



# ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



## FACULTY OF EDUCATION DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE



### M.Sc., PSYCHOLOGY REGULATIONS AND SYLLABUS

(For the candidates admitted from the  
Academic Year 2022 - 2023)

**DEPARTMENT OF SPECIAL EDUCATION AND  
REHABILITATION SCIENCE**

**M.Sc PSYCHOLOGY**

**REGULATIONS AND SYLLABUS**

[For the candidates admitted from the Academic Year 2022 –2023 onwards]



**ALAGAPPA UNIVERSITY**

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and  
Graded as Category-I University by MHRD-UGC)

Karaikudi -630003, Tamil Nadu.

## The panel of Members - Broad Based Board of Studies

<p><b>Chairperson:</b> Dr. J. Sujathamalini          Designation: Professor &amp; Head          Department: Special Education and Rehabilitation Science          University: Alagappa University          Teaching Experience: 15 Years          Research Experience: 15 Years          Area of Research:              <u>Special Education,</u>              <u>Educational Psychology</u>              Inclusive Education</p>	
<p><b>Foreign Expert:</b>          Name: Dr. Richard Urban          Designation: Professor          Department: Psychology          University: Eötvös Loránd University, Budapest, Hungary          Teaching Experience:          Research Experience:          Area of Research:              Health Education              Health Psychology              Epistemological Education</p>	
<p><b>Indian Expert:</b>          Name: Dr. M. V. Sudhakaran,          Designation: Professor and Director          Department: School of Social Science          University: Tamilnadu Open University          Teaching Experience:          Research Experience:          Area of Research: Psychology</p>	
<p><b>Indian Expert:</b>          Name: Dr. S. Kadiravan,          Designation: Professor and Head,          Department: Psychology          University: Periyar University          Teaching Experience:          Research Experience:          Area of Research: Cognitive Styles, Emotional Intelligence, Self-Regulated Learning &amp; Behavior, Learning Disability and Counseling</p>	
<p><b>Expert:</b>          Name: Shri. S. Karthikeyan          Designation: Assistant Professor and Head i/c,          Company name &amp; address: Department of Psychology          University: National Institute For the Empowerment Of Persons with Multiple Disabilities, Chennai.          Experience:          Area: Mental Health concerns in Persons with Disabilities</p> <ul style="list-style-type: none"> <li>• Early Intervention in Autism Spectrum Disorders</li> <li>• Psychological Interventions for Anxiety &amp; Depressive Disorders</li> </ul>	

**Members (All Department faculty)**

Name: Dr. K.Gunasekaran  
Designation: Assistant Professor  
Department: Special Education and Rehabilitation Science  
University: Alagappa University  
Teaching Experience: 9 Years  
Research Experience: 9 Years  
Area of Research:  
Commerce Education,  
Educational Psychology,  
Social Studies



Alumnus/Alumna:  
Name: Dr.S.Kanmani  
Current position: Teaching Assistant  
Type of Profession: Teaching  
Professional address: Department of Special Education and Rehabilitation Science, Alagappa University, Karaikudi.



**ALAGAPPA UNIVERSITY**  
**DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATIONSCIENCE**  
Karaikudi-630003, TamilNadu.

**REGULATIONSANDSYLLABUS - (CBCS-University Department)**  
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department: **Department of Special Education and Rehabilitation Science**

Name of the Subject Discipline: M.Sc. PSYCHOLOGY

Programme of Level: **PG**

Duration for the Course: Full Time (Two Years)

### **1. Choice-Based Credit System**

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

### **2. Programme**

“Programme” means a course of study leading to the award of a degree in a discipline.

### **3. Courses**

‘Course’ is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials/laboratory / seminar / project / practical training / report writing /Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

### **4. Credits**

The term “Credit” refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorial/laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

## 5. Semesters

An Academic year is divided into two **Semesters**. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 / 6 days a week.

## 6. Medium of Instruction

ENGLISH

## 7. Departmental committee

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determines the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies/Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

## 8. Programme General Objectives - (PGO) Minimum 6 objectives are required

PGO-1	To develop knowledge and skills of a general psychologist.
PGO-2	To understand the skill in applying Diagnostic Procedures in various settings
PGO-3	To acquire knowledge and skills required to engage in practice or research in a specific area within psychology
PGO-4	To describe and explain major theoretical positions and empirical findings in subfields of psycho pathology and sports psychology for the individual studies.
PGO-5	To promote rehabilitation and mental health activities in the practical and theoretical perception higher order thinking skills to take up creative and innovative research methodologies in the area of Psychology.
PGO-6	To provide the student with an academic environment aware of excellence, outstanding leadership, written ethical codes and guidelines with moral values, and the life-long learning needed for a successful career in Psychology.

### 9. Programme Specific Objectives - (PSO)

PSO-1	To create a cadre of Psychologist.
PSO-2	To strengthen the professionals already in the field to qualify as Psychologist.
PSO-3	To Understand and update the principles of psychology and its application in various fields
PSO-4	To Learn the concepts which form a catalyst to behavior
PSO-5	To Develop skill in case analysis, assessment using psychological tests/instruments and case report writing
PSO-6	Learn to relate human behavior at work and develop intervention techniques problems encountered at work place.

### 10. Programme Out come - (PO)

PO-1	Develop knowledge and skills of a professional psychologist.
PO-2	Understand and update the principles of psychology and its application in various fields
PO-3	Develop knowledge and skills required to engage in practice or research in a specific area of psychology
PO-4	Describe and explain major theoretical positions and empirical findings in subfields of psychology
PO-5	Create a cadre of Psychologist.
PO-6	Able to relate human behavior at work and develop intervention techniques problems encountered at work place.

### 11. Eligibility for admission

The admission for the degree of M.Sc Psychology shall be open to:

A candidate who has successfully passed any Bachelor Degree from a recognized university

### 12. Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days/week).

### 13. Components

A PG programme consists of a number of courses. The term “course” is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of the courses suggested for the PG programmes:

**A. Core courses (CC)-** “Core Papers” means “the core courses” related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.

**B. Discipline-Specific Electives (DSE)** means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.

**C. Non-Major Electives (NME)-** Exposure beyond the discipline

- Students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester).
- A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
- Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester.
- Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME Portal (University Website).

**D. Self Learning Courses from MOOCs platforms.**

- MOOCs shall be on voluntary for the students.
- Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester.
- The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits/course be given if the Self Learning Course MOOCs is without credit.
- While selecting the MOOCs, preference shall be given to the course related to employability skills.

**E. Projects / Dissertation /Internships**

The duration of the Project/Dissertation/internship shall be a minimum of three months in the fourth semester.

- **Plan of work**



### **Project / Dissertation**

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other departments / universities / laboratories / organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/project work.

### **Internship**

The students who have opted for an Internship must undergo Clinical training in the reputed organizations to accrue clinical knowledge in the final semester. The student has to find Institutions related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/Mentor and get approval from the head of the department and Departmental Committee before going for an internship.

#### ➤ **No. of copies of the dissertation / project report / internship report**

The candidate should prepare three copies of the dissertation / project / report and submit the same for the evaluation of examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the student shall hold one copy.

#### ➤ **Format to be followed for dissertation/project report**

The format /certificate for thesis to be followed by the student are given below

- Title page
- Certificate
- Acknowledgment
- Content as follows:

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	
3	Review of literature	
4	Materials and methods	
5	Result	
6	Discussion	
7	Summary	
8	References	

➤ **Format of the title page**

**Title of Dissertation/Project work**

Dissertation/Project submitted in partial fulfillment of the requirement for the degree  
of Master of Science to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

**Department of -----**

**Alagappa University**

*(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third  
Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-  
216, QS BRICS Rank-104, QS India Rank-20)*

Karaikudi - 630003

(Year)

➤ **Format of certificates**

**Certificate –Guide**

This is to certify that the **Dissertation/Project** entitled “-----  
-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the  
degree of Master of Science in ----- by Mr/Mis -----(Reg No-----)  
under my supervision. This is based on the results of studies carried out by him/her in the  
Department of-----, Alagappa University, Karaikudi-630 003. This  
dissertation/Project or any part of this work has not been submitted elsewhere for any other  
degree, diploma, fellowship, or any other similar titles or record of any University or  
Institution.

Place: Karaikudi

Research Supervisor

Date: \_\_\_\_\_

**Certificate - (HOD)**

This is to certify that the thesis entitled “ ----- ” submitted by Mr/Mis -----(Reg No: -----) to the Alagappa University, in partial fulfilment for the award of the degree of Master of -----in ----- is a bonafide record of research work done under the supervision of Dr.-----, Assistant Professor, Department of-----, Alagappa University. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Head of the Department

Date:\_\_\_\_\_

Declaration (student)

I hereby declare that the dissertation entitled “ ----- ” submitted to the Alagappa University for the award of the degree of Master of ----- in ----- ----- has been carried out by me under the guidance of Dr. -----, Assistant Professor, Department of-----, Alagappa University, Karaikudi – 630 003. This is my original and independent work and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

(-----)

Date:\_\_\_\_\_

## Internship

### ➤ Format to be followed for Internship report

The format /certificate for internship report to be followed by the student are given below

### ➤ Title page -Format of the title page

#### Title of internship report

Internship report submitted in partial fulfillment of the requirement for the Master of degree in ----- to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of -----

#### Alagappa University

*(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)*

Karaikudi - 630003

(Year)

### ➤ Certificate-(Format of certificate – faculty in-charge)

This is to certify that the report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in -----by Mr/Mis----- (Reg No -----) under my supervision. This is based on the work carried out by him/her in the organization M/S----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Research Supervisor

Date:\_\_\_\_\_

### Certificate (HOD)

This is to certify that the Internship report entitled “-----” submitted by Mr/Mis.-----(**Reg No**----- ) to the Alagappa University, in partial fulfilment for the award of the Master of Science in ----- is a bonafide record of Internship report done under the supervision of-----, Assistant Professor, Department of -----, Alagappa University and the work carried out by him/her in the organization M/S ----- . This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date: \_\_\_\_\_

Head of the Department

➤ **Certificate-(Format of certificate – Company supervisor or Head of the Organization)**

This is to certify that the Internship report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in -----by Mr/Mis----- (Reg No:-----) under my supervision. This is based on the work carried out by him/her in our organization M/S ----- for the period of three months or ----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Supervisor or in charge

Date: \_\_\_\_\_

## Declaration (student)

I hereby declare that the Internship Report entitled “-----” submitted to the Alagappa University for the award of the **Master of Science in -----** has been carried out by me under the supervision of -----, Assistant Professor, Department of-----, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S ----- for the period of three months or----- and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:\_\_\_\_\_

## Acknowledgment

➤ Content as follows:

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	
3	Organisation profile /details	
4	Methods / Work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

### 14. Teaching methods

Lecture Methods, Demonstration, Activity based Teaching Learning and Technology Infused methods will be followed

### 15. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of

attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

## 16. Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

### A. Internal Assessment

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

#### Theory -25 marks

Sr.No	Content	Marks
1.	Average marks of two CIA test	15
2.	Seminar/group discussion/quiz	5
3.	Assignment/field trip report/case study report	5
	Total	25

#### Practical -25 Marks

1	Major Psychological Experiments	15 marks
2	Minor Psychological Experiment	10 marks
	Total	25 Marks

#### Internship (assess by Guide/incharge/HOD/supervisor)

1	Report	30 Marks
2	Presentation	20 Marks
	Total	50 Marks

#### Dissertation (assess by Guide/incharge/HOD/supervisor)

1	Dissertation	50 Marks
2	Presentation	50 Marks
	Total	100 Marks

### B. External Examination

- There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.

- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

**C. Scheme of External Examination (Question Paper Pattern)**

Theory - Maximum 75 Marks

<b>Section A</b>	10 questions. All questions carry equal marks. (Objective type questions)	10 x 1 = 10 Marks	10 questions – 2 each from every unit
<b>Section B</b>	5 questions Either / or type like 1.a (or) b. All questions carry equal marks.	5 x 5 = 25	5 questions – 1 each from every unit
<b>Section C</b>	5 questions Either / or type like 1.a (or) b. All questions carry equal marks.	5 x 8 = 40	5 question –Should cover all units

**Dissertation /Project report**

Dissertation	150 Marks
Vivo voce	50 Marks
Total	200 Marks

**Internship report Scheme of evaluation**

Internship report	100 Marks
Vivo voce	50 Marks
Total	150 Marks

**17. Results**

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

**18. Passing minimum**

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and



in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.

- A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.
- A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

## 20. Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Paper / Course)

<b>RANGE OF MARKS</b>	<b>GRADE POINTS</b>	<b>LETTER GRADE</b>	<b>DESCRIPTION</b>
90 - 100	<b>9.0 – 10.0</b>	<b>O</b>	<b>Outstanding</b>
80 - 89	<b>8.0 – 8.9</b>	<b>D+</b>	<b>Excellent</b>
75 - 79	<b>7.5 – 7.9</b>	<b>D</b>	<b>Distinction</b>
70 - 74	<b>7.0 – 7.4</b>	<b>A+</b>	<b>Very Good</b>
60 - 69	<b>6.0 – 6.9</b>	<b>A</b>	<b>Good</b>
50 - 59	<b>5.0 – 5.9</b>	<b>B</b>	<b>Average</b>
00 - 49	<b>0.0</b>	<b>U</b>	<b>Re-appear</b>
ABSENT	<b>0.0</b>	<b>AAA</b>	<b>ABSENT</b>

- a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).
- c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).

- g) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).
- h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulate

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

GPA = Sum of the multiplication of Grade Points by the credits of the courses  
 Sum of the credits of the courses in a Semester

### 21. Classification of the final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0	<b>O+</b>	First Class – Exemplary*
9.0 and above but below 9.5	<b>O</b>	
8.5 and above but below 9.0	<b>D++</b>	First Class with Distinction*
8.0 and above but below 8.5	<b>D+</b>	
7.5 and above but below 8.0	<b>D</b>	
7.0 and above but below 7.5	<b>A++</b>	First Class
6.5 and above but below 7.0	<b>A+</b>	
6.0 and above but below 6.5	<b>A</b>	
5.5 and above but below 6.0	<b>B+</b>	Second Class
5.0 and above but below 5.5	<b>B</b>	
0.0 and above but below 5.0	<b>U</b>	Re-appear

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary\*.
- b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction\*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.

- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- i) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.
- e) Absence from an examination shall not be taken as an attempt.

$$\text{CUMULATIVE GRADE POINT AVERAGE (CGPA)} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of Grade Points by the credits of the entire Programme  
Sum of the credits of the courses for the entire Programme

Where 'Ci' is the Credit earned for Course i in any semester; 'Gi' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

**CGPA** (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: \* The candidates who have passed in the first appearance and within the prescribed Semesters of the PG Programme are alone eligible for this classification.

### **19. Maximum duration of the completion of the programme**

The maximum period for completion of the programme shall not exceed eight semesters continuing from the first semester.

### **20. Conferment of the Master's Degree**

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefor (i.e. 90 credits). Programme).

### **21. Village Extension Programme**

The Sivaganga and Ramnad districts are very backward districts where a majority of people Lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme. 1. Environmental awareness 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

**M.Sc Psychology  
Programme structure**

S.No	Paper Code	Title of the paper		T/P	Credits	Hours/Week	Marks		
							I	E	Total
<b>I Semester</b>									
1	744101	Core 1	General Psychology	T	4	4	25	75	100
2	744102	Core 2	Life span Psychology	T	4	4	25	75	100
3	744103	Core 3	Social Psychology	T	4	4	25	75	100
4	744104	Core 4	Research Methodology and Statistics	T	4	4	25	75	100
5	744105	Core 5	Biological Psychology	T	4	4	25	75	100
6	744106	Core 6	Health Psychology	T	4	4	25	75	<b>100</b>
7		Library / Yoga/ counselling/Field trip				6			
					<b>24</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>
<b>II Semester</b>									
8	744201	Core 7	Cognitive Psychology	T	4	4	25	75	100
9	744202	Core 8	Psychometrics	T	4	4	25	75	100
10	744203	Core 9	Theories of Personality	T	4	4	25	75	100
11	744204	Core 10	Counselling Psychology	T	4	4	25	75	100
12	744205	Core 11	Lab-I: Psychological Testing	P	4	8	25	75	100
13		DSE-1	Elective-1	T	3	3	25	75	100
	744206	Elective-1	1. Educational Psychology						
	744207		2. Sports Psychology						
	744208		3. Rehabilitation Psychology						
	744209		4. Spiritual Psychology						
14		Non-Major Elective **		T	2	3	25	75	100
		Self-learning course (SLC) –MOOCs***			Extra credit				
					<b>25</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>III Semester</b>									
15	744301	Core 12	Psychopathology	T	4	4	25	75	100
16	744302	Core 13	Introduction to Psychotherapy	T	4	4	25	75	100
17	744303	Core 14	Organizational Behaviour	T	4	4	25	75	100
18	744304	Core 15	Lab-II: Psychological Testing	P	4	8	25	75	100
19		DSE-2	Elective – II	T	3	3	25	75	100
	744306	Elective -2	1. Behaviour Management						
	744307		2. Psychology of Advertising						
	744308		3. Positive Psychology						
			4. Mindfulness						
20		Non-Major Elective **		T	2	3	25	75	100
21		Research Proposal Presentation				2	100		100
22		Library, Seminar, Soft Skill				2			
23		Self-learning course (SLC) –MOOCs***			Extra credit				
24					<b>21</b>	<b>30</b>	<b>250</b>	<b>450</b>	<b>700</b>
<b>IV Semester</b>									
25	744401	Core 16	Training and Development	T	4	4	25	75	<b>100</b>
26	744402	Core 17	Psychology and Disability Studies	T	4	4	25	75	<b>100</b>
27	744404	Core 18	Dissertation - Project	P	8	16	100	200	<b>300</b>
28	744405	Core 19	Internship	P	4	4	50	150	<b>200</b>
29		Library / Yoga/ counselling/Field trip				2			
<b>Total</b>					<b>90 +</b>	<b>120</b>	<b>200</b>	<b>500</b>	<b>700</b>
						<b>120</b>	<b>775</b>	<b>1925</b>	<b>2700</b>

I- Semester					
Core 1	CourseCode: 744101	General Psychology	T	Credits:4	Hours:4
<b>Unit -I</b>					
<b>Objective 1</b>	To Understand the nature and origin of Psychology and the Biological bases of behavior				
<b>Nature of Psychology:</b> Definition of Psychology – History and Early schools of Psychology – Contemporary Approaches to Psychology - Methods of Psychology - <b>Biological Bases of Behavior:</b> Definition of Nervous System: Central Nervous System - Peripheral Nervous System Neurons – Structures and function of Brain - The Organization of Brain - The Endocrine System – Genetic and Evolutionary Blueprints of Behavior.					
<b>Outcome1</b>	Learners demonstrate knowledge on the nature and origin of Psychology and the Biological bases of behavior			<b>K1</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To critically analyze the nature of Sensation, Perception, Learning and Memory				
<b>Sensation &amp; Perception</b> –Definition of Sensation - Sensory adaptation – Definition of Perception - Gestalt Principles - Perceptual Constancies - Depth Perception – Illusion - Extra Sensory Perception - <b>Learning:</b> Definition of Learning - Classical Conditioning – Operant Conditioning - Cognitive Learning - Observational Learning – Definition of Memory - Two models of Memory - Three stages of memory - Techniques to improve Memory –Forgetting - Proactive and Retroactive Interference - Retrieval Inhibition.					
<b>Outcome2</b>	Students enable to investigate the dynamic of Sensation and Perception and enhance innovation over the models of Learning and Memory			<b>K4</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To explain the meaning and processes of cognition, intelligence and creativity				
<b>Cognition:</b> Definition of Cognition – Concept Formation - Problem solving – Reasoning – Theories – Decision Making – Meta Cognition - <b>Intelligence:</b> Definition of Intelligence - Nature and Nurture views on intelligence - Measurement of Intelligence - Individual Differences in Intelligence – Theories of Intelligence - <b>Creativity:</b> Definition of Creativity – Convergent & Divergent thinking - Steps in Creative Process - Characteristics of Creative thinkers- Objective evaluation of work –The characteristics of Creative living.					
<b>Outcome3</b>	Learners design cognition strategies and adapt clinical settings by identifying intelligence and creativity, induces insight over problem solving.			<b>K6</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To analyze and breakdown the basic aspects and theories of Motivation and Emotion				
<b>Motivation: Motivation:</b> Definition of Motivation - Approaches to understanding motivation: Instinct - Drive reduction – Arousal – Incentive – Needs - Self determination theory - Sexual motivation - Aggressive motivation - <b>Emotions:</b> Definition of Emotion – Six Components of Emotions - Biology - Cognitive and Socio-cultural Factors of Emotions - Theories of Emotions					
<b>Outcome4</b>	Students enhance the competency via motivational theories and demonstrate emotion and handling			<b>K4</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To demonstrate the nature of Personality and its Assessments				
<b>Personality:</b> Definition of Personality – Theories of Personality: Psychodynamic perspectives - Behavioural and Social Cognitive Perspectives – Humanistic Perspectives - Trait & Type Perspectives - <b>Assessment of Personality</b> Self-report – interview – Questionnaires – Projective tests –Behavioural assessments - Personality inventories					
<b>Outcome5</b>	Learners understand the nature of Personality and formulate the assessments			<b>K1</b>	
<b>Suggested Readings :</b> Mangal S.K. (2020). <i>General Psychology</i> . Sterling Publishers Pvt. Limited. Novick, J. M., Bunting, M. F., Engle, R. W., & Dougherty, M. R. (2019). <i>Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development</i> . Oxford University Press, USA. Bhasker V.K. (2018). <i>A Handbook of Psychology</i> , Omega Publications V.K.Bhaskar (2018). <i>Behavioural Aspects of General Psychology</i> . Omega Publications					

**Online Resources:**<https://www.apa.org/><https://www.verywellmind.com/psychology><https://www.simplypsychology.org/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
<b>Course designed by: Dr.J.Sujathamalini</b>					

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)								
CO2	S(3)	S(3)	S(3)	M(2)			S(3)	L(1)	S(3)	M(2)
CO3	L(1)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	S(3)	
CO4	M(2)	M(2)	L(1)			M(2)	M(2)	M(2)	M(2)	
CO5	S(3)	L(1)	M(2)	M(2)	M(2)					
<b>W.AV</b>	<b>2.4</b>	<b>2</b>	<b>1.8</b>	<b>1.4</b>	<b>1</b>	<b>0.8</b>	<b>1.4</b>	<b>0.8</b>	<b>1.6</b>	<b>0.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)****Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	S(3)		
CO2	M(2)	M(2)		L(1)	
CO3		M(2)	M(2)	S(3)	
CO4	M(2)	L(1)	L(1)		M(2)
CO5	L(1)	S(3)	L(1)	S(3)	
<b>W.AV</b>	<b>1.4</b>	<b>2.2</b>	<b>1.4</b>	<b>1.4</b>	<b>0.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

I- Semester					
Core	CourseCode: 744102	LIFESPAN PSYCHOLOGY	T	Credits:4	Hours:4
<b>Unit –I</b>					
<b>Objective 1</b>	To understand the beginnings of life & Prenatal Development				
<b>Life-Span Development :</b> Definition - Importance of Studying Life-Span Development- The Nature of Development - The Historical Perspective Theories of Development: Context of Life-Span Development - Research in life-span development - designs for studying development - Ethics in life span research - <b>Prenatal Development &amp; Birth:</b> Characteristics of the Prenatal Period – Conception – Prenatal Environmental Influences - <b>Childbirth</b> – The Newborn Baby’s Capacities - Prenatal development - Prenatal environmental influences – Childbirth.					
<b>Outcome 1</b>	Students exhibits the knowledge over the context of life span development and research among various aspects				<b>K1</b>
<b>Unit II</b>					
<b>Objective 2</b>	To Know the developmental in infancy & Toddler period				
<b>Infancy &amp; Toddlerhood Development:</b> Characteristics of Infancy & Toddlerhood - Body growth & Change - Brain Development - Influences on early Physical growth – Learning Capacities - Motor sensory & Perceptual Development - <b>Cognitive Development:</b> Piaget’s Cognitive - Developmental theory – Information Processing - Social context of early Cognitive Development - Individual differences in Early Mental Development - Language Development - <b>Emotional &amp; Social Development:</b> Erikson’s theory of Infant & Toddler Personality - Emotional Development - Temperament & Development - Development of Attachment - Self-Development during the first two years – Hayard’s theory.					
<b>Outcome2</b>	Learners tailoring interventions from the knowledge on toddler and infancy development and solving through the insight from emotional and developmental theories.				<b>K2</b>
<b>Unit III</b>					
<b>Objective 3</b>	To study the developmental in childhood & Adolescence period				
<b>Childhood :</b> Characteristics of Childhood -Domains of developments: Physical Development - Cognitive Development – Social Development- Memory Development –Language Development - Psychosocial Development – Emotional Development - Moral Development - Common Problems of Development - <b>Adolescence:</b> Characteristics of Adolescence – <b>Domains of developments:</b> Physical Development - Cognitive Development - Psychosocial Development - Moral Development - Problems of Development					
<b>Outcome3</b>	Students enable to identify the process of children development in various domains and identifying the issues among them.				<b>K3</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To understand the nature of developments in young and Middle Adulthood				
<b>Young Adulthood :</b> Characteristics of Young Adulthood - Physical Development - Cognitive Development - Moral Development –Psychosocial Development - Personality Development - Four Views - Changing paths to Adulthood - Foundations of Intimate Relationships - Non-Marital & Marital Lifestyles - Sexual & Reproductive Issues - Family life cycle – Diversity of Adult life styles – Career Development - <b>Middle Adulthood:</b> Characteristics of Middle Adulthood - Physical Development - Cognitive Development -Psychosocial Development - Change at Midlife - Self at Midlife - Relationships at Midlife - Consensual Relationships – Parenthood - Relationships with Maturing Children – Vocational Life..					
<b>Outcome 4</b>	Learners promotes the knowledge over the lifestyles and related crises among the midlife				<b>K1</b>
<b>Unit V</b>					
<b>Objective 5</b>	To know the developments during Late Adulthood				
<b>Late Adulthood:</b> Characteristics of Late Adulthood - Physical Development- Cognitive Development –Theories on Psychosocial Development – Lifestyle & Social Issues Related to Aging - <b>Retirement:</b> The Decision to Retire – Vocational Adjustments – Adjustment to Retirement – Leisure Activities - <b>Relationships in Late Life</b> Adjustments to changes in Family Life – Adjustment to loss of a spouse – Remarriage – Cohabitation – Adjustment to singlehood in late life - Friendships – Relationships with Adult children & Adult Grand children – Living arrangements – Elder Maltreatment - <b>Successful Aging</b> Death with Dignity – Thinking & Emotions of Dying people - Kubler- Ross Stages of Dying – A Place to Die – The Right to Die– Bereavement – Death Education					
<b>Outcome 5</b>	Students demonstrate the characteristics of late adulthood and constructing solutions for the aged persons.				<b>K6</b>

**Suggested Readings :**

Douglas W. Nangle, Cynthia A. Erdley, Rebecca Schwartz-Mette (2020). Social Skills Across the Life Span: Theory, Assessment and Intervention.

Nirubama Arora (2019) *Child Psychology* RBSA Publishers.

Alan Slater & Cavin Bremner (2017) *The developmental Psychology*, The British Psychological Society.

**Online resources :**

<https://study.com/academy/lesson/overview-of-life-span-developmental-psychology.html>

<https://www.verywellmind.com/>

<https://www.simplypsychology.org/>

<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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Course designed by: Dr.J.Sujathamalini

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	M(2)				S(3)			
CO2	S(3)	M(2)	S(3)	S(3)	S(3)	L(1)	M(2)	L(1)		
CO3	M(2)	M(2)	S(3)		L(1)		L(1)	L(1)		
CO4	M(2)	L(1)		M(2)		M(2)			L(1)	M(2)
CO5	L(1)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	
<b>W.AV</b>	<b>2.2</b>	<b>1.8</b>	<b>2</b>	<b>1.6</b>	<b>1.4</b>	<b>1</b>	<b>1.6</b>	<b>0.6</b>	<b>0.6</b>	<b>0.4</b>

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)		S(3)		L(1)
CO2	S(3)	M(2)	M(2)	S(3)	
CO3	M(2)	L(1)	M(2)	S(3)	L(1)
CO4	L(1)				M(2)
CO5	M(2)		L(1)	M(2)	
<b>W.AV</b>	<b>2</b>	<b>0.6</b>	<b>1.6</b>	<b>1.6</b>	<b>0.5</b>

S –Strong (3), M-Medium (2), L- Low (1)



I- Semester					
Core	CourseCode: 744103	SOCIAL PSYCHOLOGY	T	Credits:4	Hours:4
<b>Unit –I</b>					
<b>Objective 1</b>	To demonstrate the nature and origins of Social Psychology				
<b>Nature &amp; Origins of Social Psychology:</b> Definition - Origin & Development - Social psychology in the New Millennium: Cognitive – Multicultural & Evolutionary perspectives - <b>Understanding the Causes of Others Behavior</b> - Social perception: Non verbal communication-Attribution - Theories- Basic sources of Errors – Impression Formation & Impression Management - <b>Social cognition</b> -Definition – Schemas-Heuristics - Errors in social Cognition: Negative and optimistic Bias - Costs of Thinking Too Much – Counterfactual and magical Thinking - Thought Suppression					
<b>Outcome 1</b>	Students demonstrate the human dynamics in the social context and understanding social cognition			<b>K2</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To understand the nature of Attitudes and Discrimination				
<b>Evaluating the Social World:</b> Attitudes - Forming Attitude: Social learning - Direct Experiences and Genetic factors - Attitude influence on Behavior -Persuasion: The process of Changing Attitudes - Resistance to Persuasion: Reactance - Forewarning & Selective Avoidance - Cognitive Dissonance - <b>Prejudice and Discrimination:</b> Definition - Nature and origins of Prejudice- Techniques for Countering the Effects of Prejudice: Learning Not to Hate – Contact Hypothesis - Stereotypes & Social Influence –Discrimination: Definition – Modern Racism – Priming –Gender					
<b>Outcome2</b>	Students evaluate the social and world and process of attitude changes as well as analyze the effects of prejudice and discrimination in the society			<b>K5</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To know the nature of Social Identity and Interpersonal Attraction				
<b>Aspects of Social Identity:</b> Definition – Self-concept- Self-esteem – Self- Focusing –Self-Monitoring – Self-Efficacy – Gender Identity – Gender Consistency – Sex Typing and Androgyny - <b>Interpersonal Attraction:</b> Definition – Internal Determinants of Attraction: The Need to Affiliate – The basic role of Affect - External Determinants of Attraction: The power of Proximity and Observable Characteristics - <b>Interactive Determinants of Attraction:</b> Similarity – Complementarities & Mutual Liking - Close relationships: Interdependent relationships with family, and friends versus Loneliness – Marriage.					
<b>Outcome 3</b>	Students understand the social identity from self to gender and pointing out the interpersonal attraction and its determinants			<b>K2</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To explain basic aspects of Social Influence and Pro-social behavior				
<b>Social Influence:</b> Definition – Conformity – Sherif’s – Asch’s and Milgram’s studies on conformity -The Factors Affecting Conformity: Resistance – Minority Influence Compliance: Ingratiation – Fast Approaching & Deadline – Scarcity - <b>Pro-social Behavior:</b> Responding to an Emergency – Steps in Helping Vs Not Helping: External & Internal Influences on Helping Behavior -Situational Factor – Emotions & Empathy – Volunteering – Self-Interest – Moral Integrity & Moral Hypocrisy – Empathy – Altruism – Negative – State Relief-Empathic Joy & Genetic Determinism.					
<b>Outcome 4</b>	Learners induces the enhanced schemas on the society and promotes pro social behavior and professionalism			<b>K3</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To analyze the meaning and nature of Aggression and Group behavior				
<b>Aggression:</b> Definition – Instinct - Biological – Drive – Social Learning & General Aggression Model – Social Learning & Cognitive Theories - Causes of Human Aggression: Personal – Type A Behavior – Hostility – Irritability & Gender - Social Causes: Frustration – Direct Provocation – Exposes to Media Violence – Heightened Arousal – Spiritual Arousal & Sexual Jealousy Cultural – Personal & Situational – Aggression in Long Term Relationships: Child Maltreatment & Work Place Violence - Bullying – Work place Aggression - Prevention and control of aggression: Punishment – Cognitive Interventions - <b>Groups and Individuals:</b> Definition – Functions - Group and individual performance - Coordination in groups - Perceived fairness in					

groups – Decision Making by groups – Leadership					
<b>Outcome 5</b>	Learners Illustrates the dimensions of behavior in the context of anger as well as aggression and bring reforming changes among the young minds through exhibiting leadership, independent and life-long learning.				<b>K4</b>
<b>Suggested Readings:</b> Deepa Sharma(2019). <i>Behavioral Psychology</i> , RBSA Publishers Nyla R.Branscombe, Robert A.Baron (2017). <i>Social Psychology</i> , Pearson Paul A. M. Van Lange, E. Tory Higgins, and Arie W. Kruglanski (2022) <i>Social Psychology Handbook of Basic Principles</i> , Third Edition. Guilford Press. Thomas Heinzen and Wind Goodfriend (2018) <i>Social Psychology</i> . Sage Publications. Tom Gilovich, Dacher Keltner and Serena Chen (2018) <i>Social Psychology</i> , 5 <sup>th</sup> Edition, W.W.Norton & Company <b>Online Resources</b> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://study.com/academy/lesson/overview-of-life-span-developmental-psychology.html">https://study.com/academy/lesson/overview-of-life-span-developmental-psychology.html</a> <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a> <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a> <a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>					
<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
<b>Course designed by: Dr.J.Sujathamalini</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)				S(3)				
CO2	M(2)	L(1)	S(3)	L(1)		S(3)				
CO3	M(2)	L(1)	M(2)			S(3)				M(2)
CO4	L(1)	M(2)	M(2)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)
W.AV	2	1.6	2	1.2	0.8	2	1	1	0.8	0.8

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)		M(2)
CO2	M(2)	L(1)	S(3)	M(2)	
CO3	M(2)	L(1)			
CO4	L(1)		M(2)		S(3)
CO5	S(3)	S(3)	M(2)		S(3)
W.AV	2.2	1.6	2	0.4	1.6

S –Strong (3), M-Medium (2), L- Low (1)

I- Semester					
Core	CourseCode: 744104	RESEARCH METHODOLOGY AND STATISTICS	T	Credits:4	Hours:4
<b>Unit –I</b>					
<b>Objective 1</b>	To understand the meaning and approaches to Scientific Research				
<b>Nature of Research</b> – Definition, Meaning – Need for Research– Research Methods - Criteria of Good Research – Research problem: Defining and Selecting the problem. Process of research					
<b>Outcome 1</b>	Learners acquire basics about the research and enable to identify the research problem			<b>K3</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To Know the nature and Research Design and Sampling Techniques				
<b>Types and Methods of research</b> - Quantitative, Qualitative, Fundamental, Applied, Action - Methods of Research: Descriptive, Correlational, Ex-post facto, Experimental Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design; Variables - Types and threats -, Sampling; Types and selection process, Hypothesis –Definition - Types of Hypothesis – Tools: Tests, questionnaire, interview, observation schedule, rating scale - Standardization of research tools- Selection of items, reliability and validity and norms - Data collection and analysis					
<b>Outcome 2</b>	Students understand types and methods of research for the application in investigation and resulting groundbreaking innovations			<b>K2</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To learn the methods of quantitative analysis and Inferential Statistics techniques in Research				
<b>Methods of Quantitative Analysis</b> : Parametric and non-parametric tests: Concept and difference, Descriptive Statistics: - Measures of Central Tendency - Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis, Inferential statistics - Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors - Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test, Computer applications for analysis, Tabulation and graphic representation					
<b>Outcome 3</b>	Learners acquire Knowledge to go through a quantitative analysis and the core statistical application of various tests.			<b>K4</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To understand qualitative research methods and analysis				
<b>Qualitative Research Methods and Analysis:</b> Grounded theory - Ethnography and case study - Narrative/discourse and visual methodologies - Mixed method - Themes, coding and presentation					
<b>Outcome 4</b>	Learners enable skills to design a qualitative research and ethics in conducting them.			<b>K3</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To demonstrate skill in applying knowledge in preparing research proposal and Report Writing				
<b>Preparing Research Proposal &amp; Report:</b> Components of research proposal - Presentation of proposal - Writing of thesis/dissertation - Writing technical paper for publication - Research management					
<b>Outcome 5</b>	Students Promote research writing skill and enhancing the competency in presenting the research report.			<b>K5</b>	
<b>Suggested Reading :</b> Anil Kumar Dhiman (2017). <i>Research Methodology Basics of Research Methods, Tools and Techniques</i> Avon Publications. Baidyanathmishra (2018). <i>Research Methodology</i> (Methods, Approaches and Techniques). Chaumbha Oriental.					

Dubey. K.C (2018) *Research Methods in Psychology*, Omega Publications.  
 Kothari C.R (2019). *Research Methodology: Methods and Techniques*. (2<sup>nd</sup> Ed.): New Age International Publishers. New Delhi.  
 Ranjith Kumar (2018). *Research Methodology: A Step by Step Guide for Beginners*, Sage Publications Ltd.  
 Satendra Kumar (2018). *Research Methodology A Step by Step Guide for Beginners*, Yking Books Publications.

**Online Resources**

<https://www.apa.org/>

<https://study.com/academy/lesson/overview-of-life-span-developmental-psychology.html>

<https://www.verywellmind.com/>

<https://www.simplypsychology.org/>

<https://www.britannica.com/science/psychology>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
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Course designed by: Dr.J.Sujathamalini

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)		M(2)		L(1)			
CO2	M(2)	S(3)	L(1)	S(3)			M(2)			
CO3	S(3)	L(1)	L(1)		L(1)	M(2)	M(2)	L(1)	L(1)	
CO4	M(2)	L(1)		S(3)	L(1)		M(2)	S(3)	L(1)	L(1)
CO5	S(3)	M(2)		M(2)	L(1)	L(1)	L(1)		L(1)	
<b>W.AV</b>	<b>2.6</b>	<b>1.8</b>	<b>0.8</b>	<b>1.6</b>	<b>1</b>	<b>0.6</b>	<b>1.6</b>	<b>0.8</b>	<b>0.6</b>	<b>0.2</b>

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)		L(1)	
CO2	L(1)	S(3)	M(2)	M(2)	
CO3	L(1)			M(2)	
CO4	M(2)	L(1)		M(2)	
CO5	L(1)			S(3)	
<b>W.AV</b>	<b>1.4</b>	<b>1</b>	<b>0.4</b>	<b>2</b>	

S –Strong (3), M-Medium (2), L- Low (1)

I- Semester					
Core	Course Code: 744105	BIOLOGICAL PSYCHOLOGY	T	Credits:4	Hours:4
<b>Unit –I</b>					
<b>Objective 1</b>	To understand the historical foundations of Neuron and Nervous system Bio Psychology				
<b>Neuron and Nervous System:</b> Introduction to Neuron and Nervous System -Bio Psychology- Historical Foundations- Neuron- Anatomy- functions- Synapse Neural conduction and Synaptic Transmission -Research Methods in Biopsychology- Methods of visualizing human brain- CT- MRIPET- fMRI-Recording human psycho physiological activity- muscle tension- eye movement- skin conductance- cardiovascular activity- Invasive physiological research methods- stereotaxic surgery- lesion methods- electrical stimulation- Pharmacological methods.					
<b>Outcome 1</b>	Learners acquire Knowledge on various functioning of nervous system and visualizing techniques involved in recording brain physiological activities			<b>K2</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To Know the classifications of ANS and CNS				
<b>Brain and its Functions:</b> Brain and its functions -Nervous system- Classification- anatomy of ANS- functions of ANS- Reflex plan of the central Nervous System - Parts of Brain- Functions of the major parts of the brain- Functional anatomy of the cerebral cortex- supporting and nourishing tissues in the CNS -Functional organization of the brain- neocortex-reticular and projection systems- limbic system- hypothalamus- Cerebral metabolism- CNS- circulation- Blood Brain- Barrier- neuro secretion.					
<b>Outcome 2</b>	Students design and Investigate the functions of brain and nervous system and demonstrating the abnormality caused from the changes			<b>K6</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To Identify characteristics and functions of Endocrine Glands and hormones				
<b>Endocrine Glands:</b> Endocrine Glands Characteristics- Major endocrine gland - Hormone characteristics- mechanisms of hormone functions -Physiology behind Vision and audition.					
Outcome 3	Learners Understand the functions of endocrine gland and its role in physiolog			<b>K2</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To understand the physiology and sensory process of human				
<b>Physiology and Sensory System:</b> Physiology behind sensory systems - Physiology behind Somato sensory system- touch and pain- chemical senses- Smell and taste- olfactory system- gustatory system.					
<b>Outcome-4</b>	Students know the physiological dynamic of sensory system among all the sensory organs.			<b>K1</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To recognize the physiological background of Consciousness, Motivation and Emotion.				
<b>State of Consciousness, Motivation and Emotion:</b> State of Consciousness, Motivation and Emotion States of Consciousness- physiological and psychological states- sleep and activation attention and vigilance- meditation -Physiology behind Motivation- hypothalamic centers- regulation of thirst- hunger and sex drives - neural mechanism of reward and punishment - Neural mechanism in Emotion.					
<b>Outcome-5</b>	Learners Insight over the consciousness, Motivation and Emotions in physiological context and their drives in human.			<b>K4</b>	
<b>Suggested Readings</b>					
Leukel, F. (2002). <i>Introduction to Physiological Psychology 3rd edition</i> , New Delhi: CBS Publishers and Distributors Private Limited.					
James W. Kalat (2012) <i>Biological Psychology</i> . 10 <sup>th</sup> Edition. Wadsworth Publishing Co Inc.					
James W. Kalat (2018), <i>Biological Psychology</i> , 13 <sup>th</sup> Edition, Wadsworth Publishing Co Inc.					
Pinel, J. P.J. (2017). <i>Bio Psychology</i> , Global Edition, New Jersey: Pearson					
<b>Online resources</b>					
<a href="https://www.apa.org/">https://www.apa.org/</a>					
<a href="https://study.com/psychology.html">https://study.com/psychology.html</a>					
<a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a>					
<a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>					
<a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>					

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
<b>Course designed by: Dr.J.Sujathamalini</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)							
CO2	M(2)	L(1)	S(3)	S(3)			M(2)			
CO3	S(3)	S(3)					L(1)			L(1)
CO4	M(2)	L(1)		L(1)	L(1)					
CO5	S(3)	L(1)	L(1)	L(1)		M(2)	M(2)	L(1)		
<b>W.AV</b>	<b>2.6</b>	<b>1.6</b>	<b>1.2</b>	<b>1</b>	<b>0.2</b>	<b>0.4</b>	<b>1</b>	<b>0.2</b>		<b>0.2</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)			
CO2	M(2)	S(3)	L(1)		
CO3	M(2)	L(1)			
CO4	L(1)	L(1)	L(1)	L(1)	
CO5	S(3)	L(1)	L(1)	L(1)	
<b>W.AV</b>	<b>2</b>	<b>1.6</b>	<b>0.6</b>	<b>0.4</b>	

S –Strong (3), M-Medium (2), L- Low (1)

I- Semester					
Core	Course Code: 744106	HEALTH PSYCHOLOGY	T	Credits:4	Hours:4
<b>Unit -I</b>					
<b>Objective 1</b>	To Know the Nature & Theories of Health Psychology				
<b>The Nature of Health Psychology:</b> Health - Homeostasis – Dimensions of Health and wellness - Emotional - Intellectual - Spiritual - Occupational - Social and Physical – Models of Health - Medical - Environmental and Holistic - Historical Perspectives on Health Healing – Bio psycho social and Biomedical Approaches - History of Mind and Body relationship - Factors Affecting Health- The Changing Health Habits - Cognitive - Behavioral and Transtheoretical Models - Social Engineering - Primary - Secondary and Tertiary Prevention and Treatment.					
Outcome 1	Students Understand the basic of health in psychological context and identifying the factors affecting health				<b>K1</b>
<b>Unit II</b>					
<b>Objective 2</b>	To Understand the Health Improving Behaviors				
<b>Changing Behavior to Improve Health:</b> Models and Theories on Health Behavior Interventions - The Health Belief Model - The Stages of Change Model – Theory of Planned Behavior (TPB) – Theory of Reasoned Action (TRA) – The Social Cognitive Learning Theory - The Trans theoretical Model of Changes – The Precaution Adoption Process Model and Optimistic Bias (PAPM) – Socio cultural Level Interventions Self Directed Behavior Change – Adherence to Health Related Recommendations - <b>Health Related Personality and Motivation</b> The Big Five Personality Traits – Type A, B, C, and D personality factors – Hostility – Impulsivity - Health and Motivation: Providing Information – Persuading others – Attitude change – Enhancing self-efficacy – Motivation to behavior change.					
<b>Outcome 2</b>	Learners advisory for the behavior modification and related theories as well as understanding personality based health states of person.				<b>K5</b>
<b>Unit III</b>					
<b>Objective 3</b>	To understand health benefits of exercise and eating habits				
<b>Health and Exercises:</b> Definition - Purpose and Movement of Exercise - Health Benefits of Exercise and Inactivity from Biopsychosocial Perspective – Types of Exercise - Aerobic and Anaerobic Exercises - Characteristics of Exercises - Factors promoting Exercise Behavior - Theoretical Approaches on Exercise Behaviors: The Theories of Reasoned Action - Ajzen's Theory – Health Belief Model – Transtheoretical Approach to Exercise behaviour - <b>Health and Eating Behaviors</b> Good Nutritional Food - Food: Functions of Food – The Seven Components of Food – Dietary Supplements – 2000 Calorie Food Pattern - The Healthy Eating Pyramid – Healthy Eating Behavior – Healthy Body Size – <b>Dieting and Eating Disorders:</b> Yo-yo Dieting, Crash Diets and Fad Diets - Obesity – Anorexia nervosa and Bulimia nervosa – Weight Management Programs.					
<b>Outcome 3</b>	Students develop health and exercise beneficial activities and applying the knowledge in dieting and promote healthy eating behaviours.				<b>K3</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To Learn about the health and sexuality and Stress and Stress & Management				
<b>Health and Sexuality:</b> The Nature of Sexuality and Intimate Relationships - Psychological and Behavioral Dimensions of Sexuality – The Relationships Dimension - The Life-Cycle of Intimate Relationships - Communicating in Intimate Relationships - Sexual Functioning - <b>Health and Stress</b> Stress - Stressors - Eustress - Distress - Student Stress - Physiological and Psychological Reactions - Theories of Stress: Walter Cannon - Hans Selye – Transactional and Conservation of resources theories – Coping with Stress - Types of Coping - Stress Management Techniques – Biological Approaches - Progressive Muscle Relaxation – Massage therapy – Physiological Approaches - Spiritual Orientations - Stress Inoculation Training – Biofeedback..					
<b>Outcome 4</b>	Learners strengthening the crisis solving ability in the dimension of sexuality and reducing the stress through various management techniques oriented to health .				<b>K4</b>
<b>Unit V</b>					
<b>Objective 5</b>	To Know the Application of Health Psychology to Human Behavior and understand the health and psychological issues				
<b>Health Compromising Behaviors:</b> The Nature, Biological and Psychological effects of Smoking - Tobacco Related Damage to Health - Interventions for Smoking behavior – The Nature, Biological and Psychological effects of Alcohol - Use and Abuse – Alcoholism - Interventions for Alcohol Abuse - <b>Health and Psychosocial Issues</b> Health and Income - Health and Race Ethnicity and National Origin –Health and Gender - Psychosocial Aspects of Being Female - Health and Disabilities - Health and Age.					
Outcome 5	Students design health comprising behaviors programmes and their influence in the psycho social issues and transform into independent and committed professional.				<b>K6</b>

**Suggested Readings**

- Gordon, E. and Eric, G.(2010). Health and Wellness (10th Ed.). Boston. Jones and Bartlett Publishers.  
 Margaret, K. Snooks (2009). Health Psychology: Biological, Psychological, and Sociocultural Perspectives. Boston. Jones and Bartlett Publishers.  
 Shelley E. Taylor (2020). *Health Psychology*. 11<sup>th</sup> Edition. McGraw Hill Education.  
 William Marelich (2019). *Health Psychology*. Cognella Academic Publishing. David F. Marks, Michael Murray and Emece Vida Estacio (2020). *Health Psychology*. Sage Publications  
 Prem Sundar (2010) *Abnormal Psychology Models of Abnormal behavior and Treatment. The Fact Behind "Anxiety Disorders"*, KSK Publishers and Distributors.  
 Raju, M.V.R (2009) *Health Psychology and Counselling*, Discovery Publishing House Pvt Ltd.  
 Shashi Prabha Sharma (2005) *Fundamentals of Mental Health Education*, Kanishka Publishers and Distributors.

**Online resources**

- <https://www.apa.org/>  
<https://www.verywellmind.com/>  
<https://www.simplypsychology.org/>  
<https://www.britannica.com/science/psychology>  
<https://study.com/>

<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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Course designed by: Dr.J.Sujathamalini

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)		L(1)					
CO2	S(3)	L(1)	M(2)		L(1)	M(2)	L(1)	L(1)		
CO3	S(3)	L(1)		S(3)	L(1)		L(1)		M(2)	M(2)
CO4	M(2)	S(3)	L(1)	M(2)	L(1)		L(1)			
CO5	L(1)	L(1)		S(3)			M(2)	L(1)	S(3)	M(2)
<b>W.AV</b>	<b>2.4</b>	<b>1.6</b>	<b>1.2</b>	<b>1.6</b>	<b>0.8</b>	<b>0.4</b>	<b>1</b>	<b>0.4</b>	<b>1</b>	<b>0.8</b>

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	L(1)		
CO2	M(2)	M(2)	S(3)	L(1)	L(1)
CO3	L(1)	M(2)		L(1)	L(1)
CO4	M(2)	L(1)	L(1)	M(2)	M(2)
CO5	S(3)	M(2)	L(1)	S(3)	S(3)
<b>W.AV</b>	<b>2</b>	<b>1.8</b>	<b>1.2</b>	<b>1.4</b>	<b>1.4</b>

S –Strong (3), M-Medium (2), L- Low (1)



II-Semester					
Core	CourseCode: 744201	COGNITIVE PSYCHOLOGY	T	Credits:4	Hours:4
<b>Unit –I</b>					
<b>Objective 1</b>	To explain the mediatory role of cognition in behavior and functions of attention				
<b>Cognitive Psychology:</b> Psychological processes -Emergence of different approaches to cognitive psychology information processing, connectionism & ecological perspective -Attention: Model of attention: Functions of executive preconscious and conscious processing alerting mechanism. Selective attention: Bottom –up and top down processing automatically, division of attention -Theories of attention Bottle neck & spotlight concepts Filter model, attenuation theory, multimode theory, resources & capacity allocation model schema theory.					
<b>Outcome1</b>	Students able to define the critical aspects of cognition and its aspects. Attention and its role in schema formation brought light in finding the interests.				<b>K2</b>
<b>Unit II</b>					
<b>Objective 2</b>	To describe sensational, perceptual phenomena and its different scientific explanations				
<b>Sensation &amp; Perception:</b> Theories of perception: top down and bottom up perspective, visuospacial sub codes pattern recognition - Perceptual phenomena Pain perception, constancies and illusions mental imagery -Classical and Modern psychophysics: Fechner’s contributions, Weber’s law Steven’s power law, signal detection theory, ROC curve -Top down processes- influence of motivation & learning on perception, role of culture perceptual organization, subliminal perception and synesthesia.					
<b>Outcome 2</b>	Students acquire knowledge regarding sensation and perception over the context of psychophysics and its process in various aspects.				<b>K1</b>
<b>Unit III</b>					
<b>Objective 3</b>	To Elucidate how the memory system functions				
<b>Memory:</b> Encoding theories and models of memory two store model information processing approach levels of processing levels of recall - Sensory memory, short term memory, working memory models. Storage Long – term memory episodic and semantic memory, autobiographical memory, declarative and procedural memory, Implicit and explicit memory, Retrieval: Recall reconstruction in memory. Forgetting - Theories interference decay organic causes encoding failure, failure of reconstruction -Metacognition: Meaning and Concept and its implications.					
<b>Outcome3</b>	Students enable to investigate further the models and process of memory. Issues related to memory can be brought to resolve and the competency promotes.				<b>K3</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To Explain the process and function of Neuropsychology				
<b>Neuropsychology:</b> Assumptions and methods functional modularity anatomical functional architecture and subactivity - Methods of investigation: electrophysiological Single cell recording, EEG and ERP Scanning and Imaging –CAT PET MRI and FMRI - Neuropsychological Battery Luria Nebraska - Neuropsychological Battery, Halstead Retain Test Battery - PGI Battery of Brian Behaviour Dysfunction - AIIMS neuropsychological battery - Neurodegenerative disorders - Parkinson’s – Alzheimer - Huntington					
<b>Outcome 4</b>	Students for the enormous research dimension in field neuropsychology and constructing assessment battery				<b>K6</b>
<b>Unit V</b>					
<b>Objective 5</b>	To describe Plasticity and Restoration of brain function				
<b>Neuropsychological Plasticity and Restoration of Brain:</b> Historical antecedents and approaches - Types of brain injury -Methods of localization of cognitive functions in the Brain; Function Mind and Brian relationship - Computer assisted neuropsychological rehabilitation and training.					
<b>Outcome5</b>	Learners Insights among the brain neural abnormalities and advanced technological assisted rehabilitation				<b>K4</b>

**Suggested Readings**

Arimardan Singh,(2017). *Cognitive Psychology* Book Enclave Publications.  
 Bruce Goldstein E,(2018) *Cognitive Psychology*. 5<sup>th</sup> Edition, Cengage Learning Publications.  
 Bob A. Mills (2020) *Cognitive Behavioral Therapy: Rewire Your Brain, Overcome Anxiety, Depression And Phobias Using Psychological Techniques And Emotional Intelligence*.DMS Publications  
 Maheta. M.P.(2014). *A Textbook of Neuro Psychology*, Cyber Tech Publications.  
 Michael W.Eysenck, Mark T. Keane (2020), *Cognitive Psychology*, Psychology Press.  
 Smith and Kosslyn (2015) *Cognitive Psychology: Mind and Brain*, 1St Edition by Smith and Kosslyn, Pearson India.

**Online resources**

<https://www.apa.org/>  
<https://study.com/psychology.html>  
<https://www.verywellmind.com/>  
<https://www.simplypsychology.org/>  
<https://www.britannica.com/science/psychology>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Creat</i>
Course designed by: Dr.J.Sujathamalini					

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)		M(2)		L(1)			
CO2	M(2)	S(3)	L(1)	S(3)			M(2)			
CO3	S(3)	L(1)	L(1)		L(1)	M(2)	M(2)	L(1)	L(1)	
CO4	M(2)	L(1)		S(3)	L(1)		M(2)	S(3)	L(1)	L(1)
CO5	S(3)	M(2)		M(2)	L(1)	L(1)	L(1)		L(1)	
W.AV	2.6	1.8	0.8	1.6	1	0.6	1.6	0.8	0.6	0.2

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1		L(1)		L(1)	
CO2		S(3)	M(2)	M(2)	
CO3				M(2)	
CO4		L(1)		M(2)	
CO5				S(3)	
W.AV		1	0.4	2	

S –Strong (3), M-Medium (2), L- Low (1)

II- Semester					
Core	Course Code: 744202	PSYCHOMETRICS	T	Credits:4	Hours:4
<b>Unit -I</b>					
<b>Objective 1</b>	To understand the basics of psychological testing from test construction to its evaluation				
<b>The Basics of Psychological Testing:</b> Introduction – Psychological Assessment – History of Assessment – Theory and Assessment – Measurement and Evaluation – Theory of measurement – Functions of measurement – Measurement, Assessment and evaluation – The use of tests. Test Construction and Standardization:-Steps in test construction -Item analysis – Reliability and Validity: Different methods of establishing reliability and validity – Role of computers in testing.					
<b>Outcome 1</b>	Students acquire knowledge to the construction of psychological tests and its basic ethics in the validation				<b>K1</b>
<b>Unit II</b>					
<b>Objective 2</b>	To Know the various assessment setups for Intelligence, Aptitude and Achievement				
<b>Assessment of Intelligence, Aptitudes And Achievement:</b> Measuring Intelligence: Assessment of infant ability – Assessment of preschool intelligence – Individual tests of intelligence – Group tests of intelligence – Testing special population - An overview. Assessment of Aptitudes: Multiple aptitude test batteries – Predicting college performance – Post-graduate selection tests. Achievement Measurement: Essential concepts in achievement tests – Educational achievement tests - Special purpose achievement tests.					
<b>Outcome 2</b>	Learners employment of methods for using psychological tests and its application in various dimensions				<b>K3</b>
<b>Unit III</b>					
<b>Objective 3</b>	To Provide an overview of the inventories and assessments for Attitude, Interest, Values and Personality				
<b>Attitudes, And Personality Assessment :</b> The assessment of life values – An overview of interest assessment – Inventories for interest assessment – Career and work values assessment – Attitudes and their assessment – The assessment of moral judgments – Assessment of spiritual and religious concepts - <b>Personality Assessment:</b> Projective techniques- Association, completion, construction and expression techniques – Self-report inventories – Behavioral assessment.					
<b>Outcome 3</b>	Learners clinical practicing insights for personality assessment and promotes the competencies through enhancing personal values				<b>K6</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To Provide familiarity in Neuropsychological and Geriatric Assessment				
<b>Neuropsychological And Geriatric Assessment:</b> Anatomy of the brain – Functions of the cerebral lobes – Cerebral lateralization and specialized functions of the left and right hemisphere – Clinical tests and brain mapping techniques – Measures of attention and concentration – Tests of learning and memory – Assessment of language functions – Tests of spatial and manipulating ability – Assessment of executive functions – Assessment of motor output – Test batteries in neuropsychological assessment – Assessment of mental status in the elderly.					
<b>Outcome 4</b>	Students enhance the researches in the evolving neuropsychological testing and the construction of tests.				<b>K3</b>
<b>Unit V</b>					
<b>Objective 5</b>	To expose in the application of psychological tests in various specialized areas				
<b>Psychological Testing In Specialized Areas:</b> School-based assessment: Screening for school readiness – Intellectual evaluation of preschool children – Assessment of learning disabilities and related disorders – Assessment of ADHD – Assessment of emotional and behavioral disorders – Testing for giftedness - Forensic assessment: Standards for the expert witness –Evaluation of suspected malingering – Assessment of mental state for the insanity plea – Competency of standard trial – Prediction of violence and assessment of risk – Evaluation of child custody in divorce –Controversy over the psychologists as expert witness.					
<b>Outcome 5</b>	Learners evaluate the multiple specialized areas from estimating to assessing and ethical evaluation in judicial cases.				<b>K5</b>
<b>Suggested Readings</b>					
Prakash B. Behere, Dwarka Persad, Tarlochan Singh (2022) <i>Psychometrics at a Glance</i> . Prashant Book Publishers & Distributors.					
Prakash B Behere (2018) <i>Psychometrics for Postgraduates in Psychiatry and Psychology</i> . Athithi Books .com, New Delhi					
Michael Furr R (2021) <i>Psychometrics An Introduction</i> 4 <sup>th</sup> Edition, Sage Publications Inc.					
Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). <i>Fundamentals of Behavioural Statistics</i> . New York: Mc Graw Hill.					
Sam Vaknin(2010) <i>A Textbook of Applied Clinical Psychology</i> Dominant Publishers.					

**Online resources**<https://www.apa.org/><https://study.com/psychology.html><https://www.verywellmind.com/><https://www.simplypsychology.org/><https://www.britannica.com/science/psychology>**K1- Remember****K2-Understand****K3-Apply****K4-Analyze****K5-Evaluate****K6-Create****Course designed by: Dr.J.Sujathamalini****Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	M(2)	L(1)	1		L(1)	S(3)	L(1)	
CO2	L(1)	S(3)	L(1)	L(1)	M(2)	L(1)			L(1)	
CO3	M(2)	L(1)	L(1)		S(3)		L(1)			M(2)
CO4	S(3)	L(1)	M(2)	S(3)	S(3)		L(1)		L(1)	
CO5	L(1)	L(1)	M(2)		L(1)		L(1)	S(3)	L(1)	M(2)
<b>W.AV</b>	<b>1.8</b>	<b>1.4</b>	<b>1.6</b>	<b>1</b>	<b>2</b>	<b>0.2</b>	<b>0.8</b>	<b>1.2</b>	<b>0.8</b>	<b>0.8</b>

**S –Strong (3), M-Medium (2), L- Low (1)****Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)	S(3)	M(2)
CO2	S(3)	M(2)		M(2)	
CO3	S(3)	M(2)	L(1)	S(3)	M(2)
CO4	M(2)		S(3)	L(1)	
CO5	M(2)	S(3)	L(1)		L(1)
<b>W.AV</b>	<b>2.6</b>	<b>1.8</b>	<b>1.2</b>	<b>1.8</b>	<b>1</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

II- Semester				
Core3	CourseCode: 744203	THEORIES OF PERSONALITY	T	Credits:4 Hours:4
<b>Unit -I</b>				
<b>Objective 1</b>	To Overview the meaning of personality and related theories			
<b>Introduction to personality and personality theory:</b> Personality: Meaning and related concepts. Factors that contribute to personality change and personality stability - The process of personality development. The nature of theories and its functions. Nature of personality theory: Personality theory and other psychological theories - Overview of assessments of personality -Current research focus in personality psychology.				
<b>Outcome1</b>	Learners understanding the types of personality and its nature to tailor any intervention and methods of assessments			<b>K2</b>
<b>Unit II</b>				
<b>Objective 2</b>	To Understand major theoretical approaches to personality			
<b>Major theoretical approaches- Psychoanalytic and Psychodynamic theories. Neo Freudians:</b> Sigmund Freud's Classic Psychoanalytic theory: The structure of personality: Id, ego & super ego, The dynamics of personality: Instinct, The distribution and utilisation of psychic energy & anxiety. The development of personality - <b>Carl Jung's Analytic theory:</b> The structure of personality: The ego, The personal unconscious, The collective unconscious. Interactions among the systems of personality - Alfred Adler - Inferiority Feelings: The Source of Human Striving , Striving for Superiority, or Perfection, The Style of Life and birth order, Erick Fromm – Freedom or Security: The Basic Human Dilemma, Personality Development in Childhood , The Basic Psychological Needs , The Productive and Non -productive Character Types , Karen Horney - The Childhood Need for Safety, Basic Anxiety: The Foundation of Neurosis . The Idealized Self-Image.				
<b>Outcome2</b>	Students perspective from psychodynamic to overview the personality and insight among the personality related issues.			<b>K3</b>
<b>Unit III</b>				
<b>Objective 3</b>	To Understand the personality theories from humanistic view			
<b>Major theoretical approaches: Humanistic theories:</b> Abraham Maslow: Personality Development: The Hierarchy of Needs. The Study of Self-Actualizers - Carl Rogers: The Self and the Tendency toward Actualization, the experiential world, The Development of the Self in Childhood and Characteristics of Fully Functioning Persons.				
<b>Outcome3</b>	Students acquire knowledge of humanistic approaches for the personality assessment and hierarchy of personality development.			<b>K1</b>
<b>Unit IV</b>				
<b>Objective 4</b>	To understand and apply major theoretical approaches in personality.			
<b>Major theoretical approaches: Trait theories:</b> Gordon Allport: The Nature of Personality, Personality Traits, Motivation: The Functional Autonomy of Motives - Personality Development in Childhood: The Unique Self, The Healthy Adult Personality. Raymond Cattell- Cattell's Approach to Personality Traits, Source Traits: The Basic Factors of Personality, Dynamic Traits: The Motivating Forces, The Influences of Heredity and Environment - Stages of Personality Development. Hans Eysenck: The Dimensions of Personality: Extraversion, Neuroticism, and Psychoticism. Robert McCrae and Paul Costa: The Five-Factor Model. Arnold Buss and Robert Plomin: The Temperament Theory.				
<b>Outcome4</b>	Learners equip systematic analyze of personality from the theoretical approaches Questions:			<b>K4</b>
<b>Unit V</b>				
<b>Objective 5</b>	To learn and apply cognitive approaches and social learning theory and its application			
<b>Major theoretical approaches: Cognitive, Social –learning theory and Behaviour theories: Cognitive approaches:</b> Personal Construct Theory, Ways of Anticipating Life Events, the nature of personality - <b>Social learning theory:</b> Albert Bandura: Modelling: The Basis of Observational Learning, The Processes of Observational Learning, Self-Reinforcement and Self-Efficacy - <b>Behaviour theories :</b> B.F. Skinner : Reinforcement: The Basis of Behaviour, Operant Conditioning and the Skinner Box, Schedules of Reinforcement, Successive Approximation: The Shaping of Behaviour, Superstitious Behaviour, The Self-Control of Behaviour. Applications of Operant Conditioning.				
<b>Outcome 5</b>	Learners acquire Societal role of personality from the lens of social learning theory and cognitive approaches for personality categorization.			<b>K1</b>

**Suggested Readings :**

Calvin S. Hall Gardner Lindzey John B. Campbell.(2019). Theories of Personality. Wiley India Pvt. Ltd  
 Duane Schultz,Sydney Ellan Schultz, (2022).Theories Of Personality,11th Edition. Cengage Learning.  
 Lokanadha Reddy.G, Ramar.R, Shailaja M., Sivaram R.T, (2015).Psychology of Learning and Human  
 Development, Discovery Publishing House Pvt Ltd  
 Schultz D P( 2012) Theories of Personality. 10 th Edition. Cengage Learning  
 Shekhar K.Sejwal,(2018). Textbook of Child and Adolescent Development, Rajat Publications

**Online Resources :**

<https://www.apa.org/>

<https://study.com/>

<https://www.verywellmind.com/>

<https://www.simplypsychology.org/>

<https://www.britannica.com/science/psychology>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
<b>Course designed by: Dr.J.Sujathamalini</b>					

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	L(1)	L(1)	S(3)		L(1)	L(1)		
CO2	M(2)	L(1)	S(3)	M(2)	L(1)		L(1)			L(1)
CO3	S(3)	M(2)	L(1)			L(1)	S(3)	M(2)		M(2)
CO4	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	S(3)		L(1)	M(2)
CO5	M(2)	L(1)		L(1)		S(3)	S(3)	M(2)	L(1)	M(2)
<b>W.AV</b>	<b>2.2</b>	<b>1.4</b>	<b>1.4</b>	<b>1</b>	<b>1</b>	<b>1.2</b>	<b>2.2</b>	<b>1</b>	<b>0.4</b>	<b>1.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	L(1)	
CO2	M(2)	S(3)	L(1)		
CO3	M(2)	S(3)	L(1)		M(2)
CO4	S(3)	L(1)		S(3)	
CO5	L(1)	M(2)	S(3)		M(2)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>1.4</b>	<b>0.8</b>	<b>0.8</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

II- Semester					
Core	Course Code : 744204	COUNSELLING PSYCHOLOGY	T	Credits:4	Hours:4
<b>Unit -I</b>					
<b>Objective 1</b>	To Orient students about the importance of Guidance and Counseling				
<b>GUIDANCE AND COUNSELLING - AN INTRODUCTION:</b> Meaning of Guidance – Basic principles and assumptions underlying guidance – Definitions of counseling – Characteristics of Counsellor – History of Therapeutic Counselling: The ancient Philosopher – The first Psychiatrists – Influences from Psychology – The Guidance era - The counseling era – The era of the therapeutic counseling – Licensing and regulation in Counselling.					
<b>Outcome1</b>	Learners able to general insight for counseling and history of its development into therapeutic.				<b>K1</b>
<b>Unit II</b>					
<b>Objective 2</b>	To understand the nature of counseling situation				
<b>SETTINGS FOR COUNSELLING</b> -Different roles of Counselors – A set of generic skills – A set of common goals – Developmental and remedial orientation – Team work - Qualities of Counselling relationships – Perspectives on helping relationships - <b>Counselling process:</b> Creating a relationship in the initial interview: Establishing rules – Planning hope – Assuring confidentiality- Assessing expectations – Collecting information – Identifying problems – Beginning intervention – First session agenda review – Reciprocal influence.					
<b>Outcome2</b>	Students acquire overview of counseling process and its application and advancement of counseling setting				<b>K2</b>
<b>Unit III</b>					
<b>Objective 3</b>	To Understand the various areas of Counselling and its applications				
<b>COUNSELLING APPLICATIONS - GROUP COUNSELLING:</b> Survey of groups, Encounter groups – Guidance Groups – Counselling groups – Therapy groups – Self-help and support groups - Some considerations in the use of group modalities – Counteracting potential limitations – Advantages of group work - <b>Career Counselling:</b> Functions of work – Roles of Counselling- Holland’s Theory of career development - <b>Career Education:</b> Abilities – interests – values – Career Decision Making – Trends and Issues in Career Counselling: Changes in the work place – Work and Leisure – Use of Technology – Counselling in Industry.					
<b>Outcome3</b>	Learners resolving of issues related to the educational setup through application of counseling and overcoming potential limitations through research.				<b>K5</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To Evaluate the function of counseling in interpersonal and family issues				
<b>MARITAL, FAMILY, SEX AND ADDICTION COUNSELLING:</b> Theories of Family Counselling – Sex Counselling: Clinical assessment interview – Physical examination and medical history – Exploration of relationship – Sensate focus exercise – Specialized techniques – Evaluation - <b>Addictions Counselling:</b> Symptoms of addiction: Drug use and abuse – Drug culture – Types of drugs – Effects of drug abuse – Adolescent drug use – Prevention – Abuse in special populations – the Elderly – The disabled – Principles for counselling the Chemically dependent.					
<b>Outcome4</b>	Students promoting social well-being by the application of counseling knowledge in the areas of marital, Family, Sex and Addiction.				<b>K6</b>
<b>Unit V</b>					
<b>Objective 5</b>	To become aware of Ethical and Legal issues in Counselling				
<b>PROFESSIONAL PRACTICE: Counselling Diverse Population:</b> Multiculturalism – Influence of Biases – Identity issues – Preferred clients – counselling and gender – Counselling ethnic minorities – Counselling the aged – The counselor and HIV – Counselling clients who are physically challenged - <b>Ethical and Legal Issues: Professional Codes-</b> Our divided loyalties – Areas of ethical difficulty – Dual relationship and sexual improprieties – Misjudgment and failures – Deception and informed consent – Confidentiality and privileged communication – Recent trends – Making ethical decisions – Legal issues in Counselling – Advice for the passionately committed counselling student.					
<b>Outcome 5</b>	Learners Understanding the Diversity of counseling profession as well as professional ethics and legal values of counselling.				<b>K2</b>
<b>Suggested Readings</b>					
Bharat, (2018) <i>Guidance and Counselling Research and Applications</i> , Pearl Books. Charles J.Gelso (2021) <i>Counseling Psychology</i> ,4 <sup>th</sup> Edition, American Psychological Association. Devaraj Wodeyar Hosahally (2017) <i>Psychological Counselling An Interdisciplinary Approach</i> , Book Enclave.					

Govinda.V. Reddy (2017) *Guidance and Counselling in Education*, Manglam Publishers and Distributors.  
 Nayak A.K. (2018) *Guidance and Counselling* APH Publishing Corporation.

**Online Recourses**

- <https://www.apa.org/>
- <https://study.com/>
- <https://www.verywellmind.com/>
- <https://www.simplypsychology.org/>
- <https://www.britannica.com/science/psychology>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
<b>Course designed by: Dr.J.Sujathamalini</b>					

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)		L(1)	L(1)	S(3)	L(1)			
CO2	S(3)	L(1)		M(2)		M(2)	L(1)		L(1)	M(2)
CO3	S(3)	S(3)	M(2)		L(1)		L(1)		L(1)	L(1)
CO4	S(3)	M(2)		L(1)		S(3)	S(3)		M(2)	L(1)
CO5	M(2)	L(1)				M(2)	M(2)	S(3)	L(1)	L(1)
<b>W.AV</b>	<b>2.6</b>	<b>1.8</b>	<b>0.4</b>	<b>0.8</b>	<b>0.4</b>	<b>2</b>	<b>1.6</b>	<b>0.6</b>	<b>1</b>	<b>1</b>

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)		
CO2	S(3)	S(3)	L(1)		
CO3	S(3)	M(2)			
CO4	S(3)	M(2)			M(2)
CO5	S(3)	L(1)		L(1)	
<b>W.AV</b>	<b>3</b>	<b>2</b>	<b>0.6</b>	<b>0.2</b>	<b>0.4</b>

S –Strong (3), M-Medium (2), L- Low (1)



PSYCHOLOGICAL TESTING-I				
Core 11	CourseCode: 744205	PRACTICAL - I	Marks: 100	Credits:4 Hours:8
<b>Unit –I</b>				
<b>Objective 1</b>	To Analyze the cognitive processes such as Attention, learning, memory and perception.			
1. Attention 2. Learning 3. Memory 4. Perception				
<b>Outcome1</b>	Learners understand the cognitive processes and apply the knowledge to improve attention, learning, memory and perception.			<b>K2</b>
<b>Unit II</b>				
<b>Objective 2</b>	To identify intelligence and creativity and demonstrate problem solving Skills			
5. Intelligence 6. Problem Solving 7. Creativity 8. Adjustment				
<b>Outcome2</b>	Learners understand the creative thinking and enhance the problem solving skills and adapt the new situation.			<b>K6</b>
<b>Unit III</b>				
<b>Objective 3</b>	To evaluate attitude and prejudice and enhance mental health			
9. Attitude 10. Prejudice 11. Organisational Climate 12. Mental Health				
<b>Outcome3</b>	Learners understand the attitude and prejudice in order to deal with prejudgments.			<b>K4</b>
<b>Unit IV</b>				
<b>Objective 4</b>	To evaluate disability assessment and assess motivation and achievement motivation.			
13. Disability Assessment 14. Motivation 15. Achievement Motivation 16. Transfer of Training				
<b>Outcome4</b>	Learners understand the disability assessment and enhance motivation and ability to improve skills.			<b>K3</b>
<b>Unit V</b>				
<b>Objective 5</b>	To Analyze self esteem and demonstrate interpersonal and communication skills.			
17. Self esteem 18. Interpersonal Skills 19. Communication Skills 20. Leadership				
<b>Outcome5</b>	Learners understand the self esteem and improve interpersonal and communication skills.			<b>K5</b>
<b>Suggested Readings</b>				
Cronbach, L.J. <i>Essentials of Psychological Testing</i> , 1972. New Delhi, Prentice Hall Inc.				
Dass, S.N. (2015). <i>Textbook of Experimental Psychology</i> , Sublime Publications				
Tata McGraw Hill Co. Ltd., Udaipreek, T. Venkateswara Rao. <i>Handbook of Psychological and Social Instruments</i> . Samashti, B-2, Chamelibagh, Baroda-2.				
Woodworth R.S. and Scholsberg, (1981), <i>Experimental Psychology</i> , New Delhi,				

Online Resources

<https://www.psychologytoday.com/us/tests/personality/attention-span-test>

<https://psychcentral.com/lib/types-of-psychological-testing#:~:text=Psychological%20testing%20is%20the%20basis,and%20duration%20of%20your%20symptoms>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
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Course designed by: **Dr.J.Sujathamalini**

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)		S(3)				M(2)	
CO2	M(2)	M(2)	L(1)			M(2)		L(1)		
CO3	M(2)	L(1)	S(3)	L(1)			M(2)			
CO4	M(2)	M(2)			S(3)					M(2)
CO5	S (3)	L(1)		M(2)		L(1)			M(2)	
W.AV	2.2	1.4	1	0.6	1.2	0.6	0.4	0.2	0.8	0.4

**S –Strong (3), M-Medium (2), L- Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	S(3)	L(1)	
CO2	S(3)	M(2)	L(1)		L(1)
CO3	S(3)	S(3)		M(2)	
CO4	M(2)	S(3)			L(1)
CO5	M(2)	L(1)	L(1)		M(2)
W.AV	2.4	2.2	1	0.6	0.8

**S –Strong (3), M-Medium (2), L- Low (1)**

II- Semester					
DSE	Course Code: 744206	EDUCATIONAL PSYCHOLOGY	T	Credits:3	Hours:3
<b>Unit -I</b>					
<b>Objective 1</b>	To Overview the field of educational psychology				
<b>Psychology:</b> An Overview. Introduction – Meaning and Definition of Psychology – History of Psychology – Branches of Psychology - Research Methods in Psychology - Psychology of Learning and Education –Learning – Summary					
<b>Outcome1</b>	Learners acquire the knowledge in the field of educational psychology and research in the respective field.			<b>K1</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To Analyze the different principles and theories explaining student learning				
<b>Behavioural Learning Theories:</b> Introduction – classical conditioning by Ivan Pavlov – Classical Conditioning in Daily Life – Behaviourism – Watson’s Experiments with Little Albert – Classical Conditioning in the Classroom – Connectionism – Edward L.Thorndike - Implications of Thorndike’s Theories – Operant Conditioning by B.F.Skinner – Schedules of Reinforcement – shaping Behaviour – Applying Operant Conditioning in the Classroom – Summary.					
<b>Outcome2</b>	Students enhance the researches in educational field by the behavioral learning theories and its application in daily life.			<b>K6</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To Evaluate the effectiveness of the cognitive theories in explaining individual differences in learning				
<b>Cognitive Learning Theories:</b> Introduction: Cognitive - Gestalt Theories of Learning – Problem Solving by Insight – Piaget’s Theory of Learning - Piaget’s Theory: Application in the Classroom – Social Learning Theory: Albert Bandura –Modeling, Imitation and Reinforcement – Application of Social Learning Theory – Theory of Meaningful Learning: David Ausubel-Application of Ausubel’s Learning Theory-Summary.					
<b>Outcome3</b>	Students acquire cognitive approach for the learning aspects and deducing the facing issues among the field of education.			<b>K1</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To Apply the critical and creative thinking in the classroom				
<b>Critical and creative Thinking:</b> Introduction –Some Perspectives about Teaching – Thinking –Definitions of Thinking – Attributes of Good Thinkers – A programme for Teaching Thinking – Critical Thinking – Components of Critical Thinking-Socratic Questioning to Enhance Critical Thinking – Creative Thinking-Definition of Creative Thinking-The Creative Process-The Creative Person-Helping Children to be More Creative-Summary.					
<b>Outcome4</b>	Students implementing the critical and creative investigation in learning and teaching.			<b>K3</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To analyze the impact of motivation and learning in the processes of teaching and learning				
<b>Motivation and Learning:</b> Introduction-Some Thought on Emotion and Learning – Motivation-Expectancy – Value Theory-Valuing Task-Expecting Success-Motivating Students to Learn-Summary.					
<b>Outcome5</b>	Learners Promoting the learning and teaching experience by the knowledge of motivation an theories			<b>K1</b>	
<b>Suggested Readings:</b> Anita Woolfolk, (2012) <i>Fundamentals of Educational Psychology</i> Pearson. Anita Woolfolk, (2018) <i>Educational Psychology</i> ,4 <sup>th</sup> Edition, Pearson. Gaurav singh, Ankit chauhan (2022) <i>Second Grade Educational Psychology</i> , chankya prakashan Jeanne Ellis Ormrod, Eric M Anderman, Lynley Anderman (2019) <i>Educational Psychology</i> ,10 <sup>th</sup> Edition, Pearson publication. Publications Kranti Biswas Roy, (2017) <i>Educational Psychology and Pedagogy</i> , Global Publications					
<b>Online Resources :</b> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://study.com/">https://study.com/</a> <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a> <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	M(2)	M(2)			M(2)		L(1)	
CO2	S(3)	M(2)	L(1)	M(2)			M(2)			M(2)
CO3	M(2)	S(3)	M(2)		L(1)			L(1)	M(2)	
CO4	M(2)	S(3)	S(3)	M(2)					M(2)	L(1)
CO5	S(3)	M(2)	L(1)	S(3)		L(1)		L(1)		M(2)
W.AV	2.6	2.2	1.8	1.8	0.2	0.2	0.8	0.4	1	1

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)			
CO2	S(3)	L(1)	S(3)		
CO3	M(2)	L(1)	M(2)		
CO4	M(2)	S(3)	M(2)		
CO5	M(2)	L(1)	M(2)		
W.AV	2.4	1.4	1.8		

S –Strong (3), M-Medium (2), L- Low (1)

II- Semester						
DSE	CourseCode: 744207	SPORTS PSYCHOLOGY		T	Credits:3	Hours:3
<b>Unit –I</b>						
<b>Objective 1</b>		To Know the nature of sports psychology				
<b>The Mental Side of Sport:</b> Introduction to Sports Psychology - Factors influencing the mental demands of a given sport- sports and exercise psychology as an academic discipline - history of sport and exercise psychology - Research methods in sports and exercise psychology- what do sport Psychologist do.						
<b>Outcome1</b>		Students acquire knowledge to view sports from the lens of psychology and identifying research problem in that area.			<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>		To Overview the behavior of athlete				
<b>Exploring Athletic Behaviour:</b> Key Concepts Exploring Athletic behaviour - Key concepts: Motivation and Goal setting - Anxiety in Sport Performance- Concentration in Sports Performance - Self- Confidence- Peak Performance and Expertise.						
<b>Outcome2</b>		Learners Identifying the behavioral issues and providing adaptation in order to excel in the field of sports.			<b>K3</b>	
<b>Unit III</b>						
<b>Objective 3</b>		To Study the link between cognitive psychology and sports				
<b>Cognitive Psychology and Sport:</b> Attention Style and performance- Imagery and Sport Performance- Attribution of self and others, Arousal, Stress and Anxiety - Theories: Implicit Theories- Self- Determination Theory- Expectancy Value Motivational Theory- Goal Theory- Attributions Theory.						
<b>Outcome 3</b>		Students Creating the person to meet with the personal changes from style to performance and understanding the attributes through theories			<b>K6</b>	
<b>Unit IV</b>						
<b>Objective 4</b>		To Explain the sports in social context				
<b>Sport in Context:</b> The Social Psychology of Sports Social Facilitation- Social Loafing Team Dynamics- Group Process- Casual Attribution in Sport- Violence and Aggression in Sports.						
<b>Outcome4</b>		Students acquire Societal view of the field sports through inter-disciplinar approaches and explore the dynamics of it.			<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>		To explore the application of psychology in the fields of sports				
<b>Applying Sport Psychological Phenomena:</b> Mental Skill Training- Self Talk- Mental Imagery - Relaxation Training- Calming the Physiology- Performance- inhibition due to personality - factors- Burn out and injuries – Substance Abuse- Aggression Character Development- Youth Sport.						
<b>Outcome5</b>		Learners improve existing techniques and strategies by the application of psychological training.			<b>K6</b>	
<b>Suggested Readings</b>						
Gopal Joshi(2016) <i>Perspectives in Sports Psychology</i> , Cyber Tech Publications.						
Goraksha VitthalRao Pargaonkar (2018) <i>Sports Psychology</i> . Friends Publication (India)						
J.S.Pattankar (2018) <i>Fundamentals of Sports Psychology</i> , Published by Book Enclave.						
John Kremer and Deirdre Scully (2017) <i>Psychology in Sport</i> . Taylor and Francis Publishers						
John Perry (2016) <i>Sports Psychology</i> . Teach Yourself Publications.						
Rick Wolff (2018) <i>Secrets of Sports Psychology Revealed Proven Techniques to Elevate Your Performance</i> . Pond Lane Productions.						
<b>Online resources</b>						
<a href="https://www.apa.org/">https://www.apa.org/</a>						
<a href="https://study.com/psychology.html">https://study.com/psychology.html</a>						
<a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a>						
<a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>						
<a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>						
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	
<b>Course designed by: Dr.J.Sujathamalini</b>						

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)		L(1)		L(1)			
CO2	M(2)	L(1)	S(3)	L(1)			M(2)			L(1)
CO3	M(2)	L(1)		S(3)	M(2)			L(1)	L(1)	M(2)
CO4	L(1)	M(2)				S(3)		L(1)	M(2)	L(1)
CO5	L(1)	L(1)		S(3)	L(1)		L(1)	M(2)		
<b>W.AV</b>	<b>1.8</b>	<b>1.4</b>	<b>1.2</b>	<b>1.4</b>	<b>0.8</b>	<b>0.6</b>	<b>0.8</b>	<b>0.8</b>	<b>0.6</b>	<b>0.8</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)		
CO2	S(3)	L(1)	S(3)		M(2)
CO3	S(3)	M(2)	L(1)		
CO4	M(2)	L(1)	L(1)		
CO5	M(2)	S(3)			
<b>W.AV</b>	<b>2.6</b>	<b>1.8</b>	<b>1.2</b>		<b>0.4</b>

S –Strong (3), M-Medium (2), L- Low (1)

II- Semester					
DSE	CourseCode: 744208	REHABILITATION PSYCHOLOGY	T	Credits:3	Hours:3
<b>Unit -I</b>					
<b>Objective 1</b>	To Understand the historical perspectives, methods and functions of rehabilitation psychologist in the field of rehabilitation services				
<b>Rehabilitation Psychology:</b> Definition and scope of rehabilitation psychology - Methods and Functions of Rehabilitation Psychology - Historical perspectives in Rehabilitation Psychology					
<b>Outcome1</b>	Students Understand the field of rehabilitation and its overlap among the field of psychology			<b>K2</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To explore the competency of Psychologists in rehabilitation.				
<b>Competencies of Rehabilitation Psychologists</b> – Professional Competencies of rehabilitation psychologists - nature of work settings of rehabilitation psychologists - Designing training programmes for rehabilitation psychologists Training need analysis and implementation of training programmes.					
<b>Outcome2</b>	Learners develop the competency of psychologists by adapting the field of rehabilitation o design and solve the issues related to mental well-being			<b>K6</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To become aware of psychological approach to rehabilitation.				
<b>Psychological Rehabilitation and Intervention:</b> Definition and basic principles of Psychological Rehabilitation -Assessment, diagnosis, and Intervention – Psychoanalytic therapy, Client Centered Therapy, Cognitive Behaviour therapy, Rational Emotive therapy, supportive therapy, Augmentative therapy and Behaviour therapy.					
<b>Outcome3</b>	Learners tailoring the interventions for the rehabilitation purpose from the knowledge of psychology and related therapy.			<b>K1</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To Understand the personality development among children with disabilities and the coping styles and rehabilitation process				
<b>Rehabilitation of Persons with Disabilities:</b> Lifespan development of persons with disabilities - Personality traits -Psychological problems and coping styles - Role of psychologist in disability rehabilitation.					
<b>Outcome4</b>	Students enhance team work of multiple disciplines in identifying and overcoming existing issues in the field of rehabilitation			<b>K6</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To Know the rehabilitation process in various areas.				
<b>Rehabilitation Process in various areas:</b> Family and Marital Rehabilitation - Socio Economic Rehabilitation for Persons with disabilities - Addiction Rehabilitation - Vocational Rehabilitation, Community based rehabilitation - Disaster Rehabilitation/Reconstruction.					
<b>Outcome5</b>	Learners demonstrate core values in the community uplifting and contributes to societal welfare			<b>K2</b>	
<b>Suggested Readings</b> Anu Teotia (2018). <i>Rehabilitation Psychology</i> . Notion Press DSE (ASD) (2013) <i>Manual Therapeutics Rehabilitation Council of India</i> in Association with Kanishka Publishers and Distributors. Golden C.J., (1984). <i>Current Topics in Rehabilitation Psychology</i> : Grune & Straton, London. Jotsma J.Parvadia,( 2018). <i>Psycho Diagnostics</i> , Cyber Tech Publications Maitreya Balsara (2014) <i>Tools and Techniques of Clinical Psychology</i> , Kanishka Publishers and Distributors.					
<b>Online Resources :</b> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://study.com/">https://study.com/</a> <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a> <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a> <a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>					
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Dr.J.Sujathamalini</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	L(1)							M(2)
CO2	S(3)	S(3)		S(3)		M(2)	L(1)			
CO3	S(3)	L(1)	M(2)	M(2)	L(1)					L(1)
CO4	M(2)	S(3)	L(1)		L(1)	L(1)			S(3)	
CO5	L(1)	L(1)				S(3)	L(1)	S(3)		M(2)
W.AV	2.4	2.0	0.8	1	0.4	1.2	0.4	0.6	0.6	1

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)		
CO2	S(3)	S(3)			
CO3	S(3)	M(2)			
CO4	M(2)	S(3)	L(1)	L(1)	
CO5	M(2)	M(2)	L(1)		
W.AV	2.6	2.4	0.6	0.4	

S –Strong (3), M-Medium (2), L- Low (1)



II- Semester						
DSE	CourseCode: 744209	SPIRITUAL PSYCHOLOGY		T	Credits: 3	Hours: 3
<b>Unit –I</b>						
<b>Objective 1</b>	To Understand the basic and applied perspectives on spirituality.					
<b>Basic and applied perspectives on spirituality:</b> Spirituality: Origin and definitions - Eastern traditions and spirituality: Buddhism and Hinduism - Spirituality and science- Applications of spiritual psychology.						
<b>Outcome1</b>	Students enhance the spiritual diversity and its applied nature in the field of psychology.				<b>K6</b>	
<b>Unit II</b>						
<b>Objective 2</b>	To Know the spirituality and its aspects with health and well being					
<b>Spirituality: Health, well-being, case study, and measurement:</b> Spiritual health: Definitions and maintenance - Spiritual well-being: Existential and religious- Case study involving inclusion of spirituality in the therapeutic process -Spiritual measures: Spiritual beliefs and motivations, spiritual behaviour and spiritual experiences.						
<b>Outcome2</b>	Learners Promote holistic well-being from societal to inter personal through spirituality				<b>K5</b>	
<b>Unit III</b>						
<b>Objective 3</b>	To demonstrate the relevance of appropriate research methods in spiritual psychology.					
<b>Research methods:</b> Research methods -Experimental and quasi-experimental design - Religious and spiritual experiences, intercessory prayer – parapsychological studies -Field research and natural manipulations- Correlational and survey studies- Narrative analysis.						
<b>Outcome3</b>	Students enable to identify the existing areas to get explored depth by multi-disciplinary research				<b>K3</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	To explore the spiritual practices and its role in relationship					
<b>Spiritual practices, relationships</b> - Resources to facilitate spiritual experience in psychotherapy: Prayer, meditation – Spiritual relationships: Religious congregations, religious leaders, spouses and family, therapeutic relationship						
<b>Outcome4</b>	Learners apply the relation between therapeutic beneficial with the spiritual practices and promotes societal well-being				<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>	To understand and apply briefly about spiritual coping methods.					
<b>Coping methods:</b> - Spiritual coping methods: Spiritual support, spiritual meaning making.						
<b>Outcome5</b>	Students apply spiritual coping methods and brought support in spiritual well-being.				<b>K3</b>	
<b>Suggested Readings</b> Akbar Husain (2016) <i>Spiritual Psychology</i> . Global Vision Publishing House. Prasad Babu, K.Madhu Digumart, Bhaskara Rao,(2007) <i>Psychological Adjustment and Well Being</i> , Discovery Publishing House. Pulkit Sharma (2019). <i>When the Soul Heals - Explorations in Spiritual Psychology</i> .AuroPublications Satendra Kumar (2018) <i>Research Methodology A Step by Step Guide for Beginners</i> , Yking Books Publications.						
<b>Online resources</b> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://study.com/psychology.html">https://study.com/psychology.html</a> <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a> <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a> <a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>						
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	
<b>Course designed by: Dr.J.Sujathamalini</b>						

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)		S(3)	L(1)				L(1)	
CO2	L(1)	M(2)	S(3)		M(2)	S(3)			L(1)	
CO3	M(2)	L(1)	S(3)	M(2)		L(1)	L(1)		S(3)	L(1)
CO4	M(2)	L(1)		M(2)		S(3)	M(2)	L(1)	M(2)	
CO5	S(3)	L(1)	L(1)		L(1)	M(2)		L(1)		M(2)
W.AV	2.2	1.4	1.4	1.4	0.8	1.8	0.6	0.4	1.4	0.6

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1		S(3)	L(1)		
CO2	L(1)	M(2)	L(1)		
CO3		M(2)		S(3)	
CO4	M(2)	M(2)	L(1)		
CO5		L(1)	M(2)		
W.AV	0.6	2	1	0.6	

S –Strong (3), M-Medium (2), L- Low (1)

III- Semester				
Core	CourseCode: 744301	PSYCHOPATHOLOGY	T	Credits:4 Hours:4
<b>Unit –I</b>				
<b>Objective 1</b>	To understand the Concepts and nature of Psychopathology			
<b>Nature of Psychopathology:</b> Psychopathology: Historical views, Causal factors and view points- concept of abnormality - Meaning – Advantages & Disadvantages of Classifications – DSM-V: Diagnostic and Statistical Manual for Mental Disorders – The Multiaxial approach – ICD-10: International Classification of Mental and Behavioral Disorders - Disorders in infancy, Childhood, Adolescence – Delirium - Anxiety and panic disorders.				
<b>Outcome1</b>	Learners demonstrate knowledge with a Concepts and Historical Views on Psychopathology			<b>K1</b>
<b>Unit II</b>				
<b>Objective 2</b>	To understand organic and psychosomatic disorders			
<b>Organic and Psychosomatic Disorders:</b> Organic Disorders: Brain disorders and other cognitive impairments - Eating and Sleep disorders - Dementia - Sexual and Gender Identity disorders – adjustment disorders – Problems related to abuse and neglect-: <b>Somatoform Disorders</b> Somatoform disorders – Hypochondriasis - Somatization Disorder - Pain Disorder - Conversion Disorder - Body Dimorphic Disorder.				
<b>Outcome2</b>	Students Identify Organic and Psychosomatic Disorders and understand Somatoform Disorders and their Identification.			<b>K3</b>
<b>Unit III</b>				
<b>Objective 3</b>	To understand and apply the Mood and Schizophrenic Disorders			
<b>Mood disorders:</b> Definition & Meaning – Depressive Disorder – Theoretical Perspectives on Depressive Disorder – Major Depressive Disorders – Unipolar and Bipolar disorders – Substance Induced - Mood Disorders - Suicide – Classification – Causes - Treatment and Prevention - <b>Schizophrenic Disorders</b> Meaning – Characteristics – Symptoms - Major Sub types of Schizophrenic Disorder – Causes – Diagnosis – Mechanisms and Treatment of Schizophrenic disorder.				
<b>Outcome3</b>	Students acquire knowledge related to the Mood Disorders, Schizophrenic Disorders and formulate treatment.			<b>K2</b>
<b>Unit IV</b>				
<b>Objective 4</b>	To demonstrate the overview of Sexual and Personality Disorders			
<b>Sexual Disorder:</b> Meaning - Normal Sexuality – Gender Identity Disorders – Homosexuality - Sexual Dysfunction – Types of Sexual Disorder: Parathilias – Fetishism – Tralsvestic Fetishism – Sexual Sadism and Masochism – Boyeurism – Exhibitionism – Pedophilia – Sexual Victimization - <b>Personality Disorders</b> Cluster A Personality Disorders – Cluster B Personality Disorders – Personality Disorders – Paranoid – Schizoid – Schizotypal – Histrionic – Narcissitic – Anti-Social Personality Disorders- Addiction.				
<b>Outcome4</b>	Learners analyze the concepts of Sexual disorder and Personality Disorders.			<b>K4</b>
<b>Unit V</b>				
<b>Objective 5</b>	To analyze the Developmental and Behavioral Disorders			
<b>Developmental and Behavioral Disorders:</b> Meaning – Autistic Disorder – Mental Retardation – Treatment – <b>Childhood and Adolescence Disorders:</b> Attention-Deficit Disorder (ADD) – Attention-Deficit Hyperactivity Disorder (ADHD) – Angelman Syndrome – Central Auditory Processing Disorder (CAPD) – Cerebral Palsy – Down Syndrome – Expressive Language Disorder – Fragile X Syndrome – IsoDicentric15 – Landau – Kleffner Syndrome – Learning Disabilities (LD) – Treatment.				
<b>Outcome5</b>	Students evaluate the Developmental Disorders and enable to investigate childhood and adolescence disorder to formulate treatment.			<b>K5</b>
Suggested Readings Dass S.N.(2015) <i>Abnormal Psychology</i> , Sublime Publications. Mangal S.K. (2020) <i>Abnormal Psychology</i> , Sterling Publishers Pvt.Ltd Sarala Ranganathan(2016) <i>Mental Disorders and Mental Health Education</i> , Kanishka Publishers and Distributors. Sarason Irwin, & Sarason Barbara (2017) <i>Abnormal Psychology.11<sup>th</sup> Edition. Pearson publishers.</i> Susan W.Gray (2016) <i>Psychopathology.4<sup>th</sup> Edition,Cengage Learning Publications.</i> Virendra Kumar (2016) <i>Abnormal Psychology</i> Adai Publication.				
<b>Online resources</b> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://study.com/psychology.html">https://study.com/psychology.html</a> <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a> <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>				

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)							
CO2	S(3)	L(1)	S(3)		L(1)		L(1)			L(1)
CO3	S(3)	M(2)	M(2)		L(1)	L(1)	L(1)		L(1)	
CO4	M(2)	L(1)	L(1)	L(1)		L(1)	M(2)			L(1)
CO5	M(2)	L(1)		M(2)	L(1)			M(2)		M(2)
W.AV	2.6	1.4	1.6	0.6	0.6	0.4	0.8	0.4	0.2	0.8

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)			
CO2	S(3)	S(3)		M(2)	L(1)
CO3	S(3)	S(3)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	L(1)	S(3)	M(2)
CO5	S(3)	M(2)		S(3)	L(1)
W.AV	2.8	2.4	0.6	2	1

S –Strong (3), M-Medium (2), L- Low (1)

III- Semester				
Core	CourseCode: 744302	Introduction to Psychotherapy	T	Credits:4 Hours:4
<b>Unit –I</b>				
<b>Objective 1</b>	To demonstrate the Nature of Psychotherapy and Psychoanalytic therapy			
<b>Nature of Psychotherapy:</b> Meaning - Types of Psychotherapy – The Counselor as a therapeutic person – Personal counseling for the Therapist - The Therapist’s values and the Therapeutic process: The role of Values in Therapy – Dealing with Value Conflicts – The Role of Values in Developing Therapeutic Goals – Issues faced by Beginning Therapists – Confidentiality - <b>Psychoanalytic Therapy</b> Meaning – Definition - Nature - Structure of Personality – Consciousness and Unconsciousness – Ego-defense Mechanisms – Development of Personality - The Therapeutic Process: Goals – Therapist’s Function and Role – Client’s experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures – Free Association – Interpretation – Dream Analysis - Analysis and interpretation of Resistance - Analysis and interpretation of Transference				
<b>Outcome1</b>	Learners Demonstrate the knowledge on the Nature of Psychotherapy and Psychoanalytic therapy.			<b>K1</b>
<b>Unit II</b>				
<b>Objective 2</b>	To Identify the overview of Adlerian and Existential Therapy			
<b>Adlerian Therapy:</b> Meaning – Definition - Nature - Subjective perception of Reality – Unity and Patterns of Human Personality – Social Interest and Community Feeling – Birth Order and Sibling Relationships - The Therapeutic Process: Goals – Therapist’s Function and Role – Client’s experience – Relationship between Therapist and Client. Therapeutic Techniques and Procedures – Establishing the Relationship – Exploring the Individual’s Dynamics – Encouraging Self-Understanding and insight – Helping with Reorientation – Areas of Application - <b>Existential Therapy</b> Meaning – Definition - Nature - Awareness of Death and Nonbeing. The Therapeutic Process: Goals – Therapist’s Function and Role – Client’s experience – Relationship between Therapist and Client – Application: Therapeutic Techniques and Procedures.				
<b>Outcome2</b>	Students Apply knowledge on Adlerian therapy to assessing problems and increasing social connectedness with others. Apply knowledge on Existential Therapy to create purpose for lives.			<b>K3</b>
<b>Unit III</b>				
<b>Objective 3</b>	To analyze the concepts of Person-Centered and Gestalt Therapies			
<b>Person – Centered Therapy:</b> Meaning – Definition - Nature - Basic Characteristics –The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – Evolution of Person –Centered Methods – The Role of Assessment – Areas of Application - <b>Gestalt Therapy</b> Meaning – Definition - Nature - Principles of Gestalt Therapy Theory – The Now – Unfinished Business – Personality as Peeling an Onion – Contact and Resistance to Contact – Energy and Blocks to Energy - <b>The Therapeutic Process:</b> Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – The Experiment in Gestalt Therapy – Preparing Clients for Gestalt Experiments – The role of Confrontation – Techniques of Gestalt Therapy				
<b>Outcome3</b>	Learners Understanding knowledge on Person-Centered Therapy to increase personal growth and self expression. Apply knowledge on Gestalt Therapies to increasing person’s awareness and self direction.			<b>K3</b>
<b>Unit IV</b>				
<b>Objective 4</b>	To Evaluate the Reality and Behavioral Therapies			
<b>. Reality Therapy:</b> Meaning – Definition - Nature - Choice Theory Explanation of Behaviour – Characteristics of Reality Therapy -The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy – Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – The Practice of Reality Therapy – The Counseling Environment _ Procedures That Lad to Change – The WDEP system - <b>Behaviour Therapy :</b> Meaning - Definition – Nature - Basic Characteristics and assumptions - <b>The Therapeutic Process:</b> Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client. Application: Therapeutic Techniques and Procedures – Relaxation Training and Related Methods – Systematic Desensitization Exposure Therapies – Assertion Training – Self – Management Programs and Self-Directed Behaviour – Multimodal Therapy				
<b>Outcome4</b>	Students demonstrate the knowledge on Reality Therapy to learn ways to aware of any negative thoughts. Understand knowledge on Behavioral Therapies to promote desirable behaviors and reduce unwanted behaviors.			<b>K1</b>
<b>Unit V</b>				
<b>Objective 5</b>	To know the concept of Cognitive therapy and its Applications			

**Cognitive Therapy:** Meaning - Definition – Nature - View of Emotional Disturbance – A-B-C Theory of Personality - The Therapeutic Process: Therapeutic Goals – Therapists Function and Role – Client’s Experience in Therapy - Relationship between Therapist and Client -**Application of Cognitive Therapy** Meaning - Definition – Nature – **Therapeutic Techniques and Procedures** – The Practice of Rational Emotive Behaviour Therapy - Aaron Beck’s Cognitive Therapy – Basic Principles – The Client/Therapist Relationship

<b>Outcome5</b>	Learners Understand the Cognitive therapy and its Applications to enhance logical thinking.	<b>K2</b>
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**Suggested Readings**  
 Andrew Reeves (2019) *An Introduction to Counselling and Psychotherapy*. Sage Publications  
 Bruce E Wampold (2018) *The Basic Of Psychotherapy: An Introduction To Theroy And Practice*, American Psychological Association Publications.  
 Gerald Corey (2019) *Theory and Practice of Counseling and Psychotherapy*. 10<sup>th</sup>Edition, Cengage India Private Limited  
 Jotsma J.Parvadia (2018) *Psycho Diagnostics*, Cyber Tech Publications.  
 Louis Cozolino (2021) *The Neuroscience of Psychotherapy: Healing the Social Brain*, 3<sup>rd</sup>Edition.Stephen Bel Davies

**Online resources**

- <https://www.apa.org/>
- <https://study.com/psychology.html>
- <https://www.verywellmind.com/>
- <https://www.simplypsychology.org/>
- <https://www.britannica.com/science/psychology>

<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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Course designed by: **Dr.J.Sujathamalini**

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)		L(1)			L(1)		
CO2	S(3)	M(2)	M(2)			S(3)	L(1)		L(1)	L(1)
CO3	S(3)	M(2)		L(1)	L(1)	M(2)	L(1)		M(2)	M(2)
CO4	M(2)	L(1)		L(1)		S(3)	M(2)	M(2)		S(3)
CO5	M(2)	L(1)		S(3)	M(2)		M(2)		L(1)	
<b>W.AV</b>	<b>2.6</b>	<b>1.6</b>	<b>0.8</b>	<b>1</b>	<b>0.8</b>	<b>1.6</b>	<b>1.2</b>	<b>0.6</b>	<b>0.8</b>	<b>1.2</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)			
CO2	S(3)	S(3)	L(1)	L(1)	L(1)
CO3	S(3)	S(3)	L(1)		
CO4	S(3)	S(3)	L(1)	L(1)	
CO5	S(3)	S(3)	L(1)	M(2)	M(2)+
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>0.8</b>	<b>0.8</b>	<b>0.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

III- Semester					
Core	CourseCode : 744303	ORGANIZATIONAL BEHAVIOUR	T	Credits :4	Hours :4
<b>Unit –I</b>					
<b>Objective 1</b>	To describe the concepts of organizational Behaviour and its needs.				
<b>Organizational Behaviour:</b> Meaning – Elements – Need – Approaches – Models of organizational behaviour - Global scenario; Individual Behaviour: Personality & Attitudes- Development of personality – Nature and dimensions of attitude - Organizational Commitment – Learning – Attitudes – Perception – Motivation – Ability – Their relevance to organizational behavior.					
<b>Outcome1</b>	Students understand the concepts of organizational behavior and enhance strategies to develop organization.				<b>K2</b>
<b>Unit II</b>					
<b>Objective 2</b>	To know the Theories of group formation and essentials of Teamwork				
<b>Group Behaviour:</b> Theories of Group Formation - Formal Organization and Informal Groups and their interaction - Importance of teams - Formation of teams - Team Work - Group dynamics – Group norms – Group cohesiveness – Their relevance to organizational behavior.					
<b>Outcome2</b>	Learners demonstrate the theories of group formation. Enable to investigate the Teamwork to improve organization.				<b>K6</b>
<b>Unit III</b>					
<b>Objective 3</b>	To demonstrate the concepts of Organizational power and politics.				
<b>Organizational Power and Politics:</b> Organizational Power: Definition - Types of powers, Sources and Characteristics – Effective use of power - Organizational Politics: Factors and Impact.					
<b>Outcome3</b>	Students identify the Organizational power and politics and apply the Sources to enhance productivity.				<b>K3</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To Analyze the organizational Stress and Conflict and its consequences.				
<b>Organizational Stress and Conflict Management:</b> Stress Management: Meaning – Types – Sources – Consequences – Management of stress - 4.2 Organizational conflict: Constructive and Destructive conflicts – Conflict Process - Strategies for encouraging constructive conflict - Strategies for resolving destructive conflict.					
<b>Outcome4</b>	Learners formulate the strategies for managing organizational stress and identify the organizational conflict to develop decision making.				<b>K5</b>
<b>Unit V</b>					
<b>Objective 5</b>	To Identify the nature of organizational Dynamics.				
<b>Organizational Dynamics:</b> Organizational Dynamics – Organizational Efficiency, Meaning and Approaches – Organizational Culture – Meaning and significance - Organizational Climate – Implications on organizational behavior.					
<b>Outcome5</b>	Students analyze the nature of organizational dynamics and understanding employees better and assisting them to achieve goals.				<b>K4</b>
<p><b>Suggested Readings</b>            BhaskarV.K.(2018) <i>Behavioral Aspects of General Psychology</i>, Omega Publications.            Jigna A Barad, Dr.R.G.Parmar(2017) <i>Industrial Psychology</i>,Cyber Tech.            Michael G Aamodt, (2015) <i>Industrial/Organizational Psychology: An Applied Approach</i>, Cengage Learning Publications.            Paul E Spector, (2021) <i>Industrial And Organizational Psychology: Research And Practice</i>, Wiley Publications            Saksena, Gaurav Sankalp. (2019) <i>Management and Organisational Behaviour</i>, Sahitya Bhawan Publications</p> <p><b>Online resources</b>  <a href="https://www.apa.org/">https://www.apa.org/</a>  <a href="https://study.com/psychology.html">https://study.com/psychology.html</a>  <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a>  <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>  <a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a></p>					
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Dr.J.Sujathamalini</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)		S(3)	L(1)	M(2)				
CO2	M(2)	L(1)	S(3)	M(2)		M(2)	M(2)		S(3)	
CO3	M(2)	S(3)	M(2)		M(2)		L(1)	M(2)	M(2)	
CO4	L(1)	L(1)	S(3)	M(2)	L(1)	S(3)	M(2)			M(2)
CO5	M(2)	M(2)			M(2)	S(3)			L(1)	
<b>W.AV</b>	<b>2</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.2</b>	<b>2</b>	<b>1</b>	<b>0.4</b>	<b>1.2</b>	<b>0.4</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1		S(3)	S(3)		S(3)
CO2	M(2)	M(2)			S(3)
CO3	L(1)	L(1)		M(2)	S(3)
CO4	M(2)	S(3)			S(3)
CO5	L(1)	M(2)	S(3)	M(2)	S(3)
<b>W.AV</b>	<b>1.2</b>	<b>2.2</b>	<b>1.2</b>	<b>0.8</b>	<b>3</b>

S –Strong (3), M-Medium (2), L- Low (1)



<b>Core</b>	<b>CourseCode:</b> <b>744304</b>	<b>PSYCHOLOGICAL TESTING-II PRACTICAL - II</b>	<b>P</b>	<b>Credits:4</b>	<b>Hours:8</b>
<b>Unit –I</b>					
<b>Objective 1</b>	To evaluate Neuro Psychological Assessment and demonstrate Decision Making and analyze Phobia				
	<ol style="list-style-type: none"> <li>1. Group Dynamics</li> <li>2. Neuro Psychological Assessment</li> <li>3. Decision Making</li> <li>4. Phobia</li> </ol>				
<b>Outcome1</b>	Learners understand the Neuro Psychological Assessment and improve decision making skills and assess Phobia			<b>K5</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To Assess Depression, ADHD, ODD and Anxiety Measurement.				
	<ol style="list-style-type: none"> <li>5. Depression</li> <li>6. ADHD</li> <li>7. ODD</li> <li>8. Anxiety Measurement</li> </ol>				
<b>Outcome2</b>	Learners understand the assessment of ADHD, ODD and apply the knowledge to reduce anxiety measurement and depression.			<b>K4</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To Evaluate the anger and assertiveness and assess stress measurement.				
	<ol style="list-style-type: none"> <li>9. Anger</li> <li>10. Assertiveness</li> <li>11. Stress Measurement</li> <li>12. Stress Coping Skills</li> </ol>				
<b>Outcome3</b>	Learners understand the assessment of Anger and Assertiveness and enhance stress coping skills.			<b>K3</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To Assess Personality measurement and analyze Interest and study skills.				
	<ol style="list-style-type: none"> <li>13. . Personality Measurement</li> <li>14. Aptitude</li> <li>15. Interest</li> <li>16. Study Skills</li> </ol>				
<b>Outcome4</b>	Learners understand the assessment of personality measurement and demonstrate aptitude and interest and enhance study skills.			<b>K5</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To Analyze suicidal tendency and eating disorder and demonstrate job satisfaction and occupational choices.				
	<ol style="list-style-type: none"> <li>1. Job Satisfaction</li> <li>2. Suicidal Tendency</li> <li>3. Eating Disorder</li> <li>4. Occupational Choices</li> </ol>				
<b>Outcome5</b>	Learners understand the assessment of eating disorder and suicidal tendency and apply the knowledge to occupational choices.			<b>K2</b>	
<b>Suggested Readings</b>					
Cronbach, L.J.(1972) <i>Essentials of Psychological Testing</i> ,. New Delhi, Prentice Hall Inc.					
Woodworth R.S. and Scholsberg, (1981), <i>Experimental Psychology</i> , New Delhi, Taa McGraw Hill Co. Ltd.,					
Udaipreek, T. Venkateswara Rao. <i>Handbook of Psychological and Social Instruments</i> . Samashti, B-2, Chamelibagh, Baroda-2.					
<b>Online Resources</b>					
<a href="https://psychcentral.com/lib/types-of-psychological-testing#:~:text=Psychological%20testing%20is%20the%20basis.and%20duration%20of%20your%20symptoms">https://psychcentral.com/lib/types-of-psychological-testing#:~:text=Psychological%20testing%20is%20the%20basis.and%20duration%20of%20your%20symptoms</a>					
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Dr.J.Sujathamalini</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	S(3)	L(1)	M(2)				L(1)	
CO2	S(3)	M(2)	L(1)		M(2)	L(1)		L(1)		
CO3	M(2)	S(3)		L(1)			L(1)			M(2)
CO4	M(2)	M(2)		M(2)		M(2)			L(1)	
CO5	M(2)	S(3)	L(1)		L(1)				M(2)	
<b>W.AV</b>	<b>2.2</b>	<b>2.4</b>	<b>1</b>	<b>0.8</b>	<b>1</b>	<b>0.6</b>	<b>0.2</b>	<b>0.2</b>	<b>0.8</b>	<b>0.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)	M(2)	
CO2	M(2)	L(1)		M(2)	
CO3	S(3)		M(2)		L(1)
CO4	M(2)	M(2)		L(1)	
CO5	S(3)		L(1)		M(2)
<b>W.AV</b>	<b>2.6</b>	<b>1</b>	<b>0.8</b>	<b>1</b>	<b>0.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

III- Semester						
DSE	CourseCode: 744305	BEHAVIOUR MANAGEMENT		T	Credits:3	Hours:3
<b>Unit –I</b>						
<b>Objective 1</b>	To explain the different principles and uses of Behaviour Management					
<b>Behaviour management:</b> Definition of behaviour management- Principles of behaviour management - Classroom behaviour management - Organization behaviour management -Behaviour management skills- uses of behaviour management- building pro-social behavior						
<b>Outcome1</b>	Students identify Behaviour management and enhance skills to build up pro social behavior				<b>K3</b>	
<b>Unit II</b>						
<b>Objective 2</b>	To evaluate the Behavioral Assessment techniques in special education.					
<b>Behaviour Assessment:</b> Functional behavior assessment (FBA) - FBA methods - Functional behavior assessment - Interventions based on an FBA - 2.4 Behavioural Assessment techniques in special education						
<b>Outcome2</b>	Learners analyze the Behavioral Assessment techniques in special education and assess FBA to reducing rates of problem behaviour.				<b>K4</b>	
<b>Unit III</b>						
<b>Objective 3</b>	To Know the Behaviour management policy.					
<b>Behaviour management Policy:</b> Developing behaviour management policy- Aims, values, practices, plan - Implementing behaviour management in schools - Integrating behaviour management into SLIP - Preferred practices of behaviour management.						
<b>Outcome3</b>	Learners recognize the behaviour management policy and implement for practices of behaviour management.				<b>K3</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	To describe the strategies to promote positive Behaviour.					
<b>Strategies to Promote Positive Behaviour:</b> Strategies to Promote Positive Behaviour and Respond to Poor Behaviour – Proactive behaviour management Strategies and Interventions: Peer Education, Conflict Resolution, Teaching Life Skills - Reactive behaviour management Strategies and Interventions – Positive Behavior Interventions and Supports						
<b>Outcome4</b>	Students design strategies to enhance positive behaviour and evaluate interventions to behaviour management.				<b>K6</b>	
<b>Unit V</b>						
<b>Objective 5</b>	To analyze the Behaviour therapy and ABA Research.					
<b>Behaviour therapy:</b> Applied behavior analysis (ABA) - Technologies developed through ABA - Research- Task analysis- Chaining- Prompting- Fading - Thinning a reinforcement schedule- Generalization- Shaping.						
<b>Outcome5</b>	Learners Apply the Behaviour therapy and ABA Research to increasing the socially reinforcing activities				<b>K3</b>	
<b>Suggested Readings</b> Bhaskar V.K.,(2018). <i>Behavioral Aspects of General Psychology</i> , Omega Publications. Deepa Sharma,(2019). <i>Behavioral Psychology</i> , RBSA Publishers. Shea, (2015) <i>Behavior Management: A Practical Approach For Educators</i> . Pearson India						
<b>Online resources</b> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://study.com/psychology.html">https://study.com/psychology.html</a> <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a> <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a> <a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>						
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	
<b>Course designed by: Dr.J.Sujathamalini</b>						

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)		S(3)	M(2)		S(3)	L(1)			
CO2	M(2)	S(3)	M(2)	L(1)	M(2)			L(1)		
CO3	M(2)	L(1)	S(3)		L(1)	M(2)	M(2)		M(2)	M(2)
CO4	L(1)	L(1)		S(3)	S(3)		M(2)	L(1)		L(1)
CO5	M(2)	L(1)		M(2)		S(3)	L(1)	L(1)		M(2)
W.AV	2	1.2	1.6	1.6	1.2	1.6	1.2	0.6	0.4	1

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)		S(3)
CO2	L(1)	S(3)	S(3)	M(2)	
CO3	L(1)	M(2)	S(3)		S(3)
CO4	S(3)	S(3)	S(3)	2 M(2)	S(3)
CO5	S(3)	S(3)	S(3)		S(3)
W.AV	2.2	2.8	3	0.8	2.4

S –Strong (3), M-Medium (2), L- Low (1)

III- Semester					
DSE	CourseCode: 744306	PSYCHOLOGY OF ADVERTISING	T	Credits:3	Hours:3
<b>Unit -I</b>					
<b>Objective 1</b>	To Identify the Origin and Fundamentals of Modern Day Advertising.				
<b>The Origins of Modern Day Advertising</b> – The Functions of Advertising – The Effect of Advertising: A Psychological Perspective – Integrated Advertising – Classic and Contemporary Approaches of Conceptualizing Advertising Effectiveness - <b>Fundamentals of Advertising:</b> Decision Process – Individual Determinants – Motivation and Involvement – Attitudes – Personality and Self-Concept – Learning and Memory – Information Processing – External Environment – Culture – Social Class – Social Groups – Family – Personal & Miscellaneous Influences – Types of Purchase Decision Behaviour – Model of Buyer. Behaviour – Howard-Sheth Model – Post-Purchase Behavior – Formation of Satisfaction/Dissatisfaction – Repertoire Buy.					
<b>Outcome1</b>	Learners Understand the Origin and Fundamentals of Modern Day Advertising.			<b>K2</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To know the Types of Advertising and Marketing Mix				
<b>Types of Advertising:</b> Geographical Spread – Target Group – Public Awareness Advertising – Product Advertising – Product Advertising: Three Types of advertising – Type of Products- Social – Sensational and Glamorous Financial Advertising - <b>Global Advertising Objectives</b> - Standardizations – Agencies: Global marketer/Advertiser – Celebrity Endorsements – Internationalizations: All Advertising is Local – Internationalization vs. Localization – International Advertising – Universal Ads – For & Against cases – on vergence Advertising – Election Advertising – Political Advertising - <b>Advertising and Marketing Mix:</b> Advertising and the Product – Product Classification – Targeting and Theme Identification: Three Major Steps in Target Marketing – Market Segmentation: General Approach to Segmentation – Patterns – Techniques – Methods – Grid & Spectrum Analysis – Market on Different Bases – Psychographic & Life-Style Segmentation – Identifying the Target Audience or Groups – Advertising Theme – Product Positioning – The Nature of Brands in Advertising					
<b>Outcome2</b>	Students analyze the types of Advertising and Marketing Mix and contribute knowledge to make marketing more impactful.			<b>K4</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To demonstrate the Psychological process of Advertising.				
<b>Psychological Process in Response to Advertisements:</b> The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications –A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - <b>Acquiring and Processing of Information</b> Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory					
<b>Outcome3</b>	Students demonstrate the knowledge on psychological process in response to advertisement and identify dynamic mental process.			<b>K1</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To analyze the overview of Consumer Attitudes and social Influence on Advertising.				
<b>Consumers Attitudes:</b> Attitude- Meaning Definition - Functions– Attitude Strength - Persuasion and Attitude Change – Assessing the Intensity of Processing – Persuasion - The Principal of Reciprocity – Commitment/Consistency – Social Validation – Liking – Authority – Scarcity – Confusion – Mindlessness Revisited: The Limited Resource Account - Summary and Conclusions - Social Influence on Buying behavior					
<b>Outcome4</b>	Learners Understand the concept of Consumer Attitudes and enable to investigate socialInfluence on consumer behaviour.			<b>K5</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To describe the Social Media and External Influence on Consumer Designs.				
<b>Social Media on Advertisement:</b> Gain a Basic Understanding of Social Media as a Form of Social Influence on Consumer Behavior and Market Research - Mind of the Consumer, Psychology of Social Media Applications, Psychology of Market Diversity & Segmentation, Psychology Children's TV and Media Influence - <b>External Influence on Consumer Decision-Making</b> Sources of External Influence – Culture on Globalization/Localization of Purchase and Consumer Decision-Making – Corporate Communications - Focus Group Facilitation and Analysis - Group Dynamics – Individual/Group Thoughts – Emotions - Gender Roles - Self-Concept - Goal Motivations and Congruence with Brand Characteristics – Organizational Climate - Personality and Organizational Behavior - Advanced Advertising Theory - Psychological Aspects of Advertising.					
<b>Outcome5</b>	Students analyze the basic psychology of Social Media Application and identify the needs of the consumer to make decision.			<b>K4</b>	

**Suggested Readings**

Kapoor Neeru (2021) . *Concept Building Approach To Advertising And Personal Selling*. Cengage Publications.  
 Ravi Aggarwal,(2013). *Advertising Management Marketing and Brand Equality*, Sublime Publications.  
 Sam Vaknin,(2011). *A Textbook of Organisational Psychology* Dominant Publishers and Distributors.  
 Wolfgang Stroebe · Bob M. Fennis (2021) *The Psychology of Advertising*: 3<sup>rd</sup> Edition.

**Online resources**

<https://www.apa.org/>  
<https://study.com/psychology.html>  
<https://www.verywellmind.com/>  
<https://www.simplypsychology.org/>  
<https://www.britannica.com/science/psychology>

<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course designed by: Dr.J.Sujathamalini**

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)								
CO2	M(2)	L(1)		L(1)	L(1)	S(3)	M(2)			M(2)
CO3	M(2)	L(1)	S(3)	L(1)		M(2)	M(2)	L(1)		
CO4	M(2)	L(1)	S(3)		L(1)	S(3)				M(2)
CO5	L(1)	S(3)	S(3)			M(2)	L(1)			M(2)
W.AV	2	1.6	1.8	0.4	0.4	2	1	0.2		1.2

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3	2M(2)	S(3)			
CO4	L(1)	S(3)	M(2)		
CO5	M(2)	S(3)	L(1)		
W.AV	1	1.8	0.6		

**S –Strong (3), M-Medium (2), L- Low (1)**

III- Semester					
DSE	CourseCode: 744307	POSITIVE PSYCHOLOGY	T	Credits:3	Hours:3
<b>Unit –I</b>					
<b>Objective 1</b>	To describe the overview of Positive Psychology and identify the classification of strength.				
<b>Positive Psychology:</b> Meaning Assumption and Goals – Life Above Zero - Culture and the Meaning of a Good Life – Eastern and Western Perspectives: Athenian Views-Judeo Christianity – Confucianism – Taoism – Buddhism – Hinduism – Eastern and Western Ideologies: Value Systems – Orientation to Time – Thought Processors – Different Ways to Positive Outcomes: Hope – Compassion – Harmony - <b>Classifications &amp; Measures of Strengths and Positive Outcomes</b> – Gallup’s Clifton – Strengths Finder – The Via Classifications of Strengths – The Search Institute’s 40 Developmental Asserts – Distinguishing among the Measures of Psychological Strength – Identifying Your Personal Strengths – Dimensions of Well being – Toward a Better Understanding of Positive Outcomes – Identifying Strengths and Moving Toward a Vital Balance.					
<b>Outcome1</b>	Students demonstrate the concept of Positive Psychology and identify personal strength and positive outcomes via classifications.				<b>K2</b>
<b>Unit II</b>					
<b>Objective 2</b>	To demonstrate the nature of Positive Emotional States and its Experiences.				
<b>Positive Emotional States :</b> Meaning of Affect - Emotion – Happiness – Subjective Well being – Distinguishing the Positive and the Negative – Expanding the Repertoire of Pleasure – Happiness and Subjective Well being: Age old definition of Happiness – Subjective Well being as a Synonym for Happiness – Determinants of Subjective Well being – 21st Century Definition of Happiness –Complete Mental Health: Emotional – Social and Psychological Well being – Increasing Happiness in Life - <b>Making the Most of Emotional Experience</b> Emotion Focused Coping – Emotional Intelligence – Socio emotional Selectivity – Emotional Story Telling – Working with Emotions to Bring about Positive Change – An Emotional Balancing Act.					
<b>Outcome2</b>	Students identify the dimension of wellbeing and focused on emotions to bring out positive change.				<b>K3</b>
<b>Unit III</b>					
<b>Objective 3</b>	To know the concepts of Positive cognitive states and theories of wisdom and courage.				
<b>Positive Cognitive State and Processors:</b> Seeing Futures through Self-Efficacy – Definition the Emergence of Self-Efficacy – The Neuro Biology of Self-Efficacy – Scales for Measuring Self-Efficacy – Influencing Self-Efficacy in Life Arenas and Collective Self-Efficacy – Learned Optimism: History – Definition – Childhood antecedent of Learned Optimism – The Neuro Biology of Optimism & Pessimism – Measuring Learned Optimism – The Prediction Optimism – Hope – Definition – Childhood – Neuro Biology of Hope - Measuring Hope – Collective Hope - <b>Wisdom and Courage of the Universal Virtues :</b> Meaning – Theories of Wisdom: Implicit Theory – Explicit Theory – Becoming and Being Wise: Developing Wisdom – Vice People and their Characteristics – Measuring of Wisdom and Relationship between Wisdom & Intelligence – Theories Of Courage: Implicit Theories of Courage – Becoming and Being Courageous – Measurement of Courage – Relationships between Fear and Courage – Finding Wisdom & Courage in Daily Life – The Value of Wisdom and Courage.					
<b>Outcome3</b>	Learners understand the concepts of Positive cognitive states and enhance Universal Virtues via theories of wisdom and courage.				<b>K3</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To analyze the nature of Optimal Experiences and Pro-social behaviour.				
<b>Optimal Experiences:</b> Moment to Moment Searches – Mindfulness: Meaning – Mindfulness as a State of Mind – The Benefits of Mindfulness – <b>Pro-social Behavior:</b> Empathy and Egotism – Definition of Altruism –The Genetic & Neural Foundations of Empathy – Cultivating Altruism: Egotism, Empathy and Values based approaches to Enhancing Altruistic Actions - Gratitude – Definition – Cultivating and Measuring Gratitude – The Psycho Physiological under Pinnings of Gratitude - <b>Forgiveness</b> – Definition – Individual & Group Conceptualizations of Forgiveness – Cultivating and Measuring Forgiveness – The Evolutionary and Neuro Biological bases of Forgiveness – The Social Implications of Altruism, Gratitude and Forgiveness – Empathy/Egotism & Altruism - Empathy/Egotism & Gratitude - Empathy/Egotism & Forgiveness – Moral Imperatives of Altruism, Gratitude & Forgiveness.					
<b>Outcome4</b>	Students learned about the nature of Optimal Experiences and demonstrate knowledge of Pro-social behavior				<b>K5</b>
<b>Unit V</b>					
<b>Objective 5</b>	To know the meaning of Attachments and Changing Human behaviour.				
<b>Attachment, Love and Flourishing Relationships:</b> Infant Attachment – Adult Attachment Security – Love – Passionate & Companionate Aspects and theories of love –Flourishing Relationships – Building a Mindful Relationships Connection – Creating a Culture of Appreciation – Capitalizing on Positive Events – The Neuro					

Biology of Inter personal Connection – More on Flourishing Relationships – Building a Positive Psychology of Close Relationships - **Understanding a Changing Human Behavior** Primary and Secondary Prevention – Components of Effective Primary and Secondary Prevention – Head Start – Primary, Secondary Preventions for Racial & Ethnic Minorities, Balancing the Preventions and Enhancement systems.

<b>Outcome5</b>	Students identify the concepts of Attachments and understanding changes of Human behaviour.	<b>K4</b>
<b>Suggested Readings</b> Geetika Patnaik (2021) <i>Positive Psychology for Improving Mental Health &amp; Well-Being</i> Harry K. Lion (2019) <i>Positive Psychology: The Ultimate Guide to Use Your Brain to Fuel Success in Work and Life and Understanding The Science Of Happiness</i> Lancy D Souza (2016) <i>Social Psychology</i> , Discovery Publishing House Pvt Ltd. Sarala Ranganathan (2016) <i>Mental Disorders and Mental Health Education</i> , Kanishka Publishers and Distributors. Snyder. C.R (2015). <i>Positive Psychology</i> , (3 <sup>rd</sup> Ed).New Delhi: Sage Publications.		
<b>Online resources</b> <a href="https://www.apa.org/">https://www.apa.org/</a> <a href="https://study.com/psychology.html">https://study.com/psychology.html</a> <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a> <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a> <a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>		
<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>
<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
<b>Course designed by: Dr.J.Sujathamalini</b>		

#### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	S(3)			L(1)	L(1)	M(2)		
CO2	M(2)	L(1)	S(3)		L(1)	L(1)				L(1)
CO3	M(2)	S(3)		M(2)			L(1)	M(2)	L(1)	L(1)
CO4	S(3)	M(2)			L(1)	S(3)			M(2)	
CO5	L(1)	L(1)	S(3)		M(2)	M(2)			L(1)	M(2)
<b>W.AV</b>	<b>2.2</b>	<b>1.6</b>	<b>1.8</b>	<b>0.4</b>	<b>0.8</b>	<b>1.4</b>	<b>0.4</b>	<b>0.8</b>	<b>0.8</b>	<b>0.8</b>

S –Strong (3), M-Medium (2), L- Low (1)

#### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		L(1)	
CO2	M(2)	L(1)	L(1)		
CO3	M(2)	S(3)		M(2)	L(1)
CO4	S(3)	M(2)	M(2)		L(1)
CO5	M(2)	M(2)			S(3)
<b>W.AV</b>	<b>2.4</b>	<b>5</b>	<b>0.6</b>	<b>0.6</b>	<b>1</b>

S –Strong (3), M-Medium (2), L- Low (1)



III- Semester						
DSE	CourseCode: 744308	MINDFULNESS		T	Credits:3	Hours:3
<b>Unit -I</b>						
<b>Objective 1</b>	To Identify the scope of mindfulness based interventions.					
<b>Mindfulness based interventions:</b> Treating behavioural disorders - Classical buddhist approaches - Mindfulness based interventions in modern times; MBSR, MBCT, DBT, ACT etc. – Neuroscience of mindfulness.						
<b>Outcome1</b>	Students understand the scope of mindfulness based interventions for promoting mental health.				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	To Analyze the Mindfulness based on Buddhist psychotherapy.					
<b>Mindfulness and psychotherapy:</b> Buddhist psychotherapy or Buddhism as psychotherapy - Mindfulness based and psychodynamic enquiries- Mindfulness as complement to psychotherapy - Buddhism and Freudian concepts of remembering‘, repeating‘ andworking through‘- Complementary roles of self-development and self-transcendence.						
<b>Outcome2</b>	Learners demonstrate the Buddhist psychotherapy and identify the concepts of Buddhism and Freudian.				<b>K6</b>	
<b>Unit III</b>						
<b>Objective 3</b>	To describe the overview of conjunctive psychology and western psychological perspectives.					
<b>Conjunctive Psychology:</b> Integration of Western and Buddhist perspectives - Three fundamental behaviours of the mind: Clinging, concentration, and mindfulness – Concentration practice in ADD, ADHD- Mindfulness practice and anxiety, eating disorders etc., - Situation awareness- Transpersonal psychology- Readings.						
<b>Outcome3</b>	Students analyze various possibilities of integrating Buddhist thought to western psychological perspectives and practices.				<b>K4</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	To demonstrate the mindfulness and states of consciousness.					
<b>Mindfulness and states of consciousness:</b> Mindfulness of posture, breathing, bodily sensations, feelings at sense doors - Mental factors and states of consciousness.						
<b>Outcome4</b>	Students understand the concepts of Mindfulness based on state of consciousness.				<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>	To know the concept of Mindfulness in daily life.					
<b>Mindfulness in daily life:</b> Mindfulness in daily life – Mindful walking, eating, listening, seeing, teaching, aging, creativity etc.						
<b>Outcome5</b>	Learners design Mindfulness in day to day activities and enhance creativity.				<b>K6</b>	
<b>Suggested Readings</b>						
Boyce, B. (2011). <i>The mindfulness revolution</i> . Boston: Shambhala.						
Cayton, L. (2012). <i>The misleading mind</i> . California, USA: New World Library.						
Dena M.(1985) <i>Gardiner The Principles of Exercise Therapy</i> , CBS Publishers and Distributors.						
Devaraj Wodeyar Hosahally(2017) <i>Psychology Counselling An 1 Interdisciplinary Approach</i> , Book Enclave Publications.						
Jotsma J.Parvadia (2018) <i>Psycho Diagnostics</i> , Cyber Tech Publications.						
<b>Online resources</b>						
<a href="https://www.apa.org/">https://www.apa.org/</a>						
<a href="https://study.com/psychology.html">https://study.com/psychology.html</a>						
<a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a>						
<a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>						
<a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>						
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	
<b>Course designed by: Dr.J.Sujathamalini</b>						

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)							
CO2	M(2)	S(3)		L(1)						
CO3	S(3)	S(3)	L(1)	M(2)			L(1)			
CO4	S(3)	L(1)	M(2)							
CO5	S(3)	S(3)	S(3)	S(3)			M(2)	L(1)	M(2)	M(2)
W.AV	2.8	2.6	1.8	1.2			0.6	0.2	0.4	0.4

S –Strong (3), M-Medium (2), L- Low (1)  
Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)			M(2)
CO2	M(2)	M(2)			
CO3	L(1)	M(2)			
CO4		S(3)	L(1)		
CO5	M(2)	M(2)	M(2)		L(1)
W.AV	1.4	2	0.6		0.6

S –Strong (3), M-Medium (2), L- Low (1)

IV- Semester					
Core	CourseCode: 744401	TRAINING AND DEVELOPMENT	T	Credits:4	Hours:4
<b>Unit -I</b>					
<b>Objective 1</b>	To describe the Overview of training and development.				
<b>NATURE AND MEANING OF TRAINING AND DEVELOPMENT:</b>					
Training: Definition, Development: definition - Nature & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training					
<b>Outcome1</b>	Learners understand the knowledge of training and developing skills.				<b>K1</b>
<b>Unit II</b>					
<b>Objective 2</b>	To Analyze the assessment needs and develop learning objectives.				
<b>ASSESSING NEEDS AND DEVELOPING LEARNING OBJECTIVES</b>					
Need Assessment: Reasons, methods of data collection, criteria to be used to select a data gathering method General Features of adult learners; basic learning styles of participants; factors influencing the learning process Writing objectives: SMART objectives, ideas for writing objectives, task analysis					
<b>Outcome2</b>	Students demonstrate the assessment needs and enhance ideas for process of learning objectives.				<b>K3</b>
<b>Unit III</b>					
<b>Objective 3</b>	To know the training methods and develop training approaches				
<b>TRAINING METHODS</b>					
On-the-job and off-the-job technical training - Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise. Experiential learning techniques, audio visual aids - Training approaches to improve Productivity and quality - TQM, Quality Circles, KAIZEN.					
<b>Outcome3</b>	Students analyze the Principles of training method and apply to develop productivity.				<b>K4</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To Formulate the training programmes to identify skills.				
<b>DESIGNING AND CONDUCTING TRAINING PROGRAMMES</b>					
Conducting training programmes, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions - Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers-Management Development Programs and Techniques; Career Planning and Development.					
<b>Outcome4</b>	Learners design training programme to identifying skills and understand management development				<b>K6</b>
<b>Unit V</b>					
<b>Objective 5</b>	To evaluate the Purpose and benefits of training				
<b>EVALUATION OF THE TRAINING:</b>					
Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI – process and benefits.					
<b>Outcome5</b>	Students demonstrate the purpose and benefits of training				<b>K5</b>
<b>Suggested Readings</b>					
Biech, E. (2005). <i>Training for dummies</i> . Hoboken, NJ: Wiley Publishing Inc.					
Singh, P.N. (1996). <i>Training management development</i> . (4th ed.). Mumbai, India: Suchandra Publications.					
Hardingham, A. (1998). <i>Training essentials-psychology for trainers</i> . London, England: Chartered Institute of Personnel & Development.					
Joyce P., & Sills, C. (2010). <i>Skills in Gestalt counselling &amp; psychotherapy</i> , (2nd ed.). New Delhi, India: Sage Publications.					
Agochiya, D. (2002). <i>Every trainer's handbook</i> . New Delhi, India: Sage Publications					
Blanchard, N. P., & Thacker, J. W. (2009). <i>Effective training: systems, strategies and practices</i> . New Delhi, India: Pearson Education					
Lynton, R. P., & Pareek, U. (2013). <i>Training for Development</i> . (3rd ed.) New Delhi, India: Sage					

Publications					
Online resources					
<a href="https://www.apa.org/">https://www.apa.org/</a>					
<a href="https://study.com/psychology.html">https://study.com/psychology.html</a>					
<a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a>					
<a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>					
<a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>					
<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course designed by: Dr.J.Sujathamalini					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)		S(3)		M(2)	M(2)			M(2)
CO2	M(2)	L(1)	M(2)	S(3)	L(1)			L(1)		
CO3	M(2)	S(3)	L(1)		L(1)	M(2)	M(2)		M(2)	L(1)
CO4	M(2)	L(1)	M(2)	S(3)	L(1)	M(2)	M(2)		M(2)	
CO5	L(1)	M(2)		M(2)		1		M(2)	S(3)	
<b>W.AV</b>	<b>2</b>	<b>1.6</b>	<b>1</b>	<b>2.2</b>	<b>0.6</b>	<b>1.4</b>	<b>1.2</b>	<b>0.6</b>	<b>1.4</b>	<b>0.6</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	S(3)	M(2)		
CO2	M(2)			S(3)	M(2)
CO3		M (2)		L(1)	L(1)
CO4		L(1)	L(1)		
CO5		M(2)	L(1)		
<b>W.AV</b>	<b>0.6</b>	<b>1.6</b>	<b>0.8</b>	<b>0.8</b>	<b>0.6</b>

S –Strong (3), M-Medium (2), L- Low (1)

IV- Semester					
Core	CourseCode: 744402	PSYCHOLOGY AND DISABILITY STUDIES	T	Credits:4	Hours:4
<b>Unit –I</b>					
<b>Objective 1</b>	To identify the overview and concept of Disability studies.				
<b>Introduction to Disabilities:</b> Understanding Disability as mention by RPWD Act 2016 – Physical Disabilities- Definition, Nature and Characteristics – Prevalence – Etiological Factors – Biological Factors – Environmental Factors - Intellectual Disabilities ASD and LD- Mental Behaviour Disabilities due to Neurological Chronic Disorders- Definition, Nature and Characteristics – Prevalence – Etiological Factors – Biological Factors – Environmental Factors - Multiple Disabilities including Deaf Blindness- Definition, Nature and Characteristics – Prevalence – Etiological Factors – Biological Factors – Environmental Factors .					
<b>Outcome1</b>	Learners understand knowledge in the concept of disability studies and identify the types and characteristics of different disabilities			<b>K2</b>	
<b>Unit II</b>					
<b>Objective 2</b>	To demonstrate the National and International Policies and legislations of Different disabilities				
<b>National and International Policies and Legislations:</b> International Declarations – Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) - International Conventions – Convention against Discrimination (1960), United Nations Convention on Rights of Child (1989), UNCRPD 2006, INCHEON Strategy 2012, National Acts – IEDC 1974, RCI Act 1992, PWD Act 1995, National Trust Act 1999 - National Policies of Education 2017- RTE Act 2009 Amendment 2012 - National and State Policies on Disabilities- Universal Design (Accessible India Campaign)- Overview of RPWD Act and harmonization with UNCRPD.					
<b>Outcome2</b>	Students demonstrate the National and International Policies and generalize the overview of RPWD act.			<b>K1</b>	
<b>Unit III</b>					
<b>Objective 3</b>	To know the psychosocial issues and challenges and understand different disabilities.				
<b>Psychosocial Issues and Challenges:</b> Psychosocial Issues: Behavioural, Social, Emotional Problems of Sensory Disabilities - 3.2 Intellectual Disabilities, Neuro Developmental, Locomotor Disabilities, Learning Disabilities including ASD and ADD, ADHD – Attitude of family, Community, Peer Group, Teachers, Co-workers - Myths and Misconception and Social Practices- Psycho-Social Challenges – Exploitation, Delinquency, Child Labour and Child Abuse- Rights and Advocacy					
<b>Outcome3</b>	Learners identify the psycho social issues and critically analyzed the challenges of different disabilities			<b>K3</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	To enumerate the domains based assessment for children with disabilities				
<b>Assessment:</b> Domain Based Assessment- Clinical- Psychological – Behavioural and Functional Assessment Scales for Children with Disabilities -Intelligence test - Wechsler Intelligence scale for Children, Seguin Form Board Test, Bhatia Battery of Performance test - Vineland Social Maturity Scale, Gesell’s Developmental Schedule, ISHA, CARS, GLAD, BASIC – MR, BASAL - MR					
<b>Outcome4</b>	Students enhance the psychological testing and adapt the clinical setting of different disabilities.			<b>K3</b>	
<b>Unit V</b>					
<b>Objective 5</b>	To study the Guidance and Counseling in the field of disability studies.				
<b>Guidance and Counselling:</b> Guidance – Meaning and Definition - Areas of Guidance -Counselling- Meaning and Definition - Areas of Counselling -Role of psychologist in Disability Studies – Family Counselling – Gender Issues and Counseling - Marital Counselling – Trans disciplinary Approach in disability studies					
<b>Outcome5</b>	Learning guidance and counselling and apply knowledge in the field of different disabilities.			<b>K1</b>	
<b>Suggested Readings</b>					
Devaraj Wodeyar Hosahally,(2017). <i>Psychology Counseling An Interdisciplinary Approach</i> , Book Enclave Publications.					
Sujathamalini J and Ranganathan R (2018). <i>Training Children with Visual Impairment. Training Programme for Low Vision and Visual Impairment</i> . Amazon Publications. Printed in the USA.					
Sujathamalini J, (2004) <i>Mental Retardation: Education and rehabilitation services</i> ’. Discovery Publishers, New Delhi, 232 pages.					
<b>Online resources</b>					

<https://www.apa.org/>  
<https://study.com/psychology.html>  
<https://www.verywellmind.com/>  
<https://www.simplypsychology.org/>  
<https://www.britannica.com/science/psychology>

*K1- Remember*    *K2-Understand*    *K3-Apply*    *K4-Analyze*    *K5-Evaluate*    *K6-Create*

Course designed by: Dr.J.Sujathamalini

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)					L(1)		L(1)
CO2	M(2)	L(1)		L(1)		L(1)	M(2)	M(2)	S(3)	L(1)
CO3	L(1)	S(3)	S(3)		M(2)		L(1)		L(1)	M(2)
CO4	M(2)	S(3)	L(1)			M(2)		S(3)		L(1)
CO5	S(3)	L(1)	M(2)		L(1)				M(2)	M(2)
W.AV	2.2	2.0	1.6	0.2	0.6	0.6	0.6	1.2	1.2	1.4

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1		M(2)	L(1)		
CO2	L(1)	M(2)			
CO3	M(2)	S(3)			
CO4	M(2)	M(2)			
CO5	S(3)	M(2)			
W.AV	1.6	2.2	0.2		

S –Strong (3), M-Medium (2), L- Low (1)

Non Major Elective						
NME	Course Code	MINDFULNESS		T	Credits: 3	Hours: 3
<b>Unit –I</b>						
<b>Objective 1</b>	To understand the concept and definition of mindfulness					
<b>Mindfulness</b> – Concept & Definition - Principles of mindfulness, Mindfulness – Self Regulation and pre frontal cortex						
<b>Outcome1</b>	Students understand the scope of mindfulness based interventions for promoting mental health.				<b>K1</b>	
<b>Unit II</b>						
<b>Objective 2</b>	To Analyze the Mindfulness of body					
<b>Mindfulness of Body</b> – Importance of feeling the body – Mindfulness of the body- bodily sensations						
<b>Outcome2</b>	Learners demonstrate the Mindfulness of body				<b>K4</b>	
<b>Unit III</b>						
<b>Objective 3</b>	To describe the mindfulness of emotions.					
<b>Mindfulness of Emotions</b> - Emotions , neurobiology and thoughts, working with emotional intensity, mindfulness and self regulation – Empathy and brain – compassion						
<b>Outcome3</b>	Students analyze various mindfulness of emotions, neurobiology and thoughts, empathy and brain				<b>K1</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	To demonstrate the mindfulness and states of consciousness.					
<b>Mindfulness and states of consciousness:</b> Mindfulness of posture, breathing, – Self compassion and inner critic – forgiveness						
<b>Outcome 4</b>	Students understand the concepts of Mindfulness based on state of consciousness.				<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>	To know the concept of Mindfulness in daily life.					
<b>Mindfulness in daily life:</b> Mindfulness in daily life – Mindful walking, eating, listening, seeing, teaching, aging, creativity etc. , Interpersonal mindfulness						
<b>Outcome 5</b>	Learners design Mindfulness in day to day activities and enhance creativity. Questions:				<b>K6</b>	
<b>Suggested Readings</b>						
Boyce, B. (2011). <i>The mindfulness revolution</i> . Boston: Shambhala.						
Cayton, L. (2012). <i>The misleading mind</i> . California, USA: New World Library.						
Dena M.(1985) <i>Gardiner The Principles of Exercise Therapy</i> , CBS Publishers and Distributors.						
Devaraj Wodeyar Hosahally(2017) <i>Psychology Counselling An 1 Interdisciplinary Approach</i> , Book Enclave Publications.						
Jotsma J.Parvadia (2018) <i>Psycho Diagnostics</i> , Cyber Tech Publications.						
<b>Online resources</b>						
<a href="https://www.apa.org/">https://www.apa.org/</a>						
<a href="https://study.com/psychology.html">https://study.com/psychology.html</a>						
<a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a>						
<a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>						
<a href="https://www.britannica.com/science/psychology">https://www.britannica.com/science/psychology</a>						
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	
<b>Course designed by: Dr.J.Sujathamalini</b>						

### Course Outcome VS Programme Outcomes

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
CO1	<b>S(3)</b>	<b>S(3)</b>	<b>S(3)</b>							
CO2	<b>L(1)</b>	<b>S(3)</b>		<b>L(1)</b>						
CO3	<b>S(3)</b>	<b>S(3)</b>	<b>L(1)</b>	<b>M(2)</b>			<b>L(1)</b>			
CO4	<b>S(3)</b>	<b>L(1)</b>	<b>M(2)</b>							
CO5	<b>S(3)</b>	<b>S(3)</b>	<b>S(3)</b>	<b>S(3)</b>			<b>M(2)</b>	<b>L(1)</b>	<b>M(2)</b>	<b>M(2)</b>
<b>W.AV</b>	<b>2.6</b>	<b>2.6</b>	<b>1.8</b>	<b>1.2</b>			<b>0.6</b>	<b>0.2</b>	<b>0.4</b>	<b>0.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

### Course Outcome VS Programme Specific Outcomes

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
CO1	<b>M(2)</b>	<b>L(1)</b>			<b>M(2)</b>
CO2	<b>M(2)</b>	<b>M(2)</b>			
CO3	<b>L(1)</b>	<b>M(2)</b>			
CO4		<b>S(3)</b>	<b>L(1)</b>		
CO5	<b>M(2)</b>	<b>M(2)</b>	<b>M(2)</b>		<b>L(1)</b>
<b>W.AV</b>	<b>1.4</b>	<b>2</b>	<b>0.6</b>		<b>0.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**



<b>Non-Major Elective</b>					
<b>NME</b>	<b>Course Code</b>	<b>Introduction to Disabilities</b>	<b>T</b>	<b>Credits:2</b>	<b>Hours:3</b>
<b>Unit -I</b>					
<b>Objective 1</b>	To understand different terms – Impairment, Disability and Handicap				
Disabilities – Concept & Definition – Impairment, disability and Handicap Types of Disabilities as per RPwD Act					
<b>Outcome 1</b>	The student will be able to differentiate different terms – Impairment, Disability and Handicap				<b>K2</b>
<b>Unit II</b>					
<b>Objective 2</b>	To understand nature and concept of sensory disability and its intervention programmes				
Sensory Disability - Definition and Identification, Incidence and Prevalence, Characteristics, Causes and Prevention, Intervention and Educational Programmes.					
<b>Outcome 2</b>	The student will be able to understand sensory disability and educational intervention				<b>K3</b>
<b>Unit III</b>					
<b>Objective 3</b>	To understand the nature and concept of intellectual disabilities and its intervention programmes				
Intellectual Disability- Definition and Identification, Incidence and Prevalence, Characteristics, Causes and Prevention, Intervention and Educational Programmes.					
<b>Outcome 3</b>	The student will apply the knowledge on intellectual disabilities and its intervention programmes				<b>K2</b>
<b>Unit IV</b>					
<b>Objective 4</b>	To understand the nature and concept of physical disabilities and its intervention programmes				
Physical Disability- Definition and Identification, Incidence and Prevalence, Characteristics, Causes and Prevention, Intervention and Educational Programmes.					
<b>Outcome 4</b>	The student will be able to understand the physical disability and its intervention programmes				<b>K5</b>
<b>Unit V</b>					
<b>Objective 5</b>	To understand the nature and concept of Multiple disabilities and its intervention programmes				
Neurological and Multiple Disability- Definition and Identification, Incidence and Prevalence, Characteristics, Causes and Prevention, Intervention and Educational Programmes.					
<b>Outcome 5</b>	The student will be able to understand the nature and concept of multiple disabilities and its intervention programmes				<b>K6</b>

**Suggested Readings**

Disability affairs, (Dec 27, 2016), *THE RIGHTS OF PERSONS WITH DISABILITIES ACT*, 2016, Retrieved from, [www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf](http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf)-  
Hallahan & Kauffman *Exceptional Learners –Introduction to Special Education*, Eighth Edition, Pearson.

National Council of Educational Research and Training, (First Edition May 2015), *including Children With Special Needs Upper Primary Stage*, Retrieved from <http://www.ncert.nic.in/gpPDF/pdf/tiicsnups101.pdf>

**Online resources**

<https://www.apa.org/>

<https://study.com/psychology.html>

<https://www.verywellmind.com/>

<https://www.simplypsychology.org/>

<https://www.britannica.com/science/psychology>

<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Dr.J.Sujathamalini</b>					

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)				M(2)	S(3)			
CO2	L(1)	L(1)				M(2)		S(3)		
CO3	S(3)	M(2)	M(2)							
CO4	S(3)	M(2)	M(2)		S(3)					
CO5	M(2)	L(1)		M(2)	L(1)				L(1)	L(1)
<b>W.AV</b>	<b>2</b>	<b>1.6</b>	<b>0.8</b>	<b>0.4</b>	<b>0.8</b>	<b>0.8</b>	<b>0.6</b>	<b>0.6</b>	<b>0.2</b>	<b>0.2</b>

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)		S(3)		
CO2		L(1)	S(3)		L(1)
CO3	S(3)		L(1)	L(1)	
CO4	M(2)	M(2)	L(1)		M(2)
CO5	S(3)	M(2)	L(1)		M(2)
<b>W.AV</b>	<b>2</b>	<b>1</b>	<b>1.8</b>	<b>0.2</b>	<b>1</b>

S –Strong (3), M-Medium (2), L- Low (1)



## **EDUCATION CAMPUS**