

B. Sc. Psychology

Syllabus

AFFILIATED COLLEGES

Program Code: 26U

2021 – 2022 onwards



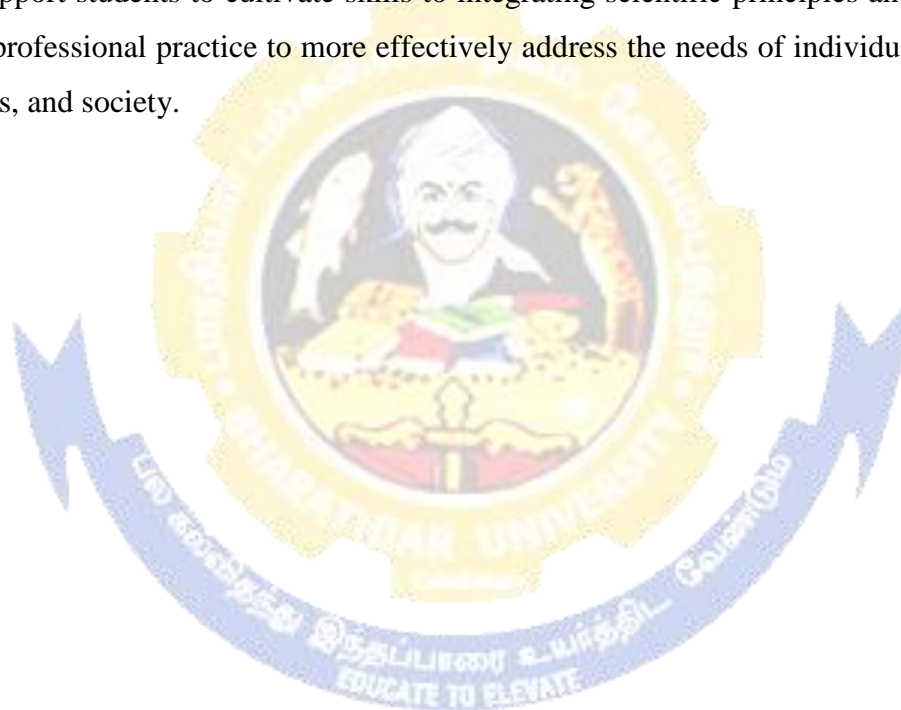
BHARATHIAR UNIVERSITY

(A State University, Accredited with “A” Grade by NAAC,
Ranked 13th among Indian Universities by MHRD-NIRF,
World Ranking: Times -801-1000, Shanghai -901-1000, URAP - 982)

Coimbatore - 641 046, Tamil Nadu, India

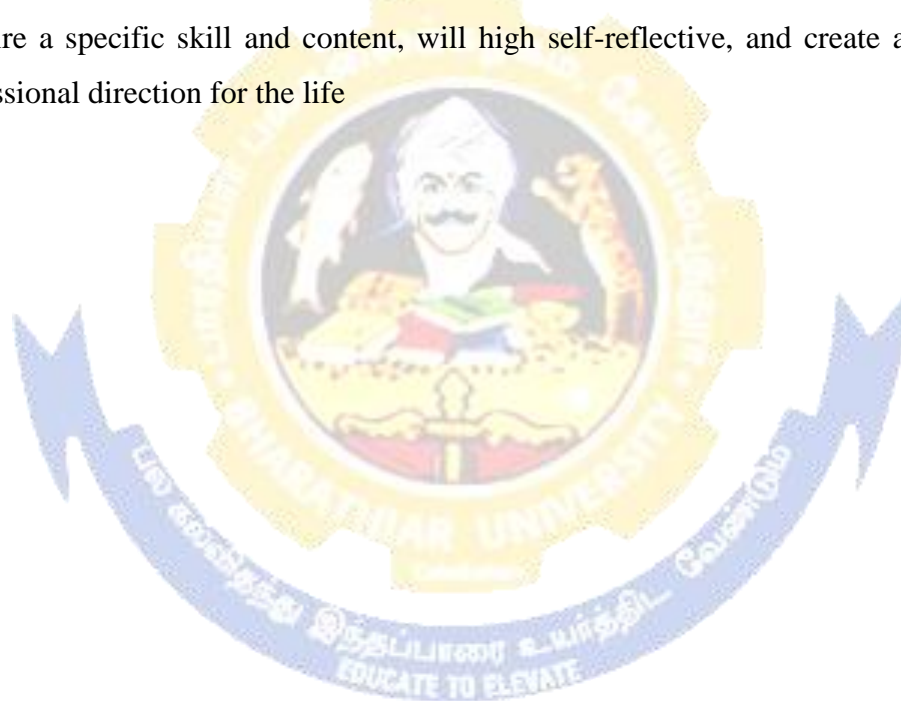
PROGRAM EDUCATIONAL OBJECTIVES (POE)

1. To provide students to gain knowledge about the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. To impart active learning principles and encourage students to pursue active learning principles in other fields (clinical, education, research, human resources, etc.).
3. To give comprehensive training to understand and apply various inquiry skills and integrate research and scholarly activities into their academic and career development.
4. To demonstrate an effective communication skill with a professional convention in psychology to facilitating optimal human functioning.
5. To support students to cultivate skills to integrating scientific principles and knowledge with professional practice to more effectively address the needs of individuals, families, groups, and society.



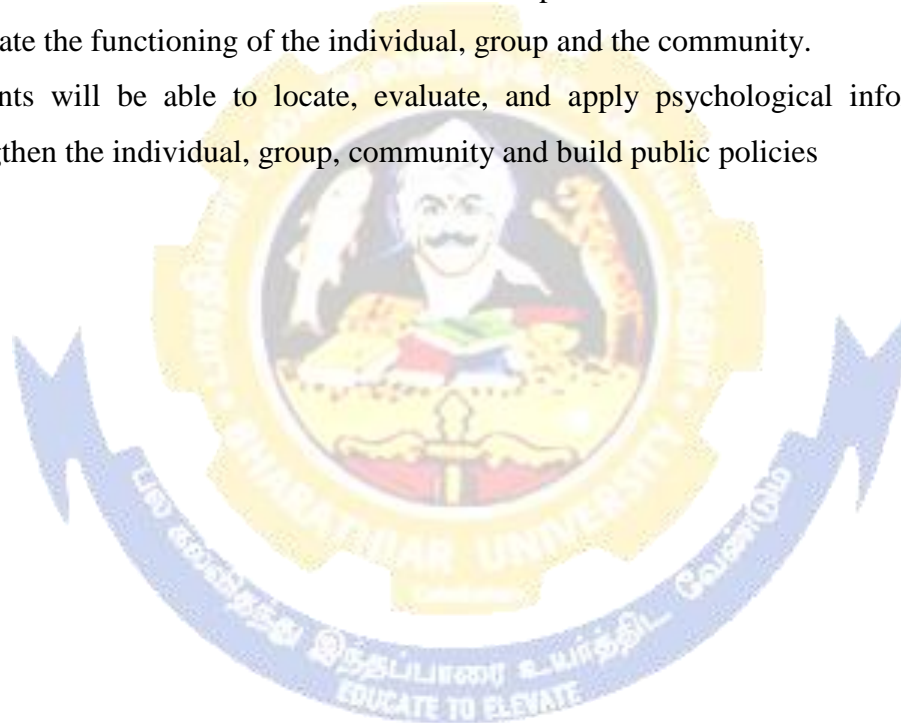
PROGRAMME OUTCOME (PO)

1. Able to demonstrate substantial knowledge and competence in the extensiveness in the field of psychology.
2. Able to understand psychology as an applied discipline and recognize the unique features of the methods in psychology and its place in the broader field of scientific studies.
3. Develop as an effective trainer, consultation, therapist, and a collaborator to build an advanced competence work system.
4. Exhibit the ability to appreciate the values of others' culture, value, and background, follow the ethics, and work constructively with the team as a professional.
5. Acquire a specific skill and content, will high self-reflective, and create a meaningful professional direction for the life



PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. Students will be able to understand the theories, major concepts and underpinning mechanisms, which explain human thought and behaviour pertain to specific and larger context.
2. Students will also well-versed in conceptualizing the issues, evolving an appropriate techniques/ strategy. monitoring the progress and outcomes across the different work settings (clinical, education, research, human resources, etc).
3. Students able to comprehend and apply basic research methods in psychology to conduct, adopt appropriate design, analysis data, and interpretation.
4. Students will be able to well articulate the implications of evidence-based practice to facilitate the functioning of the individual, group and the community.
5. Students will be able to locate, evaluate, and apply psychological information that strengthen the individual, group, community and build public policies



BHARATHIAR UNIVERSITY:: COIMBATORE 641 046

B. Sc. PSYCHOLOGY (CBCS PATTERN)

(For the students admitted from the academic year 2021-2022 and onwards)

Scheme of Examination

| Part | Title of the Course | Hours / Week | Examination | | | | Credits |
|---------------------|--|--------------|-------------------|---------------|------------|------------|-----------|
| | | | Duration in Hours | Maximum Marks | | | |
| | | | | CIA | CEE | Total | |
| Semester I | | | | | | | |
| I | Language - I | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English - I | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper I : General Psychology I | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper II : Developmental Psychology I | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Allied A: Paper I : Biopsychology - 1 | 4 | 3 | 50 | 50 | 100 | 4 |
| IV | Environmental Studies* | 2 | 3 | - | 50 | 50 | 2 |
| | Total | 30 | | 250 | 300 | 550 | 22 |
| Semester II | | | | | | | |
| I | Language – II | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English – II | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper III : General Psychology II | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper IV: Developmental Psychology II | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Allied A: Paper II : Biopsychology - II | 4 | 3 | 50 | 50 | 100 | 4 |
| IV | Value Education – Human Rights* | 2 | 3 | - | 50 | 50 | 2 |
| | Total | 30 | | 250 | 300 | 550 | 22 |
| Semester III | | | | | | | |
| I | Language – III | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English – III | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper V : Abnormal Psychology I | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper VI : Practical I- Experimental Psychology I | 4 | 3 | 50 | 50 | 100 | 4 |
| III | Allied B: Paper I : Psychological Statistics | 4 | 3 | 30 | 45 | 75 | 3 |
| IV | Skill based Subject 1: Counselling Psychology | 3 | 3 | 30 | 45 | 75 | 3 |
| IV | Tamil** / Advanced Tamil* (OR) Non-major elective - I (Yoga for Human Excellence)* / Women's Rights* | 2 | 3 | - | 50 | 50 | 2 |
| | Total | 30 | | 260 | 340 | 600 | 24 |
| Semester IV | | | | | | | |
| I | Language – IV | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English – IV | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper VII : Abnormal Psychology II | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper VIII : Practical II- Experimental Psychology II | 4 | 3 | 50 | 50 | 100 | 4 |

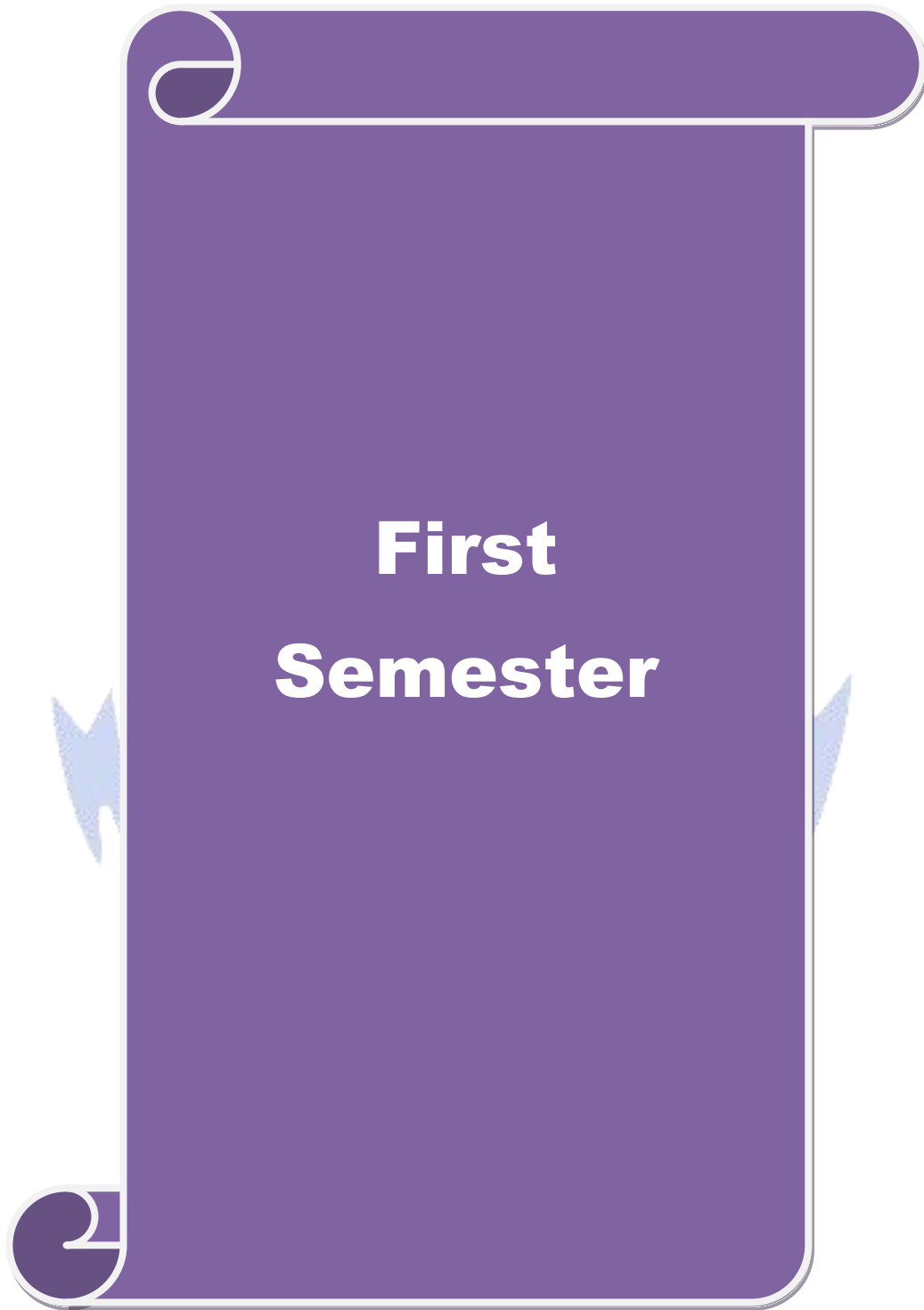
B .Sc. Psychology 2021-22 onwards – University Department –Annexure No.46(a)
SCAA Dated: 23.06.2021

| | | | | | | | |
|-----|---|-----------|---|-------------|-------------|-------------|------------|
| III | Allied B: Paper II : Research Methodology | 4 | 3 | 30 | 45 | 75 | 3 |
| IV | Skill based Subject 2: Testing and Assessment | 3 | 3 | 30 | 45 | 75 | 3 |
| IV | Tamil**/Advanced Tamil* (OR) Non- major elective -II (General Awareness*) | 2 | 3 | - | 50 | 50 | 2 |
| | Total | 30 | | 260 | 340 | 600 | 24 |
| | Semester V | | | | | | |
| III | Core Paper IX : Social Psychology I | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper X: Industrial/Organizational Psychology I | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper XI: Health Psychology | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper XII : Practical III - Experimental Psychology III | 4 | 3 | 50 | 50 | 100 | 4 |
| III | Elective I | 5 | 3 | 50 | 50 | 100 | 4 |
| IV | Skill based Subject 3: Life Skill Development | 3 | 3 | 30 | 45 | 75 | 3 |
| | Total | 30 | | 280 | 295 | 575 | 23 |
| | Semester VI | | | | | | |
| III | Core Paper XIII: Social Psychology II | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper XIV: Industrial/Organizational Psychology II | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper XV : Practical IV- Experimental Psychology IV | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Elective II | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Elective III | 5 | 3 | 50 | 50 | 100 | 4 |
| IV | Skill Based Subject 4 : Personality Assessment | 3 | 3 | 30 | 45 | 75 | 3 |
| V | Extension Activities** | | | 50 | - | 50 | 2 |
| | Total | 30 | | 330 | 295 | 625 | 25 |
| | Grand Total | | | 1630 | 1770 | 3400 | 140 |

Note

* No Continuous Internal Assessment (CIA). Only University Examinations.

** No University Examinations. Only Continuous Internal Assessment (CIA).



| | | | | | | |
|---|--|------------------------------|-------------------------|----------------|----------|-----------------|
| Course code | | GENERAL PSYCHOLOGY -1 | L | T | P | C |
| Core I | | | 4 | | | 4 |
| Pre-requisite | NIL | | Syllabus Version | 2021-22 | | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the nature of Psychology 2. Learn the role of the nervous system, endocrine systems and consciousness 3. Understand the basic anatomy and functions of sensation and perception 4. Describe the cognition and problem-solving strategies 5. Know the fundamental principles and features of personality and motivation | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | To understand different models of human behavior based on science | | | | | K2 |
| 2 | To analysis major components of biological systems studied in psychology | | | | | K4 |
| 3 | Evaluate the methods to improve memory and problem solving | | | | | K5 |
| 4 | Design, conduct, or evaluate basic psychological techniques to improve personality | | | | | K6 |
| 5 | Apply psychological principles to everyday life | | | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Introduction to Psychology | | | | | 12 hours |
| Introducing Psychology: Definition of Psychology.Origin of Psychology: Philosophical origins; - Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: - Darwin, Genetics.Development of Psychology in India.Branches & Scope of Psychology. Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines. | | | | | | |
| Unit:2 | Experimentation and Critical Thinking in Psychology | | | | | 12 hours |
| Psychology as a science.Goals of scientific enterprise.Steps in scientific investigation. Methods of psychology: Naturalistic observation, case study, survey, correlational studies, experimental method:-Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment.Steps in conducting psychological research. | | | | | | |
| Unit:3 | Sensation, Attention and Perception | | | | | 12 hours |
| Sense modalities.Psychophysics: Absolute threshold, Differential threshold, Just Noticeable Difference (JND).Attention – factors affecting attention:- subjective and objective factors - Selective attention - Phenomena associated with attention: span of attention, division of attention, distraction of attention.Perception - Subliminal perception - Perceptual set - Perceptual defense - Perceptual organization – Depth Perception: monocular and binocular cues - Perceptual styles - Perceptual constancies - Color perception – color theories- Illusions and its types - Habituation - Extra sensory perception – Enhancing perceptual accuracy. | | | | | | |
| Unit:4 | Mind, Consciousness and Altered States | | | | | 12 hours |

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| Mind, Consciousness and Altered States: Awareness and consciousness States of mind, Nature of consciousness - Functions of consciousness.Changes in consciousness: Dream and Sleep, Circadian Rhythm, Sleep cycle, Stages of sleep.Altered states: Lucid dreaming, Hypnosis, meditation, Hallucinations, Religious ecstasy, drug induced states. | | |
| Unit:5 | Learning | 12 hours |
| Learning: Definition - Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control - Schedules of Reinforcement - Partial Reinforcement effect. Applications: Contingencies in schools, Premack principle. Behavior modification. Other types of learning: Trial and error learning - Verbal learning - Cognitive learning - Observational learning - Latent learning - cognitive map - Improving learning- Economy in learning. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education | |
| 2 | Lee. J A (2010) The Scientific Endeavour. New Delhi. Pearson | |
| 3 | Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India | |
| Reference Books | | |
| 1 | Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill | |
| 2 | Weiten, W. (2002). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/learn/introduction-psych | |
| 2 | https://www.edx.org/course/introduction-to-psychology | |
| 4 | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 |
|------------|------------|------------|------------|------------|------------|
| CO1 | M | S | S | S | M |
| CO3 | S | L | M | S | S |
| CO3 | L | S | S | S | M |
| CO4 | S | M | S | S | L |
| CO5 | M | S | S | S | M |

*S-Strong; M-Medium; L-Low

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|--------------------|--|-------------------------------------|----------|----------|----------|----------|
| Course code | | DEVELOPMENTAL PSYCHOLOGY – I | L | T | P | C |
|--------------------|--|-------------------------------------|----------|----------|----------|----------|

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| CoreII | | 4 | | 4 |
| Pre-requisite | NIL | Syllabus Version | 2021-22 | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | |
| Course Objectives: | | | | |
| The main objectives of this course are to: | | | | |
| <ol style="list-style-type: none"> 1. To explain how theories are used to understand child behavior and development 2. To learn the role of major theories of child development 3. To analyze the interdependence of the cognitive, psychosocial and physical domains of development 4. Toknow the current research findings as they apply to child development 5. Know the effect of biological, environmental and cultural influences on development | | | | |
| Expected Course Outcomes: | | | | |
| On the successful completion of the course, student will be able to: | | | | |
| 1 | To remember thebasic conceptsofhumanlifespandundervariousperiods | | | K1 |
| 2 | To analysis major components of humanlifetransitionsacross different ages. | | | K4 |
| 3 | Evaluate the different stages of life and it's impact on health and well-being | | | K5 |
| 4 | Understand the characteristicsofeachlifespansstage through empirical findings | | | K2 |
| 5 | Apply psychological principles in the developmental process | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | |
| Unit:1 | Introduction to Life Span Development | | | 12 hours |
| Introduction to Life Span Development: Introduction. Importance of life span development, Historical perspective.Characteristics of life span perspective. Nature of development.Cross sectional and longitudinal approaches in developmental study.Theories by Freud - Erickson- Piaget- Vygotsky.Information processing Behavioral -Social cognitive- eclectic orientation. | | | | |
| Unit:2 | Prenatal Development | | | 12 hours |
| Prenatal Development: Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests.Effects of teratogens.Neonatal health and responsiveness. Consequences of low birth weight. | | | | |
| Unit:3 | Physical Development | | | 12 hours |
| Physical Development: Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception). Height and weight in infancy and childhood.Gross and fine motor skills. Handedness. Physical development in puberty.Changes in early, middle and late adulthood.Theories of aging.Gross and fine motor skills. Handedness.Physical development in puberty.Changes in early, middle and late adulthood.Theories of aging. | | | | |
| Unit:4 | Cognitive Development | | | 12 hours |
| Stages of cognitive development- sensory motor stage- object permanencePre operational stage- intuitive thought.Concrete operations- semantics- pragmaticsLanguage development - How language develops- babbling- two-word utterance.Advances in early, middle and late childhood- metalinguistic awareness. | | | | |

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| Unit:5 | Emotional Development | 12 hours |
| Emotional Development: Introduction- Development of emotion through infancy, childhood, adolescence and adulthood.Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates.Theories of attachment- care giving and attachment. Moral development- Piaget’s and Kohlberg’s theory- stages. Social conventional reasoning- basic processes- Resistance to temptation- self-control- Empathy- Moral characters. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd | |
| 2 | Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company | |
| 3 | Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGrawHill PublishingCompany | |
| Reference Books | | |
| 1 | Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company | |
| 2 | Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/courses?query=developmental%20psychology | |
| 2 | https://www.edx.org/course/introduction-to-developmental-psychology | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | M | S | S | M |
| CO3 | M | M | M | L | S |
| CO3 | L | M | S | M | S |
| CO4 | M | M | S | S | M |
| CO5 | S | M | S | M | S |

*S-Strong; M-Medium; L-Low

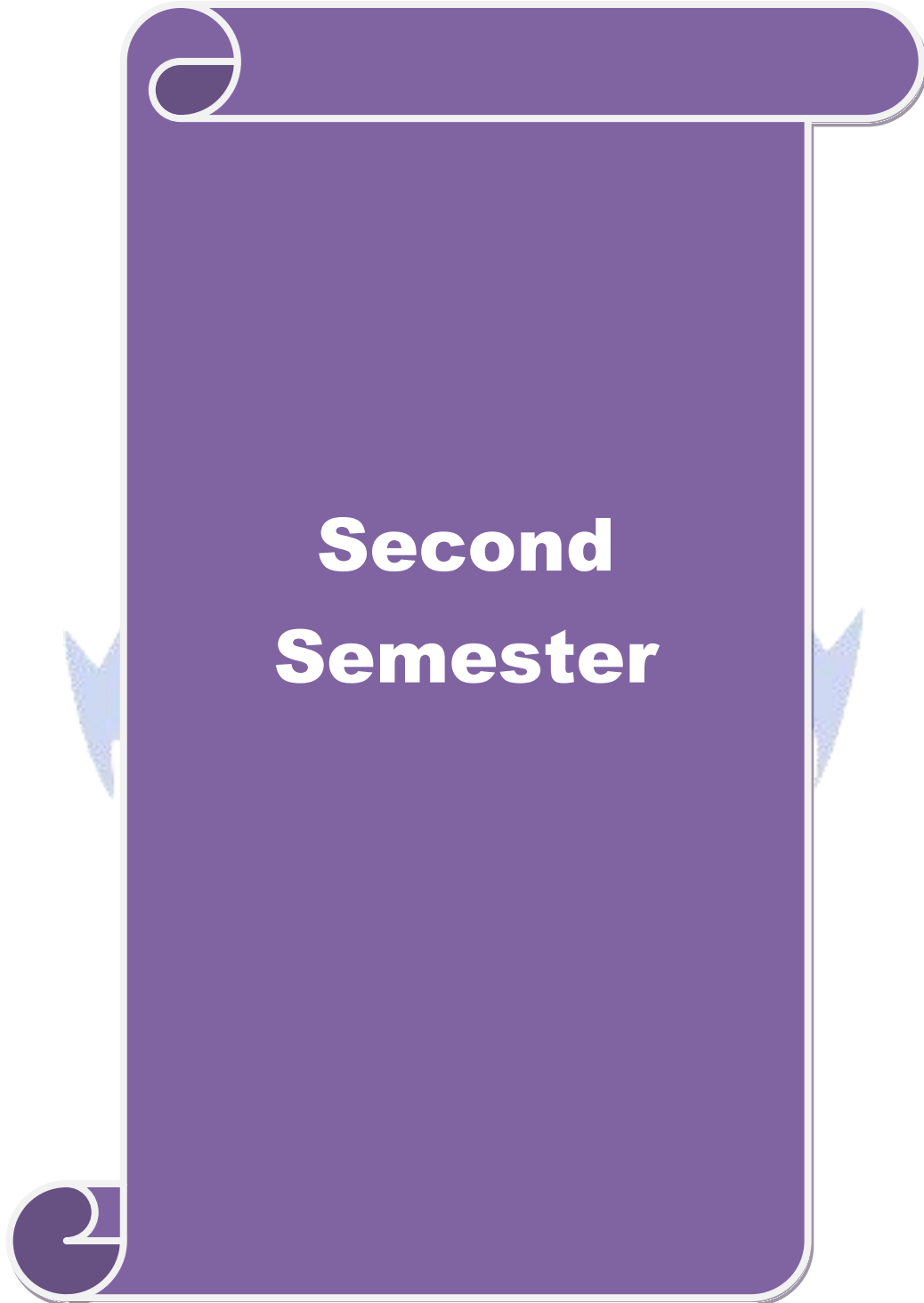
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|--------------------|--|---------------------------|----------|----------|----------|----------|
| Course code | | BIO-PSYCHOLOGY - 1 | L | T | P | C |
|--------------------|--|---------------------------|----------|----------|----------|----------|

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|--|--|-------------------------|----------------|-----------------|
| Allied Paper I | | 4 | | 4 |
| Pre-requisite | NIL | Syllabus Version | 2021-22 | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | |
| Course Objectives: | | | | |
| The main objectives of this course are to: | | | | |
| <ol 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 socioemotional functioning | | | | |
| Expected Course Outcomes: | | | | |
| On the successful completion of the course, student will be able to: | | | | |
| 1 | Able to evaluate basic brain structures and functional neural systems | | | K5 |
| 2 | To remember process of signalling between nerve cells including chemical neurotransmitters | | | K1 |
| 3 | To analysis the role of neurotransmitters in human functioning | | | K4 |
| 4 | To understand the functional organization of the sensory systems | | | K2 |
| 5 | To apply the bio-psycho premises to predict, enhance human emotions | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | |
| Unit:1 | Introduction to Biopsychology | | | 12 hours |
| 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. | | | | |
| Unit:2 | Nervous System | | | 12 hours |
| 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. | | | | |
| Unit:3 | The Structure of the Nervous System | | | 12 hours |
| 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. | | | | |
| Unit:4 | Methods and Strategies of Research in Biopsychology | | | 12 hours |
| 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. | | | | |

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| Unit:5 | Psychobiology of Sensory Systems | 12 hours |
| 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.Somatosenses-GustationOlfaction. | | |
| Unit:6 | Contemporary Issues | 12 hours |
| Expert lectures, online seminars - webinars | | |
| | Total Lecture hours | 2 hours |
| Text Book(s) | | |
| 1 | Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc | |
| 2 | Pineal, J. P. J. (2006).Biopsychology (6th Ed.), India, Dorling Kindersley. | |
| 3 | Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole | |
| Reference Books | | |
| 1 | Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole | |
| 2 | Schneider, A.M. &Tarshis, B. (1986).An Introduction to Physiological Psychology.(3rd Ed.). New York: Random House, Inc | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.futurelearn.com/courses/biological-psychology | |
| 2 | | |
| 4 | | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | M | M | S | L |
| CO3 | M | S | S | M | S |
| CO3 | L | M | L | S | M |
| CO4 | M | M | M | M | S |
| CO5 | L | S | S | L | M |

*S-Strong; M-Medium; L-Low



SEMESTER – II

| Course code | TITLE OF THE COURSE | L | T | P | C |
|---|--|-------------------------|---|--------------------------|----------|
| Core Paper - III | GENERAL PSYCHOLOGY – II | 4 | | | 4 |
| Pre-requisite | NIL | Syllabus Version | | 2021 - 2022 | |
| Instructional Hours Per Week :4 | CIA : 25 | ESE : 75 | | Total Marks : 100 | |
| Course Objectives: | | | | | |
| The main objectives of this course are to: | | | | | |
| <ol style="list-style-type: none"> 1. To explain the importance of memory in everyday life 2. To discuss the thinking, language and the processes of problem solving. 3. The ways to improve the creativity and knowledge enhancement. 4. To explain the concept of Intelligent Quotient. 5. To facilitate the students to understand the dynamics seen in the human personality. | | | | | |
| Expected Course Outcomes: | | | | | |
| On the successful completion of the course, student will be able to: | | | | | |
| 1 | Define the fundamental concepts of psychology | | | | K1 |
| 2 | Identify the basic psychological processes underlying human behavior | | | | K2 |
| 3 | Develop knowledge about various levels of consciousness | | | | K3 |
| 4 | Apply Learning principles in influencing behavior and decision making | | | | K3 |
| 5 | Analyze various factors associated with stigmas surrounding psychological problems | | | | K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | |
| Unit:1 | Memory | 12 hours | | | |
| <p>Memory: Encoding, storage and retrieval processes - Sensory, short term and long term memories. Organizing information: Chunking, Hierarchies - Information processing model of memory - Working memory - Levels of processing.</p> <p>Implicit and explicit memory, Semantic, episodic and procedural memory - State dependent memory - Memory construction. Other phenomena related to memory: Eyewitness testimony, false memory, childhood amnesia, flashbulb memory.</p> <p>Measuring memory: Recall, recognition, relearning and integration.</p> <p>Forgetting: Curve of forgetting - Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting.</p> <p>Strategies for improving memory: Rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep.</p> | | | | | |
| Unit:2 | Thinking and language | 12 hours | | | |
| <p>Thinking and language: Components of thought: Images and Concepts - Structure of language: Phonemes, Morphemes, Grammar - Language and thought.</p> <p>Reasoning: Deductive and inductive</p> <p>Problem solving - Barriers to effective problem solving: Mental set, Confirmation bias, Fixation -</p> | | | | | |

| | | |
|--|---|-----------------|
| Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving. | | |
| Creativity - Convergent and divergent thinking - Stages in creativity. | | |
| Decision making: Using and misusing heuristics, Belief perseverance phenomenon, Overconfidence. | | |
| Unit:3 | Motivation and Emotion | 12 hours |
| Definition of motivation - Motivational concepts: Need, Instinct, drive, incentives - Drive reduction theory. Primary and secondary motives: Motivation of hunger and thirst, sexual motivation. Levels of arousal: Yerke's - Dodson law. Learned motives: affiliation, achievement and power motive - Hierarchy of motives. Definition of Emotion - Elements of emotional experience - Physiological correlates of emotion - Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis. Cognition and emotion. | | |
| Unit:4 | Intelligence | 12 hours |
| Definition of Intelligence - Intelligence as a process: Piaget - Structure of intelligence - Approaches of Spearman, Thurstone and Cattell - Triarchic approach - Multiple intelligences: PASS model. Relationship of intelligence with Creativity. Concept of IQ - Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness - Determiners of intelligence: heredity and environment - Emotional intelligence. | | |
| Unit:5 | Personality | 12 hours |
| Definition of Personality - Self Concept of personality - Determinants of Personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes, limitations. Psychodynamic approaches: Freud's theory. Neo Freudian Approaches: Jung, Adler, Horney. Trait theories: Allport, Cattell, Eysenck - Humanistic perspective - The social-cognitive perspective. | | |
| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education. | |
| 2 | Myers, D.G.(2010). Psychology 9th edition. New York, Worth publishers | |
| 3 | Bootzin, R., & Bower, G.H. (1991). <i>Psychology today-An Introduction</i> , 7th ed. New York: McGraw Hill Inc. | |
| Reference Books | | |
| 1 | Coon, D. (1983). Introduction to psychology: Exploration and application. New York: West Publishing Co. | |
| 2 | Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India. | |

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| 3 | Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to psychology, 7th ed. New Delhi: Tata McGraw Hill. |
| 4 | Weiten, W. (2002). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| https://study.com/academy/subj/psychology/general-psychology.html | |
| Course Designed By: Dr. B. Selvaraj | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |

*S-Strong; M-Medium; L-Low



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|---|---|------------------------------------|--------------------------|--------------------|----------|-----------------|
| Course code | | DEVELOPMENTAL PSYCHOLOGY II | L | T | P | C |
| Core Paper - IV | | | 4 | | | 4 |
| Pre-requisite | NIL | | Syllabus Version | 2021 – 2022 | | |
| Instructional Hours Per Week :4 | CIA : 25 | ESE : 75 | Total Marks : 100 | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the various periods of human life span 2. To explain the characteristics of various stages of life span 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 | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | Recognize the physiological and psychological changes occurring in the adolescent years | | | | | K1 |
| 2 | Express the importance of developing the life skills in the adulthood | | | | | K2 |
| 3 | Interpret compassionate behavior seen towards fellow individuals in old age | | | | | K3 |
| 4 | Predict the difficulties witnessed in making decisions upon middle Age | | | | | K3 |
| 5 | Analyze the interest seen in adolescents towards eradicating myths in psychology | | | | | K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | | | | |
| Unit:1 | Childhood | | | | | 12 hours |
| Childhood: Introduction- Characteristics of Early & Late Childhood. Speech Improvement in Childhood. Emotional Expression in Childhood. Social Behavior in Childhood, Moral development in Childhood. Hazards of Childhood. | | | | | | |
| Unit:2 | Adolescence | | | | | 12 hours |
| Adolescence: Introduction- Characteristics of Adolescence. Development Tasks of Adolescence, Physical change in Adolescence Social and Morality Change in Adolescence. Sex- Role typing in Adolescence, Family Relationships in Adolescence. Physical & Psychological Hazards of Adolescence. | | | | | | |
| Unit:3 | Adulthood | | | | | 12 hours |
| Adulthood: Introduction- Characteristics of Early & Late Adulthood Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood. Hazards of Adulthood | | | | | | |
| Unit:4 | Middle Age | | | | | 12 hours |
| Middle Age: Introduction- Characteristics of Middle Age. | | | | | | |

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| Developmental Tasks of Middle Age.Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment.Hazards of Middle Age. | | |
| Unit:5 | Old Age | 12 hours |
| Old Age: Introduction- Characteristics of Old Age.Problems Unique to Old Age.Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustment to Retirement, Coping with Family Life.Hazards of Old Age. | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company | |
| 2 | Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company | |
| Reference Books | | |
| 1 | Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd | |
| 2 | Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company | |
| 3 | Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://www.coursera.org/courses?query=developmental%20psychology | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |

*S-Strong; M-Medium; L-Low

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|--|--|----------------------|--------------------------|--|-------------------------|--------------------|-----------------|----------|--|
| Course code | | BIOPSYCHOLOGY | | | L | T | P | C | |
| Allied Paper II | | | | | 4 | | | 4 | |
| Pre-requisite | NIL | | | | Syllabus Version | 2021 - 2022 | | | |
| Instructional Hours Per Week : 4 | CIA : 25 | ESE : 75 | Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the importance of physiology of emotion 2. To explain the physiology basis of learning 3. To understand the physiology basis of memory 4. To explain the influence of stress, drug – intake on the brain functioning 5. To understand the concept of cerebral lateralization. | | | | | | | | | |
| Expected Course Outcomes: | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Recall the influence of brain over various physiological human motives | | | | | | K1 | | |
| 2 | Identify the importance of brain damage and various disorders related to human brain | | | | | | K2 | | |
| 3 | Examine the role of limbic system in managing human emotions | | | | | | K3 | | |
| 4 | Illustrate the role of left cerebral hemisphere in decision making | | | | | | K3 | | |
| 5 | Analyze the impact of neural degeneration in an individual | | | | | | K4 | | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | | | |
| Unit:1 | Physiology of Emotions | | | | | | 12 hours | | |
| Physiology of Emotions – Emotion 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. | | | | | | | | | |
| Unit:2 | Physiological basis of Learning | | | | | | 12 hours | | |
| Physiological basis of Learning: The nature of learning. Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors. Mechanisms of synaptic plasticity, Long term depression. Perceptual learning. Physiology of Classical conditioning - Physiology of instrumental conditioning. | | | | | | | | | |
| Unit:3 | Physiological basis of Memory | | | | | | 12 hours | | |
| 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. | | | | | | | | | |

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| Unit:4 | Physiology of Reproductive Behaviour | 12 Hours |
| 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. | | |
| Unit:5 | Neurological Disorders | 12 hours |
| 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. | | |
| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc. | |
| 2 | Pineal, J. P. J. (2006).Biopsychology (6th Ed.), India, Dorling Kindersley. | |
| Reference Books | | |
| 1 | Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole | |
| 2 | Schneider, A.M. &Tarshis, B. (1986).An Introduction to Physiological Psychology.(3rd Ed.). New York: Random House, Inc. | |
| 3 | Baron, R.A. (2004).Psychology, 5th ed. New Delhi: Pearson Education. | |
| 4 | Gerrig, R. J &Zimbardo, P. G.(2002).Psychology and life(16thEd). USA: Allyn& Bacon publishers | |
| 5 | Myers, D.G.(2010). Psychology 9thedition.New York, Worth publishers. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://www.mooc-list.com/course/introduction-psychology-science-1-methodological-and-biological-foundations-coursera | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1 | M | M | M | S | M | M | M | M | M | S |
| CO2 | M | M | M | S | M | S | M | M | S | S |
| CO3 | M | M | M | M | M | M | M | M | M | S |
| CO4 | M | M | M | M | S | M | M | M | M | M |
| CO5 | M | M | M | M | S | M | M | M | M | M |
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*S-Strong; M-Medium; L-Low



SEMESTER III

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|---|--|------------------------------|-------------------------|----------------|----------|-----------------|
| Course code | | ABNORMAL PSYCHOLOGY I | L | T | P | C |
| Core V | | | 4 | - | - | 4 |
| Pre-requisite | NIL | | Syllabus Version | 2021-22 | | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| <ol style="list-style-type: none"> To learn the historical antecedents to modern understandings of abnormal behavior. Describe the major classes and characteristics of psychological disorders Understand the factors and theoretical perspectives of abnormal behaviour To learn current research and methodological issues in the study of abnormal behavior Know the primary treatments for psychological disorders. | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | Analysis the interaction of biological, cognitive and sociocultural factors in abnormal behavior | | | | | K4 |
| 2 | Evaluate psychological research relevant to the study of abnormal behaviour | | | | | K5 |
| 3 | Remember the cultural and ethical considerations in diagnosis the disorders | | | | | K1 |
| 4 | Design, conduct, or evaluate treatment process | | | | | K6 |
| 5 | Apply the contemporary theories and research related to causes and treatments of psychological disorders | | | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Introduction and Paradigms in Abnormality | | | | | 12 hours |
| Introduction and Paradigms in Abnormality – Range of Abnormal behavior.Triggers, stigma and adaptive and Maladaptive behavior.Historical background- Epidemiology of Maladaptive Behaviour.Theoretical perspectives on Maladaptive Behaviour - Biological perspective-Psychodynamic- Behavioural- Cognitive- Humanistic.Existential- Community- Cultural Perspective- Interactional approach. | | | | | | |
| Unit:2 | Classification and Assessment | | | | | 12 hours |
| Classification and Assessment: Classification: Advantages and Disadvantages.Vulnerability-Resilience- Coping - Multiaxial Approach- DSM IV TR.DSM V – Beyond DSM V -Major Diagnostic Categories- Evaluation.Assessment: Basis of Classification – Interview- Intelligence tests- Neuropsychological tests.Personality- Behavioural and Cognitive Assessment- Relational and Bodily assessment. | | | | | | |
| Unit:3 | Stress, Coping and Maladaptive Behaviour | | | | | 12 hours |
| Stress, Coping and Maladaptive Behaviour: Stress and Coping.Coping Skills- Process- Social Support.Stressful Situations and Life transitions.Clinical Reactions to Stress- Adjustment Disorder- Acute Stress disorder- Dissociative Disorder.Treating Stress related Problems. | | | | | | |

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| Unit:4 | Anxiety Disorder | 12 hours |
| Anxiety Disorders: Generalized Anxiety Disorder Panic Disorder - Phobias. Obsessive Compulsive Disorder Posttraumatic Stress Disorder. Interpreting and Treating Anxiety disorders. | | |
| Unit:5 | Bodily Maladaptations | 12 hours |
| Bodily Maladaptations: Biopsychosocial Model. Stress and Illness. Eating disorders- Sleep disorders Psychophysiological disorders - diagnostic dilemmas. Disorders of Bodily reoccupation- Somatoform disorders. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India | |
| Reference Books | | |
| 1 | Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7 th Ed.), New Delhi. Cengage Learning | |
| 2 | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/courses?query=clinical%20psychology | |
| 2 | | |
| 4 | | |
| Course Designed By: Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | M | S | S | M | M |
| CO3 | S | S | S | S | M |
| CO3 | L | S | L | M | M |
| CO4 | S | S | S | S | M |
| CO5 | L | S | S | S | M |

*S-Strong; M-Medium; L-Low

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|---|---|-----------------------------------|-------------------------|----------|----------------------------|-----------------|
| Course code | | EXPERIMENTAL PSYCHOLOGY- I | L | T | P | C |
| Core VI | | | | - | 3 | 3 |
| Pre-requisite | | NIL | Syllabus Version | | 2021-22 | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| <ol style="list-style-type: none"> To enable students to understand the experimental approach in scientific investigation. To develop the structured report writing skill of the experiments. To enable students to identify and apply appropriate experimental tests according to the requirements. To familiarize the students with the procedures in conducting experiments and psychological tests. To enhance the skills needed for conducting experiments and psychological tests. | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | To become proficient in measuring sensory dimensions of human behaviour | | | | | K5 |
| 2 | To become proficient in measuring personality tests | | | | | K4 |
| 3 | To become proficient in measuring sensory motor test in assessing human efficiency | | | | | K4 |
| 4 | To become proficient in measuring attention aspects of human behaviour | | | | | K5 |
| 5 | To become proficient in measuring tests to learning and association | | | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Suggestion | | | | | 12 hours |
| Size Weight Illusion Progressive Weights Two Hand Coordination Suggestible Questions | | | | | | |
| Unit:2 | Association | | | | | 12 hours |
| Free Association (Word list method) Free Association (Chain method) | | | | | | |
| Unit:3 | Sensory and Motor Test | | | | | 12 hours |
| Colour Blindness Finger Maze Apparatus Finger Dexterity Tweezers Dexterity Minnesota Rate of Manipulation test (MRMT) | | | | | | |
| Unit:4 | Attention | | | | | 12 hours |
| Division of Attention Clerical Aptitude Span of attention Cutaneous Sensitivity | | | | | | |
| Unit:5 | Contemporary Issues | | | | | 2 hours |
| Expert lectures, online seminars - webinars | | | | | | |
| | | | | | Total Lecture hours | 48 hours |
| Text Book(s) | | | | | | |
| 1 | Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd. | | | | | |

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| 2 | Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company |
| 3 | Collins,andDrever, J(1968).Experimental Psychology: Ludhiana: Lyall Book Depot |
| Reference Books | |
| 1 | Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press |
| 2 | Woodworth, R.S.andSchlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | 2. https://www.ucl.ac.uk/pals/research/experimental-psychology/ |
| 2 | |
| 4 | |
| Course Designed By:Dr. B. Selvaraj | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | M | S | M | S |
| CO3 | M | M | S | M | S |
| CO3 | M | M | L | S | M |
| CO4 | L | S | M | S | M |
| CO5 | S | M | S | M | S |

*S-Strong; M-Medium; L-Low

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|--|---|---------------------------------|-------------------------|----------|----------|-----------------|
| Course code | | PSYCHOLOGICAL STATISTICS | L | T | P | C |
| Allied Paper III | | | 4 | - | | 4 |
| Pre-requisite | | NIL | Syllabus Version | | | 2021-22 |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| <ol style="list-style-type: none"> 1. To learn the major methods of statistics in psychology 2. Recognize the importance of the use of statistical analyses and the reporting of statistical results 3. To learn the basic assumptions of different statical methods 4. To draw a meaningful conclusion based on the assessment results and data 5. Demonstrate knowledge of ethical principles and limitations of research in psychology | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | Evaluate the primary methods of inquiry and statistical analysis in psychology | | | | | K5 |
| 2 | Understand the advantages and limitations of different statistical methods used in psychological research | | | | | K2 |
| 3 | To apply an appropriate statistical analysis for the data | | | | | K3 |
| 4 | To analysis the role of different statical techniques in psychological research | | | | | K4 |
| 5 | Remember the ethics in preparing the data for analysis | | | | | K1 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Introduction to statistics | | | | | 12 hours |
| Meaning and Definition of Statistics.Nature and Scope of Statistics – Uses and Limitations of Statistics.Application of Statistics in Psychology.Meaning and Definition of variable – Dependent variable – Independent variable.Descriptive Statistics – Inferential Statistics. | | | | | | |
| Unit:2 | Organization of Data | | | | | 12 hours |
| Introduction – Meaning of Enquiry – Planning and Designing of Enquiry. Primary Data – Secondary Data.Framing a schedule – Classification and Tabulation of Data. Frequency Distribution.Diagrammatic and Graphical Representation of Data. | | | | | | |
| Unit:3 | Measures of Central Tendency | | | | | 12 hours |
| Meaning and Purpose of Measures of Central Tendency.Characteristics and Types of Measures.Characteristics and Uses of Mean, Median and Mode.Computation of Mean, Median and Mode.Meaning, Purpose and Uses of Percentiles and Percentile Ranks. | | | | | | |
| Unit:4 | Measures of Variability | | | | | 12 hours |
| Concept of Variability.Meaning and Importance of Variability – Range.Quartile Deviations – Mean Deviation – Standard Deviation.Computation and Uses.Application in Psychology. | | | | | | |
| Unit:5 | Parametric and Non-parametric Tests | | | | | 12 hours |
| Parametric and Non-parametric Tests: Meaning, purpose and assumptions of Analysis of | | | | | | |

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| variance.One way ANOVA.Meaning and assumptions of distribution free statistics – Chisquare.Meaning and Characteristics of Correlation.Types of Correlation – Person’s Product Moment Correlation – Spearman’s Rank order Correlation. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Garrett, H.E. (2004). Statistics in Psychology and Education, 6th Edition, New Delhi: Paragon International Publishers. | |
| 2 | Guilford, J.P., and Fruchter. (1987). Fundamental Statistics in Psychology and Education, 6th Edition, Singapore: McGraw Hill. | |
| 3 | Mangal, S.K. (2004). Statistics in Psychology and Education, 2th Edition, New Delhi: Prentice Hall. | |
| Reference Books | | |
| 1 | Girija, M., Sasikala, L.,andGirija. (2004). Introduction to Statistics, 1st Edition, New Delhi: Vrinda Publications. | |
| 2 | Bhandarkar, K.M. (2006). Statistics in Education, 1st Edition, Hyderabad: Neelkamal. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/courses?query=research%20methods%20in%20psychology | |
| 2 | | |
| 4 | | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | S | S | M | M |
| CO2 | S | L | M | S | S |
| CO3 | M | S | S | M | M |
| CO4 | M | M | L | S | S |
| CO5 | L | M | S | S | L |

*S-Strong; M-Medium; L-Low

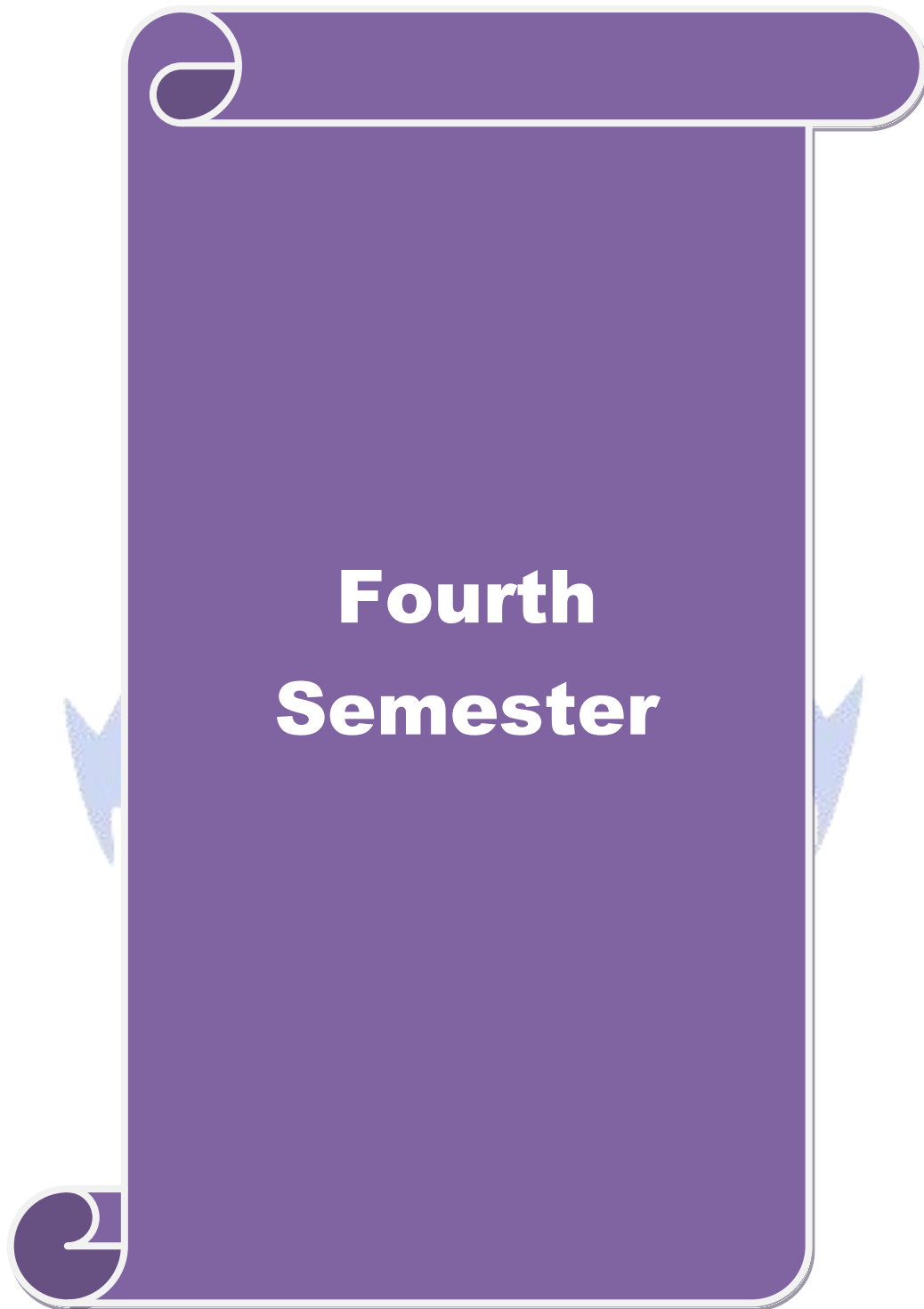
| Course code | COUNSELLING PSYCHOLOGY | | | L | T | P | C |
|--|---|--|--|------------------|---------|-----------------|----|
| Skill Based 1 | | | | 3 | - | | 3 |
| Pre-requisite | NIL | | | Syllabus Version | 2021-22 | | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol style="list-style-type: none"> 1. Develop knowledge of the core theoretical areas, major models, and basic techniques of counseling 2. Demonstrate theories and methods of cognitive and personality related to counseling 3. Apply skills and knowledge of counselling in various settings. 4. Understand the theories of counselling 5. Familiarize the evaluation of counselling | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | To apply the counselling models across all stages of development | | | | | | K3 |
| 2 | To evaluate about need of counselling in career and work, and dealing life transition | | | | | | K5 |
| 3 | Understand the role of counselling in Crisis intervention, disaster and trauma. | | | | | | K2 |
| 4 | Analysis the different models of counselling psychology | | | | | | K4 |
| 5 | Apply in relationship difficulties- including marital and family difficulties | | | | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Counselling The Art and Science of Helping | | | | | 9 hours | |
| Definition.Goals of Counselling.Role of a counsellor.Ethical issues.Professional issues.. | | | | | | | |
| Unit:2 | Counselling Process | | | | | 10 hours | |
| Theoretical approaches- Psychodynamic approaches (Freud).Behavioural- cognitive approaches (Albert Ellis).Humanistic approaches (Rogers).Eclectic approaches.Characteristics of an effective counselor- Counselling relationship. | | | | | | | |
| Unit:3 | Counselling Skills | | | | | 10 hours | |
| Observing - Attentive listening.Responding, Probing, Paraphrasing.Respect, Empathy.Diagnosing.Goal setting. | | | | | | | |
| Unit:4 | Special areas of counselling | | | | | 9 hours | |
| Individual Vs Group Counselling.Career counselling.Family & Marital counselling.Addicts & anti-socials.Crisis intervention & Trauma counselling- Hospice Care. | | | | | | | |
| Unit:5 | Counselling Today | | | | | 10 hours | |
| Counselling Today: Counseling around the globe.Professional association for counseling.Modern trends.Counselling in India. | | | | | | | |
| Unit:6 | Contemporary Issues | | | | | 9 hours | |
| Expert lectures, online seminars - webinars | | | | | | | |
| Total Lecture hours | | | | | | 48 hours | |

| Text Book(s) | |
|---|---|
| 1 | Jones, R.N.(2005), Practical Counselling and Helping Skills, Sage Publication Ltd, London |
| 2 | Nelson-Jones R., (2012). Basic Counselling Skills: A Helper's Manual, SAGE South Asia |
| Reference Books | |
| 1 | Patri, VasanthaR , (2001). Counselling Psychology, New Delhi: Authors Press |
| 2 | Narayana Rao, S. (2013), Counseling and Guidance -3rd edition, Tata McGraw Hill, New Delhi |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | https://www.edx.org/course/counseling-and-psychotherapy-theory |
| 2 | |
| Course Designed By:Dr. B. Selvaraj | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | S | S | S | M |
| CO2 | L | M | S | M | S |
| CO3 | S | L | M | S | M |
| CO4 | S | S | M | S | M |
| CO5 | L | M | S | L | M |

*S-Strong; M-Medium; L-Low





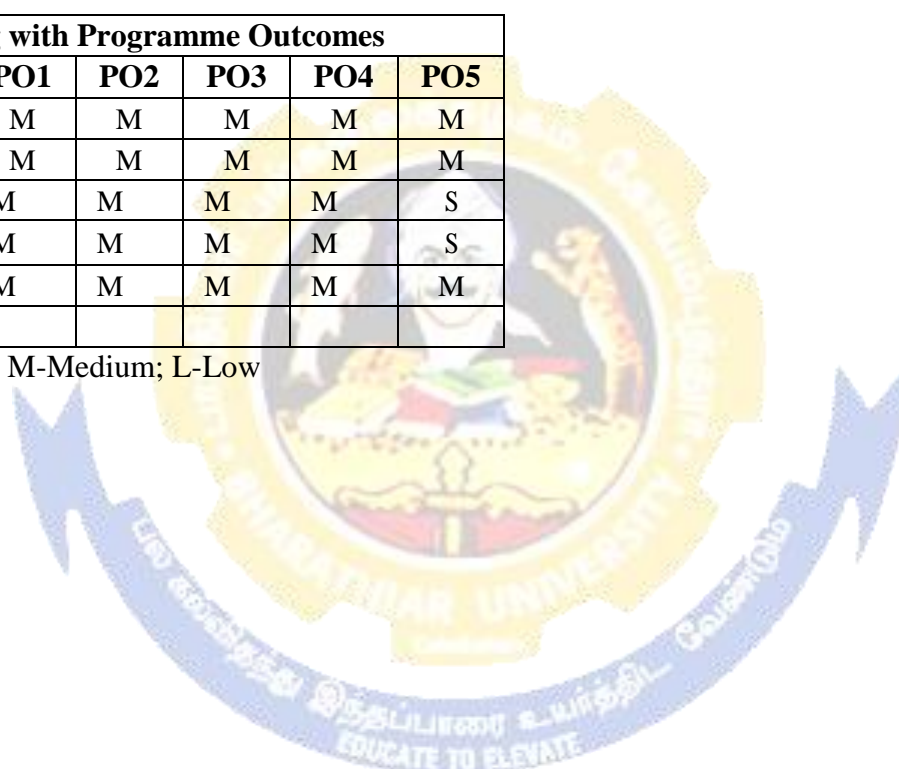
SEMESTER IV

| | | | | | | | |
|--|---|-----------------|--------------------------|-------------------------|----------|------------------|----------|
| Course code | ABNORMAL PSYCHOLOGY - II | | | L | T | P | C |
| Core Paper VII | | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | |
| Instructional Hours Per Week : 4 | CIA : 25 | ESE : 75 | Total Marks : 100 | | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <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. | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Definetheexperienceofanxietyandrelateddisordersinanindividual | | | | | | K1 |
| 2 | Outline the disorders of sexual variance and cognitive impairment | | | | | | K2 |
| 3 | Identify the spectrum disorders of schizophrenia | | | | | | K3 |
| 4 | Identify the bipolar tendencies experienced by an individual | | | | | | K4 |
| 5 | Examine the various forms of therapies and their effectiveness | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | | | | | |
| Unit:1 | Mood Disorders | | | | | 12 hours | |
| Mood Disorders – Introduction.Depression vulnerability factors-Depressive disorders.Causes and treatment of depression.Bipolar disorders- Causes and treatment.Suicide and prevention of suicide. | | | | | | | |
| Unit:2 | Personality disorders | | | | | 12 hours | |
| Personality disorders: Classifying personality disorders.Odd or eccentric behavior.Dramatic, emotional or erratic behavior.Anxious or fearful behavior.Treatment of personality disorder. | | | | | | | |
| Unit:3 | Sexual disorders | | | | | 12 hours | |
| Sexual disorders: Changing views of sexual behaviour.Sexual dysfunction types and treatment.Gender identity disorder.Paraphilias.Sexual victimization. | | | | | | | |
| Unit:4 | Schizophrenia and other psychotic disorders | | | | | 12 Hours | |
| Schizophrenia and other psychotic disorders: Psychotic disorders.Schizophrenia- subtypes.Positive and negative symptoms- development of schizophrenia- vulnerability.Therapeutic approaches.Other psychotic disorders. | | | | | | | |
| Unit:5 | Cognitive impairment disorders | | | | | 12 hours | |
| Cognitive impairment disorders: Vulnerability to brain disorders.Delirium tremens- dementia - cognitive impairment disorders.Disorders of childhood and adolescence.Externalizing and internalizing disorders.Pervasive developmental disorders. | | | | | | | |
| Total Lecture hours | | | | | | 60 hours | |

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| Text Book(s) | |
| 1 | Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India. |
| Reference Books | |
| 1 | Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7th Ed.), New Delhi. Cengage Learning. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| https://www.classcentral.com/tag/abnormal-psychology | |
| Course Designed By: Dr. B. Selvaraj | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | M | M |
| CO2 | M | M | M | M | M |
| CO3 | M | M | M | M | S |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | M |
| | | | | | |

*S-Strong; M-Medium; L-Low



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|--|--|------------------------------------|-----------------|-------------------------|-------------------------|------------------------------|-----------------|-----------------|--|
| Course code | | EXPERIMENTAL PSYCHOLOGY- II | | | L | T | P | C | |
| Core Paper VIII | | | | | | | 3 | 3 | |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | | | |
| Instructional Hours Per Week : 4 | CIA : 30 | | ESE : 45 | | Total Marks : 75 | | | | |
| Course Objectives: | | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | | |
| 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 | | | | | | | | | |
| Expected Course Outcomes: | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | To asses and interpret the Perception of an individual. | | | | | | K2 | | |
| 2 | To assess the various emotion pattern of an individual. | | | | | | K4 | | |
| 3 | To analyze the need pattern of social motive | | | | | | K4 | | |
| 4 | To evaluate the reaction time of an individual | | | | | | K5 | | |
| 5 | To analyze the learning process of an individual | | | | | | K4 | | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | | | |
| Unit:1 | Perception | | | | | | 2 hours | | |
| Depth Perception Size Constancy Apparatus Kinesthetic Figural After effectMuller Lyre Illusion | | | | | | | | | |
| Unit:2 | Feeling and Emotion | | | | | | 12 hours | | |
| Judging Emotions from Photographs | | | | | | | | | |
| Unit:3 | Motivation | | | | | | 12 hours | | |
| Motivation Analysis Test Need Pattern Scale Social Motive Scale Achievement Motivation Scale | | | | | | | | | |
| Unit:4 | Reaction Time | | | | | | 12 hours | | |
| Simple Reaction Time Choice Reaction Time Association Reaction Time Discrimination Reaction Time | | | | | | | | | |
| Unit:5 | Learning | | | | | | 12 hours | | |
| Maze Learning ApparatusHabit Interference | | | | | | | | | |
| | | | | | | Total Practical hours | | 48 hours | |
| Text Book(s) | | | | | | | | | |
| 1 | Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd. | | | | | | | | |
| 2 | Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company | | | | | | | | |

| Reference Books | |
|---|---|
| 1 | Collins,andDrever, J(1968).Experimental Psychology: Ludhiana: Lyall Book Depot |
| 2 | Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press |
| 3 | Woodworth, R.S.andSchlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co. |
| 4 | Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| https://swayam.gov.in/nd1_noc20_hs45/preview | |
| Course Designed By: Dr. B. Selvaraj | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | M | M |
| CO2 | M | M | M | M | M |
| CO3 | M | S | S | M | M |
| CO4 | S | M | M | M | M |
| CO5 | M | M | M | M | M |
| | | | | | |

*S-Strong; M-Medium; L-Low



| Course code | RESEARCH METHODOLOGY | | | L | T | P | C |
|---|--|----------|----------|-------------------|---|-----------------|----|
| Allied Paper IV | | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | |
| Instructional Hours Per Week : 4 | | CIA : 25 | ESE : 75 | Total Marks : 100 | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol style="list-style-type: none"> 1. To make the students to understand the importance of statistics in psychology 2. To help them compute basic and descriptive level of statistics 3. To explain the different types of research design 4. To understand the process of data collection 5. To help the students to know about APA format for writing the report | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Definethevarioustypesofresearch in psychology | | | | | | K1 |
| 2 | Outline the formation of hypothesis | | | | | | K2 |
| 3 | Identify the various methods of research design | | | | | | K3 |
| 4 | Identify the various methods used for testing the hypothesis | | | | | | K4 |
| 5 | Examine the statistical techniques and report writing | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Introduction | | | | | 12 hours | |
| Introduction: Objectives, importance, characteristics and utility of research.Defining research problems.Sources of research ideas.Developing good research questions.Ethical consideration in Psychological research. | | | | | | | |
| Unit:2 | Testing of Hypothesis | | | | | 12 Hours | |
| 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. | | | | | | | |
| Unit:3 | Research Design | | | | | 12 hours | |
| Research Design: Meaning, Need of good design.Characteristics of Good Design.Internal and External Validity.Need for sampling.Types and implications of sampling. | | | | | | | |
| Unit:4 | Data Collection | | | | | 12 Hours | |
| Data Collection: Meaning and Importance of Data.Types of Data: Primary and Secondary Data. Methods of Data Collection: Observation Method, Interview Method and Questionnaire Method. Experimental method.Collection of Secondary data. | | | | | | | |
| Unit:5 | Analysis and Report Writing | | | | | 12 hours | |
| Analysis and Report Writing: Statistical techniques for Data Analysis.Uses of Statistical software packages.Techniques of Data presentation and interpretation.Steps involved in report writing.APA writing style. | | | | | | | |

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| | | Total Lecture hours | 60 hours |
| Text Book(s) | | | |
| 1 | Kenneth, B.S., & Bruce, A. B. (2001). Research Design and Methods: A Process Approach, 5th Edition, McGraw Hill. | | |
| Reference Books | | | |
| 1 | Kothari, C. R. (2007). Research Methodology: Methods and Techniques, 2nd Edition, New Age International Publishers. | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | | |
| https://onlinecourses.swayam2.ac.in/cec20_hs17/preview | | | |
| Course Designed By: Dr. B. Selvaraj | | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | M | M |
| CO2 | M | M | M | M | M |
| CO3 | M | M | M | M | S |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | M |
| | | | | | |

*S-Strong; M-Medium; L-Low

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|--|---|-------------------------------|-------------------------|--|-------------------------|------------------|-----------------|----------|
| Course code | | TESTING AND ASSESSMENT | | | L | T | P | C |
| SKILL BASED SUBJECT 2 | | | | | 3 | - | | 3 |
| Pre-requisite | | NIL | | | Syllabus Version | 2021 - 22 | | |
| Instructional Hours Per Week : 3 | CIA : 20 | ESE : 55 | Total Marks : 75 | | | | | |
| Course Objectives: | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | |
| <ol style="list-style-type: none"> 1. To know the basic concepts of testing in psychology 2. To understand the importance of reliability and validity 3. To explain the process of test development 4. To know the different types of personality assessment 5. To make the student to aware of psychometric properties seen in testing | | | | | | | | |
| Expected Course Outcomes: | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Define the fundamental concepts of testing and assessment | | | | | | K1 | |
| 2 | Classify the various scales of measurement and psychometric properties | | | | | | K2 | |
| 3 | Identify the various assessment tools available under intelligence | | | | | | K3 | |
| 4 | Identify the meaning and various assessment tools used for measuring personality | | | | | | K4 | |
| 5 | Examine various interest, ability and aptitude scales used for career-based assessments | | | | | | K5 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | | |
| Unit:1 | Introduction to Assessment | | | | | | 10 hours | |
| Introduction to Assessment – Definition -Nature and Uses of Assessment.Process of Assessment, Ethics Measurement.Norms, Scoring, Administration, Test Development Groups meet, Tests, testing and norms.Norms – sampling to develop norms, types of norms, fixed reference group scoring systems.Norm-referenced versus criterion-referenced evaluation, Inference from Measurement – meta analysis; culture and inference. | | | | | | | | |
| Unit:2 | Reliability and Validity | | | | | | 10 hours | |
| Reliability and Validity: Reliability; The concept of Reliability.Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split- Half, Inter-Item Consistency – Kuder-Richardson formulas, Cronbach’s Coefficient Alpha; Inter- Scorer Reliability.Using and interpreting a coefficient of Reliability.Purpose and nature of the test Validity; The concept of Validity.Content Validity, Criterion-related Validity, Construct Validity, Validity, bias and fairness. | | | | | | | | |
| Unit:3 | Test Development | | | | | | 9 hours | |
| Test Development: Test conceptualization: Test construction.Test try-out, Item analysis, Test revision.Types of scores.Types of scales: Nominal, ordinal.Interval and ratio scales of measurement. | | | | | | | | |
| Unit:4 | Personality Assessment | | | | | | 10 Hours | |
| Personality Assessment: Personality Assessment: some basic questions.Developing instruments to assess personality.Objective methods of personality assessment, Projective methods of personality | | | | | | | | |

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| assessment.Inkblots as Projective stimuli - the Rorschach.Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective. | | |
| Unit:5 | Clinical and Counseling Assessment | 9 hours |
| Clinical and Counseling Assessment: Clinical Interviewing: Nature and its types.Aptitude Testing – Concept – Purpose – types.General aptitude test battery.Differential aptitude test battery.Special aptitude tests. | | |
| Total Lecture hours | | 48 hours |
| Text Book(s) | | |
| 1 | Cohen, J. R., &Swerdlik, M. E. (2010). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition. | |
| 2 | Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill | |
| 3 | Aiken, L. R., &Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi | |
| 4 | Theory and Practice of Psychological Testing, by Freeman. | |
| Reference Books | | |
| 1 | Archer, R. P., & Smith, S. R. (Ed.)(2008). Personality Assessment. New York, NY: Routledge. | |
| 2 | Graham,J.R.(2006).MMPI: Assessing personality and psychopathology, 4th Edition. New York: Oxford UniversityPress. | |
| 3 | Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. American Psychologist, 56,128-165. | |
| 4 | Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002 | |
| 5 | McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.). McGraw-Hill HigherEducation | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://www.classcentral.com/course/psychodiagnostics-8619 | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | M | M |
| CO2 | M | M | M | M | M |
| CO3 | M | M | M | M | S |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | M |
| | | | | | |

*S-Strong; M-Medium; L-Low

SEMESTER V

| Course code | SOCIAL PSYCHOLOGY I | L | T | P | C |
|---|---|-------------------------|---|----------------|----------|
| Core IX | | 4 | - | | 4 |
| Pre-requisite | NIL | Syllabus Version | | 2021-22 | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | |
| Course Objectives: | | | | | |
| The main objectives of this course are to: | | | | | |
| <ol style="list-style-type: none"> 1. To understand the theories, concepts, perspectives in social psychology. 2. To explain how theories used to describe human attitude and behaviour. 3. Analysis the nature of human diversity and attitudes toward diversity 4. Recognize the factors that influence the individuals in patterns of social behavior 5. Understand the dynamics of intergroup relationships, conflict, and cooperation | | | | | |
| Expected Course Outcomes: | | | | | |
| On the successful completion of the course, student will be able to: | | | | | |
| 1 | To understand the key substantive content of the field of social psychology | K2 | | | |
| 2 | Use existing knowledge and concepts to identify the causes of the social behavior | K3 | | | |
| 3 | Develop the abilities to analysis regarding the principles of social behaviour | K4 | | | |
| 4 | Able to evaluate empirical findings to explain, predict, and influence behavior. | K5 | | | |
| 5 | Remember the ethics in social psychology research | K1 | | | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | |
| Unit:1 | Introduction to Social Psychology | 12 hours | | | |
| 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. | | | | | |
| Unit:2 | Perceiving And Understanding Others | 12 hours | | | |
| Non-verbal communication.Attribution: Situational and Dispositional Causes.Theories of Attribution: Jones and Davis's Theory - Kelley's Theory.Impression formation and impression management. | | | | | |
| Unit:3 | Prejudice, Discrimination and Stereotypes | 12 hours | | | |
| Prejudice- Discrimination and Stereotypes.The causes, effects and cures.Nature and origins stereotyping-Prejudice and DiscriminationFeelings and action toward Social groups.Techniques for countering its effects. | | | | | |
| Unit:4 | The Self and Attitude | 12 hours | | | |
| Self presentation-Self-knowledge-Thinking about the self.Personal versus social identity- Self-Esteem-Attitudes towards our selves- Social comparison - Evaluation of ourselves.Attitude formation-Development of attitudes-Attitude influence and guide behavior.Fine art of persuasion. Cognitive Dissonance. | | | | | |
| Unit:5 | Interpersonal Attraction: Close Relationships | 12 hours | | | |

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| 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. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998. | |
| 2 | Baron, R.A. and Byrne,D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 1997. | |
| Reference Books | | |
| 1 | Baron,R.A., Bharadwaj.,G.,Branscombe.N.R. and Byrne,D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009) | |
| 2 | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.edx.org/course/introduction-to-social-psychology | |
| 2 | | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | M | S | S | S | M |
| CO2 | S | M | S | M | M |
| CO3 | M | S | L | S | L |
| CO4 | S | L | S | L | M |
| CO5 | M | M | L | S | S |

*S-Strong; M-Medium; L-Low

| Course code | INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY – I | | | L | T | P | C |
|--|--|--|--|---------------------|-------------|-----------------|----|
| Core X | | | | 4 | - | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | 2021- 22 | | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the nature of organizational behaviour 2. To explain the individual behaviour related to motivation and rewards through models 3. To identify the processes used in developing communication and resolving conflicts 4. To explain group dynamics and demonstrate skills required for working in groups 5. To discuss the implementation of organizational change | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | To analyze the psychological principles influence behavior in the workplace. | | | | | | K4 |
| 2 | Evaluate individual behavior in the workplace as influenced by personality, values, perceptions, and motivations | | | | | | K5 |
| 3 | Understand the management style as it relates to influencing and managing behavior in work settings | | | | | | K2 |
| 4 | Create modules to enhance group dynamics, communication, leadership | | | | | | K6 |
| 5 | Apply relevant contemporary theories, concepts and models to analyze real life management situations. | | | | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Introduction to Organizational Behaviour | | | | | 12 hours | |
| Introduction – Definition – Historical development of I-O Psychology.Scope of I-O Psychology. Challenges for I-O Psychology.I-O Psychology as a career.Working Conditions - Physical working conditions – Work schedules. | | | | | | | |
| Unit:2 | Job Analysis And Job Evaluation | | | | | 12 hours | |
| Job Analysis – Definition, Applications and Scope.Various Methods of Job Analysis.Job Evaluation: - Various Methods of Job Evaluation. | | | | | | | |
| Unit:3 | Employee Selection Principles And Techniques | | | | | 12 hours | |
| Employee preferences – The recruitment process.Selection Techniques: Biographical information – Application Blanks – Biographical Inventories – Interviews – References and Letters of recommendation - Assessment Centers. | | | | | | | |
| Unit:4 | Training and Development | | | | | 12 hours | |
| Training And Development: Scope of organizational training programs.Goals of organizational training programs.The Pretraining Environment - Psychological factors in training.Training Methods – Evaluating organizational training programs.Career development and planning. | | | | | | | |

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| Unit:5 | Performance Appraisal | 12 hours |
| The need for Performance Appraisal. Techniques of Performance Appraisals: Objective Performance Appraisal Methods – Judgemental Performance Appraisal Methods. Performance Appraisal for Managers. Bias in Performance Appraisal. Improving Performance Appraisals – The Post appraisal Interview. | | |
| Unit:6 | Contemporary Issues | 12 hours |
| Expert lectures, online seminars - webinars | | |
| | Total Lecture hours | 2 hours |
| Text Book(s) | | |
| 1 | Stephen P. Robbins and Timothy A. Judge, “Organizational Behavior”, Pearson Education, 16 th edition, 2016 | |
| 2 | Don Hellriegel and John Slocum, “Organizational Behavior”, South-Western Cengage Learning, 13 th edition, 2010. | |
| 3 | | |
| Reference Books | | |
| 1 | Jaffa Harris and Sandra Hartman, “Organizational Behaviour”, Jaico, 2006. | |
| 2 | J. S.Chand, “Principals of Management”, Vikas Publishing House Pvt. Ltd. 2nd edition, 2014. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://swayam.gov.in/nd2_cec20_mg03/preview | |
| 2 | https://www.coursera.org/learn/organisational-behaviour-know-your-people | |
| 4 | | |
| Course Designed By: | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | M | S | S | M |
| CO3 | M | M | M | S | S |
| CO3 | M | M | S | M | S |
| CO4 | M | M | S | S | M |
| CO5 | S | M | S | M | S |

*S-Strong; M-Medium; L-Low

| Course code | HEALTH PSYCHOLOGY | | | L | T | P | C |
|--|---|--|--|------------------|---------|-----------------|----|
| Core XI | | | | 4 | - | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | 2021-22 | | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol 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 | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | To understand the effects of bio, psycho and social factors on a person's health | | | | | | K2 |
| 2 | Knowledge about research in health psychology and critically evaluate the key studies | | | | | | K5 |
| 3 | Apply health psychology theories and research findings to address health-related issues | | | | | | K3 |
| 4 | Analysis the effects of health status and changes in health based on a person's emotions, thinking, and behaviour | | | | | | K4 |
| 5 | Create the healthy relationship and to understand health compromising behaviors | | | | | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Foundation of Health Psychology | | | | | 12 hours | |
| Introducing Health Psychology. Conducting Health Research. Seeking and Receiving Health Care. Adhering to healthy behaviour. | | | | | | | |
| Unit:2 | Stress, Pain and Coping: | | | | | 12 hours | |
| Defining, Measuring and Managing Stress. Understanding Stress, Immunity and Disease. Understanding and Managing Pain. Considering Alternative Approaches. | | | | | | | |
| Unit:3 | Behaviour and Chronic Disease | | | | | 12 hours | |
| Behavioural Factors in Cardiovascular disease. Behavioural Factors in Cancer. Living with Chronic illness. | | | | | | | |
| Unit:4 | Behavioural Health | | | | | 12 hours | |
| Behavioural Health: Smoking Tobacco. Using Alcohol and other drugs. Eating and Weight- Exercising. | | | | | | | |
| Unit:5 | Looking Toward the Future | | | | | 12 hours | |
| Future Challenges. | | | | | | | |

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| Unit:6 | Contemporary Issues | 12 hours |
| Expert lectures, online seminars - webinars | | |
| Total Lecture hours | | 25 hours |
| Text Book(s) | | |
| 1 | Brannon, L., & Feist (2007). Health Psychology. San Francisco: Wadsworth | |
| 2 | Friedman, H.S. (2002). Health Psychology, 2nd edition. Upper Saddle River, NJ: Prentice Hall. | |
| 3 | Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole | |
| Reference Books | | |
| 1 | Allen, F. Health Psychology: Theory and Practice. Allen & Unwin. (1998). | |
| 2 | Bennett, P., Sprugeon, P., & Weinman, J. (1990). Current Developments in Health Psychology. Gordon & Breach Publishing. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://onlinecourses.swayam2.ac.in/cec19_hs03/preview | |
| 2 | | |
| Course Designed By: | | |

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | M | S | S | S | M |
| CO3 | S | S | S | S | M |
| CO3 | S | S | S | S | M |
| CO4 | S | S | S | S | M |
| CO5 | M | S | S | S | M |

*S-Strong; M-Medium; L-Low

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|---|--|-------------------------------------|-------------------------|----------|-----------------|----------|
| Course code | | EXPERIMENTAL PSYCHOLOGY- III | L | T | P | C |
| Core XII | | | | - | 4 | 4 |
| Pre-requisite | | NIL | Syllabus Version | | 2021-22 | |
| Instructional Hours Per Week :4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 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. | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | To become proficient in measuring social dimensions of human behaviour | | | | | K5 |
| 2 | To become proficient in measuring personality tests | | | | | K4 |
| 3 | To become proficient in measuring memory and learning aspects of human behaviour | | | | | K4 |
| 4 | To become proficient in measuring individual's aspiration | | | | | K5 |
| 5 | To become proficient in measuring tests related to imagination | | | | | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Imagination | | | | 12 hours | |
| Vividness of Imagery. | | | | | | |
| Unit:2 | Personality | | | | 12 hours | |
| Eysenck Personality Inventory Rotter's I-E Locus of Control Myers-Briggs Type Indicator (MBTI) Big Five Personality Factor | | | | | | |
| Unit:3 | Memory | | | | 12 hours | |
| Short Term Memory Test (Asthana) Long Term Memory Test (Asthana) Span of Immediate Memory (Rakhi Bhargava) P. G. I. Memory Scale (D.Pershad and N. N. Wig) | | | | | | |
| Unit:4 | Aspiration | | | | 12 hours | |
| Level of Aspiration Measure (Mahesh Bhargava and M.A. Shah) Target Dart Test (Rajamanickam) Occupational Aspiration Scale (J. S. Grewal) Educational Aspiration Inventory (T. Pradeep Kumar) | | | | | | |
| Unit:5 | Adjustment | | | | 12 hours | |
| Bells Adjustment Inventory Youth Problem Inventory(M. Verma) | | | | | | |
| Unit:6 | Contemporary Issues | | | | 2 hours | |
| Expert lectures, online seminars - webinars | | | | | | |

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|---|---|----------------------------|-----------------|
| | | Total Lecture hours | 60 hours |
| Text Book(s) | | | |
| 1 | Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd. | | |
| 2 | Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company | | |
| 3 | | | |
| Reference Books | | | |
| 1 | Collins, and Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot | | |
| 2 | Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: - Oxford Publishing Co. | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | | |
| 1 | | | |
| 2 | | | |
| 4 | | | |
| Course Designed By: | | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | M | S | M | L | M |
| CO3 | S | M | S | M | S |
| CO3 | L | S | M | M | S |
| CO4 | M | S | S | S | S |
| CO5 | S | M | L | M | L |

-Strong; M-Medium; L-Low

| Course code | LIFE SKILL DEVELOPMENT | | | L | T | P | C |
|--|--|--|--|------------------|---------|-----------------|----|
| Skill Based Subject 3 | | | | 3 | - | | 3 |
| Pre-requisite | NIL | | | Syllabus Version | 2021-22 | | |
| Instructional Hours Per Week :2 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol style="list-style-type: none"> 1. Develop and exhibit and accurate sense of self 2. Develop and nurture a deep understanding of personal motivation 3. Develop and exhibit and accurate sense of self 4. Demonstrate knowledge of personal beliefs and values and a commitment 5. Assert strengthened personal character and further, an enhanced ethical sense | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | To Identify, understand, and apply contemporary theories of leadership | | | | | | K3 |
| 2 | Understand the communication process, its benefits and challenges | | | | | | K2 |
| 3 | Create strategies to work with others to achieve specific goals | | | | | | K6 |
| 4 | Explore, understand, and lead, guided by the values of self-awareness | | | | | | K3 |
| 5 | Evaluate and improve upon presentation skills strengths and weaknesses | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Introduction to Life skills | | | | | 10 hours | |
| Introduction to Life skills – Definition – communication and action skills: verbal and vocal communication skills. Body language. Mind skills, rules skill, self-talk skills, explanation skills. Expectation skills, time management skills, self-awareness. | | | | | | | |
| Unit:2 | Presentation Skills | | | | | 9 hours | |
| Presentation Skills: Planning, structuring and delivering a presentation.Effective use of language and audio visual aid.Managing Performance Anxiety. Relaxation techniques, Interviews and Group Discussions. | | | | | | | |
| Unit:3 | Relationship Skills | | | | | 9hours | |
| Relationship Skills: Introduction- Skills for Listening and UnderstandingSkills for choosing and starting relationshipSkills for anger management.Coping with emotions and stress. | | | | | | | |
| Unit:4 | Critical Thinking Skills | | | | | 10 hours | |
| Critical Thinking Skills: Critical Thinking, Creative Thinking-Stages.Looking at things differently, Analyzing information.Strategies to improve creativity, Decision Making.Problem Solving- Steps of problem solving - Factors affecting problem solving.Activities: Make a Plan for Critical Thinking. | | | | | | | |
| Unit:5 | Leadership Skills | | | | | 10 hours | |
| Leadership Skills: Introduction - Types of leadership.Tips for becoming a leader, Decision | | | | | | | |

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| Making.Conflict Management, Crisis Management.Delegation of Work, Communication System in an Organization.Leadership Training. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| Total Lecture hours | | 48 hours |
| Text Book(s) | | |
| 1 | Jones,R.N.(2007) Life coaching skills-how to develop skilled clients. New Delhi: Sage Publications. | |
| 2 | Lewis,H.(2000) Body Language- A guide to Professionals. New Delhi: Response Books. | |
| 3 | Sherfield, R.M., Montgomery, R.J. &Moody, P.G.(2009). Developing Soft Skills. 4th ed NewDelhi: Pearson Education | |
| Reference Books | | |
| 1 | Mishra, B.K.(2008). Psychology- The Study Of Human Behaviour. New Delhi: Prentice Hall India Ltd. | |
| 2 | Luthans,F(1995).Organizational Behaviour.NewYork:Mc Graw Hill International Edition. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.mooc4dev.org/lifeskills1 | |
| 2 | | |
| 4 | | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | L | S | M | M |
| CO2 | M | S | S | S | L |
| CO3 | S | M | L | S | L |
| CO4 | M | S | S | M | S |
| CO5 | S | M | S | M | M |

*S-Strong; M-Medium; L-Low



**Sixth
Semester**

SEMESTER VI

| | | | | | | | | |
|---|---|-----------------------------|-----------------|--------------------------|------------------|----------|-----------------|----------|
| Course code | | SOCIAL PSYCHOLOGY II | | | L | T | P | C |
| Core Paper XIII | | | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | 2021 - 22 | | | |
| Instructional Hours Per Week :4 | | CIA : 25 | ESE : 75 | Total Marks : 100 | | | | |
| Course Objectives: | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | |
| <ol style="list-style-type: none"> 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 4. To understand the influence of attitude, stereotypes upon social behavior 5. To explain the interpersonal attractions and close relationship | | | | | | | | |
| Expected Course Outcomes: | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Define the basic concepts under social influence | | | | | | K1 | |
| 2 | Outline various factors associated with aggressive tendencies of a person | | | | | | K2 | |
| 3 | Identify the dynamics of close relationships in an individual | | | | | | K3 | |
| 4 | Identify the extent of individual contribution towards the group success | | | | | | K4 | |
| 5 | Examine the effectiveness of various leadership styles | | | | | | K5 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | | | | | | |
| Unit:1 | Prosocial Behavior | | | | | | 12 hours | |
| 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. | | | | | | | | |
| Unit:2 | Aggression | | | | | | 12 hours | |
| 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. | | | | | | | | |
| Unit:3 | Groups And Individuals | | | | | | 12 hours | |
| 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. | | | | | | | | |
| Unit:4 | Conformity, Compliance And Obedience | | | | | | 12 hours | |
| 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. | | | | | | | | |

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| Unit:5 | Applying Social Psychology | 12 hours |
| Applying Social Psychology: Applying Social Psychology to the interpersonal aspects of the legal System.The Testimony of Eyewitnesses - Problems and solutions. Processing Health Related InformationWorld of work – Job satisfaction – Helping – and Leadership. | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall,1998. | |
| 2 | Baron, R.A. and Byrne, D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India,1997. | |
| Reference Books | | |
| 1 | Myers,.DavidG.Social Psychology.(8 th Edition). New Delhi: Tata McGraw – Hill Publishing CompanyLimited.2006. | |
| 2 | Baron,R.A., Bhardwaj.,G.,Branscombe.N.R. and Byrne,D. Social Psychology, (8th Edition). New Delhi; Pearson Education(2009) | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://www.mooc-list.com/course/social-psychology-coursera-0 | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
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*S-Strong; M-Medium; L-Low

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|---|---|--|--------------------------|-----------------------------|----------|------------------|-----------------|----------|
| Course code | | INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY – II | | | L | T | P | C |
| Core Paper XIV | | | | 4 | - | | | 4 |
| Pre-requisite | | | | Syllabus Version | | 2021 - 22 | | |
| Instructional Hours Per Week :4 | CIA : 25 | ESE : 75 | Total Marks : 100 | | | | | |
| Course Objectives: | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | |
| <ol style="list-style-type: none"> 1. To comprehend motivation in the industry and job satisfaction 2. To know the accident and prevention techniques 3. To learn the stressors in the work place 4. To explain the engineering psychology 5. To understand the Industrial clinical psychology | | | | | | | | |
| Expected Course Outcomes: | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Define the motivation and job satisfaction. | | | | | | | K1 |
| 2 | Outline the various components of job involvement | | | | | | | K2 |
| 3 | Identify the stress in the workplace. | | | | | | | K3 |
| 4 | Identify the various aspects of engineering psychology | | | | | | | K4 |
| 5 | Examine the effectiveness of Industrial Clinical Psychology | | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | | |
| Unit:1 | Motivation, Job Satisfaction and Job Involvement | | | | | | 12 hours | |
| Motivation, Job Satisfaction And Job Involvement – Motivation: - Content Theories of Motivation. Process Theories of Motivation. Job Satisfaction:- Impact of Personal Characteristics. Job Satisfaction and On the Job Behaviour. Job Involvement and Organisational Commitment. | | | | | | | | |
| Unit:2 | Accident and Safety | | | | | | 12 hours | |
| Accident And Safety: Accident Statistics Causes of Accidents. Accident Proneness. Accident Prevention. | | | | | | | | |
| Unit:3 | Stress in The Workplace | | | | | | 12 hours | |
| Stress In The Workplace: Occupational Health Psychology – Physiological Effects of Stress Individual Differences in Stress Responses – Work Family Conflicts Causes of Stress in the Workplace Effects of Stress in the Workplace. Treating Stress in the Workplace. | | | | | | | | |
| Unit:4 | Engineering Psychology | | | | | | 12 hours | |
| Engineering Psychology: History and Scope of Engineering Psychology. Time and Motion Study. Person Machine Systems Workspace Design – Displays – Controls. Design of Computer Work Stations. | | | | | | | | |
| Unit:5 | Industrial Clinical Psychology | | | | | | 12 hours | |
| Industrial Clinical Psychology: Meaning – The Clinical Model and Performance Control. Individual Causes of Failure – Group Causes of Failure. | | | | | | | | |

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| Organizational/Contextual Causes of Failures Treatment and Corrective Action. | |
| Total Lecture hours | |
| 60 hours | |
| Text Book(s) | |
| 1 | Schultz, D. and Schultz. E. Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004. |
| Reference Books | |
| 1 | Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| https://www.coursera.org/courses?query=organizational%20psychology | |
| Course Designed By: Dr. B. Selvaraj | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
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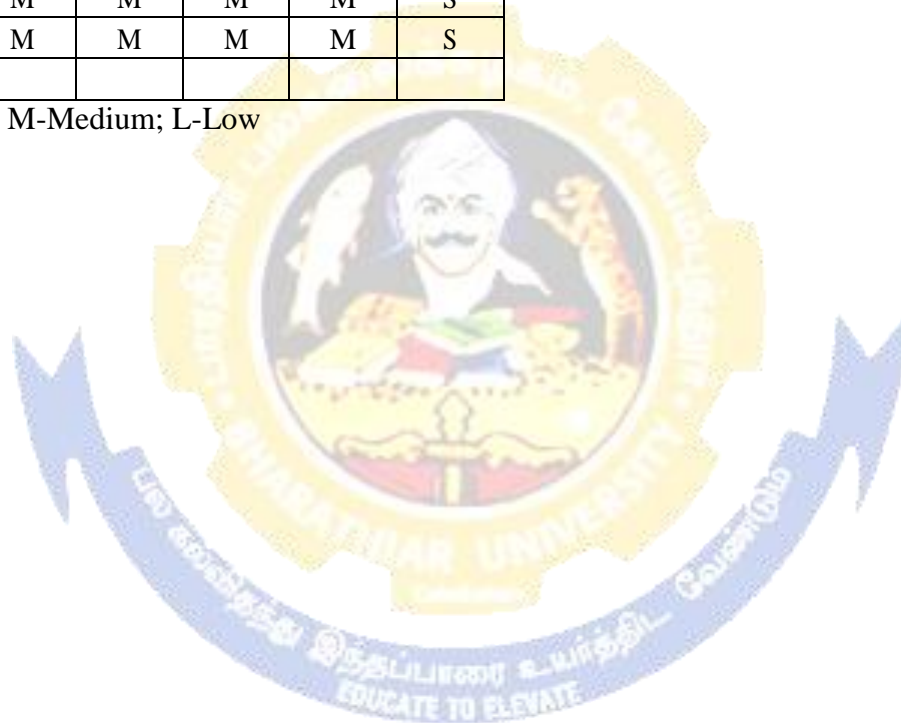
*S-Strong; M-Medium; L-Low

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|--|--|------------------------------------|--------------------------|-------------------------|----------|------------------|-----------------|----------|
| Course code | | EXPERIMENTAL PSYCHOLOGY- IV | | | L | T | P | C |
| Core Paper XV | | | | | | | 4 | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | | |
| Instructional Hours Per Week :4 | CIA : 40 | ESE : 60 | Total Marks : 100 | | | | | |
| Course Objectives: | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | |
| <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 thinking. 4. To explain the social psychology test 5. To know the testing and assessment | | | | | | | | |
| Expected Course Outcomes: | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To asses and interpret the thinking of an individual. | | | | | | K2 | |
| 2 | To assess the various social skills of an individual. | | | | | | K4 | |
| 3 | To analyze the level of aspiration | | | | | | K4 | |
| 4 | To evaluate the intelligence of an individual | | | | | | K5 | |
| 5 | To analyze the ability of an individual | | | | | | K4 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | | |
| Unit:1 | Thinking | | | | | | 4 hours | |
| Concept formation Creativity test | | | | | | | | |
| Unit:2 | Social Psychology | | | | | | 4 hours | |
| Aggression Scale Altruism Scale Social Skills Problem Behaviour Checklist (Madhu Mathur and Saroj Aurora) Marital Adjustment Inventory (H. M. Singh) Global Adjustment Scale (Sanjay Vohra) | | | | | | | | |
| Unit:3 | Aspiration | | | | | | 4 hours | |
| Level of Aspiration Measure (Mahesh Bhargava and M.A. Shah) Target Dart Test (Rajamanickam) Occupational Aspiration Scale (J. S. Grewal) Educational Aspiration Inventory (T. Pradeep Kumar) | | | | | | | | |
| Unit:4 | Testing and Assessment | | | | | | 4 Hours | |
| Alexander Pass-along Test Raven's Progressive Matrices Bhatia's Battery Binet Kamath Test of Intelligence Reasoning Ability Test (ShailajaBhagawat) | | | | | | | | |
| | Total Practical hours | | | | | | 16 hours | |
| Text Book(s) | | | | | | | | |
| 1 | Anastasi and Urbina (2010). Psychological Testing (7 th Ed.) New Delhi. PHI Learning Pvt.Ltd. | | | | | | | |
| 2 | Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company | | | | | | | |
| Reference Books | | | | | | | | |
| 1 | Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot | | | | | | | |

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| 2 | Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras:Oxford PublishingPress |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| https://swayam.gov.in/nd1_noc20_hs45/preview | |
| Course Designed By: Dr. B. Selvaraj | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
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*S-Strong; M-Medium; L-Low



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|--|---|-------------------------------|-------------------------|----------|-----------------|----------|
| Course code | | PERSONALITY ASSESSMENT | L | T | P | C |
| SKILL BASED SUBJECT 4 | | | 3 | | | 3 |
| Pre-requisite | NIL | | Syllabus Version | | 2021-22 | |
| Instructional Hours Per Week : 3 | CIA : 20 | ESE : 55 | Total Marks : 75 | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 6. To know the basic concepts of personality assessment 7. To understand the importance of self-report inventories 8. To explain the Minnesota Multiphasic Personality Inventory 9. To know the different types of personality assessment 10. To make the student to aware of performance based measure | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | Define the fundamental concepts of personality assessment | | | | | K1 |
| 2 | Classify the various scales of self – report. | | | | | K2 |
| 3 | Identify the various assessment tools available under clinical disorders | | | | | K3 |
| 4 | Identify the various performance based measures. | | | | | K4 |
| 5 | Examine various interest, ability and aptitude scales used for career based assessments | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | | | | |
| Unit:1 | Basic Considerations | | | | 10 hours | |
| Basic Considerations – History of Personality Assessment – Emergence of personality Psychology- world War II and the expansion of clinical psychology. Trends over time : Shrinkage and Growth- The Personality Assessment. Purpose of personality Assessment-Preparing of Personality Assessment. Conducting Personality Assessments-Interpreting Personality Assessment Data. Reporting Personality Assessment Findings. | | | | | | |
| Unit:2 | Self - Report Inventories | | | | 9 hours | |
| Self - Report Inventories: Nature of self-report inventories - Item characteristics-Administration and Scoring. Standardization (Normative) Group - Method of scale Development - Validity Assessment. | | | | | | |
| Unit:3 | Self - Report Inventories | | | | 10 hours | |
| Self - Report Inventories: Minnesota Multiphasic Personality Inventory-history-administration Scoring- Assessing Validity-Psychometric Foundations. Million Clinical Multi-axial Inventory III- history-administration. Scoring-Assessing Validity-Psychometric Foundations. | | | | | | |
| Unit:4 | Performance Based Measures | | | | 10 hours | |
| Performance Based Measures: Nature of the Rorschach Inkblot Method- history- administration- | | | | | | |

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| coding and Scoring. Interpretation Structural, Behavioural and Thematic Variables- Psychometric foundations. Thematic Apperception Test- history- administration-coding Interpretation: card pull, story meaning- Psychometric foundations | | |
| Unit:5 | Performance Based Measures | 9 hours |
| Performance Based Measures: Figure Drawing Methods- Nature and history of Figure Drawing Methods- administration- Scoring Interpretation-Applications- Psychometric foundations Sentence Completion methods- Nature and history of Sentence Completion methods- administration- Scoring. Interpretation- Applications- Psychometric foundations. | | |
| Total Lecture hours | | 48 hours |
| Text Book(s) | | |
| 1 | Weiner, Irving B. (2008). Handbook of Personality Assessment New Jersey: John Wiley and Sons. | |
| Reference Books | | |
| 1 | Randy.J.Larsen and David.M.Buss. (2005). Personality Psychology – Domains of Knowledge about Human Nature. Second Edition. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://psyasia.com/psychometrics-mooc/ | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
| | | | | | |

*S-Strong; M-Medium; L-Low



**Elective
Papers I**

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|--|---|---------------------------|-----------------|----------------|-----------------|-----------|
| Course code | | CONSUMER BEHAVIOUR | L | T | P | C |
| Elective IA | | | 4 | | | 4 |
| Pre-requisite | | NIL | Syllabus | Version | 2021- | 22 |
| Instructional Hours Per Week : 4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 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 | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | To understand consumer behaviour in an informed and systematic way | | | | | K2 |
| 2 | To analyse personal, socio-cultural, and environmental dimensions related to consumer behaviour | | | | | K4 |
| 3 | To enable students in designing and evaluating the marketing strategies | | | | | K5 |
| 4 | Application of market research in framing effective marketing strategies | | | | | K3 |
| 5 | Analyze the major stages which consumers usually go through when making a consumption | | | | | K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Introduction to Consumer Behaviour | | | | 12 hours | |
| The marketing concept. The role of technology in exchange between consumers and markets. Consumer values, satisfaction and retention. Consumer decision making. | | | | | | |
| Unit:2 | Segmentation, Targeting and Positioning | | | | 12 hours | |
| Market segmentation and effective targeting. Bases for segmentation: Demographics and other bases. Behavioural targeting. Positioning and repositioning. Perceptual mapping. | | | | | | |
| Unit:3 | Consumer Motivation and Personality | | | | 12 hours | |
| The dynamics of motivation. Systems of need – Measurement of motives. The nature and theories of personality. Personality traits and consumer behavior. Product and brand personification – Self and self-image. | | | | | | |
| Unit:4 | Consumer Perception | | | | 12 hours | |
| The elements of perception. Perceptual selection – Perceptual organization. Perceptual interpretation – Consumer imagery. Perceived quality – Perceived risk. | | | | | | |
| Unit:5 | Consumer Learning | | | | 12 hours | |
| The elements of consumer learning. Classical conditioning – Instrumental conditioning - Observational learning. Information processing – Cognitive learning. Consumer involvement and | | | | | | |

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| Hemispheric lateralization | | |
| Outcomes and measures of consumer learning. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Schiffman, .G.L, Wisenblit, J. & Kumar, R.S. (2018). Consumer Behaviour (11th Ed.), Noida. Pearson Education. | |
| 2 | Loudon, D., Consumer Behaviour, Concepts and Applications, Albert Biutta, McGraw Hill, 2004 | |
| Reference Books | | |
| 1 | Kurder, K. Consumer Behaviour, PHI/Pearson, 2002 | |
| 2 | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/courses?query=consumer%20behavior | |
| 2 | | |
| 4 | | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | M | M | S | M | S |
| CO3 | M | M | M | S | M |
| CO3 | S | L | S | M | S |
| CO4 | L | S | M | S | M |
| CO5 | L | M | S | M | S |

*S-Strong; M-Medium; L-Low

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|---|--|--------------------------|-----------------|----------|----------------|-----------------|
| Course code | | SPORTS PSYCHOLOGY | L | T | P | C |
| ElectiveI B | | | 4 | - | | 4 |
| Pre-requisite | | NIL | Syllabus | | 2021-22 | |
| Instructional Hours Per Week : 4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| <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 learning sports skills 5. Integrate psycho-sociocultural perspectives on sport | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | To apply psychological techniques and strategies to enhance performance in sport | | | | | K3 |
| 2 | Evaluate research in sport psychology and psychological factors related to performance | | | | | K5 |
| 3 | Apply sport psychology theories and research that best fit different performance | | | | | K3 |
| 4 | Evaluate the effectiveness of their work with individuals in sport, exercise, and performance psychology | | | | | K5 |
| 5 | Create a methods to work with clients in sport, exercise, and performance psychology | | | | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | The Field of Sport Psychology | | | | | 12 hours |
| Introduction to Sport Psychology: Meaning and scope, Importance, Sport Psychology in India.Factors influencing the mental demands of a given sport, Sport and exercise psychology as an academic discipline.History of sport and exercise psychology. Orientation in sport psychology: Psychophysiological, Cognitive- behavioral, Social Psychological.Research methods in sport and exercise psychology, what do sport psychologist do? | | | | | | |
| Unit:2 | Exercise and Psychological Well-being | | | | | 12 hours |
| Exercise and Psychological Well-being: Reducing anxiety and depression with exercise, Enhancing mood with exercise.Effect of exercise on psychological wellbeing.Developing personality and cognitive functioning with exercise.Enhancing Quality of life with exercise.Examining the runner's high, Exercise and positive prevention. | | | | | | |
| Unit:3 | Personality and Motivation in Sport psychology | | | | | 12 hours |
| Personality and Motivation in Sport psychology: Personality and sport performance- Theories specific to sport behavior: Trait theories- Eysenk, Cattell and Big five dimensions.Narrow band theories of Personality: Sensation seeking, Telic dominance, Mental toughness and attentional style, Interactional approaches.Applying the interactional model to sports: Mood profiling.Motivation and Goal setting in Sport: Intrinsic and extrinsic motivation.Theories of motivation, Self-efficacy, Pathological motivation and sport.Goal setting: Effectiveness of goal setting, Principles of goal setting. Anxiety in Sport performance: Anxiety reduction techniques. | | | | | | |

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| Unit:4 | Psychological skill training | 12 hours |
| Psychological skill training: Psychological skill training- Importance of Psychological skill training. Effectiveness of Phases of Psychological skill training.Goal of Psychological skill training- Self regulation, Increasing self-awareness, Coping with adversity.Imagery in sport: Factors affecting the effect of imagery in sports, How imagery works?Self-confidence- How does expectations influence performance? Building self-confidence. | | |
| Unit:5 | Social Psychology of Sport | 12 hours |
| Social Psychology of Sport: Group definition, Understanding group structure, Creating effective teams, Maximizing individual performance in groups. Group cohesion: Relationship between group cohesion and performance, Factors affecting group cohesion, Strategies to enhance cohesion.Social Facilitation: Coaction and audience effect, Home advantage, Negative effects of group performance: Social Loafing and group think.Violence and Aggression in Sport: Hostile aggression, instrumental aggression and assertiveness, Link between aggression and performance, Social learning theory, Frustration aggression hypothesis.Individual differences in aggression: gender, identification with team.Situational factors affecting aggression: Physical environment, Game circumstances, Reducing aggression in sports. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Jarvis, M. (2006) . Sport Psychology. New York, Routledge. | |
| 2 | Weinberg RS and Gould D (2006).Foundations of Sport and Exercise Psychology (4th En).Human Kinetics. USA. | |
| Reference Books | | |
| 1 | Moran, A. P. (2004). Sport and Exercise Psychology , a critical Introduction . New York, Routledge. | |
| 2 | Kremer, J., & Scully, D. (2001). Psychology in Sport. Taylor and Francis publishers Tenenbaum, G., &Ecklund, R. C. (2007).Handbook of Sport Psychology(3rdEdn.). New Jersey, John Wiley & Sons | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/learn/youth-sports | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | S | S | S | M | L |
| CO2 | S | M | S | S | S |
| CO3 | S | M | L | S | M |
| CO4 | L | S | S | M | S |
| CO5 | M | S | S | S | L |

-Strong; M-Medium; L-Low

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|---|--|----------------------------------|-------------------------|----------------|----------|-----------------|
| Course code | | HUMAN RESOURCE MANAGEMENT | L | T | P | C |
| Elective I C | | | 4 | - | | 4 |
| Pre-requisite | NIL | | Syllabus Version | 2021-22 | | |
| Instructional Hours Per Week : 4 CIA : 25 ESE : 75 Total Marks : 100 | | | | | | |
| Course Objectives: | | | | | | |
| The main objectives of this course are to: | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the importance of human resources and their effective management in organizations 2. Demonstrate a basic understanding of different tools used in forecasting and planning human resource needs 3. Learn current theory and practice of recruitment and selection 4. To interpret the role of resistance and commitment in relation to change, propose change strategies for enhancing organizational development 5. Understand the nature and sources of conflict and the different strategies and approaches used in the resolution of conflict. | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | To understand a the current theory and practice of recruitment, selection, performance appraisal and training. | | | | | K2 |
| 2 | Evaluate the role of recruitment and selection in relation to the organization's business | | | | | K5 |
| 3 | Analyze the key issues related to administering the human elements | | | | | K4 |
| 4 | Apply advanced training strategies and specifications for the delivery of training programs | | | | | K3 |
| 5 | To create a unique selection strategy for a specific job | | | | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Introduction to Human Resource Management | | | | | 12 hours |
| Definition- Nature of Human Resource Management: Action oriented- People Oriented- Individually oriented- Future oriented- Inter Disciplinary function.Scope of Human Resource Management: Personal- Welfare- Industrial Relations.History of Human Resource Management: The Industrial revolution- Scientific Management.Human Relation Movement- Human Resource Approach | | | | | | |
| Unit:2 | Human Resource Planning | | | | | 12 hours |
| Introduction- Definition- Need: Reservoir of talents- Prepare people for the future- Cut Costs-Succession Planning. The Process of Human Resource Planning: Forecasting the Demand for Human Resources. Preparing Man Power Inventory- Determining Man Power Gaps. Formulating HR plans - Job Stress Counselling and Mentoring. | | | | | | |
| Unit:3 | Human Resource Motivation | | | | | 12 hours |
| 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. | | | | | | |

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| Unit:4 | Job Design and Motivation | 12 hours |
| Introduction- Definition. Techniques used in Job Design: Job Simplification- Job Enlargement- Job Rotation- Job Enrichment- Total Quality Management (TQM).Motivation- Definition- Theories of motivation: Maslow’s Need Hierarchy Theory - Herzberg’s theory of motivation. Achievement Motivation Theory- Theory X and Theory Y.Motivating employees: Individual differences- Match people to jobs- Goals- Rewards. | | |
| Unit:5 | Job Evaluation and Performance Appraisal | 12 hours |
| Career Planning and Human Resource Management: Introduction- Definition.Main concepts in career planning: Career- Career goals- Career cycle- Career paths- career anchors- Career progression - Career planning- Career development- Career Counseling- Career Management- Mid Career Crisis.Career Stages : Exploration- Establishment- Decline.Career Development: Performance- Exposure- Networking- Loyalty Career- Mentors.Effective Career Planning: Support- Goals- Reward Performance- Placement- Career Paths- Publicity. | | |
| Unit:6 | Contemporary Issues | 2 hours |
| Expert lectures, online seminars - webinars | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Rao V.S.P —Human Resources Management: Text and CasesI, Second Edition, Excel Books New Delhi 2007 | |
| 2 | Gary Dessler, —Human Resources managementI, Tenth Edition, P\Pearson-Prentice Hall, New Delhi, 2005 | |
| Reference Books | | |
| 1 | David A DeCenzp and Stephen P Robbins, —Personnel and/Human Resource ManagementII, Third Edition, New Delhi 2004 | |
| 2 | Raymond J. Stone, —Human Resources Management, John Wiley & Sons, New York 2005 | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/specializations/human-resource-management | |
| 2 | | |
| Course Designed By:Dr. B. Selvaraj | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | M | M | S | M | S |
| CO3 | M | M | L | S | L |
| CO3 | S | L | S | S | S |
| CO4 | S | S | M | L | M |
| CO5 | L | S | S | S | M |

*S-Strong; M-Medium; L-Low



**Elective
Papers II**

| Course code | TITLE OF THE COURSE | | | L | T | P | C |
|---|---|-----------------|-----------------|--------------------------|---|------------------|----------|
| ELECTIVE PAPER II B | GUIDANCE AND COUNSELLING SERVICES | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | |
| Instructional Hours Per Week :4 | | CIA : 25 | ESE : 75 | Total Marks : 100 | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| 6. To understand the principles of Guidance. 7. To know the historical context of Guidance service. 8. To understand the essential features of a Guidance. 9. To explain the Vocational Guidance 10. To know the Agencies of Guidance in India. | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Define the meaning and types of guidance | | | | | | K1 |
| 2 | Outline the various testing and non – testing devices | | | | | | K2 |
| 3 | Identify the need and principles of personal guidance | | | | | | K3 |
| 4 | Identify the importance of guidance services | | | | | | K4 |
| 5 | Examinethe general issues and current trends | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Introduction | | | | | 12 hours | |
| Introduction – Need for Guidance - Meaning, Nature.Types of Guidance -Bases, Objectives, Functions.Principles of Guidance.Educational Guidance-Philosophy and Programme. | | | | | | | |
| Unit:2 | History and Development | | | | | 12 hours | |
| History and Development: The History of Guidance Services.Methods of Guidance. Testing and Non-Testing Devices and Guidance. | | | | | | | |
| Unit:3 | Organising Guidance Services in the School | | | | | 12 hours | |
| Organising Guidance Services in the School: Essential Features and Principles of a Guidance Programme.Class Talks and Parents’ Role in Guidance Pupil Personal Records.Personal Guidance: Need and Principles. | | | | | | | |
| Unit:4 | Guidance Services | | | | | 12 Hours | |
| Guidance Services: Adolescence and Guidance Guidance in the Adjustment of students.Guiding Students Solving Educational Problems.Guiding slow learners and gifted children.Vocational Guidance. | | | | | | | |
| Unit:5 | General Issues and current trends | | | | | 12 hours | |
| General Issues and current trends: Organisation and Popularisation of Guidance Services in India. Agencies of Guidance: NCERT and Others.Career Resource Centre: Its Importance. | | | | | | | |

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| | Total Lecture hours | 60 hours |
| Text Book(s) | | |
| 1 | Aggarwal J.C. (2012). Educational vocational guidance & counselling, Doaba House, Delhi- 110006 | |
| Reference Books | | |
| 1 | Kochhar, S.K. (2012): Educational and Vocational Guidance in Secondary Schools, New Delhi: SterlingPublication. | |
| 2 | Chauhan, S. S. (2008). a book of Principles and Techniques of Guidance. Up: Vikas Publishing House PvtLtd. | |
| 3 | Pandey, K.P.(2000), Educational and Vocational guidance in India. Varanasi:Viswa VidyalayaPrakashan | |
| 4 | Nayak, A.K. (2007). Guidance and Counselling, APH Publishing corporation,Delhi | |
| 5 | Ismail, T. , Krishnan, D. (2013)., Guidance and Counselling, APH Publishing Corp., New Delhi | |
| 6 | Yogesh Kumar S (2005) Guidance and Career Counselling, APH Publishing Corporation, NewDelhi | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://onlinecourses.swayam2.ac.in/ntr20_ed21/preview | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
| | | | | | |

*S-Strong; M-Medium; L-Low

| Course code | TITLE OF THE COURSE | | | L | T | P | C |
|--|--|----------|----------|-------------------|---|-----------------|----|
| ELECTIVE PAPER II C | PSYCHOLOGY OF ADJUSTMENT | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | |
| Instructional Hours Per Week :4 | | CIA : 25 | ESE : 75 | Total Marks : 100 | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| 11. To understand the characteristics of Self - Concept. | | | | | | | |
| 12. To know the types of emotions. | | | | | | | |
| 13. To understand the sense of belongingness. | | | | | | | |
| 14. To explain the Health and Adjustment. | | | | | | | |
| 15. To know the Stress and Adjustment. | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Define the meaning and types of Adjustment. | | | | | | K1 |
| 2 | Outline the negative emotions and adjustment | | | | | | K2 |
| 3 | Identify the Social and Psychology of Adjustment | | | | | | K3 |
| 4 | Identify the importance of quality of life | | | | | | K4 |
| 5 | Examine the methods to cope stress. | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Introduction to Psychology of Adjustment | | | | | 12 hours | |
| Introduction to Psychology of Adjustment – Introduction- Definition- Dimensions of Adjustment: Adjustment as an Achievement. Adjustment as a process. | | | | | | | |
| Types Of Adjustment: Normal Adjustment- Abnormal adjustment- Social Adjustment. The Dynamics of Change and Behavior- Personal Growth and Development. | | | | | | | |
| Self-Concept and Psychology of Adjustment: Introduction- Definition- The Components of the Self –Core. | | | | | | | |
| Characteristics of Self-Concept | | | | | | | |
| The Self-Concept and Personal Growth. | | | | | | | |
| Development of Self- Concept: Cultural Differences- Gender Differences- Media. The two aspects of Self Concept The Existential Self - The Categorical Self. | | | | | | | |
| Unit:2 | Emotions and Psychology of Adjustment | | | | | 12 hours | |
| Emotions and Psychology of Adjustment: Introduction – Definition. Types of Emotions: Primary Emotions - Happiness, Surprise, Disgust, Fear, Anger and Sadness | | | | | | | |
| Secondary Emotions: Positive Emotions: Love, Appreciation, Happiness, Hope, Enthusiasm, Vitality, Confidence, Gratitude, Patience, Trust, Vulnerable, Optimistic, Appreciative, Ashamed, and Astonished. | | | | | | | |
| Negative Emotions: Fear, Anger, Guilt, Depression, Pride, Jealousy, Self-pity, Anxiety, Resentment, Envy, Frustration, Shame, Denial, Offended, Regret, Resentful, Sad, Worried, Grief. | | | | | | | |
| Unit:3 | Social and Psychology of Adjustment | | | | | 12 hours | |
| Social and Psychology of Adjustment: Introduction- Making Friends: Commitment- Trust- | | | | | | | |

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| Companionship- Sense of Belongingness.Keeping Friends: Relying on first impressions- Friendships take time to develop-Focus on maintaining the friendships.Loosing Friends: No proper Appreciation- Condemning- Criticizing- Complaining- Fault Finding – Not willing to offer timely help.Loneliness: Life without Friends. | | |
| Unit:4 | Health and Adjustment | 12 Hours |
| Health and Adjustment: Introduction- Definition- Exercise.Types of Exercise: Aerobic exercises, Anaerobic exercises, Flexibility exercises.Alcoholism and Smoking- Quality of life- Happiness Perspectives of Happiness: Buddhism- Judaism- Catholicism.Health and the Mind–Body Relationship. | | |
| Unit:5 | Stress and Adjustment | 12 Hours |
| Stress and Adjustment: Introduction- Definition- Stages of General Adaptation syndrome: Alarm Reaction- Resistance- Recovery. Symptoms of Stress: Cognitive symptoms- Emotional symptoms- Physical symptoms- Behavioral symptoms. Methods to Cope stress: Alter the Situation-Adapt the Stressor- Accept things you cannot change- Make time for relaxation. | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Wayne Weiten, Dana S Dunn, and Elizabeth Yost Hammer (2011).Psychology Applied to Modern Life:Adjustment in the 21st Century. Wadsworth publishing (10th edition). | |
| Reference Books | | |
| 1 | Steven J. Kirsh, Karen Gr. Duffy (2014) Psychology for Living: Adjustment, Growth and Behavior Today - New Delhi Pearson | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://nptel.ac.in/courses/109/104/109104070/ | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
| | | | | | |

*S-Strong; M-Medium; L-Low



**Elective
Papers III**

| Course code | TITLE OF THE COURSE | | | L | T | P | C |
|--|---|-----------------|-----------------|--------------------------|---|------------------|----------|
| ELECTIVE PAPER III A | ENVIRONMENTAL PSYCHOLOGY | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | |
| Instructional Hours Per Week :4 | | CIA : 25 | ESE : 75 | Total Marks : 100 | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the Indian Perspective on Human and environment. 2. To know the components of ecosystems. 3. To understand the characteristics of environmental perception. 4. To explain the features of crowding. 5. To know the environmental psychology and community. | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Understand the research methods in environmental psychology | | | | | | K2 |
| 2 | Outline the ecology and development. | | | | | | K2 |
| 3 | Identify the effect of environment on behavior. | | | | | | K3 |
| 4 | Identify the importance of saving the environment. | | | | | | K4 |
| 5 | Examinethe specific environmental problems. | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Environmental Psychology | | | | | 12 hours | |
| Environmental Psychology – Nature and Characteristics; Classification of Environment - Indian Perspective on Human- environment Relationship - World view in Psychology and Environmental Psychology. Environment Behavior theories: Arousal, Environmental Load, adaptation level - Behavior constraints, Ecological and Environmental Stress Approach. Research Methods in Environmental Psychology: Experimental, Simulation. Methods of Data Collection: Self-report, Naturalistic Observation, Field Survey, Interview and Questionnaire. Experimental, correlational and descriptive methods of data collection in environmental Research. | | | | | | | |
| Unit:2 | Ecology and Development | | | | | 12 hours | |
| Ecology and Development: Human Nature and Environmental Problems; Prosocial and Pro-environmental Behaviours, Ecosystems and Their Components: Ecology, Demography, Mortality and Fertility. Resource Use: Common Property Resources, Sustainable Developments, Acculturation and Psychological adaptation. Environmental Stress: Nature and Characteristics. Types of Stress: Natural Disasters, Technological Catastrophe, Noise and Air-pollution. Nature and characteristics: Natural disasters, Technological catastrophe. Noise, Heat and Air pollution: Nature, characteristics and their influences on behavior with special reference to Indian conditions. | | | | | | | |

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| Unit:3 | Environmental Perception, Cognition and Attitudes | 12 hours |
| <p>Environmental Perception, Cognition and Attitudes: Nature and Characteristics of Environmental Perception: Social and Cultural Influences. Environmental Cognition and Cognitive Mapping. Acquisition of Environmental Attitudes, Perception of movement, adaptation and change. Effect of Environment on Behavior: Personal Space and Territoriality: Nature Functions and Determinants of Personal Space. Consequences of Personal Space Invasion Territoriality Functions and Types. Personal Space: Nature, measurement, determinants, consequences of personal space invasion.</p> | | |
| Unit:4 | Crowding | 12 Hours |
| <p>Crowding: Nature and Characteristics. Features and Effects of Crowding on Animals and Human Beings, Concept, physiological and behavioral consequences. Theories of crowding, overload, arousal, density intensify, behavior constraints, control. Environmental Psychology and Saving the Environment: Environmental Education. Prompts and Reinforcement Techniques in Indian Context.</p> | | |
| Unit:5 | Environmental psychology and community | 12 hours |
| <p>Environmental psychology and community: Quality of life, social process and socialites, preventive intervention. Social support and personal control: areas of intervention. Residential neighborhood and urban environments. Changing behavior to save the environment: environmental education, prompt, reinforcement, techniques. Specific environmental problems: Littering energy conservation, transportation and vandalism.</p> | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA. | |
| 2 | Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala | |
| Reference Books | | |
| 1 | Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston. | |
| 2 | Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley. | |
| 3 | Tewari, P. S. N. (2000). Paryavaraniya Manovigyan. New Delhi: Moti Lal Banarsi Das. | |
| 4 | Sahoo, F.M. Mishra P.K. & Pinta, R.S. (1985) Environment and Behavior: Ecology Perspective. New Delhi: Akshat Publications. | |
| 5 | Bell, P.A. Fisher, J.D. & Loomis, R.J. (1973) Environmental Psychology, Philadelphia. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://www.openlearning.com/courses/environmental-psychology-for-interior-design/ | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1 | M | M | M | S | M | M | M | M | M | S |
| CO2 | M | M | M | S | M | S | M | M | S | S |
| CO3 | M | M | M | M | M | M | M | M | M | S |
| CO4 | M | M | M | M | S | M | M | M | M | M |
| CO5 | M | M | M | M | S | M | M | M | M | M |
| | | | | | | | | | | |

*S-Strong; M-Medium; L-Low



| Course code | TITLE OF THE COURSE | | | L | T | P | C |
|--|---|----------------|----------------|-------------------------|---|------------------|----------|
| ELECTIVE PAPER III B | FORENSIC PSYCHOLOGY | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | |
| Instructional Hours Per Week:4 | | CIA: 25 | ESE: 75 | Total Marks: 100 | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the principles of forensic psychology. 2. To know an early model of memory. 3. To understand the compliance and coerced internalization. 4. To explain the historical and political figures. 5. To know the development of violent behaviour. | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Define the meaning and origins of legal psychology. | | | | | | K1 |
| 2 | Outline the strength and validity of the evidence. | | | | | | K2 |
| 3 | Identify the psychology of confession. | | | | | | K3 |
| 4 | Analyze the Profiling criminals from the crime scene. | | | | | | K4 |
| 5 | Examinethe offending behavior programmes. | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Introduction | | | | | 12 hours | |
| Introduction – The meaning of forensic. The origins of legal psychology. | | | | | | | |
| Unit:2 | Eyewitness Memory | | | | | 12 hours | |
| Eyewitness Memory: An early model of memory. Acquisition- Retention retrieval. The strength and validity of the Evidence. | | | | | | | |
| Unit:3 | The Psychology Of Confession | | | | | 12 hours | |
| The Psychology Of Confession: Voluntary false confessions Interrogational tactics Coerced false confessions. Coerced compliance and coerced internalization | | | | | | | |
| Unit:4 | The Psychology Of Investigation | | | | | 12 Hours | |
| The Psychology Of Investigation: The cognitive interview Detecting lies and deceit. Offender profiling – Profiling- historical and political figures Profiling criminals from the crime scene. Profiling criminals from the crime scene. | | | | | | | |

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|--|---|-----------------|
| Unit:5 | Criminological Psychology | 12 hours |
| Criminological Psychology: Violent offenders – Development of violent behavior Psychological profile of violence Role of Anger, Moral reasoning. Working with offenders – Using meta-analysis to inform Treatment programmes – offending behaviour programmes | | |
| Total Lecture hours | | 60 hours |
| Text Book(s) | | |
| 1 | Goldstein, A.M.(2003). Handbook of Psychology (Vol 11), Forensic Psychology USA : John Wiley & Sons, Inc. | |
| 2 | Bartol, C.R, & Bartol, A.M (2005) History of Forensic Psychology. In I.B. Weiner & A.K. Hess (Ed), The Handbook of Forensic Psychology (pp 1-27), Hoboken, NJ: Wiley | |
| Reference Books | | |
| 1 | DeMatteo, D., Marczyk, G., Krauss, D., & Burl, J. (2009). Educational and training models in forensic psychology. Training and Education in Professional Psychology, 3(3), 184-191. doi: 10.1037/a0014582 | |
| 2 | Franklin, K. (2014). Forensic psychology: Is it the career for me? Psychology Today. Retrieved from http://www.psychologytoday.com/blog/witness/201409/forensic-psychology-is-it-the-career-me Weiner, I. B., & Goldstein, A. M. (2003). Handbook of Psychology, Forensic Psychology. Hoboken, New Jersey: John Wiley and Sons. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://www.open.edu/openlearn/health-sports-psychology/forensic-psychology/content-section-overview-0 | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
| | | | | | |

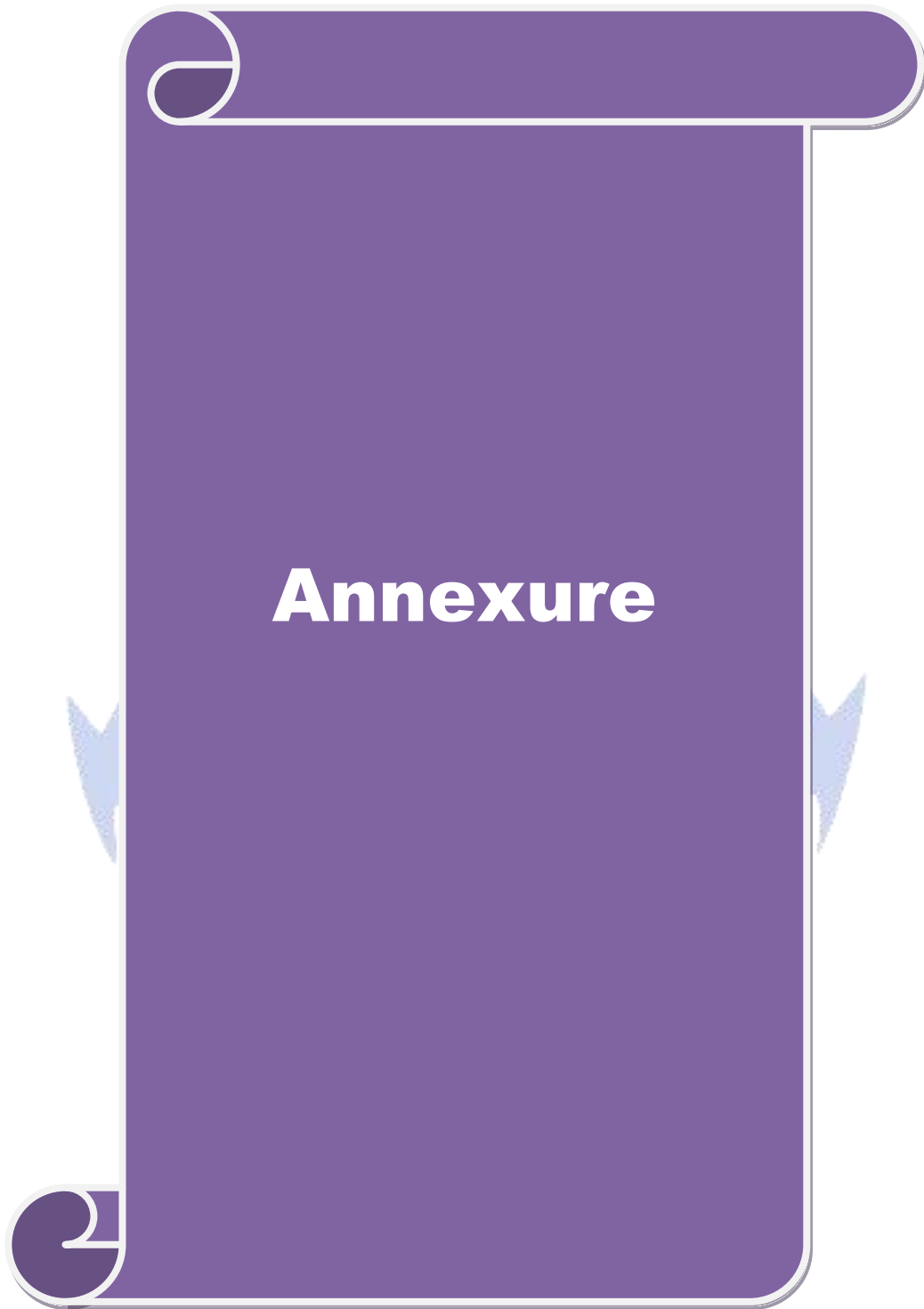
*S-Strong; M-Medium; L-Low

| Course code | TITLE OF THE COURSE | | | L | T | P | C |
|--|---|----------------|----------------|-------------------------|---|------------------|----------|
| ELECTIVE PAPER III C | PSYCHOLOGY AND GENDER ISSUES | | | 4 | | | 4 |
| Pre-requisite | NIL | | | Syllabus Version | | 2021 - 22 | |
| Instructional Hours Per Week:4 | | CIA: 25 | ESE: 75 | Total Marks: 100 | | | |
| Course Objectives: | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| <ol style="list-style-type: none"> 1. To understand the gender stereotypes. 2. To know the theoretical Positions about gender development. 3. To understand the Women's health. 4. To explain the Gender Identity and Career. 5. To know the Psychopathology and Gender Issues. | | | | | | | |
| Expected Course Outcomes: | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Define the meaning and concepts of gender. | | | | | | K1 |
| 2 | Outline the theories of Gender Development. | | | | | | K2 |
| 3 | Identify the Perspectives on marital interaction. | | | | | | K3 |
| 4 | Analyze the importance of Victimization issues. | | | | | | K4 |
| 5 | Examinethe Women and the Criminal Justice System. | | | | | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | |
| Unit:1 | Gender Concepts | | | | | 12 hours | |
| Gender Concepts – Concepts: gender, sex, masculinity, femininity, feminism, men and masculinity. Studying gender: Methods and History of Gender Research.Gender Stereotypes: Masculinity and Femininity Gender-Role Attitude. Introduction to the Psychology of Women, History of the feminine Psychology, Women and Feminist Pedagogy, Feminist child-rearing.Women's conception of self and morality. Are women morally superior to men? | | | | | | | |
| Unit:2 | Gender Stereotypes and Other Gender Biases | | | | | 12 hours | |
| Gender Stereotypes and Other Gender Biases: Gender Comparisons in Cognitive Abilities and Attitudes About Achievements Gender Comparisons in Social and Personality Characteristics. Race and gender as psychological variables: Social and ethical issues.Theoretical Positions about gender development and Functioning.Hormones and Chromosomes.Theories of Gender Development, Developing Gender Identity, Social Cognitive Theory of gender development and functioning; Sex role theory. | | | | | | | |
| Unit:3 | Gender Issues, Family and Health | | | | | hours | |
| Gender Issues, Family and Health: Current perspectives on dual-career families, The social psychophysiology of marriage.Perspectives on marital interaction, Male sexual proprietaries and violence against wives.Women's health: Mothering and Reproductive Rights; Pregnancy, Childbirth, and Motherhood, Menstruation, menopause, abortion, AIDS.Biological influences. Implications for single-sex schooling.Health compromising behavior: alcoholism, smoking; Health enhancing behavior: proper diet, exercise | | | | | | | |

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|---|---|-----------------|
| Unit:4 | Gender Identity and Career | 12 hours |
| Gender Identity and Career: Intelligence and Cognitive Abilities, Emotions, Relationships and Sexuality; Lesbian and bisexual women. Intelligence and Cognitive Abilities, Emotions, Relationships and Sexuality; Lesbian and bisexual women. Victimization issues: Rape, battering, harassment. Careers and Work; Examining personal characteristics and influences, gender differences in pay and in occupational pursuits, gender gap in political attitudes. Women, men, work, and family: An expansionist theory. | | |
| Unit:5 | Psychopathology and Gender Issues | 12 hours |
| Psychopathology and Gender Issues: Sex Treatment for Mental Disorders, Stress, Coping, and Differences in Health: Evidence and Explanations. Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues. Women and the Criminal Justice System; women as criminal offenders, women as victims. Successful practices to prevent violence against women. Effective strategies and practices to support victims of violence, including victims of sexual assault. | | |
| | Total Lecture hours | 12 hours |
| Text Book(s) | | |
| 1 | Brannon L. (2012). Gender: Psychological Perspectives, 6/E, McNeese State University Helgeson, V. S. (2010) Psychology of Gender, 4/E Carnegie Mellon University. | |
| 2 | Magnusson E. and Marecek, J. (2012). Gender and Culture in Psychology: Theories and Practices. | |
| Reference Books | | |
| 1 | Norem J. K. and Clinchy B. M. (1998). The Gender and Psychology Reader | |
| 2 | Rudman, L. A. and Glick, P. (2008). The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://opentext.wsu.edu/psychology-of-gender/ | | |
| Course Designed By: Dr. B. Selvaraj | | |

| Mapping with Programme Outcomes | | | | | |
|--|------------|------------|------------|------------|------------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | M | M | M | S | M |
| CO2 | M | M | M | S | M |
| CO3 | M | M | M | M | M |
| CO4 | M | M | M | M | S |
| CO5 | M | M | M | M | S |
| | | | | | |

*S-Strong; M-Medium; L-Low



| List of Elective papers (Colleges can choose any one the paper as electives) | | |
|---|---|----------------------------------|
| Elective –I | A | Consumer Behaviour |
| | B | Sports Psychology |
| | C | HRM |
| Elective –II | A | Behaviour Modification |
| | B | Guidance and Counseling Services |
| | C | Psychology of Adjustment |
| Elective –III | A | Environmental Psychology |
| | B | Forensic Psychology |
| | C | Psychology & Gender Issues |

