

*Placed at the meeting of
Academic Council
held on 15.11.2023*

APPENDIX – BJ

MADURAI KAMARAJ UNIVERSITY

(University with Potential for excellence)

Revised Syllabus for

B.Sc. PSYCHOLOGY (SEMESTER)

CHOICE BASED CREDIT SYSTEM

REGULATIONS AND SYLLABUS

(This will come into effect from the academic year 2023-2024 onwards)

CONTENTS

- i. Introduction
- ii. PO and PSO Description
- iii. UG – Template
- iv. Methods of Evaluation & Methods of Assessment
- v. Semester Index.
- vi. Subjects – Core, Elective, Nonmajor, Skill Enhanced, Ability Enhanced, Extension Activity, Environment, Professional Competency
 - 1) *Course Lesson Box*
 - 2) *Course Objectives*
 - 3) *Units*
 - 4) *Learning Outcome*
 - 5) *Refence and Text Books*
 - 6) *Web Sources*
 - 7) *PO Mapping tables*

1. Introduction

B.Sc. Psychology: Programme Outcome, Programme Specific Outcome and Course

Outcome

Psychology is the scientific study of mind and behaviour. It is a broad and diverse field with many career options for the students. This course forms the foundation for the students aspiring to specialize in various fields such as education, hospital, industrial, forensic, and many more. The key core areas of study in Psychology include general psychology, developmental psychology, social psychology, abnormal psychology and experimental psychology. This programme helps learners in building a solid foundation for higher studies in Psychology. In addition students are equipped with skills that facilitate employment.

The Bachelor's Degree B.Sc. Psychology is awarded to the students on the basis of knowledge, understanding, skills, attitudes, values and academic achievements expected to be acquired by learners at the end of the Programme. Learning outcomes of Psychology are aimed at facilitating the learners to acquire these attributes, keeping in view of their preferences and aspirations for gaining knowledge of Psychology.

LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDER GRADUATE PROGRAMME	
Programme:	U.G.
University	Madurai Kamaraj University
Duration:	3 years [UG]
Programme Outcomes:	PO1: Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study PO2: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. PO3: Critical thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications;

formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO4: Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO5: Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

PO6: Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation

PO7: Cooperation/Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team

PO8: Scientific reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

PO9: Reflective thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

PO10 Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO 11 Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

PO 12 Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

PO 13: Moral and ethical awareness/reasoning: Ability to

	<p>embrace moral/ethical values in conducting one’s life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one’s work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.</p> <p>PO 14: Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.</p> <p>PO 15: Lifelong learning: Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.</p>
<p>Programme Specific Outcomes:</p>	<p>PSO1: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p>PSO 2: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p>PSO 3: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p>PSO 4: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p>PSO 5: Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PSO 1	Y	Y	Y	Y	Y	Y	Y	Y
PSO 2	Y	Y	Y	Y	Y	Y	Y	Y
PSO3	Y	Y	Y	Y	Y	Y	Y	Y
PSO 4	Y	Y	Y	Y	Y	Y	Y	Y
PSO 5	Y	Y	Y	Y	Y	Y	Y	Y

3 – Strong, 2- Medium, 1- Low

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
I	<p>Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.</p>	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I, II, III, IV	<p>Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)</p>	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with the essential skills to make them employable
		<ul style="list-style-type: none"> ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		<ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical know-how of solving real life problems.
III, IV, V & VI	<p>Elective papers</p>	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of-Art techniques from the streams of multi-disciplinary, cross-disciplinary and interdisciplinary nature ➤ Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.

IV	ElectivePapers	<ul style="list-style-type: none"> ➤ Exposuretoindustry mo uldsstudentsintosolutio nproviders ➤ GeneratesIndustryready graduates ➤ Employmentopportuni tiesenhanced
VSemester	Electivepapers	<ul style="list-style-type: none"> ➤ Self-learning isenhanced ➤ Applicationoftheconce pttorealsituationisconce ivedresulting intangibletoutcome
VISemester	Electivepapers	<ul style="list-style-type: none"> ➤ Enriches the studybeyondthe course. ➤ Developingaresearchfr amework and presenting their independent and intellectual ideas effectively.
ExtraCredits: ForAdvancedLearners/Honorsdegree		<ul style="list-style-type: none"> ➤ Tocatertotheneeds ofpee rlearners/research aspirants
SkillsacquiredfromtheCourses		Knowledge, Problem Solving, Analytical ability,ProfessionalCompetency,ProfessionalC ommunicationandTransferrable Skill

BSc Psychology

<i>Sem I</i>	<i>C</i> <i>r</i> <i>e</i> <i>d</i> <i>i</i> <i>t</i>	<i>Sem II</i>	<i>C</i> <i>r</i> <i>e</i> <i>d</i> <i>i</i> <i>t</i>	<i>Sem III</i>	<i>C</i> <i>r</i> <i>e</i> <i>d</i> <i>i</i> <i>t</i>	<i>Sem IV</i>	<i>C</i> <i>r</i> <i>e</i> <i>d</i> <i>i</i> <i>t</i>	<i>Sem V</i>	<i>C</i> <i>r</i> <i>e</i> <i>d</i> <i>i</i> <i>t</i>	<i>Sem VI</i>	<i>C</i> <i>r</i> <i>e</i> <i>d</i> <i>i</i> <i>t</i>
1.1. Language	3	2.1. Language	3	3.1. Language	3	4.1. Language	3	5.1 Core Course – \CC IX Clinical psychology I	4	6.1 Core Course – CC XIII Clinical psychology II	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course – CC X Social psychology I	4	6.2 Core Course – CC XIV Social psychology II	4
1.3 Core Course – CC I General Psychology I	4	2.3 Core Course – CC III General Psychology II	4	3.3 Core Course – CC V Developmental psychology I	4	4.3 Core Course – CC VII Developmental psychology II	4	5. 3.Core Course - CC -XI Health psychology	4	6.3 Core Course – CC XV - Marketing and consumer behaviour	4
1.4 Core Course – CC II Biological psychology I	4	2.4 Core Course – CC IV Biological psychology II	4	3.4 Core Course – CC VI Experimental psychology I	4	4.4 Core Course – CC VIII Experimental psychology II	4	5. 3.Core Course –/ Project with viva-voce - CC - XII -- Project	4	6.4 Elective - VII Generic/ Discipline Specific - --Case study	3
1.5 Elective I Generic/ Discipline Specific Introduction to Theories of Personality	3	2.5 Elective II Generic/ Discipline Specific Language proficiency for employability	2	3.5 Elective III Generic/ Discipline Specific Statistics in Psychology	3	4.5 Elective IV Generic/ Discipline Specific Digital skills for Employability	2	5.4 Elective V Generic/ Discipline Specific Guidance and Counselling	3	6.5 Elective VIII Generic/ Discipline Specific Employability Readiness	2

1.6 Skill Enhancement Course SEC-1 (NME) Communication English	2	2.6 Skill Enhancement Course SEC-2 (NME) Disaster management and Trauma psychology	3	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill) Neuro Linguistic Programming (NLP)	1	4.6 Skill Enhancement Course SEC-6 Sports psychology	2	5.5 Elective VI Generic/ Discipline Specific Industrial psychology	3	6.6 Extension Activity NSS	1
		2.7 Skill Enhancement Course – SEC-3 Democratic values and active citizenship	2	3.7 Skill Enhancement Course SEC-5 Eradicating Radicalization through Education	2	4.7 Skill Enhancement Course SEC-7 Introduction to Research Methodology	3	5.6 Value Education	2	6.7 Professional Competency Skill Positive psychology	3
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1 Professional English I	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2 Professional English II	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3 Psychology for effective living	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4 Basic skills in Computer applications	2	5.5 Summer Internship /Industrial Training	2		
1.8 Skill Enhancement - (Foundation Course)/ Transactional Analysis	2			3.8 E.V.S	-	4.8 E.V.S	2				
	2 3		2 3		2 2		2 5		2 6		2 1
	Total Credit Points										140

First Semester (BSc Psychology)

Title of the Course		General Psychology I					
Paper Number		CORE I					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • To understand the nature of Psychology • Learn the role of the nervous system, endocrine systems and consciousness • Understand the basic anatomy and functions of sensation, attention, and perception • States of Consciousness, extended states of consciousness • Know the fundamental principles and features of learning and motivation 					
Course Outline		<p>Unit I: Introduction to Psychology: Concept and definition of psychology. Nature and Scope. Branches of psychology. Application of psychology to society and social problems. Methods in Psychology: Characteristics of psychological studies, Observation. Survey method, Clinical and case study method. Experimental method.</p>					
		<p>Unit II: Sensation and Attention: General properties of Senses: Visual sense – Auditory sense – Other senses; Attention: Characteristics - Selective attention – Divided Attention - physiological correlates and determinants of attention: Focus and Margin</p>					
		<p>Unit III: Perception: Perceptual processes. Perceptual organisation. Perception of form, colour, depth and time. Perceptual readiness and constancy. Role of motivation, social and cultural factors in perception. Application of knowledge of perception to skill development</p>					
		<p>Unit IV: States of Consciousness: Nature of Consciousness – Changes in consciousness: Day dreaming – sleep and dreaming – Extended states of</p>					

	consciousness: Hypnosis – Meditation – Hallucinations – Psychoactive drugs
	<p>Unit V: Learning</p> <p>Classical conditioning and operant conditioning, Modelling and observational learning. Transfer of training. Learning and motivation. Application of the Learning principles to the improvement of performance.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd. 2. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5th ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 3. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 4. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 1. Baron, Robert A. (2011). <i>Psychology</i>. 5th ed. Pearson, India. 2. Morgan, Clifford T., King, Richard A., Weisz, John R., Schopler, John (1993): <i>Introduction to Psychology</i>, Tata-McGraw Hill. 3. Marx, Melvin H. (1976) <i>Introduction to psychology- Problems, Procedures & Principles</i>, MacMillan Publishing Co. 4. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): <i>Introduction to Psychology</i>, Harcourt Brace Jovanovich Inc

Website and e-Learning Source	<ol style="list-style-type: none"> 1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (https://bmcpublishing.biomedcentral.com/) 4. https://www.psywww.com/careers/specialt.html www.worthpublishers.com/hockenbury 5. https://courses.lumenlearning.com/wsusandbox/chapter/gestalt-principles-of-perception/
--------------------------------------	--

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1** Acquire knowledge on the history, methods and special areas in the field of Psychology
- **CO2** Explain sensory systems through which information processing happens
- **CO3** Relate the process of attention to perception and infer how we make sense of the world around us
- **CO4** Critically examine the process of learning.
- **CO5** Gain insight into complex emotional experiences of human being and analyse the experience of self in day-to-day life.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Biological Psychology I				
Paper Number		CORE2				
Category	Core	Year	I	Credits	4	Course Code
		Semester	I			
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total	
		4	1	--	5	
Pre-requisite						

Objectives of the Course	<ul style="list-style-type: none"> ● To understand the relationship between the body, mind and the brain. ● To explain the biological foundations of behavior, including theories, history, and research methods. ● Understand the evolution and development of the nervous system. ● To learn the structures and functions that underlie sensation, perception, and motor control. ● Describe the biological underpinnings of cognition and socio-emotional functioning.
Course Outline	<p>Unit I: Introduction to Bio-Psychology: Understanding human consciousness: A Physiological approach. Nature of Physiological approach: Goals of Research, Biological roots of Physiological Psychology. Natural selection and evolution: Functionalism and Inheritance of Traits, Evolution of human species, evolution of large brains. Ethical issues in research with animals. Careers in neuroscience.</p> <p>Unit II: Nervous System: Cells of the Nervous System: Neurons, supporting cells. Neural Communication: Measuring electrical potentials of axons, Membrane potential, The action potential and its conduction. Communication between neurons-non-synaptic communication.</p> <p>Unit III: The Structure of the Nervous System: Basic feature of the Nervous System. The central nervous system: its development, The forebrain, The midbrain, The hindbrain, The spinal cord. The Peripheral Nervous System: Spinal nerves, cranial nerves, the autonomic nervous system.</p> <p>Unit IV: Methods and Strategies of Research in Biopsychology: Experimental ablation: Evaluating the behavioural effects of brain damage, producing brain lesions. Stereotaxic surgery, Histological methods, Tracing neural connections, Study of the living human brain. Recording and stimulating neural activity: neural activity, metabolic and synaptic activity, measuring brain's secretions, Stimulating neural activity, behavioural effects of electrical brain stimulation. Neurochemical methods- Genetic methods.</p>

	<p>Unit V: Psychobiology of Sensory Systems</p> <p>Psychobiology of Sensory Systems: Anatomy of the visual system: The eyes, Photoreceptors. Connections between eye and brain. Audition: The stimulus, Anatomy of the ear, Auditory hair cells and the transduction of auditory information. Somatic senses- Gustation Olfaction.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Bear, M. F., Connors, B. W., and Paradiso, M. A. (2006). <i>Neuroscience: Exploring the Brain (3rd ed.)</i>. Lippincott Williams and Wilkins. 2. Pinel, John P.J., and Bannes, Steven J., (2016). <i>Biopsychology (9th ed.)</i>, Global edition. 3. Hampbell, William H., and Rohrbaugh, Robert M., (2006). <i>The Biopsychosocial Formulation Manual: A Guide for Mental Health Professionals (ebook)</i>
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Carlson, R.N. (2017). <i>Foundations of Physiological Psychology (6th ed.)</i>. New Delhi, Pearson Education, Inc 2. Pineal, J.P.J. (2006). <i>Biopsychology (6th Ed.)</i>, India, Dorling Kindersley. 3. Kalat, J.W. (2004). <i>Biological basis of human behavior (8th Ed.)</i>. New York: Brooks/Cole 4. Kalat, J.W. (2004). <i>Biological basis of human behavior (8th Ed.)</i>. New York: Brooks/Cole 5. Schneider, A.M. & Tarshis, B. (1986). <i>An Introduction to Physiological Psychology (3rd Ed.)</i>. New York: Random House, Inc

Website and e-Learning Source	<ol style="list-style-type: none"> 1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (https://bmcpublishing.biomedcentral.com/) 4. https://www.psywww.com/careers/specialt.html www.worthpublishers.com/hockenbury 5. https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/
--------------------------------------	--

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1** Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.
- CO2** Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons
- CO3** To understand and analyse the regulations of internal body states.
- CO4** To understand the function of endocrine glands and relate the knowledge to Analyse various human behaviour.
- CO5** Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Introduction to Theories of Personality					
Paper Number		Elective 1					
Category	Core	Year	I	Credits	3	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							

Objectives of the Course	<ul style="list-style-type: none"> ● To understand the relationship between the Biological and Socio-cultural determinants, Genetic influence and Personality Problems. ● To explain the foundations of Personality, including theories and history of Psychoanalysis. ● Understand the evolution and development of the Trait and Type & Eclectic personality Approaches. ● To learn the Cognitive approaches of Pavlov, Skinner, Dollard and Miller and other important personality Theories. ● To Describe the Humanistic Approaches to the Personality Theories.
Course Outline	<p>UNIT I: BASIC CONCEPTS OF PERSONALITY Personality: Definition - History and nature - Biological and Socio-cultural determinants - Genetic influence - Person by situation interaction - Unresolved Problems in Personality.</p> <p>UNIT II: PSYCHODYNAMISM Sigmund Freud's Psychoanalysis - Carl Jung's Analytical Theory - Alfred Adler's Individual Psychology - Erikson's Psychosocial Theory.</p> <p>UNIT III: TRAIT, TYPE & ECLECTIC APPROACHES Cattell, Eysenck, Allport, Five factor model.</p> <p>UNIT IV: LEARNING AND COGNITIVE APPROACHES Pavlov, Skinner, Dollard and Miller, Bandura, Mischel, Kelly, Rotter and Witkins.</p> <p>UNIT V: HUMANISTIC APPROACHES Need Theories: McClelland, Atkinson, Murray. Humanistic Theories: Rogers,</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill

RecommendedText	<ol style="list-style-type: none"> 1) Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd. 2) Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 3) Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 4) Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
ReferenceBooks	<ol style="list-style-type: none"> 1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). <i>Theories of Personality</i>. 4th Ed. Wiley: India. 2. Schultz, P.D., Schultz, S.E. & Schultz, S. (2012). <i>Theories of Personality</i>. 10th Ed. Cengage Learning, India. 3. Feist, Jess., Feist, Gregory J., & Roberts, Tomi-Ann. (2017). <i>Theories of Personality</i>. McGraw-Hill Connect.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://psychcentral.com/health/personality-theories-in-psychology 2. https://www.psychologytoday.com/us/basics/personality/theories-personality 3. https://study.com/learn/lesson/theories-of-personality. 4. doi:10.1001/archinte.1966.03870080154030.

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: critically evaluate a theory of personality using the outlined criteria.

CO2: Analyse the determinants of personality characteristics to better understand their effects on cognitions, emotions and behaviour.

CO3: think critically about and apply theoretical and research-based explanations for human behaviour in order to successfully negotiate the challenges of daily living.

CO4: Apply the major personality domains and theories to better understand one’s own behaviour and the behaviour of others.

CO5: Appreciate the concept that no one theoretical approach adequately integrates all knowledge and research about personality and its dynamics.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	

CO5			√		√	√
-----	--	--	---	--	---	---

Title of the Course		Transactional Analysis					
Paper Number		Skill Enhancement (Foundation Course)					
Category	Core	Year	I	Credits	2	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		3		--	3		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • To understand the definition of TA, ego states, different types of transactions. • To understand strokes, and time structuring. • To critically analyse the games people play and different life scripts. • To comprehend faulty feelings and to understand basic life positions. • To understand current research in TA, to evaluate critically TA. 					
Course Outline		<p>Unit 1: Transactional Analysis – Definition, origin of TA – Eric Berne; Ego states – parent, adult, child ego states; Egogram; different types of transactions/communications – Complementary, crossed and Ulterior transactions.</p> <p>Unit 2: Strokes – what is a stroke? Different kinds of strokes – combination of strokes – reeducation on strokes - Strokoqram; Time Structuring – unproductive use of time – different ways time is structured – withdrawal – rituals – past time – games – activities – intimacy - use of time in 24 hours – graph;</p> <p>Unit 3: Games – Psychological games – meaning – different types of games people play – victim’s games – persecutor’s games – Rescuer’s games; Life Scripts (Parental Injunctions) – Life Script analysis.</p> <p>Unit 4: Rackets (faulty feelings) – Various Reasons for Rackets – Basic life positions – reasons for life positions – four basic life positions: I am ok, you are not ok – I am not ok, you are ok – I am not ok, you are not ok - I am ok, you are ok;</p>					

	Unit 5: current research on Transactional Analysis – Critical evaluation on TA – advantages and disadvantages – how Transactional Analysis is used in therapy.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Steiner, Claude. (1994). Scripts People Live: Transactional Analysis of Life Scripts. 2. Harris, Thomas, A. (2004). I'm Ok, You're Ok. 3. Widdowson, Mark (2009). Transactional Analysis. 4. Lapworth, Phil., & Sills, Charlotte. (2011). An Introduction to Transactional Analysis. Helping People Change. 5. Tudor, Keith., & summers, Graeme. (2014). Co-Creative Transactional Analysis. 6. Novellino, Michele. (2012). The Transactional Analyst in action: Clinical Seminars. 7. Berne, E. (2018). What do you say After you Say Hello.
Reference Books	<ol style="list-style-type: none"> 1. Berne, E. (1964). Games people play. Grove Press, New York. 2. Berne, E. (1966). Principles of group Treatment, Grove Press, Inc, New York. 3. Berne, E. (2016). Transactional Analysis in Psychotherapy: A systematic individual and social psychiatry. Pickle partners publishing. 4. Berne, E. (1996). Principles of Transactional Analysis. Indian Journal of Psychiatry, 38(3), 154-159. 5. Cornell, W. F. (2018). Into TA: A comprehensive textbook on Transactional Analysis. Routledge. 6. Steiner, C. (1990). Scripts People Live: Transactional Analysis of life Scripts. Grove Press.

Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.mindtools.com/ayjtd4p/transactional-analysis 2. https://qatestlab.com/resources/knowledge-center/software-testing-glossary/transactional-analysis/ 3. https://www.psychologytools.com/professional/therapies/transactional-analysis/
--------------------------------------	--

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: define TA, different ego states

CO2: Learn strokes and to structure their time.

CO3: think critically the victim, persecutor and rescuer's games.

CO4: to correct the faulty feelings and to understand the basic life positions.

CO5: to critically analyze the current research in TA and evaluate TA.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Second Semester

Title of the Course		General Psychology II					
Paper Number		CORE3					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							
Objectives of the Course	<ul style="list-style-type: none"> • To explain the importance of memory in everyday life • To discuss the thinking, language and the processes of problem solving. • The ways to improve the creativity and knowledge enhancement. 						

	<ul style="list-style-type: none"> • To explain the concept of Intelligent Quotient. • To facilitate the student's understanding of the dynamics seen in the human personality.
Course Outline	<p>Unit I: Memory & Forgetting</p> <p>Physiological basis of memory. Memory and forgetting. Measurement of memory (Recall, Recognition, Relearning). Short term and long term memory. Theories of forgetting (Decay and Interference theories and Repressive forgetting). Application of Mnemonic devices etc, to improving memory.</p>
	<p>Unit II: Cognition and Language</p> <p>Concept of formation. Nature and development of thinking. Language and thought and acquisition of language. Problem solving. Creative thinking and its applications.</p>
	<p>Unit III: Intelligence and Aptitude</p> <p>Definition and concept. Theories and models of Intelligence. Measurement of intelligence and aptitude. Exceptional intelligence. Mental retardation. Concepts of multiple, emotional and artificial intelligence and their application.</p>
	<p>Unit IV: Motivation</p> <p>Definition and concept of instinct, needs, drives and motives. Theories of motivation and their application (drive reduction theory, Maslow's motivational hierarchy). Social motivation: Achievement, power, affiliation motives and influence of early experiences.</p>
	<p>Unit V: Emotion</p> <p>Physiological basis of emotion. Theories of emotion: James-Lange - Cannon-Bard - Singer-Schacter - Cognitive physiological theory</p>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Lardbucket, Beginning Psychology. https://2012books.lardbucket.org/pdfs/beginning-psychology.pdf. 2. Rosie M. Spielman, Psychology. http://cnx.org/content/col11629/latest/ 3. Tori Kearns, Deborah Lee, (2015). General Psychology: An Introduction. University Systems of Georgia. 4. Martha Lally, Suzanni Valentine-French, Introduction to Psychology. https://doksi.net/en/get.php?lid=28473 5. EIILM University, General Psychology. 6. Pearson, Introduction to Psychology.
Reference Books	<ol style="list-style-type: none"> 1. Baron, Robert A. (2011). Psychology. 5th ed. Pearson, India. 2. Morgan, Clifford T., King, Richard A., Weisz, John R., Schopler, John 3. Marx, Melvin H. (1976) Introduction to Psychology - Problems, Procedures & Principles, MacMillan Publishing Co. 4. Hilgard, E. R., Atkinson, R. L., Atkinson, R. C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich, Inc.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.verywellmind.com/theories-of-psychology-4157184. 2. https://www.psychologytoday.com/us/basics/personality/theories-personality 3. https://psychcentral.com/health/personality-theories-in-psychology

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: critically analyse the difference between short-term and long-term memory, causes of forgetting, cognition and formation of language, intelligence, aptitude, motivation, and emotion.

CO2: Develop the capacity to illustrate the methods of improving memory

CO3: develop in-depth knowledge about cognition, language, emotion and their relations from the perspectives of psychological sciences.

CO4: Understand the Concepts of multiple, emotional, and artificial intelligence and their application.

CO5: Understand the theories of motivation, their applications, achievement, power, affiliation motives, and influence of early experiences.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Biological Psychology II					
Paper Number		CORE4					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							
Objectives of the Course	<ul style="list-style-type: none"> • To understand the importance of physiology of emotion • To explain the physiology basis of learning • To understand the physiology basis of memory • To explain the influence of stress, drug- intake on the brain functioning • To understand the concept of cerebral lateralization. 						
Course Outline	<p>UNIT I: Physiology of Emotions</p> <p>Physiology of Emotions – Emotions as response patterns: Fear, Anger and Aggression. Hormonal control of aggressive behavior. Communication of emotions: Facial expression emotions. Neural basis of the communication of emotions. Feelings of Emotions</p> <p>UNIT II: Physiological basis of Learning</p> <p>Physiological basis of Learning: The nature of learning. Learning and synaptic plasticity: Induction of long-</p>						

	<p>termpotentiation, Role of NMDA receptors. Mechanisms of synaptic plasticity, Long term depression. Perceptual learning. Physiology of Classical conditioning- Physiology of instrumental conditioning.</p>
	<p>UNIT III: Physiological basis of Memory</p> <p>Physiological basis of Memory: Relational learning. Human anterograde amnesia: Basic description- Spared learning abilities- Declarative and non-declarative memories. Anatomy of anterograde amnesia. Failure of relational learning- Role of hippocampal formation in spatial memory. Relational learning in laboratory animals.</p>
	<p>UNIT IV: Physiology of Reproductive Behaviour</p> <p>Physiology of Reproductive Behaviour: Hormonal control of sexual behavior: female reproductive cycles Hormonal control of sexual behavior of laboratory animals. Androgens and behavior: Masculinization and defeminization. Effects of pheromones- Human sexual behavior- Sexual orientation. Neural control of sexual behavior- Parental behaviour.</p>
	<p>UNIT V: Neurological Disorders</p> <p>Neurological Disorders: Tumors- Seizure disorders- Cerebrovascular accidents. Disorders of development. Degenerative disorders: Transmissible spongiform encephalopathies, Parkinson's disease. Huntington's disease, Alzheimer's disease, Multiple sclerosis. Disorders caused by infectious diseases.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. George Fielding Blandford, The Physiology of Emotion (Psychology). (2018). Local Vandals Publishing. 2. Williams F. Sherly E., & Karim L. Razeena, (2018). Physiological Psychology. Notion Press. 3. Deutsch J. Anthony, The Physiological Basis of Memory.

	<p>(2012). Academic Press.</p> <p>4. The Biological Basis of Learning. DOI:10.1177/1046878115590585</p> <p>5. Knobil, Ernst, Neill, Jimmy D., (1994). The Physiology of Reproduction. Reven Pr.</p> <p>6. Shah, Sudhir V., & Shah, Heli S., (2017). Brain & Neurological Disorders: A Simplified Health Education Guide. Jaypee Brothers Medical Publishers.</p>
ReferenceBooks	<ol style="list-style-type: none"> 1. Parkes, J. D., Jenner, P., Rushton, D. N., & Marsden C. D., (1987). Neurological Disorders. Treatment in Clinical Medicine. 2. Porter, R., & Knight, J. (Eds). Physiology, Emotion and Psychosomatic Illness. Wiley. 3. Silber, Kevin., The Physiological Basis of Behaviour: Neural and Hormonal Processes (Routledge Modular Psychology) (1999). Routledge. 4. Dixson, A., (1978). Physiological Basis of Sexual Behaviour. Wiley, New York. 5. Thompson, Jack George. (1988). They Psychobiology of Emotions, New York. Plenum Press. 6. Higgs, Suzanne, Cooper, Alison, Lee, Jonathan, & Harris, Mike (2014). Biological Psychology. Sage Publications. 7. Robert Biswas-Diener, Ed Diener, (2020). Psychology as a Biological science. Noba.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.verywellmind.com/what-is-biopsychology-2794883 2. https://learninglink.oup.com/access/lambert-student-resources#tag_chapter-outlines 3. https://journals.scholarsportal.info/browse/03010511

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Critically analyse of physiology of emotions, physiological basis of learning, memory, reproductive behaviour, and neurological disorders.

CO2: understand the neural basis of communication of emotions, learning and synaptic plasticity, relational learning.

CO3: comprehend Male and female reproductive hormonal control of sexual behaviour, and understand sexual orientation.

CO4: Understand the causes and impact of various neurological disorders.

CO5: demonstrate the effects of neural basis of learning, memory, sexual behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Disaster Management & Trauma Psychology					
Paper Number		Skill Enhancement Course (SEC) - 2					
Category	Elective	Year	I	Credits	3	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		2	1	--	3		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • To understand the importance of Trauma–Symptom and Signs of Trauma • To explain the Clinical Diagnosis of PTSD • To understand the Specific Traumas– Crimes Committed by Strangers • To explain the influence of First Aid techniques– The Healing Process • To understand the Empowerment– The Mastery Stage. 					
Course Outline		<p>Unit-1</p> <p>Introduction–overview of Trauma–Symptom and Signs of Trauma. Physiology of Trauma-Post Traumatic Stress Disorder and Acute Stress Disorder.</p> <p>Unit-II</p> <p>Clinical Diagnosis of PTSD-Ramifications of PTSD- Trigger Stimulus.</p> <p>UNIT- III</p> <p>Specific Traumas-Crimes Committed by Strangers– Rape and Sexual Assault-Domestic Violence and Sexual Abuse– Vehicular accidents– War and Combat-Natural Catastrophes</p>					

	<p>UNIT- IV</p> <p>FristAidtechniques–TheHealingProcess–CognitiveStage–EmotionalStage-UnderstandingandHandlingGriefandSorrow–AdministeringVKD.</p>
	<p>UNIT – V</p> <p>Empowerment– TheMasteryStage- TheTherapeutic process – Treatment:PharmacotherapyandPsychotherapy.</p>
ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination questionpaper)	Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved (TobediscussedduringtheTutorialhour)
Skillsacquiredfromthis course	Knowledge,ProblemSolving,Analyticalability,Professional Competency,ProfessionalCommunicationandTransferrableSkill
RecommendedText	<ol style="list-style-type: none"> 1. Van Der Kolk, Bessel, (2015). The Body keeps the Score: Brain, Mind, And Body in the Healing of Trauma. 2. Wolyn, Mark, (2001). It Didn't Start With You. 3. Winfrey, Oprah & Perry, Bruce. D., (2015). What Happened to You?: Conversations on Trauma, Resilience and Healing. 4. Shapiro, Francine, (2015). Getting Past Your Past.
ReferenceBooks	<ol style="list-style-type: none"> 1. Antony,D.John(2008).TraumaCounselling,AnugrahaPublications,Dindigul 2. SekarK.(2005).TsunamiDisaster– InformationManual,NationalInstituteofMentalHealthandNeuroSciences,Bangalore.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.apa.org/topics/trauma 2. https://ct.counseling.org/2021/06/theres-nothing-small-about-trauma/ 3. https://ct.counseling.org/2021/07/crisis-counseling-a-blend-of-safety-and-compassion/ 4. https://ct.counseling.org/2021/07/a-hero-heroines-journey-a-road-map-to-trauma-healing/

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: understand the signs and symptoms of Trauma.

CO2: Understand the clinical diagnostic criteria for PTSD.

CO3: Gain understanding of the specific traumas caused by strangers, rape, and assault.

CO4: get a handle on first aid techniques, and healing processes.

CO5: Empowering the clients and mastery stage.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Democratic Values and Active Citizenship							
Paper Number		Skill Enhancement Course (SEC) - 3							
Category	Elective	Year	I	Credits	2	Course Code			
		Semester	I						
Instructional Hours per week		Lecture	2	Tutorial	1	Lab Practice	--	Total	3
Pre-requisite									
Objectives of the Course		<ul style="list-style-type: none"> ● To understand the concept of Active Citizenship and Democratic Values. ● To learn and understand the Human Rights, Qualities, and responsibilities of a Good Citizen. ● To understand the History and evolution of democracy. ● To understand the Largest Democracy in the world – India and its Election system. ● Offering tools for active citizenship and community involvement. 							
Course Outline		UNIT I: INTRODUCTION Meanings, Definitions, and Perspectives of Democracy and Active Citizenship; History and types of Democracy in the world; The Largest Democracy called India - Election system; Levels of Responsibility in Democracy; Fundamental Rights							

	<p>of a Citizen</p>
	<p>UNIT II: SOCIAL JUSTICE Social Justice – Social Responsibilities and Rights of a citizen; Visions of a Democratic Society; Active Citizenship and Civic Engagement; Diversity - A Right to be Different</p>
	<p>UNIT III: MOCK PARLIAMENT Participating in and conducting Representative Democracy through Mock Parliament – Training and Activity; Roles of a teacher in promoting Active Citizenship and Democratic Values; Education on Careers in Politics; How to teach sensitive and controversial topics.</p>
	<p>UNIT IV: DEMOCRATIC DECISION MAKING Democratic Decision Making (Group Activity): Listening to and voicing out opinions; Brevity & Clarity in communication; Researching, Evaluating & Deciding.</p>
	<p>UNIT V: PRACTICAL LEARNING Assignment: This course follows a context-based learning process. Hence, the 5th unit is practice-based;</p> <ul style="list-style-type: none"> • Students will do an outreach program in villages educating people on Active Citizenship and Democratic values (Drama, Mime, Speech, and activity-based teaching). • Model Election • How to make a petition to the authorities? – Learning through practice • Group Discussion: <ul style="list-style-type: none"> • Transparency and accountability in public administration. • Free, independent, and pluralistic media. • Fair elections • Role of journalism. • Healing the Inner Child Workshop

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Van Der Kolk, Bessel, (2015). <i>The Body keeps the Score: Brain, Mind, And Body in the Healing of Trauma.</i> 2. Wolyn, Mark, (2001). <i>It Didn't Start With You.</i> 3. Winfrey, Oprah & Perry, Bruce. D., (2015). <i>What Happened to You?: Conversations on Trauma, Resilience and Healing.</i> 4. Shapiro, Francine, (2015). <i>Getting Past Your Past.</i>
Reference Books	<ol style="list-style-type: none"> 1. Packham, C. (2008). <i>Active citizenship and community learning.</i> SAGE. 2. Print, M., & Lange, D. (2013). <i>Schools, curriculum and civic education for building democratic citizens.</i> Springer Science & Business Media. 3. Roy, A. (2010). <i>Listening to grasshoppers: Field notes on democracy.</i> Penguin UK. 4. Sivaramakrishnan, A., & Padmanabhan, S. (2020). <i>Indian democracy: Contradictions and reconciliations.</i> SAGE Publications Pvt. 5. Thomassen, J. (2014). <i>Elections and democracy: Representation and accountability.</i> OUP Oxford. 6. Green, D. (2008). <i>From poverty to power: How active citizens and effective states can change the world.</i> Oxfam. 7. Jarvis, P. (2008). <i>Democracy, lifelong learning and the learning society: Active citizenship in a late modern age.</i> Routledge. 8. Kumar, V., & Svensson, J. (2015). <i>Promoting social change and democracy through information technology.</i> IGI Global. 9. Matiuta, C. (2015). <i>Democratic governance and active citizenship in the European Union.</i> LAP Lambert Academic Publishing. 10. <i>International covenant on civil and political rights.</i> (n.d.). OHCHR. https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights 11. (n.d.). <i>Lessons Learned.</i> https://www.undeflessonslearned.org/ 12. United Nations. (n.d.). <i>Universal Declaration of Human Rights.</i> https://www.un.org/en/about-us/universal-declaration-of-human-rights

	<p>13. <i>Active citizenship can change your country for the better.</i> (n.d.). Open Society Foundations. https://www.opensocietyfoundations.org/voices/active-citizenship-can-change-your-country-better</p> <p>14. <i>Democratic values and democratic citizenship in the Turkish education system: Textbooks.</i> (2022, January 7). The European Liberal Forum. https://www.liberalforum.eu/publications/democratic-values-and-democratic-citizenship-in-the-turkish-education-system-textbooks/</p>
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.peopleinneed.net/what-we-do/varianty-educational-programme/empowering-active-citizens 2. https://eaea.org/why-adult-education-2/active-citizenship-and-democracy/ 3. https://shs.hal.science/file/index/docid/137949/filename/8_Berlan.pdf 4. https://www.opensocietyfoundations.org/voices/active-citizenship-can-change-your-country-better 5. https://www.pewresearch.org/global/2009/11/02/chapter-2-democratic-values/

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: get familiarized with theoretical concepts related active citizenship and democratic values.

CO2: Critically appreciate the values and principles of the Active Citizenship (social and personal responsibility and social justice) •

CO3: Critically reflect on barriers to participation, acceptance, inclusion and diversity and possible approaches to overcoming these barriers.

CO4: Use reflection-based approach to tackle issues related to active citizenship and democratic values.

CO5: Exploring active citizenship issues from participants' own experience and the resources and opportunities available to address issues of concern through democratic and civic participation and engagement.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	

CO5			√		√	√
-----	--	--	---	--	---	---

Semester 3

Title of the Course		Developmental Psychology I				
Paper Number		Core 5				
Category	Elective	Year	2	Credits	4	Course Code
		Semester	3			
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total	
		4	1	--	5	
Pre-requisite						
Objectives of the Course		<ul style="list-style-type: none"> ● To explain how theories are used to understand child behavior and development ● To learn the role of major theories of child development ● To analyze the interdependence of the cognitive, psychosocial and physical domains of development ● To know the current research findings as they apply to child development ● To know the effect of biological, environmental, and cultural influences on development 				
Course Outline		<p>Unit I: Conception through birth</p> <p>Fertilization, Prenatal development, Environmental Influences on prenatal development; stages of child Birth, types of child birth: perinatal hazards & complications of low birthweight</p> <hr/> <p>Unit II: Infancy & Toddlerhood (0-3 years)- Physical & Cognitive Development</p> <p>Body Systems of neonate, infant reflexes, infant Sensory capacities, Milestones of motor development, Environmental influences on motor development; Piaget's Sensorimotor Stage</p>				

	<p>Unit III: Infancy & Toddlerhood- Language and Personality Development</p> <p>Theories of language development, Stages of language development from 0-3 years; Emotional development, Temperamental differences, Development of Attachment, Individual differences and long-term correlates of attachment.</p> <p>Unit IV: Early childhood (3-6 years)</p> <p>Motor Skills, Piaget's Preoperational stage, Development of language; gender differences, fears and aggression; prosocial behaviour, Childrearing practices and parenting styles</p> <p>Unit V: Middle Childhood (6-12 years)</p> <p>Piaget's Stage of Concrete operations, Development of self-concept, Components of self-concept, Theoretical perspectives on self-concept, Freud's latency period, Erickson's Industry vs Inferiority, Social learning theory, Information processing approach; The child in the peer group, functions and influences of the peer group, Friendship & popularity. Visits to nursery schools / hospitals to get an idea about preschoolers and infants should be arranged.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Papilla, D. E., Olds, S. W., & Feldman, R. D. (2009). Human Development (11th ed.): McGraw-Hill, India. 2. Berk, L. C. (1996). Child Development. (3rd ed.): Prentice Hall Pvt. Ltd, India. 3. John W. Satrock (2017). Life Span Development (16th ed.): McGraw-Hill Publication, India.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. E.M.Hetherington & Ross D Parke (1993). Child Psychology – a contemporary viewpoint, 4th

	<p>edition McGraw Hill Pub.</p> <p>2. LauraC Berk.(1996). ChildDevelopment. Prentice-Hallof India (Pvt)Ltd.3rdedition.</p> <p>3. Hurlock,E. (2001). DevelopmentalPsychology, (6th ed.): McGrawHillPublishingCo.</p> <p>4. ThomasJ.Berndt,(1997). Child Development2ndedition.Brow&BenchmarkPub.</p> <p>5. D.E.Papalia.SallyW.Olds,(1994). Child Development,5theditionTata McGrawHill.</p> <p>6. JohnW.Santrock, (1997). LifespanDevelopment,7theditionMcGrawHill.</p> <p>7. JohnW.Santrock, (1996).Children. 5theditionMcGraw Hill/</p> <p>8. Shaffer,DavidR.(1996):DevelopmentalPsychology,IV Edition,Brooks/ColePublishingCompany</p>
Website and e-Learning Source	<p>1. https://www.apa.org/pubs/journals/dev</p> <p>2. https://bpspsychub.onlinelibrary.wiley.com/journal/2044835X</p> <p>3. http://classweb.gmu.edu/awinsler/div7/homepage.shtml</p>

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Describe main characteristics variations in Human Development and the most important Developmental mechanisms.

CO2: Explain the most important Conditions that influence Development in different areas of Childhood.

CO3: Outline the Main Theoretical points of View in Different Development areas and Document Knowledge of key Empirical Studies.

CO4: Acknowledging of Development as a Complex Interaction between Biological Conditions and Social Cultural Experience.

CO5: Able to read Critically and Think Independently about the Development of Children and Pre- Pubescent Under Different Conditions.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Experimental Psychology I					
Paper Number		Core 6					
Category	Elective	Year	2	Credits	4	Course Code	
		Semester	3				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
					5	5	
Pre-requisite							
Objectives of the Course		<ol style="list-style-type: none"> 1. To enable students to understand the experimental approach in scientific investigation. 2. To develop the structured report-writing-skill of the experiments. 3. To enable students to identify and apply appropriate experimental tests according to the requirements. 4. To familiarize the students with the procedures in conducting experiments and psychological tests. 5. To enhance the skills needed for conducting experiments and psychological tests. <p>Minimum 2 experiments should be chosen from each of the 5 units and in total ten practicals should be conducted and written in record book</p>					
Course Outline		Unit I: Attention					
		<ol style="list-style-type: none"> 1. Span of Attention 2. Sustained and Focused attention 3. Division of attention 4. Effect of distraction 5. Colour blindness 					
		Unit II: Sensation and Perception					
		<ol style="list-style-type: none"> 1. Muller-Lyer Illusion 2. Size-weight illusion 3. Time perception 4. Mental Sets in Perception 5. Shape Constancy 					
		Unit III: Memory					
		<ol style="list-style-type: none"> 1. Retroactive Inhibition 2. Recall & Recognition 3. Free Versus Serial Recall 4. Effect of meaning on retention 					

	<p>5. Levels of processing</p> <p>Unit IV: Learning</p> <ol style="list-style-type: none"> 1. Trial & Error Learning 2. Habit interference 3. Bilateral Transfer 4. Motor Learning– Maze Learning 5. Paired Associate learning <p>Unit V: Thinking</p> <ol style="list-style-type: none"> 1. Concept formation 2. Syllogistic reasoning 3. Creativity 4. Problem solving apparatus.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Wixted, John T., & Serences, John. (2018). (eds). (4th ed.). Steven's Handbook of Experimental Psychology and Cognitive Neuroscience, Vol 2. Sensation, Perception, and Attention. Wiley. 2. Styles, Elizabeth. (2004). Attention, Perception, and Memory: An Integrated Introduction (Psychology Focus). Psychology Press. 3. Postman, Egan Leo. (1964). Experimental Psychology: An Introduction. Harper & Row/John Weatherhill. 4. Titchener, Edward Bradford. (2010). Experimental Psychology: A Manual of Laboratory Practice. Kessinger Publishing. 5. Charles S. A. (2021). A Text-book of Experimental Psychology: with Laboratory Exercises. Hassell Street Press. 6. Brooto, K. D. (1989). Experimental Design in Behavioural Research. New Age International Publishers.
Reference Books	<ol style="list-style-type: none"> 1. Chaube.S.P.(1985):Experimental Psychology,Laxmi Narain Publishers 2. Buratoa G.Andress (1968).

	<p>Experimental Psychology Wiley, Eastern Pvt. Ltd.</p> <ol style="list-style-type: none"> Ojha, M. L. (2012). Experimental Psychology. Saurabh Publishing House, Delhi. Myers, Charles S. (2012). An Introduction to Experimental Psychology. Cambridge University Press. Myers, Anne, Hansen, Christine. (2011). Experimental Psychology. Cengage Learning. McGuigan, Frank J. (1997). Experimental Psychology: Methods of Research. Prentice Hall. Rajamanickam, M. (2005). Experimental Psychology with Advanced Experiments, 2 Vols. Concept Publishing Co.
Website and e-Learning Source	<ol style="list-style-type: none"> https://www.apa.org/pubs/journals/xge https://journals.sagepub.com/home/QJP https://en.wikipedia.org/wiki/Web_Experimental_Psychology_Lab https://www.psychologydiscussion.net/attention/top-2-experiments-on-attention-experimental-psychology/13199 https://www.hogrefe.com/us/journal/experimental-psychology

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: explain the logic of experimental and non-experimental research.

CO2: Compare and contrast several different experimental designs.

CO3: Explain how different sources of extraneous and confounding variables impair valid conclusions.

CO4: evaluate the internal and external validity of research designs.

CO5: conduct in-class non-experimental and experimental research exercises.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Statistics in Psychology				
Paper Number		Elective 3				
Category	Elective	Year	2	Credits	3	Course Code
		Semester	3			
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total	
		3	1	--	4	
Pre-requisite						
Objectives of the Course		<ul style="list-style-type: none"> • To learn the major methods of statistics in psychology • Recognize the importance of the use of statistical analyses and the reporting of statistical results • To learn the basic assumptions of different statistical methods • To draw a meaningful conclusion based on the assessment results and data • Demonstrate knowledge of ethical principles and limitations of research in psychology 				
Course Outline		Unit I: Introduction				
		Meaning of statistics, Need and Importance of Statistics in psychology, Level of measurement, nominal, ordinal, Interval & Ratio;				
		Unit II: Classification and Tabulation				
		Objectives – types of classification – geographical – chronological – qualitative – quantitative – formation of continuous frequency distribution – uses of tabulation – parts of table – types of tables – simple and complex tables – general purpose and special purpose of tables.				
		Unit III: Graphical Representation of data				
		Ungrouped Data: Bar diagram, Pie Diagram, line graph; Grouped data, Frequency polygon, histogram, cumulative frequency graph and Ogive; computing percentiles & percentiles ranks graphically				
		Unit IV: Measures of Central Tendency				
		Mean, Median & Mode; Mean from combined samples; When to use the mean, median & mode.				

	<p>Unit V: Measures of Variability:</p> <p>Range, Quartile deviation, Average Deviation & Standard deviation; coefficient of variation</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Howitt, Dennis, & Cramer, Duncan. (2014). Introduction to Statistics in Psychology. Pearson. 2. Cowels, Michael. (2005). Statistics in Psychology: A Historical Perspective. Taylor & Francis. 3. Mangal, S. K. (2002). Statistics in Psychology and Education. Prentice Hall India Learning Private Ltd. 4. Faulkenberry, Thomas J. (2022). Psychological Statistics the Basics. Taylor & Francis. 5. Garrett, Henry E. (2017). Statistics in Psychology and Education. EBH Publishers, Guwahati.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Verma, J.P., & Ghufan, Mohammad. (2012). Statistics for Psychology: A comprehensive text. Tata McGraw Hill, India. 2. Mangal, S.K. (1987): Statistics in Psychology. Tata McGraw Hill Publishing Co, 3. Minium, E.W., King B.M. and Bear, G. (2001). Statistical Reasoning in psychology and Education. N.Y: John wiley & Sons, 4. Garrett, Henry E. (1981): Statistics in Psychology & Education, Vakils, Feffer & Simons Ltd
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. American Psychological Association. (2013). APA guidelines for the undergraduate psychology major (Version 2.0). Washington, DC: Author. Retrieved from www.http://www.apa.org/ed/precollege/about/psymajorguidelines.aspx 2. Fink, D.L. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass. 3. Statistical Literacy Task Force. (2014). Statistical literacy in the undergraduate psychology curriculum. Retrieved from

	<p>http://teachpsych.org/Resources/Documents/otrp/resources/statistics/STP_Statistical%20Literacy_Psychology%20Major%20Learning%20Goals_4-2014.pdf</p> <p>4. University of Wisconsin – Stevens Point. (2012). GEP learning outcomes. Retrieved from http://www.uwsp.edu/acadaff/GEP/GEP_Category_Learning_Outcomes.docx</p> <p>5. Wendorf, C. A. (2017). Grading rubric and explanation: Retrieved from https://cwendorf.github.io/teaching/Wendorf-GradingRubricExplanation.pdf</p>
--	---

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Select, analyse, and interpret appropriate numerical data in everyday life in numerical and graphical format.

CO2: identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications.

CO3: construct a conclusion using quantitative justification.

CO4: interpret complex statistical findings and graphs in the context of their level of statistical significance, including the influence of effect size, and explain these findings using a common language.

CO5: Communicate quantitative data in statistics, graphs, and tables.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Neuro-Linguistic Programming					
Paper Number		Skill enhancement (SEC 4)					
Category	Elective	Year	I	Credits	1	Course Code	
		Semester	3				
Instructional Hours per week		Lecture	Tutorial	Lab Practice		Total	
		2				2	
Pre-requisite							

<p>Objectives of the Course</p>	<ul style="list-style-type: none"> • To learn and understand what is NLP, four pillars of NLP, and epistemology of NLP. • To learn submodalities, finding one's own submodalities, and anchoring. • To learn the therapies SWISH, V. K. Dissociation. • To learn the therapies New Behaviour Generator, and belief change. • To learn to administer Reframing and Timeline therapies.
<p>Course Outline</p>	<p>Unit 1: What is NLP – Neuro, linguistic, programming - History of NLP – Four Pillars of NLP: Communication skills, Sensory awareness, outcome driven thinking and behavioural versatility – Epistemology of NLP – generalization, deletion, distortion - Meta-model questions.</p> <p>Unit 2: Submodalities – finding your submodalities – advantages of submodalities - Anchoring – conditions for anchoring – anchoring procedure – pacing or mirroring in NLP.</p> <p>Unit 3 Swish – therapy for Behaviour change – steps: what to change – why to change – secondary gains – Trigger stimulus – attractive desired state – present to desired – altered state after swish – two submodalities – start at the optimum – rehearse – Dissociated desired state – swishing – future pacing – rectification; V.K. Dissociation (Time Travelling) for phobias or traumatic experiences – steps: anchoring – original event – seated in the theatre – picture on the screen – floating to the projection booth – going through – dissociating.</p> <p>Unit 4: New Behaviour Generator –Steps: Model & you (Observer) – You (Model) and You (Observer) – You (Model and Observer); Changing personal history – Steps: Anchor unwanted experience - Resources – Anchor resourceful state – Trigger off both anchors – check old experience – Future pacing; Belief Change – Steps: Anchoring a limiting belief – Finding out old beliefs -Reimprinting – Identifying with the characters – Finding out new beliefs – Future pacing.</p>

	<p>Unit 5: Reframing (for psychosomatic illnesses) – content reframing (meaning reframing, context reframing) – non-content reframing – steps – Symptom – Original part =- Positive intention – Alternative symptom – Creative part – Choosing alternative symptom – ecological check up – thanking; Timeline – steps: Finding out timeline – Finding out submodalities of timeline – interpretation – changing timeline – helpful tips.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Steele, Denton, (2022). Mastering Neuro Linguistic Programming (NLP). 2. Denny, Bob. (2019). Neuro-Linguistic Programming: How to use NLP for Social Influence, Persuasion & for Creating Success in Your Life. 3. Smedsrud, Percy. (2021). Using Neuro-Linguistic Programming. Increase Your Positivity, Kill Negativity & Create your Success. 4. Edis, Nanette. (2021). Guide to Neuro-Linguistic Programming. Learn NLP to Get what you Want and Gain an Advantage over Anyone: Neuro-Linguistic Programming Basics. 5. Andreas, Connirae., & Andreas, Steve. (2020). Heart of the Mind: Engaging your Inner Power to Change with NLP.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Andreas, S., & Faulkner, C. (Eds.). (1994). <i>NLP: The new technology of achievement</i> (p. 354). New York: Quill. 2. Bandler, R., Grinder, J., & Andreas, S. (1982). Neuro-linguistic programming™ and the transformation of meaning. <i>Utah: Real People</i>. 3. Hoobyar, T., Dotz, T., & Sanders, S. (2013). <i>NLP: the essential guide to neuro-linguistic programming</i>. Harper Collins. 4. John Antony, D. (1994). Dynamics of Counselling: Microskill Model. Anugraha Publications. 1994. 5. O'Connor, J. (2021). <i>NLP workbook: A practical guide to achieving the results you want</i>. Red Wheel/Weiser.

	6. Vaknin, S. (2013). <i>The Big Book of NLP Techniques: 200+ Patterns: Methods & Strategies of Neuro Linguistic Programming</i> . Inner Patch.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://excellenceassured.com/nlp-training/nlp-resources 2. https://elearningindustry.com/neuro-linguistic-programming-in-learning 3. https://achology.com/school/the-school-of-neuro-linguistic-programming-nlp/ 4. https://www.tonyrobbins.com/leadership-impact/nlp-techniques/

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1:define NLP, history of NLP, four pillars of NLP and epistemology of NLP

CO2: Learn submodalities and anchoring.

CO3: learn to administer SWISH and Visual Dissociation on oneself and others

CO4: learn to administer New Behaviour Generator, Changing Personal History and Belief Change therapies on oneself and others.

CO5: Learn to administer Reframing and timeline therapies on oneself and others.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

TitleoftheCourse		Eradicating Radicalization through Education					
PaperNumber		Skill Enhancement Course (SEC) 5					
Category	Elective	Year	1	Credits	2	Course Code	
		Semester	3				
InstructionalHours perweek		Lecture	Tutorial	LabPractice	Total		
		3			3		
Pre-requisite							
Objectives of theCourse		<ul style="list-style-type: none"> • To learn and understand human rights. • To learn the importance and outcome of social harmony. 					

	<ul style="list-style-type: none"> • To learn the ill effects and dangers of radicalization. • To learn the psycho-socio components of radicalization leading to violent extremism. • To learn tools and strategies to overcome radical mindset in oneself and others. • To learn the role of the student in promoting peace. • To learn the role of education professionals in the deradicalization process.
CourseOutline	<p>UNIT I: INTRODUCTION Meaning and Definitions of Radicalization; Forms of Radicalization: Age – Race - Gender – Religion – Socioeconomic status; Four stages of radicalization process; Ways to reduce risks of radicalization; Dangers of Radicalization; Examples from Around the World – A Historical Perspective</p> <p>UNIT II: PSYCHO-SOCIO COMPONENTS OF RADICALIZATION Origins of Radicalization; Sociology of Radicalism; Psychology of Radicalization; Understanding Ideologies, Motivations, and Methods; Case Studies from Around the World</p> <p>UNIT III: CASTEISM IN INDIA Roots of Casteism; Caste system in India; Impacts of Casteism; Reservation System; Challenging Stereotypes; Learning from the Past – Case Studies; Contemporary Challenges and Evolving Threats</p> <p>UNIT IV: TOOLS & STRATEGIES TO OVERCOME RADICALIZATION AND OUTCOMES Tools & Strategies to overcome radicalization - Inclusiveness – Inclusive Education; Benefits of Inclusiveness; Outcomes of eradicating Radicalization; Outcomes of Social Harmony; The Role of The Media; Inclusive Policy Frameworks to Counter Radicalization (Review of policies around the and Creative inclusive policy proposals activity); Action against radicalization – legal, and psychological.</p> <p>UNIT V: ASSIGNMENT This course follows a context-based learning process. Hence, the 5th unit is learning through practice</p> <ul style="list-style-type: none"> • Students will do an assignment on eminent personalities who worked against radicalization – Team discussion and presentation. • Students will do an outreach program in villages educating people (Drama, Mime, Speech, and activity-based teaching) • Healing the Inner Child workshop. • Group Discussion <ul style="list-style-type: none"> • Strategies for world peace. • Role of Education in combating radicalization • Non-violence by Mahatma Gandhi.

	<ul style="list-style-type: none"> • Case studies of overcoming radicalization and achieving peace and harmony. • What is my role in promoting peace? • How can I contribute to eradicating radicalization as an educational professional?
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. UNESCO. (2017). <i>Preventing violent extremism through education: A guide for policy-makers</i>. UNESCO Publishing. 2. Great Britain. Home Office. (2015). <i>Counter-extremism strategy</i>. 3. Soskil, M. (2020). <i>Flip the system US: How teachers can transform education and save democracy</i>. CRC Press. 4. Thandavan, R. <i>Terrorism: Challenges and Remedies</i>. University of Madras, Chennai 5. United Nations Development Programme (UNDP) (2016). <i>Preventing Violent Extremism through Inclusive Development, Tolerance and Respect for Diversity: A development approach to counter violent extremism</i>. New York. United Nations, General Assembly, 6. Human Rights Council (2016). <i>Report of the Special Rapporteur on the promotion and protection of human rights and fundamental freedoms while countering terrorism</i>. 29 April. A/HRC/31/65. 7. Preli, Lakshitha Saji (2016). " UNDP Global Meeting on Preventing Violent Extremism & Promoting Inclusive Development, Tolerance & Diversity." Presentation by Search for Common Ground and Co-Chair of Inter-Agency Working Group on Youth and Peacebuilding, 14-16 March 2016, Oslo, Norway. 8. Koehler, D. (2022). 26. Preventing and countering violent extremism. <i>Contemporary Terrorism Studies</i>, 518-537. https://doi.org/10.1093/heapl/9780198829560.003.0026
Reference Books	<ol style="list-style-type: none"> 1. Suhendi, S., Sawahel, W. A., & Abdillah, K. Y. (2020). Preventing radicalism through integrative curriculum at higher education. <i>Jurnal Pendidikan Islam</i>, 6(1), 79-

	<p>94. https://doi.org/10.15575/jpi.v6i1.8498</p> <p>2. The role of further education colleges in preventing violent extremism: Next steps. (2009). <i>PsycEXTRA Dataset</i>. https://doi.org/10.1037/e577862011-001</p> <p>3. Sas, M., Ponnet, K., Reniers, G., &Hardyns, W. (2020). The role of education in the prevention of radicalization and violent extremism in developing countries. <i>Sustainability</i>, 12(6), 2320. https://doi.org/10.3390/su12062320</p> <p>4. Alava, S., Frau-Meigs, D., & Hassan, G. (2017). <i>Youth and violent extremism on social media: Mapping the research</i>. UNESCO Publishing.</p> <p>5. Vidino, L. (2018). <i>De-radicalization in the Mediterranean: Comparing challenges and approaches</i>. Ledizioni.</p> <p>6. <i>How does India deal with radicalisation?</i> (2019, March 9). Drishti IAS.</p>
Website and e-Learning Source	<p>1. https://www.drishtiiias.com/daily-updates/daily-news-editorials/how-does-india-deal-with-radicalisation</p> <p>2. <i>The big picture - Tackling radicalism</i>. (2019, March 7). Drishti IAS. https://www.drishtiiias.com/loksabha-rajyasabha-discussions/the-big-picture-tackling-radicalism</p> <p>3. https://unesdoc.unesco.org/ark:/48223/pf0000247764</p> <p>4. https://www.mdpi.com/2071-1050/12/6/2320</p> <p>5. https://www.unicef.org/media/58081/file/UNICEF-WHO-UNESCO-handbook-school-based-violence.pdf</p>

Course Outcomes

On Completion of the Course, the students will

CO1: Understand human rights

CO2: understand the importance and outcome of Social Harmony and understand the ill effects and dangers of Radicalization

CO3: have an understanding of the psycho-social components of radicalization.

CO4: equipped with the tools and strategies to overcome radical mindset in oneself and others.

CO5: to understand one’s own role in promoting peace.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

TitleoftheCourse		Psychology for Effective Living				
PaperNumber		Ability Enhancement Course (Soft Skill 3)				
Category	Elective	Year	I	Credits	2	Course Code
		Semester	3			
InstructionalHours perweek		Lecture	Tutorial	LabPractice	Total	
		3			3	
Pre-requisite						
Objectives of theCourse		<ol style="list-style-type: none"> 1. Understand their self-concept 2. Acknowledge their body image 3. Analyze their decision-making skills 4. Establish and maintain healthy interpersonal relationship 				
CourseOutline		UNIT I: SEEKING SELFHOOD				
		<p>Self-concept- core characteristics of self-concept-self consistency, self-esteem, self enhancement and self-verification self-concept and personal growth</p> <p>(At the end of the unit the students will be given exercise on self-image and ideal self)</p>				
		UNIT II: DEVELOPMENT OF HEALTH				
		<p>Body image-psychological factors and physical illness-coping with illness</p> <p>(At the end of the unit the students will be given exercise on rating health habits)</p>				
		UNIT III: MASTERING LIFE				
		<p>Mastery and personal control-resolve and decision making-decisions and personal growth</p> <p>(At the end of the unit the students will be given test to measure “how much control you think you have?”)</p>				
		UNIT IV: INTERPERSONAL RELATIONS				
		<p>Meeting people- impression, interpersonal attraction-friendship, self-disclosure, loneliness</p> <p>(At the end of the unit the students will be given test to measure “How shy are you?”)</p>				

	<p>UNIT V: LOVE AND COMMITMENT</p> <p>Love and intimacy, commitment- Adjusting to intimate relationships- Divorce and its consequences</p> <p>(At the end of the unit the students will be given exercise on “Marital Myths”)</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Kahneman, Daniel, (2021). Thinking Fast and Slow. 2. Young, J. E., & Klosko, J. S. (1994). Reinventing Your Life: The Breakthrough Program to End Negative Behaviour and Feel Great Again. 3. Bailey, Roger. C. & Hankins, Norman. E. (1980). Psychology for Effective Living. Brooks, Cole. 4. Farias, J. G. (2006). Psychology for Effective Living. McGraw-Hill.
Reference Books	<ol style="list-style-type: none"> 1. Swaminathan, V. D., & Kaliappan, K. V. (2001). Psychology for Effective Living: Behaviour Modification, Guidance, Counselling, and Yoga. Madras Psychology Society. 2. Kirsh, Steven J., Atwater, Eastwood., Duffy, Karen Grover. (2014). (11th ed.). Psychology for Living: Adjustment, Growth and Behaviour. Pearson. 3. Hankins, Norma E. (1980). Psychology for Effective Living. Brooks/Cole Pub. Co.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.amrita.edu/course/psychology-for-effective-living/ 2. https://www.happierhuman.com/psychology-websites/ 3. https://www.verywellmind.com/ways-psychology-can-help-live-a-better-life-2795615 4. https://ssa.assam.gov.in/sites/default/files/swf_utility_folder/departments/ssam_medhassu_in_oid_5/latest/psychological_skills_-_nird_teachers.pdf

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: understand and accept self, differentiate between self-image and ideal self.

CO2: to cope with illness and develop healthy habits

CO3: to make decisions for oneself, and personal growth

CO4: to develop healthy relationships, to develop the skill of self-disclosure and to combat loneliness.

CO5: to develop understanding of love, intimacy, and commitment.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

SEMESTER 4

Title of the Course		DEVELOPMENTAL PSYCHOLOGY II					
Paper Number		Core 7					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	IV				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		5		--	5		
Pre-requisite							
Objectives of the Course		<ol style="list-style-type: none"> 1. To understand the various periods of human lifespan 2. To explain the characteristics of various stages of lifespan 3. To understand the social and emotional behavior of children 4. To explain the physiological and psychological changes 5. To understand the hazards witnessed from puberty till the old age period 					

CourseOutline	<p>UNITI:PUBERTY</p> <p>Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.</p>
	<p>UNITII:ADOLESCENCE</p> <p>Characteristics – Developmental tasks – Physical change – Storm and Stress – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.</p>
	<p>UNITIII:Young Adulthood</p> <p>Characteristics – Developmental tasks – Changes in interest – Social interest – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.</p>
	<p>UNITIV:Middle Age</p> <p>Characteristics – Developmental tasks – Adjustment to physical change and mental changes – Social Adjustment – Vocational Adjustment – to changed family patterns – Being single – loss of spouse – Adjustment – to changed family patterns – Adjustment to approaching old.</p>
	<p>UNITV:Old Age</p> <p>Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities. Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of spouse – Living arrangement for elderly hazards.</p>

ReferenceBooks	<ol style="list-style-type: none"> 1. Hetherington. E. M.&Parke, RossD,(1993). ChildPsychology–acontemporaryviewpoint4th edition McGraw Hill Pub. 2. LauraCBerk.(1996). ChildDevelopment.Prentice-Hallof India (Pvt)Ltd.3rdedition. 3. Hurlock,E. (1980). DevelopmentalPsychology,Tata McGrawHillPublishingCo. 4. ThomasJ.Berndt,(1997). Child Development.2ndedition. Brow&BenchmarkPub. 5. Papalia.D. E., & Olds, SallyW.(1994). Child Development.5thedition.Tata McGrawHill. 6. Santrock, John W. (1999). LifespanDevelopment 7theditionMcGrawHill. 7. Shaffer,DavidR.(1996):DevelopmentalPsychology,IVEdition,Brooks/ColePublishingCompany. 8. Biswas, S.K. (1987).Aging in Contemporary India. Calcutta: The Indian Anthropological Society, Academic Press. 9. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwality Books Co.
	<ol style="list-style-type: none"> 1. Demetriou, Andreas., Doise, Willem., & Lieshout Cornelis Van., (1998). Life-Span Developmental Psychology. John Wiley & Sons. 2. Santrock, John W., (2011). (13th ed.). Life-Span Development. McGraw Hill. 3. Feldman, Robert. (2016). (8th ed.). Development Across the Life Span. Pearson. 4. Broderick, Patricia. C., & Blewitt, Pamela. (2015). The Life Span: Human Development for Helping Professionals. Pearson. 5. Santrock. John W. (2021). (7th ed.) Essentials of Life Span Development. McGraw Hill. 6. Boyd, Denise, & Bee, Helen. (2011). (6th ed). Lifespan Development. Pearson. 7. Papilla, D. E., Olds, S. W., & Feldman, R. D. (2009). Human Development (11th ed.): McGraw-Hill, India. 8. Berk, L. C. (1996). Child Development. (3rd ed.): Prentice Hall Pvt. Ltd, India. 9. John W. Satrock (2017). Life Span Development (16th

	ed.): McGraw-Hill Publication, India.
Websites and e-resources	<ol style="list-style-type: none"> 1. https://www.cdc.gov/ncbddd/childdevelopment/index.html 2. https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740 3. https://egyankosh.ac.in/handle/123456789/4466 4. https://egyankosh.ac.in/handle/123456789/4473 5. https://egyankosh.ac.in/handle/123456789/4475 6. https://www.apa.org/pubs/journals/dev

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1** Acquire knowledge on the history, methods and special areas in the field of life-span psychology
- **CO2** Explain the characteristics of various stages of lifespan
- **CO3** Understand the social and emotional behavior of children
- **CO4** To learn and understand the physiological and psychological changes
- **CO5** Gain insight into complex hazards witnessed from puberty till the old age period

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		EXPERIMENTAL PSYCHOLOGY II (Practical)					
Paper Number		Core 8					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	IV				
Instructional Hours		Lecture	Tutorial	Lab Practice	Total		

perweek	2	3	5
Pre-requisite			
Objectives of theCourse	<ol style="list-style-type: none"> 1. To provide students with practical exposure. 2. To assess, apply and interpret various questionnaires. 3. To understand the various types of test related to perception. 4. To explain the motivation analysis test 5. To know the reaction time and habit interference of individual 		
	Unit I: Psychophysics <ol style="list-style-type: none"> 1. paired comparison and/or rank order 2. Differential Limen using method of average error 3. Weber's law- method of constant stimuli 4. Absolute limen for sensory stimuli 5. Signal Detection 		
	Unit II: Aptitude: <ol style="list-style-type: none"> 1. Differential Aptitude Test Battery 2. Spatial Perception Ability Test 3. Tweezer Dexterity Test 4. Finger Dexterity Test 5. Minnesota Rate of Manipulation Tests 		
	Unit III: MOTIVATION <ol style="list-style-type: none"> 1. Motivational Analysis Test 2. Achievement Motives 3. Sensation Seeking Scale 4. Affiliation Motives 5. Power Motives 		
	Unit IV: ATTITUDE & INTERESTS <ol style="list-style-type: none"> 1. Bogardus Social Distance Scale 2. Vocational Interest Inventory 3. Career Preference Scale 4. Thurstone's Inventory Scale 5. Occupational Interest Scale 		
	Unit V: INTELLIGENCE: <ol style="list-style-type: none"> 1. Developmental Screening Test 2. Social Maturity Scale 3. Bhatia's Battery of Intelligence 		

	<ol style="list-style-type: none"> 4. CubeConstructionTest 5. P.G.I.BatteryforAssessmentof MentalEfficiency
ReferenceBooks	<ol style="list-style-type: none"> 1. Chaube.S.P.(1985):ExperimentalPsychology,LaxmiNarainPublishers 2. BuratoaG.Andress-ExperimentalPsychologyWiley,EasternPvt.Ltd.,1968. 3. Kingdom, Frederick. A. A. & Pins, (2016). (2nd ed.). Nicolaas. Psychophysics: A Practical Introduction. McGill University. 4. Barrett, Jim. (2018). Ultimate Aptitude Tests. Kogan Page India Pvt. Ltd. 5. Carter, Philip. (2007). IQ and Aptitude Tests: Assess Your Verbal Numerical and Spatial Reasoning Skills. Testing Series. 6. Ritchie, Stuart. (2016). Intelligence: All that Matters. Teach Yourself. 7. Spielmann, Karl. (2018). The Logic of Intelligence Analysis: Why Hypothesis Testing Matters. Taylor & Francis.
Recommended Texts	<ol style="list-style-type: none"> 1. Gescheider, George A. (1997). (3rd ed.). Psychophysics: The Fundamentals. A Psychology Press Book. 2. Barrett, Jim. (2016). (3rd ed.). Aptitude, Personality & Motivation Tests (Assess Your Potential and Play Your Career). Source Books. 3. Malik, Abha. (2021). Teaching Aptitude and Attitude Test Book. Arihant Publications India Ltd. 4. Hogan, Thomas. (2019). (4th ed.). Psychological Testing: A Practical Introduction. Wiley.
Websites and e-resourches	<ol style="list-style-type: none"> 1. https://www.britannica.com/science/psychophysics 2. https://www.britannica.com/science/intelligence-test 3. https://dictionary.apa.org/intelligence-test 4. https://wpassets.adda247.com/wp-content/uploads/multisite/sites/3/2021/07/07152302/Formatted-ATTITUDE-VALUES-AND-INTEREST.pdf 5. https://www.cambridge.org/core/books/abs/psychological-testing/attitudes-values-and-interests/ACC9C0E342FA4C71AC77F0B8F21721AF

	6. https://ccsuniversity.ac.in/bridge-library/pdf/Dept-Education-1705-MEd-IV-SEM-Personality-inventories-Interest-inventories-attitude-scale.pdf
--	--

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1 Describe recent research methods and perspectives on experimental psychology and provide students with practical exposure

CO2 assess, apply and interpret various questionnaires

CO3 To understand the various types of tests related to perception

CO4 To explain and explore the motivation analysis test

CO5 Describe the complex orchestrated functioning of reaction time and habit interference of individual

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		SPORTS PSYCHOLOGY					
Paper Number		SEC 6					
Category	Skill	Year	II	Credits	2	Course Code	
		Semester	IV				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		3		--	3		
Pre-requisite							
Objectives of the Course		<ol style="list-style-type: none"> 1. To understand the theoretical foundation of the psychological processes related to sports 2. To learn foundations and philosophical questions related to the development of sport program 3. Describe biomechanical foundations of human movement and sports performance 4. Identify motor control processes and mechanisms underlying the 					

	<p>learningsports skills</p> <p>5. Integratepsycho-socioculturalperspectivesonsport</p>
CourseOutline	<p>UNIT – I TheFieldofSportPsychology</p> <p>IntroductiontoSportPsychology:Meaningandscope,Importance,Sport PsychologyinIndia. Factorsinfluencingthe mentaldemands ofa given sport, Sport and exercise psychology as anacademicdiscipline. Historyof sportand exercisepsychology. Orientationinsportpsychology:Psycho-physiological,Cognitive-behavioral,SocialPsychological. Research methodsinsportandexercisepsychology,whatdosportpsychologistsdo?</p>
	<p>UNIT – II:ExerciseandPsychologicalWell-being</p> <p>ExerciseandPsychologicalWell-being:Reducinganxietyanddepressionwithexercise,Enhancingmoodwith theexercise. Effectofexerciseonpsychologicalwell-being. Developingpersonalityandcognitivefunctioningwithexercise. EnhancingQualityoflifewith exercise. Examiningtherunner’sshigh,Exerciseandpositiveprevention.</p>
	<p>UNIT – III: PersonalityandMotivationinSportpsychology</p> <p>Personality and Motivation in Sport psychology: Personality and sport performance- Theoriespecific to sport behavior: Trait theories- Eysenk, Cattel and Big five dimensions. Narrow bandtheories of Personality: Sensation seeking, Telic dominance, Mental toughness and attentionalstyle,Interactionalapproaches. Applyingtheinteractionalmodeltosports:Moodprofiling. MotivationandGoalsettinginSport:Intrinsicandextrinsicmotivation. Theories of motivation,Self-efficacy,Pathologicalmotivationandsport. Goalsetting:Effectivenessofgoal setting,Principlesof goalsetting.AnxietyinSportperformance:Anxietyreductiontechniques.</p>
	<p>UNIT – IV: Psychologicalskilltraining</p> <p>Psychologicalskilltraining:Psychologicalskilltraining- ImportanceofPsychologicalskilltraining. Effectiveness of Phases of Psychological skill training. Goal of Psychological skill training- Selfregulation,Increasing self-awareness,Coping with adversity. Imagery insport: Factors affectingtheeffectofimageryinsports,Howimageryworks? Self-</p>

	<p>confidence-Howdoexpectations influenceperformance?Buildingself-confidence.</p>
	<p>UNIT – IV: SocialPsychologyof Sport</p> <p>Social Psychology of Sport:Group definition, Understanding group structure, Creating effectiveteams, Maximizing individual performance in groups.Group cohesion: Relationship betweengroup cohesion and performance, Factors affecting group cohesion, Strategies to enhancecohesion. Social Facilitation: Coaction and audience effect, Home advantage, Negative effects ofgroup performance: Social Loafing and group think. Violence and Aggression in Sport: Hostileaggression,instrumentalaggressionandassertiveness,Linkbetwe enaggressionandperformance,Social learning theory, Frustration aggression hypothesis. Individual differences in aggression:gender, identification with team. Situational factors affecting aggression: Physical environment,Gamecircumstances, Reducing aggression in sports.</p>
ReferenceBooks	<ol style="list-style-type: none"> 1. WeinbergRSandGouldD(2006). Foundations ofSport andExercisePsychology(4thEn). Human Kinetics.USA. 2. Moran,A.P.(2004).SportandExercisePsychology, acriticalIntroduction. NewYork, Routledge. 3. Kremer, J., & Scully, D. (2001). Psychology in Sport. Taylor and Francis publishers Tenenbaum,G.,&Ecklund,R.C.(2007). HandbookofSportPsychology(3rd ed.).New Jersey, John Wiley&Sons 4. Mohanty, Ashok Chandra. (2019). Sports Psychology (M.P.Ed. New Syllabus). 5. Tenenbaum, Gershon., & Eklund, Robert C. (2007). (3rd ed.). Handbook of Sport Psychology. John Wiley & Sons. Inc.
Recommended Text	<ol style="list-style-type: none"> 1. Perry, John, (2016). Sport Psychology: A Complete Introduction. Teach Yourself. 2. Leunes, Arnold. (2011). Sports Psychology: A Practical Guide. Icon Books. 3. Tod, David. (2022). (2nd ed). Sport Psychology: The Basics. Taylor & Francis. 4. Roy, T. C. (2018). Sports Psychology. S. R. Book World. 5. Jarvis, Matt. (2006). Sport Psychology: A Student’s Handbook. Taylor & Francis.

Websites and e-resources	5. https://premiersportpsychology.com/ 6. https://www.peaksports.com/ 7. https://www.scapps.org/?_gl=1%2Adh1611%2A_ga%2AMTczODYwMTgzNS4xNjkyOTU2MDAy%2A_ga_07NEEFKJ2N%2AMTY5MzIxNTU4Ni4zLjEuMTY5MzIxNTYyOC4wLjAuMA.. 8. https://www.naspspa.com/ 9. https://www.sportpsychologytoday.com/ 10. https://www.apa.org/ed/graduate/specialize/sports
---------------------------------	---

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Critically evaluate a theoretical foundation of the psychological processes related to sports

CO2: Analyse the foundations and philosophical questions related to the development of sport program

CO3: think critically about biomechanical foundations of human movement and sports performance

CO4: Apply the motor control processes and mechanisms underlying the learning of sports skills

CO5: Appreciate and integrate psycho-sociocultural perspectives on sport.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course	INTRODUCTION TO RESEARCH METHODOLOGY
----------------------------	---

PaperNumber		Skill Enhancement Course (SEC) 7					
Category	Core	Year	II	Credits	3	Course Code	
		Semester	IV				
InstructionalHours perweek		Lecture	Tutorial	LabPractice	Total		
		4		--	4		
Pre-requisite							
Objectives of theCourse		<ol style="list-style-type: none"> 1. To understand the history and various characteristics and utility of research. 2. To explain the characteristics Hypothesis Meaning of statistical inference. Population and Sample, Sampling distribution. 3. To understand the Need of good design. Characteristics of Good Design. 4. To explain the Meaning and Importance of Data. Types of Data 5. To understand the Analysis and Report Writing: Statistical techniques for Data Analysis 					
CourseOutline		UnitI:Introduction					
		Introduction: Objectives, importance, characteristics and utility of research. Defining research problems. Sources of research ideas. Developing good research questions. Ethical consideration in psychological research.					
		UnitII:TestingofHypothesis					
		Testing of Hypothesis: Hypothesis Meaning of statistical inference. Population and Sample, Sampling distribution. Standard Errors of Mean, Degrees of freedom. Computation and interpretation of t-values, Level of significance. Type I and Type II Errors.					
		UnitIII:ResearchDesign					
		Research Design: Meaning, Need of good design. Characteristics of Good Design. Internal and External Validity. Need for sampling. Types and implications of sampling.					
		UnitIV:DataCollection					

	<p>Data Collection: Meaning and Importance of Data.Typesof Data: Primaryand SecondaryData. MethodsofDataCollection:ObservationMethod,InterviewMethod andQuestionnaireMethod. Experimental method. CollectionofSecondarydata.</p>
	<p>UnitV: AnalysisandReportWriting</p> <p>AnalysisandReportWriting:StatisticaltechniquesforDataAnalysis.Use sof Statistical softwarepackages. Techniques of Data presentation and interpretation.Stepsinvolved in report writing. APAwritingstyle.</p>
<p>ReferenceBooks</p>	<ol style="list-style-type: none"> 1. Kenneth,B.S.,&Bruce, A.B.(2001). ResearchDesignand Methods: AProcessApproach,5thEdition,McGrawHill. 2. Kothari,C.R.(2007).ResearchMethodology:Methodsand Techniques,2ndEdition,NewAge InternationalPublishers. 3. Mangal.S.K.(1987):StatisticsinPsychology.TataMcGrawHillPublishingCo. 4. Garrett,HenryE. (1981):StatisticsinPsychology&Education,Vakils,Feffer&Simons. 5. Acharya, Ashreet. & Anamika, Abhipsa. (2022). A Beginner’s Guide to Research Methodology. Notion Press. 6. Dawson, Catherine. (2019). Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project. Robinson Press. 7. Kothari, C.R. & Garg, Gaurav. (2004). (4th ed.). Research Methodology: Methods and Techniques. NEW AGE International Publishers.
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Flick, Uwe. (2020). Introducing Research Methodology: Thinking Your Way Through Your Research Project. Sage Publications. 2. Garg, Bhanwar Lal., Kavdia, Renu., Agrawal, Sulochana., Agarwal, Umesh Kumar. (2015). Introduction to Research Methodology. RBSA Publishers. 3. Mishra, Baldyanath., Satapathy, Ashok Kumar, & Mishra, Sujata. (2018). Research Methodology. (Methods, Approaches & Techniques). Chaukhambha Orientalia. 4. Chawla, Deepak, & Sondhi, Neena. (2023). (2nd ed.). Research Methodology: Concepts and Cases. Vikas Publishing.

Websites and e-resources	<ol style="list-style-type: none"> 5. https://www.geeksforgeeks.org/introduction-to-research-methodology/ 6. https://www.google.com/search?q=Introduction+to+Research+Methodolgy&oq=Introduction+to+Research+Methodolgy&aqs=chrome..69i57j0i13i512l9.11711j0j9&sourceid=chrome&ie=UTF-8 7. https://www.scribbr.com/category/methodology/ 8. https://www.indeed.com/career-advice/career-development/research-methodology 9. https://www.123helpme.com/essay/Research-Methodology-An-Introduction-To-Research-Methodology-FCGJNCLG8NR 10. https://www.rcvacademy.com/research-methodology-introduction/
---------------------------------	---

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Critically analyse the history and various characteristics and utility of research.

CO2: explain the characteristics Hypothesis Meaning of statistical inference. Population and Sample, Sampling distribution.

CO3: develop in-depth knowledge about Need of good design. Characteristics of Good Design.

CO4: Understand the Concepts of Meaning and Importance of Data. Types of Data

CO5: Will be knowing clearly the Analysis and Report Writing: Statistical techniques for Data Analysis

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Semester 5

Title of the Course		CLINICAL PSYCHOLOGY I					
Paper Number		Core 9					
Category	Core	Year	III	Credits	4	Course Code	
		Semester	V				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		5		--	5		
Pre-requisite							
Objectives of the Course		<ol style="list-style-type: none"> 1. To learn the historical antecedents to modern understandings of abnormal behavior. 2. Describe the major classes and characteristics of psychological disorders 3. Understand the factors and theoretical perspectives of abnormal behaviour 4. To learn current research and methodological issues in the study of abnormal behavior 5. Know the primary treatments for psychological disorders. 					
Course Outline		UNIT I: INTRODUCTION					
		Defining Abnormality: Criteria of Abnormality. Normal mental health. History-taking-interview. Mental Status Examination. Classifying abnormal behaviour – DSM-V-TR Classification & its limitations (Brief mention of ICD-11)					
		UNIT II: ANXIETY BASED DISORDERS					
		Anxiety based disorders: Panic disorder, Agoraphobia, Specific Phobia, Social Anxiety disorder (social phobia). Generalized anxiety disorders. Obsessive-compulsive disorders – characteristics, Cognitive and motor patterns.					
		UNIT III: SOMATOFORM DISORDERS & DISSOCIATIVE DISORDERS					
		Somatoform disorders – somatisation disorder – hypochondriasis – symptoms, somatoform pain disorder, conversion disorder – sensory, motor, visceral; Criteria for distinguishing between conversion disorder and organic disturbances.					

	<p>Dissociative disorders: Dissociative Amnesia, Dissociative Fugue, Dissociative Identity Disorder, Depersonalization disorder. Causes – biological, psychological, socio-cultural factors.</p>
	<p>UNIT IV: FEEDING/EATING & SLEEP DISORDERS</p> <p>Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder, Obesity and Metabolic Syndrome.</p> <p>Normal Sleep, Sleep-Wake Disorders: Insomnia disorder, Hypersomnolence disorder, Narcolepsy, Breathing related sleep disorders.</p>
	<p>UNIT V: MENTAL RETARDATION AND DEVELOPMENTAL DISORDER:</p> <p>Levels of MR, Brain defects in MR, organic retardation syndromes, Cultural – Familial MR, Treatment & outcome. Learning disorders: coordination disorder: Causes and treatment. Pervasive developmental disorder – autism, clinical picture, Causes & treatment. Attention Deficit/Hyperactive Disorder.</p>
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Barlow David H. & Durand, V. Mark (1995) Abnormal Psychology, Brooks/Cole Publishing Co. 2. Bootzin RR, Acocella JR & Alloy LB (6th Ed) Abnormal psychology-current perspectives-the Graw Hill inc. USA 3. Carson RC & Butcher JN: Abnormal psychology & modern life (10th Ed) Harper-Collins NY 4. Ronald J Comer: Abnormal psychology (2nd Ed) WH Freeman & Co. NY 5. John M Neale, Gerald S Davidson & David A F Haaga: exploring Abnormal psychology (6th Ed) John Wiley & sons.

Recommended Texts	<ol style="list-style-type: none"> 1. American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental disorders 4th Ed. Washington DE APA. 2. Irwin G. Sarason and Sarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: Prentice Hall. 3. Ilusen.M, Kazdin E.A and Bellack S.A (1991). The Clinical Psychology handbook. 2nd Ed New York: Prentice Hall. 4. Richard R. Bootzin, Joan Ross Acocelk and Lamen B. Alley (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills. 5. WHO (1992) The ICD 10 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines, Geneva, WHO. 6. Barlow H. David and Durnad V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company. 7. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; New York, Longman. 8. Antony, D. John, (2006) Mental Disorders encountered in Counselling, Dindigul: Anugraha Publications.
Websites & e-resources	<ol style="list-style-type: none"> 1. https://www.verywellmind.com/an-overview-of-psychopathology-4178942 2. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2288576/ 3. https://www.sciencedirect.com/science/article/pii/S2352250X21000257 4. https://www.apa.org/pubs/journals/abn

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Will be Knowing the historical antecedents to modern understandings of abnormal behavior.

CO2: To describe the major classes and characteristics of psychological disorders

CO3: comprehend Male and female reproductive hormonal control of sexual behaviour, and understand sexual orientation.

CO4: Understand the causes and impact of various neurological disorders.

CO5: demonstrate the effects of neural basis of learning, memory, sexual behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		SOCIAL PSYCHOLOGY I					
Paper Number		Core 10					
Category	Core	Year	III	Credits	4	Course Code	
		Semester	V				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		5		--	5		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● To understand the theories, concepts, perspectives in social psychology. ● To explain how theories are used to describe human attitude and behaviour. ● Analyse the nature of human diversity and attitude toward diversity ● Recognize the factors that influence the individuals in patterns of social behavior ● Understand the dynamics of intergroup relationships, conflict, and cooperation 					
Course Outline		<p>UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY Definition-The Boundaries of Social Psychology. The roots of Social Psychology. The Future of Social Psychology. Research in Social Psychology: Theories and Hypotheses. Experimental Research, Correlation Research.</p> <p>UNIT II: PERCEIVING AND UNDERSTANDING OTHERS Non-verbal communication. Attribution: Situational and Dispositional Causes. Theories of Attribution: Jones and Davis's Theory- Kelley's Theory. Impression formation and impression management.</p> <p>UNIT III: PREJUDICE, DISCRIMINATION AND STEREOTYPES Prejudice-Discrimination and Stereotypes. The causes, effects and cures.</p>					

	<p>Nature and origins of stereotyping-Prejudice and Discrimination. Feelings and action towards social groups. Techniques for countering its effects.</p> <p>UNIT IV: THE SELF AND ATTITUDE Self-presentation-Self-Knowledge-Thinking about the self. Personal versus social identity- Self-Esteem-Attitude towards ourselves-Social comparison-Evaluation of ourselves. Attitude formation-Development of attitudes-Attitude influence and guide behavior. Fine art of persuasion. Cognitive Dissonance.</p> <p>UNIT V: INTERPERSONAL ATTRACTION: CLOSER RELATIONSHIPS Interpersonal Attraction: Close Relationships: Internal determination and external determinants of attraction. Factors based interacting with others. Interdependent relationships with family and friends. Marriage. Troubled Relationships and the effects of Marital Failure.</p>
Recommended Text	<ol style="list-style-type: none"> 1. Kuppusamy .B An introduction to Social psychology – Bombay – Asia Publishing House – 1965. 2. Baron and Byrne . Social Psychology, Tata McGraw Hill, 1998. 3. Lindgren, Introduction to Social Psychology. 4. David G Myers, Social Psychology, McGraw Hill Book Company, New Delhi 1988.
Reference Books	<ol style="list-style-type: none"> 1. Feldman, Robert S., (1998). Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall. 2. Baron, R.A. & Byrne, D., (1997). Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 3. Baron, R.A., Bharadwaj, G., Branscombe, N.R. and Byrne, D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009). 4. Sherman, Jeffrey W., & Stroessner, Steven J. (2015). (eds). Social Perception from Individuals to Groups. Psychology Press. 5. Prakash, Deve. (2014). Social Psychology. Saurabh Publishing House, Delhi. 6. Jhangiani, Rajiv., & Tarry, Hammond. (2015). Principles of Social Psychology. University of Minnesota Libraries Publishing. 7. Nyla, Branscombe, Baron, Robert A., & Kapur, Preeti. (2017).

	Social Psychology. (14 th ed). Pearson.
Websites & e-resources	1. https://onlinelibrary.wiley.com/journal/1467839x 2. https://www.jstor.org/journal/socialpsychology 3. https://network.bepress.com/social-and-behavioral-sciences/psychology/social-psychology/ 4. https://www.simplypsychology.org/social-psychology.html 5. https://www.britannica.com/science/social-psychology 6. https://psychology.iresearchnet.com/social-psychology/

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: critically analyse the theories, concepts, perspectives in social psychology.

CO2: Develop the capacity to how theories are used to describe human attitude and behaviour.

CO3: develop in-depth nature of human diversity and attitudes toward diversity

CO4: Understand the Concepts of factors that influence the individuals in patterns of social behavior

CO5: Understand the dynamics of intergroup relationships, conflict, and cooperation.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		HEALTH PSYCHOLOGY					
Paper Number		Core 11					
Category	Core	Year	III	Credits	4	Course Code	
		Semester	V				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		5		--	5		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • To learn the biological, behavioural, cognitive and social determinants of health • Understanding of basic human biology such as the functioning of the endocrine, immune, and nervous systems • Learn the role of individual, group and community-based approaches to the prevention and management of health. • To critically evaluate research in health psychology • Understanding of the ethics and principles in professional practices 					
Course Outline		UNIT I: INTRODUCTION					
		Definition–Mind-body relationship–Field of Health Psychology–Focus of Health Psychology–Bodily Systems					
		UNIT II: ENHANCING HEALTH AND PREVENTING ILLNESS					
		Smoking, Reasons for smoking, Smoking and Health, Preventing and Quitting smoking, Alcohol use and abuse: Alcoholics, Reasons for use and abuse of alcohol, Preventing and treating for Alcohol abuse. Drug use and Abuse: Preventing and Stopping drug abuse. Nutrition: Consumption, Nutrition and Health, Weight control and diet, Exercise.					
		HEALTH BEHAVIOUR & PRIMARY PREVENTION					
		Health beliefs, behaviours and behaviour change – Health promotion – Changing Health Habits – Cognitive Behavioural approaches – Transtheoretical model of behaviour change – Health enhancing behaviours–Health compromising behaviours					
		UNIT III: BECOMING ILL AND GETTING MEDICAL TREATMENT					
		Health Services, Perceiving and Interpreting systems, Using and misu					

	<p>singhealthservices,ThePatient-Practitionerrelationship,adheringtomedicaladvice.Thehospital,Beinghospitalized, Psychologicalproblemsof hospitalizedpatients.</p> <p>UNITIV:STRESS,PAIN&COPING Defining, measuring and managing stress – theoretical contributions to stress – sources ofchronic stress – stress and illness – coping with stress – coping and external resources –socialsupport–copingoutcomes–stress management</p> <p>UNITV:BEHAVIOURALHEALTH Health Promotion - Exercising – Obesity & its Management – Quality of Life – Yoga andMeditation.</p>
ReferenceBooks	<ol style="list-style-type: none"> 1. Brannon,L&Feist,J.HealthPsychology.CA:Wadsworth/Thomson Learning,2000. 2. Ogden,J.(2012).HealthPsychology.5thed.McGraw-HillEducation 3. Taimini.L.K.(1973).GlimpsesintothePsychologyofYoga, The TheosophicalPublicationHouse,Chennai. 4. Taylor, Shelly, E. (2018). (10th Ed.). Health Psychology. Taylor. 5. Wachholtz, Amy. (2020). Clinical Health Psychology: Integrating Medical Information for Improved Treatment Outcomes. Cognella Academic Publishing. 6. Boyer, Bret, A., & Palaria, Indira M. (eds). (2007). Comprehensive Handbook of Health Psychology. Wiley. 7. Revenson, Tracey A., & Gurung, Regan A.R. (ed.). (2018). Handbook of Health Psychology. Routledge. 8. Bennett, Paul. (2000). Introduction to Clinical Psychology. Taylor & Francis. 9. Forshaw, Mark. J. (ed.) (2022). Health Psychology in Clinical Practice. Routledge.
Recommended Texts	<ol style="list-style-type: none"> 1. Friedman, H.S. (2011) <i>Oxford Handbook of Health Psychology</i>. Oxford: 2. Sarafino, E. P. (1990). <i>Health Psychology- Biopsychosocial Interactions</i>. Toronto: John Wiley and Sons.

	<p>3. Taylor, S E. (2006). <i>Health Psychology</i>. (6 ed). McGraw Hill Publishers.</p> <p>4. Antony, D. John (1996). <i>Types of Counselling. A Life Span Developmental and Situational Approach</i>, Nagercoil, Anugraha Publications.</p> <p>5. Evans, K., & Sullivan, J. M. (2012). <i>Dual Diagnosis: Counselling the mentally ill substance abuser</i>. Guilford Press.</p> <p>6. Justice, W. G. (2013). <i>Training guide for visiting the sick: More than a social call</i>. Routledge.</p>
Websites and e-resources	<ol style="list-style-type: none"> https://www.apa.org/pubs/journals/hea https://journals.sagepub.com/home/hpq https://www.tandfonline.com/journals/rhpr20 https://practicalhealthpsychology.com/ https://www.samhsa.gov/mental-health https://www.goodtherapy.org/learn-about-therapy/types/health-psychology

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Critically analyse of biological, behavioural, cognitive and social determinants of health

CO2: understand the neural basis of human biology such as the functioning of the endocrine, immune, and nervous systems

CO3: will be Knowing the role of individual, group and community-based approaches to the prevention and management of health.

CO4: Understand the causes and critically evaluate research in health psychology.

CO5: demonstrate the effects and Understanding of the ethics and principles in professional practices.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Project work with viva-voce					
Paper Number		Core 12					
Category	Project	Year	II	Credits	4	Course	

		Semester	4		Code	
Instructional Hours per week	Lecture	Tutorial		Lab Practice	Total	
				4	4	
Pre-requisite						
Objectives of the Course	<p>1. to develop a research mind-set among the students and to prepare them for further research in their area of study.</p> <p>2. Students select a research problem in the specific field of counselling and psychotherapy and prepared a research design.</p> <p>3. Review existing relevant literature and develop draft of study hypotheses</p>					
Course Outline	<p>The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of psychology, and prepare a research design by the end of V semester. Selection of the problem for the study is at the discretion of the student. However, while formulating the research problem, the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Log book and clearly note down the nature of meeting with the research guide with date and time. The draft research work shall be submitted for the scrutiny of the research supervisor.</p> <p>The project report will be submitted to Madurai Kamaraj University by the end of the VI Semester, as partial fulfilment of the requirements for the award of the bachelor's degree in psychology. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.</p>					

Learning Outcomes

At the end of the course, the students will

CO1: develop a solid background in research methodology.

CO2: Contribute to the body of knowledge in psychology.

CO3: develop a strong time management.

CO4: combine and compare different theoretical viewpoints and research results in a scientific way.

CO5: develop competency to interpret research results and their relevance to psychological theory; present conclusions of the research utilizing scientific criteria,

Title of the Course		GUIDANCE AND COUNSELLING				
Paper Number		Elective V				
Category	Elective	Year	III	Credits	3	Course

		Semester	V			Code	
Instructional Hours per week	Lecture	Tutorial	Lab Practice	Total			
	4		--	4			
Pre-requisite							
Objectives of the Course	<ul style="list-style-type: none"> ● To understand the principles of Guidance. ● To know the historical context of Guidance service. ● To understand the essential features of a Guidance. ● To explain the Vocational Guidance ● To know the Agencies of Guidance in India. 						
Course Outline	UNIT-I: Guidance and Counselling						
	Counselling: Meaning and definition - History of Counselling - Need for Counselling in Indian situation - Counselling and Advice - Objectives of Counselling - Education & Counselling.						
	Guidance: Meaning and Definition - Principles of guidance - Need and Significance of Guidance - Objectives of Guidance - Nature and Characteristics of Guidance - Stages of Educational Guidance.						
	Unit-II: Counselling steps Counselling Steps. Basic Skills of a good counsellor.						
	Unit-III: Counselling Process Preparation for counselling - Counselling Context and Process - Therapeutic Relationship - Boundaries - Dual Relationship - Providing Privacy - Confidentiality in Counselling.						
Unit-IV: Counselling approaches and practices Directive, Non-directive, Eclectic and Integrative approaches in counselling.							
Unit-V: Tools & Techniques used in counselling and guidance Importance of assessment in counselling, Tools used in assisting individuals towards self-discovery. Guidelines to use tools.							
Reference Books	<ol style="list-style-type: none"> 1. Rao, S Narayana (2002). Counselling and Guidance (2nd Edition). Tata McGraw Hill Publishing Company Limited, New Delhi 2. Antony, D. John. (2003). Skills of Counselling, 2nd edition, Dindigul, Anugraha Publications. 3. Dave, Indu (1992). Basic Essentials of Counselling 4. Sheitzer & Stone (1974). Foundations of Counselling 						

	<p>5. Pasricha, Prem (1976). Guidance and Counselling in Indian Education</p> <p>6. Prasantham, B. J. (1987). Therapeutic Counselling, Vellore, Christian Counselling Centre.</p>
Recommended Texts	<p>1. Gibson, L. Robert & Mitchell - (2008) - Introduction to Counselling and Guidance - Prentice Hall of India: New Delhi.</p> <p>2. Dalaganjan Naik – (2004) - Fundamentals of Guidance and Counselling - Adhyayan Publishers and Distributors, Delhi.</p> <p>3. Chauhan, S. S. (1982). Second Revised Edition - Principles and Techniques of Guidance - Vikas Publishing House Pvt Ltd.</p> <p>4. Chandra, Ramesh. (2007). Guidance and Counselling. Gyan Publishing House.</p> <p>5. Barki, B. G. Mukhopadhyay B. (1989). Guidance and Counselling: A Manual. Sterling.</p> <p>6. Reddy, Lokanandha, & Thankachan. T. C. (2016). Guidance and Counselling. Neelkamal Publications Private Ltd.</p>
	<p>1. https://collegemarker.com/blogs/career-guidance-and-counseling-importance-types-and-benefits/</p> <p>2. https://www.edumilestones.com/blog/details/top-10-techniques-for-Career-Counseling-Edumilestones</p> <p>3. https://idreamcareer.com</p> <p>4. https://www.careerguidancejpgandhi.com/</p> <p>5. https://collegemarker.com/blogs/career-guidance-and-counseling-importance-types-and-benefits/</p>

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Should be able to understand the principles of Guidance.

CO2: Understand the historical context of Guidance service.

CO3: Enables to understand the essential features of a Guidance

CO4: Clearly establish the knowledge of Vocational Guidance

CO5: Import the knowledge of Agencies of Guidance in India.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	

CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		INDUSTRIAL PSYCHOLOGY					
Paper Number		Elective VI					
Category	Elective	Year	III	Credits	3	Course Code	
		Semester	V				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4		--	4		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● To comprehend motivation in the industry and job satisfaction ● To know the accident and prevention techniques ● To learn the stressors in the workplace ● To explain the engineering psychology ● To understand the Industrial clinical psychology 					
Course Outline		<p>UNIT-I: Introduction What Industrial Psychology is? – Objectives – Scope – Industrial Psychology as a Science – Industrial Psychology as a Profession.</p> <p>Job Analysis And Job Evaluation Job Analysis – Definition, Applications and Scope – Various Methods of Job Analysis – Job Evaluation: – Various Methods of Job Evaluation.</p> <p>UNIT-II: Performance Appraisal & Performance Rating System The Nature and uses of Performance Appraisals – Performance Appraisal Procedures based on judgement – Objective Measures of Performance Appraisal – Performance Rating Systems – Errors and bias in Rating – Types of Rating Methods.</p> <p>UNIT-III: Personnel Selection & Testing Validity and Reliability of Selection Procedure – Various Types of Selection</p>					

	<p>Procedures: Interviews, Application Blanks. Biographical Inventories and Reference check-up Techniques – Testing Abilities – Testing Personality – Testing Skills and Achievements.</p>
	<p>UNIT-IV: Training & Development Introduction to Training and Development – Establishing Training needs – Methods and approaches in Management and Development – Methods and Approaches in Employee Training – Career Planning and Development.</p>
	<p>UNIT-V: Psychology Applications for Safety in Industries Accident Statistics and Reports – Causes of Accidents: Situational factors and Individual factors – Characteristics of Accident repeaters – Various measures of prevention of accidents; Performance Failures: Causes: Individual Causes, Group causes. Organisational / Contextual Causes – Treatment and corrective actions of performance failure factors.</p>
Reference Books	<ol style="list-style-type: none"> 1. Miner John, B. Industrial and Organizational Psychology, New York: McGraw Hill 1992. 2. McCormick, E.J., & Ilgen, R. Industrial Psychology, (7th Edition), New Delhi: Prentice Hall of India, 1984. 3. Aamodt, M.G., (2013) 7th Edition. Industrial Psychology. Cengage Learning. 4. Khosla, Anju. (2023). Industrial Psychology. JBC Press.
Recommended Texts	<ol style="list-style-type: none"> 1) Ludbe, Madhuri (2022). Industrial and Organizational Psychology. Nirali Prakashan. 2) Riggio, Ronald E. (2018). (7th ed.). Introduction to Industrial/Organizational Psychology. Taylor & Francis. 3) Bevoc, Louis., & Collinson, Rachael. (2020). Industrial/Organizational Psychology, Personality, Emotionally Intelligent Leadership, and Employee Emotional in Organizations. Amazon Digital services LLC – KDP. 4) Smith, May. (2007). An Introduction to Industrial Psychology. Mccutchen Press.

	<ul style="list-style-type: none"> i. https://positivepsychology.com/industrial-psychology/ ii. https://www.tandfonline.com/doi/abs/10.1080/00223980.1960.9916383?journalCode=vjrl20 iii. https://www.researchgate.net/publication/262784042_Industrial_Psychology_Goodness_of_fit_Fit_for_goodness iv. https://uwaterloo.ca/psychology/research/research-areas/industrial-organizational-psychology/industrial-organization-psychology-description-field-i-o
--	--

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Critically analyses and comprehend motivation in the industry and job satisfaction

CO2: Understand and know the accident and prevention techniques

CO3: Comprehend and learn the stressors in the workplace

CO4: Student will be enabled to understand and explain the engineering psychology

CO5: demonstrate the effects of the Industrial clinical psychology.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

SEMESTER 6

Title of the Course		CLINICAL PSYCHOLOGY- II					
Paper Number		CORE 13					
Category	Core	Year	3	Credits	4	Course Code	
		Semester	6				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		5	-	-	5		
Pre-requisite							
Objectives of the Course		<p>The main objectives of this course are to:</p> <ol style="list-style-type: none"> 1. To understand the maladaptive behavior in humans 2. To explain the causes and risk factors of psychiatry disorders 3. To understand the types of personality disorders 4. To explain the treatment and therapeutic approaches 5. To understand the cognitive impairment disorder. 					
Course Outline		Unit I: Personality Disorders					
		Cluster A, Cluster B, and Cluster C.					
		Unit II: Schizophrenia & Delusional Disorder					
		General symptoms, types & causes (briefly)Delusional Disorder (paranoid) Clinical picture & causes.					
		Unit III: Mood Disorder					
Normal depression, symptoms of mild to moderate & moderate to severe mood disorder, causal factors.							
		Unit IV: Substance Abuse & Sexual Disorders					
		Alcohol abuse & dependence, clinical picture, causes Drug abuse & dependence, narcotics, sedatives, stimulants, hallucinogens. Treatment & prevention					
		Normal Sexuality. Desire, Interest, Arousal Disorders. Orgasm Disorders. Sexual Pain Disorders. Sexual Dysfunctions due to a general medical condition. Paraphilic Disorders.					
		Unit V: Treatment of Psychological Disorders					
		Biologically based therapies, electroconvulsive therapy,					

	<p>pharmacological method; Psychotherapies – psychodynamic therapy, behaviour therapy, cognitive behaviour therapy – rational emotive therapy & stress inoculation, humanistic therapy, client - centred therapy</p>
Reference Books	<ol style="list-style-type: none"> 1. Barlow David H. & Durand, V. Mark (1995) Abnormal Psychology, Brooks/Cole Publishing Co. 2. Bootzin RR, Acocella JR & Alloy LB (6th Ed) Abnormal psychology-current perspectives-the Graw Hill inc. USA 3. Carson RC & Butcher JN: Abnormal psychology & modern life (10th Ed) Harper- Collins NY 4. Ronald J Comer: Abnormal psychology (2nd Ed) WH Freeman & co. NY 5. John M Neale, Gerald C Davidson & David AF Haaga: exploring Abnormal psychology (6th Ed) John Wiley & sons.
Recommended Texts	<ol style="list-style-type: none"> 1. American Psychiatric Association (1994) Diagnostic and Statistical Manual of Mental disorders 4th Ed. Washington DE APA. 2. Irwin G. Sarason and Sarason Barbara, R (1993) Abnormal Psychology 6th Ed, New York: Prentice Hall. 3. Ilusen, M, Kazdin E. A and Bellack S. A (1991). The Clinical Psychology handbook. 2nd Ed New York: Prentice Hall. 4. Richard R. Bootzin, Joan Ross Acocella and Lamen B. Alloy (1993), Abnormal Psychology. 6th Ed New York: McGraw Hills. 5. WHO (1992) The ICD 10 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines, Geneva, WHO. 6. Barlow H. David and Durand V. Mark (1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company. 7. Carson C. Robert, Butcher N. James, Mineka, Susan (1998) – Abnormal Psychology and Modern life; New York, Longman. 8. Antony, D. John, (2006) Mental Disorders encountered in Counselling, Dindigul: Anugraha Publications.

Websites & e-resources	1. https://www.verywellmind.com/an-overview-of-psychopathology-4178942 2. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2288576/ 3. https://www.sciencedirect.com/science/article/pii/S2352250X21000257 4. https://www.apa.org/pubs/journals/abn
-----------------------------------	--

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Will be able to critically analyse and understand the maladaptive behavior in humans

CO2: Understand and explain the causes and risk factors of psychiatry disorders

CO3: Comprehend and understand the types of personality disorders and its effect on daily life of individual

CO4: It enables to explain the treatment and therapeutic approaches

CO5: Demonstrate the effects of cognitive impairment disorder.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		SOCIAL PSYCHOLOGY II					
Paper Number		CORE 14					
Category	Core	Year	3	Credits	4	Course Code	
		Semester	6				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		5	-	-	5		
Pre-requisite							
Objectives of the Course		.The main objectives of this course are to: 1. To know about social behavior of people in the society 2. To explain the prosocial behavior of an individual 3. To know about the causes of human aggression					

	<p>4. To understand the influence of attitude, stereotypes upon social behavior To explain the interpersonal attractions and close relationship</p>
Course Outline	<p>UNIT -I: Prosocial Behavior Prosocial Behavior – Prosocial Behaviour and Altruism: Dealing with emergencies. Motives for prosocial behavior. Responding to an emergency. External and internal influence on helping behavior. Long-term commitment to prosocial acts.</p>
	<p>UNIT -II: Aggression Aggression: Perspectives on aggression. Causes of human aggression: Social, culture, personal, and Situational Aggression in ongoing relationship: bullying and aggression at work. The prevention and control of aggression: some useful techniques.</p>
	<p>UNIT -III: Groups and Individuals Groups And Individuals: Benefits of joining: Effects of the presence of others: From task performance to Behavior in Crowds. Social loafing: Letting others do the work. Coordination in groups. Perceived fairness in groups: Its nature and effects. Decision making by groups.</p>
	<p>UNIT -IV: Conformity, Compliance and Obedience Conformity, Compliance and Obedience: Conformity: Factors affecting Conformity - The bases of Conformity. Compliance: The Foot-in- the-Door Technique – The Door-in-the-Face Technique. The That's-Not-All Technique - The Lowballing Technique -On-the-Job Influence Obedience: Obedience to Authority - Milgram Studies - Defying Social Pressure.</p>
	<p>UNIT -V: Applying Social Psychology Applying Social Psychology: Applying Social Psychology to the interpersonal aspects of the legal System. The Testimony of Eyewitnesses - Problems and solutions. Processing Health Related Information World of work – Job satisfaction – Helping – and Leadership.</p>
Reference Books	<ol style="list-style-type: none"> 1. Feldman, Robert S., (1998). Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 2. Baron, R.A. and Byrne, D., (1997). Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 3. Myers, David G. (2006). Social Psychology.(8th Edition). New Delhi: Tata McGraw – Hill Publishing Company Limited.

	4. Baron,R.A., Bhardwaj.,G.,Branscombe.N.R. and Byrne,D. (2009). Social Psychology, (8th Edition). New Delhi; Pearson Education
Recommended Texts	1.Kassin S., Fein, Steven, Markus, Hazel Rose. (2013). (9 th ed.). Social Psychology. Cengage Learning. 2.Jeffrey W. Lucas., Melissa A. Milkie, David E. Rohall. (2010). (2 nd ed). Social Psychology: Social Perspectives. Pearson India. 3.McDavid J.W. (2006). Social Psychology: Individuals, Groups, Societies. CBS Publishers and Distributors. 4. Aronson, Elliot., Wilson, Timothy D., Sommers, Samuel R., & Tucker, Veena. (2020). (2 nd ed). Social Psychology. Pearson India.
Websites and e-resources	1. https://onlinelibrary.wiley.com/journal/1467839x 2. https://www.jstor.org/journal/socialpsychology 3. https://network.bepress.com/social-and-behavioral-sciences/psychology/social-psychology/ 4. https://www.simplypsychology.org/social-psychology.html 5. https://www.britannica.com/science/social-psychology 6. https://psychology.iresearchnet.com/social-psychology/

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Critically evaluate and know about social behavior of people in the society

CO2: understand the explain the prosocial behavior of an individual

CO3: comprehend and know about the causes of human aggression

CO4: understand the influence of attitude, stereotypes upon social behavior

CO5: demonstrate the interpersonal attractions and close relationship

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		MARKETING AND CONSUMER BEHAVIOUR					
Paper Number		CORE 15					
Category	Core	Year	3	Credits	4	Cours e Code	
		Semester	6				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		5	-	-	5		
Pre-requisite							
Objectives of the Course	<p>The main objectives of this course are to:</p> <ol style="list-style-type: none"> 1. Demonstrate how knowledge of consumer behaviour can be applied to marketing 2. To learn about factors which influence consumer behaviour 3. Relate psychological aspects such as personality, perception, and attitude to the choices consumers make. 4. Understand the impact of marketing on consumer behavior 5. Demonstrate methods to improve customer satisfaction 						
Course Outline	<p>Unit – I : Marketing in the Twenty first century</p> <p>Definition, Scope of Marketing Core marketing concepts; Direct and On line marketing - Advantages & disadvantages.</p>						
	<p>Unit – II : Market Segmentation</p> <p>Levels and patterns of market segmentation, Segmenting consumer and business markets; Market targeting; Marketing mix.</p>						
	<p>Unit – III : Understanding Consumer behaviour</p> <p>Field and scope of consumer Behaviour; Types of consumers; Major Factors influencing Buyer Behaviour; cultural, social, personal and psychological factors.</p>						
	<p>Unit – IV : The Buying Decision process</p> <p>Buying roles, buying behaviour: Levels of consumer decision making; Models of consumers; Consumer Adoption process; the stages of buying - decision Process.</p>						
	<p>Unit – V : Consumer research</p> <p>History, consumer research Process; Conducting a research</p>						

	study; consumerism. Guest lectures by experts in the field of marketing must be arranged.
Recommended Readings	<p>1. Mowen, J. C. 1993. Consumer Behavior. Third Edition. Macmillan Publishing Company. New York.</p> <p>2. Aaker, D.A, Kumar, V., & Day, G.S. 1995. Marketing Research. Fifth edition. John Willey & Sons, Inc. New York.</p> <p>3. Belch, G. E. & Belch, M. A 1990. Consumer Behavior and Marketing Action. Fourth Edition. PWS-Kent Publishing Company, Boston.</p> <p>4. Hawkins, D.I., Best, R.J., & Coney, K.A. 1992. Consumer Behavior: Implications for Marketing Strategy. Fifth Edition. Irwin, Boston.</p> <p>5. Stanton, W.J, Etzel, M, & Walker, B.J. 1991. Fundamentals of Marketing. Ninth Edition. Mcgraw-Hill, Inc., New York.</p>
Reference Books	<p>1. Kotler, Philip (2001) : Marketing Management. Millenium edition, Eastern Economy, Prentice Hall India, New Delhi</p> <p>2. Schiffman. L.G. and Kanuk, L.L (1999): Consumer behaviour, 12th edition, Prentice Hall of India Pvt Ltd.</p> <p>3. Mcgregor, L. (1995). Consumer Behaviour. In: Baker, M.J., <i>et al.</i> Marketing Theory and Practice. Palgrave, London. https://doi.org/10.1007/978-1-349-24260-3_4</p> <p>4. Doyle, Charles. (2016). (4th ed.) A Dictionary of Marketing. Oxford University Press.</p>
Websites and e-resources	<p>1. https://bbamantra.com/reference-group-consumer-behaviour/</p> <p>2. https://www.omniconvert.com/blog/consumer-behavior-in-marketing-patterns-types-segmentation/</p> <p>3. https://www.moengage.com/learn/consumer-behavior-in-marketing/</p> <p>4. https://neilpatel.com/blog/behavioral-marketing/</p> <p>5. https://www.appier.com/en/blog/what-does-consumer-behavior-mean-for-marketing</p> <p>6. https://www.demandjump.com/blog/the-importance-of-consumer-behavior-in-marketing</p> <p>7. https://www.woopra.com/learn/customer-behavior-analysis</p>

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Critically analyse and demonstrate how knowledge of consumer behaviour can be applied to marketing

CO2: understand and learn about factors which influence consumer behaviour

CO3: comprehend aspects such as personality, perception, and attitude to the choices consumers make.

CO4: Understand the impact of marketing on consumer behavior

CO5: Demonstrate methods to improve customer satisfaction

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Case Study				
Paper Number		Elective 7 (Generic/Discipline Specific)				
Category	SEC	Year	I	Credits	3	Course Code
	Semester	I				
Instructional Hours per week	Lecture	Tutorial	Lab Practice	Total		
				3	3	
Pre-requisite						
Objectives of the Course		<p>1. Analyse and apply theoretical approach to the work with the client.</p> <p>2. Evaluate the application of theoretical approach to the work with the client over a period of few sessions.</p> <p>3. Analyse the learning gained from the sessions in relation to the work with the client.</p> <p>4. Evaluate how this learning informed one's work with the client over a few counselling sessions.</p>				
Course Outline		<p>An important part of one's preparation as a psychologist includes actual counselling sessions performed under the supervision of a faculty member or experienced counsellor. From the supervised counselling situations, a student will choose two case presentations before all the students as a seminar and submit the same as a record to the supervisor. In order to present a case presentation, a student would have completed at least six counselling sessions with the same client. From the counselling with the clients, the student applies the theoretical understanding of the work, evaluates, presents the learning gained from the supervised session and how this learning was applied to the future counselling sessions.</p> <p>There are two common types of presenting case-study: 1) Theory-based case studies and 2) Supervision-based case studies. In the</p>				

	<p>theory-based case study, the student has to break down the key concepts of the theoretical approach and examine each part in detail and how it was used with the client and the subsequent result of this. Further the student would require assessing the value and effectiveness of all the key concepts as they were applied to the client, substantiating with specific reasons.</p> <p>In the supervision-based case study, students use David Kolb's learning cycle which breaks down learning into four elements: concrete experience, reflective observation, abstract conceptualization and active experimentation.</p>
Recommended Books	<ol style="list-style-type: none"> 1. John McLeod, (2010) <i>The Role of Case Studies in the Development of Theory and Practice in Counselling and Psychotherapy</i>. Sage research Methods. DOI:https://doi.org/10.4135/9781446287897 2. Moodley, Roy. (2015). <i>International Counselling: Case Studies Handbook</i>. Wiley. 3. Wedding, Danny., & Corsini, Raymond J., 7th edition. (2014). Cengage Learning.
Recommended Texts	<ol style="list-style-type: none"> 1. McLeod, John., & Elliott, Robert, (2011). Systematic case Study Research: A practice-oriented introduction to building an evidence base for counselling and Psychotherapy. <i>Counselling and Psychotherapy Research</i> 11(1): 1-10. DOI:10.1080/14733145.2011.548954 2. Burton, Aruthur, (2018). <i>Case Studies in Counselling and Psychotherapy</i>. Forgotten books.
Websites and E-learning resources	<p>https://www.simplypsychology.org/learning-kolb.html</p> <p>https://counsellingtutor.com/counselling-case-study/</p> <p>https://www.decktopus.com/templates/counseling-case-study-template</p> <p>https://slideplayer.com/slide/4667938/</p>

Learning outcomes

At the end of the course, the students will

CO1: gain an understanding to present a case study based on the theoretical approach.

CO2: gain experience to apply and assess the value and effectiveness of all the key concepts in the theory.

CO3: be able to break down learning into a few elements such as: concrete experience, reflective observation.

CO4: gain an understanding to break down learning into a few elements such as: abstract conceptualization and active experimentation.

CO5: gain an understanding of personal learning and future course of action with the client.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		POSITIVE PSYCHOLOGY					
Paper Number		Professional/Competency Skill					
Category	Professional Competency Skill	Year	3	Credits	3	Course Code	
		Semester	6				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	-	-	4		
Pre-requisite							
Objectives of the Course		<p>The main objectives of this course are to:</p> <ol style="list-style-type: none"> 1. Demonstrate how assumptions and goals from the negative to the positive view of human functioning 2. To learn about meaning and measure of happiness and Subjective Well-Being 3. Relate psychological aspects Understanding positive affect, positive emotions and well-being 4. Understand the impact of Self-Efficacy, Optimism and Hope 5. Demonstrate Altruism – Gratitude – Forgiveness – Societal implications 					
Course Outline		<p>UNIT I: INTRODUCTION Definition – Assumptions and Goals – From the negative to the positive – View of human functioning - Eastern and western perspectives – Classifications and measures of strengths and positive outcomes</p> <p>UNIT II: POSITIVE PSYCHOLOGY IN CONTEXT Developing strengths and living well – Meaning and measure of happiness –Subjective Well-Being – Self-Realization – Views of Happiness</p> <p>UNIT III: POSITIVE EMOTIONAL STATES & PROCESSES Principles of pleasure: Understanding positive affect, positive</p>					

	<p>emotions and well-being: Positive Emotions and Health Resources – Positive Emotions and Well – Being - Emotion-focused coping – Emotional Intelligence</p> <p>UNIT IV: POSITIVE COGNITIVE STATES & PROCESSES Self-Efficacy, Optimism and Hope – Wisdom and Courage: the two universal virtues – Mindfulness, Flow and Spirituality</p> <p>UNIT V: PROSOCIAL BEHAVIOUR & POSITIVE ENVIRONMENTS Empathy and Egotism: Altruism – Gratitude – Forgiveness – Societal implications – Attachment, Love and Flourishing relationships Positive Schooling – Gainful Employment – Building better communities – Life above Zero</p>
Recommended Texts	<ol style="list-style-type: none"> 1. Frankl, Victor. (2006). Man’s Search for Meaning. Beacon Press. 2. Seligman, Martin E. P. (2002). Authentic Happiness. Free Press, New York. 3. Snyder, C. R. & Lopez, Shane, (ed). (2001). Handbook of Positive Psychology. Oxford University Press. 4. Peterson, Christopher & Seligman, Martin E. P. (ed.). (2004). Character Strengths and Virtues: A Handbook and Classification. Oxford University Press. 5. Maslow, Abraham H. (1998). (3rd ed.) Toward a Psychology of Being. John Wiley & Sons. Inc. 6. Csikszentmihalyi, Mihaly. (2008). Flow: The Psychology of Optmial Experience. Harper Perennial Modern Classics.
Reference Books	<ol style="list-style-type: none"> 1. Steve, B. (2016). Positive Psychology. Pearson Education India. 2. Alan Carr (2002) Positive Psychology, London, Routledge 3. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications. 4. David G. Myers. The Pursuit of Happiness Avon Martin Seligman(1991) Learned Optimism Pocket Books. 5. Lykken, D. (1999). Happiness: What studies on twins show us about nature, nurture, and the happiness set-point. Golden Books. 6. Goleman, D. (1998). Working with Emotional Intelligence. Bantam
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://greatergood.berkeley.edu/ 2. https://happiness-academy.eu/5-of-our-favorite-webistes-about-positive-psychology/mindful.org 3. https://www.psychologies.co.uk/ 4. https://www.psychologytoday.com/us 5. https://www.authentic happiness.sas.upenn.edu/

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1: Define positive psychology and learn to have positive view of human functioning.

CO2: learn about meaning and measure of happiness Subjective Well-Being.

CO3: comprehend and relate psychological aspects of Understanding positive affect, positive emotions, and well-being.

CO4: Understand the impact of Self-Efficacy, Optimism and Hope

CO5: Demonstrate Altruism – Gratitude – Forgiveness – Societal implications.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√