MARUDHAR KESARI JAIN COLLEGE FOR WOMEN (AUTONOMOUS)

Vaniyambadi – 635 751

PG Department of Psychology

for

Postgraduate Programme

Master of Science in Psychology

From the Academic Year 2024 - 25

	Semester - III					
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 / 24PPSE32	EC 5 -Training and Development / 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
	TOTAL				30	24

	Semester - IV					
24PPSC41	CC 12 - Neuropsychology	5	1	0	0	5
24PPSC42	CC 13 - Community Psychology	5	1	0	0	5
24PPSC43P	CC 14 - Project/Research survey	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
	TOTAL				30	23
	Total Credits				90+2*	

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

L-Lecture   T-Tutorial   P-Practical   S-Seminar   C-Credit

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

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 -	18

	Defined and ill defined problems - Problem solving cycle - Obstacles and aids to problem solving.	
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

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

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 - formualtion - conceptualization- referrals - Issues of confidentiality - Verbatim recording and analysis - interpreration - termination - reporting.	18

		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 seearch. Current trends: Trauma Counselling - Technological advances in counselling - Process oriented research in counselling.	
	5		18

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 Counseliors 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. 7th Edition.
Reference Books:	
1	Egan, G. (1994). The Skilled helper: A Problem- management approach to helping (5th Ed). Belmonte: Brooks Cole Publishing Company.
2	Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milon 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. 10th 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

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 work place 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	CIA	External	Total
									Marks		
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

CO	Course Outcomes
	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=9VlWm6OJA4k scope of social psychology in India
2	https://www.youtube.com/watch?v=tcvouz1v12M 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

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,	12

	observation of participant, performance record.	

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., & Huszczo, 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. 4th ed. CA: Wadsworth Thomson.
5	Lynton, R. P., & Pareek, U. (2013). Training for Development. 3rded. New Delhi: India: Sage Publications.

Reference Books:

1	Songh, P. N. (1996). Training management development. 4th ed. Mumbai: Suchandra Publications.
2	Agochiya, D. (2009). Every trainer's handbook. 2nd 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, 5th 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

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 vicitimization 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

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	Wrigthsman, L. S. (2001). Forensic Psychology Bekmont, CA : Wardsworth.
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/

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	6

		training, role Performance Appraisal- evaluation techniques- ranking technique, paired comparison technique, 360-degree feedback, 6 sigma, merit rating.	
5		**OCCUPATIONAL HEALTH AND SAFETY:** Fatigue, Monotomy, Bordom Safety, Accidents, Organizational stress major cause, major effects and coping with stress, work and equipment design, working conditions. Ethics in Industrial Psychology.	6

CO	Course Outcomes On the Successful completion of the course, the student will be able to
CO1	Describe the fundamental concepts undelying 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 analyza 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

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	**GENERAL PROVISIONS** 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. 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.	
2	**DURATION** 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. 2. The duration of Internship / Industrial training / Field visit / Field study training shall be 30 hours, in addition to the regular teaching hours.	

	3. Students may initiate their Internship/Industrial training from the II Semester holidays onwards. 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.	
3	**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. 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 emergency, an appointment may be made from within the college.	
4	**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. It is divided into two parts internal and external (25 for Internal, 50 marks for report evaluation and 25 marks for the viva-voce examination). The marks for internship evaluation and viva-voce are to be awarded jointly by the internal examiner and the external examiner. The external examiner should be selected from faculty in affiliated colleges of the ParentUniversity, 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.	

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 Sudy 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

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

CO	Course Outcomes 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 (3rd ed.). Rouletdge.
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 (2nd Ed.). Springer.
5	Heilman, K.M., & Valenstein, E. (2023). Clinical Neuropsychology (4th 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=i2lET-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

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

CO	**Course Outcomes** 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.swayam2.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

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	**Guidelines relating to Project Work Internal Marks 25 and External 75 (Project Report 50 marks + Viva-Voce 25 Marks)** Each student is required to undertake an individual project under the guidance of a faculty and submit it following the specified guidelines. • 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	

	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). • 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	**Submission of Project Reports** 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. 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.	
3	**Evaluation of Project Work** Regarding the evaluation of the Project Work: 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	

viva-voce are to be awarded jointly by the internal examiner and the external examiner.

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.

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

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 - Contriburing 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	**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.	15

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-

| 5 | pgpm/understanding-the-concept-role-and-impact-of-organisational-behaviour-in-modern-workplaces/ |
| | 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

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.

CO	**Course Outcomes** 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

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 (5thed.) 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 Businees 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 (3rd 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

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

CO	Course Outcomes 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 listeing and seertiveness 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, (2nd 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. (2nd 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.planetspark.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