



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

Vaniyambadi - 635 751

PG Department of Psychology

Syllabus for

Postgraduate Programme

Master of Science in Psychology

Regulations 2024 - 2025

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1. Preamble

The M.Sc. Curriculum in Psychology spans two academic years, focusing on understanding human behaviour 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 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 POSTGRADUATE EDUCATION	
Programme	M.Sc., Psychology
Programme Code	PS14
Duration	2Years [PG]
Programme Outcome	<p>PO1: Critical Thinking skills: Ability to substantiate critical reading of text books and research article and also to review in order to make analytical assessments while comprehending them in terms of both generic understanding and contextual study.</p> <p>PO2: Individuals as Assets: To be academically honest, intellectually curious, ethically responsible, professionally competent and spiritually inspiring citizens. Strive for social and economic equity based on the need for gender parity and ecological sustainability.</p> <p>PO3: Leadership readiness/qualities: Strengthen personal integrity and develop soft skills such as effective communication, teamwork, flexibility, and leadership.</p> <p>PO4: Academic Excellence: Being a member of the academic community with advanced discipline- specific knowledge and professional skills in the relevant field with the prowess to communicate complex ideas and to engage in current critical debates with all sensitivity and fairness.</p> <p>PO5: Higher order Thinking skills: Ability to think, analyze, evaluate, create new knowledge and skills both in the chosen discipline and across other fields. PO6: Subscription to Quality Research: Ability to design and carry out independent research embedded in multidisciplinary perspective, to update oneself with current research trends and contemporary inputs in the discipline and to evaluate research contributions.</p> <p>PO7: Lifelong learning: Ability to learn, unlearn, and relearn knowledge and skills in the emerging areas of the field of specialization. Contribute to the advancement and application of relevant knowledge by self-directed learning.</p> <p>PO8: Continuous Professional development: Ability to continuously develop oneself professionally and to critically improve one's self with a view to taking appropriate decisions in diverse professional and real-</p>

	<p>life environment</p> <p>PO9: Ethics: Ability to be socially sensitive and responsible citizens, with a tolerance to cultural difference and diversity, so as to engage in ethically informed practice. Exercise management skills and develop social interactions in a responsive, ethical and constructive way to meet global standards of excellence in all spheres of activity.</p> <p>PO10 Positive Psychology and Well-being: Apply principles of positive psychology to enhance well-being, cultivate positive emotions, foster resilience, and promote flourishing in personal and professional life.</p> <p>PO11 Stress Management and Self-Care: Develop personalized stress management techniques and self-care practices informed by psychological research to maintain balance, prevent burnout, and prioritize self-care amidst life's demands.</p> <p>PO12 Growth Mindset: Cultivate a growth mindset and a commitment to lifelong learning, embracing challenges, seeking feedback, and continuously expanding knowledge and skills to adapt to change and achieve personal and professional growth.</p> <p>PO13 Creativity and Innovation: Harness creative thinking techniques grounded in cognitive psychology to generate novel ideas, solve complex problems, and drive innovation in personal and professional endeavors.</p> <p>PO14 Digital Well-being and Technology Management: Apply principles of cyber psychology to cultivate healthy technology habits, manage digital distractions, and promote well-being in an increasingly digital world.</p> <p>PO15 Cultural Competence and Diversity Awareness: Recognize and appreciate cultural diversity, equity, and inclusion, applying principles of cultural psychology to engage respectfully and effectively with individuals from diverse backgrounds.</p>
<p>Programme Specific Outcomes:</p>	<p>PSO1- Placement: Prepare for employment in government, clinical, educational, organizational, industrial research institutes, NGOs, and to function in roles such as entrepreneurs, life coaches., influencers, trainers and counselors, teachers</p> <p>PSO2-Entrepreneur: Ability to continuously develop oneself</p>

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

PSO3 –Research and Development: Formulate research problems, construct new ideas and opportunities by using core concepts and knowledge central to the field of psychology and provide suggestions, use creativity or critical thinking, skills to problem solving in different setting

PSO4–Contribution to Business World: To provide an opportunity to extend the knowledge base to the world of practice with a view to promote a healthy interface between academia and society. Explore key theoretical approaches and acquire advanced knowledge in the field of psychology through experiential learning process including case studies, internships, oral presentations and simulated activities

PSO 5–Contribution to the Society: Develop effective communication to obtain and convey psychological knowledge both in written and oral format to both scientific and common people. : To provide an opportunity to extend the knowledge base to the world of practice with a view to promote a healthy interface between academia and society.

PROGRAM OUTCOMES

P01	Enhanced ability to critically analyze and review textbooks and research articles, synthesizing both general comprehension and contextual understanding for analytical assessments.
P02	To be academically honest, intellectually curious, ethically responsible, professionally competent and spiritually inspiring citizens.
P03	Strengthen personal integrity and develop soft skills such as effective communication, teamwork, flexibility, and leadership.
P04	Ability to think, analyze, evaluate, create new knowledge and skills both in the chosen discipline and across other fields.
P05	Ability to learn, unlearn, and relearn knowledge and skills in the emerging areas of the field of specialization
P06	Ability to be socially sensitive and responsible citizens, with a tolerance to cultural difference and diversity, so as to engage in ethically informed practice.
P07	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
P08	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

PS01	Engage in experiential learning, incorporating case studies, internships, oral presentations, and simulated activities to delve into key theoretical approaches and gain advanced knowledge in applied psychology.
PS02	Develop and execute research projects of practical significance across diverse areas of psychology, employing suitable quantitative and qualitative data analysis techniques.
PS03	Acquire life skills and counselling abilities to recognize ethical dilemmas in personal and professional environments, and apply this knowledge effectively to address challenges in personal, social, and work contexts.

Eligibility for Admission:

Candidate for admission to the first year of M.Sc., Psychology. Department of psychology shall be required to have passed the UG with Any Degree.

Methods of Evaluation and Assessment

Methods of Evaluation		
Internal Evaluation		25 Marks
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand / Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
Application (K3)	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, finish a procedure in many steps, Differentiate Between various ideas, Map knowledge	
Evaluate (K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

Semester - I						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PPSC11	CC 1 Advanced General Psychology	5	1	0	0	4
24PPSC12	CC 2 Research Methodology & Applied Statistics	5	1	0	0	4
24PPSC13	CC 3 Theories of Personality	3	1	0	0	3
24PPSE11	EC 1 Developmental Psychology	4	1	0	0	3
24PPSE12	EC 2 Positive Psychology	4	1	0	0	3
24PPSA11	AECC 1 –Interpersonal and Communication Skills	1	1	0	0	2
24PCHR11	VE - 1 Human Rights	1	1	0	0	2
					30	21

Semester - II						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PPSC21	CC 4 Psychometry	5	1	0	0	4
24PPSC22	CC 5 Abnormal Psychology	5	1	0	0	4
24PPSC23P	CC 6 Practical - Psychological Assessment I (Counselling & Psychotherapy)	0	0	4	0	3
24PPSC24	CC 7 Environmental Psychology	3	1	0	0	3
24PPSE21	EC 3 Behaviour Modification	3	1	0	0	3
24PPSE22	EC 4 Psychotherapy	3	1	0	0	3
24PPSS21	SEC-1 NME Relationship Counselling for Children and Young People	1	1	0	0	2
					30	22

Semester - III						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PPSC31	CC 8 - Cognitive Psychology	5	1	0	0	5
24PPSC32	CC 9 - Counselling Psychology	5	1	0	0	5
24PPSC33P	CC 10 – Practical - Psychological Assessment II (Organizational Behaviour & HR)	0	0	5	0	4
24PPSC34	CC 11 - Applied Social Psychology	4	1	0	0	3
24PPSE31	EC 5 -Training and Development	2	1	0	0	3
24PPSE32	Fundamentals of Forensic Psychology	2	1	0	0	3
24PPSS31	SEC 2 - Industrial Psychology	1	1	0	0	2
24PPSIN31	Internship	0	0	3	0	2
					30	24

Semester - IV						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PPSC41	CC 12 - Neuropsychology	5	1	0	0	5
24PPSC42	CC 13 - Community Psychology	5	1	0	0	5
24PPSC43P	CC 14 - Project	0	0	6	0	5
24PPSE41 / 24PPSE42	EC 6 - Organizational Behaviour / Psychology of advertising	4	1	0	0	4
24PPSP41	PEC 1- Effective Leadership	2	1	0	0	2
24PPSL41	SLC1 - Life skill education	1	0	0	3	2
					30	23
	Total Credits	90+2*				

Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, or Nanmulalvan 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*.

CC	Core Course	14
EC	Elective Paper	6
SEC	Skill Enhancement Course	2
AEC	Ability Enhancement Compulsory Courses	1
VE	Value Educations	1
	Internship	1
PEC	Professional Enhancement Course	1
SLC	Self-Learning Course	1

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC11	Core Course -1 Advanced General Psychology	Core	5	1	0	0	4	6	25	75	100
Learning Objectives											
LO1	Understand the basic concepts in Psychology										
LO2	Understand the biological basis of nervous system.										
LO3	Acquire wide knowledge on sensation and perception.										
LO4	Gain thorough knowledge on the state of consciousness and learning.										
LO5	Understand the concepts of memory and better language communication.										
Unit	Content										Hours
1	INTRODUCTION: Psychology a Science and a perspective: Definition – Brief history – Modern Psychology – Its grand Issues and Key Perspectives – Trends for the Millennium – Research in Psychology: Psychology and the Scientific Method – Research-Research methods in Psychology.										18
2	BIOLOGICAL BASIS OF BEHAVIOR AND THE BRAIN: Biological Bases of Behavior: Neurons: Building Blocks of the Nervous System – The Nervous System: its Basic Structure and Functions – The Brain: The Brain and Human Behavior: Where Biology and Consciousness Meet –Heredity and Behavior: Genetics and Evolutionary Psychology.										18
3	SENSATION AND PERCEPTION: Sensation: Vision – Hearing – Touch and other Skin Senses – Smell and Taste: The Chemical Senses – Kinesthesia – Vestibular Sense -Perception – organizing principles - Plasticity of perception: Nature – Definition – Extrasensory perception: Perception without Sensation.										18
4	STATE OF CONSCIOUSNESS AND LEARNING: State of Consciousness: Biological Rhythms: Tides of life and consciousness experience – Waking State of Consciousness – Sleep: the pause that refreshers –Hypnosis: Altered State of Consciousness – Consciousness – Altering Drugs: What they are and what they do. Learning – How we are changed by experience: Definition – Classical Conditioning: Learning That some Stimuli Signal others – Operant Conditioning: Learning Based on Consequences – Observational learning: Learning from the Behavior and Outcomes of										18

	others.	
5	MEMORY, FORGETTING AND COGNITION: Memory and Forgetting – of things remembered and forgotten: Human memory – Two influential views – Kinds of information stored in Memory –STM – LTM – Memory in everyday life – Memory distortion – Improving memory forgetting – Contrasting Views – Nature – Causes. Cognition: Thinking – Forming Concepts and Reasoning to Conclusions – Making Decisions: Choosing among Alternatives – Problem Solving: Finding Paths to Desired Goals – Language – Nature – Development – Language: The Communication of Information.	18

CO	Course Outcomes
CO1	Understand the basic concepts of Psychology with relation to research methods.
CO2	Describe the structure and function of neurons as the building blocks of the nervous system.
CO3	Analyze the principles and mechanisms of sensation and perception, including perceptual organization and the plasticity of perception.
CO4	Describe the basis of consciousness, biological rhythms, learning and its various forms (classical conditioning, operant conditioning, observational learning) and their impact on behavior.
CO5	Compare and contrast influential theories of human memory and memory distortion.
Textbooks:	
1	Robert A. Baron (2001). Psychology. New Delhi: Prentice Hall of India
2	Passer, M.W. & Smith, R.E. (2007). Psychology – The Science of Mind and Behavior. (3 rd ed). New Delhi: Tata McGraw-Hill.
3	Coon, D. & Mitterer, J, O. (2007). Introduction to Psychology – Gateways to Mind and Behavior. (11 th ed). USA: Thomson Wadsworth.
4	Smith, B.D. (1998). Psychology : Science and Understanding. New York: Mc Graw Hill.
5	Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall
Reference Books:	
1	Cacioppo, J., & Freberg, L. (2018). Discovering Psychology: The science of mind. Cengage Learning.
2	Carole Wade & Carole Tavris (2012). Invitation to Psychology (5th Ed.). Pearson/Prentice Hall.
3	Hockenbury, D. H., & Hockenbury, S. E. (2011). Discovering Psychology (5th Ed.). Worth Publishers.
4	Hilgard, E.R. (1999). Introduction to Psychology (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.

5	Kalat, J. W. (2016). Introduction to Psychology. Nelson Education.
Web resources:	
1	https://study.com/academy/lesson/three-stages-of-memory-in-psychology-explanation-lesson-quiz.html
2	https://digitaleditions.library.dal.ca/intropsychneuro/chapter/summary-of-learning/
3	https://tnou.ac.in/wp-content/uploads/2023/01/full_merged_compressed.pdf
4	https://www.slideshare.net/touqeeraliabbasi/introduction-to-general-psychology-61286660
5	https://testbook.com/ias-preparation/sensation-attention-and-perception

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC12	Core Course 2- Research Methods & Applied Statistics	Core	5	1	0	0	4	6	25	75	100
Learning Objectives											
LO1	Understand the processes of scientific research.										
LO2	Gain knowledge about the role of ethics in research										
LO3	Acquire wide knowledge on the use of appropriate research design.										
LO4	Familiarize with various types of sampling techniques										
LO5	Gain knowledge in research report writing										
Unit	Content										Hours
1	INTRODUCTION TO RESEARCH: Foundations of Research -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.										18
2	HYPOTHESIS: Hypothesis, variables and sampling- Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research –Survey research.										18
3	RESEARCH DESIGN: Research Design: Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Nonexperimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.										18
4	STATISTICAL APPROACH: Statistics: Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test –Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS										18
5	REPORT WRITING: Report Writing and computers in research: Writing Proposal – Plagiarism – References and Intext citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.										18

CO	Course Outcomes
CO1	Describe the need and elements of research, research approaches and steps to define a research problem.
CO2	Understand the concepts of sampling and hypothesis formulation.
CO3	Apply knowledge for the selection of appropriate research design.
CO4	Elucidate the statistical approaches and statistical tools in research formulation.
CO5	Draft a research report with adherence to reference styles.
Textbooks:	
1	Evans, A.N., &Rooney, B. J. (2011). Methods in Psychological Research. New Delhi, India: Sage Publications India Pvt. Ltd.
2	Jackson, S.L. (2015). Research Methods and Statistics. New Delhi, India: Cengage Learning India Pvt. Ltd.
3	Kothari, C. R.(2004). Research Methodology, (2 nd ed). Chennai: New Age International Publishers.
4	Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7 th ed.). Singapore: McGraw-Hill.
5	Anastasi, A., & Urbina, S. (1997). Psychological testing. USA: Prentice Hall.
Reference Books:	
1	Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi, India: Sage Publications India Pvt. Ltd.
2	Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi, India: Rawat Publications. 3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.
3	Mohanty, B., & Misra, S. (2019). Statistics for behavioural and social sciences. New Delhi, India: Sage Publications.
4	Myers, J. (2008). Methods in Psychological Research. New Delhi, India: Sage Publications.
5	Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics.
Web resources:	
1	https://www.apa.org/ed/precollege/topss/lessons/research-methods-statistics.pdf
2	https://mrcet.com/downloads/MBA/RMSA%20Digital%20Notes.pdf
3	https://www.simplypsychology.org/research-methods.html
4	https://www.verywellmind.com/introduction-to-research-methods-2795793
5	https://www.researchgate.net/publication/338384492_Chapter_7_METHODS_OF_RESEARCH_IN_PSYCHOLOGY

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC13	Core Course 3 - Theories of Personality	Core	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	Understand the basic concepts of personality and its determinants										
LO2	Know about the fundamentals of personality theory and its emergence to gain insight about human behaviour.										
LO3	Understand the significance of each school of thought in psychology										
LO4	Compare and contrast the conceptual framework of various theories of personality										
LO5	Know about the recent trends in personality theories how its applied in the field of Psychology.										
Unit	Content										Hours
1	INTRODUCTION Introduction to personality Theory - Nature of Personality- Personality theory and history. Definitions- Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.										12
2	FREUDIAN PSYCHOLOGY Psychodynamic Approach: Sigmund Freud- Psychoanalysis, Alfred Adler- Individual Psychology, Carl Jung- Analytical Psychology, Klein- Object Relations Theory										12
3	NEO FREUDIAN PSYCHOLOGY Neo Psychoanalytic Approach: Karen Horney- Psychoanalytic Social Theory, Erich Fromm Humanistic Psychoanalysis, Sullivan- Interpersonal Theory, Erikson- Post-Freudian Theory										12
4	HUMANISTIC APPROACH Humanistic Approach/ Type/Cognitive /Dispositional: Abraham Maslow- Holistic Dynamic theory. Carl Rogers- Person-Centered theory, May – Existential Psychology, Eysenck -Trait and factor theory, Allport -Psychology of the Individual, BIG 5 Theory.										12
5	BEHAVIORISTIC APPROACH Behaviouristic Approach/ Recent Theory: Skinner- Behavioural Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel -Cognitive Social Theory, Seligman- Positive Psychology approach.										12

CO	Course Outcomes
CO1	Understand the nature and perspective of personality and how it emerged as a significant concept of psychology
CO2	Classify and compare various personality theories with Psychodynamic approaches.
CO3	Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, and humanistic and contemporary theories.
CO4	Apply different personality theory's perspectives by engaging students in a discussion about the everyday applications of various personality theories.
CO5	Adapt to apply principles of personality theories with positive approach towards counseling practices.
Textbooks:	
1	Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10 th Edn.)New Delhi: Thomson Publishers
2	Albert, B. Even (2010). An Introduction to Theories of Personality (7 th ed.). New York, NY: Psychology Press.
3	Friedman, H.S., & Schustack, M.W. (2009). Personality: Classic theories and Modern Research (3 rd ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
4	Reeves, A (2012). An Introduction to Counselling and Psychotherapy: From Theory to Practice. (1 st ed.). London, England: SAGE Publications Ltd.
5	Bryne, D. (1966). An Introduction to Personality. (2 nd ed.). Upper Saddle River: NY:
Reference Books:	
1	Feltham, C., Hanley, T., Winter, L.A. (2017). The SAGE Handbook of Counselling and Psychotherapy. (4 th ed.). London, England: SAGE Publications Ltd.
2	Hall, S. Calvin & Garner Lindzey (2007). Theories of Personality(4th Ed.).
3	Shaffer, D.V. (2009). Social and Personality Development.(6th ed.). Belmont, MA: Wadsworth Cengage Learning.
4	McClelland, D.C. (1988). Human Motivation. London, England: Cambridge University Press.
5	Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2 nd ed.). London: Alyn and Bacon.
Web resources:	
1	https://www.verywellmind.com/personality-psychology-study-guide-2795699
2	https://www.hzu.edu.in/uploads/2020/9/Theories%20of%20Personality.pdf
3	https://study.com/academy/lesson/personality-theories-types-lesson-quiz.html
4	https://www.psychologytoday.com/us/basics/personality/theories-personality
5	https://psychcentral.com/health/personality-theories-in-psychology

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE11	Elective Course - 1 Developmental Psychology	Elective	4	1	0	0	3	5	25	75	100
Learning Objectives											
LO1	Present a comprehensive overview of contemporary developmental psychology										
LO2	Explain the lifespan perspective in terms of physical, cognitive, emotional and social changes										
LO3	Analyze the basics of Personality and social development										
LO4	Apply lifespan psychological concepts to the solutions of current issues and problems										
LO5	Organize list of physical and psychological issues in Old age.										
Unit	Content										Hours
1	BASIC CONCEPTS & STAGES OF DEVELOPMENT Basic Concepts – Aspects of Development, Life Span periods – Methods – Non Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.										15
2	PHYSICAL & INTELLECTUAL DEVELOPMENT Physical Development – Motor Skills – Growth rate – Physical health during Adulthood, Physical fitness & energy – Motor functions - Intellectual Development – Approaches: Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget’s model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.										15
3	PERSONALITY & SOCIAL DEVELOPMENT Personality and Social Development – Emotions – Emergence of Self – Role of parents and siblings – Peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity- Teenage problems.										15
4	SOCIAL ISSUES IN ADULTHOOD Personality and Social issues in adulthood - Parenthood – Career planning – Intimate relationship and personal life styles – Work life – Personal relationship in family and work life.										15
5	ISSUES IN OLD AGE Old age – Physical changes - Psychomotor functioning – Health & fitness – Health problems – Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life – Death Bereavement – Purpose and meaning of life.										15

CO	Course Outcomes
CO1	Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
CO2	Analyze physical development, Language Acquisition, Intellectual and moral Development during childhood stages
CO3	Explain the emotional problems at childhood and adolescence.
CO4	Describe Parenthood, Career planning, Intimate relationship and personal life styles, various Personality and Social issues during young adulthood
CO5	Discuss the Physical changes and adjustment aspects during the old age.
Textbooks:	
1	Bee, H. & Boyd, D. The Developing Child (10 th ed.). Delhi: Pearson Education.
2	Berk, L. E (2013). Child Development (9 th ed.). New Delhi: PHI Learning Pvt. Limited.
3	Feldman, R.S., & Babu, N. (2019). Child Development (8th ed.). Noida: Pearson.
4	Hurlock, E.B. (1978). Child Development. (6 th ed). New Delhi: Tata McGraw-Hill Publishing Company Limited
5	Feldman, R.S. (2015). Development across the lifespan (7th ed). Delhi: Pearson.
Reference Books:	
1	Elizabeth B. Hurlock (1996) Developmental Psychology – A Life Span Approach, Fifth Edition, Tata McGraw Hill Publishing co.Ltd.
2	Papalia, Diane and Old. (1992). Human Development VEd. Tata McGraw Mill Publishing Co.,Ltd.
3	Zubek J.P. and Solberg, P.A. (1954). Human Development, New York, McGraw Hill Book Co.Ltd.
4	Berndt, T.J. (1997). Child development (2nd ed.). Madison, WI: Brow & Benchmark Publishers.
5	Santrock, J. W. (2011). Life Span Development (13 th ed.). New Delhi: Tata McGraw Education Private Limited.
Web resources:	
1	https://www.verywellmind.com/developmental-psychology-4157180
2	https://www.kaptest.com/study/ap-psychology/ap-psychology-developmental-psychology-notes/
3	https://www.slideshare.net/akilaanbalagan/psychology-unit-vi-developmental-psycholgy
4	https://archive.mu.ac.in/myweb_test/S.Y.B.A.%20Paper%20-%20III%20-%20Developmental%20Psychology%20(Eng).pdf
5	https://www.studocu.com/in/document/university-of-calicut/introduction-to-psychology/developmental-psychology/29653026

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE12	Elective Course - 2 Positive Psychology	Elective	4	1	0	0	3	5	25	75	100
Learning Objectives											
LO1	Understand the meaning, history, goals, and assumptions of Positive Psychology.										
LO2	Define and discuss the psychology of well-being and happiness										
LO3	Differentiate between positive and negative emotions and to understand the cultivation of positive emotions.										
LO4	Explore the strategies for promoting positive relationships, including compassion, forgiveness, gratitude, empathy, and resilience.										
LO5	Discuss the application of Positive Psychology principles in family, work and community settings.										
Unit	Content										Hours
1	BASIS OF POSITIVE PSYCHOLOGY Positive Psychology: Meaning, history, goals and assumptions, traditional Psychology Vs Positive Psychology.										15
2	HAPPINESS ACROSS LIFE SPAN The Meaning and Measure of Happiness: Psychology of well-being, Happiness, hedonic and the Eudaimonic basis of happiness; Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facets of life.										15
3	TYPES OF EMOTIONS Emotions: Positive emotions and negative Emotions; cultivating positive emotions, Character Strength; Flow.										15
4	BUILDING POSITIVE RELATIONSHIPS Promoting Positive Relationships: Compassion, Forgiveness, Gratitude, Empathy and Resilience.										15
5	TECHNIQUES OF POSITIVE PSYCHOLOGY Application of Positive Psychology: Family, Work and Community.										15

CO	Course Outcomes
CO1	Summarize the foundations and goals of positive psychology.
CO2	Describe different perspectives on happiness, evaluate the factors contributing to happiness and happiness across life span.
CO3	Employ the knowledge of the dynamic nature of human emotions in promoting the a quality of life among individuals in the society.
CO4	Discuss and apply principles of compassion, forgiveness, gratitude, empathy, and resilience to enhance interpersonal relationships and overall well-being.
CO5	Demonstrate efficiency in using positive Psychology oriented therapeutic techniques in the context of family, work and community.
Textbooks:	
1	Carr, A. (2011). Positive psychology: The science of happiness and human strengths. London: Routledge.
2	Steve, B.R. & Marie, C.K. (2009). Positive Psychology. Dorling Kindersley: India.
3	Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well-Being Centre).
4	Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). Positive psychology: The scientific and practical explorations of human strengths. SAGE.
5	Compton, W. C., & Hoffman, E. (2019). Positive psychology: The science of happiness and flourishing. SAGE Publications.
Reference Books:	
1	Patnaik, G. (2021). Positive psychology for improving mental health & well-being. Notion Press.
2	Rashid, T., & Seligman, M. (2018). Positive psychotherapy: Workbook. Oxford University Press.
3	Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. SAGE Publications.
4	Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). Developing Soft Skills - Fourth edition. New Delhi: Pearson Education.
5	Hart, R. (2020). Positive psychology: The Basics. Routledge.
Web resources:	
1	https://positivepsychology.com/positive-psychology-an-introduction-summary/
2	https://en.m.wikipedia.org/wiki/Positive_psychology
3	https://www.structural-learning.com/post/what-is-positive-psychology
4	https://www.google.com/amp/s/www.psychologytoday.com/us/basics/positive-psychology%3famp
5	https://www.verywellmind.com/what-is-positive-psychology-2794902

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSA11	AECC - 1 Interpersonal and Communication Skills	AECC	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	Identify the factors that influence self esteem and self image including social, cultural and personal factors.										
LO2	Send and interpret verbal and nonverbal messages accurately and effectively.										
LO3	Understand the importance of close relationships in promoting mental, emotional and physical wellbeing.										
LO4	Understand the basis of meaning and values										
LO5	Impart efficiency in resolving interpersonal conflicts and the aspects of win - win situation.										
Unit	Content										Hours
1	SELF-AWARENESS Understanding the self and discovering it. Self-awareness. Self image development. How to be the person I am today? Finding your real self. Importance of self-talk. Self Esteem. The journey of life.										6
2	INTERPERSONAL COMMUNICATION Steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationships.										6
3	DEVELOPING CLOSE RELATIONSHIPS Personality variables, Zones, Body language, Desk method and character variables for developing close relationships.										6
4	MEANING AND VALUES Values-types of values- Personal values-Value indicators the importance of meaning and purpose.										6
5	RESOLVING INTERPERSONAL CONFLICT Cause for conflict, Realities of conflict, Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques in conflict, Learning to be assertive in a conflict situation, Steps for win-win conflict resolution and when conflicts cannot be resolved.										6

CO	Course Outcomes
CO1	Express self-concept and examine self-esteem through practical exercises
CO2	Demonstrate effective verbal and non-verbal communication skills in various interpersonal conflicts
CO3	Analyze the various factors that contribute to the formation, maintenance and dissolution of close relationships.
CO4	Understand the need for critical thinking skills, thereby enabling them to evaluate different perspectives on meaning and values.
CO5	Learn strategies to prevent conflicts before they escalate and develop emotional intelligence skills to manage their emotions during conflict situations.
Textbooks:	
1	Walker.V. & Brokaw, L.O. Becoming Aware, (8th ed), Hunt publishing Company.
2	Jones R.N (2007). Life Coaching Skills – How to develop skilled clients. New Delhi.Sage Publications
3	Rosenberg, M. B. (2012). Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation. Boulder, CO: Sounds True.
4	Adler, R.B & Proctor, R.F (2009).Communication Goals and Approaches. Wadsworth Cengage Learning, India
5	Argyle, M. (1975). Bodily communication. London: Methuen & Co. Ltd.
Reference Books:	
1	Eastwood Atwater (1993). Psychology for Living: Adjustment, Growth, and Behavior Today 5th Edition, Prentice Hall College Division.
2	Weiten, W; Lloyd A.M (2004), 7th Ed., Psychology Applied to Modern Life, Thomson & Wadsworth
3	Gudykunst, W. B. (Ed.) (2003). Cross-cultural and intercultural communication. Thousand Oaks, CA: Sage Publications.
4	Civinkly, J. M. (Ed.) (1974). Messages: A reader in human connection. New York: Random House.
5	Durkin, K. (1995). Developmental Social Psychology: From Infancy to Old Age. MA: Blackwell Publishing
Web resources:	
1	https://www.oxfordhomestudy.com/courses/leadership-courses-online/free-interpersoo.com/blog/interpersonal-communication-definition-importance-and-must-have-snalskills-training
2	https://www.oxfordhomestudy.com/courses/customer-service-courses-online/freecommunication-skills-courses
3	https://haiikills/
4	https://study.com/academy/lesson/interpersonal-communication-definition-characteristics-types.html
5	https://study.com/academy/lesson/what-are-interpersonal-skills-definition-examples.html

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC21	Core Course - 4 Psychometry	Core	5	1	0	0	4	6	25	75	100
Learning Objectives											
LO1	To train students on the principle of testing.										
LO2	To gain knowledge of the procedures in standardization and development of norms.										
LO3	To describe item writing procedures for different types of tests.										
LO4	To explain item analysis procedures used in test construction										
LO5	To understand ways to minimize error in test construction.										
Unit	Content									Hours	
1	TEST CONSTRUCTION: Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Setting and purpose of tests - Characteristics of examinee - Effect of examiner - Scaling – Selecting a scaling method - Representative scaling methods. Constructing the items - Testing the items - Revising the test - Publishing the test.									18	
2	CONSTRUCTION OF INTELLIGENCE TESTS: Item writing for Intelligence tests: Analogies - odd-man-out - sequences. Tests of ability and attainment: Content of items - multiple choice items - Advantages of multiple choice items - True-false items - matching items - choosing the item type - Other item types - arrangement of items for a test trial – guessing - Constructing Personality Inventories-Problems in constructing personality Inventories - Writing items for personality Inventories: item forms - guidelines for item writing. - Eliminating response sets - Item content.									18	
3	CONSTRUCTION OF OTHER TYPES OF TESTS: Objective tests: Advantages – principles - stimulus-instruction situation and response scoring parameters - Distinction between objective tests of ability - temperament and dynamics - Practical hints for objective test construction in personality and motivation - Differential motivation of different subjects - Group vs Individual tests - Objective test dimensions - Projective tests construction of projective tests - Item writing for mood and state scales - Attitude measurement: types of attitude scales.									18	
4	ITEM ANALYSIS: Important variables for item analysis - Two indices in item analysis-correlations of items and the total score - choice of item – analytic statistics - Item scoring and item analysis-Item difficulty - Item discrimination - Item response theory - Selection of items after item analysis - Rewriting items - Failure to									18	

	form a test.	
5	TEST STANDARDIZATION: An overview of the different types of reliability - Factors affecting reliability and validity - Generalizability of test scores - Using reliability information - Factors affecting reliability estimates - Special issues in reliability - Interpretation of reliability coefficient - Norms -Meaning and purpose of norms - Raw score transformation - Percentile and percentile ranks, standardized scores - Normalizing standard scores - T scores – stanines - sten scores and C scale - Selecting a norm group-age and grade norms- Practical difficulties in test construction.	18

CO	Course Outcomes
CO1	Describe the characteristics of effective psychological tests.
CO2	Explain the requirements and procedure for constructing a psychological test.
CO3	Challenges and advantages of constructing different types of psychological tests
CO4	Procedure for drawing norms for a psychological test
CO5	Procedure for constructing and validating, establishing norms for a psychological test.

Textbooks:	
1	Anastasi, A., & Urbina, S. (2017). Psychological testing. (7th ed). Chennai, India: Pearson India Education Services Pvt. Ltd.
2	Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3	Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
4	Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen.
5	Schultz, K. S., Whitney, D.J. & Zickar, M.J. (2021) Measurement theory in action- Case studies & Exercises, (3rd ed), Routledge, New York, Taylor & Francis
Reference Books:	
1	Rust, J., Kosinski, M., Stillwell, D, (2021). Modern psychometrics: The science of psychological measurement (4th edn)
2	Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage Publications.
3	Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
4	Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw– Hill
5	Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles,

	Applications and issues. Kundli: (Haryana): Thompson, Wadsworth.
Web resources:	
1	https://files.eric.ed.gov/fulltext/EJ1083861.pdf
2	https://www.egyankosh.ac.in/bitstream/123456789/73590/3/Unit-9.pdf
3	https://personality-project.org/revelle/syllabi/405/405.wk1.overview.pdf
4	https://akashlangde.wordpress.com/wp-content/uploads/2018/01/unit-5-psychometric.pdf
5	https://assess.com/lecture-notes-graduate-course-assessment/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC22	Core Course 5 - Abnormal Psychology	Core	5	1	0	0	4	6	25	75	100
Learning Objectives											
LO1	To accurately assess and diagnose mental disorders by understanding symptoms, applying diagnostic criteria, and differentiating between conditions.										
LO2	To understand the symptoms, diagnostic criteria, and treatment approaches for Neurocognitive and other sleep related psychotic disorders.										
LO3	To grasp the characteristics, diagnostic criteria, and treatment approaches for substance-related disorders, while addressing their impact on physical and psychological health.										
LO4	Understand the classification, symptoms, and underlying causes of mood disorders, while developing skills for accurate diagnosis and effective intervention strategies.										
LO5	Focus on identifying the traits, diagnostic guidelines, and treatment options for somatoform and behavioral syndromes.										
Unit	Content									Hours	
1	ASSESSMENT AND DIAGNOSIS OF MENTAL DISORDERS: Definition of mental illness, signs and symptoms in psychopathology - systems of classification – DSM 5 and ICD 11 - Clinical case formulation – Diagnosis - Types and uses of rating scales – Screening tools (Overview).									18	
2	NEUROCOGNITIVE AND SLEEP DISORDERS: Introduction to Neurocognitive and sleep disorders: Dementia – delirium - head injury – epilepsy - other amnesic syndromes- Clinical picture – etiology and treatment - Specific Developmental disorder of scholastic skills - Pervasive developmental disorders - behavioral and emotional disorders - disorders of social functioning.									18	
3	SUBSTANCE RELATED DISORDER: Substance-related disorders - Clinical picture - models of addiction - assessment and intervention - Eating disorders: Anorexia – bulimia and binge eating disorder - Sexual dysfunctions and gender dysphoria – Clinical features - etiology and paraphilias.									18	
4	MOOD AND ANXIETY DISORDERS: Mood and anxiety disorders: depression – bipolar – phobia – GAD – panic – OCD – PTSD - adjustment disorder - Clinical features and Etiology.									18	
5	SOMATOFORM AND BEHAVIORAL SYNDROMES: Somatoform and behavioral syndromes – dissociative disorder – somatoform - and other related disorders - Psychotic disorders – Schizophrenia – delusion and other psychotic disorders.									18	

CO	Course Outcomes
CO1	Understand the intricacies of psychopathology and develop the ability to utilize DSM and ICD
CO2	Understand the psychopathology behind neurocognitive and sleep disorders.
CO3	To enable students to identify, diagnose, and treat substance-related disorders, understanding their effects on physical and psychological health and developing effective management and prevention strategies.
CO4	Provide students with the ability to accurately diagnose mood disorders, understand their symptoms and underlying causes, and develop effective treatment strategies to manage emotional and functional challenges.
CO5	To enable students to accurately identify, diagnose, and differentiate schizophrenia and other psychotic disorders, while developing comprehensive treatment plans and understanding their impact on individuals.

Textbooks:	
1	Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.
2	Barlow, D.H., & Durand, V.M. (2015). Abnormal Psychology – An Integrative Approach (7th ed). New Delhi: Cengage Learning.
3	Millon, T., Blaney, H. P., & Davis, D. R.(1999). Oxford Textbook of Psychopathology.Oxford University Press New York.
4	Fish, F. & Hamilton, M.(Eds) .(1979). Fish's Clinical Psychopathology Bristol: John Wright & Sons
5	Oltmanns, Thomas. C & Emery, Robert. E. (2017). Abnormal Psychology (3 rd Edition), Tamilnadu: Pearson
Reference Books:	
1	Hecker,J.E., &Thorpe,G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
2	Sarason and Sarason. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd
3	Carson and Butcher. (2010). Abnormal Psychology (13th edition). New Delhi: Pearson Education, Inc.
4	Hecker. (2010). Introduction to Clinical Psychology. New Delhi: Pearson Education, Inc.
5	Carson, Robert. C, Butcher, James, & Mineka, Susan .(1996). Abnormal Psychology and Modern Life (Tenth Edition), Harper Collins College Publishers.
Web resources:	
1	https://www.psychiatry.org/psychiatrists/practice/dsm
2	https://archive.mu.ac.in/myweb_test/TYBA%20study%20material/T.Y.B.A.%20-%20Paper%20-%20V%20-%20Abnormal%20Psychology.pdf
3	https://study.com/learn/lesson/abnormal-psychology-fundamentals-types-examples.html#:~:text=Abnormal%20psychology%20studies%20abnormalities%20in.cause%20of%20abnormality%20is%20psychological.
4	https://www.verywellmind.com/what-is-abnormal-psychology-2794775
5	https://www.slideshare.net/slideshow/introduction-to-abnormal-psychologylec12nd-semay-202021pdf/266656413

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	CourseName	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC23P	Core Course 6 - Psychological Assessment I (Counselling and Psychotherapy)	Core	0	0	4	0	3	4	25	75	100
Learning Objectives											
LO1	To assist in the selection of appropriate tests.										
LO2	To develop competence in Various types of Psychometric tests										
LO3	To Administer psychological test according to the guidelines										
LO4	To understand and interpret the person's test scores										
LO5	To understand and solve the ethical issues in Psychological assessment.										
Unit	Content										Hours
1	Intelligence test										12
	i) Mallin's Intelligence Scale for Indian Children (MISIC)										
	ii) Weschler's Adult Performance Intelligence Scale (WAPIS)										
	iii) Multiple Intelligence Scale										
3	Differential Aptitude Tests										4
4	Adolescent Interest Scale										4
5	David's Battery of Differential aptitude test II										4
6	Myers Briggs Type Indicator (MBTI)										4
7	Catell's 16 Personality Factor Questionnaire (16PF)										4
8	Multiple Anxiety Inventory										4
9	Memory Scale										4
10	Assessment of Learning Disability										4
11	Career Maturity										4
12	Assertive Questionnaire										4
13	Students Stress Scale										4
14	Marital Adjustment Questionnaire										4

CO	Course Outcomes
CO1	Explain the conceptual framework of psychological testing.
CO2	Identify the appropriate psychological test
CO3	Determine how to discuss the obtained individual data.
CO4	Evaluate the ethical issues in psychological testing.
CO5	Infer the Individual differences through psychological testing.

Textbooks:	
1	Anastasi. A. & Urbina.S. (2002), <i>Psychological testing</i> , 7th Edition, Pearson Education, USA
2	Gregory.R.J. (2005). <i>Psychological testing, history, principles and applications</i> . 4th Edition, Pearson Education, USA.
3	Scott, J., Boylan, J.C. & Jungers, C. M. (2015). <i>Practicum & internship: Textbook and resource guide for counseling and psychotherapy</i> (Fifth Edition). New York: Routledge
4	Corey, G. (2009). <i>Case approach to counseling and psychotherapy</i> . ThomsonBrooks/Cole.
5	Coaley, K. (2009). <i>An Introduction to Psychological Assessment and Psychometrics</i> . NewDelhi: Sage Publications.
Reference Books:	
1	Freeman, G.B. (1971) <i>Theory and Practice of Psychological testing</i> . New Delhi: Oxford and IBH Publishing Co.
2	Kaplan, R.M & Saccuzzo, D.P (2007). <i>Psychological Testing</i> . Delhi: Cengage Learning India.
3	Singh, A.K. (2004). <i>Test Measurements and Research Methods in Behavioural Sciences</i> . Patna: Bharat Bhavan Publishers and Distributors.
4	Brodwin, M. G. (2011). <i>Translating Theory to Practice--Thinking and Acting Like an Expert Counselor</i> . <i>The Journal of Rehabilitation</i> , 77(2).
5	MacCluskie, K.C. (2009). <i>Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness</i> .
Web resources:	
1	https://www.psychologydiscussion.net/essays/essay-on-the-uses-psychological-test/742
2	https://www.youtube.com/watch?v=6HtnBBmuZpI
3	https://www.verywellmind.com/psychometric-properties-425262
4	https://www.scribd.com/document/440501223/WAPIS
5	https://www.scribd.com/document/320372974/MISIC-Manual-Edt

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC24	Core Course - 7 Environmental Psychology	Core	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	Explain what environmental psychology is, and how its approach differs from other fields within psychology										
LO2	Examine psychological mechanisms for promoting environmentally friendly behaviors.										
LO3	Understand and apply key theories of environment to analyze human-environment interactions and their psychological implications.										
LO4	Understand the impact of environmental stressors on ecosystems and human health, and explore strategies for mitigation and adaptation.										
LO5	Examine the relationship between cognitive processes and attitudes, and how they influence behavior and decision-making.										
Unit	Content									Hours	
1	BASIC CONCEPTS OF ENVIRONMENTAL PSYCHOLOGY: Introduction – Nature – Characteristics – Research – Research methods in environmental psychology – Data collection methods.									12	
2	ENVIRONMENTAL PERCEPTION: Introduction -Environmental perception conventional approaches to perception - Environmental perception - Movement, habituation and the perception of change - Perception of movement - Habituation or adaptation - Perception of change - Perception of natural cognition and Cognitive mapping.									12	
3	THEORIES OF ENVIRONMENT : Behavior Relationships: Introduction – Nature and function of theory in environmental psychology – Environment–Behavior theories: Fledgling theories in a fledgling field – Arousal approach –Environmental load approach – adoption level theory: Optimal stimulation – behavior constraint approach – Barker’s Ecological psychology									12	
4	ENVIRONMENTAL STRESS : Environmental stress approach Stress – Characteristics of stressors – Appraisal – Characteristics of the stress response –Natural disaster – Characteristics of natural disasters – Effects of natural disaster									12	
5	COGNITION AND ATTITUDE Components of cognitive maps –Familiarity, gender and socioeconomic class – Functions of cognitive maps – Memory and cognitive maps – Cognitive organization of the environment									12	

CO	Course Outcomes
CO1	Analyze how environmental factors influence human behavior and well-being, applying key principles of environmental psychology to real-world contexts.
CO2	Develop the ability to assess and interpret how individuals perceive and respond to their physical environment, considering psychological and cultural influences.
CO3	Evaluate and apply key theories of the environment, exploring their implications for understanding human-environment interactions.
CO4	Analyze the effects of environmental stressors on individual and community health, and develop strategies for resilience and adaptation.
CO5	Understanding of how cognitive processes shape attitudes and influence behavior in various contexts.

Textbooks:	
1	Bechtel, R. B. & Churchman, A. (2002). Handbook of Environmental Psychology. New York: Wiley & Sons
2	Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A.S. (2005). Environmental Psychology (5th. Ed). Erlbaum.
3	Giesecking, J., W. Mangold, C. Katz, S. Low, and S. Saegert. (2014). The People, Place, and Space Reader. New York, Routledge.
4	Gifford, R. (2007). Environmental psychology: Principles and practice (5th ed.). Colville, WA: Optimal Books
5	Heft, H. (2001). Ecological psychology in context: James Gibson, Roger Barker, and the legacy of William James's radical empiricism. Psychology Press.
Reference Books:	
1	Bechtel, R. B., & Bechtel, R. B. (1997). Environment and behavior: An introduction. Sage Publication
2	Gifford, R. (2007). Environmental psychology: Principles and practice (p. 372). Colville, WA: Optimal books.
3	Steg, L. E., Van Den Berg, A. E., & De Groot, J. I. (2013). Environmental psychology: An introduction. BPS Blackwell.
4	Stokols, D., & Altman, I. (Eds.). (1987). Handbook of environmental psychology (Vol.1 & 2). John Wiley & Sons.
5	Kaplan, R., & Kaplan, S. (1989). The experience of nature: A psychological perspective. Cambridge University Press.
Web resources:	
1	http://ndl.ethernet.edu.et/bitstream/123456789/46098/1/16.pdf
2	https://guides.library.illinois.edu/environmentalpsychology
3	https://ecampusontario.pressbooks.pub/psychologycareers/chapter/environmental-psychology/
4	https://books.google.co.in/books/about/Environmental_Psychology.html?id=rTwQAQAIAAJ&redir_esc=y
5	https://www.bestmastersinpsychology.com/lists/5-books-for-environmental-psychologists/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE21	Elective Course - 3 Behaviour Modification	Elective	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	Learn the terminology, procedures, and techniques of Behavior Modification										
LO2	Equip students to apply these principles within the real-world environment.										
LO3	Be competent to administer several approaches for behaviour change.										
LO4	Understand the basic ideas of behaviour and the ways to modify them.										
LO5	Understand individualized behavior modification plans based on the various techniques learnt										
Unit	Content									Hours	
1	INTRODUCTION TO BEHAVIOR MODIFICATION: Definition and characteristics of behavior modification - Historical aspects - Areas of application – Reinforcement: positive and negative reinforcement - escape and avoidance behaviors - conditioned and unconditioned reinforcers - factors that influence the effectiveness of reinforcement - schedules of reinforcement - Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Analysis - Basic behavioral principles of the A-B-C contingency - Formal behavioral assessment - A brief look at the areas of application.									12	
2	PROCEDURES TO ESTABLISH NEW BEHAVIOURS: Stimulus control: discrimination and generalization - Defining stimulus control - stimulus discrimination training - the three-term contingency. Generalization - Shaping and its applications - How to use shaping-shaping of problem behaviors - Prompting and fading techniques. - Types of prompts - How to use prompting and transfer of stimulus control – Chaining - Examples of behavioral chains: analyzing stimulus- response chains - task analysis - backward chaining - forward chaining.									12	
3	PROCEDURES TO ENHANCE DESIRABLE BEHAVIOR AND MITIGATE UNDESIRABLE BEHAVIOR: Differential reinforcement of alternative behavior - differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures - Using antecedent control strategies.									12	

4	OTHER BEHAVIOR CHANGE PROCEDURES: Token economy, - practical considerations- implementing a token economy - applications of token economy - advantages and disadvantages of a token economy- Behavioral contract- components of a behavioral contract - Introduction to third wave therapies–Dialectical Behaviour therapy - Metacognitive therapy.	12
5	OVERVIEW OF ASSESSMENT, FORMULATION AND INTERVENTION IN CLINICAL CONDITIONS: Clinical Conditions– Depression - panic – OCD – GAD - eating disorders – PTSD - Anxiety reduction procedures – Defining fear and anxiety problems - procedures to reduce fear and anxiety – relaxation - systematic desensitization - in-vivo desensitization - Anxiety induction procedures – implosive therapy flooding - aversive counter conditioning –use of electric shock - covert sensitization.	12

CO	Course Outcomes
CO1	Demonstrate knowledge of the basic principles and techniques in operant and classical conditioning.
CO2	Apply the behavioral model to the procedure and practical applications of various techniques to establish new behaviors
CO3	Distinguish between behavior modification techniques to increase desirable behavior and decrease undesirable behavior, and their practical applications
CO4	Distinguish between behavior modification techniques for anxiety induction and anxiety reduction, and their practical applications
CO5	Utilize the ideas of behavior modification in everyday situations to improve the lives of the people you serve, as well as your own.

Textbooks:

1	Miltenberger, R.G. (2012). Behavior modification: Principles and procedures. (5th ed.). Boston, MA: Wadsworth CengageLearning.
2	Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). Behavior Therapy: Techniques And Empirical Findings. (3 rd ed.).NewYork, NY: Harcourt Brace Jovanovich College Publishers.
3	Miltenberger, R.G. (2016). Behavior modification: Principles and procedures. (6 th ed.).Boston,MA:WadsworthCengageLearning.
4	Kanfer, F.H., & Sallow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. Archives of General Psychiatry, 12(6), 529-538.
5	Simos, G. (2002). Vol I &II <i>Cognitive behavior therapy: A guide for the practicing clinician</i> (Vol1) London, England: Brunner-Routledge.

Reference Books:	
1	Hersen, M. Eisler, R.M. & Miller.P.M. (1975). Progress In Behaviour Modification. New York: Academic Press.
2	Suindel, S.S., Sunde.M.S. (1993). Behavior Modification In Human Services, London: Sage.
3	Wilson.T.G., Leary, D.O. (1980). Principles Of Behaviour Therapy. U.S.A: Prentice Hall
4	Wolpe.J. (1969). Theory And Practice Of Behaviour Therapy. New York: Pergamon
5	Kazdin, A. E. (2001). Behavior modification in applied settings. (6th ed). Long Grove, IL: Waveland Press
Web resources:	
1	https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#description
2	https://onlinecourses.swayam2.ac.in/cec22_ed04/preview
3	https://nou.edu.ng/coursewarecontent/EGC%20812.pdf
4	https://www.studocu.com/row/document/university-of-nairobi/business-managment/behavior-modification-notes-2021/16350735
5	https://www.verywellmind.com/behavior-modification-techniques-8622711

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE22	Elective Course - 4 Psychotherapy	Elective	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	To gain an understanding of the different types of psychological therapies										
LO2	To describe the application of psychological therapies.										
LO3	To explain the process of psychotherapy										
LO4	To understand the application of counseling and psychotherapy in groups and families.										
LO5	To understand the procedures of certain alternative methods to psychotherapy.										
Unit	Content									Hours	
1	PSYCHOTHERAPY FORMULATION: Definition - types and purpose of formulation - Structured case formulation methods - Therapeutic process: Transference: Types - counter transference and resistance									12	
2	GROUP COUNSELLING AND GROUP THERAPY: Definition – assumptions underlying group work - Historical perspective of group counselling and therapy - Therapeutic factors – Process and outcome in group counselling and psychotherapy - ethical issues in therapeutic group work.									12	
3	FAMILY THERAPY: Family therapies that focus on background- Adlerian family therapy - multigenerational family therapy - Structural family therapy - Family therapies that focuses on emotions.									12	
4	SUPPORTIVE PSYCHOTHERAPY: Objectives - indications and contraindications - Supportive measures: Application of psychotherapy in certain areas: Psychotherapy for Obsessive Compulsive Disorder, - personality disorders - post- traumatic stress disorder and psychoses.									12	
5	ALTERNATIVES TO COUNSELLING AND PSYCHOTHERAPY: Eye movement desensitization therapy- Mindfulness based therapy - Neuro linguistic programming -Yoga therapy and Art Therapy.									12	

CO	Course Outcomes
CO1	Describe the basic concepts of different psychological therapies.
CO2	Examine the process of psychological therapies.
CO3	Analyze skills and techniques used in specific groups/ problems.
CO4	Critically evaluate psychological therapies for specific groups/ problems.
CO5	Recommend suitable strategies to be used in hypothetical cases.

Textbooks:	
1	Seligman, L. and Reichenberg, L. (2014). Theories of Counselling and Psychotherapy: systems, strategies and skills. 4th ed. United States of America: Pearson Education.
2	Ells, Tracy.D. (2007). Handbook of psychotherapy – Case formulation (2 nded.)The Guilford Press,New York
3	Elsie,J.S. (2016), Theories of Counselling and Psychotherapy: an integrative approach, SAGE publication, Inc, (2 nd ed.)
4	Jacobs, Ed. E., Masson, R. L., & Harvill, R.L. (2011). Group counselling – strategies and skills.(7th ed.). Pacific Grove: Brooks/Cole.
5	Feltham, C., Hanley, T., & Winter, (Eds.) (2017).The SAGE Handbook of Counseling and Psychotherapy. (4th ed.) London: Sage Publications Ltd.
Reference Books:	
1	Hersen, M., & Sledge, W. H. (2002). Encyclopedia of psychotherapy. Amsterdam: Academic Press.
2	Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multicultural perspective (4th ed.). Boston: Allyn& Bacon.
3	Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
4	Trull,T.J., & Phares,E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont,CA: Wadsworth/Thomson Learning
5	Nichols, P.M & Schwartz C.R (2006). Family Therapy –concepts and methods, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc
Web resources:	
1	https://www.ericdigests.org/1992-1/basic.htm
2	https://www.jfhc.co.uk/play-therapy-as-a-mental-health-intervention-for-children-and-ad
3	https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/crisi
4	https://www.healthissuesindia.com/mental-health/
5	https://my.clevelandclinic.org/health/treatments/23445-psychotherapy

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSS21	Skill Enhancement Course – 1 NME Relationship Counselling for Children and Young People	Skill Enhancement Course	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	Familiarize concepts, models and theories related to Relationship counseling										
LO2	Acquire advanced theoretical understanding of Counseling with Children and Young People, integrating opportunities to develop professional and practical counseling skills.										
LO3	Apply Relationship counseling skills in real time scenarios										
LO4	To learn competences based on professional body standards to work with children and young people										
LO5	Identifying the ways in which children and young people manage and process their emotions, including the ability to recognize situations where they are finding it difficult to access these.										
Unit	Content									Hours	
1	HELPING AND EXPLORING CHILD'S RELATIONSHIP: Helping the Child to Talk about Their Relationships- Contracting with Parents - The Purpose of Individual Counseling - Attributes of the Child's Counsellor - Combining Media and Activity with Counseling Skills - Joining with the Child - Exploring the Child's Relationships with Parents and Siblings.									6	
2	ADDRESSING CHILD RELATIONSHIP: Addressing the Child's Relationships with Parents and Siblings-Whole Family Counselling - Counselling for Individual Children - Group Counselling for the Children Concerned - Using Clay to Address Relationship Issues between Siblings - Counselling for the Parent/s and Child/Children - Family Counselling to Integrate and Complete the Work - Addressing the Child's Relationships with Peers - Teachers and other Adults.									6	
3	YOUNG PERSON'S RELATIONSHIP WITH FAMILY: Helping Young People to Talk About their Relationships- Being Authentic and Open - Drawing on Existentialist Philosophy and Constructivist Thinking - Being Proactive in Introducing Creative - Experiential, Cognitive and Psycho-educational Strategies - Responding to the									6	

	Young Person's Developmental Needs - Working Within the Young Person's Constructs.	
4	YOUNG PERSONS RELATIONSHIP WITH SIGNIFICANT OTHERS: Focusing on the Young Person's Relationships with Peers- Building and Maintaining Relationships - The Influence of Peer Pressure - Dealing with Sexuality Issues - Individual Counselling - Group Counselling - Addressing a Young Person's Relationships with Teachers - Employers and Other Adults- Expectations of Teachers and Employers - Counselling Strategies.	6
5	FAMILY THERAPY PRACTICE WITH CHILD AND ADOLESCENT FOCUSED PROBLEMS: Family Therapy for Child physical abuse-Contracting for Assessment – Assessment - Contracting for treatment – treatment - Family therapy for Child sex abuse - Contracting for Assessment – Assessment Contracting for treatment: Family treatment interventions. Family therapy for Conduct problems - Contracting for Assessment.	6

CO	Course Outcomes
CO1	Demonstrate counseling techniques to help child explore relationships
CO2	Employ strategies to address child and young people relationship with significant others
CO3	Apply relationship counseling techniques to attend to a young person's relationships.
CO4	Apply family therapy practice focusing child and adolescence
CO5	Implement evidence-based practice that is ethically oriented and ensures safety of the clients

Textbooks:	
1	Walker.V. & Brokaw, L.O. Becoming Aware,(8th ed), Hunt publishing Company.
2	Jones R.N (2007). Life Coaching Skills – How to develop skilled clients. New Delhi.Sage Publications
3	Rosenberg, M. B. (2012). Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation. Boulder, CO: Sounds True.
4	Adler, R.B& Proctor, R.F (2009).Communication Goals and Approaches. Wadsworth Cengage Learning, India
5	Argyle, M. (1975). Bodily communication. London: Methuen & Co. Ltd.

Reference Books:	
1	Geldard, K. and Geldard, D. (2008b) <i>Personal Counseling Skills: An Integrative Approach</i> . Springfield, IL: Thomas
2	Bearsley-Smith, C. (2007) <i>Adapting family therapy for step-families</i>
3	Donald, C., & Atkinson, R. D. (2002). <i>Counselling across life span</i> , Sage Publications.
4	Sederholm, G. H. (2002). <i>Counselling young people in school</i> . Jessica Kingsley Publishers.
5	Nelson-Jones (2010). <i>The theory and practice of counselling and Therapy</i> (5th ed). Sage.
Web resources:	
1	Extended demonstration of school-based humanistic counselling: Sophia
2	Child Counseling Skills
3	https://www.slideshare.net/slideshow/counseling-for-older-adult/241293848
4	https://www.medicalnewstoday.com/articles/family-counseling
5	https://elementh.in/geriatric-counselling-elderly-issues/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC31	Core Course - 8 Cognitive Psychology	Core	5	1	0	0	5	6	25	75	100
Learning Objectives											
LO1	To understand the basic concepts, history, research methods and functions of cognition as a science.										
LO2	To identify and explain the major anatomical regions of brain and describe how brain injuries affect memory functions.										
LO3	To compare and contrast various theoretical models of memory and analyze how these models explain memory coding, storage and retrieval.										
LO4	To describe the sequential stages of problem solving cycle and and explain how systematic approaches enhance problem resolution.										
LO5	To analyze how cognitive appraisal and interpretation contribute to emotional experiences.										
Unit	Content									Hours	
1	INTRODUCTION: Cognitive Psychology : An introduction - Domains of cognitive psychology - A brief history of cognitive psychology: Early thoughts of thinking, Cognition in the renaissance and beyond - Research methods in cognitive psychology: Goals of research - Distinctive research methods. Key issues in the study of cognitive psychology - Key ideas in Cognitive psychology - Cognitive Science.									18	
2	HUMAN BRAIN AND NEUROPSYCHOLOGICAL BASIS OF MEMORY: Memory and brain - Structure and functions of neuron - Brain anatomy and functions - Lobes of the brain - Fore Brain : Cerebrum - Cerebral cortex - sub cortex - Mid brain - Hind brain - Neurotransmitters - Hormones. Human Memory - Brain damage - Amnesia - Brain Surgery - Memory loss - Memory consolidation and hippocampus - Animal models of memory.									18	
3	MEMORY AND LANGUAGE : Memory: Process - Working Memory - Autobiographical memory - Eye Witness testimony - Mnemonics - Memory models - Atkinson and Shiffrin - Level of processing - Parallel distributed processing - Memory distortions - Approaches to memory. Language: Nature, properties and structure - Stages of language acquisition - Models of reading and language comprehension - Language production.									18	
4	REASONING AND PROBLEM SOLVING: Reasoning : Nature - types. Theories of deductive reasoning - Syllogistic reasoning - Conditional reasoning - Inductive reasoning. Problem Solving: Nature and types of problems - Productive and reproductive problems - Defined and ill defined problems - Problem solving cycle - Obstacles and aids to problem solving.									18	

5	EMOTION AND MOTIVATION : Emotion : Cognitive basis of emotion - Lazarus, Arnold - Relation of emotion with attention, perception, memory, thinking - Application of cognitive approaches to emotions in different fields - Emotional Intelligence. Motivation : Nature, perspectives. Types: biogenic - sociogenic - intrinsic and extrinsic motivation. Relationship between motivation and emotion.	18
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CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Summarize the evolution of cognitive thought and identify the distinctive research methods employed in cognitive psychology.
CO2	Evaluate and review the various research methods employed in cognitive neuroscience to study about human brain, memory and neuro imaging.
CO3	Discuss real world applications of memory research and the various cognitive processes involved in language production and comprehension.
CO4	Identify the common obstacles in reasoning and the practical skills to analyze, reason through and solve a variety of problems.
CO5	Explore how motivational states interacts with emotional processes to drive behaviour.
Textbooks:	
1	Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
2	Edward E. Smith, Stephen M. Kosslya : Cognitive Psychology, Printice Hall of India, New Delhi.
3	Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
4	Eysenck, M.W. (2012). Fundamentals of Cognition (2nd ed.). Psychology Press
5	Minda, P.J. (1988). The Psychology of Thinking: Reasoning, Decision Making and Problem-Solving. Sage.
Reference Books:	
1	Braisby, N.,& Gellatly, A. (2005).Cognitive Psychology. Oxford University Press
2	Galotti, K. (2013). Cognitive Psychology In and Out of the Laboratory (5th ed.). Sage Publications
3	Sternberg, K., & Sternberg, R. (2011). Cognitive Psychology. Cengage Learning
4	Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). Psychology: Core concepts. (7th ed.). U.S.A.: Pearson.
5	Parkin, A. J. (2013). Essential Cognitive Psychology. T & F India.

Web resources:	
1	https://imotions.com/blog/learning/research-fundamentals/cognitive-psychology/
2	https://www.davcollegekanpur.ac.in/assets/ebooks/Psychology/Cognitive%20Psychology%20By%20Galotti.pdf
3	https://www.amu.apus.edu/area-of-study/arts-and-humanities/resources/what-is-cognitive-psychology-and-why-is-it-so-important/
4	https://books.google.com/books/about/Fundamentals_of_Cognitive_Psychology.html?id=0amWkgs7pQoC
5	https://web.uvic.ca/~dbub/Cognition_Action/Cog_Psych_Readings_files/Dissociationmethodology2018.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC32	Core Course 9 - Counselling Psychology	Core	5	1	0	0	5	6	25	75	100
Learning Objectives											
LO1	To understand the basic processes of counselling and distinguish between guidance, psychotherapy and counselling.										
LO2	To evaluate the strengths, limitations and practical implications of counselling models in diverse counselling settings.										
LO3	To analyze and apply the principles of multicultural competence in counselling.										
LO4	To demonstrate the competence in pre-counselling activities and develop the skills necessary to conduct termination sessions.										
LO5	To identify and explain key micro and macro counselling skills to drive positive change during counselling sessions.										
Unit	Content									Hours	
1	INTRODUCTION: Definition, nature, meaning and scope of counselling - Difference between guidance and counselling - Counselling and psychotherapy - Counselling Settings. Counselling Psychology: Historical context - Development in the Indian Context - Current status. Types of counselling - Counselling psychology and other specialities and fields - Distinctiveness and overlap - Training - Job setting and activities.									18	
2	THEORETICAL COUNSELLING MODELS: Theoretical counselling models: Carl Rogers, Truax and Carkhuff - Historical development and evaluation. Egan, Ivy, Brehm and Cormier - Historical development and evaluation. Qualities of helping relationships.									18	
3	COUNSELLING RELATIONSHIP & PROFESSIONAL ISSUES: Personal and Professional characteristics of a counsellor - Multicultural Competence - The importance of relationship - Components of relationship - Facilitative conditions for the counselling relationship - Ethical consideration - Legal concerns of counsellors - ACA and RCI guidelines - Professional issues in counselling.									18	
4	COUNSELLING PROCESS: Counselling process - Stages of counselling interview - Pre counselling considerations: Interview - assessment (standardized and non standardized measures) - setting goals - contracting - informed consent - formulation - conceptualization- referrals - Issues of confidentiality - Verbatim recording and analysis - interpretation - termination - reporting.									18	

5	BASIC SKILLS & CURRENT TRENDS IN COUNSELLING: Micro Skills: Introduction - Basic communication skills - Attending behaviour - Questioning - Observation Skills - Integrating listening skills. Macro Skills: Review - Confrontation skills - Focusing the interview - Reflection of meaning - Influencing skills - Positive asset search. Current trends: Trauma Counselling - Technological advances in counselling - Process oriented research in counselling.	18
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CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Critically evaluate how cultural and societal factors have shaped the evolution and current status of counselling in India.
CO2	Develop the ability to apply the theoretical models and relationship qualities to case scenarios and role playing exercises.
CO3	Apply the strategies for managing ethical and legal challenges and for upholding professional standards throughout counselling practice.
CO4	Gain not only a theoretical understanding of the counselling process but also develop practical skills for effective client management and clinical documentation.
CO5	Demonstrate foundational skills to remain adaptable to emerging trends and technologies in the field of counselling.

Textbooks:	
1	Neukrug, E. (2011). The World of the counselor: An Introduction to the Counselling Profession. Nelson Education.
2	Bond, T. (1997). Standards and Ethics for Counselors in action. Sage.
3	Charles, G.J., and Bruce, F.R. (1995). Counselling Psychology. Harcourt Brace Publishers.
4	Stephen Palmer. (2000). Introduction to Counselling and Psychotherapy. New Delhi: Sage
5	Gladding 2013; Counselling: A Comprehensive Profession. 7 th Edition.
Reference Books:	
1	Egan, G. (1994). The Skilled helper: A Problem- management approach to helping (5 th Ed). Belmonte: Brooks Cole Publishing Company.
2	Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milton Keynes : Open University Press
3	Nelson-Jones, R. (1991). The theory and practice of counselling psychology. London:Holt, Rinehart & Winston Ltd.
4	Ivey, Allen E. & Ivey, mary B. (2007). Intentional Interviewing and Counselling. Thomson: Brooks/Cole
5	Barki B.G. & Mukhyopadhyay B (2008). Guidance and Counselling - A manual. 10 th reprint: Sterling.

Web resources:	
1	https://sde.uoc.ac.in/sites/default/files/sde_videos/Counselling_psych_27Sept2013.pdf
2	https://www.studocu.com/en-gb/document/university-of-east-london/counselling-psychology/lecture-notes-psychology-counseling-psychology-notes-lecture-1/1648350
3	https://docs.uoc.ac.in/website/SDE/sde199.pdf
4	https://www.egyankosh.ac.in/bitstream/123456789/77461/1/Unit-1.pdf
5	https://sonams.ac.ug/Notes/COUNSELING.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC33P	Core Course 10 - Practical - Psychological Assessment II (Organizational Behaviour & HR)	Core	0	0	5	0	4	5	25	75	100
Learning Objectives											
LO1	To demonstrate competence in administering, scoring and interpreting various psychological tests and to gain knowledge in assessment used for organizational development.										
LO2	To describe the purpose, structure and application of various assessment tools of workplace counselling.										
LO3	To compare and contrast the different instruments in terms of their scope, reliability, and relevance to workplace counselling.										
LO4	To elucidate the components of a Learning Style Inventory and its relevance to understanding individual learning preferences.										
LO5	To identify key aspects of effective communication as measured by standardized assessments.										
S.No	Content									Hours	
I	Assessments i) Emotional Intelligence ii) Organizational Commitment Scale iii) Job involvement iv) Work Motivation Questionnaire v) Employee Engagement Scale vi) Organizational Effectiveness Scale vii) Leadership Effectiveness Scale viii) Conflict Style inventory ix) Communication Skills assessment x) Emotional Intelligence xi) Organizational Stress xii) Managing by Motivation xiii) Daftuar Types At Work (DTAW) xiv) Working Styles Assessment									75 Hours	

A Minimum of 10 tests has to be conducted from the above mentioned concepts.

CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Demonstrate proficiency in administering standardized instruments to measure organizational commitment, stress, and effectiveness.
CO2	Develop actionable recommendations for enhancing leadership practices, increasing employee engagement, and boosting work motivation based on assessment outcomes.
CO3	Analyze the assessment data to diagnose workplace issues such as low employee engagement or misaligned working styles.
CO4	Explain the concept of Emotional Intelligence and its impact on academic performance and career success.
CO5	Outline the principles behind assessing work or academic motivation, including the concept of managing by motivation.

Textbooks:	
1	Anastasi. A. & Urbina.S. (2002), Psychological testing, 7th Edition, Pearson Education, USA
2	Gregory.R.J. (2005). Psychological testing, history, principles and applications. 4th Edition, Pearson Education, USA.
3	Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.
4	Allison, J., Blatt, S. J., & Zimet, C. N. (1968). The interpretation of psychological tests. New York: Harper & Row.
5	American Educational Research Association. (1999). Standards for educational and psychological testing. Washington, DC: Author
Reference Books:	
1	Freeman, G.B. (1971) Theory and Practice of Psychological testing . New Delhi : Oxford and IBH Publishing Co
2	Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India
3	Singh, A.K. (2004). Test Measurements and Research Methods in Behavioural Sciences. Patna: Bharat Bhavan Publishers and Distributors.
4	Atkinson, J. W., & Feather, N. T. (Eds.). (1966). A theory of achievement motivation. New York: Wiley..
5	Birchler, G. R. (1989). Review of behavioral assessment: A practical handbook (3rd ed.). Behavioral Assessment, 11, 384–388.
Web resources:	
1	https://setyo-riyanto.com/wp-content/uploads/2022/06/Handbook-of-Psychological-Assessment.pdf
2	https://www.psychologytools.com/download-scales-and-measures
3	https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742
4	https://www.youtube.com/watch?v=6HtnBBmuZpI
5	https://www.verywellmind.com/psychometric-properties-425262

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

2ND YEAR : III SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC34	Core Course - 11 Applied Social Psychology	Core	4	1	0	0	5	5	25	75	100
Learning Objectives											
LO1	To describe the scope and to define the concept of self in Social Psychology										
LO2	To understand the concept of social beliefs and their influence on interpreting social information and to explore the practical strategies for increasing helping behavior										
LO3	To define and differentiate between the concepts of conformity, compliance, and obedience in social psychology.										
LO4	To Identify biological, psychological, and social factors that contributes to pro social and aggressive behavior.										
LO5	To elucidate the cognitive, emotional, and behavioral components of prejudice, discrimination and close relationships.										
Unit	Content									Hours	
1	INTRODUCTION AND IDENTIFYING SELF: Introduction : Definition – Nature of Social Psychology - Scope – Brief History - Social Psychology and Human values – Current trends and Research Methods in Applied Social Psychology - New frontiers in social psychological research - Role of Applied Social Psychologists. The Self: Self – Presentation tactics - Self-Knowledge - Introspection – Self – Esteem – The measurement of self – esteem – The impact of migration on self – esteem.									15	
2	SOCIAL BELIEFS AND HELPING BEHAVIOUR: Social Beliefs: Judging the social world: Perceiving the social world – Explaining the social world – Self – Fulfilling Prophecy. Helping Behaviour: By Stander effect –Reasons for helping – Characteristics of people who help – Increasing helping behaviour.									15	
3	CONFORMITY, COMPLIANCE AND OBEDIENCE: Conformity: Definition – Classic studies on conformity – Factors predicting conformity – Resisting social precursors to conformity. Compliance: Principles of compliance – Effectiveness of compliance strategies. Obedience: Causes and resisting the effects of destructive obedience.									15	
4	PROSOCIAL BEHAVIOUR AND AGGRESSION: Prosocial Behaviour: Definition and Significance of Prosocial behaviour – Theories of Prosocial behaviour – Factors influencing Prosocial behaviour. Aggression: Definition – Theories of aggression – Media Violence – Hurting others – Strategies to reduce aggression.									15	
5	PREJUDICE, DISCRIMINATION AND CLOSE RELATIONSHIP: Prejudice: Nature of prejudice – Social Sources of prejudice – Consequences of prejudice. Discrimination: Definition – Forms of discrimination – Psychological mechanisms behind discrimination. Close Relationship: Internal and external sources of attraction – Foundations of social self – Divorce and the detachment process.									15	

Course Outcomes	
CO	On the Successful completion of the course, the student will be able to
CO1	Examine the interrelationship between social psychology and human values and apply different self-presentation tactics to understand how individuals manage impressions in various social interactions.
CO2	Elucidate the key concepts pertaining to social beliefs and understand the psychological foundations of helping behaviour
CO3	Identify the situational and individual factors that increase or decrease conformity, compliance, and obedience.
CO4	Discuss and apply strategies to enhance prosocial behaviour in various social settings and to assess the impact of media, peer influence, and cultural norms on the development and expression of aggressive behavior
CO5	Analyze the manifestations of discrimination, discrimination and close relationships in various social contexts.

Textbooks:

1	Feldman, R. S. (1985). Social psychology: Theories, research, and applications. McGraw-Hill.
2	Birchmeier, Z., Dietz-Uhler, B., & Stasser, G. (Eds.). (2011). Strategic uses of social technology: an interactive perspective of social psychology. Cambridge University Press.
3	Tripathi, R. C., & Sinha, Y. (2013). Psychology, Development and Social Policy in India. Springer.
4	Robert A. Baron & Nyla R. Branscombe, Social Psychology, 13th Edition, Pearson Education
5	Robert S. Feldman, (2001). Social Psychology 3rd Edition, Pearson.

Reference Books:

1	Baumeister, R. F., & Finkel, E. J. (Eds.). (2010). Advanced social psychology: The state of the science. Oxford university press.
2	Schultz, W., Oskamp, S. (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.
3	Gruman J, A.; Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3ed edition. New Delhi: Sage Publications.
4	Berkowitz, L. E., & Walster, E. E. (1983). Advances in experimental social psychology, Vol. 16, Theorizing In Social Psychology: Theroetical Perspectives. Academic Press.
5	Frank W.Schneider., Jamie A. Gruman., Larry M. Coutts. (2005) Applied social Psychology- Understanding and Addressing Social and Practical Problems, Sage publications

Web resources:

1	https://www.youtube.com/watch?v=9VIWm6OJA4k scope of social psychology in India
2	https://www.youtube.com/watch?v=tevouz1v12M social psychology
3	https://egyankosh.ac.in/bitstream/123456789/84363/1/Unit-1.pdf
4	https://assets.cambridge.org/97805218/69799/excerpt/9780521869799_excerpt.pdf
5	https://sociology.plus/glossary/applied-social-psychology/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE31	Elective Course - 5 Training and Development	Elective	2	1	0	0	3	3	25	75	100
Learning Objectives											
LO1	To introduce the fundamental concepts of training and development.										
LO2	To recognize the benefits and challenges of peer-to-peer training conducted by seasoned employees.										
LO3	To identify the need for training and to develop appropriate skills to construct objectives.										
LO4	To explore the different types of technology aided training.										
LO5	To articulate the reasons for conducting training evaluations and how they contribute to continuous improvement.										
Unit	Content									Hours	
1	INTRODUCTION: Training and Development – Meaning and Definition - Need for Training – Importance of training – Objectives of Training – Steps in training programs – Difference between training and development activities– Reasons for training skills – Qualities of an effective trainer. Training as Performance Improvement practice.									12	
2	TRAINING METHODS: Training methods – On the job – Vestibule training, Training by experienced workman, Training by supervisor, Demonstrations and examples, Simulation, Apprenticeship – Off the job – Lectures, Conference method, Seminar or Team discussion, Case studies, Role Playing, Programmed instruction, T group trainings, Audio visual aids.									12	
3	TRAINING AND ASSESSMENT OF NEEDS: Training Need Analysis – reasons, method of data collection, criteria for data collection. Learning styles of participants, factors influencing the learning process. Competence assessment and Skill gap analysis. Writing objectives: SMART objectives, ideas for writing objectives, task analysis.									12	
4	TECHNOLOGY IN TRAINING: Instructor led online courses – Self paced courses – Blended learning - Corporate training - Online training platforms – Social and micro learning - Gamification in learning - Training evaluation – Retraining.									12	
5	EVALUATION OF TRAINING: Purpose of evaluation, Kirkpatrick’s four levels of evaluation, guidelines for measuring the four levels, evaluation methods. Kaufman’s Five Levels of evaluation, The Philips ROI - process and benefits. Method of Validation, trainee validation, types of evaluation instruments - questionnaire /survey, interview, test, focus group, observation of participant, performance record.									12	

CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Appreciate the principles of learning and training and the process of training in an organization.
CO2	Outline the various off the job and on the job training methods , apply and analyze their effectiveness.
CO3	Analyze and evaluate the reasons for training in light of data collection methods, training design, and the learning style of participants.
CO4	Explain the technology implications on training and apply the training evaluation methods.
CO5	Recommend the techniques for evaluation of the training programme and evaluate training programs considering both organizational and broader societal effects.

Textbooks:	
1	Camp, R.R., Blanchard, N.P., & Huszycz, G.E. (1986). Toward a more organizationally effective training strategy and practice. New Jersey: Prentice Hall.
2	Landale. A. (2006). Advanced Techniques for Training and Development. New Delhi: Infinity Books.
3	Blanchard, N.P., & Thacket, J. W. (2009). Effective training: systems, strategies, and practices. New Delhi, India: Pearson Education.
4	Goldstein. I., & Ford, K. (2001). Training in organizations. 4 th ed. CA: Wadsworth Thomson.
5	Lynton, R. P., & Pareek, U. (2013). Training for Development. 3 rd ed. New Delhi: India: Sage Publications.
Reference Books:	
1	Songh, P. N. (1996). Training management development. 4 th ed. Mumbai: Suchandra Publications.
2	Agochiya, D. (2009). Every trainer's handbook. 2 nd edition. New Delhi: Sage Publications.
3	Rothwell, W., Hohne, C. and King, S., 2018. Human performance improvement. England.
4	Whitmore, J. and Lyddon, R., 2017. Coaching for Performance, 5 th ed. Nicholas Brealey Publishing.
5	Singh P N. (1996). Training Management Development. Mumbai: Suchandra Publications.
Web resources:	
1	https://elearningindustry.com/
2	https://onlinecourses.nptel.ac.in/noc22_mg61/preview
3	https://onlinecourses.swayam2.ac.in/ntr22_ed49/preview
4	https://www.workhuman.com/blog/training-and-development-in-hrm/
5	https://www.greatplacetowork.com/resources/blog/employee-training-development-benefits-planning

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE32	Elective Course - 5 Fundamentals of Forensic Psychology	Elective	2	1	0	0	3	3	25	75	100
Learning Objectives											
LO1	To understand the psychology of crime.										
LO2	To recognize the psychology of criminal behaviour.										
LO3	To explore the fundamentals of forensic psychology.										
LO4	To describe the basics of legal psychology.										
LO5	To understand the foundational principles of victimology										
Unit	Content									Hours	
1	PSYCHOLOGY OF CRIME: Crime and Criminology- Introduction to Criminology- A brief history of Criminology- Crime and the Criminal law- Ethical issues in Criminology- Careers in Criminology. Nature and extent of Crime. Definition of Crime- Popular images of Crime and Criminals- Primary and secondary sources of crime data- Crime trends- Myths and facts about Crime.									12	
2	CRIMINAL BEHAVIOUR: Psychology of violence: Human Aggression and Violence- Development of Delinquent and Criminal behaviour: Juvenile Delinquency- Criminal Psychopathy- Crime and mental disorders- Violent interpersonal crimes - Conventional property crime- Public order crimes- White-collar and organized crimes - Cybercrimes									12	
3	BASICS OF FORENSIC PSYCHOLOGY: Forensic Psychology: An Overview- Brief history of Forensic Psychology- Forensic Psychology today- Forensic Psychology, Forensic Psychiatry & Forensic Social work. Police and Investigative Psychology: Policing society- Forensic Assessment in Police and Public safety psychology- Psychological Intervention responsibilities- Detection of Deception- Forensic Hypnosis- Eyewitness evidence.									12	
4	LEGAL PSYCHOLOGY: Consulting and Testifying: Court structure- The Judicial Process- Assessment of risk- Trial and Litigation consultation- Expert Testimony- Surviving the witness stand Consulting with Criminal Courts: Competency to stand trial- Insanity- Other defenses pertaining to criminal conduct- Sentencing evaluations.									12	

5	VICTIMOLOGY AND VICTIM SERVICES: Multiculturalism and victimization- Legal rights of Victims- Crime victimization data - Psychological effects of criminal victimization- Homicide, Sexual assault, Property crime and Internet Victimization- Child Sexual Abuse- - Child abductions- Repressed and recovered memories- Roles of Forensic psychologist in child abuse cases.	12
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CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Identify the main areas and scope of criminology in relation to psychology and law.
CO2	Compare the motivations and behavioral patterns in violent interpersonal crimes, property crimes, and public order offenses.
CO3	Apply forensic psychological concepts to real-world law enforcement and investigative scenarios.
CO4	Demonstrate ethical and professional standards in forensic psychological consultation.
CO5	Evaluate the role of forensic psychologists in supporting victims, especially children.

Textbooks:	
1	Siegel, L.J., (2007). Criminology: Theories, Patterns & Typologies. (9th ed). Thomson Wadsworth: USA.
2	Bartol & Bartol. (2004). Introduction to forensic Psychology. Sage publications: USA
3	Burke, R.H., (2014). An Introduction to Criminological Theory. (4th ed). CPI Group Ltd: UK
4	Maguire, B., & Radosh, P.F., (1999). Introduction to Criminology. Wadsworth Publishing Company: USA
5	Howitt, D., (2002). Forensic and Criminal Psychology. Pearson Education: USA
Reference Books:	
1	Bruce A. Arrigo, Introduction to Forensic Psychology (2000), Academic Press, USA.
2	Harmening, W and Gamez, A. M. (2016). Forensic Psychology. Delhi: Pearson
3	John M. Macdonald, Psychiatry and the Criminal (1976), Charles C Thomas, USA.
4	Wrightsmann, L. S. (2001). Forensic Psychology Bkmont, CA : Wadsworth.
5	Gudjonsson, G. H. and Haward, L. R. C. (1998). Forensic Psychology: A guide to practice. London : Routledge.
Web resources:	
1	https://www.psychology.org/careers/what-is-forensic-psychology/
2	https://www.verywellmind.com/an-overview-of-forensic-psychology-2794901
3	https://www.healthcareers.nhs.uk/explore-roles/psychological-therapies/roles/forensic-psychologist
4	https://www.purdueglobal.edu/blog/psychology/what-is-forensic-psychology/
5	https://www.apa.org/ed/graduate/specialize/forensic

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSS31	SEC - 2 Industrial Psychology	SEC	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To understand key concepts, theoretical perspectives, trends and challenges in industrial psychology.										
LO2	To analyse the fundamental concepts of organizational behaviour and different forms of communication in an organization.										
LO3	To recognize key traits, skills associated with effective leadership and the components of motivation.										
LO4	To gain a comprehensive understanding of various training methodologies and performance appraisal techniques.										
LO5	Identify major causes of organizational stress and analyze their effects on both individual employees and overall organizational performance.										
Unit	Content									Hours	
1	INTRODUCTION : Definition - Scope - Goals - Fundamental Concepts - Nature of people and nature of organization - Historical Development of Industrial Psychology - The role of psychologist in industry - Challenges and opportunities for an industrial psychologist.									6	
2	ORGANIZATIONAL BEHAVIOUR : Definition – development-fundamental concept - nature of people - nature of organization – an organizational behaviour system- models - autocratic model - hybrid model - Understanding a social system - social culture - managing communication- downward, upward and other forms of communication.									6	
3	LEADERSHIP AND MOTIVATION: Leadership – definition, traits of effective leaders, leadership skills, behavioural approaches to leadership styles-positive and negative leaders. Motivation – Definition, Model of motivation; components of motivation-persistence, activation and intensity;									6	
4	PERFORMANCE APPRAISAL TECHNIQUES: Training methods for non-supervisory employees: - on the job training, vestibule training, apprenticeship. Training methods for managerial staff – job rotation, case study method, business games, in-basket training, role Performance Appraisal- evaluation techniques- ranking technique, paired comparison technique, 360-degree feedback, 6 sigma, merit rating.									6	
5	OCCUPATIONAL HEALTH AND SAFETY: Fatigue, Monotony, Boredom Safety, Accidents, Organizational stress major cause, major effects and coping with stress, work and equipment design, working conditions. Ethics in Industrial Psychology.									6	

Course Outcomes	
CO	On the Successful completion of the course, the student will be able to
CO1	Describe the fundamental concepts underlying industrial psychology and evaluate the current challenges and opportunities faced by the industrial psychologists in modern organizations.
CO2	Identify and implement effective communication strategies and analyze the various organizational behaviour models.
CO3	Evaluate the various models of leadership, motivation and their application in enhancing employee engagement and productivity.
CO4	Develop effective training programs tailored to the specific needs of non-supervisory employees and managerial staff and critically analyze performance appraisal data to identify trends, strengths, and areas for improvement.
CO5	Explore and implement effective coping mechanisms and stress management techniques to enhance employee resilience and well-being.

Textbooks:	
1	Blum, M.L and Naylor, J.C. (1984). Industrial Psychology, CBS Publishers and Distributors, New Delhi.
2	Ram Nath Sharma and S. S. Chandra (2004). Advanced Industrial Psychology. Atlantic Publishers and Distributor (P) Ltd..
3	Bhagwatwar, P.A, Psychology of Industrial Behaviour. (1980). Sheth Publishers, Bombay.
4	Bhattacharya, D and Bhattacharya,S.(2012).Industrial Psychology, Kryon Publishing Services.
5	Berry, M.L, Psychology at Work, An Introduction to Industrial and Organizational Psychology, 2nd edition, McGraw Hill International Edition.
Reference Books:	
1	Tiffin, J and McCormic E.J., Industrial Psychology, Prentice Hall, 6th Edn., 1975.
2	Narender Singh (2011). Industrial Psychology. Tata McGraw Hill Education Private Limited.
3	P. K. Ghosh and M. B. Ghorpade (2016). Industrial Psychology and Organizational Psychology. Himalaya Publishing House
4	Dipak Bhattacharya and Sutapa Bhattacharya (2012). Industrial Psychology: Theory and Practice. Orient Blackswan Private Limited
5	Anuradha Phadnis, Iram Ansari, and Rucha Deshpande. Industrial Psychology and Organizational Behaviour. Tech knowledge Publications.
Web resources:	
1	https://www.verywellmind.com/what-is-industrial-organizational-psychology-2795302
2	https://www.talentlyft.com/hr-glossary/industrial-psychology
3	https://positivepsychology.com/industrial-psychology/
4	https://www.counselindia.com/blog-detail/10-tips-how-to-become-an-industrial-organizational-psychologist#
5	https://www.snhu.edu/about-us/newsroom/social-sciences/what-is-i-o-psychology

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSIN31	Internship	-	0	0	3	0	2	2	25	75	100
Learning Objectives											
LO1	To apply theoretical knowledge of psychology to real-world settings across clinical, counselling, educational, organizational, and community contexts.										
LO2	To develop professional competencies including psychological assessment, observation, interviewing, case documentation, and basic intervention skills under supervision.										
LO3	To enhance ethical awareness and professional conduct by adhering to ethical guidelines, confidentiality norms, and institutional protocols in psychological practice..										
LO4	To acquire practical exposure to multidisciplinary work, collaborating effectively with mental health professionals and allied personnel in diverse work environments.										
LO5	To understand organizational structure and functioning of internship settings such as hospitals, schools, NGOs, industries, rehabilitation centers, or research institutions.										
GUIDELINES											
1	<p>GENERAL PROVISIONS</p> <p>1.Any Postgraduate (PG) 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 component of PG degree programmes specified by the UGC under section 22(3) of the UGC Act, 1956.</p>										
2	<p>DURATION</p> <p>1. The Internship/Industrial training / Field Visit / Field study during the first - 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 II Semester holidays onwards.</p>										

	<p>4. The spell of Internship / Industrial training / Field visit / Field study may be scheduled either continuously or at intervals, based on the requirements and practicality of the specific discipline.</p>	
3	<p>SUBMISSION OF REPORTS OF THE INTERNSHIP / INDUSTRIAL TRAINING REPORT / FIELD STUDY / FIELD VISIT: For PG Degree Programme, Internship/Industrial training / Field visit / Field study reports can be individual, and must include a Title Page, Certificate by student, and Certificate of Internship in the prescribed format by the Examination Cell, countersigned by the Head of the Department and Principal, and submitted to the Controller of Examination.</p> <p>The external examiner should be selected from faculty in affiliated colleges of the Parent University, University Departments, or any other affiliated colleges.</p> <p>In case of emergency, an appointment may be made from within the college.</p>	
4	<p>REGARDING THE EVALUATION OF THE INTERNSHIP / INDUSTRIAL TRAINING / FIELD VISIT For the Internship report / Industrial Training / Field Visit viva-voce examination in the third semester, the total mark is 100.</p> <p>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).</p> <p>The marks for internship 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.</p> <p>In case of an emergency where an external examiner is not available, an appointment may also be made from within the college.</p>	

5	CREDIT MECHANISM					
	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.					
	Programme	Duration	Credit	Total Marks		
	Internship / Industrial / Field Study Training report / Field Visit	30 Hours (Beyond regular teaching hours)	2	Int	Viva	Report
				25	25	50

CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Prepare comprehensive internship reports and reflective records demonstrating professional growth, ethical awareness, and applied psychological skills.
CO2	Function effectively as a member of a multidisciplinary team by communicating and collaborating with mental health professionals and allied personnel.
CO3	Critically reflect on personal professional competencies, limitations, and areas for improvement based on internship experiences and supervisory feedback.
CO4	Demonstrate readiness for professional practice or advanced training in psychology through responsible conduct, applied skills, and reflective learning.
CO5	Demonstrate basic intervention and supportive techniques under supervision, appropriate to the internship setting.

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC41	Core Course - 12 Neuro Psychology	Core	5	1	0	0	5	6	25	75	100
Learning Objectives											
LO1	To define neuropsychology and explain its scope in relation to brain-behavior studies.										
LO2	To explain the organization and components of the CNS and PNS.										
LO3	To Identify and describe brain networks and regions involved in various cognitive processes.										
LO4	To distinguish different approaches to neuropsychological rehabilitation and cognitive retraining.										
LO5	To understand and describe the standardized neuropsychological tests and their applications.										
Unit	Content									Hours	
1	FOUNDATIONS OF NEUROPSYCHOLOGY: Definition and scope – History and development – Brain-behavior relationship – Localization vs. lateralization – Methods in neuropsychology: lesion studies, stimulation, neuroimaging – Ethical issues in neuropsychological research – Clinical and experimental roles of neuropsychology – Key contributions of major neuropsychologists – Cross-cultural neuropsychology – Interdisciplinary integration.									18	
2	NEUROANATOMY AND FUNCTION: Structure and function of neurons – Organization of CNS and PNS – Major brain structures: cortex, limbic system, brain stem, cerebellum – Hemispheric specialization – Neurotransmitters and behavior – Neurodevelopment and maturation – Neuroplasticity and synaptic pruning – Glial cells and their roles – Endocrine system and brain interaction – Cortical and subcortical pathways.									18	
3	COGNITIVE FUNCTIONS AND THE BRAIN: Neuropsychology of perception, attention, memory, language, and executive functions – Brain networks involved in cognition – Disorders of cognition – Neural basis of emotion and decision-making – Cognitive effects of aging and neurodegeneration – Stress and its impact on cognition – Consciousness and neural correlates – Cognitive reserve and compensatory mechanisms – Working memory and frontal lobe functioning.									18	
4	NEUROPSYCHOLOGICAL DISORDERS AND REHABILITATION: Traumatic Brain Injury (TBI), stroke, epilepsy, dementia, Parkinson's and Alzheimer's diseases – Assessment techniques – Principles of rehabilitation – Cognitive retraining and therapy – Psychosocial impact of neuropsychological									18	

	disorders – Pediatric neuropsychological conditions – Pharmacological interventions and neurotherapy – Role of caregivers and family in rehabilitation – Multidisciplinary approaches to neurorehabilitation – Emotional and behavioral consequences of brain damage – Community reintegration and vocational support.	
5	NEUROPSYCHOLOGICAL ASSESSMENT AND IMAGING TECHNIQUES: Standardized tests – Functional neuroimaging: EEG, CT, MRI, PET – Role of neuropsychological testing in diagnosis and treatment planning – Computerized and digital assessment tools – Cross-cultural considerations in test administration – Integration of neuroimaging with cognitive testing – Advanced techniques: fMRI, MEG, DTI – Virtual reality in neuropsychological evaluation – Longitudinal tracking and outcome measurement – Test interpretation and report writing.	18

Course Outcomes	
CO	On the Successful completion of the course, the student will be able to
CO1	Develop critical thinking, ethical concerns, clinical applications, and cultural and interdisciplinary integration within neuropsychology.
CO2	Acquire the knowledge of neuron anatomy and physiology and how neurons communicate.
CO3	Understand the neuropsychological basis of cognition and its disorders,
CO4	Emphasize a holistic, multidisciplinary approach to rehabilitation and community integration.
CO5	Demonstrate proficiency in selecting and administering standardized neuropsychological assessments tailored to clinical needs.
Textbooks:	
1	Kolb, B., & Whishaw, I. Q. (2015). Fundamentals of Human Neuropsychology (7th ed.). Worth Publishers.
2	Boyle, G.J., Stern, Y., & Stein, D.J. (Eds). (2023). The SAGE Handbook of Clinical Neuropsychology. SAGE Publications.
3	Budson & Price (2021) – Memory Loss, Alzheimer's & Dementia: A Practical Guide
4	McNaughton, N., & Gray, J. A. (2024). The Neuropsychology of Anxiety (3rd ed.). Oxford University Press. A comprehensive update on anxiety's neural mechanisms.
5	Parsons, M. W., & Braun, M. M. (2025). Clinical Neuropsychology: A Pocket Handbook for Assessment (4th ed.). APA. A compact, clinically-oriented test reference guide.
Reference Books:	
1	Morgan, J. E., Ricker, J. H. (2023). Textbook of Clinical Neuropsychology (3 rd ed.). Routledge.
2	Walsh, K., & Darby, D. (2005). Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians. Elsevier.
3	Baker, D. A. (2022). Handbook of Pediatric Neuropsychology. Springer.
4	Vaderploeg., R.D. (Ed.). (2023). Clinician's Guide to Neuropsychological Assessment (2 nd Ed.). Springer.
5	Heilman, K.M., & Valenstein, E. (2023). Clinical Neuropsychology (4 th ed.). Oxford University Press.

Web resources:	
1	https://my.clevelandclinic.org/health/articles/24691-neuropsychologist
2	https://www.apa.org/topics/neuropsychology
3	https://www.youtube.com/watch?v=i21ET-tOOOs
4	https://www.careershodh.com/neuropsychology-notes/
5	https://www.youtube.com/watch?v=jenqGFcaNwI

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC42	Core Course 13 - Community Psychology	Core	5	1	0	0	5	6	25	75	100
Learning Objectives											
LO1	To introduce foundational concepts, definitions and values in Community Psychology.										
LO2	To understand and apply holistic and empirical approaches in community advocacy and program implementation.										
LO3	To learn community research methodologies inclusive of social and cultural contexts.										
LO4	To identify student mental health issues and community services.										
LO5	To elucidate the role of community psychologists in disaster adaptation and mental health interventions.										
Unit	Content									Hours	
1	INTRODUCTION TO COMMUNITY PSYCHOLOGY: Definition - Core Values in Community Psychology; Field and Virtual Social Change through Community Programs -Types of Communities - Levels of Communities - Locality based and relational - Models: Ecological level analysis of community - Conceptual level model - Key Dimensions of Human Diversity for Community Psychology.									18	
2	CORE VALUES IN COMMUNITY PSYCHOLOGY: Individual and family wellness - Sense of community - Respect for human diversity - Social justice - Empowerment and citizen participation - Collaboration and community strengths - Community functions - Learning, socialization, and supportive functions - Community Practices and Development- Holistic scientific approach; Advocacy of Community Initiatives.									18	
3	COMMUNITIES AS SETTING FOR HEALTH PROMOTION: Need and process of community organization and building for health promotion programming. Community programme for child and maternal health, for physical challenged and old age in the Indian context - Three Philosophies of Science for Community Psychology Research - Processes of Community Research; understanding social and cultural context; qualitative, quantitative and integrated methods.									18	
4	STUDENT MENTAL HEALTH AND COMMUNITY INTERVENTIONS: Academic stress - Anxiety related to examination – Depression - adjustment of the students, motivating students for better academic performance - Services by Community Psychologists; Conceptual Models of Ecological Context; Understanding Contexts for Intervention; Attending to Diversity in the Practices of Community Psychology; Overview of community psychology interventions- focus, settings, Social Interventions,									18	

	Organizational and Community Interventions, Small Group and Individual Interventions	
5	APPLIED COMMUNITY PSYCHOLOGY: Violence and aggression - Theories of aggression - management of aggression - Developing a community-centered approach to prevention of aggression and violence - Natural disasters - Impact of natural disasters - physical, psychosocial, economic consequences of natural disasters; Role of community psychologists in facilitating adaptation to natural disasters.	18

Course Outcomes	
CO	On the Successful completion of the course, the student will be able to
CO1	Critically evaluate the role of human diversity and social justice within community contexts.
CO2	Identify and explain the core values driving community psychology practice.
CO3	Analyze health programs related to vulnerable populations in the Indian Context and critically evaluate positivist, interpretive and critical research philosophies.
CO4	Assess mental health challenges in academia and promote student wellness through community programs.
CO5	Evaluate physical, psychosocial and economic impacts of natural disasters.

Textbooks:	
1	Desai, A.N. (1995). Helping the handicapped. Ashish Pub. House.
2	Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication. (Chapter 8).
3	Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
4	McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An Introduction to community health. United States: Jones and Bartlett Publishers. (Chapter 5, 7, 9)
5	Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education (Unit III Chapter 2).
Reference Books:	
1	Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi
2	Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.
3	Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.
4	Mann,P.A. (1978).Community Psychology:Concepts and Applications.The Free press
5	Rajan, S.I. et al., (1999). Indian's elderly: Burden or challenge, Sage Pub.

Web resources:	
1	https://www.communitypsychology.com/what-is-community-psychology/
2	https://formalpsychology.com/core-values-in-community-psychology/
3	https://www.apa.org/pubs/books/supplemental/Community-Psychology-Fourth-Edition/Chapter_Summaries.pdf
4	https://www.verywellmind.com/what-is-community-psychology-2794898
5	https://onlinecourses.swyam2.ac.in/cec25_hs48/preview

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC43P	Project / Research Survey	Core	0	0	6	0	5	6	25	75	100
Learning Objectives											
LO1	To identify and define research problems relevant to psychological theory, practice, or social issues										
LO2	To apply appropriate research designs and methodologies to investigate psychological phenomena systematically..										
LO3	To review and synthesize scientific literature to develop a strong theoretical and empirical foundation for the study.										
LO4	To collect, analyze, and interpret data using appropriate qualitative and/or quantitative techniques.										
LO5	To communicate research findings effectively through a well-structured written dissertation and oral presentation.										
GUIDELINES											
1	<p>Guidelines relating to Project Work Internal Marks 25 and External 75 (Project Report 50 marks + Viva-Voce 25 Marks)</p> <p>Each student is required to undertake an individual project under the guidance of a faculty and submit it following the specified guidelines.</p> <ul style="list-style-type: none"> • Students can also submit the copies of the thesis in book form (size: 21.0 cm x13.5 cm), dissertation text should be typed in 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 in maximum of 100 pages including all annexure. • The cover of the dissertation shall be plain without any design / colour. • 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 four copies. • Failure to submit the project report or attend the Viva-Voce 										

	<p>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).</p> <ul style="list-style-type: none"> • 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. • 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. • A candidate must qualify in the Project Work separately, obtaining a minimum mark of 50%. 	
2	<p>Submission of Project Reports</p> <p>Project with viva-voce component in the fourth 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 PG degree programme must be individual. The format for the title page, certificate by the project guide, declaration by the candidate 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>Evaluation of Project Work</p> <p>Regarding the evaluation of the Project Work:</p> <p>For Project with a 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 project evaluation and 25 marks for the viva-voce examination). The marks for project work evaluation and</p>	

	<p>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>	
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CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Identify and formulate a relevant research problem grounded in psychological theory, practice, or contemporary social issues.
CO2	Design and execute a psychological research study using appropriate research designs, variables, sampling methods, and procedures.
CO3	Critically review and synthesize psychological literature to establish a sound theoretical and empirical framework for the study.
CO4	Collect, code, and analyze data using suitable qualitative and/or quantitative techniques.
CO5	Prepare a structured research dissertation following prescribed academic standards and formatting (e.g., APA style).

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2ND YEAR : FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE41	Elective Course - 6 Organizational Behaviour	Elective	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To introduce students to the foundational concepts and interdisciplinary nature of Organizational Behaviour.										
LO2	To help students understand how individual differences such as personality and perception affect workplace behaviour.										
LO3	To explore the dynamics of group behaviour and team effectiveness in organizations.										
LO4	To examine the impact of power, politics, and organizational culture on employee performance.										
LO5	To develop students' understanding of organizational change and development strategies for effective transformation.										
Unit	Content									Hours	
1	INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR: Definition – Concept - Nature – Importance – Emergence of organizational behaviour - Contributing disciplines of OB - OB Models - Interdisciplinary approach – Key elements of OB – Contemporary issues: globalization, diversity, ethics – Emerging trends: emotional intelligence, remote work.									15	
2	INDIVIDUAL BEHAVIOUR IN ORGANIZATIONS: Foundations of Individual Behaviour - Personality - Type A and B – Theories of personality (Big Five, MBTI) – Perception and attribution – Attitudes and job satisfaction – Learning theories: classical, operant, cognitive – Individual decision-making styles - Values - concept and types: terminal values and instrumental values.									15	
3	GROUP DYNAMICS, TEAM BEHAVIOUR AND LEADERSHIP: Group Behaviour - concept, types- group norms, group roles, and group cohesiveness – Group development stages – Team vs Group – Team effectiveness – Conflict: types, causes, and resolution strategies – Decision making in groups. Leadership - Concept and theories; Styles of leadership; Leadership continuum; Trait, Behavioural and Situational approach; Contemporary leadership issues.									15	
4	POWER, POLITICS AND ORGANIZATIONAL CULTURE: Power – Types and sources – Political behaviour in organizations – Managing politics – Organizational culture – Types, functions, and transmission. Organizational Change, Resistance to change, Steps for planned change, Quality Work Life, Organization Development Objective and Interventions, Organization Climate and Organizational Effectiveness, Managing Organizational Culture.									15	

5	<p>DYNAMICS OF ORGANIZATIONAL BEHAVIOUR: Nature and types of organizational change – Forces for change – Resistance to change – Change models: Lewin’s and Kotter’s – Organizational Development (OD): meaning, process, and interventions – Innovation and change in modern organizations. Organisational culture- concept and determinants; Organisational change- types of change, resistance to change, managing change; Stress- source, prevention and management of stress.</p>	15
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CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Define and explain key concepts and models of Organizational Behaviour.
CO2	Analyze the impact of individual traits and learning styles on workplace outcomes.
CO3	Demonstrate the ability to assess team dynamics and manage group conflicts effectively.
CO4	Evaluate the role of organizational culture and political behaviour in shaping organizational effectiveness.
CO5	Apply change management theories and OD strategies in real or hypothetical organizational situations

Textbooks:	
1	Luthans, F. (2017). Organisational Behavior-An evidence based approach. (12th ed.). McGraw-Hill Education.
2	Pareek, U. (2014). Understanding Organisational Behavior.Delhi, India: Oxford University Press.
3	Robbins, S. T., & Judge, T. A. (2019). Essentials of Organizational Behaviour. (14th ed.). London, United Kingdom: Pearson.
4	Singh, A. K., & Singh, B. P. (2007). Organisational Behavior. Delhi, India: Excel Books Pvt. Ltd.
5	Singh, K. (2015). Organisational Behavior: Texts & Cases. (3rd ed.). India: Pearson.
Reference Books:	
1	Greenberg, J. (2015). Behavior in Organizations. (10th ed.). Delhi, India: Pearson Education India.
2	Hersey, P. K., Blanchard, D., & Johnson, D. (2013). Management of Organizational Behavior. Pearson.
3	Stephen P.Robbins, Timothy A. Judge, Niharika Vohra (18th ed.), Pearson Education, New Delhi
4	Aswathappa, K., & Reddy, G. S. (2009). Organisational behaviour . Mumbai: Himalaya Publishing House
5	Dr. Christopher P. Neck, Jeffery D. Houghton and Emma L. Murray (2018). Organizational Behaviour: A Skill-Building Approach (2nd edition), SAGE Publications, Inc;
Web resources:	
1	https://www.youtube.com/watch?v=pRv_Ffib3pY
2	https://www.coursera.org/learn/managing-people-iese
3	https://onlinecourses.nptel.ac.in/noc25_mg80/preview
4	https://www.spjimr.org/course/post-graduate-programme-in-management-

	pgpm/understanding-the-concept-role-and-impact-of-organisational-behaviour-in-modern-workplaces/
5	https://www.investopedia.com/terms/o/organizational-behavior.asp#:~:text=Organizational%20behavior%20(OB)%2C%20the,known%20study%20of%20organizational%20behavior.

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE42	Elective Course - 6 Psychology of Advertising	Elective	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	To understand the theoretical foundations of psychological basis of advertisements and their impact on consumer behavior										
LO2	To learn the distinct features and purposes of public awareness, social, glamour, sensational and financial advertising.										
LO3	To apply the Elaboration Likelihood model for consumer message processing.										
LO4	To study persuasion theories and principles relevant to changing attitudes.										
LO5	To explore the impact of market diversity, segmentation and cultural factors on consumer behaviour.										
Unit	Content									Hours	
1	FUNDAMENTALS OF ADVERTISING: Perspectives on advertising - Advertising and society - The Psychology of buying - Psychological appeals in advertising - The Functions of Advertising – The Effect of Advertising: A Psychological Perspective – Integrated Advertising – Classic and Contemporary Approaches of Conceptualizing Advertising Effectiveness.									15	
2	TYPES OF ADVERTISING: Geographical Spread – Target Group – Public Awareness Advertising– Product Advertising – Product Advertising: Three Types of advertising – Type of Products- Social – Sensational and Glamorous Financial Advertising.									15	
3	PSYCHOLOGICAL PROCESS IN RESPONSE TO ADVERTISEMENTS: The Elaboration Likelihood Model–The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications – A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure.									15	
4	CONSUMERS ATTITUDES: Attitude - Meaning Definition - Functions– Attitude Strength - Persuasion and Attitude Change – Assessing the Intensity of Processing – Persuasion -The Principal of Reciprocity – Commitment / Consistency – Social Validation– Liking– Authority – Scarcity – Confusion –Mindlessness Revisited: The Limited Resource Account -Social Influence on Buying behavior.									15	
5	SOCIAL MEDIA ON ADVERTISEMENT: Mind of the Consumer, Psychology of Social Media Applications - Psychology									15	

	of Market Diversity and Segmentation - Psychology of Children's TV and Media Influence - External Influence on Consumer Decision-Making - Sources of External Influence – Culture on Globalization / Localization of Purchase and Consumer Decision Making – Corporate Communications- Focus Group Facilitation and Analysis.	
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Course Outcomes	
CO	On the Successful completion of the course, the student will be able to
CO1	Identify the psychological appeals and their application in campaigns and articulate advertising's purpose and societal impact.
CO2	Classify advertising types by geography, audience and content.
CO3	Articulate the significance of various emotion theories in marketing.
CO4	Evaluate how social and psychological factors shape consumer attitudes and buying decisions.
CO5	Acquire skills in corporate communication and focus group facilitation for consumer insight generation.

Textbooks:	
1	Leon G.. Schiffman, & Wisenblit, J. (2014). Consumer Behavior: Global Edition. Pearson Education.
2	Batra Rajeer, Myyers.G.J, Aakar. D. A .(1990). Advertising Management. New Delhi: Prentice Hall of India Ltd.
3	Pillai.R.S.N, Bagavathi.(2010). Marketing Management. New Delhi: S.Chand& company Ltd.
4	Schiffman,L.G, Kanuk,l.l.(1999). Consumer Behavior. New Delhi: Prentice Hall of India Ltd.
5	Saxena.R (2016).Marketing management, New Delhi: MC Graw Hill Education (India) Pvt.Ltd.
Reference Books:	
1	Fennis, B. M. & Strobe, W. (2010). The Psychology of Advertising, Psychology Press, Taylor & Francis Group, Hove & New York.
2	Health, R. (2012). Seducing the Subconscious: The Psychology of Emotional Influence in Advertising, Wiley-Blackwell: New Delhi.
3	Shrum, L. J. (2004). The Psychology of Entertainment Media: Blurring the Lines Between Entertainment and Persuasion, Lawrence Erlbaum Associates Publishers, London.
4	Kahle, L. R. & Kim, C. H. (2006). Creating Images and the Psychology of Marketing Communication, Lawrence Erlbaum Associates Publishers, London.
5	Percy, L., & Elliott, R. H. (2020). Strategic advertising management. Academic
Web resources:	
1	https://appliedpsychologydegree.usc.edu/blog/thinking-vs-feeling-the-psychology-of-advertising
2	https://www.htmedia.in/blog/the-psychology-behind-effective-advertising
3	https://www.eskimi.com/blog/advertising-psychology

4	https://www.adcreative.ai/post/the-psychology-of-advertising
5	https://coconutmediabox.com/the-psychology-of-advertising-what-makes-consumers-say-yes/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSP41	Professional Enhancement Course - 1 Effective Leadership	PEC	2	1	0	0	2	3	25	75	100
Learning Objectives											
LO1	To examine leadership traits, styles, skills, and behaviors contributing to effective leadership.										
LO2	To explore how leaders adjust styles based on follower needs and organizational context										
LO3	To explain the characteristics, types, and evaluation methods of leadership development.										
LO4	To learn effective leadership strategies for improving organizational performance.										
LO5	To foster awareness on promoting gender equity and inclusive leadership in organizations.										
Unit	Content									Hours	
1	INTRODUCTION TO LEADERSHIP: Traits, styles, skills, behaviors, vision, inspiration and momentum of leadership - International framework for analyzing leadership -Personality Types and Leadership - Five factor model of personality.									12	
2	LEADERSHIP THEORIES: Great Man Theory - Trait theory - Behavioral Theories: Michigan studies, Leadership Grid, Role theory - Contingency Theories: Casual model of Leadership, Normative Decision model, Hersey Blanchard situational model, Vroom & Jago's model, House's Path Goal theory - Contemporary leadership styles.									12	
3	LEADERSHIP DEVELOPMENT, SUCCESSION AND FOLLOWERSHIP : Characteristics, types and evaluation of Leadership Development-Leadership Succession Choosing a successor, Emotional aspects of leadership succession, develop pool of successors, Followership- Essential qualities of effective followers, Collaboration between leaders and followers.									12	

4	LEADERSHIP AND CORPORATE CULTURE : Levels of Leadership- Leadership Traits of Highly productive Organizations- Leadership Strategies for Productivity improvement- Corporate culture- Purpose- Foundations of a Productivity focused culture- Managerial culture. Leader's action that fosters teamwork Leadership Commitment.	12
5	WOMEN IN LEADERSHIP : Meaning- Definition- Women's unique leadership traits-Women & Leadership- Barriers for Women in Leadership positions- Women in Leadership: Global scenario vs Indian scenario, Current issues in leadership.	12

CO	Course Outcomes
	On the Successful completion of the course, the student will be able to
CO1	Apply international frameworks to assess leadership effectiveness in diverse contexts.
CO2	Critically analyze the role of leadership theory in contemporary organizational leadership.
CO3	Demonstrate understanding of collaborative practices enhancing leader-follower relationships.
CO4	Evaluate the significance of leadership commitment to achieving organizational goals.
CO5	Propose strategies and practices to overcome barriers and support women's leadership.

Textbooks:	
1	Maxwell, J.C (2013) The 5 levels of leadership: Proven steps to maximize your potential (5 th ed.) Wall Street Journal.
2	Andrew J. DuBrin, Carol Dalglish, Peter Miller, Leadership, 2005, 2nd Asia Pacific Ed, John Wiley & Sons Australia, Limited, 2015.
3	Goleman, D., Boyatzis, R., & McKee, A (2013). Primal leadership: Unleashing the power of emotional intelligence (3rd ed.) Harvard Business Review Press.
4	The Arbinger Institute. (2018). Leadership and self-deception: Getting out of the box (3rd ed.). Berette-Kkoehler Publisher.
5	Simon Sinek, S (2009) Start with why: How great leaders inspire everyone to take action (3 rd ed.) Penguin Random House.
Reference Books:	
1	Peter G. Northouse, "Leadership", 2015, 6th Ed, Sage Publications.
2	Lussier/Achua, Effective Leadership, 2016. 3rd Ed, Cengage Learning.
3	Richard L. Daft, 2015. Leadership, Cengage Learning.
4	Gary Yukl, 2016. Leadership in Organizations, 6th Edition, Pearson Education.
5	Rath, T., & Conchie, B (2009). Strengths based leadership. Gallup Press.
Web resources:	
1	https://www.pon.harvard.edu/tag/effective-leadership/

2	https://www.gallup.com/cliftonstrengths/en/356072/how-to-be-better-leader.aspx
3	https://online.hbs.edu/blog/post/characteristics-of-an-effective-leader
4	https://www.ccl.org/articles/leading-effectively-articles/characteristics-good-leader/
5	https://www.predictiveindex.com/blog/effective-leadership/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: FOURTH SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSL41	Self Learning Course 1 Life Skill Education	SLC	1	0	0	3	2	4	25	75	100
Learning Objectives											
LO1	To develop awareness of personal strengths and weaknesses to facilitate self- growth										
LO2	To understand the fundamentals of effective communication including verbal and non verbal components.										
LO3	To apply critical and creative thinking techniques in real - life contexts.										
LO4	To develop skills to practice decision making with awareness of ripple effects.										
LO5	To elucidate the nature and causes of stress and emotional responses.										
Unit	Content									Hours	
1	SOCIAL SKILLS: Self awareness: Discovering self- my Strengths and weaknesses - Self-esteem and its importance - Overcoming low self esteem- Setting goal for Self. Empathy: Stepping into other's shoe - Mirror game - Treat others respectfully - Let us be caring and compassionate- the comforters.									12	
2	COMMUNICATION SKILLS: Effective communication: Understanding basics of communication- Enhancing verbal and non verbal communication- Enhancing listening skills - Communicating assertively.									12	
3	THINKING SKILLS: Critical thinking: Let us be analytical - Enhancing analytical abilities - Fact or fiction - Applying common sense. Creative thinking: New ways to do a thing: Thinking out of the box - Approaching problems differently- Let us be imaginative -in the creative list- space travel.									12	
4	DECISION MAKING AND PROBLEM SOLVING SKILLS : Decision making: Making informed choices - Practicing making decisions - I can decide- Decision making wheel - Ripple effects of decision making. Problem solving: Understanding the process of problem solving - Problem solving through power model - I can solve my problem - Barriers to problem solving - Solving difficult problems.									12	
5	EMOTIONAL SKILLS : Coping with Stress: Am i stressed - What causes stress - Stress symptoms and impact - Stress negative or positive - Strategies to overcome stress - Stress management. Coping with emotions: Am I emotional - Emotions collage- Coping with negative emotions - How can i manage anger - Managing anger.									12	

Course Outcomes	
CO	On the Successful completion of the course, the student will be able to
CO1	Demonstrate understanding and practices that build healthy self - esteem.
CO2	Apply active listening and assertiveness in personal and professional interactions.
CO3	Confidently apply both thinking skills to personal, academic, and professional challenges.
CO4	Confidently deal with difficult problems using creative and critical thinking.
CO5	Implement stress reduction and coping techniques effectively.

Textbooks:	
1	UNESCO (1997). Adult Education The Hamburg Declaration, UNESCO, Paris.
2	Kataria. Pooja, Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep publication pvt limited 2007
3	Shalini Verma Development Of Life Skill-II, Vikas Publishing House
4	Saravanakumar, A R Life skill Education Through Lifelong Learning, Lulu Publication.
5	Debra McGregor, (2007). Developing Thinking: Developing Learning – A guide to thinking skills in education. Open university Press, New York, USA
Reference Books:	
1	Eckenrode, John, ed. The Social Context of Coping. New York: Plenum Press, 1991
2	Dahama O.P. Bhatnagar O.P. (2005). Education and Communication for Development, (2 nd Edn). Oxford & BH Publishing Co. Pvt. Ltd. New Delhi
3	Bloona, Richard, ed. Coping with Stress in a Changing World. New York: McGraw Hill College Division. 1999
4	P Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development. Tamil Nadu
5	Santrock W John (2006). Educational Psychology. (2 nd Edn.) New Delhi: Tata
Web resources:	
1	https://bise.edu.in/life-skills-the-essential-part-of-education/#:~:text=1.,actions%20and%20make%20informed%20decisions.
2	https://www.planetpark.in/public-speaking/life-skill-education
3	https://www.digitalclassworld.com/blog/life-skills-education/
4	http://www.jau.in/attachments/downloads/personality.pdf
5	https://ritusingal.com/blog/8-personality-development-skills-you-must-possess/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low