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

CONTENT

1. Preamble

2. Programme Outcomes

3. Programme Specific Outcomes

4. Eligibility for Admission

5. Methods of Evaluation and Assessments

6. Skeleton & Syllabus

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION

1. **Preamble**

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

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

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

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

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

PROGRAMME OUTCOMES (PO)

Programme	M.Sc Psychology
Programme Code	PS14
Duration	2 Years [PG]
Programme Outcomes	**PO1: Disciplinary Knowledge**: Acquire knowledge in Psychology and trade to apply the knowledge in their day-to-day life for betterment of self and society. **PO2: Critical Thinking, Problem Solving & Analytical Reasoning:** Develop critical, analytical thinking and problem-solving skills. **PO3: Research Realted Skills / Scientific Reasoning & Reflective thinking:** Develop research related skills in defining the problem, formulate and test the hypothesis, analyze, interpret, and draw conclusion from data. **PO4: Multicultural Competence & Leadership readiness :** Address and develop solutions for societal and environmental needs of local, regional and national development. **PO5: Self Directed / Life Long learning:** Work independently and engage in lifelong learning and enduring proficient progress. **PO6: Communication Skills & teamwork :** Provoke employability and entrepreneurship among students along with ethics and communication skills. **PO7: Moral & Ethical Awareness:** Understand the importance of ethical behavior in business contexts and be able to recognize and address ethical dilemmas they may encounter in their professional careers. **PO8: Information / Digital Literacy:** Prepared for lifelong learning and professional development, including the ability to adapt to changes in technology, business practices, and economic conditions throughout their careers.

Programme Specific Outcomes:	**PSO1 – Placement:** Prepare for employment in government, clinical, educational, organizational, industrial research institutes, NGOs, and to function in roles such as entrepreneurs, life coaches., influencers, trainers and counselors, teachers. **PSO2 - Entrepreneur & Contribution to business world:** Ability to continuously develop oneself professionally and to provide an opportunity to extend the knowledge base to the world of practice with a view to promote a healthy interface between academia and society. **PSO3 – Research / Development & Contribution to the Society:** Formulate research problems, construct new ideas and opportunities by using core concepts and knowledge central to the field of psychology and develop effective communication to obtain and convey psychological knowledge both in written and oral format to both scientific and common people.

Eligibility for Admission:

Candidates for admission to the first year of the Master of Psychology course shall be required to have passed the UG with any degree by the Government of Tamil Nadu or any equivalent.

Methods of Evaluation and Assessment

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

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

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

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

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*.

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC11	**Core Course -1** **Advanced General Psychology**	Core	**5**	**1**	0	0	4	6	25	75	100

	Learning Objectives
LO1	Understand the basic concepts in Psychology
LO2	Understand the biological basis of nervous system.
LO3	Acquire wide knowledge on sensation and perception.
LO4	Gain thorough knowledge on the state of consciousness and learning.
LO5	Understand the concepts of memory and better language communication.

Unit	Content	Hours
1	**INTRODUCTION:** Psychology a Science and a perspective: Definition – Brief history – Modern Psychology – Its grand Issues and Key Perspectives – Trends for the Millennium – Research in Psychology: Psychology and the Scientific Method – Research-Research methods in Psychology.	18
2	**BIOLOGICAL BASIS OF BEHAVIOR AND THE BRAIN:** Biological Bases of Behavior: Neurons: Building Blocks of the Nervous System – The Nervous System: its Basic Structure and Functions – The Brain: The Brain and Human Behavior: Where Biology and Consciousness Meet –Heredity and Behavior: Genetics and Evolutionary Psychology.	18
3	**SENSATION AND PERCEPTION:** Sensation: Vision – Hearing – Touch and other Skin Senses – Smell and Taste: The Chemical Senses – Kinesthesia – Vestibular Sense -Perception – organizing principles - Plasticity of perception: Nature – Definition – Extrasensory perception: Perception without Sensation.	18
4	**STATE OF CONSCIOUSNESS AND LEARNING:** State of Consciousness: Biological Rhythms: Tides of life and consciousness experience – Waking State of Consciousness – Sleep: the pause that refreshers –Hypnosis: Altered State of Consciousness – Consciousness – Altering Drugs: What they are and what they do. Learning – How we are changed by experience: Definition – Classical Conditioning: Learning That some Stimuli Signal others – Operant Conditioning: Learning Based on Consequences – Observational learning: Learning from the Behavior and Outcomes of	18

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

CO	Course Outcomes
CO1	Understand the basic concepts of Psychology with relation to research methods.
CO2	Describe the structure and function of neurons as the building blocks of the nervous system.
CO3	Analyze the principles and mechanisms of sensation and perception, including perceptual organization and the plasticity of perception.
CO4	Describe the basis of consciousness, biological rhythms, learning and its various forms (classical conditioning, operant conditioning, observational learning) and their impact on behavior.
CO5	Compare and contrast influential theories of human memory and memory distortion.

Textbooks:	
1	Robert A. Baron (2001). Psychology. New Delhi: Prentice Hall of India
2	Passer, M.W. & Smith, R.E. (2007). Psychology – The Science of Mind and Behavior. (3rd ed). New Delhi: Tata McGraw-Hill.
3	Coon, D. &Mitterer, J, O. (2007). Introduction to Psychology – Gateways to Mind and Behavior. (11th ed). USA: Thomson Wadsworth.
4	Smith, B.D. (1998). Psychology : Science and Understanding. New York: Mc Graw Hill.
5	Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall

Reference Books:	
1	Cacioppo, J., & Freberg, L. (2018). Discovering Psychology: The science of mind. Cengage Learning.
2	Carole Wade &Carole Tavris (2012). Invitation to Psychology (5th Ed.). Pearson/Prentice Hall.
3	Hockenbury, D. H., & Hockenbury, S. E. (2011). Discovering Psychology (5th Ed.). Worth Publishers.
4	Hilgard, E.R. (1999). Introduction to Psychology (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.

	5	Kalat, J. W. (2016). Introduction to Psychology. Nelson Education.

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC12	**Core Course 2- Research Methods & Applied Statistics**	Core	**5**	**1**	0	0	4	6	25	75	100

Learning Objectives	
LO1	Understand the processes of scientific research.
LO2	Gain knowledge about the role of ethics in research
LO3	Acquire wide knowledge on the use of appropriate research design.
LO4	Familiarize with various types of sampling techniques
LO5	Gain knowledge in research report writing

Unit	Content	Hours
1	**INTRODUCTION TO RESEARCH:** Foundations of Research -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.	18
2	**HYPOTHESIS:** Hypothesis, variables and sampling- Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research –Survey research.	18
3	**RESEARCH DESIGN:** Research Design: Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Nonexperimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.	18
4	**STATISTICAL APPROACH:** Statistics: Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test –Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS	18
5	**REPORT WRITING:** Report Writing and computers in research: Writing Proposal – Plagiarism – References and Intext citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.	18

CO	Course Outcomes
CO1	Describe the need and elements of research, research approaches and steps to define a research problem.
CO2	Understand the concepts of sampling and hypothesis formulation.
CO3	Apply knowledge for the selection of appropriate research design.
CO4	Elucidate the statistical approaches and statistical tools in research formulation.
CO5	Draft a research report with adherence to reference styles.

Textbooks:

1	Evans, A.N., &Rooney, B. J. (2011). Methods in Psychological Research. New Delhi, India: Sage Publications India Pvt. Ltd.
2	Jackson, S.L. (2015). Research Methods and Statistics. New Delhi, India: Cengage Learning India Pvt. Ltd.
3	Kothari, C. R.(2004). Research Methodology, (2nded). Chennai: New Age International Publishers.
4	Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th ed.). Singapore: McGraw-Hill.
5	Anastasi, A., & Urbina, S. (1997). Psychological testing. USA: Prentice Hall.

Reference Books:

1	Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi, India: Sage Publications India Pvt. Ltd.
2	Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi, India: Rawat Publications. 3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.
3	Mohanty, B., & Misra, S. (2019). Statistics for behavioural and social sciences. New Delhi, India: Sage Publications.
4	Myers, J. (2008). Methods in Psychological Research. New Delhi, India: Sage Publications.
5	Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics.

Web resources:

1	https://www.apa.org/ed/precollege/topss/lessons/research-methods-statistics.pdf
2	https://mrcet.com/downloads/MBA/RMSA%20Digital%20Notes.pdf
3	https://www.simplypsychology.org/research-methods.html
4	https://www.verywellmind.com/introduction-to-research-methods-2795793
5	https://www.researchgate.net/publication/338384492_Chapter_7_METHODS_OF_RESEARCH_IN_PSYCHOLOGY

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC13	Core Course 3 - Theories of Personality	Core	3	1	0	0	3	4	25	75	100

	Learning Objectives
LO1	Understand the basic concepts of personality and its determinants
LO2	Know about the fundamentals of personality theory and its emergence to gain insight about human behaviour.
LO3	Understand the significance of each school of thought in psychology
LO4	Compare and contrast the conceptual framework of various theories of personality
LO5	Know about the recent trends in personality theories how its applied in the field of Psychology.

Unit	Content	Hours
1	**INTRODUCTION** Introduction to personality Theory - Nature of Personality- Personality theory and history. Definitions- Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.	12
2	**FREUDIAN PSYCHOLOGY** Psychodynamic Approach: Sigmund Freud- Psychoanalysis, Alfred Adler- Individual Psychology, Carl Jung- Analytical Psychology, Klein- Object Relations Theory	12
3	**NEO FREUDIAN PSYCHOLOGY** Neo Psychoanalytic Approach: Karen Horney- Psychoanalytic Social Theory, Erich Fromm Humanistic Psychoanalysis, Sullivan- Interpersonal Theory, Erikson- Post-Freudian Theory	12
4	**HUMANISTIC APPROACH** Humanistic Approach/ Type/Cognitive /Dispositional: Abraham Maslow- Holistic Dynamic theory. Carl Rogers- Person-Centered theory, May – Existential Psychology, Eysenck -Trait and factor theory, Allport -Psychology of the Individual, BIG 5 Theory.	12
5	**BEHAVIORISTIC APPROACH** Behaviouristic Approach/ Recent Theory: Skinner- Behavioural Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel -Cognitive Social Theory, Seligman- Positive Psychology approach.	12

CO	Course Outcomes
CO1	Understand the nature and perspective of personality and how it emerged as a significant concept of psychology
CO2	Classify and compare various personality theories with Psychodynamic approaches.
CO3	Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, and humanistic and contemporary theories.
CO4	Apply different personality theory's perspectives by engaging students in a discussion about the everyday applications of various personality theories.
CO5	Adapt to apply principles of personality theories with positive approach towards counseling practices.

Textbooks:

1	Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10th Edn.)New Delhi: Thomson Publishers
2	Albert, B. Even (2010). An Introduction to Theories of Personality (7th ed.). New York, NY: Psychology Press.
3	Friedman, H.S., & Schustack, M.W. (2009). Personality: Classic theories and Modern Research (3rded.). Noida, India: Dorling Kindersley India Pvt. Ltd.
4	Reeves, A (2012). An Introduction to Counselling and Psychotherapy: From Theory to Practice. (1sted.). London, England: SAGE Publications Ltd.
5	Bryne, D. (1966). An Introduction to Personality. (2nded.). Upper Saddle River: NY:

Reference Books:

1	Feltham, C., Hanley, T., Winter, L.A. (2017). The SAGE Handbook of Counselling and Psychotherapy. (4th ed.). London, England: SAGE Publications Ltd.
2	Hall,S. Calvin & Garner Lindzey (2007). Theories of Personality(4th Ed.).
3	Shaffer, D.V. (2009). Social and Personality Development.(6th ed.). Belmont, MA: Wadsworth Cengage Learning.
4	McClelland, D.C. (1988). Human Motivation. London, England: Cambridge University Press.
5	Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2nd ed.). London: Alyn and Bacon.

Web resources:

1	https://www.verywellmind.com/personality-psychology-study-guide-2795699
2	https://www.hzu.edu.in/uploads/2020/9/Theories%20of%20Personality.pdf
3	https://study.com/academy/lesson/personality-theories-types-lesson-quiz.html
4	https://www.psychologytoday.com/us/basics/personality/theories-personality
5	https://psychcentral.com/health/personality-theories-in-psychology

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1ˢᵗ YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE11	**Elective Course - 1 Developmental Psychology**	Elective	4	1	0	0	3	5	25	75	100

	Learning Objectives	

LO1	Present a comprehensive overview of contemporary developmental psychology
LO2	Explain the lifespan perspective in terms of physical, cognitive, emotional and social changes
LO3	Analyze the basics of Personality and social development
LO4	Apply lifespan psychological concepts to the solutions of current issues and problems
LO5	Organize list of physical and psychological issues in Old age.

Unit	Content	Hours
1	**BASIC CONCEPTS & STAGES OF DEVELOPMENT** Basic Concepts – Aspects of Development, Life Span periods – Methods – Non Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.	15
2	**PHYSICAL & INTELLECTUAL DEVELOPMENT** Physical Development – Motor Skills – Growth rate – Physical health during. Adulthood, Physical fitness & energy – Motor functions - Intellectual Development – Approaches: Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget's model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.	15
3	**PERSONALITY & SOCIAL DEVELOPMENT** Personality and Social Development – Emotions – Emergence of Self – Role of parents and siblings – Peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity- Teenage problems.	15
4	**SOCIAL ISSUES IN ADULTHOOD** Personality and Social issues in adulthood - Parenthood – Career planning – Intimate relationship and personal life styles – Work life – Personal relationship in family and work life.	15
5	**ISSUES IN OLD AGE** Old age – Physical changes - Psychomotor functioning – Health & fitness – Health problems – Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life – Death Bereavement – Purpose and meaning of life.	15

CO	Course Outcomes
CO1	Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
CO2	Analyze physical development, Language Acquisition, Intellectual and moral Development during childhood stages
CO3	Explain the emotional problems at childhood and adolescence.
CO4	Describe Parenthood, Career planning, Intimate relationship and personal life styles, various Personality and Social issues during young adulthood
CO5	Discuss the Physical changes and adjustment aspects during the old age.

Textbooks:

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

Reference Books:

1	Elizabeth B. Hurlock (1996) Developmental Psychology – A Life Span Approach, Fifth Edition, Tata McGraw Hill Publishing co.Ltd.
2	Papalia, Diane andOld. (1992).HumanDevelopmentVEd.Tata McGraw Mill Publishing Co.,Ltd.
3	Zubek J.P. and Solberg, P.A. (1954). Human Development, New York, McGraw Hill Book Co.Ltd.
4	Berndt, T.J. (1997). Child development (2nd ed.). Madison, WI: Brow & Benchmark Publishers.
5	Santrock, J. W. (2011). Life Span Development (13thed.). New Delhi: Tata McGraw Education Private Limited.

Web resources:

1	https://www.verywellmind.com/developmental-psychology-4157180
2	https://www.kaptest.com/study/ap-psychology/ap-psychology-developmental-psychology-notes/
3	https://www.slideshare.net/akilaanbalagan/psychology-unit-vi-developmental-psycholgy
4	https://archive.mu.ac.in/myweb_test/S.Y.B.A.%20Paper%20-%20III%20-%20Developmental%20Psychology%20(Eng).pdf
5	https://www.studocu.com/in/document/university-of-calicut/introduction-to-psychology/developmental-psychology/29653026

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	CIA	External	Total
									Marks		
24PPSE12	**Elective Course - 2 Positive Psychology**	Elective	4	1	0	0	3	5	25	75	100

Learning Objectives	
LO1	Understand the meaning, history, goals, and assumptions of Positive Psychology.
LO2	Define and discuss the psychology of well-being and happiness
LO3	Differentiate between positive and negative emotions and to understand the cultivation of positive emotions.
LO4	Explore the strategies for promoting positive relationships, including compassion, forgiveness, gratitude, empathy, and resilience.
LO5	Discuss the application of Positive Psychology principles in family, workand community settings.

Unit	Content	Hours
1	**BASIS OF POSITIVE PSYCHOLOGY** Positive Psychology: Meaning, history, goals and assumptions, traditional Psychology Vs Positive Psychology.	15
2	**HAPPINESS ACROSS LIFE SPAN** The Meaning and Measure of Happiness: Psychology of well–being, Happiness, hedonic and the Eudaimonic basis of happiness; Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facets of life.	15
3	**TYPES OF EMOTIONS** Emotions: Positive emotions and negative Emotions; cultivating positive emotions, Character Strength; Flow.	15
4	**BUILDING POSITIVE RELATIONSHIPS** Promoting Positive Relationships: Compassion, Forgiveness, Gratitude, Empathy and Resilience.	15
5	**TECHNIQUES OF POSITIVE PSYCHOLOGY** Application of Positive Psychology: Family, Work and Community.	15

CO	Course Outcomes
CO1	Summarize the foundations and goals of positive psychology.
CO2	Describe different perspectives on happiness, evaluate the factors contributing to happiness and happiness across life span.
CO3	Employ the knowledge of the dynamic nature of human emotions in promoting the a quality of life among individuals in the society.
CO4	Discuss and apply principles of compassion, forgiveness, gratitude, empathy, and resilience to enhance interpersonal relationships and overall well-being.
CO5	Demonstrate efficiency in using positive Psychology oriented therapeutic techniques in the context of family, work and community.

Textbooks:

1	Carr, A. (2011). Positive psychology: The science of happiness and human strengths. London: Routledge.
2	Steve, B.R. & Marie, C.K. (2009). Positive Psychology. Dorling Kindersley: India.
3	Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well–Being Centre).
4	Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). Positive psychology: The scientificand practical explorations of human strengths. SAGE.
5	Compton, W. C., & Hoffman, E. (2019). Positive psychology: The science of happiness and flourishing. SAGE Publications.

Reference Books:

1	Patnaik, G. (2021). Positive psychology for improving mental health & well-being. Notion Press.
2	Rashid, T., & Seligman, M. (2018). Positive psychotherapy: Workbook. Oxford University Press.
3	Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. SAGE Publications.
4	Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). Developing Soft Skills - Fourth edition. New Delhi: Pearson Education.
5	Hart, R. (2020). Positive psychology: The Basics. Routledge.

Web resources:

1	https://positivepsychology.com/positive-psychology-an-introduction-summary/
2	https://en.m.wikipedia.org/wiki/Positive_psychology
3	https://www.structural-learning.com/post/what-is-positive-psychology
4	https://www.google.com/amp/s/www.psychologytoday.com/us/basics/positive-psychology%3famp
5	https://www.verywellmind.com/what-is-positive-psychology-2794902

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ˢᵗ YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSA11	**AECC - 1** **Interpersonal and Communication Skills**	AECC	**1**	**1**	0	0	2	2	25	75	100

	Learning Objectives
LO1	Identify the factors that influence self esteem and self image including social, cultural and personal factors.
LO2	Send and interpret verbal and nonverbal messages accurately and effectively.
LO3	Understand the importance of close relationships in promoting mental, emotional and physical wellbeing.
LO4	Understand the basis of meaning and values
LO5	Impart efficiency in resolving interpersonal conflicts and the aspects of win - win situation.

Unit	Content	Hours
1	**SELF-AWARENESS** Understanding the self and discovering it. Self-awareness. Self image development. How to be the person I am today? Finding your real self. Importance of self-talk. Self Esteem. The journey of life.	6
2	**INTERPERSONAL COMMUNICATION** Steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationships.	6
3	**DEVELOPING CLOSE RELATIONSHIPS** Personality variables, Zones, Body language, Desk method and character variables for developing close relationships.	6
4	**MEANING AND VALUES** Values-types of values- Personal values-Value indicators the importance of meaning and purpose.	6
5	**RESOLVING INTERPERSONAL CONFLICT** Cause for conflict, Realities of conflict, Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques in conflict, Learning to be assertive in a conflict situation, Steps for win-win conflict resolution and when conflicts cannot be resolved.	6

CO	Course Outcomes
CO1	Express self-concept and examine self-esteem through practical exercises
CO2	Demonstrate effective verbal and non-verbal communication skills in various interpersonal conflicts
CO3	Analyze the various factors that contribute to the formation, maintenance and dissolution of close relationships.
CO4	Understand the need for critical thinking skills, thereby enabling them to evaluate different perspectives on meaning and values.
CO5	Learn strategies to prevent conflicts before they escalate and develop emotional intelligence skills to manage their emotions during conflict situations.

Textbooks:

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

Reference Books:

1	Eastwood Atwater (1993). Psychology for Living: Adjustment, Growth, and Behavior Today 5th Edition, Prentice Hall College Division.
2	Weiten, W; Lloyd A.M (2004), 7th Ed., Psychology Applied to Modern Life, Thomson & Wadsworth
3	Gudykunst, W. B. (Ed.) (2003). Cross-cultural and intercultural communication. Thousand Oaks, CA: Sage Publications.
4	Civinkly, J. M. (Ed.) (1974). Messages: A reader in human connection. New York: Random House.
5	Durkin, K. (1995). Developmental Social Psychology: From Infancy to Old Age. MA: Blackwell Publishing

Web resources:

1	https://www.oxfordhomestudy.com/courses/leadership-courses-online/free-interpersoo.com/blog/interpersonal-communication-definition-importance-and-must-have-snalskills-training
2	https://www.oxfordhomestudy.com/courses/customer-service-courses-online/freecommunication-skills-courses
3	https://haiilkills/
4	https://study.com/academy/lesson/interpersonal-communication-definition-characteristics-types.html
5	https://study.com/academy/lesson/what-are-interpersonal-skills-definition-examples.html

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC21	**Core Course - 4** **Psychometry**	Core	**5**	**1**	0	0	4	6	25	75	100

	Learning Objectives	
LO1	To train students on the principle of testing.
LO2	To gain knowledge of the procedures in standardization and development of norms.
LO3	To describe item writing procedures for different types of tests.
LO4	To explain item analysis procedures used in test construction
LO5	To understand ways to minimize error in test construction.

Unit	Content	Hours
1	**TEST CONSTRUCTION:** Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Setting and purpose of tests - Characteristics of examinee - Effect of examiner - Scaling – Selecting a scaling method - Representative scaling methods. Constructing the items - Testing the items - Revising the test - Publishing the test.	18
2	**CONSTRUCTION OF INTELLIGENCE TESTS:** Item writing for Intelligence tests: Analogies - odd-man-out - sequences. Tests of ability and attainment: Content of items - multiple choice items - Advantages of multiple choice items - True-false items - matching items - choosing the item type - Other item types - arrangement of items for a test trial – guessing - Constructing Personality Inventories- Problems in constructing personality Inventories - Writing items for personality Inventories: item forms - guidelines for item writing. - Eliminating response sets - Item content.	18
3	**CONSTRUCTION OF OTHER TYPES OF TESTS:** Objective tests: Advantages – principles - stimulus-instruction situation and response scoring parameters - Distinction between objective tests of ability - temperament and dynamics - Practical hints for objective test construction in personality and motivation - Differential motivation of different subjects - Group vs Individual tests - Objective test dimensions - Projective tests construction of projective tests - Item writing for mood and state scales - Attitude measurement: types of attitude scales.	18
4	**ITEM ANALYSIS:** Important variables for item analysis - Two indices in item analysis-correlations of items and the total score - choice of item – analytic statistics - Item scoring and item analysis- Item difficulty - Item discrimination - Item response theory - Selection of items after item analysis - Rewriting items - Failure to form a test.	18

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

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

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

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC22	**Core Course 5 - Abnormal Psychology**	Core	**5**	**1**	0	0	4	6	25	75	100

	Learning Objectives	
LO1	To accurately assess and diagnose mental disorders by understanding symptoms, applying diagnostic criteria, and differentiating between conditions.
LO2	To understand the symptoms, diagnostic criteria, and treatment approaches for Neurocognitive and other sleep related psychotic disorders.
LO3	To grasp the characteristics, diagnostic criteria, and treatment approaches for substance-related disorders, while addressing their impact on physical and psychological health.
LO4	Understand the classification, symptoms, and underlying causes of mood disorders, while developing skills for accurate diagnosis and effective intervention strategies.
LO5	Focus on identifying the traits, diagnostic guidelines, and treatment options for somatoform and behavioral syndromes.

Unit	Content	Hours
1	**ASSESMENT AND DIAGNOSIS OF MENTAL DISORDERS:** Definition of mental illness, signs and symptoms in psychopathology - systems of classification – DSM 5 and ICD 11 - Clinical case formulation – Diagnosis - Types and uses of rating scales – Screening tools (Overview).	18
2	**NEUROCOGNITIVE AND SLEEP DISORDERS:** Introduction to Neurocognitive and sleep disorders: Dementia – delirium - head injury – epilepsy - other amnesic syndromes- Clinical picture – etiology and treatment - Specific Developmental disorder of scholastic skills - Pervasive developmental disorders - behavioral and emotional disorders - disorders of social functioning.	18
3	**SUBSTANCE RELATED DISORDER:** Substance-related disorders - Clinical picture - models of addiction - assessment and intervention - Eating disorders: Anorexia – bulimia and binge eating disorder - Sexual dysfunctions and gender dysphoria – Clinical features - etiology and paraphilias.	18
4	**MOOD AND ANXIETY DISORDERS:** Mood and anxiety disorders: depression – bipolar – phobia – GAD – panic – OCD – PTSD - adjustment disorder - Clinical features and Etiology.	18
5	**SOMATOFORM AND BEHAVIORAL SYNDROMES:** Somatoform and behavioral syndromes – dissociative disorder – somatoform - and other related disorders - Psychotic disorders – Schizophrenia – delusion and other psychotic disorders.	18

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

Textbooks:

1	Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.
2	Barlow, D.H., & Durand, V.M. (2015). Abnormal Psychology – An Integrative Approach (7th ed). New Delhi: Cengage Learning.
3	Millon, T., Blaney, H. P., & Davis, D. R.(1999). Oxford Textbook of Psychopathology.Oxford University Press New York.
4	Fish, F. & Hamilton, M.(Eds) .(1979). Fish's Clinical Psychopathology Bristol: John Wright & Sons
5	Oltmanns, Thomas. C & Emery, Robert. E. (2017). Abnormal Psychology (3rd Edition), Tamilnadu: Pearson

Reference Books:

1	Hecker,J.E., &Thorpe,G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
2	Sarason and Sarason. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd
3	Carson and Butcher. (2010). Abnormal Psychology (13th edition). New Delhi: Pearson Education, Inc.
4	Hecker. (2010). Introduction to Clinical Psychology. New Delhi: Pearson Education, Inc.
5	Carson, Robert. C, Butcher, James, & Mineka, Susan .(1996). Abnormal Psychology and Modern Life (Tenth Edition), Harper Collins College Publishers.

Web resources:

1	https://www.psychiatry.org/psychiatrists/practice/dsm
2	https://archive.mu.ac.in/myweb_test/TYBA%20study%20material/T.Y.B.A.%20-%20Paper%20-%20V%20-%20Abnormal%20Psychology.pdf
3	https://study.com/learn/lesson/abnormal-psychology-fundamentals-types-examples.html#:~:text=Abnormal%20psychology%20studies%20abnormalities%20in,cause%20of%20abnormality%20is%20psychological.
4	https://www.verywellmind.com/what-is-abnormal-psychology-2794775
5	https://www.slideshare.net/slideshow/introduction-to-abnormal-psychologylec12nd-semay-202021pdf/266656413

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	CourseName	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC23P	**Core Course 6 - Psychological Assessment I (Counselling and Psychotherapy)**	Core	**0**	**0**	4	0	3	4	25	75	100

	Learning Objectives
LO1	To assist in the selection of appropriate tests.
LO2	To develop competence in Various types of Psychometric tests
LO3	To Administer psychological test according to the guidelines
LO4	To understand and interpret the person's test scores
LO5	To understand and solve the ethical issues in Psychological assessment.

Unit	Content	Hours
1	Intelligence test i) Mallin's Intelligence Scale for Indian Children (MISIC) ii) Weschler's Adult Performance Intelligence Scale (WAPIS) iii) Multiple Intelligence Scale	12
3	Differential Aptitude Tests	4
4	Adolescent Interest Scale	4
5	David's Battery of Differential aptitude test II	4
6	Myers Briggs Type Indicator (MBTI)	4
7	Catell's 16 Personality Factor Questionnaire (16PF)	4
8	Multiple Anxiety Inventory	4
9	Memory Scale	4
10	Assessment of Learning Disability	4
11	Career Maturity	4
12	Assertive Questionnaire	4
13	Students Stress Scale	4
14	Marital Adjustment Questionnaire	4

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

Textbooks:	
1	Anastasi. A. & Urbina.S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA
2	Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.
3	Scott, J., Boylan, J.C. & Jungers, C. M. (2015). Practicum & internship: Textbook and resource guide for counseling and psychotherapy (Fifth Edition). New York: Routledge
4	Corey, G. (2009). Case approach to counseling and psychotherapy. ThomsonBrooks/Cole.
5	Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. NewDelhi: Sage Publications.
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	Brodwin, M. G. (2011). Translating Theory to Practice--Thinking and Acting Like an Expert Counselor. The Journal of Rehabilitation, 77(2).
5	MacCluskie, K.C. (2009). Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness.
Web resources:	
1	https://www.psychologydiscussion.net/essays/essay-on-the-uses-psychological-test/742
2	https://www.youtube.com/watch?v=6HtnBBmuZpI
3	https://www.verywellmind.com/psychometric-properties-425262
4	https://www.scribd.com/document/440501223/WAPIS
5	https://www.scribd.com/document/320372974/MISIC-Manual-Edt

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2- Medium, 1- Low

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSC24	**Core Course - 7 Environmental Psychology**	Core	3	1	0	0	3	4	25	75	100

	Learning Objectives
LO1	Explain what environmental psychology is, and how its approach differs from other fields within psychology
LO2	Examine psychological mechanisms for promoting environmentally friendly behaviors.
LO3	Understand and apply key theories of environment to analyze human-environment interactions and their psychological implications.
LO4	Understand the impact of environmental stressors on ecosystems and human health, and explore strategies for mitigation and adaptation.
LO5	Examine the relationship between cognitive processes and attitudes, and how they influence behavior and decision-making.

Unit	Content	Hours
1	**BASIC CONCEPTS OF ENVIRONMENTAL PSYCHOLOGY:** Introduction – Nature – Characteristics – Research – Research methods in environmental psychology – Data collection methods.	12
2	**ENVIRONMENTAL PERCEPTION:** Introduction -Environmental perception conventional approaches to perception - Environmental perception - Movement, habituation and the perception of change - Perception of movement - Habituation or adaptation - Perception of change - Perception of natural cognition and Cognitive mapping.	12
3	**THEORIES OF ENVIRONMENT :** Behavior Relationships: Introduction – Nature and function of theory in environmental psychology – Environment–Behavior theories: Fledgling theories in a fledgling field – Arousal approach –Environmental load approach – adoption level theory: Optimal stimulation – behavior constraint approach – Barker's Ecological psychology	12
4	**ENVIRONMENTAL STRESS :** Environmental stress approach Stress – Characteristics of stressors – Appraisal – Characteristics of the stress response –Natural disaster – Characteristics of natural disasters – Effects of natural disaster	12
5	**COGNITION AND ATTITUDE** Components of cognitive maps –Familiarity, gender and socioeconomic class – Functions of cognitive maps – Memory and cognitive maps – Cognitive organization of the environment	12

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

Textbooks:	
1	Bechtel, R. B. & Churchman, A. (2002). Handbook of Environmental Psychology. New York: Wiley & Sons
2	Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A.S. (2005). Environmental Psychology (5th. Ed). Erlbaum.
3	Gieseking, J., W. Mangold, C. Katz, S. Low, and S. Saegert. (2014). The People, Place, and Space Reader. New York, Routledge.
4	Gifford, R. (2007). Environmental psychology: Principles and practice (5th ed.). Colville, WA: Optimal Books
5	Heft, H. (2001). Ecological psychology in context: James Gibson, Roger Barker, and the legacy of William James's radical empiricism. Psychology Press.

Reference Books:	
1	Bechtel, R. B., & Bechtel, R. B. (1997). Environment and behavior: An introduction. Sage Publication
2	Gifford, R. (2007). Environmental psychology: Principles and practice (p. 372). Colville, WA: Optimal books.
3	Steg, L. E., Van Den Berg, A. E., & De Groot, J. I. (2013). Environmental psychology: An introduction. BPS Blackwell.
4	Stokols, D., & Altman, I. (Eds.). (1987). Handbook of environmental psychology (Vol.1 & 2). John Wiley & Sons.
5	Kaplan, R., & Kaplan, S. (1989). The experience of nature: A psychological perspective. Cambridge University Press.

Web resources:	
1	http://ndl.ethernet.edu.et/bitstream/123456789/46098/1/16.pdf
2	https://guides.library.illinois.edu/environmentalpsychology
3	https://ecampusontario.pressbooks.pub/psychologycareers/chapter/environmental-psychology/
4	https://books.google.co.in/books/about/Environmental_Psychology.html?id=rTwQAQAAIAAJ&redir_esc=y
5	https://www.bestmastersinpsychology.com/lists/5-books-for-environmental-psychologists/

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSE21	**Elective Course - 3** **Behaviour Modification**	Elective	**3**	**1**	0	0	3	4	25	75	100

Learning Objectives	
LO1	Learn the terminology, procedures, and techniques of Behavior Modification
LO2	Equip students to apply these principles within the real-world environment.
LO3	Be competent to administer several approaches for behaviour change.
LO4	Understand the basic ideas of behaviour and the ways to modify them.
LO5	Understand individualized behavior modification plans based on the various techniques learnt

Unit	Content	Hours
1	**INTRODUCTION TO BEHAVIOR MODIFICATION:** Definition and characteristics of behavior modification - Historical aspects - Areas of application – Reinforcement: positive and negative reinforcement - escape and avoidance behaviors - conditioned and unconditioned reinforcers - factors that influence the effectiveness of reinforcement - schedules of reinforcement - Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Analysis - Basic behavioral principles of the A-B-C contingency - Formal behavioral assessment - A brief look at the areas of application.	12
2	**PROCEDURES TO ESTABLISH NEW BEHAVIOURS:** Stimulus control: discrimination and generalization - Defining stimulus control - stimulus discrimination training - the three-term contingency. Generalization - Shaping and its applications - How to use shaping- shaping of problem behaviors - Prompting and fading techniques. - Types of prompts - How to use prompting and transfer of stimulus control – Chaining - Examples of behavioral chains: analyzing stimulus- response chains - task analysis - backward chaining - forward chaining.	12
3	**PROCEDURES TO ENHANCE DESIRABLE BEHAVIOR AND MITIGATE UNDESIRABLE BEHAVIOR:** Differential reinforcement of alternative behavior - differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures - Using antecedent control strategies.	12
4	**OTHER BEHAVIOR CHANGE PROCEDURES:** Token economy,	12

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

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

Textbooks:	
1	Miltenberger, R.G. (2012). Behavior modification: Principles and procedures. (5th ed.). Boston, MA: Wadsworth CengageLearning.
2	Masters, J. C., Burish, T. G., Hollon, S. D., & amp;Rimm, D. C. (1987). Behavior Therapy: Techniques And Empirical Findings. (3rd ed.).NewYork, NY: Harcourt Brace Jovanovich College Publishers.
3	Miltenberger, R.G. (2016). Behavior modification: Principles and procedures. (6th ed.).Boston,MA:WadsworthCengageLearning.
4	Kanfer, F.H., &Sallow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. Archives of General Psychiatry, 12(6), 529-538.
5	Simos, G. (2002). Vol I &II *Cognitive behavior therapy: A guide for the practicing clinician* (Vol1) London, England: Brunner-Routledge.
Reference Books:	
1	Hersen, M. Eisler, R.M. & Miller.P.M. (1975). Progress In Behaviour

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course	Course Name	a te g o	L	T	P	S	ed H	ou	Marks

Code										CIA	External	Total
24PPSE22	**Elective Course - 4 Psychotherapy**	Elective	**3**	**1**	0	0	3	4		25	75	100

	Learning Objectives
LO1	To gain an understanding of the different types of psychological therapies
LO2	To describe the application of psychological therapies.
LO3	To explain the process of psychotherapy
LO4	To understand the application of counseling and psychotherapy in groups and families.
LO5	To understand the procedures of certain alternative methods to psychotherapy.

Unit	Content	Hours
1	**PSYCHOTHERAPY FORMULATION**: Definition - types and purpose of formulation - Structured case formulation methods - Therapeutic process: Transference: Types - counter transference and resistance	12
2	**GROUP COUNSELLING AND GROUP THERAPY:** Definition – assumptions underlying group work - Historical perspective of group counselling and therapy - Therapeutic factors – Process and outcome in group counselling and psychotherapy - ethical issues in therapeutic group work.	12
3	**FAMILY THERAPY**: Family therapies that focus on background- Adlerian family therapy - multigenerational family therapy - Structural family therapy - Family therapies that focuses on emotions.	12
4	**SUPPORTIVE PSYCHOTHERAPY:** Objectives - indications and contraindications - Supportive measures: Application of psychotherapy in certain areas: Psychotherapy for Obsessive Compulsive Disorder, - personality disorders - post- traumatic stress disorder and psychoses.	12
5	**ALTERNATIVES TO COUNSELLING AND PSYCHOTHERAPY:** Eye movement desensitization therapy- Mindfulness based therapy - Neuro linguistic programming -Yoga therapy and Art Therapy.	12

CO	Course Outcomes
CO1	Describe the basic concepts of different psychological therapies.

CO2	Examine the process of psychological therapies.
CO3	Analyze skills and techniques used in specific groups/ problems.
CO4	Critically evaluate psychological therapies for specific groups/ problems.
CO5	Recommend suitable strategies to be used in hypothetical cases.

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PPSS21	**Skill Enhancement Course – 1 NME Relationship Counselling for Children and Young People**	Skill Enhancement Course	1	1	0	0	2	2	25	75	100

Learning Objectives	
LO1	Familiarize concepts, models and theories related to Relationship counseling
LO2	Acquire advanced theoretical understanding of Counseling with Children and Young People, integrating opportunities to develop professional and practical counseling skills.
LO3	Apply Relationship counseling skills in real time scenarios
LO4	To learn competences based on professional body standards to work with children and young people
LO5	Identifying the ways in which children and young people manage and process their emotions, including the ability to recognize situations where they are finding it difficult to access these.

Unit	Content	Hours
1	**HELPING AND EXPLORING CHILD'S RELATIONSHIP:** Helping the Child to Talk about Their Relationships- Contracting with Parents - The Purpose of Individual Counseling - Attributes of the Child's Counsellor - Combining Media and Activity with Counseling Skills - Joining with the Child - Exploring the Child's Relationships with Parents and Siblings.	6
2	**ADDRESSING CHILD RELATIONSHIP:** Addressing the Child's Relationships with Parents and Siblings-Whole Family Counselling - Counselling for Individual Children - Group Counselling for the Children Concerned - Using Clay to Address Relationship Issues between Siblings - Counselling for the Parent/s and Child/Children - Family Counselling to Integrate and Complete the Work - Addressing the Child's Relationships with Peers - Teachers and other Adults.	6
3	**YOUNG PERSON'S RELATIONSHIP WITH FAMILY:** Helping Young People to Talk About their Relationships- Being Authentic and Open - Drawing on Existentialist Philosophy and Constructivist Thinking - Being Proactive in Introducing Creative - Experiential, Cognitive and Psycho-educational Strategies - Responding to the Young Person's Developmental Needs - Working Within the Young Person's Constructs.	6

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

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

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

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

Mapping with Programme Outcomes and Programme Specific Outcomes

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

3 – Strong, 2 - Medium, 1 - Low