



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

Vaniyambadi – 635 751

PG Department of Psychology

for

Undergraduate Programme

Bachelor of Science in Psychology

From the Academic Year 2024 - 25

| Semester - III | | | | | | |
|--------------------------------------|---|---|---|---|-----------|-----------|
| 24UFTA31 / 24UFUR31 / 24UFHI31 | Language – 3 | 4 | 1 | 0 | 0 | 3 |
| 24UFEN31 | English – 3 | 4 | 1 | 0 | 0 | 3 |
| 24UPSC31 | CC 5 Introduction to Cognitive Psychology | 4 | 1 | 0 | 0 | 5 |
| 24UPSC32P | CC 6 Practical - Experimental Psychology | 1 | 0 | 5 | 0 | 4 |
| 24UMAS31 | EC3- AL - Statistics in Psychology | 4 | 1 | 0 | 0 | 4 |
| 24UPSA32 | Rehabilitation Psychology | | | | | |
| 24UPSS31 | SEC4 - Improving Study Skills | 1 | 0 | 1 | 0 | 2 |
| 24UAEC31 | AEC–2 Human Values and Professional Ethics | 1 | 1 | 0 | 0 | 2 |
| | | | | | 30 | 23 |

| Semester - IV | | | | | | |
|--------------------------------------|--|---|---|---|-----------|-----------|
| 24UFTA41 / 24UFUR41 / 24UFHI41 | Language – 4 | 4 | 1 | 0 | 0 | 3 |
| 24UFEN41 | English – 4 | 4 | 1 | 0 | 0 | 3 |
| 24UPSC41 | CC7- Health Psychology | 3 | 1 | 2 | 0 | 5 |
| 24UPSC42 | CC8- Social Psychology | 4 | 1 | 0 | 0 | 4 |
| 24UPSA41 24UPSA42 | EC4-AL- Fundamentals of Research Methodology / Sports Psychology | 4 | 1 | 0 | 0 | 4 |
| 24UPSS41 | SEC5 - Cyber Psychology | 1 | 0 | 1 | 0 | 2 |
| 24UAEC41 | AEC–3 Environmental Studies and Disaster Management | 1 | 1 | 0 | 0 | 2 |
| | | | | | 30 | 23 |

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*.

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

2nd YEAR: THIRD SEMESTER

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

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

Textbooks:

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

Reference Books:

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

Web resources:

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: THIRD SEMESTER

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

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

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

Textbooks:

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

Reference Books:

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

Web resources:

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

STATISTICS IN PSYCHOLOGY

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

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

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

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

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

Textbooks:

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

Reference Books:

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

Web resources:

| | |
|---|---|
| 1 | https://www.apa.org/ed/graduate/specialize/rehabilitation |
| 2 | https://crcnlr.nic.in/departments-of-rehabilitation-psychology/ |
| 3 | http://www.anucde.info/deb2024/SM2024/204SY24.pdf |
| 4 | https://ebooks.lpude.in/arts/ma-psychology/SEM_4/DPSY696_PSYCHOLOGY_OF_REHABILITATION.pdf |
| 5 | https://egyankosh.ac.in/bitstream/123456789/40004/1/Unit-5.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 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| Total | 12 | 12 | 13 | 12 | 12 | 13 | 12 | 14 | 13 | 12 | 13 |
| Average | 2.4 | 2.4 | 2.6 | 2.4 | 2.8 | 2.6 | 2.4 | 2.8 | 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 |
| 24UPSS31 | SEC - 4 Improving Study Skills | SEC - 4 | 1 | 0 | 1 | 0 | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | Understand the role of study skills in academic skills and life long learning. | | | | | | | | | | |
| LO2 | Illustrate the different learning styles and determine their own preferred style | | | | | | | | | | |
| LO3 | Identify and apply speed reading method, paraphrasing and note taking strategies | | | | | | | | | | |
| LO4 | Differentiate between studying to gather, learn, check and refresh information. | | | | | | | | | | |
| LO5 | Elucidate memory enhancing strategies and equip students with effective exam preparation techniques and integrate technology into learning process. | | | | | | | | | | |
| Unit | Content | | | | | | | | | Hours | |
| 1 | INTRODUCTION: Need and Importance: Building Good habits - Effective Listening and Writing - Communication Skills - Improving Vocabulary. | | | | | | | | | 6 | |
| 2 | PERSONAL UNDERSTANDING AND MANAGEMENT: Learning styles and Learning Strategies - Meta Cognition - Goal Setting - Studying Habits - Time Management - Connect Classroom Learning to the Real World - Educational Games and Quizzes. | | | | | | | | | 6 | |
| 3 | DEVELOPING ESSENTIAL STUDY SKILLS: Using Library - Reading Skills: Speed reading - The Speed reading method - Skim Reading – Scanning - Summarizing and Paraphrasing - Note Taking. | | | | | | | | | 6 | |
| 4 | TYPES OF STUDY: To gather information - To learn information - To check learning - To refresh - To improve learning styles - Main ways to improve learning skills. | | | | | | | | | 6 | |
| 5 | PREPARING FOR EXAMS AND TECHNOLOGY IN LEARNING: Memorisation - Learning to revise - Examination Preparation - Advanced learning - Ways to Incorporate Technology in Classroom: Digital Content Libraries - Online Platforms and Systems - Open Educational Resources (OER) - Augmented Reality (AR) and Virtual Reality (VR). | | | | | | | | | 6 | |

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

Textbooks:

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

Reference Books:

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

Web resources:

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

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 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| Total | 14 | 13 | 13 | 12 | 12 | 13 | 12 | 14 | 12 | 13 | 14 |
| Average | 2.8 | 2.6 | 2.6 | 2.4 | 2.4 | 2.6 | 2.4 | 2.8 | 2.4 | 2.6 | 2.8 |

3 – Strong, 2 - Medium, 1 - Low

2nd YEAR: FOURTH SEMESTER

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

| | | |
|--|---|--|
| | differentiation – Mindfulness and acceptance-based interventions – Sleep hygiene and mental health – Role of lifestyle in chronic disease prevention. | |
|--|---|--|

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

Textbooks:

| | |
|---|---|
| 1 | Taylor, S. E. (2018). Health Psychology (10th ed.). McGraw-Hill Education. |
| 2 | Brannon, L., Feist, J., & Updegraff, J. A. (2013). Health Psychology: An Introduction to Behavior and Health (8th ed.). Cengage Learning. |
| 3 | Straub, R. O. (2016). Health Psychology: A Biopsychosocial Approach (5th ed.). Worth Publishers. |
| 4 | Sanderson, C. A. (2018). Health Psychology. Wiley. A concise and student-friendly introduction to health psychology covering stress, illness, behavior change, and prevention. |
| 5 | Dimatteo, M. R., & Martin, L. R. (2017). Health Psychology: A Field of Study and a Career Path. Pearson. This book offers practical insights into the field and career aspects of health psychology with an applied approach. |

Reference Books:

| | |
|---|--|
| 1 | Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2015). Health Psychology: Theory, Research and Practice. Sage. |
| 2 | Ogden, J. (2012). Health Psychology. McGraw-Hill Education. |
| 3 | Matarazzo, J. D. (1980). Behavioral Health and Behavioral Medicine: Frontiers for a New Health Psychology. |
| 4 | Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological Testing: Principles, Applications, and Issues (8th ed.). Cengage Learning. Offers insights into assessment methods often used in health psychology research and practice. |
| 5 | Friedman, H. S. (Ed.). (2011). The Oxford Handbook of Health Psychology. Oxford University Press. A comprehensive reference featuring expert-written chapters covering cutting-edge topics in health psychology. |

Web resources:

| | |
|---|---|
| 1 | https://docs.uoc.ac.in/website/SDE/sde200.pdf |
| 2 | https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/4/_PG_M.Sc._Psychology_M.Sc-363441-HEALTH%20PSYCHOLOGY_5689.pdf |
| 3 | https://ebooks.lpude.in/new-scheme/arts/ma- |

| | |
|---|---|
| | psychology/sem_4/DPSY633_HEALTH_PSYCHOLOGY.pdf |
| 4 | https://unacademy.com/content/cbse-class-12/study-material/psychology/psychology-of-health/ |
| 5 | https://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf |

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 | 2 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| Total | 14 | 13 | 14 | 12 | 14 | 12 | 14 | 13 | 12 | 14 | 14 |
| Average | 2.8 | 2.6 | 2.8 | 2.4 | 2.8 | 2.4 | 2.8 | 2.6 | 2.4 | 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 |
| 24UPSC42 | Core Course 8 – Social Psychology | Core | 4 | 1 | 0 | 0 | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To gain basic knowledge in Social Psychology. | | | | | | | | | | |
| LO2 | To understand social perception, cognition and attitude. | | | | | | | | | | |
| LO3 | To interpret the difference between stereotyping, prejudice and discrimination.. | | | | | | | | | | |
| LO4 | To evaluate the factors affecting prosocial and aggressive behavior in social contexts. | | | | | | | | | | |
| LO5 | To define interpersonal attraction and identify its internal and external determinants. | | | | | | | | | | |
| Unit | Content | | | | | | | | | Hours | |
| I | INTRODUCTION AND THE SELF: Social Psychology - Definition - Nature and History. Self-Presentation - Self-Knowledge - Self-Esteem - Personal versus Social Identity - Social Comparison. | | | | | | | | | 15 | |
| II | SOCIAL PERCEPTION, COGNITION AND ATTITUDE: Definition - Nonverbal Communication, Attribution - Impression Formation and Management and errors in perception. Nature and history of cognition, Schemas, Heuristics, Automatic and Controlled Processing, Potential Sources of Error in Social Cognition, Affect and Cognition and Application of social cognition. Attitude Formation - Attitudes Influence Behaviour -Persuasion - Resisting Persuasion - Cognitive Dissonance. | | | | | | | | | 15 | |
| III | STEREOTYPING, PREJUDICE AND DISCRIMINATION: Meaning and nature of stereotyping - Nature of power of prejudice - Consequences of prejudice - Origins and its related concepts - Techniques for Countering. | | | | | | | | | 15 | |
| IV | PRO SOCIAL BEHAVIOR AND AGGRESSION: Motives for Pro Social Behavior - Responding to an Emergency - Factors that increase or decrease the tendency to help and Long-Term Commitment to Pro social Acts. Types, Perspectives on Aggression, Causes of human aggression – social, cultural, personal and situational - Prevention and Control of Aggression. | | | | | | | | | 15 | |
| V | INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS: Internal and External Determinants of Attraction, Factors Based on Interacting with others, Close Relationships, Romantic Relationships. | | | | | | | | | 15 | |

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

Textbooks:

| | |
|---|---|
| 1 | Baron, R.A & Byrne, D. Social Psychology. Delhi: Pearson Education Asia, 2000 |
| 2 | Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi |
| 3 | Charles Emerson Kimble (1990) Social Psychology - Studying Human Interaction, |
| 4 | Elliot Aronson, Timothy D. Wilson and Robin M. Akert, (2010). Social Psychology, (7th Ed.), Pearson Publishing. |
| 5 | Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill. |

Reference Books:

| | |
|---|---|
| 1 | Robert A. Baron & Donn Byrne, Nyla. R Branscombe, GopaBhardwaj Social Psychology, 12th Edition, New Delhi, Pearson Education. |
| 2 | Roy F. Baumeister and Eli J. Finkel, Advanced Social Psychology. The State of the Science. |
| 3 | Sam, D L & Berry, J.W. (Ed.). Acculturation Psychology. NY: Cambridge University Press, 2006 |
| 4 | Shelly E. Taylor, Letitia Anne Peplau & David O. Sears (2006) Social Psychology, 12th Edition, New Delhi, Pearson Education. |
| 5 | Vangelisti, A.L & Perlman, D (Ed). The Cambridge Handbook of Personal Relationships. NY: Cambridge University Press, 2006. |

Web resources:

| | |
|---|---|
| 1 | https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf |
| 2 | https://www.verywellmind.com/perception-and-the-perceptual-process-2795839 |
| 3 | https://www.sparknotes.com/psychology/unit-4/ |
| 4 | https://www.verywellmind.com/what-is-prosocial-behavior-2795479 |
| 5 | https://study.com/learn/lesson/social-influence-theory-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 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| CO5 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| Total | 13 | 14 | 13 | 14 | 14 | 13 | 13 | 13 | 13 | 14 | 14 |
| Average | 2.6 | 2.8 | 2.6 | 2.8 | 2.8 | 2.6 | 2.6 | 2.6 | 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 |
| 24UPSA41 | Allied / Generic - 4 Fundamentals of Research Methodology | Elective | 4 | 1 | 0 | 0 | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To explain the foundational meaning and purpose of research in scientific inquiry. | | | | | | | | | | |
| LO2 | To define variables and explain their significance in research, including their role in measuring and analyzing data. | | | | | | | | | | |
| LO3 | To enlist and explain the qualities of a good hypothesis, including testability, clarity, specificity, empirical basis, and relevance to the research question. | | | | | | | | | | |
| LO4 | To understand exploratory research design including its concept, types, and uses for generating insights and formulating hypotheses | | | | | | | | | | |
| LO5 | To address the ethical issues related to publishing, including responsible authorship, conflicts of interest, and transparency. | | | | | | | | | | |
| Unit | Content | | | | | | | | | Hours | |
| 1 | INTRODUCTION TO RESEARCH: Meaning – Objectives – purpose – Need – Types of research: Historical and Analytical - Quantitative and Qualitative - Empirical and Normative. Research Process - Steps in research. Method Vs Methodology. Problems encountered by researchers - Ethical Issues in research - Criteria of a good research. | | | | | | | | | 15 | |
| 2 | VARIABLES; RELIABILITY AND VALIDITY: Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling. | | | | | | | | | 15 | |
| 3 | HYPOTHESIS, SAMPLING AND DATA COLLECTION: Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Qualities of a good Hypothesis - Hypothesis Testing – Logic & Importance. Sampling: Sample and effect size. Types of sampling: Random, Systematic, Stratified and Multi stage sampling. Characteristics of a good sample. Sources of data: Primary and Secondary. Data collection methods: Observation, Questionnaire, Interview, Focus groups and Case study method. Survey Research: Role of library and Internet. | | | | | | | | | 15 | |
| 4 | RESEARCH DESIGN: Concept and Importance in Research – Features of a good research design – Exploratory Research Design – concept, types and uses, Descriptive Research Designs – concept, types and uses. Experimental Design: Concept of Independent & Dependent variables. Non Experimental Design: Quasi experiments - Time series design - Cross Sectional research. Measurement and types of scales. | | | | | | | | | 15 | |
| 5 | REPORT WRITING: Report Writing and computers in research: Writing Proposal – Plagiarism - Self Plagiarism – Software to detect plagiarism– References and Intext citation – APA primer. Presenting | | | | | | | | | 15 | |

| | | |
|--|---|--|
| | research: Layout of a research paper - Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research. Ethical issues related to publishing. | |
|--|---|--|

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

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

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

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 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Total | 13 | 13 | 14 | 13 | 13 | 12 | 13 | 13 | 12 | 13 | 14 |
| Average | 2.6 | 2.6 | 2.8 | 2.6 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 | 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 |
| 24UPSA42 | Allied / Generic - 4 Sports Psychology | Elective | 4 | 1 | 0 | 0 | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To understand the meaning, scope, and interdisciplinary relevance of sports psychology. | | | | | | | | | | |
| LO2 | To explore cognitive processes and their application in sports performance. | | | | | | | | | | |
| LO3 | To examine how emotions and motivation influence sports behavior and performance. | | | | | | | | | | |
| LO4 | To understand personality theories and their implications in sports settings. | | | | | | | | | | |
| LO5 | To study psychological techniques for enhancing athletic performance before and during competition. | | | | | | | | | | |
| Unit | Content | | | | | | | | | Hours | |
| 1 | INTRODUCTION TO SPORT PSYCHOLOGY: Meaning and scope - Importance - Relationship with other sports sciences - Development of sports psychology in India and Worldwide.- Sports psychology for physical educators - coaches and athletes- Ethics in sports psychology. | | | | | | | | | 15 | |
| 2 | COGNITIVE PROCESSES IN SPORTS PERFORMANCE: Cognition- characteristics and cognitive process in sports- Sensation and Perception- Attention - Strategies to develop attention - Reaction Time, Movement Time - Reflex time - Response Time. Sensory Perceptual Process: Meaning - Mechanism and stages - Classification of senses and sensory perceptual process - factors in perception - Implication of sensory perceptual process in exercise and sport. | | | | | | | | | 15 | |
| 3 | ROLE OF EMOTIONS AND MOTIVATION IN SPORTS: Influence of emotions on performance - Motivation in Sport: Concept, Definition - drive, need and motives, instinct, attitude, achievement, motivation. Techniques and types of motivation - Perceived Competence. | | | | | | | | | 15 | |
| 4 | PERSONALITY AND ANXIETY IN SPORTS: Concept and definition - Modern perspective. Dynamics of personality in sports. Sports and Personality. Anxiety in Sport: Concept, definition and types - Anxiety and arousal - role of anxiety on physical performance. | | | | | | | | | 15 | |
| 5 | PSYCHOLOGICAL PREPARATION AND COMPETITION: Phenomenon of competitive sport - Long term psychological preparation for competition - Arousal regulation - Imagery - Self-confidence - Goal setting - Concentration - Short term psychological preparation. Mind to muscle and muscle to mind relaxation techniques. | | | | | | | | | 15 | |

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

Textbooks:

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

Reference Books:

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

Web resources:

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

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|---|---|
| | %20Sports%20Psychology.pdf |
| 5 | https://kamarajcollege.ac.in/wp-content/uploads/Skill-Based-Core-II-Sports-Psychology-and-Sociology-Sem-IV.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 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO4 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| Total | 13 | 13 | 14 | 13 | 13 | 12 | 12 | 13 | 14 | 11 | 14 |
| Average | 2.6 | 2.6 | 2.8 | 2.6 | 2.6 | 2.4 | 2.4 | 2.6 | 2.8 | 2.2 | 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 |
| 24UPSS41 | SEC - 5 Cyber Psychology | SEC - 5 | 1 | 0 | 1 | 0 | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To define cyberpsychology and understand its meaning, history, and the concept of cyberspace as the digital environment. | | | | | | | | | | |
| LO2 | To explain the key theories of self and their relevance to online behavior. | | | | | | | | | | |
| LO3 | To understand the physical and machine expressions of emotion and thought in human-computer interactions | | | | | | | | | | |
| LO4 | To explain the use of online mental health therapies and digital tools. | | | | | | | | | | |
| LO5 | To elucidate the fundamental models of online communication and the social consequences of online interactions. | | | | | | | | | | |
| Unit | Content | | | | | | | | | Hours | |
| 1 | INTRODUCTION TO CYBER PSYCHOLOGY: Meaning of Cyber Psychology - Cyberspace - History - Impact and importance of cyber psychology and the human computer interface - Scope and application of cyber psychology. Role of Psychologist in cyberspace. Research Ethics in Cyberpsychology; Importance and Application of Cyber Psychology. | | | | | | | | | 6 | |
| 2 | THE ONLINE SELF AND PERSONALITY: Concept of Online identity and Multiple selves; Theories of self– Goffman’s theory of self presentation, Arkin’s self-presentation strategies, Self-Discrepancy Theory. Cyberspace and Personality. Regressive behavior in cyberspace; Online Gender-Switching. Integrating Online and Offline Living.The Unhealthy Self. | | | | | | | | | 6 | |
| 3 | MOTIVATION AND EMOTION AT THE HUMAN-COMPUTER INTERFACE: Physical expression – Machine expression of physical thought. Interpersonal Relations: Social cyberspace – factors in cyberspace. Avatars-Anonymity. Group structure and networks: virtual communities – computer supported collaborative works. . How to Resolve Conflicts Online; Cyberspace Romances. | | | | | | | | | 6 | |
| 4 | CYBER SPACE AND MENTAL HEALTH : Importance of Mental Health in cyber space; internet-based disorders – Gaming,Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Google Effect. Online Mental Health Therapies - Uses of Therapy in Mental Health Care Tools - Telepsychiatry, Emails, Internet Relate Chats, Video Teleconferencing. | | | | | | | | | 6 | |
| 5 | INTERPERSONAL COMMUNICATION AND CYBERSPACE: Online community- Definition, Methods of Online Communication- | | | | | | | | | 6 | |

| | | |
|--|---|--|
| | Information Model, Channel Model And Mappings; Language in Online World; Psychology of Text Relationship. The Social Consequences of Online Interactions; Social Media-Introduction and Uses, Social Media and Cyberactivism; Socially Connecting Through Blogs and Vlogs; Positive Aspect of Social Media. | |
|--|---|--|

| CO | Course Outcomes On Successful completion of the course, the student will be able to |
|-----|--|
| CO1 | Appreciate the importance and applications of cyberpsychology. |
| CO2 | Integrate insights about the online self with offline living. |
| CO3 | Develop strategies for resolving conflicts online and effective approaches to conflict management in virtual settings. |
| CO4 | Apply knowledge of digital mental health interventions to support mental wellness in online environments. |
| CO5 | Evaluate the role of social media platforms in enhancing social connectivity, activism, and community engagement. |

Textbooks:

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|---|--|
| 1 | Joinson, A. N. (2003). Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives. Palgrave Macmillan. |
| 2 | Shneiderman, B., Plaisant, C., Cohen, M., Jacobs, S., & Elmqvist, N. (2016). Designing the User Interface: Strategies for Effective Human-Computer Interaction (6th ed.). Pearson. |
| 3 | Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Student's Handbook (7th ed.). Psychology Press. |
| 4 | Barak, A. (Ed.). (2008). Psychological Aspects of Cyberspace: Theory, Research, Applications. Cambridge University Press. |
| 5 | Levy, S. (2011). Artificial Life: A Report from the Frontier Where Computers Meet Biology. Vintage. |

Reference Books:

| | |
|---|--|
| 1 | Gackenbach, J. (Ed.). (2007). Psychology and the Internet: Intrapersonal, Interpersonal, and Transpersonal Implications. Academic Press. |
| 2 | MacKenzie, I. S. (2012). Human-Computer Interaction: An Empirical Research Perspective. Morgan Kaufmann. |
| 3 | Newell, A., & Simon, H. A. (1972). Human Problem Solving. Prentice Hall. |
| 4 | Whitty, M. T., & Young, G. (2017). Cyber Psychology: The Study of Individuals, Society and Digital Technologies. BPS Blackwell. |
| 5 | Schneier, B. (2015). Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World. W. W. Norton & Company. |

Web resources:

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|---|---|
| 1 | https://psychopedia.in/what-is-cyberpsychology-meaning-areas-and-importance/ |
| 2 | https://gacbe.ac.in/pdf/ematerial/18MPS25E-U3.pdf |
| 3 | https://mu.ac.in/wp-content/uploads/2025/06/5.54-N-Psychology-OE-SEM-I-Cyber-Psychology-.pdf |

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

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 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| CO4 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| Total | 13 | 12 | 12 | 13 | 13 | 14 | 13 | 13 | 13 | 12 | 14 |
| Average | 2.6 | 2.4 | 2.4 | 2.6 | 2.6 | 2.8 | 2.6 | 2.6 | 2.6 | 2.4 | 2.8 |

3 – Strong, 2 - Medium, 1 - Low