambridge University Press.
4	Tooby, J., & Cosmides, L. (1992). The psychological foundations of culture. In The adapted mind. Oxford University Press.
5	Dawkins, R. (2006). The selfish gene (30th anniversary ed.). Oxford University Press.

**Reference Books:**

1	Dunbar, R., & Barrett, L. (Eds.). (2010). Oxford handbook of evolutionary psychology. Oxford University Press.
2	Crawford, C., & Krebs, D. (Eds.). (2008). Foundations of evolutionary psychology. Lawrence Erlbaum Associates.
3	Shackelford, T. K., & Weekes-Shackelford, V. A. (Eds.). (2021). The Oxford handbook of evolutionary psychology and behavioral endocrinology. Oxford University Press.
4	Alcock, J. (2013). Animal behavior: An evolutionary approach (10th ed.). Sinauer Associates.
5	Ridley, M. (2004). Evolution (3rd ed.). Blackwell Publishing.

**Web resources:**

1	<a href="https://www.verywellmind.com/evolutionary-psychology-2671587">https://www.verywellmind.com/evolutionary-psychology-2671587</a>
2	<a href="https://www.youtube.com/watch?v=hXneW2FGdaM">https://www.youtube.com/watch?v=hXneW2FGdaM</a>
3	<a href="https://www.psychologytoday.com/us/basics/evolutionary-psychology">https://www.psychologytoday.com/us/basics/evolutionary-psychology</a>
4	<a href="https://iastate.pressbooks.pub/individualfamilydevelopment/chapter/evolutionary-behavior-genetics/">https://iastate.pressbooks.pub/individualfamilydevelopment/chapter/evolutionary-behavior-genetics/</a>
5	<a href="https://courses.lumenlearning.com/child/chapter/biopsychology-and-evolutionary-psychology-2/">https://courses.lumenlearning.com/child/chapter/biopsychology-and-evolutionary-psychology-2/</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	2	3	2	3	2	2	3	3	3
<b>CO3</b>	3	3	3	3	2	3	3	3	3	3	3
<b>CO4</b>	2	3	2	3	2	2	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	12	14	13	15	11	13	12	13	15	14	14
<b>Average</b>	<b>2.4</b>	<b>2.8</b>	<b>2.6</b>	<b>3.0</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>3.0</b>	<b>2.8</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSP61	<b>Professional Enhancement Course - 1 Learning Disabilities</b>	PEC	1	1	0	0	2	2	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the concept, types, and characteristics of learning disabilities.										
LO2	To gain knowledge of the causes and theoretical explanations underlying learning disabilities.										
LO3	To develop awareness of assessment and identification procedures, including early detection.										
LO4	To acquire skills in intervention strategies and remedial techniques for individuals with learning disabilities.										
LO5	To familiarize with inclusive education practices, policies, and legal provisions.										
Unit	Content										Hours
1	<b>INTRODUCTION TO LEARNING DISABILITIES</b> Meaning and definition of learning disabilities - Historical development and evolution of the concept - Types of learning disabilities: Dyslexia, Dysgraphia, Dyscalculia - Prevalence and incidence - Characteristics of children with learning disabilities: cognitive, behavioral, emotional, and social - Difference between learning disabilities, learning difficulties, and intellectual disability.										6
2	<b>ETIOLOGY AND THEORETICAL PERSPECTIVES</b> Causes of learning disabilities: Genetic factors - Neurological factors - Environmental influences. Theoretical approaches: Behavioral perspective - Cognitive perspective - Neuropsychological perspective - Comorbid conditions: ADHD - anxiety disorders.										6
3	<b>ASSESSMENT AND IDENTIFICATION</b> Screening vs diagnosis - Early identification and warning signs - Formal and informal assessment methods - Psychological assessment tools and educational assessments - Role of teachers, parents, and psychologists in identification.										6
4	<b>INTERVENTION AND MANAGEMENT</b> Remedial education: Principles and techniques - Instructional strategies for different learning disabilities - Behavior modification techniques - Cognitive and metacognitive strategies - Assistive technology in learning disabilities - Role of family, school, and community in intervention.										6
5	<b>INCLUSIVE EDUCATION AND CONTEMPORARY ISSUES</b> Concept and principles of inclusive education - Policies and legislation (e.g., Rights of Persons with Disabilities Act, 2016) - Classroom management strategies for inclusive settings' Social stigma and challenges faced by individuals with learning disabilities. Recent trends and future directions.										6

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, types, characteristics, and causes of learning disabilities.
CO2	Apply theoretical perspectives in understanding learning disabilities and related conditions.
CO3	Analyze methods of assessment, identification, and diagnosis of learning disabilities.
CO4	Demonstrate understanding of intervention strategies, remedial techniques, and assistive technologies for individuals with learning disabilities.
CO5	Evaluate the importance of inclusive education, policies, and support systems for individuals with learning disabilities.

<b>Textbooks:</b>	
1	American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).
2	Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). Exceptional learners: An introduction to special education (14th ed.).
3	Lerner, J. W., & Johns, B. (2015). Learning disabilities and related disorders (13th ed.).
4	Reid, G. (2016). Dyslexia: A complete guide for parents and those who help them.
5	Snowling, M. J., & Hulme, C. (2012). The nature and classification of reading disorders.
<b>Reference Books:</b>	
1	Smith, D. D., Tyler, N. C., & Skow, K. (2020). Introduction to special education: Making a difference (9th ed.). Pearson.
2	Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. Annals of Dyslexia.
3	Nicolson, R. I., & Fawcett, A. J. (2008). Dyslexia, learning, and the brain. MIT Press.
4	Swanson, H. L., Harris, K. R., & Graham, S. (Eds.). (2013). Handbook of learning disabilities (2nd ed.). Guilford Press.
5	Vaughn, S., & Bos, C. S. (2015). Strategies for teaching students with learning and behavior problems (9th ed.). Pearson.
<b>Web resources:</b>	
1	<a href="https://my.clevelandclinic.org/health/diseases/4865-learning-disabilities-what-you-need-to-know">https://my.clevelandclinic.org/health/diseases/4865-learning-disabilities-what-you-need-to-know</a>
2	<a href="https://ldaamerica.org/advocacy/lda-position-papers/what-are-learning-disabilities/">https://ldaamerica.org/advocacy/lda-position-papers/what-are-learning-disabilities/</a>
3	<a href="https://www.nhs.uk/conditions/learning-disabilities/">https://www.nhs.uk/conditions/learning-disabilities/</a>
4	<a href="https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/part_04_ldaamerica.org-types_of_learning_disabilities.pdf">https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/part_04_ldaamerica.org-types_of_learning_disabilities.pdf</a>
5	<a href="https://mgiep.unesco.org/article/learning-disabilities-what-why-and-how">https://mgiep.unesco.org/article/learning-disabilities-what-why-and-how</a>

## Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	2	3	2	2	2	3	3	3	3
<b>CO3</b>	2	2	2	3	2	2	2	2	3	2	3
<b>CO4</b>	3	2	2	3	2	3	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	12	12	12	15	11	12	11	13	15	13	14
<b>Average</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>3.0</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.6</b>	<b>3.0</b>	<b>2.6</b>	<b>2.8</b>

**3 – Strong, 2 - Medium, 1 - Low**

3<sup>rd</sup> YEAR: SIXTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSL61	<b>Self Learning Course - 1 Life Skills Education for a Psychologist</b>	SLC	0	0	0	3	2	3	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the concepts, importance, and applications of life skills in personal and professional development.										
LO2	To develop emotional intelligence, stress management, and coping skills for psychological well-being.										
LO3	To enhance communication, interpersonal, and social skills required for effective professional relationships.										
LO4	To strengthen critical thinking, problem-solving, decision-making, and leadership abilities.										
LO5	To promote the application of life skills in counselling, professional practice, mental health promotion, and community well-being.										
Unit	Content									Hours	
1	<b>FOUNDATIONS OF LIFE SKILLS</b> Meaning, definition, and importance of life skills – WHO classification of life skills – Need and relevance of life skills in psychology – Self-awareness and self-understanding – Self-esteem and self-confidence – Personality development – Values, attitudes, and positive thinking – Goal setting and personal growth.									9	
2	<b>EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT</b> Meaning and components of emotional intelligence – Understanding emotions and emotional regulation – Coping strategies and adjustment – Stress: causes, symptoms, and effects – Stress management techniques – Anger management – Frustration tolerance – Resilience and mental well-being – Mindfulness, relaxation, and self-care practices.									9	
3	<b>COMMUNICATION AND INTERPERSONAL SKILLS</b> Meaning and process of communication – Verbal, non-verbal, and written communication – Active listening and empathy – Assertiveness training – Interpersonal relationship skills – Social skills and etiquette – Conflict resolution and negotiation skills – Teamwork and collaboration – Professional communication in psychology.									9	
4	<b>THINKING AND PROBLEM SOLVING SKILLS</b> Critical thinking and creative thinking – Analytical and logical reasoning – Problem-solving skills – Decision-making process and strategies – Time management and organizational skills – Cognitive flexibility and adaptability – Leadership and responsibility – Academic and professional skill development.									9	
5	<b>LIFE SKILLS IN PROFESSIONAL PRACTICE AND SOCIETY</b> Life skills in counselling and helping professions – Leadership and teamwork in professional settings – Digital literacy and responsible use of technology – Mental health promotion and advocacy – Coping with workplace and academic challenges – Lifelong learning and career development – Application of life skills in everyday life and community well-being.									9	

CO	Course Outcomes
	On Successful completion of the course, the student will be able to
CO1	Explain the concepts, importance, and applications of life skills in personal and professional development.
CO2	Apply emotional intelligence, stress management, and coping strategies for psychological well-being.
CO3	Demonstrate effective communication, interpersonal, teamwork, and leadership skills in various settings.
CO4	Analyze and apply critical thinking, problem-solving, decision-making, and adaptability skills in academic and professional contexts.
CO5	Evaluate the role of life skills in counselling, mental health promotion, career development, and community well-being.

<b>Textbooks:</b>	
1	Goleman, D. (1995). Emotional intelligence. Bantam Books.
2	World Health Organization. (1999). Partners in life skills education. WHO.
3	Corey, G. (2017). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
4	Nelson-Jones, R. (2015). Life skills: Helping skills for personal and professional development (4th ed.). SAGE.
5	UNICEF. (2012). Global evaluation of life skills education programmes.
<b>Reference Books:</b>	
1	Wadkar, A. (2023). Life skills for wellbeing and success: A psychological perspective. Routledge.
2	Kottler, J. A., & Brew, L. (2003). One life at a time: Helping skills and interventions. Psychology Press.
3	Egan, G. (2018). The skilled helper: A problem-management and opportunity-development approach to helping (11th ed.). Cengage Learning.
4	DeJaeghere, J., & Murphy-Graham, E. (Eds.). (2021). Life skills education for youth: Critical perspectives. Springer.
5	Madsen, O. J. (2023). Life skills and adolescent mental health: Can kids be taught to master life? Routledge.
<b>Web resources:</b>	
1	<a href="https://www.fnu.edu/top-10-skills-every-psychologist-needs/">https://www.fnu.edu/top-10-skills-every-psychologist-needs/</a>
2	<a href="https://ijip.in/articles/mental-health-and-life-skills/">https://ijip.in/articles/mental-health-and-life-skills/</a>
3	<a href="https://www.samarpanhealth.com/blog/what-are-life-skills-and-why-are-they-important">https://www.samarpanhealth.com/blog/what-are-life-skills-and-why-are-they-important</a>
4	<a href="https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf">https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf</a>
5	<a href="https://www.spmvv.ac.in/jbframework/uploads/2022/07/Life_Skills_Education.pdf">https://www.spmvv.ac.in/jbframework/uploads/2022/07/Life_Skills_Education.pdf</a>

### Mapping with Programme Outcomes and Programme Specific Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	3	3	3	2	2	2	3	2	2
<b>CO2</b>	2	2	2	3	3	3	3	2	2	3	2
<b>CO3</b>	2	2	3	2	3	2	2	3	2	3	2
<b>CO4</b>	3	3	3	2	2	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	3	3	3	3
<b>Total</b>	12	11	14	13	14	13	13	13	13	14	12
<b>Average</b>	<b>2.4</b>	<b>2.2</b>	<b>2.8</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>

**3 – Strong, 2 - Medium, 1 - Low**