

DKM COLLEGE FOR WOMEN  
(AUTONOMOUS)



DEPARTMENT OF PSYCHOLOGY

**SYLLABUS**

(With effect from 2021)

## **Programme Educational Objectives (PEO)**

Undergraduate of Psychology will

**PEO 1:** Furnish the students with necessary basic supplements in many areas of Psychology namely clinical, social, industrial, educational and counseling psychology in order to learn the theories and apply those in everyday interactions in the society to serve the one who seek support in psychological aspects.

**PEO 2:** Let the students to understand the aspects of life and to answer questions about why and how the people behave the way they do after learning the methodologies of knowing their cognition and social background.

## **Programme Outcomes (PO)**

On completion of B.Sc Psychology students are expected to

**PO1:** Identify human cognition and behavior that changes as society demands.

**PO2:** Recall the theoretical approaches of Psychology in order to pursue higher education in same stream

**PO3:** Classify the mental health problems of people within psychological structure in order to carry out treatments

**PO4:** Relate the societal demands tactically as they get trained in life skill developmental during their course of study.

**PO 5:** Prepare the students professionally by starting up own venture individually or as a team in various psychological sub fields.

**PO 6:** Render service in educational, industrial, clinical and counselling settings.

**DKM College For Women (Autonomous),Vellore-1**  
**Department of Psychology**  
**B.Sc Psychology- CBCS Pattern**

The Course of Study and the Scheme of Examination

S.No	Part	Study Components Course Title	Ins. Hrs/ Week	Credit	Title of the Paper	Maximum Marks		
						CIA	Univ Exam	Total
<b>Semester – I</b>								
1.	I	Language-I	6	4	Tamil/ Other language	25	75	100
2.	II	English-I	6	4	English	25	75	100
3.	III	Core Theory-I	5	4	Basic Psychology – I	25	75	100
4.	III	Core Theory-II	5	4	Developmental Psychology –I	25	75	100
5.	III	Allied-I	6	5	Research and Statistics in Psychology	25	75	100
6.	IV	EVS	2	2	Environmental Studies	25	75	100
			<b>30</b>	<b>23</b>		<b>150</b>	<b>450</b>	<b>600</b>
<b>Semester – II</b>								
1.	I	Language-II	6	4	Tamil/ Other Language	25	75	100
2.	II	English-II	4	4	English	25	75	100
3.	III	Core Theory-III	5	4	Basic Psychology – II	25	75	100
4.	III	Core Theory-IV	5	4	Developmental Psychology- II	25	75	100
5.	III	Allied-II	5	5	Educational Psychology	25	75	100
6.	IV	Value Education	3	2	Value Education		50	50
7.	IV	Soft Skills	2	1			50	50
			<b>30</b>	<b>24</b>		<b>125</b>	<b>475</b>	<b>600</b>
<b>Semester III</b>								
1.	I	Language-III	6	4	Tamil/ Other Language	25	75	100
2.	II	English-III	6	4	English	25	75	100
3.	III	Core Theory-V	4	4	Abnormal Psychology- I	25	75	100
4.	III	Core Theory-VI	4	4	Positive Psychology	25	75	100
5.	III	Allied-III	6	5	Organisational Psychology	25	75	100
6.	IV	SBS-I	2	2	Life Skills Education		50	50
7.	IV	NME-I	2	2	Psychology of Adjustment		50	50
			<b>30</b>	<b>25</b>		<b>125</b>	<b>475</b>	<b>600</b>
<b>Semester –IV</b>								
1.	I	Language-IV	6	4	Tamil/ Other Language	25	75	100
2.	II	English-IV	6	4	English	25	75	100

3.	III	Core Theory-VII	4	4	Abnormal Psychology-II	25	75	100
4.	III	Core Theory-VIII	4	4	Counselling and Guidance	25	75	100
5.	III	Allied-IV	6	5	Consumer Psychology	25	75	100
6.	IV	SBS-II	2	2	Stress Management	-	50	50
7.	IV	NME-II	2	2	Psychology of Health and Wellbeing	-	50	50
			<b>30</b>	<b>25</b>		<b>125</b>	<b>475</b>	<b>600</b>
<b>Semester V</b>								
1.	III	Core Theory-IX	6	4	Social Psychology-I	25	75	100
2.	III	Core Theory-X	6	4	Physiological Psychology	25	75	100
3.	III	Core Practical-I	6	4	Experimental Psychology	40	60	100
4.	III	Elective -I	5	3	School Counselling/ Cyber Psychology	25	75	100
5.	III	Elective-II	5	3	Environmental Psychology/ Learning Disabilities	25	75	100
6.	IV	SBS-III	2	2	Communicative skills	-	50	50
			<b>30</b>	<b>20</b>		<b>140</b>	<b>410</b>	<b>550</b>
<b>Semester VI</b>								
1.	III	Core Theory-XI	6	4	Social Psychology - II	25	75	100
2.	III	Core Theory-XII	6	4	Neuro Psychology	25	75	100
3.	III	Core Practical-II	6	4	Psychological Assessment	40	60	100
4.	III	Elective -III	5	3	Health Psychology/Sports Psychology	25	75	100
5.	III	Elective-IV	5	3	Psychology in HRM/ Project	25	75	100
6.	IV	SBS-IV	2	2	Interpersonal Skills	-	50	50
7.	V	Extension Activity	-	3		-	100	100
			<b>30</b>	<b>23</b>		<b>140</b>	<b>510</b>	<b>650</b>
			<b>180</b>	<b>140</b>		<b>805</b>	<b>2795</b>	<b>3600</b>

Note: Extra 1-3 credit for Internship Training at the end of the IV semester and Extra 1 – 3 credit for project at VI semester (optional).

## Consolidated statement

### B.Sc Psychology

<b>PART</b>	<b>SUBJECT</b>	<b>PAPERS</b>	<b>HOURS</b>	<b>CREDIT</b>	<b>TOTAL CREDITS</b>	<b>MARKS</b>	<b>TOTAL MARKS</b>
Part-I	Language	04	24	04	16	100	400
Part-II	English	04	22	04	16	100	400
Part-III	Allied(Odd Semester)	02	12	05	10	100	200
	Allied(Even Semester)	02	11	05	10	100	200
	Electives	04	20	03	12	100	400
	Core	12	60	04	48	100	1200
	Practical	02	12	04	08	100	200
Part-IV	Environmental Studies	01	02	02	02	100	100
	Soft skills	01	02	01	01	50	50
	Value Education	01	03	02	02	50	50
	Language and others/NME	02	04	02	04	50	100
	Skill based	04	08	02	08	50	200
Part-V	Extension Activities	01	-	03	03	100	100
	<b>Total</b>		<b>180 Hours</b>		<b>140 Credits</b>		<b>3600</b>

## BASIC PSYCHOLOGY-I

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
I		Core-I	05	75	04	60	15	04

### COURSE OBJECTIVE

In this course students are exposed to the general and basic concepts of Psychology

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Recall the history, scope of Psychology and the science behind.	K1- Remember
CO2	Identify sensation and the concept of perception	K2-Understand
CO3	Relate thinking process in reasoning, problem solving and decision making. Understanding and producing language.	K3-Apply
CO4	Compare the various theories of learning and apply it for learning process.	K3-Apply
CO5	Discover the process and types of memory and apply memory techniques to store the information effectively.	K3-Apply

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT-I****(15 HOURS)****INTRODUCTION**

Definition of Psychology-Historical Origin of Psychology- Psychology as Science-Methods of Psychology-Schools of Psychology-Branches of Psychology- Scope of Psychology

**UNIT-II****( 15 HOURS)****ATTENTION, SENSATION AND PERCEPTION**

Attention: Definition -Characteristics of attention-Factors influencing attention-Attention and the processing of information- Filter model.

Sensation: Definition-Sensitivity-Signal detection theory- Sensory Coding.

Perception: Definition- Characteristics-Principles of organization- Constancies – Errors in perception.

**UNIT- III****(15 HOURS)****THINKING**

Thinking: Definition-Thinking process-Reasoning-Problem Solving-Decision Making- Creative thinking-Stages in creative thinking-Critical thinking-Meaning of concepts-Concepts formation-Language-Development of Language-Component of language-Language and thoughts.

**UNIT-IV****(15 HOURS)****LEARNING**

Learning: Definition-Theories of learning-Associative learning: Classical conditioning-Operant Conditioning- Cognitive learning: Cognitive Maps-Latent learning-Insight learning-Observational learning-Trial and error learning.

**UNIT-V****(15 HOURS)****MEMORY**

Memory: Definition-Theories of memory- Process of memory- Sensory memory-Working memory-Kinds of memory, Constructive memory-Forgetting- Memory building techniques.

**Practicum: Experiments to be done on any topics from the syllabus.**

**Practicum Activities:**

Activities and experiments related to

- attention,
- problem solving,
- learning and
- Memory.

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year Of Publication
01	Morgan, Clifford.T., Richard.A.King., Weisz.R. John., John Schopler	Introduction to Psychology, 7 <sup>th</sup> Edition	TataMcGraw Hill	2001
02.	Micheal W.Passer & Ronald E.Smith	Psychology the science of mind and behavior, 3 <sup>rd</sup> Edition	TataMcGraw Hill	2007

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year Of Publication
02	Marx, Melvin.H	Introduction to Psychology-Problems, Procedures and principles.	MacMillan Publishing Co	1976
03	Hilgard.E.R., Atkinson.R.L., Atkinson.R.C	Introduction to Psychology	Harcourt Brace Jovanovich.Inc	1979

**WEB SOURCES:**

- <http://www.psychologydiscussion.net/notes/psychology-notes/attention-and-perception/notes-on-perception-meaning-organization-and-factors-psychology/1975>
- <https://www.coursera.org/learn/introduction-psychology/>
- <https://www.apstudynotes.org/psychology/outlines/chapter-6-learning/>
- <https://www.simplypsychology.org/memory.html>
- <https://www.edx.org/learn/psychology>

## **TEACHING METHODOLOGIES:**

- Discussion
- Buzz group formation
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## DEVELOPMENTAL PSYCHOLOGY-I

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
I		Core-II	05	75	04	60	15	04

### COURSE OBJECTIVE

This course helps the students to gain knowledge about the developmental changes happen throughout the life span in the body and mind of human being.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Discover the developments of prenatal period and its hazards.	K1-Remember
CO2	Identify the characteristics, physical development, speech development, emotional and social development, personality development and the hazards of infancy and babyhood period	K2-Understand
CO3	Sketch out the characteristics, physical, physiological, social ,moral development and hazards during early childhood	K3-Apply
CO4	Show the characteristics, emotional ,social skill, personality development ,happiness and hazards during late childhood	K3-Apply
CO5	Illustrate the physical, psychological changes and hazards during the puberty and adolescence, also knowing about the happiness in adolescence.	K3-Apply

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT-I****(15 HOURS)****PRE-NATAL PERIOD**

Human development- Havighurst's development tasks during the Life Span- Characteristics of the Prenatal Period- Conception and importance of Conception- Periods of Prenatal development-Attitude of Significant People-Hazards during the prenatal period.

**UNIT-II****(15 HOURS)****INFANCY AND BABYHOOD**

Characteristics of infancy-Major adjustment of infancy- Characteristics of infant –Hazards of infancy- Characteristics of babyhood- Physical development- Physiological functions-Muscle control- Speech development- Emotional behavior- Developments in socialization- Beginning of interest in play development of understanding- Beginning of modality- Sex role type- Family relationship- Personality development-Hazards in babyhood- Happiness in babyhood

**UNIT- III****(15 HOURS)****EARLY CHILDHOOD**

Characteristics of early childhood- Developmental tasks-Physical development- Physiological habits- Skills in early childhood- Improvement in speech- Emotions in early childhood- Socialization- Playing early childhood- Development of understanding-Moral development common interest- Sex role type- Family relations- Personality-Hazards in early childhood- Happiness in early childhood.

**UNIT-IV****(15 HOURS)****LATE CHILDHOOD**

Characteristics of late child-Physical development- Skills in late childhood-Improvement in speech-Emotions and emotional expressions- Social grouping and social behavior-Play interest and activities-Increase in understanding- Moral attitudes and behavior- Interest in late childhood- Sex role type- Changes in family relationship-Personality change- Hazards in late childhood- Happiness in late childhood.

**UNIT-V****(15 HOURS)****PUBERTY AND ADOLESCENCE**

Characteristics of puberty- Age of puberty- The puberty growth spurt- Body changes- Effects of puberty changes- Effects of deviant maturity- Source concern- Hazards of puberty- Unhappiness at puberty-Characteristics of adolescence- Developmental tasks- Physical changes-Emotionality- Social changes-Adolescent interest-Changes in modality-Approved sex role- Family relationships during personality changes- Hazards of adolescence- Happiness in adolescence.

**Practicum: Students have to carry out practical on any one developmental stages of life span based on the syllabus.**

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
01	Hurtlock.E	Developmental Psychology	TataMcGraw Hill	1980
02.	Papilia,DianeE., SallyWendos Olds	Human Development,9 <sup>th</sup> Edition	TataMcGraw Hill Publishing Co	2005

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
02	Shaffer,David.R	Development Psychology 4 <sup>th</sup> Edition	Brooks/Cole Publishing company	1993
03	Smith,Barry D.	Psychology Science and Understanding	TataMcGraw Hill	1998

**WEB SOURCES:**

- <https://www.coursera.org/learn/developmental-psychology>
- <https://www.edx.org/course/introduction-to-developmental-psychology-1>
- <https://www.cliffsnotes.com/study-guides/psychology/development-psychology>
- <https://www.sparknotes.com/psychology/psych101/development/section2/>
- <https://www.slideshare.net/mspambernardo/babyhood>

- <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-age-12/physical-development-age-1219>

### **TEACHING METHODOLOGIES:**

- Discussion
- Seminar
- Visual aids
- Role play
- Field visits

### **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## RESEARCH AND STATISTICS IN PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
I		Allied-I	06	90	05	75	15	05

### COURSE OBJECTIVE

This course gives an understanding of various statistical techniques in terms of their assumptions, interpretation and applications.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Recall the basics of research	K1-Remember
CO2	Discover the methods of data collection in order to make use of it during further studies.	K3- Apply
CO3	Recall the functions, scope and limitations of statistics	K1-Remember
CO4	Do data analysis and graphically represent the data.	K3- Apply
CO5	Compute quantitative analysis and also to find correlation between two variables.	K3- Apply

### Mapping with Programme Outcomes

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT-I****(15 HOURS)****INTRODUCTION TO RESEARCH - (Theory)**

Meaning- Definition- Objectives-Types of research- Characteristics of research-Steps in research process- Criteria of good research-Techniques involved in defining a research problem-Ethical Consideration in Psychological research.

**UNIT-II****(15 HOURS)****SAMPLING - (Theory)**

Population and Sample- Types of sampling: Probability and non probability sample- Sources of data collection: Primary data, Secondary data -Experimental method of data collection.

**UNIT-III****(20 HOURS)****INTRODUCTION TO STATISTICS - (Theory)**

Meaning of statistics- Definition-Functions and limitations of statistics –Discrete and continuous variables- Descriptive and inferential statistics.-Applications of statistics in Psychology

**UNIT-IV – (Theory and practical sums)****(20 HOURS)****DATA ANALYSIS**

Frequency distribution- Graphical representation of data- Types of Diagrams.

Measures of central tendency: Mean-Median-Mode- Computation, Uses and Application of mean, median, mode in Psychology

**UNIT-V– (Theory and practical sums)****(20 HOURS)****QUANTITATIVE ANALYSIS (Theory and Sums) AND CORRELATION (Theory)**

Measures of Variability: Range- Standard deviation-Computation, Uses and Application of range and standard deviation in Psychology

*Correlation:* Meaning- Types of Correlation: Positive-Negative-Zero correlation.

**Practicum: Students have to carry out a practical based on methods of data collection.**

**Practicum Activities:**

- Designing of questionnaire
- Data collection methods- interview, observation, questionnaire and other methods
- Data collection through Google forms.

**Distribution of Marks: Theory 75% and Problems 25%**

**TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
01	Arthur Aron, Elaine N. Aron, Elliot, J. Coups	Statistics for Psychology, 4 <sup>th</sup> edition	New Delhi: Pearson Education Inc	2006
02	S.K. Mangal	Statistics in Psychology and education, 2 <sup>nd</sup> edition	New Delhi: Prentice-Hall of India.	2002
03	C.R. Kothari & Gaurav Garg	Research Methodology methods and techniques, 3 <sup>rd</sup> edition	New Age International Publishers	2014

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
01	Gupta, S.P	Statistical methods	New Delhi: Sultan Chand and sons	2002
02	Frederick, J. Gravetter & Larry, B. Walluan	Essentials of Statistics for the Behavioural sciences, 2 <sup>nd</sup> edition	New York : West Publishing company	1993

**WEB SOURCES:**

- <https://www.udemy.com/introductory-statistics-part1-descriptive-statistics/>
- <https://www.edx.org/course/introduction-statistics-descriptive-uc-berkeleyx-stat2-1x>
- <https://www.udemy.com/statistics-for-psychology/>
- <https://sol.du.ac.in/mod/book/view.php?id=1317>
- <https://www.cliffsnotes.com/study-guides/statistics/sampling/populations-samples-parameters-and-statistics>
- <http://itfeature.com/statistics/primary-and-secondary-data-in-statistics>

- <https://econtutorials.com/blog/types-frequency-distribution/>
- <https://statistics.laerd.com/statistical-guides/asures-central-tendency-mean-mode-median.php>
- <https://stattrek.com/descriptive-statistics/variability.aspx>
- <http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>

## **TEACHING METHODOLOGIES:**

- Group test
- Assignments
- Model preparation
- Peer tutoring
- Seminar.

## **SYLLABUS DESIGNERS:**

### **01. Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

### **02.Ms.Aarthi.D**

*Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## BASIC PSYCHOLOGY-II

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
II		Core-III	05	75	04	60	15	04

### COURSE OBJECTIVE

In this course the students are exposed to the general and basic concepts of Psychology

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Demonstrate the theories of intelligence and carry out various tests for the measurement of the intelligence.	K3- Apply
CO2	Discover the theories of motivation, types of motives and frustration and conflicts of motives associated with human behavior.	K3- Apply
CO3	Relate the theories of emotions. Know about stress and apply effective coping techniques to overcome.	K3- Apply
CO4	Use the theories of personality and conduct various tests to measure personality.	K3- Apply
CO5	Interpret and measure the level of consciousness. Sketch out the stages of sleep and sleep disorders.	K3- Apply

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	S	S	S
CO2	S	S	S	S	S	S
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT-I (15 HOURS)**

**INTELLIGENCE**

Definition- Factors affecting intelligence- Types of intelligence-Theories of Intelligence: Two factor theory-Multifactor theory-Group factor theory- Guilford's model of intelligence- Triarchic theory- Theory of multiple intelligence- Measurement of intelligence- Testing for special aptitudes.

**UNIT-II (15 HOURS)**

**MOTIVATION**

Definition- Theories of motivation: Instinct theory- Drive theory- Arousal theory- Incentives theory- Need hierarchy theory- classification of motives- Biological motives, Psychological motives – Frustration and conflicts of motives.

**UNIT-III (15 HOURS)**

**EMOTIONS**

Definition- Theories of emotions: James Lange theory-Cannon-Bard theory- Schacter-Singer Two factor theory- Lazarus's Cognitive- Appraisal theory- Stress: Nature of stress- Stress cycles (Hans Selye)-Effects of stress- Coping with stress-Emotional intelligence and its components.

**UNIT-IV (15 HOURS)**

**PERSONALITY**

Determinants of Personality (Brief review) - Theories of personality: Type theories- early theories - Sheldon's theory- Eysenck's theory-Jung's theory- Trait theories: Allport –Cattells theory- Measurement of personality: Subjective methods- Objective methods- Projective techniques and tests.

**UNIT-V (15 HOURS)**

**CONSCIOUSNESS**

Fundamental processes- Active and passive roles of consciousness- Biological rhythms- Waking state of consciousness- Sleep and dreams- Hypnosis-Sleep disorder- Stages of sleep.

**Practicum: Experiments to be done on any topics from the syllabus.**

### Practicum Activities:

Activities and experiments related to

- intelligence,
- motivation,
- emotions,
- personality and
- Consciousness.

**Distribution of Marks: Theory 100% and Problems 0%**

### TEXT BOOKS:

S.No	Authors	Title	Publishers	Year Of Publication
01	Morgan, Clifford.T., Richard.A.King., Weisz.R. John., John Schopler	Introduction to Psychology, 7 <sup>th</sup> Edition	TataMcGraw Hill	2001
02.	Micheal W.Passer & Ronald E.Smith	Psychology the science of mind and behavior, 3 <sup>rd</sup> Edition	TataMcGraw Hill	2007

### REFERENCE BOOKS:

S.No	Authors	Title	Publishers	Year Of Publication
02	Marx, Melvin.H	Introduction to Psychology-Problems, Procedures and principles.	MacMillan Publishing Co	1976
03	Hilgard.E.R., Atkinson.R.L., Atkinson.R.C	Introduction to Psychology	Harcourt Brace Jovanovich.Inc	1979

### WEB SOURCES:

- <https://www.coursera.org/learn/introduction-psychology/>
- <https://www.edx.org/learn/psychology>
- <https://www.sparknotes.com/psychology/psych101/intelligence/section1/>
- <https://www.psychestudy.com/general/motivation-emotion/theories-motivation>
- <https://www.verywellmind.com/theories-of-emotion-2795717>
- <https://www.simplypsychology.org/personality-theories.html>
- <https://www.verywellmind.com/what-is-consciousness-2795922>

## **TEACHING METHODOLOGIES:**

- Discussion
- Buzz group formation
- Visual aids
- Seminar
- Assignments

## **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## DEVELOPMENTAL PSYCHOLOGY-II

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
II		Core-IV	05	75	04	60	15	04

### COURSE OBJECTIVE

This course helps the students to gain knowledge about the developmental changes throughout the life span in the body and mind of human being.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	List the characteristics of early adulthood and its personal, social, vocational, marital adjustments and hazards.	K1-Remember
CO2	Describe the characteristics of middle age and its personal, social adjustments and hazards.	K2-Understand
CO3	Classify the vocational and family adjustments during middle age and its hazards	K3-Apply
CO4	Show the characteristics of old age and the changes in their development, motor, mental abilities and its hazards.	K3-Apply
CO5	Sketch the family and vocational adjustments of old age, their living arrangements and its hazards.	K3-Apply

### Mapping with Programme Outcomes

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	M	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT-I** (15 HOURS)

**EARLY ADULTHOOD**

Characteristics of early adulthood- Developmental tasks- Changes in interest in adulthood- Social mobility- Sex role adjustment- Personal and social hazards of adulthood, intellectual development, vocational adjustment- Marital adjustment-Adjustment to parenthood- Adjustment to singlehood-Hazards of vocational and marital adjustment

**UNIT-II** (15 HOURS)

**MIDDLE AGE: PERSONAL AND SOCIAL ADJUSTMENT**

Characteristics of middle age- Developmental tasks-Adjustment to physical changes- Adjustment to mental changes- Social adjustment- Personal and social hazards- Changes to interest.

**UNIT-III** (15 HOURS)

**MIDDLE AGE: VOCATIONAL AND FAMILY ADJUSTMENT**

Vocational adjustment- Adjustment to changed family patterns- Marital hazards of middle age- Adjustments to singlehood-Adjustments to loss of a spouse- Adjustments to approaching old age- Vocational and marital hazards of middle age.

**UNIT-IV** (15 HOURS)

**OLD AGE: PERSONAL AND SOCIAL ADJUSTMENT**

Characteristics of old age- Developmental tasks- Adjustment to Physical changes- Change in motor abilities in old age- Changes in mental abilities in old age- Change in interest- Hazards to personal and social adjustment in old age.

**UNIT-V** (15 HOURS)

**OLD AGE: VOCATIONAL AND FAMILY ADJUSTMENT**

Vocational adjustment- Adjustment to retirement- Adjustment to change in family life in old age- Adjustment to singlehood-Vocational and family hazards of old age- Living arrangements for the elderly people.

**Practicum: Students have to carry out practical on any one developmental stages of life span based on the syllabus.**

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
01	Hurtlock.E	Developmental Psychology	TataMcGraw Hill	1980
02.	Papilia,DianeE., SallyWendos Olds	Human Development,9 <sup>th</sup> Edition	TataMcGraw Hill Publishing Co	2005

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
02	Shaffer,David.R	Development Psychology 4 <sup>th</sup> Edition	Brooks/Cole Publishing company	1993
03	Smith,Barry D.	Psychology Science and Understanding	TataMcGraw Hill	1998

**WEB SOURCES:**

- <https://www.coursera.org/learn/developmental-psychology>
- <https://www.edx.org/course/introduction-to-developmental-psychology-1>
- <https://www.cliffsnotes.com/study-guides/psychology/psychology/developmental-psychology-age-13-to-65/development-in-early--middle-adulthood>
- <https://www.cliffsnotes.com/study-guides/psychology/psychology/developmental-psychology-age-13-to-65/development-in-late-adulthood>

**TEACHING METHODOLOGIES:**

- Discussion and Seminar
- Visual aids
- Role play
- Field visits

**SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## EDUCATIONAL PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
II		Allied-II	06	90	05	75	15	05

### COURSE OBJECTIVE

This course gives knowledge about Psychology required in the field of education.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Remember the historical backgrounds and research works in educational psychology.	K1- Remember
CO2	Compare major theories related to education and various models of learning	K2-Understand
CO3	Know about the exceptional learners, their characteristics and the methodologies to train them.	K3-Apply
CO4	Apply social constructivist approaches in teaching.	K3-Apply
CO5	Understand the need for physical and positive environment for learning and applying it in classroom management.	K3-Apply

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	M	S	M	M	M
CO2	S	M	S	M	S	M
CO3	S	M	S	S	S	S
CO4	S	M	S	S	S	S
CO5	S	M	S	M	S	S

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

**UNIT- I****(15 HOURS)****INTRODUCTION**

Educational Psychology: Definition-Historical background- Effective teacher: Professional knowledge and skills, Commitment and motivation- Research methods in educational psychology.

**UNIT- II****(15 HOURS)****MAJOR THEORIES AND MODELS OF LEARNING**

Contemporary theories: Bronfenbrenner ecological theory, Erikson's life span development theory- Constructivist theory (J.Bruner)- Behaviorism learning: Classical conditioning, Operant conditioning- Experiential learning (C.Rogers)-Cognitive learning (Piaget and Vygotsky).

**UNIT-III****(20 HOURS)****EXCEPTIONAL LEARNERS AND TEACHING STRATEGIES**

Children with disabilities: Learning disabilities, Attention Deficit Hyperactive Disorder, Intellectual Disability, Physical disorder, Sensory disorder, Speech and language disorders, Autism Spectrum disorders, Emotional and behavioral disorder.

Gifted Children: Characteristics, educating gifted children

**UNIT-IV****(20 HOURS)****EFFECTIVE TEACHING PLAN AND TECHNOLOGY**

Planning and instruction: Instructional planning, timeframes, Teacher- Centered lesson planning and instruction, Learner- Centered lesson planning and instruction –Technology and education- Social constructivist approaches: Teacher and peers as joint contributors, structuring small group work.

**UNIT-V****(20 HOURS)****CLASSROOM MANAGEMENT AND ASSESSMENT**

Need of classroom management- Physical environment of the class room- Positive environment for learning- Good communicator- Dealing with problem behavior.

Assessment: Grading and reporting performance.

**Practicum: Application of psychological testing in education.**

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOK:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
01	SantrockW.John	Educational Psychology, 2 <sup>nd</sup> Edition	Tata McGrawHill, New York	2004

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
01	Charles.E.Skinner	Educational Psychology, 4 <sup>th</sup> Edition	New Delhi: Prentice Hall Inc.	1974
02	Morries Son	Psychological foundation of education ,2 <sup>nd</sup> Edition	Holt, Rinehart and Winston	1972

**WEB SOURCES:**

- <https://www.mooc-list.com/tags/educational-psychology>
- <https://www.slideshare.net/MashoriAyaz/contemporary-theories-in-educational-psychology>
- <https://www.slideshare.net/marielorabelle86/educational-psychology-teaching-exceptional-learners-by-marie-lorabelle-reboya>
- <https://www.slideshare.net/RabiaKazi/social-constructivist-approaches>
- [https://en.wikibooks.org/wiki/Contemporary\\_Educational\\_Psychology/Chapter\\_7:\\_Classroom\\_Management\\_and\\_the\\_Learning\\_Environment](https://en.wikibooks.org/wiki/Contemporary_Educational_Psychology/Chapter_7:_Classroom_Management_and_the_Learning_Environment).
- <https://courses.lumenlearning.com/educationalpsychology/chapter/major-theories-and-models-of-learning/>
- <https://www.britannica.com/science/pedagogy>
- <https://study.com/academy/topic/theories-of-educational-psychology.html>

## **TEACHING METHODOLOGIES:**

- Discussion
- Seminar
- Visual aids
- Role play
- Field visits

## **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## ABNORMAL PSYCHOLOGY-I

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
III		Core-V	04	60	03	45	15	04

### COURSE OBJECTIVE

This course gives knowledge about abnormalities in mental health to the students.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Remember the history and classification of mental disorder	K1
CO2	Discuss some of the evidence that is available concerning prevalence and causes of the disorders.	K2
CO3	Provide detailed description of the range of clinical problems and treatment of anxiety disorder.	K3
CO4	Provide detailed description of the range of clinical problems and treatment of somatoform and dissociative disorder	K3
CO5	Provide detailed description of the range of clinical problems and treatment of mood disorder and prevention of suicide	K3

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(10 HOURS)**

### **INTRODUCTION**

Definition - Historical Views: Ancient Times – Humanitarian Views – Twentieth Century Views – Prevalence and Incidence of Mental Disorders - Classifying Abnormal Behavior: DSM 5 and ICD 11- Scientific Research Approaches in Abnormal Psychology.

## **UNIT II**

**(10 HOURS)**

### **VIEWPOINTS AND CAUSAL FACTORS**

Viewpoints: Biological View Point-Psychodynamic viewpoint-Behavioural Viewpoint-Cognitive Behavioural View point-Humanistic viewpoint- Interpersonal View Point-Existential View point.

Casual Factors: Biological Casual Factors: Neurotransmitters and Hormonal Imbalance – Genetic Defects – Constitutional Liabilities – Brain Dysfunction – Physical Deprivation – Socio Cultural Casual Factors.

## **UNIT III**

**(10 HOURS)**

### **ANXIETY DISORDERS**

Definition of Anxiety Disorder: The Fear and Anxiety Response Patterns – DSM 5 Classification: Phobic Disorders – Panic Disorders – Generalized Anxiety Disorder – Obsessive Compulsive Disorder – PTSD – Clinical Features, Causal Factors, Treatments and Outcomes

## **UNIT IV**

**(15 HOURS)**

### **SOMATOFORM AND DISSOCIATIVE DISORDER**

Somatoform Disorders: Illness Anxiety Disorder, Somatization Disorder, Pain Disorder, Conversion Disorder- Clinical Features, Causal Factors, Treatments and Outcomes

Dissociative Disorder: Depersonalization Disorder, Dissociation Amnesia and Fugue, Dissociative Identity Disorder- Clinical Features, Causal Factors, Treatments and Outcomes

## **UNIT V**

**(15 HOURS)**

### **MOOD DISORDERS AND SUICIDE**

Unipolar Mood Disorders: Normal Depression - Mild to Moderate Depressive – Major Depressive Disorder - Bipolar Disorders: Cyclothymia Disorder – Bipolar Disorder I and II - Causal Factors, Treatment and Outcomes

Suicide: The Clinical Picture and the Causal Factors - Suicidal Ambivalence - Prevention of Suicide.

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

- Visit of psychiatry/Mental health hospital.
- Case discussions should be carried out on any one of the disorder
- Class group discussion on various disorders learnt
- Making use of YouTube videos to understand the disorders and do assignments.
- Interview of cases from the above list of disorders ( case history, MSE)
- Mental health in youth and creating awareness campaign ( videos, interactive session, street play, group discussion )

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Robert c, Carson, James N. Butcher, Susan Mineka, Jill M. Hooley	Abnormal Psychology and modern life(10 <sup>th</sup> Edition)	Pearson Education Service, New Delhi	2007
02	Irwin G. Sarason, Barbara Sarason	Abnormal Psychology	Prentice Hall publication, New Delhi.	2005

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	David H. Barlow and Durand V. Mark	Abnormal Psychology(2nd Edition)	Brooks \ Cole Publishing Co, New York	2000
02	Comer, R. J.	Abnormal Psychology.	Worth Publishers, New York	2015
03	Kring, A., Johnson, S., & Davison, G.	Abnormal psychology (12th edition.)	Hoboken,N.J, Wiley.	2013
04	Colemom J.C. Butcher J.N. and Carson B.C.	Abnormal Psychology and Modern Life(12 <sup>th</sup> edition)	Foresman and Company, Scot	2013
05	Sarason I.G. & Sarason B.R	Abnormal Psychology	Prentice Hall of India Pvt. Ltd. New Delhi.	2000

## **WEB SOURCES:**

- ❖ <https://opentext.wsu.edu/abnormalpsychology/chapter/module-1-1/>
- ❖ [https://books.google.co.in/books?id=KchTAAAACAAJ&dq=PDF+Robert+c,+Carson,+James+N.+Butcher,+Susan+Mineka,+Jill+M.+Hooley+Abnormal+psychology+and+modern+life\(10th+edition\)+Susan+Mineka,+Jill+M.+Hooley+Abnormal+psychology+and+modern+life\(10th+edition\)&hl=en&sa=X&ved=2ahUKEwipmtOt1q7qAhXNzDgGHXL-C2kQ6AEwAXoECAEQAg](https://books.google.co.in/books?id=KchTAAAACAAJ&dq=PDF+Robert+c,+Carson,+James+N.+Butcher,+Susan+Mineka,+Jill+M.+Hooley+Abnormal+psychology+and+modern+life(10th+edition)+Susan+Mineka,+Jill+M.+Hooley+Abnormal+psychology+and+modern+life(10th+edition)&hl=en&sa=X&ved=2ahUKEwipmtOt1q7qAhXNzDgGHXL-C2kQ6AEwAXoECAEQAg)
- ❖ <https://www.slideshare.net/mobile/dagorastos/psychiatric-disorders-history-classification-prevalence-comorbidity-epidemiology-presentation>
- ❖ <https://study.com/academy/topic/causal-factors-of-abnormal-psychology.html>
- ❖ <https://www.slideshare.net/mobile/Eclairsshubhra/causes-of-abnormal-behaviour>
- ❖ <https://courses.lumenlearning.com/abnormalpsychology/chapter/anxiety-disorders/>
- ❖ <https://www.slideshare.net/mobile/VershulJain1/anxiety-disorder-abnormal-psychology-68578575>
- ❖ [https://uh.edu/~psycp2/lecture\\_5\\_Dissociative.htm](https://uh.edu/~psycp2/lecture_5_Dissociative.htm)
- ❖ <https://www.slideshare.net/mobile/einelailuj/somatoform-and-dissociatives-disorders>
- ❖ [https://www.slideshare.net/mobile/Christian\\_Mike/mood-disordersandsuicide](https://www.slideshare.net/mobile/Christian_Mike/mood-disordersandsuicide)
- ❖ <https://www.brainscape.com/flashcards/chapter-7-mood-disorders-and-suicide-5660518/packs/8562418>

## **TEACHING METHODOLOGIES:**

- Discussion
- Presentation
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## POSITIVE PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
III		Core-VI	04	60	03	45	15	04

### COURSE OBJECTIVE

This course helps the student to have a positive aspect of human experience and make life worth living both at individual and societal level.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Summarize the history and goals of positive Psychology	K1
CO2	Distinguish living well at every stages of life	K2
CO3	Apply positive emotional states and process	K3
CO4	Apply positive cognitive states and analyse the changes in human behavior	K4
CO5	Create proactive behavior and positive environment	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(10 HOURS)**

### **INTRODUCTION TO POSITIVE PSYCHOLOGY**

Definition and Goals of Positive Psychology-Eastern and Western Perspective on Positive Psychology - Classification and Measure of Human Strengths: Gallup's Clifton Strengths Finder, via Classification of Strength, Search institute's 40 Developmental Assets - Positive Outcome.

## **UNIT II**

**(10 HOURS)**

### **POSITIVE PSYCHOLOGY IN CONTEXT**

Developing Strengths and Living Well in a Cultural Context- Living Well at Every Stage of Life: Resilience in Childhood, Positive Youth Development, Life Task of Adulthood, Successful Aging.

## **UNIT III**

**(10 HOURS)**

### **POSITIVE EMOTIONAL STATES AND PROCESS**

Principles of Pleasure: Understanding Positive Affects – Positive Emotions – Happiness and Wellbeing – Marking the most of Emotional Experiences: Emotional Focused Coping-Emotional Intelligence - Socio-Emotional Electivity and Emotional Story Telling – Emotional Contagion.

## **UNIT IV**

**(15 HOURS)**

### **POSITIVE COGNITIVE STATES AND CHANGING HUMAN BEHAVIOUR**

Seeing Future through Self-Efficacy – Optimum and Hope – Wisdom and Courage – Mindfulness Blow and Spirituality - Balanced Conceptualization of Mental Health and Behavior– Positive Therapy

## **UNIT V**

**(15 HOURS)**

### **PROSOCIAL BEHAVIOUR AND POSITIVE ENVIRONMENT**

Empathy and Egotism: Portals to Altruism- Gratitude and Forgiveness- Attachment- Love and Flourishing Relationship.

Positive Environment: Positive Schooling- Gainful Employment and Building Better Communities- Interceding to Prevent the Bad and enhance the Good

Mental Health- Future Trends of Positive Psychology- Current Research in Positive Psychology

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

- Life enhancement strategies for positivity
- Personal mini-experiments
- Positivity through motivational videos and movies
- Analysis of one's character strength and virtues
- Activities-Radom act of kindness, making ones happiness curve of life

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	C.R Synder, Shanej, Lopez	Positive Psychology – scientific and practical Exploration of Human strength	Sage publication	2007
02	Baumgardner, S. R., & Crothers, M. K.	Positive Psychology	Prentice Hall/Pearson Education	2009

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Carr, A.	Positive psychology: The science of happiness and human strengths	Routledge.	2011
02	Joseph, S. (Ed.)	Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life.	John Wiley & Sons, NJ	2015
03	Kumar, U , Archana&Prakash, V.	Positive Psychology: Applications in Work, Health and Well-being.	Pearson ,New Delhi	2015
04	Snyder, C.R., & Lopez, S.J.	Positive Psychology: The scientific and practical explorations of human strengths	Sage Publications Inc, Thousand Oaks, CA	2007
05	Peterson,.C.	Primer in Positive Psychology	Oxford University Press, New York	2006

## **WEB SOURCES:**

- ❖ <https://nptel.ac.in/courses/109/102/109102157/>
- ❖ <https://positivepsychology.com/positive-psychology-an-introduction-summary/>
- ❖ <https://positivepsychology.com/positive-psychology-and-mental-health/>
- ❖ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271/>
- ❖ [https://www.researchgate.net/publication/274911182\\_Chapter\\_1\\_Resilience\\_in\\_Adulthood\\_and\\_Later\\_Life\\_What\\_Does\\_it\\_Mean\\_and\\_Where\\_Are\\_We\\_Heading](https://www.researchgate.net/publication/274911182_Chapter_1_Resilience_in_Adulthood_and_Later_Life_What_Does_it_Mean_and_Where_Are_We_Heading)
- ❖ <https://positivepsychology.com/emotional-intelligence-eq/>
- ❖ <https://www.coursehero.com/file/19631606/Chapter-6-The-Principles-of-Pleasure/>
- ❖ [www.academicjournal.com](http://www.academicjournal.com) ,Volume 2; Issue 6; November 2017; Page No. 274-276  
,Subjective wellbeing: Significance of hope and optimism
- ❖ <http://lib.unika.ac.id/index.php?p=fstream-pdf&fid=2488&bid=5115>
- ❖ <https://www.msuniv.ac.in/Download/Pdf/08214f39719c45b>.

## **TEACHING METHODOLOGIES:**

- Discussion
- Lecture method
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## ORGANISATIONAL PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
III		Allied-III	06	90	05	75	15	05

### COURSE OBJECTIVE

This course gives an understanding about the aims and scope of Psychology in Organisational Context

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Recall the historical background of Organisational Psychology	K1
CO2	Discuss the importance of job attitude and motivation at workplace	K2
CO3	Understand the need for communication and development in an organization	K2
CO4	Interpret the individual and group behaviour needed to survive in an organization	K3
CO5	Apply coping techniques to manage workplace stress.	K3

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

*S- Strong M-Medium L-Low*

## **UNIT I**

**(15 HOURS)**

### **INTRODUCTION**

Definition-Evolution of Organisational Psychology-Nature and Scope of Organisational Psychology- Subfields of Organisational Psychology-Employment of Organisational Psychology - Challenges of Organisational Psychology

## **UNIT II**

**(15 HOURS)**

### **JOB ATTITUDE AND MOTIVATION**

Job Attitudes: Sources and Outcomes of Job Satisfaction- Sources and Outcomes of Organizational Commitment.

Motivation: Meaning - Process of Motivation-Motives of motivation-Content Theories of Motivation: Maslow's Hierarchy Theory, McGregor Theory X and Y, Herzberg's Two Factor Theory and Alfred's ERG Theory

## **UNIT III**

**(20 HOURS)**

### **ORGANISATIONAL COMMUNICATION AND DEVELOPMENT**

Communication: Definition-Nature of communication- Process of Communication –Levels of Communication- Types of Communication- Improving Employee Communication Skills.

Organisational Development: Process-Types of OD interventions: Structural intervention: MBO, Quality Circle, TQM, Quality Work Life

## **UNIT IV**

**(20 HOURS)**

### **INDIVIDUAL DIFFERENCES AND GROUP DYNAMICS**

Individual Differences: Personality- Big Five Personality traits –Ability: Intelligence, Physical Abilities and Social Skills.

Group Behaviour: Meaning- Types of Group – Stages of Group Development- Process of Group Decision Making- Techniques of Group Decision Making-Dysfunctions of Groups and Teams- Ways To Enhance Team Effectiveness

## **UNIT V**

**(20 HOURS)**

### **OCCUPATIONAL HEALTH**

Conflict- Levels of Workplace Conflict: Intraindividual conflict-Interpersonal conflict- Intergroup conflict- Organisational conflict-Workplace Stress due to conflict- Other Sources of Workplace Stress- Effects of Workplace Stress to the Employees: Physical, Psychological and Behavioral- Coping Strategies to manage Workplace Stress.

**Practicum:**

(Note: Minimum of any two practicum should be carried out)

- Application of Psychological Assessment in Organisational Psychology: Job Satisfaction, Dexterity Test, Emotional Intelligence and Achievement Motivation
- Applications of any OD interventions
- Activities to enhance communication and team building.
- Survey on work life balance, occupational stress.

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Luthans, F.	Organizational Behavior: An Evidenced based approach.(13 <sup>th</sup> Edition)	Sage Publications New Delhi.	2011
02.	Robbins, Stephen P.,Judge,A.Timothy and Neharika Vohra	Organisationalbehaviour (18 <sup>th</sup> Edition)	Pearson Education,Inc,New Delhi	2019

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Schultz, D and Schultz, S.E	Psychology and Work Today(10 <sup>th</sup> Edition)	Pearson Education Inc,New Delhi	2006
02	Muchinsky, P. M., & Culbertson, S. S.	Psychology applied to work	Hypergraphic Press, Summerfield, NC	2016
03	Eugene McKenna	Business Psychology and Organizational Behaviour, (5 <sup>th</sup> edition)	Psychology Press, Distributed by I K International Pvt. ltd, New Delhi.	2012
04	Aamodt, M. G	Industrial/Organizational psychology: An applied approach	CengageLearning,Boston	2016
05	Khanka, S. S.	Organizational Behaviour, (2 <sup>nd</sup> Edition).	S. Chand and Co,New Delhi	2002

## WEB SOURCES:

- ❖ [https://bdpad.files.wordpress.com/2015/05/fred-luthans-organizational-behavior\\_-\\_an-evidence-based-approach-twelfth-edition-mcgraw-hill\\_irwin-2010.pdf](https://bdpad.files.wordpress.com/2015/05/fred-luthans-organizational-behavior_-_an-evidence-based-approach-twelfth-edition-mcgraw-hill_irwin-2010.pdf)
- ❖ <https://www.slideshare.net/artistramakrishna/05-orgnl-dev-interventions>
- ❖ [https://books.google.co.in/books?id=wfIXd6pDZ9kC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=wfIXd6pDZ9kC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- ❖ <https://sites.google.com/a/g.rit.edu/auknotes/industrial-organizational-psychology>
- ❖ <http://library1.ue-varna.bg:7480/ft/KNG/R0032391.PDF>
- ❖ [https://books.google.co.in/books?id=hZOV01quO0C&printsec=frontcover&dq=industrial+and+organizational+Psychology&hl=en&sa=X&ved=0ahUKEwi12\\_iIos7lAhWE\\_XMBHY13BDkQ6AEIVzAG#v=onepage&q=industrial%20and%20organizational%20Psychology&f=false](https://books.google.co.in/books?id=hZOV01quO0C&printsec=frontcover&dq=industrial+and+organizational+Psychology&hl=en&sa=X&ved=0ahUKEwi12_iIos7lAhWE_XMBHY13BDkQ6AEIVzAG#v=onepage&q=industrial%20and%20organizational%20Psychology&f=false)
- ❖ <https://online.csp.edu/blog/business/understanding-work-stress>
- ❖ [https://books.google.co.in/books?id=Y3WACgAAQBAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=Y3WACgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

## TEACHING METHODOLOGIES:

- Discussion through case study
- Secondary sources (Articles, journals)
- Visual aids
- Assignment and Seminar

## SYLLABUS DESIGNERS:

### **01.Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology  
DKM College for Women (Autonomous).*

### **02.Ms.Aarthi.D**

*Assistant Professor of Psychology  
DKM College for Women (Autonomous).*

## LIFE SKILLS EDUCATION

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
III		SBS-I	02	30	01	15	15	02

### COURSE OBJECTIVE

This course gives the knowledge about life skills which helps the students to deal effectively with the demands and challenges of life.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Define life skill and list the roles played by various organizations.	K1
CO2	Interpret the various theories related to life skills	K2
CO3	Understand and apply life skills in day today life	K3
CO4	Analyse and find new ways of thinking and problem solving.	K4
CO5	Plan training programs and develop qualities of effective trainer	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT I****(6 HOURS)****MEANING AND CONCEPT OF LIFE SKILL**

Definition – Purpose-Definition of life skill by WHO, UNICEF, UNFPA and UNESCO-Origin and Development of Life Skill Education-Contribution of Various Agencies.

**UNIT II****(6 HOURS)****THEORIES OF LIFE SKILL**

Application of Social Learning Theory in life skill - The Theory of Looking Glass Self-Theory of Self-Theory of Human Mind-Theory of the Definition of the Situation-Theory of Collective Representation.

**UNIT III****(6 HOURS)****CLASSIFICATION OF PSYCHOLOGICAL SKILLS**

Mother Skills: Self Awareness and Empathy-Survival Skills: Interpersonal Relation and Communication–Thinking Skills: Critical Thinking and Creative thinking

**UNIT IV****(6 HOURS)****NEGOTIATING AND COPING SKILLS**

Negotiating Skills: Decision Making and Problem Solving-Coping Skills: Coping with Emotion and Coping with Stress

**UNIT V****(6 HOURS)****TRAINING SKILLS**

Definition-Major Components-Purpose and Importance- Methods of Training: Training Based on Objectives-Approach and Structure- Stages of Training Program-Variou Training Techniques–Qualities of effective trainer-Cognitive, Social and Personal skills.

**Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Games and Activities conducted related to life skill training.
- Themes of the activities are pertaining to interpersonal relationship, creativity, critical thinking and decision making, self-analysis, problem solving, empathy, time management, self identity, self reflection, confidence building, assertiveness

**Distribution of Marks: Theory 100% and Problems 0%**

## TEXT BOOKS:

S.No	Authors	Title	Publishers	Year of Publication
01	V.Rajasenannair	Life Skill And Personality And Leadership	RGNIYD Sriperumbudur.	2010
02	Agochia.D	Every Trainers Hand Book	Sage Publications, New Delhi:	2003

## REFERENCE BOOK:

S.No	Authors	Title	Publishers	Year of Publication
01	Dr.A.R.Saravan akumar	Life Skills Education through lifelong learning	Lulu Publications, United States	2020

## WEB SOURCES:

- ❖ <https://books.google.co.in/books?id=kInTDwAAQBAJ&pg=PA174&dq=life+skills+education+in+psychology&hl=en&sa=X&ved=2ahUKEwjZIJbU6MfqAhU76XMBHehtBR AQ6AEwAnoECAEQAg#v=onepage&q=life%20skills%20education%20in%20psychology&f=false>
- ❖ <https://www.slideshare.net/adarshmistry/concept-of-life-skills>
- ❖ [https://swayam.gov.in/nd2\\_cec20\\_ed20/preview](https://swayam.gov.in/nd2_cec20_ed20/preview)
- ❖ <https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/>
- ❖ <https://educationaltechnology.net/social-learning-theory-albert-bandura/>
- ❖ <https://www.slideshare.net/deepachitravel/life-skills-39480615>
- ❖ <https://www.linkedin.com/pulse/life-skills-soft-makes-you-better-vivekanand-nalla-lion-2500->
- ❖ <https://www.slideshare.net/SEBINCHACKO1/negotiation-types-preparation-of-negotiation>
- ❖ <https://my.clevelandclinic.org/health/articles/6392-stress-coping-with-lifes-stressors>
- ❖ <https://www.slideshare.net/raghu4all/life-skills-training-program>
- ❖ <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.ijser.org/researchpaperPsychological-explanation-of-the-importance-of-life-skills-training-programs-applications-and-challenges-facing-to->

## **TEACHING METHODOLOGIES:**

- Discussion
- Games
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## PSYCHOLOGY OF ADJUSTMENT

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
III		NME-I	02	30	01	15	15	02

### COURSE OBJECTIVE

This course gives knowledge about benefits of adjustments in relationship.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	State the basics of adjustment	K1
CO2	Understand the behaviours and adjustment needed during adolescence	K2
CO3	Discuss the course of romantic love	K2
CO4	Determine the essential marital adjustment	K2
CO5	Outline the challenges prevailing in the workplace	K2

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

*S- Strong M-Medium L-Low*

**UNIT I (6 HOURS)**

**DYNAMICS OF ADJUSTMENT**

Meaning- Nature of adjustment-Process of Adjustment –Models of Adjustment-Maladjustment: Symptoms-Adjustment mechanisms (Coping behaviours)-The Roots of Happiness

**UNIT II (6 HOURS)**

**ADJUSTMENT DURING ADOLESCENCE**

Definition-Physical Development- Learning to Adapt with Physical Changes-Emotional Adjustment-Social Adjustment- Friendship -Peer Group Influences –New Social Grouping.

Personality Traits during Adolescence- Sources for Personality Development-Family adjustment.

**UNIT III (6 HOURS)**

**ADJUSTMENT DURING ADULTHOOD**

Love- Factors influencing Initial encounter- Proximity, Familiarity, Physical attraction- Romantic love- Triangular theories of Love- The Course of romantic love- Loneliness: Sources- Ways to cope up with loneliness.

**UNIT IV (6 HOURS)**

**ADJUSTMENT AS A FAMILY**

Adjustment during Family Life Cycle-Marital adjustment- Vulnerable Areas in Marital Adjustment - Divorce - Causes -Adjusting to Divorce- Alternatives to Marriage: Remaining Single- Cohabitation- Gay Relationship

**UNIT-V (6 HOURS)**

**ADJUSTMENT AT THE WORKPLACE**

Work Place Trends- The Changing Work Force – Sources of Organisational Hazards: Job Stress- Sexual Harassments-Unemployment –Workaholism.

Coping with Organizational Hazards: Work Life Balance-Leisure and Recreation

**Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Discussion of real life experiences of successful adjustments made by people
- Reflective exercises to understand personal strengths and weaknesses in relation to family life.
- Relaxation techniques to cope up with occupational stress
- Time management work sheet to balance work and life

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Wayne Weiten, Margret A. Lloyd.	Psychology Applied to modern Life: (7 <sup>th</sup> Edition).	Thompson Wadsworth, Singapore	2004
02	Crisp, R.J. and Turner, R.N	Essential Social Psychology.	Sage Publications New Delhi	2007

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Eastwood Atwater	Psychology for Living: Adjustment, Growth, and Behavior Today (5th Edition)	Prentice Hall College Division.	2001
02	Olson, D. H., DeFrain, J., &Skogrand, L.	Marriages and Families: Intimacy, Diversity and Strengths	McGraw Hill: New York.	2018

**WEB SOURCES:**

- <https://booklibrarian.com/bookfile/readonline.php?book=psychology-applied-to-modern-life-adjustment-in-the-21st-century>
- <https://www.slideshare.net/shashipanghalvmlg/adjustment-75811195#:~:text=Adjustment%20is%20a%20compromise%20between,society%20in%20which%20he%20lives.&text=Adjustment%20is%20a%20continuous%20process,between%20himself%20and%20his%20environment.>

**TEACHING METHODOLOGIES:**

- Discussion
- Case Analysis
- Visual aids
- Assignment and Seminar

**SYLLABUS DESIGNER:****Mrs.R.SafinaSelva***Head and Assistant Professor of Psychology**DKM College for Women (Autonomous)*

## ABNORMAL PSYCHOLOGY-II

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
IV		Core-VII	04	60	03	45	15	04

### COURSE OBJECTIVE

This course gives the knowledge about abnormalities in mental health to the students

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Provide detailed description of the range of clinical problems and treatment of schizophrenia	K3
CO2	Provide detailed description of the range of clinical problems and treatment of personality disorders	K3
CO3	Provide detailed description of the range of clinical problems and treatment of addiction disorders	K3
CO4	Provide detailed description of the range of clinical problems and treatment of sexual and disorders of childhood and adolescents	K3
CO5	Analyse some of the ways in which the mental orders can be assessed and treated.	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	S	S	S
CO2	S	S	S	S	S	S
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(12 HOURS)**

### **SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDER**

Schizophrenia: Subtypes - Positive and Negative Symptoms –Clinical Features, Causes, Treatment, Outcomes. Psychotic disorder: Schizoaffective disorder- Schizophreniform-Delusional Disorder – Clinical Features, Causes, Treatment and Outcomes.

## **UNIT II**

**(12 HOURS)**

### **PERSONALITY DISORDERS**

Personality Disorder: Types: Cluster A, B, C –Clinical Features, Causes, Treatment and outcomes. Antisocial Personality disorder and Psychopathy: Clinical Features, Causes, Treatment and outcomes.

## **UNIT III**

**(12 HOURS)**

### **ADDICTION DISORDERS**

Alcohol Abuse and Dependence: Alcohol Abuse and Dependence - Clinical Features, Causes, Treatment and outcomes. Drug Abuse and Drug Dependence: Opium and its derivatives (Narcotics) - Cocaine and Amphetamines (stimulants) - Barbiturates –LSD, Marijuana - caffeine and Nicotine - Other Addictive Disorder: Hyperobesity

## **UNIT IV**

**(12 HOURS)**

### **SEXUAL VARIANTS AND NEURODEVELOPMENTAL DISORDER**

Sexual variants: The Paraphilias - Clinical Features, Causes, Treatment and outcomes.

Gender Identity Disorder - Sexual Abuse - Sexual Dysfunctions - Causes and Treatment of Sexual Dysfunctions.

Neuro Developmental Disorder: ADHD-Disruptive-Impulsive Control-Conduct Disorder-Bipolar Disorder (Childhood) -Anxiety-Depression (Children and Adolescents) - Clinical Features, Causes, Treatment and Outcomes.

## **UNIT V**

**(12 HOURS)**

### **ASSESSMENT, PREVENTION AND TREATMENT**

Assessment: Clinical Assessment - Psychosocial Assessment - The Integration of Assessment Data. Psychological Approach to Treatment: Psychodynamic Therapy - Behaviour Therapy – Cognitive Behavioral Therapies, Humanistic and Experiential Therapy - Family and Marital Therapy - Eclectism and Integration.

**Practicum:**

(Note: Minimum of any two practicum should be carried out)

- Visit of psychiatry/Mental health hospital
- Case Studies to be done on the discussed disorders and report to be submitted.
- Class group discussion on the various disorders learnt
- Making use of YouTube videos to help understand the disorders and do assignments.
- Interview of case from the above list of disorders ( case history, MSE)
- Mental health in youth and creating awareness campaign ( videos, interactive session, street play, group discussion )

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Robert c, Carson, James N. Butcher, Susan Mineka, Jill M. Hooley	Abnormal psychology and modern life(10 <sup>th</sup> edition)	Pearson Education, New Delhi	2007
02	Irwin G. Sarason, Barbara Sarason	Abnormal psychology	Prentice Hall publication, New Delhi	2005

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	David H. Barlow and Durand V. Mark	Abnormal psychology( 2nd Edition)	. New York: Brooks \ Cole Publishing Co	2000
02	Comer, R. J.	Abnormal Psychology.	Worth Publishers. New York	2015
03	Kring, A., Johnson, S., & Davison, G.	Abnormal psychology (12th edition.)	Hoboken, N.J.: Wiley.	2013
04	Colemom J.C. Butcher J.N. and Carson B.C.	Abnormal Psychology and Modern Life(12 <sup>th</sup> edition)	Foresman and Company, Scot	2013
05	Sarason I.G. & Sarason B.R	Abnormal Psychology	Prentice Hall of India Pvt. Ltd. New Delhi.	2000

## **WEB SOURCES:**

- ❖ <https://courses.lumenlearning.com/boundless-psychology/chapter/schizophrenia-spectrum-and-other-psychotic-disorders>
- ❖ [http://www.brainm.com/software/pubs/books/Abnormal\\_Psychology-NeuroPsychoSocial.pdf](http://www.brainm.com/software/pubs/books/Abnormal_Psychology-NeuroPsychoSocial.pdf)
- ❖ <http://www.mccc.edu/~jenninh/Courses/documents/lecture16-abnormal-Fulltext.pdf>
- ❖ <https://www.mayoclinic.org/diseases-conditions/personality-disorders/symptoms-causes/syc-20354463>
- ❖ <https://www.blackwellpublishing.com/intropsych/pdf/chapter15.pdf>
- ❖ [http://archive.mu.ac.in/myweb\\_test/TYBA%20study%20material/T.Y.B.A.%20-%20Paper%20-%20V%20-%20Abnormal%20Psychology.pdf](http://archive.mu.ac.in/myweb_test/TYBA%20study%20material/T.Y.B.A.%20-%20Paper%20-%20V%20-%20Abnormal%20Psychology.pdf)
- ❖ <https://www.slideshare.net/mobile/VershulJain1/addictive-disorder-abnormal-psychology>
- ❖ <https://opentext.wsu.edu/abnormal-psych/chapter/module-11-substance-related-and-addictive-disorders/>
- ❖ <https://www.studyblue.com/notes/note/n/chapter-11-sexual-variants-abuse-and-dysfunctions/deck/14558731>
- ❖ <https://opentext.wsu.edu/abnormal-psych/chapter/module-3-clinical-assessment-diagnosis-and-treatment/>

## **TEACHING METHODOLOGIES:**

- Discussion
- Case study analysis
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## COUNSELLING AND GUIDANCE

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
IV		Core-VIII	04	60	03	45	15	04

### COURSE OBJECTIVE

Students will learn the basic principles of Counselling and develop insight in different fields of counselling.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Define and list the nature, related fields and scopes of counselling	K1
CO2	Describe the different lines of approaches to counselling	K2
CO3	Demonstrate the counselling process and skills of a counsellor	K3
CO4	Relate the role of counsellor in educational and career focus	K3
CO5	Emphasize the importance of counselling of special groups	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(12 HOURS)**

### **INTRODUCTION**

Definitions of Counselling - Important Periods in Development of Counselling - The Potential of Man – Counselling and Psychotherapy - Counselling and Related Fields – Counselling as Helping Relationships – Counselling as a Solution to Human Problems –Counselling for contemporary issues.

## **UNIT II**

**(12 HOURS)**

### **APPROACH TO COUNSELLING**

The Cognitive Approach - Psychoanalytical Approach -Humanistic Approach- Behaviouristic Approach – Existential Approach - The Eclectic Approach.

## **UNIT III**

**(12 HOURS)**

### **THE COUNSELLING PROCESS**

Preparation for Counselling –Counselling Process – Counselling Interaction- Variables Affecting the Counselling Process- Counsellor Skills - Portrait of an Effective Counsellor- Counsellor Factors.

## **UNIT IV**

**(12 HOURS)**

### **EDUCATIONAL AND CAREER GUIDANCE**

Guidance Needs Related to Education- Aptitudes and Interests - Guidance at School Level – Guidance towards Life Goals – Career Guidance – Career Development - Career Counselling Process -Exploration and Contract Setting- The State of Critical Decision.

## **UNIT-V**

**(12 HOURS)**

### **COUNSELLING OF SPECIAL GROUPS**

Relationship Counselling - Counselling Women – Counselling Older Adults - Poly substance abuse – Counselling in Work Place issues – People with Aids – Counselling with Differently abled and their Caregivers - People in Poverty - Counselling Relating to Identify Issues – People Prone to Suicide – Social Network Addiction , Crisis intervention counseling-

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

- Experiential activities for counselling skills ( group setting)
- Analysis of movies and case studies for various themes of counselling
- Application of Psychological test used in educational and career counselling
- Demonstration, case study, documentation to enhance counselling skills.

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

No	Authors	Title	Publishers	Year of Publication
01	Narayan Rao	Counselling Psychology(3 <sup>rd</sup> Edition)	Tata McGraw- Hill Publishing Company Ltd., New Delhi	2013
02	Gibson L Robert & Mitchell H Marianne	Introduction to Counselling and Guidance( 6 <sup>th</sup> Edition)	Pearson Education, New Delhi.	2003

**REFERENCE BOOKS:**

No	Authors	Title	Publishers	Year of Publication
01	Nelson-Jones	The Theory and Practice of Counselling. (2 <sup>nd</sup> edition)	London: Holt, Rinehart And Winston Ltd.	1995
02	Ram Nath Sharma and Rachana Sharma	Guidance and Counselling in India	Atlantic Publishers & Distributors (P) LTD. New Delhi	2013
03	Belkin, G. S.	Introduction to Counselling (3rd Edition.)	Iowa: W. C. Brown	1998
04	Corey, G.	Counselling and Psychotherapy, Theory and Practice.(7th Edition.)	Cengage Learning, New Delhi	2009
05	Capuzzi, D. & Gross, D. R.	Counselling and Psychotherapy: Theories and Interventions (4th Edition.)	Pearson, New Delhi	2007

## WEB SOURCES:

- ❖ [https://books.google.co.in/books/about/Counselling\\_and\\_Guidance.html?id=ZxxWngEA CAAJ&redir\\_esc=y](https://books.google.co.in/books/about/Counselling_and_Guidance.html?id=ZxxWngEA CAAJ&redir_esc=y)
- ❖ [http://alagappauniversity.ac.in/modules/DDE/ddeadmin/uploads/3/PG\\_M.A.\\_Education\\_34831%20GUIDANCE%20AND%20COUNSELLING.pdf](http://alagappauniversity.ac.in/modules/DDE/ddeadmin/uploads/3/PG_M.A._Education_34831%20GUIDANCE%20AND%20COUNSELLING.pdf)
- ❖ [http://archive.mu.ac.in/myweb\\_test/SYBA%20Study%20Material/edugudcou-III.pdf](http://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/edugudcou-III.pdf)
- ❖ <https://www.div17.org/about-cp/what-is-counseling-psychology/>
- ❖ <http://psychology.iresearchnet.com/counseling-psychology/history-of-counseling-psychology/>  
<https://positivepsychology.com/popular-counseling-approaches/>
- ❖ <https://counseling.northwestern.edu/five-counseling-theories-and-approaches/>  
<http://psychology.iresearchnet.com/counseling-psychology/counseling-process/>
- ❖ <https://onlinecounselingprograms.com/resources/counseling-skills-techniques/>  
<https://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-to-students-educational-vocational-and-personal-guidance/64789>
- ❖ <https://www.nalandaschool.org/importance-of-guidance-and-counselling>  
<https://www.jerichocounselling.com/counselling-services/counselling-for-women/>
- ❖ <https://www.counselling-directory.org.uk/disabilities.html#furtherhelp>

## TEACHING METHODOLOGIES:

- Discussion
- Demonstration
- Visual aids
- Assignment and Seminar
- Peer teaching.

## SYLLABUS DESIGNER:

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## CONSUMER PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
IV		Allied-IV	06	90	05	75	15	05

### COURSE OBJECTIVE

This course helps the student to understand the behaviours of consumers to market the products.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Label the basics of Consumer Psychology	K1
CO2	Associate with the individual determinants of consumer	K3
CO3	Explain that consumers are of prime important for marketing and advertising	K2
CO4	Express the importance of persuasive communication to ignite the emotions of the consumer	K2
CO5	Apply the research methods and decision making process	K2

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT I****(15 HOURS)****INTRODUCTION TO CONSUMER PSYCHOLOGY**

Consumer Psychology- Definition- Meaning- Nature of Consumer Psychology- Importance of Studying Consumer Psychology – Factors Influencing Consumer Behavior.

**UNIT II****(20 HOURS)****THE INDIVIDUAL DETERMINANTS AS CONSUMER**

Consumer Sensation and Perception: Perceptual encoding- Applications of Consumer Memory and Learning- Consumer Attitude Theories: Balance Theory, Congruity Theory, Cognitive Dissonance Theory

**UNIT III****(20 HOURS)****CONSUMER MARKETING**

Consumer Mood, Emotion and Involvement-Consumer Influence: Reference Group Influence and Opinion Leadership.

Definition – Importance of Marketing- Scope of Marketing-4 P's or Marketing Mix – Bases of Consumer Segmentation- Target Market

**UNIT IV****(20 HOURS)****MARKETING COMMUNICATION**

Persuasive Communication in Consumer Behaviour – Developing Effective Communications – Developing and Managing an Advertising Program – Steps in deciding on Media – Promotion mix: Personal selling-Advertising-Direct marketing-Sales Promotion –Sales Force and Public Relation.

**UNIT V****(15 HOURS)****CONSUMER RESEARCH**

Consumer Decision Making Process: Need and Information Search- Alternate Evaluation and Choice- Consumption and Post Purchase behaviour

Consumer Research- Approaches to Consumer Research-Methods to Study Consumer Research-

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

- Role play as opinion leaders in consumer market
- Persuasive communication activity as consumer and reference groups
- Survey on consumer psychology

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Schiffman,L.G and Joe Wisenblit& Ramesh Kumar.S	Consumer Behaviour ( 12 <sup>th</sup> Edition)	Pearson India Education Services,Delhi	2019
02	Dr.Roleux. A.Apruebo	Applied consumer Psychology (1 <sup>st</sup> Edition)	Rex book storer,Philippin r	2005

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Cathrine.V.Janson-Boyd	Consumer Psychology	MCGrawHill:Open University Press,London	2010
02	Del.I.Hawkins,r Robert.J.Best,Kenneth.A.Coney	Consumer Behaviour building marketing strategy(9 <sup>th</sup> Edition)	Tata MCgraw Hill	2008
03	Henry Assael,	Consumer Behavior and Marketing Action.(4 <sup>th</sup> Edition	PWS-KENT Publication	1992
04	Curtis.P.Hugtvedt,Paul.M.Herr, Frank.R.Kardes	Handbook of Consumer Psychology	LEA,New York	2008
05	Gordon.R.Foxall,Ronald.E.Goldsmith and Stephen Brown	Consumer Psychology for Marketing(2 <sup>nd</sup> Edition)	International Thomson Business Press	2006

## WEB SOURCES:

- ❖ <https://nptel.ac.in/courses/109/103/109103136/>
- ❖ <https://books.google.co.in/books?id=CxPHDwAAQBAJ&printsec=frontcover&dq=inauthor:%22Leon+G.+Schiffman%22&hl=en&sa=X&ved=0ahUKEwjwrNa7wNnpAhV06nMBHRaBC4cQ6wEIQDAC#v=onepage&q&f=false>.
- ❖ <https://books.google.co.in/books?id=7-5MtjBpq3oC&printsec=frontcover&dq=consumer+psychology+books&hl=en&sa=X&ved=0ahUKEwjc1YP4v9npAhXSW3wKHXvRBv0Q6AEIYTAH#v=onepage&q=consumer%20psychology%20books&f=false>
- ❖ <https://books.google.co.in/books?id=dLl2uDSLvLwC&printsec=frontcover&dq=consumer+psychology&hl=en&sa=X&ved=2ahUKEwjpsmT7sfqAhUi7XMBHekBBvcQ6AEwA3oECAUQAQg#v=onepage&q=consumer%20psychology&f=false>
- ❖ <https://books.google.co.in/books?id=4tQZIUkRQwAC&printsec=frontcover&dq=Consumer+Behavior&hl=en&sa=X&ved=0ahUKEwiC-o2ln-PpAhVTxjgGHXicDj4Q6AEISjAE#v=onepage&q=Consumer%20Behavior&f=false>
- ❖ <https://courses.lumenlearning.com/wmopen-psychology/chapter/outcome-sensation-and-perception/>
- ❖ <http://consumerbehaviour4vtu.blogspot.com/2008/09/persuasive-communication.html?m=1>
- ❖ <https://www.lightercapital.com/blog/what-is-consumer-research-why-is-it-important/>
- ❖ <https://books.google.co.in/books?id=IWEFYahmVk8C&printsec=frontcover&dq=consumer+psychology&hl=en&sa=X&ved=2ahUKEwjpsmT7sfqAhUi7XMBHekBBvcQ6AEwAHoECAAQAQg#v=onepage&q=consumer%20psychology&f=false>
- ❖ [https://books.google.co.in/books?id=6B20pJJ\\_LZMC&printsec=frontcover&dq=consumer+psychology&hl=en&sa=X&ved=2ahUKEwjpsmT7sfqAhUi7XMBHekBBvcQ6AEwAXoECAEQAg#v=onepage&q=consumer%20psychology&f=false](https://books.google.co.in/books?id=6B20pJJ_LZMC&printsec=frontcover&dq=consumer+psychology&hl=en&sa=X&ved=2ahUKEwjpsmT7sfqAhUi7XMBHekBBvcQ6AEwAXoECAEQAg#v=onepage&q=consumer%20psychology&f=false)

## **TEACHING METHODOLOGIES:**

- Discussion
- Case study
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNERS:**

**01.Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology  
DKM College for Women (Autonomous).*

**02.Ms.Aarthi.D**

*Assistant Professor of Psychology  
DKM College for Women (Autonomous).*

## STRESS MANAGEMENT

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
IV		SBS-II	02	30	01	15	15	02

### COURSE OBJECTIVE

This course helps the student to understand about stress and managing techniques to reduce Stress.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	List the nature and potential effects of Stress	K1
CO2	Describe the goals and coping styles of stress	K2
CO3	Apply different approaches for managing stress	K3
CO4	Classify various interventions to cope up with stress	K3
CO5	Combine various alternative techniques for stress management	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT-I**

**(6 HOURS)**

### **THE NATURE OF STRESS**

Definition - Major Type of Stress: Frustration-Conflict-Change-Pressure.

Response Twisters: Emotional Responses-Physiological Responses-Behavioral Responses.

The Potential Effects of Stress- Factors Influences in Stress Tolerance.

## **UNIT-II**

**(6 HOURS)**

### **STYLES OF COPING**

Meaning and Definition of Coping - Common Coping Patterns-The Nature of Contracting Coping-Types of Coping Appraisal for Focused Coping-Problem Focused Coping-Emotional Focused Coping.

## **UNIT-III**

**(6 HOURS)**

### **STRESS MANAGEMENT TECHNIQUES**

Setting New Goal-Positive Self Talk-Relaxation Training-Time Management and Planning-Assertiveness Training-Bio Feedback

## **UNIT-IV**

**(6 HOURS)**

### **COPING INTERVENTIONS**

Physical Control- Emotional Control- Spiritual Control- Social Support - Systematic Desensitization-Cognitive Modification -Rational Emotional Therapy (RET)-Mindfulness

## **UNIT-V**

**(6 HOURS)**

### **ALTERNATIVE TECHNIQUES**

Meditation-Exercise-Play Therapy-Sharing and Ventilating-Hypnosis-Yoga-Nutrition and Diet-Cultivating Happiness-Laughter Therapy -Mental Imaginary-Massage therapy-Self Hypnosis-Leisure and recreation

### **Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Discussion on the individual perception of stress (Stress lies in the eyes of the beholder)
- Application of Psychological Assessment related to stress
- Identify the cause of stress in your life

- Observing physiological changes in stressful situation
- Finding the relation between stress and health issues
- Demonstration and Practice of few coping techniques in class
- Demonstration and practice of relaxation techniques, meditation, mental imaginary, Yoga, Self hypnosis, Laughter therapy

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Shelley E.Taylor	Health Psychology (6 <sup>th</sup> Edition)	Tata MCgraw	1995
02	V.Rajasenannair	Life Skill And Personality And Leadership	RGNIYD Sriperumbadur	2010

**REFERNCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Paul.M.Lehrer	Principles and practices of stress management(3 <sup>rd</sup> Edition)	The Guilford Press, NewYork	2007
02	Kimberley.V.Oxington	Psychology of Stress	Nova Biomedical Books, New York	2005

**WEB SOURCES:**

- ❖ <https://www.slideshare.net/gulrukhashmii/stress-and-health-24424410>
- ❖ <https://www.verywellmind.com/stress-and-health-3145086>
- ❖ <https://www.sketchbubble.com/en/presentation-coping-with-stress.html>
- ❖ <https://books.google.co.in/books?id=ThUvwUNjvUC&printsec=frontcover&dq=stress+management+in+psychology&hl=en&sa=X&ved=2ahUKEwiI9IW9cfqAhV7IbcAHWxCDUgQ6AEwCHoEACQA#v=onepage&q=stress%20management%20in%20psychology&f=false>

- ❖ <https://books.google.co.in/books?id=G0W7P3Sxt1QC&printsec=frontcover&dq=stress+management+in+psychology&hl=en&sa=X&ved=2ahUKEwiI9IW9cfqAhV7IbcAHWxCDUgQ6AEwAXoECAMQA#v=onepage&q=stress%20management%20in%20psychology&f=false>
- ❖ <https://www.pinterest.com/DeStressMonday/stress-management-tips/>
- ❖ <https://www.helpguide.org/articles/stress/stress-management.htm>
- ❖ <https://www.slideshare.net/mobile/Rajavignesh10/stress-management-techniques-66406920>
- ❖ [https://www.medicinenet.com/stress\\_management\\_techniques/article.htm#](https://www.medicinenet.com/stress_management_techniques/article.htm#)
- ❖ <https://www.psychologytoday.com/us/blog/natural-standard/201208/alternative-therapies-stress-and-anxiety>
- ❖ <https://www.slideshare.net/mobile/ashokkumar1761/relaxation-therpy>

#### **TEACHING METHODOLOGIES:**

- Discussion
- Demonstration
- Assignment and Seminar
- Peer teaching.

#### **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous)*

## PSYCHOLOGY OF HEALTH AND WELL-BEING

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
IV		NME-II	02	30	01	15	15	02

### COURSE OBJECTIVE

To develop an understanding about maintaining health and well-being.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Define health and list the important characteristics and barriers to health.	K1
CO2	Discuss the essential components of living well in every stages of life	K2
CO3	Discover the promoting and compromising behaviours for a healthy living	K3
CO4	Illustrate the causes and effects of stress and demonstrate few coping techniques	K3
CO5	Explore and analyze the human strength that guides health and wellbeing	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(6 HOURS)**

### **INTRODUCTION**

Health Definition- Relationship between Health and Psychology - Characteristics of Healthy Behaviour- Barriers to Healthy Behaviour - Components of Health- Bio-Psychosocial Model of Health.

## **UNIT II**

**(6 HOURS)**

### **LIVING WELL AT EVERY STAGES OF LIFE**

Resilience in Childhood – Positive Youth Development –The Life Task of Adulthood – Successful Aging

## **UNIT III**

**(6 HOURS)**

### **COMPROMISING BEHAVIOURS AND WAYS TO PROMOTE HEALTH**

Compromising Behaviour: Alcoholism – Smoking – Substance Abuse –Social Media- Tips for quitting and focus on health care.

Health Promotion: Exercise – Nutrition– Sleep – Safety - Social Support

## **UNIT IV**

**(6 HOURS)**

### **COPING WITH STRESS AND ILLNESS**

Stress: Meaning and Definition – Nature - Types of Stress and Stressors - Fight or Flight Response - Effects of Stress (Physical and Psychological) –Coping with Stress - Coping with Illness(effective coping)

## **UNIT V**

**(6 HOURS)**

### **ENHANCEMENT OF HUMAN STRENGTHS**

Seeing Life through Self-Efficacy– Optimism –Hope – Wisdom and Courage –Mindfulness – Flow and Spirituality –Positive Emotions – Happiness - Holistic Health (Principles and Importance)

### **Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Self - Assessment of wellness using : General health questionnaire, Quality of life, life styles, Perceived Psychological well-being)

- Health seeking behaviour
- Coping techniques for stress
- Health Check list
- Health promoting strategies
- Life style modification techniques

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	C.R Synder, Shanej, Lopez	Positive Psychology – scientific and practical Exploration of Human strength	Sage publication	2007
02	Shelley E.Taylor	Health Psychology(7 <sup>th</sup> Edition)	Tata Mcgraw Hill Edition.	1995

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Manika Ghosh	Health Psychology :Concepts in Health and wellbeing	Pearson India Education Services Pvt Ltd	2015
02	Steven J. Kirsh ,Karen Grover Duffy, Eastwood Atwater	Psychology for Living: Adjustment, Growth, and Behavior Today(11 <sup>th</sup> Edition)	Pearson India Education Services Pvt Ltd	2013

**WEB SOURCES:**

- ❖ [https://books.google.co.in/books?id=fAXLCgAAQBAJ&printsec=frontcover&source=gb\\_s\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=fAXLCgAAQBAJ&printsec=frontcover&source=gb_s_ge_summary_r&cad=0#v=onepage&q&f=false)
- ❖ [https://books.google.co.in/books?id=CgTLCgAAQBAJ&printsec=frontcover&dq=Psychology+for+living&hl=en&sa=X&ved=2ahUKEwiN8rP\\_q8DqAhUzmuYKHbMgDrEQ6AEwAHoECAEQAg#v=onepage&q=Psychology%20for%20living&f=false](https://books.google.co.in/books?id=CgTLCgAAQBAJ&printsec=frontcover&dq=Psychology+for+living&hl=en&sa=X&ved=2ahUKEwiN8rP_q8DqAhUzmuYKHbMgDrEQ6AEwAHoECAEQAg#v=onepage&q=Psychology%20for%20living&f=false)

## **TEACHING METHODOLOGIES:**

- Discussion
- Games and activities
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## SOCIAL PSYCHOLOGY-I

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
V		Core-IX	06	90	05	75	15	04

### COURSE OBJECTIVE

This course helps the student to understand the social wellbeing.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	State the theories of Social Psychology	K1
CO2	Relate with the theories of attribution and gain knowledge on self presentation.	K2
CO3	Experiment the attitude changes of people over time	K3
CO4	Sketch out the requirements for interpersonal relationship	K3
CO5	Show their prosocial and altruistic behaviours with others	K3

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **INTRODUCTION**

Meaning of Social Psychology- The Social Psychological Approach- Historical Roots of Social Psychology-Theories in Social Psychology: Motivational Theories- Learning Theories- Cognitive Theories- Decision Making Theories-Social Cultural Perspective-Social Psychological Theory -Research Methods in Social Psychology

## **UNIT II**

**(15 HOURS)**

### **ATTRIBUTION**

Basic Principles of Casual Attribution -Attribution Formation- Attribution about Others- Attribution about Self -Biases in Attribution Process

The Self: Knowledge of Self- Self Regulation -Motivation and Self- Social Comparison Theory- Self Presentation.

## **UNIT III**

**(20 HOURS)**

### **ATTITUDES AND ATTITUDE CHANGE**

Theories of Attitude: Learning Theory- Balance theory- Cognitive Dissonance Theory

Persuasion- Key elements in Persuasion

Social Influence: Conformity- Factors affecting Conformity, Compliance-Techniques involved in Compliance, Obedience to Authority-Milgram Experiment-Schemas –Uses of Schematic Processing- Factors influencing Schemas – Cognitive Heuristics-Availability, Simulation and Anchoring Heuristic

## **UNIT IV**

**(20 HOURS)**

### **INTERPERSONAL ATTRACTION AND PERSONAL RELATIONSHIP**

Interpersonal Attraction- Basic Principles of Attraction - Similarity- Proximity -Love-Personal Relationship: Social Exchange Perspective- Self Disclosure and Intimacy -Balance Power - Conflict Satisfaction and Commitment.

## **UNIT V**

**(20 HOURS)**

### **PROSOCIAL AND ALTRUISM**

Prosocial Behaviour-Meaning- Bystander Effect- Diffusion of Responsibility.

Altruism –Theories of Altruism: Early theories-The Pseudo-Altruistic Approach-Social Learning Perspective-Normative Theory-Stage Theoretic Approach-Arousal-Reduction and Negative State Relief Models- Cost Reward Model, Contemporary Theories: The Altruistic Approach- Autonomous Altruism-Empathy Altruism Theory-Just World Hypothesis-Situational Factors for Helping-The Helper- The Person in Need of Help- Improving Helping Behaviour.

**Practicum:**

(Note: Minimum of any two practicum should be carried out)

- Theories of Social Psychology
- Activities to do Self presentation of students
- Model making of experiments under conformity, compliance.
- Altruism
- Activity check on bystander effects

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	David Myer	Social Psychology,(11 <sup>th</sup> Edition)	McGraw-Hill Higher Education	2012
02	Baron, Robert A. and PreetiKapur	Social Psychology,(14th Edition)	Pearson India Education Services	2017

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Crisp, R.J. and Turner, R.N.	Essential Social Psychology	Sage Publications, New Delhi	2007
02	Miles Howstone	An introduction to Social Psychology(6 <sup>th</sup> Edition)	The British Psychological society and John wiley and sons Ltd	2015
03	Aronson, E., Wilson, T.D. and Akert, R.M.	Social Psychology (7 <sup>th</sup> Edition)	Prentice Hall,Boston	2010
04	Schneider, F,W., Gruman, J, A., & Coutts, L,M.	Applied Social Psychology	Sage publications India Pvt. Ltd	2012
05	Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000).	Social Psychology.	Wadsworth Publications,CA	2000

## WEB SOURCES:

- ❖ <https://books.google.co.in/books?id=CwfWDAAAQBAJ&printsec=frontcover&dq=social+psychology+books&hl=en&sa=X&ved=0ahUKEwiwt-3nv43qAhXw7HMBHapYDDgQ6AEIKDAA#v=onepage&q=social%20psychology%20books&f=false>
- ❖ <https://books.google.co.in/books?id=TDFpDwAAQBAJ&printsec=frontcover&dq=social+psychology+baron&hl=en&sa=X&ved=0ahUKEwiUxK-GiI7qAhWHILcAHZ95BSkQ6AEIKDAA#v=onepage&q=social%20psychology%20baron&f=false>
- ❖ [https://books.google.co.in/books?id=X3fdaGkEy6MC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=X3fdaGkEy6MC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- ❖ <https://www.coursera.org/learn/social-psychology#syllabus>
- ❖ <https://www.edx.org/course/introduction-to-social-psychology>
- ❖ <https://www.studyblue.com/notes/b/social-psychology-13th-edition/53343/0>
- ❖ <http://www.hoajonline.com/psychiatry/2055-3447/1/5>

## TEACHING METHODOLOGIES:

- Discussion
- Demonstration
- Visual aids
- Assignment and Seminar
- Peer teaching.

## SYLLABUS DESIGNER:

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## PHYSIOLOGICAL PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/ Week	Hrs/ Sem	Hrs/ Week	Hrs/ Sem		
V		Core-X	06	90	05	75	15	04

### COURSE OBJECTIVE

This course familiarizes the students of Psychology with the most essential fundamental physiological processes underlying psychological events.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Define and describe the human consciousness and research methods in Physiological Psychology	K1
CO2	Differentiate the various types of neurons and it's functions	K2
CO3	Discuss the structure and functions of nervous system and Crainal nerves	K3
CO4	Discover the role of endocrine system on human behaviour	K3
CO5	Relate and analyze the Physiology of emotions and stress in human health	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **INTRODUCTION**

Definition-Meaning- Nature-Biological roots of Behavioral Neuroscience- Evolution of human and human brain- Career in neuroscience-Methods of Study of Research in Physiological Psychology.

## **UNIT II**

**(15 HOURS)**

### **NEURONS AND ITS FUNCTIONS**

Structure of Neurons- Types- Neural Conduction- Communication within a Neurons- Communication between Neurons- Synaptic Condition-Neurotransmitters.

## **UNIT III**

**(20 HOURS)**

### **THE STRUCTURE OF NERVOUS SYSTEM**

Basic Features of Nervous System: Meninges- The Central Nervous system: Fore Brain-Mid Brain- Hind Brain-Spinal Cord-Spinal nerves- The Peripheral Nervous system-Autonomous Nervous System-Cranial Nerves.

## **UNIT IV**

**(20 HOURS)**

### **ENDOCRINE SYSTEM AND BIOPSYCHOLOGY OF LEARNING AND COMMUNICATION**

Endocrine System: Pituitary gland-Adrenal gland-Thyroid gland- Sex glands.

Nature of learning: Classical Conditioning, Instrumental Conditioning, Perceptual – Speech production and Comprehension mechanism.

## **UNIT V**

**(20 HOURS)**

### **BIOPSYCHOLOGY OF EMOTIONS AND STRESS**

Emotions as response patterns: Fear, anger and aggression-Hormonal Control of Aggressive Behaviour-Neural Basis of the communication of Emotion: Recognition and Express.

Stress disorder: Physiology of Stress – Health effects of long term stress –Effects of stress on brain – PTSD – Psychoneuro immunology

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

- Visit to physiology lab in the college or science Center
- Making use of you tube videos for better understanding nervous system
- Case study of any one endocrine system disorder and its influence on behaviour
- Examination of Cranial nerves
- Identifying the sources of stress
- Observing the physiological and behavioral changes during stress
- Presentation of research papers from journals in class, related to the course

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Carlson,N.R	Physiology of Behaviour(11 <sup>th</sup> Edition)	Allyn&Bacon,Boston	2016
02	Schneider.M.A lles	An Introduction to Physiological Psychology,(3 <sup>rd</sup> Edition)	Random House,USA	1990

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Pinel, J.P.J	Biopsychology, (9th Edition.)	Pearson Education INC,New Jersey	2014
02	Wagner, H., Silver, K.	Instant Notes – Physiological Psychological.	Garland Science /BIOS Scientific Publishers: UK	2004
03	Carlson, N. R.	Foundations of Behavioral Neuroscience. Harlow	Pearson Education UK	2013
04	Hayward, S.	Biopsychology.	Macmillan Press, Basingstoke	1997
05	Kalat. J.W.	Biological Psychology, (13 <sup>th</sup> Edition)	Cengage, Boston, USA.	2017

## WEB SOURCES:

- ❖ <https://www.calcoast.edu/psy-540-physiological-psychology.html>
- ❖ <https://www.studocu.com/en-us/document/university-of-phoenix/physiological-psychology/lecture-notes/psych-630-lecture-notes-assumptions-of-physiological-psychology/6823209/view>
- ❖ <https://www.albany.edu/faculty/cafrye/apsy601/Ch.01Feb1,HistoryofBiopsych.html>
- ❖ <https://courses.lumenlearning.com/wmopen-psychology/chapter/outcome-neurons/>
- ❖ <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse>
- ❖ [https://www.dartmouth.edu/~humananatomy/part\\_1/chapter\\_3.html](https://www.dartmouth.edu/~humananatomy/part_1/chapter_3.html)
- ❖ <https://www.biology-pages.info/C/CNS.html>
- ❖ <https://opentextbc.ca/biology/chapter/11-4-endocrine-system/>
- ❖ <https://courses.lumenlearning.com/boundless-biology/chapter/endocrine-glands/>
- ❖ <https://journals.physiology.org/doi/full/10.1152/physrev.00041.2006>
- ❖ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181681/>

## TEACHING METHODOLOGIES:

- Discussion
- Lab visit
- Visual aids
- Assignment and Seminar
- Peer teaching.

## SYLLABUS DESIGNER:

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## EXPERIMENTAL PSYCHOLOGY

Semester	Subject Code	Category	Practical		Credit
			Hrs/ Week	Hrs/ Sem	
V		Core Practical-I	06	90	04

### COURSE OBJECTIVE:

To apply experimental methods to assess, diagnose and interpret various Psychological concepts.

### Minimum of 10 Experiments should be chosen from the given list for record and practice

1. Finger Dexterity
2. Tweezer Dexterity
3. Span of Attention
4. Level of Aspiration
5. Muller Lyer Illusion
6. Size-Weight Illusion
7. Progressive Weight
8. Bhatia Battery of Intelligence
9. Raven's Progressive Matrices
10. Insight and Motor Learning Maze
11. Concept Formation
12. Immediate Memory
13. Passi Test of Creativity
14. Seguin Form Board Test
15. Recall and Recognition

### Distribution of Marks:100 Marks

**Internal = 40** (Model Examination -30, Skill-10)

**External = 60** (Viva-20, Record-5, Conduction-10, Plan and Procedure - 10, Result and Tabulation-5,Discussion -5, Conclusion -5 )

### TEXT BOOKS:

S.No	Authors	Title	Publishers	Year of Publication
01	Aiken, L.R., &Groth- Marnat, G.	Psychological Testing and Assessment(12 <sup>th</sup> Edition. Boston, MA.	Pearson Inc,Boston	2006
02	Kaplan, R.M. &Saccuzzo, D.P.	Psychological Testing: Principles, Applications, and Issues	Thomson Wadsworth, Australia	2007

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Anastasi, A. & Urbina, S.	Psychological testing	Pearson Education, N.D	1997
02	Freeman F.S	Theory and Practice of Psychological Testing	Oxford Publications, New York	1960

**SYLLABUS DESIGNER:**

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## SCHOOL COUNSELLING

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
V		Elective-I	05	75	04	60	15	03

### COURSE OBJECTIVE

This course orient student about the role of a school counsellor and enable them to learn the art of assessment and intervention among the school children.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Identify the need, scope and role of a school counsellor	K1
CO2	Predict and solve issues among the adolescents	K3
CO3	Analyse the negative behaviour especially the issues with peers and ways to resolve them	K4
CO4	Promote student advocacy and building self	K4
CO5	Provide educational practices that may help or hinder student progress	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **INTRODUCTION TO SCHOOL COUNSELLING**

Introduction: Meaning- Need -Scope -Development of School Counselling- Role and Functions of School Counselor-Characteristics of School Counselor -Planning Counselling Sessions- Counselling at Different Grades

## **UNIT II**

**(15 HOURS)**

### **ISSUES AMONG ADOLESCENTS**

Identity Crisis: Erikson's Theory and Marcia's Theory- Parental Separation: Counselling Students at the Beginning of Parental Separation -Students Living with Step Parents.

## **UNIT III**

**(15 HOURS)**

### **MALADAPTIVE BEHAVIOUR**

Bullying in School Counselling Bullies- Counselling Victims of Physical and Verbal Abuse - Aggressive Behaviour: Violence and Aggression- Counselling Violent and Aggressive Students - Anger Management- Counselling Students with Drug Abuse and Smoking- Counselling Students

## **UNIT IV**

**(15 HOURS)**

### **BUILDING SELF**

Counselling to enhance Self Esteem -Personality Development -Counselling Depressed Students -Counselling Students with Suicidal Thoughts- Counselling Students of Sexually Abused- Counselling Students with Academic Problem

## **UNIT V**

**(15 HOURS)**

### **LIFE AND CAREER PLANNING**

Understanding the Purpose of Life- Identifying the Potential Setting Goals: Short Term- Long Term Goals -Contribution of Work in Family, School and Society

### **Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Students has to carry out Psychometric test and do individual or group counselling to the school students of nearby schools under the guidance of the tutor.
- Watching video recordings of counselling sessions.
- Group discussion, demonstration and case studies

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Lines .D	Brief counselling in school: working with young people from 1 to 18	Sage publication	2011
02	Baginsky.W.	School counselling in England, Wales and northern Ireland: review. Lond: National Society for the prevention of cruelty to children	NferCymru Wales	2004

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Robert Bor, Sheila Gill and Chris Brace	Counselling in Schools	Sage publication	2002
02	Nick Luxmoore	School counsellor working with young people and staff	Jessica Kingsley Publication, London	2014
03	Lee, C.	Resolving Behaviour Problems in your School- A Practical Guide for Teachers and Support Staff.	Paul Chapman Publishing.	2007

**WEB SOURCES:**

- ❖ [https://books.google.co.in/books?id=R\\_cqte9iDmMC&printsec=frontcover&dq=school+counselling&hl=en&sa=X&ved=0ahUKEwiY8M-7uuPpAhXoxzgGHYHgAhMQ6AEIKDAA#v=onepage&q=school%20counselling&f=false](https://books.google.co.in/books?id=R_cqte9iDmMC&printsec=frontcover&dq=school+counselling&hl=en&sa=X&ved=0ahUKEwiY8M-7uuPpAhXoxzgGHYHgAhMQ6AEIKDAA#v=onepage&q=school%20counselling&f=false)
- ❖ <https://nfer.ac.uk/publications/WPV01/WPV01.pdf>
- ❖ <https://books.google.co.in/books?id=2Q2MAQAAQBAJ&printsec=frontcover&dq=school+counselling&hl=en&sa=X&ved=0ahUKEwiY8M-7uuPpAhXoxzgGHYHgAhMQ6AEIMDAB#v=onepage&q=school%20counselling&f=false>
- ❖ <https://childrenfirstindia.com/role-of-the-school-counsellor/>
- ❖ [https://youtu.be/ag7\\_SYmQ-7A](https://youtu.be/ag7_SYmQ-7A)
- ❖ <https://www.healthline.com/health/mental-health/identity-crisis>
- ❖ <https://counseling.steinhardt.nyu.edu/blog/school-counselors-divorce-conflict/>

- ❖ <http://www.ldonline.org/article/6030/>
- ❖ <https://www.google.com/url?sa=t&source=web&rct=j&url=>
- ❖ [https://www.counseling.org/docs/default-source/vistas/vistas\\_2012\\_article\\_59.pdf%3Fsfvrsn%3D9e0f07a6\\_12&ved=2ahUKEwjCr6iIqKvqAhWBwzgGHZ4CBPMQFjAFegQIBhAB&usg=AOvVaw20WiA8gsX5SjpkA4gAXwUp&cshid=1593581146925](https://www.counseling.org/docs/default-source/vistas/vistas_2012_article_59.pdf%3Fsfvrsn%3D9e0f07a6_12&ved=2ahUKEwjCr6iIqKvqAhWBwzgGHZ4CBPMQFjAFegQIBhAB&usg=AOvVaw20WiA8gsX5SjpkA4gAXwUp&cshid=1593581146925)
- ❖ <https://www.slideshare.net/snehajoy2/counselling-self-esteem>
- ❖ <https://www.edsys.in/school-counselling-helps-enhance-student-performance/>
- ❖ <https://positivepsychology.com/meaning-of-life-positive-psychology/>
- ❖ <https://positivepsychology.com/goal-setting/>

### **TEACHING METHODOLOGIES:**

- Discussion
- Test experiments.
- Visual aids
- Assignment and Seminar
- Peer teaching.

### **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

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## CYBER PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
V		Elective-I	05	75	04	60	15	03

### COURSE OBJECTIVE:

This course gives an insight to the students about the Psychological phenomena associated with or affected by emerging technology and its management.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Identify the origin of cybernetics and about cyber space	K1
CO2	Illustrate the crimes in cyber space and its prevention	K3
CO3	Analyze cyber bullying and suggestions to overcome	K4
CO4	Infer with cyber stalking and trafficking and its management	K4
CO5	Analyze and create treatment plan for internet addiction	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **INTRODUCTION TO CYBER PSYCHOLOGY**

Introduction: Definition – Origin of Cybernetics – Origin of Artificial Intelligence in Cybernetics –Cyber Behaviour: Educational, Employment, Health.

Cyber Space: Basic Psychological Qualities of Cyber Space –On-Line Identity – On-Line Relationship –Personality Types in Cyber Space – Computer and Cyber Space Addiction.

## **UNIT II**

**(15 HOURS)**

### **CRIMES IN CYBER SPACE**

Crimes: Types of Cyber Crimes–Reason for Cyber Crimes – Classification of Cyber Crimes – Cyber Laws in India–Prevention of Cyber Crimes –Tips for Avoiding Computer Crime.

## **UNIT III**

**(15 HOURS)**

### **CYBER BULLYING**

Meaning - History of Cyber Bullying – Types of Cyber Bullying –Signs of Cyber Bullying – Effects of Cyber Bullying –Cyber Bullying Vs School Yard Bullying –Prevention Tips for Bullying: Middle School, Teenagers– Suggestion for Parents.

## **UNIT IV**

**(15 HOURS)**

### **CYBER STALKING AND TRAFFICKING**

Cyber Stalking: Meaning - Types of Stalking – Motives of Cyber Stalkers – Types of Stalkers – Preventive Measures. Cyber Trafficking: Meaning –Components of Trafficking – Purpose of Trafficking –Current Trends in Trafficking - Preventive Measures and Help Line.

## **UNIT V**

**(15 HOURS)**

### **INTERNET ADDICTION AND MANAGEMENT**

Meaning –History and Origin of Internet Addiction - Types of Internet Addiction – Risk Factors Involved in Addition – Internet Addiction Disorder: Causes, Warning Signs, Symptoms, Diagnosis – Management: Treatment, Counselling, Support, Computerized Psychotherapy - Tips to Modify Internet Usage.

## Practicum:

(Note: Minimum of any two practicum should be carried out)

- Self-Reporting and Self Assessment of internet usage
- Newspaper cuttings of victims of social media
- Conducting debate on social media
- Presentation and analysis of case studies
- Hold a poster campaign on ill effects of internet addiction
- Creating awareness programs
- Group discussions about cyber laws and help lines in India
- Visit of de-addiction centre

**Distribution of Marks: Theory 100% and Problems 0%**

## TEXT BOOKS:

S.No	Authors	Title	Publishers	Year of Publication
01	N.V.S.SuryaNarayana,G otetiHimabindu ,V.Neelima	Cyber Psychology	SonaliPublicati ons,New Delhi	2019

## REFERENCE BOOKS:

S.No	Authors	Title	Publishers	Year of Publication
01	Mary Aiken	The Cyber Effect	Carmelite House,London	2016
02	Kent.L.Norman	Cyber Psychology: An Introduction to Human- Computer Interaction	University of Maryland,Coll ege Park	2008
03	John Sular	Psychology of Cyber Space	Rider University,Law renceville	2004
04	Ravindra Thakur	Cyber Psychology	Global Vision Publishing House,New Delhi	2017

## WEB SOURCES:

- ❖ <https://books.google.co.in/books?id=jADVCQAAQBAJ&printsec=frontcover&dq=the+cyber+effect+book&hl=en&sa=X&ved=2ahUKEwiNrKG4-8TqAhUDg-YKHSYCIUQ6AEwAHoECAUQA#v=onepage&q=the%20cyber%20effect%20book&f=false>
- ❖ <https://www.parentcircle.com/article/is-your-child-facing-mean-girl-behaviour/>

- ❖ <https://en.m.wikipedia.org/wiki/Cyberpsychology>
- ❖ [https://en.m.wikipedia.org/wiki/Human\\_trafficking](https://en.m.wikipedia.org/wiki/Human_trafficking)
- ❖ <https://cybercrime.gov.in/>
- ❖ <https://www.verywellmind.com/internet-addiction-4157289>
- ❖ [https://en.m.wikipedia.org/wiki/Internet\\_addiction\\_disorder](https://en.m.wikipedia.org/wiki/Internet_addiction_disorder)
- ❖ <https://www.psycom.net/iadcriteria.html>
- ❖ <https://en.m.wikipedia.org/wiki/Cyberspace>
- ❖ <https://en.m.wikipedia.org/wiki/Stalking>

### **TEACHING METHODOLOGIES:**

- Discussion
- Activities
- Visual aids
- Assignment and Seminar
- Peer teaching.

### **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## ENVIRONMENTAL PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/ Week	Hrs/ Sem	Hrs/ Week	Hrs/ Sem		
V		Elective-II	05	75	04	60	15	03

### COURSE OBJECTIVE

This course enables the students to understand the relationship between environment and behaviour and the Psychological aspects behind societal issues of environment.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Define the environment broadly including all that is natural, the social setting, built environment, learning environment so on.	K1
CO2	Differentiate the various environmental stresses and it's physical and Psychological effects	K2
CO3	Relate how the built physical environment affects human behaviour	K3
CO4	Analyze and show some proactive behaviour to save the environment	K4
CO5	Modify the working and learning environment for productive result and better living	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **INTRODUCTION**

Need for the Study of Environmental Psychology -Nature and Meaning of Environmental Psychology-Characteristics of Environmental Psychology- A Brief Overview of the Theories of Environment.

## **UNIT II**

**(15 HOURS)**

### **ENVIRONMENTAL STRESSES**

Natural Disaster - Characteristics of Natural Disaster- Effects of Natural Disasters, Technological Catastrophe, Noise - Defining-Measuring & Perceiving Noise-Important Noise Variables-Sources of Noise-Physiological Effects of Noise on Performance-Noise and Social Behaviour-Commuting-Impedance

## **UNIT III**

**(15 HOURS)**

### **EFFECTS OF HIGH DENSITY ON HUMANS**

Effects of Density- Its Consequences for Affect-Arousal and Illness- Effects of Density on Social Behaviour - Effects of High Density on Task Performance- Conceptualizations of Density- Effects on Humans Eliminating- The Causes and Effects of Crowding - A Look Into the Future.

## **UNIT IV**

**(15 HOURS)**

### **CHANGING BEHAVIOUR TO SAVE THE ENVIRONMENT**

The Common Environment Dilemma: Pollution, Energy conservation, Recycling-Behaviour Problem-Ecological Consumerism – Strategies to Encourage Environmentally Responsible Behaviour

## **UNIT-V**

**(15 HOURS)**

### **WORK, LEARNING, LEISURE ENVIRONMENT**

Work Environment Setting: History of Workplace Design-Ambient Work Environment-Territoriality and Status in the Work Environment-Engineering for Human Efficiency- The Electronic Office -Learning Environment Settings: Classroom- Library- Museum- Leisure Environment.

## Practicum:

(Note: Minimum of any two practicum should be carried out)

- Preparing a check list of environmental stressors of rural and urban life (collection of data)
- Encouraging some proactive behaviour in the environment (both within and outside Campus)
- Making presentation of some successful environment protection laws and movements
- Planning or attending environmental awareness programs

**Distribution of Marks: Theory 100% and Problems 0%**

## TEXT BOOKS:

S.No	Authors	Title	Publishers	Year of Publication
01	Fisher, J.D., Bell, A. And Ban, A	Environmental Psychology(2 <sup>nd</sup> Edition)	Bolt, Rinchart And Winston, New York.	1984
02	Pajeons, J D.	Environment And Behaviour	Addi And Westey Publishing Co. Massachusetts	1977

## REFERENCE BOOKS:

S.No	Authors	Title	Publishers	Year of Publication
01	Bell, Pa.,Fisher, J.D & Loomis, R	Environmental Psychology	W.E.Saunders Co. Philadelphia	1978
02	Linda Steg Judith I. M. de Groot	Environmental Psychology: An Introduction(2 <sup>nd</sup> Edition)	John Wiley & Sons Ltd.	2018

## WEB SOURCES:

- ❖ [https://www.hse.ru/data/2019/03/04/1196348199/%5BLinda\\_Steg\\_Judith\\_I.\\_M.\\_de\\_Groot%5D\\_Environmental\\_P\(b-ok.cc\).pdf](https://www.hse.ru/data/2019/03/04/1196348199/%5BLinda_Steg_Judith_I._M._de_Groot%5D_Environmental_P(b-ok.cc).pdf)
- ❖ <https://www.docsity.com/en/subjects/environmental-psychology/>
- ❖ <http://inar322.cankaya.edu.tr/course.php?page=Lecture%20Notes#:~:text=ENVIRONMENTAL%20PSYCHOLOGY%20studies%20the%20relationship,how%20they%20affect%20one%20another.&text=The%20first%20significant%20findings%20in,ran%20it%20for%20several%20decades.>

- ❖ <https://www.studeersnel.nl/nl/document/rijksuniversiteit-groningen/environmental-psychology/college-aantekeningen/lecture-notes-environmental-psychology-lecture-1-7/179491/view>
- ❖ [https://www.researchgate.net/publication/234167386\\_Environmental\\_Psychology](https://www.researchgate.net/publication/234167386_Environmental_Psychology)
- ❖ <https://www.educause.edu/research-and-publications/books/learning-spaces/chapter-6-psychology-learning-environments>
- ❖ <https://ecampusontario.pressbooks.pub/psychologycareers/chapter/environmental-psychology/>
- ❖ <https://www.slideshare.net/samanthyadav5/environmental-psychology-3rd-sem>
- ❖ <https://sce.cornell.edu/courses/roster/psych-1500>
- ❖ <https://www.openlearning.com/courses/environmental-psychology-for-interior-design/>
- ❖ <https://vu.org/courses/E128.html>

#### **TEACHING METHODOLOGIES:**

- Discussion
- Presentations
- Visual aids
- Assignment and Seminar
- Peer teaching.

#### **SYLLABUS DESIGNER:**

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## LEARNING DISABILITIES

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
V		Elective-II	05	75	04	60	15	03

### COURSE OBJECTIVE

The course imparts the knowledge about learning disabilities to the students and educates them on assessing and treating learning disability children.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Describe the history, etiology and theories of learning disabilities	K1
CO2	Summarize various characteristics of the children with learning disabilities	K2
CO3	Modify the behavioral and educational problems using different approaches	K3
CO4	Illustrate other alternative interventions	K3
CO5	Analyse the various emerging issues in learning disability	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT I** (15 HOURS)

**INTRODUCTION TO LEARNING DISABILITY**

History of Learning Disability -Definition -Medical Aspects of Learning Disability -Etiology of Learning Disability- Theoretical Perspectives- Assessment of Learning Disabled Children

**UNIT II** (15 HOURS)

**CHARACTERISTICS OF STUDENTS WITH LEARNING DISABILITY**

Cognition and Language Characteristics- Personality, Emotional and Social Characteristics – Learning Characteristics-Characteristics of Adolescence and Adult with Learning Disability

**UNIT III** (15 HOURS)

**BEHAVIORAL AND EDUCATIONAL TREATMENT APPROACHES**

Behavioral Treatment: Interventions- Techniques Involving Positive and Negative Consequences- Specialized Behavioral Strategies- Metacognitive Instructional Approach- Reciprocal Teaching- Self-Monitoring

**UNIT IV** (15 HOURS)

**ALTERNATIVE INTERVENTIONS**

Peer Tutoring –Co-Operation Instruction -Attribution Training -Biofeedback and Relaxation Training- Educational Treatments- Patterning or Neurological Reorganization- Chiropractic Interventions

**UNIT V** (15 HOURS)

**EMERGING ISSUES IN LEARNING DISABILITY**

Educational Placements: Self Contained Classes- Resource Room Programming- Main Streaming-Future Issues: Definitional Issues and Subtypes- Preschool Services- Teacher Preparation- Advances in Technology

**Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Visit to a special school
- Active participation with a special educator
- Discussion about learning disability and their approaches
- Watching YouTube videos and doing assignments

- Case studies discussion
- Carrying few assessments for learning disability children.

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	William.N.Bender	Learning Disabilities(2 <sup>nd</sup> Edition)	AllynBacon,Boston	1995
02	Karnath,Prathiba,Rozario.Joe	Learning Disabilities in India	Sage Publications, London	2003

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	J.W.Lerner&W.F.Kline	Learning Disabilities and Related Disorders(10 <sup>th</sup> Edition)	Houghton MilttinCompany,Houghton	2006

**WEB SOURCES:**

- ❖ <http://www.ldonline.org/ldbasics/whatisd>
- ❖ <https://www.mentalhealth.org.uk/learning-disabilities/a-to-z/l/learning-disabilities>
- ❖ <https://ldaamerica.org/types-of-learning-disabilities/>
- ❖ <https://www.psychologytoday.com/intl/conditions/learning-disability#:~:text=Learning%20disabilities%20are%20disorders%20that,a%20child%20reaches%20school%20age.>
- ❖ <https://westhartfordchiropractic.com/press-release/chiropractic-care-may-ease-learning-disabilities.html>
- ❖ [http://www.ldonline.org/article/22029/#:~:text=L.R.%2C%201992\).- ,Peer%20tutoring,reading%20and%20math%20study%20sessions.](http://www.ldonline.org/article/22029/#:~:text=L.R.%2C%201992).- ,Peer%20tutoring,reading%20and%20math%20study%20sessions.)
- ❖ <http://www.ldonline.org/article/40008/>

**TEACHING METHODOLOGIES:**

- Discussion
- Demonstration and activity
- Visual aids
- Assignment and Seminar
- Peer teaching.

**SYLLABUS DESIGNERS:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

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## COMMUNICATIVE SKILLS

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/ Week	Hrs/ Sem	Hrs/ Week	Hrs/ Sem		
V		SBS-III	02	30	01	15	15	02

### COURSE OBJECTIVE

The course enables the student to understand the communication process, listening skills and acquire questioning and presentation skills.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Describe the communication process	K1
CO2	Discuss about active listening skills and non-verbal communication	K2
CO3	Discover giving constructive feedback	K3
CO4	Illustrate appropriate questioning techniques	K3
CO5	Apply the presentation skills to deal with presentation	K3

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

### UNIT 1

**(6 HOURS)**

#### THE COMMUNICATIVE PROCESS

Sending the Message- The Channel- Receiving the Message- Misinterpretations and Unintended Messages, Feedback; Self –Monitoring, Context and Noise; Psychological, Stereotyping, Semantics.

## **UNIT II**

**(6 HOURS)**

### **ACTIVE LISTENING SKILLS AND NON-VERBAL COMMUNICATION**

Listening Skills, Barriers to Listening, Listening Behaviours, Active Listening Skills, Non-Verbal Communication Skills, Culture and Non-Verbal Messages, Forms of Non-Verbal Communication: Facial Expressions and Eye Gaze, Posture and Gestures, Voice, Personal Space and Distance, Personal Appearance

## **UNIT III**

**(6 HOURS)**

### **GIVING CONSTRUCTIVE FEEDBACK**

Difficulty in Providing Honest Feedback, Feedback Skills: Being Specific, Offering a Solution, Delivering the Feedback Fact to Face, Being Sensitive, Being Problem Oriented and not People Oriented, Being descriptive and not Evaluative, Owning rather than Disowning and Checking, Structure of Feedback.

## **UNIT IV**

**(6 HOURS)**

### **QUESTIONING SKILLS**

Questioning Techniques-Types of Questions: Probing/Clarifying Questions- Reflective Questions-Direct Questions and Hypothetical Questions.

## **UNIT V**

**(6 HOURS)**

### **PRESENTATION SKILLS**

Presentation and Dealing with Fears of Presentation, Planning the Presentation: Setting Objective, Understanding the Audience, Knowing the Setting, Writing Down the 'Central Theme' of the Talk, Writing the Outline, Developing Visual Aides, Preparing Delivery Notes and Delivering the Presentation

#### **Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Meeting People
- Telephone exercise
- Watching films for learning from model conversation
- Build the team spirit for group development

- Group presentation and assignments
- Reinforce active listening
- Usage of technology to improve

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Hargie.O.Dickson. D,Tourish.D	Communicative Skills for effective management	PalgraveMacmillian, Hampshire	2004
02	Dixon.T.O’Hara. M	Communicative Skills	Routledge	2010

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Randall A. Gordon, Daniel Druckman, Richard M. Rozelle, James C. Baxter	The Handbook of Communication Skills	Routledge	2006
02	Alder.R.B&Elmh orst.J.M	Communicating at Work: Principles and Practices for Business and the Professions	McGraw Hill, Singapore	1999

**WEB SOURCES:**

- ❖ [http://cw.routledge.com/textbooks/rial/data/9780415584838\\_sample.pdf](http://cw.routledge.com/textbooks/rial/data/9780415584838_sample.pdf)
- ❖ <https://www.routledgehandbooks.com/doi/10.4324/9780203007037.ch3>
- ❖ <https://thebusinesscommunication.com/what-is-communication-process/>
- ❖ <https://www.indeed.com/career-advice/career-development/active-listening-skills>
- ❖ <https://www.verywellmind.com/types-of-nonverbal-communication-2795397>
- ❖ <https://shodhganga.inflibnet.ac.in/bitstream/10603/127534/7/chapter-6.pdf>
- ❖ <http://www.penacclaims.com/wp-content/uploads/2018/08/Archit-Dixit.pdf>
- ❖ [https://www.mindtools.com/pages/article/newTMC\\_88.htm](https://www.mindtools.com/pages/article/newTMC_88.htm)
- ❖ <https://www.businessballs.com/communication-skills/presentation-skills-and-techniques/>

## **TEACHING METHODOLOGIES:**

- Discussion
- Games and activities
- Visual aids
- Assignment and Seminar
- Peer teaching.

## SOCIAL PSYCHOLOGY-II

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/ Week	Hrs/ Sem	Hrs/ Week	Hrs/ Sem		
VI		Core-XI	06	90	05	75	15	04

### COURSE OBJECTIVE

This course gives an understanding about social interaction and social influence.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Understand the group behaviours and its impact on personal wellbeing	K2
CO2	Compare the leadership styles and its effects on the followers	K2
CO3	Relate to the sources of aggression	K2
CO4	Demonstrate the consequences of group antagonism	K2
CO5	Experiment the ways to achieve a happy life	K3

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	S	S	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	M	M
CO4	S	S	S	S	M	M
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **GROUP PROCESSES**

Behaviour in Group: Social Facilitation-Social Inhibition-Social Compensation-Social Loafing-Social Impact Theory-Deindividuation-Competition Vs Cooperation. Basic Features of Group – Understanding the Group actions: Group Performance – Group Decision Making-Brainstorming–Group Polarization-Group Communication-Group Structure-Group Cohesiveness

## **UNIT II**

**(15 HOURS)**

### **LEADERSHIP**

Leadership - Types of Leadership- Functions of Leaders -Personal Qualities of Leaders – Established Approaches to Leadership: Trait model, Behavioral model, Contingency approach; Contemporary Approaches to Leadership: Transformational Leadership and Servant Leadership.

## **UNIT III**

**(20 HOURS)**

### **AGGRESSION AND WAR**

Origin of Aggression – Defining Aggression –Types of aggression- Sources of aggression– Aggression Learned Social Behavior– Prevention and Reduction of Aggression Behaviour – Media Violence – Sexual Violence.

## **UNIT IV**

**(20 HOURS)**

### **PREJUDICE AND DISCRIMINATION**

Components of Group Antagonism: Stereotype, Discrimination and Prejudice – Learning Prejudices – Motives for Prejudice – Cognitive Bases of Prejudice – Changing Face of Prejudice –Reducing Prejudice.

## **UNIT V**

**(20 HOURS)**

### **APPLICATIONS OF SOCIAL PSYCHOLOGY IN HEALTH BEHAVIOUR**

Social Sources of Stress and their Effects on Personal Well Being- Social Tactics to Decrease the Harmful Effects of Stress-Fostering Happiness in Our Lives: Factors Influencing Happiness-Benefits of Happiness-Increasing Happiness Levels-Applying Social Psychology in personal and professional relationships.

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

- Activities to bring out the behaviours during their presence in group
- Activities on leadership styles.
- Survey on media influence over aggression
- Games to increase happiness levels.

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Baron, Robert A. and PreetiKapur	Social Psychology(14th Edition)	Pearson India Education Services	2017
02	David Myer	Social Psychology(11 <sup>th</sup> Edition)	McGraw-Hill Higher Education	2012

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Crisp, R.J. and Turner, R.N.	Essential Social Psychology	Sage Publications,New Delhi	2007
02	Miles Howstone,Wolfgangstorebe	An Introduction to Social Psychology(6 <sup>th</sup> Edition)	The British Psychological society and John wiley and sons Ltd	2015
03	Aronson, E., Wilson, T.D. and Akert, R.M.	Social Psychology (7 <sup>th</sup> Edition)	Prentice Hall,Boston	2010
04	Schneider, F.W., Gruman, J, A., & Coutts, L,M.	Applied Social Psychology	Sage publications India Pvt. Ltd	2012
05	Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000).	Social Psychology.	Wadsworth Publications,CA	2000

## WEB SOURCES:

- ❖ <https://books.google.co.in/books?id=TDFpDwAAQBAJ&printsec=frontcover&dq=social+psychology+baron&hl=en&sa=X&ved=0ahUKEwiUxK-GiI7qAhWHILcAHZ95BSkQ6AEIKDAA#v=onepage&q=social%20psychology%20baron&f=false>
- ❖ <https://books.google.co.in/books?id=CwfWDAAAQBAJ&printsec=frontcover&dq=social+psychology+books&hl=en&sa=X&ved=0ahUKEwiwt-3nv43qAhXw7HMBHapYDDgQ6AEIKDAA#v=onepage&q=social%20psychology%20books&f=false>
- ❖ [https://books.google.co.in/books?id=X3fdaGkEy6MC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=X3fdaGkEy6MC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- ❖ <https://www.coursera.org/learn/social-psychology#syllabus>
- ❖ <https://www.edx.org/course/introduction-to-social-psychology>
- ❖ <https://www.studyblue.com/notes/b/social-psychology-13th-edition/53343/0>

## TEACHING METHODOLOGIES:

- Discussion
- Activities
- Visual aids
- Assignment and Seminar
- Peer teaching.

## SYLLABUS DESIGNER:

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## NEURO PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/ Week	Hrs/ Sem	Hrs/ Week	Hrs/ Sem		
VI		Core-XII	06	90	05	75	15	04

### COURSE OBJECTIVE

To enable students to understand how the nervous system influences a person's cognitive function and behaviour.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Describe the nature, scope, history and basic structure of nervous system	K1
CO2	Discover the various functions and lesion studies of frontal and temporal lobes	K2
CO3	Illustrate the typical functions and symptoms of parietal lobe disorders	K3
CO4	Relate the occipital lobe functions and symptoms of occipital lobe lesion and able to distinguish hemispheric asymmetry.	K3
CO5	Analyze the standardized neurophysiology and neuropsychological tests	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT I** (15 HOURS)

**INTRODUCTION**

Neuro-Psychology - Definition- Nature - Scope- Brief History-Basic Anatomy of the Brain - Common Neurological Disorders.

**UNIT II** (20 HOURS)

**FRONTAL LOBE AND TEMPORAL LOBE**

Frontal Lobe: Anatomy and Functional Organization - Frontal Lobe Syndrome: Disturbances of motor function, Loss of divergent thinking, Environmental control of behaviour, Poor temporal memory - The Frontal Lobe and Personality.

Temporal Lobe: Anatomical Features - Functional Organization- Complex Partial Seizures - Electrical Stimulation - Temporal Lesions and Cognitive Change.

**UNIT III** (15 HOURS)

**PARIETAL LOBE**

Anatomical Features - Sensory and Perceptual Disturbances - Disorders of Spatial Orientation -Constructional Apraxia - Spatial Alexia and Acalculia -Unilateral Spatial Neglect Disorders of Body Schema -Gerstmann's Syndrome.

**UNIT IV** (20 HOURS)

**OCCIPITAL LOBE AND HEMISPHERIC ASSYMETRY**

Anatomical Features- cerebral Blindness -Visual Agnosia -Alexia without Agraphia -Visual Hallucinations. The Concept of Cerebral Dominance- Unilateral Lesion Studies - Hemispherectomy-Cerebral Commissurotomy.

**UNIT V** (20 HOURS)

**ASSESSMENT**

A .Neuro Physiological Assessment: Brain Imaging Techniques: CT scan- MRI -Methods to Study Functional Status: PET - Methods to Study Electrical Activities: EEG-BEAM

B. Neuropsychological Assessment: Bender Gestalt- Luria Nebraska Neuropsychological Battery- Halstead Reitan Battery- PGI Battery of Brain Dysfunction- Wechsler's Memory Scale- Memory for Design Test.

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

- visit of Physiology lab in the college or science Center
- You-tube videos for better understanding of structure of brain
- Use of biofeedback to understand brain activity and other physiological functions
- Demonstrate the assessment , scoring and interpretation of neuro- cognitive batteries
- Collection of case studies about neurological disorders to understand the brain function.

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Bryan Kolb	Fundamental of Human Neuropsychology (7 <sup>th</sup> Edition)	Worth Publishers,New York.	2009
02	Kevin Walsh ,A.O	Neuropsychology: A Clinical Approaches	Churchill Livingstone,New York	1999

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Kapalan,H.I and Saddock B.J	Synopsis of Psychiatry	Baltimore: Williams& Wilkins.	1998
02	Gazzaniga, M.S., Ivry, R.B., &Mangun, G.R	Cognitive Neuroscience: The Biology of The mind. (4thEdition.)	W. W. Norton &Company,USA	2014
03	Martin, G.N	Human Neuropsychology. (2 <sup>nd</sup> Edition.).	Pearson Education Limited, England.	2006
04	Stirling, J	Introducing Neuropsychology	Taylor & Francis	2005
05	Zillmer, E.A., Spiers, M.V & Culbertson, W.C	Principles of Neuropsychology. (2 <sup>nd</sup> Edition)	Thomson Wadsworth, USA.	2008

## **WEB SOURCES:**

- ❖ <https://www.coursera.org/learn/neurobiology>
- ❖ <https://courses.lumenlearning.com/waymaker-psychology/chapter/reading-parts-of-the-brain/>
- ❖ <https://www.ncbi.nlm.nih.gov/books/NBK532981/>
- ❖ <https://courses.lumenlearning.com/boundless-psychology/chapter/structure-and-function-of-the-brain/>
- ❖ <https://www.physio-pedia.com/Cerebellum>
- ❖ <http://egyankosh.ac.in/bitstream/123456789/24039/1/Unit-3.pdf>
- ❖ <https://www.spinalcord.com/temporal-lobe>
- ❖ <https://www.thoughtco.com/parietal-lobes-of-the-brain-3865903>
- ❖ <https://www.sciencedirect.com/topics/neuroscience/gerstmann-syndrome>
- ❖ [https://en.m.wikipedia.org/wiki/Parietal\\_lobe](https://en.m.wikipedia.org/wiki/Parietal_lobe)

## **TEACHING METHODOLOGIES:**

- Discussion
- Demonstrate
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## PSYCHOLOGICAL ASSESSMENT

Semester	Subject Code	Category	Practical		Credit
			Hrs/ Week	Hrs/ Sem	
VI		Core Practical-II	06	90	04

### **COURSE OBJECTIVE:**

To provide practical exposure to assess, diagnose and interpret various Psychological concepts.

### **Minimum of 10 Experiments should be chosen from the given list for record and practice**

1. Stress Adaptability Scale
2. Job Satisfaction
3. Assertiveness Scale
4. Emotional Intelligence
5. Achievement Motivation Scale
6. Leadership Preference Scale
7. Sinha's Comprehensive Anxiety Test
8. Reynolds Adolescent Depression Scale
9. Eysenk's Personality Inventory
10. Locus of Control
11. Self -esteem Inventory
12. Resiliency Scale for Children and Adolescents
13. Differential Aptitude Test
14. Self-Concept Questionnaire
15. Thurston Interest

### **Distribution of Marks: 100 Marks**

**Internal = 40** (Model Examination - 30, Skill-10)

**External = 60** (Viva-20, Record-5, Conduction-10, Plan and Procedure - 10, Result and Tabulation-5, Discussion -5, Conclusion -5 )

**TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Aiken, L.R., &Groth- Marnat, G.	Psychological Testing and Assessment(12 <sup>th</sup> Edition. Boston, MA.	Pearson Inc,Boston	2006
02	Kaplan, R.M. &Saccuzzo, D.P.	Psychological Testing: Principles, Applications, and Issues	Thomson Wadsworth, Australia	2007

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Anastasi, A. &Urbina, S.	Psychological testing	Pearson Education,N.D	1997
02	Freeman F.S	Theory and Practice of Psychological Testing	Oxford Publications,NewYork	1960

**SYLLABUS DESIGNER:**

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## HEALTH PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/ Week	Hrs/ Sem	Hrs/ Week	Hrs/ Sem		
VI		Elective III	05	75	04	60	15	03

### COURSE OBJECTIVE

This course creates awareness in students related to the Psychological and behavioral processes in health, illness and health care.

### COURSE OUTCOMES

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

Number	CO Statement	Knowledge Level (K1-K4)
CO1	Understand the need and role of health Psychology and the precipitating factor behind the Bio-Psychosocial model of health.	K1
CO2	Modify the health habit using theoretical models	K3
CO3	Integrate health enhancing behavior	K3
CO4	Plan a Psychological management of chronic and terminal illness that promote the quality of life	K4
CO5	Analyze and management of serious illness and pain	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

**UNIT I****(15 HOURS)****INTRODUCTION TO HEALTH PSYCHOLOGY**

Definition of Health Psychology- Need of Health Psychology- Bio Psychosocial Models in Health Psychology- Training for a Career in Health Psychology Health Behaviors.

Health Behavior: Definition –Practicing and Changing Health Behavior - Barriers to modify Poor Health Behavior- Intervention to Children, Adolescents, Risk People and Elderly.

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**UNIT II****(15 HOURS)****MODIFICATION OF HEALTH BEHAVIOR**

Changing Health Habits –Health Belief Model –Theory of Planned Behaviour - Cognitive Behavioral Approaches to Health Behavior Change–Transtheoretical Model of Behaviour Change – Changing Health Behaviour through Social Engineering - Appropriate Venue for Health Habit Modification.

**UNIT III****(15 HOURS)****HEALTH ENHANCING BEHAVIOR**

Exercise- Benefits, Determinants of Regular Exercise- Accident Prevention- Cancer Related Health Behavior- Weight Control and Obesity Developing - Maintaining a Healthy Diet- Eating Disorder– Sleep and Health.

**UNIT IV****(15 HOURS)****MANAGEMENT OF CHRONIC AND TERMINAL ILLNESS**

Quality of Life- Emotional Response to Chronic Illness- Personal Issues in Chronic Disease- Coping with Chronic Illness- Psychological Interventions and Chronic Illness-

Terminal Illness: Psychological Issues – Psychological Management of Terminal Illness.

**UNIT V****(15 HOURS)****MANAGEMENT OF SERIOUS ILLNESS AND PAIN**

Coronary Heart Disease- Hyper Tension- Stroke- Diabetes- Aids- Cancer- Arthritis- Treatment and Outcomes. Pain: Definition –Physiology of pain – Clinical issues –Pain control and management.

**Practicum:***(Note: Minimum of any two practicum should be carried out)*

To assess their health behaviour from the follow activities

- Collection of articles from newspaper and magazine related to health
- Find health insurance policies in our country
- Range of innovation technologies used in the field of health
- Debate in various models of health behaviour
- Design of health promotion practices
- Poster campaign on ill effects of alcohol, drugs and technology addiction
- Visit a health Psychologist and knowing the role played
- Recording the effects of epidemic and pandemic diseases

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Shelley E.Taylor	Health Psychology. (7 <sup>th</sup> Edition)	Tata Mcgraw Hill Edition.	1995
02	Edward P.Sarafino	Health Psychology	Joha Wiley and Sons.	1994

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	David F Marks, Michael Murray, Brain Evans, Carla Willig, Cailine Woodall and Catherine M.Sykes	Health Psychology: Theory, Research and Practice,(2 <sup>nd</sup> Edition)	Sage Publications, New Delhi.	2008
02	Banyard. P	Psychology In Practice: Health	Hodder& Stoughton Publishers.	2002
03	Ogden, J.	Health Psychology: A Text Book	McGraw Hill Publications	2007
04	Payne. S & Sandra. H	Health Psychology	Open University Press.	2004
05	Pitts. M & Phillips. K	The Psychology of Health.	Routledge Publishers	2003

## **WEB SOURCES:**

- ❖ [https://www.mooc-list.com/tags/health psychology](https://www.mooc-list.com/tags/health%20psychology)
- ❖ <https://psychcentral.com/lib/an-overview-of-health-psychology/>
- ❖ <https://www.sciencedirect.com/topics/psychology/health-psychology>
- ❖ <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-health-psychology/>
- ❖ [https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1005-9\\_959](https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1005-9_959)
- ❖ <https://www.aston.ac.uk/study/courses/msc-health-psychology-online>

## **TEACHING METHODOLOGIES:**

- Discussion
- Collection of secondary sources
- Visual aids
- Assignment and Seminar
- Peer teaching.

## **SYLLABUS DESIGNER:**

**Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## SPORTS PSYCHOLOGY

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
VI		Elective-III	05	75	04	60	15	03

### COURSE OBJECTIVE

This course enables the students to use the Psychological knowledge and skills to address optimal performance and well being of athletes. It also helps to solve the systemic issues associated with sports setting and organization.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Identify the purpose, history and research in Sports Psychology	K1
CO2	Explore the athletic behavior	K2
CO3	Apply various styles of approaches and theories	K3
CO4	Explain the role of Social Psychology in sports	K4
CO5	Analyse and Apply various Psychological phenomena to excel	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **MENTAL SIDE OF SPORT**

The Mental Side of Sport: 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 Psychologists Do.

## **UNIT II**

**(15 HOURS)**

### **EXPLORING ATHLETIC BEHAVIOUR: KEY CONCEPTS**

Exploring Athletic Behavior- Key Concepts: Motivation and Goal Setting- Anxiety in Sport Performance- Concentration in Sports Performance- Self- Confidence- Peak Performance and Expertise.

## **UNIT III**

**(15 HOURS)**

### **COGNITIVE PSYCHOLOGY AND SPORTS**

Cognitive Psychology and Sport- Cognitive Style and Sport- 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.

## **UNIT IV**

**(15 HOURS)**

### **SPORTS IN CONTEXT: SOCIAL PSYCHOLOGY OF SPORTS**

Sport in Context: The Social Psychology of Sport: Social Facilitation- Social Loafing-Team Dynamics- Group Process- Casual Attribution in Sport- Violence and Aggression in Sports.

## **UNIT V**

**(15 HOURS)**

### **APPLYING SPORT PSYCHOLOGICAL PHENOMENA**

Applying Sport Psychological Phenomena: 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.

**Practicum:**

(Note: Minimum of any two practicum should be carried out)

- Visit to sports field
- Assignment on successful athletes
- Posters on sports activities
- Discussion on Sports schemes offered by the government
- Training to enhance mental ability of college sports team through (positive self-talk, goal setting, mental rehearsal )
- Analyse the issues of the sports students and help to resolve them.

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Aidan P. Moran	Sport and Exercise Psychology, A Critical Introduction,	Rout ledge	2004
02	John Kremer and Deirdre Scully	Psychology in Sport	Taylor and Francis Publishers	2017

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
01	Robert Weinberg and Daniel Gould	Foundations of Sport and Exercise Psychology (4th Edition)	Human Kinetics Publishers	2006
02	M Cox, R.H.	Sport Psychology: Concepts and Applications	McGraw Hill, New York	2002
03	Singh, R.	Sport Psychology	Friends Publications, New Delhi	2014
04	Weinberg, R.S., Gould, D.	Foundations of Sport and Exercise Psychology	Human Kinetics, United State of America.	2011
05	Woods, R.B.	Social Issues in Sport	Human Kinetics, United State of America.	2011

**WEB SOURCES:**

- ❖ <https://www.studocu.com/en-ca/document/macewan-university/sport-psychology/lecture-notes/lecture-notes-lectures-1-11-sport-psychology/723087/view>
- ❖ <https://www.scribd.com/document/373446269/Sports-Psychology-Notes>
- ❖ <https://www.verywellmind.com/what-is-sports-psychology-2794906>
- ❖ <https://sportpsych.unt.edu/sport-psychology-performance-notes>
- ❖ <https://www.coursehero.com/file/52235/Sport-Psychology-Lecture-Notes/>

**TEACHING METHODOLOGIES:**

- Discussion
- lecture
- Visual aids
- Assignment and Seminar
- Peer teaching.

## PSYCHOLOGY IN HRM

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/Week	Hrs/Sem	Hrs/Week	Hrs/Sem		
VI		Elective IV	05	75	04	60	15	03

### COURSE OBJECTIVE

This course will enable the students to understand the basic concepts in HRM.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	State the importance of HRM in Psychology	K1
CO2	Sketch out the HR acquisition functions	K2
CO3	Demonstrate the training methods to incorporate after orientation	K2
CO4	Illustrate the various methods of Performance Appraisal	K2
CO5	Summarise the HR activities in controlling human resources.	K2

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

## **UNIT I**

**(15 HOURS)**

### **INTRODUCTION**

Definition –Evolution of HRM-Objectives of HRM- Scope of HRM: HR Acquisition, HR Development, HR Maintenance and HR Control- Functions of HRM: Managerial Functions and Operative Functions –Importance of HRM in Psychology -Changing Trends and Challenges in HRM

## **UNIT II**

**(15 HOURS)**

### **HR ACQUISITION**

Human Resource Planning – Objectives – Process of HRP– Job analysis- Aspects of Job analysis- Recruitment – Sources of recruitment.- Selection Procedure - Tests for Selection: Cognitive Ability, Motor & Physical Ability, Personality, Achievement- Interview as Selection Device- Types of Interview.

## **UNIT III**

**(15 HOURS)**

### **HUMAN RESOURCE DEVELOPMENT**

HRD-Functions-Definition of Training and Development-Importance of Training in organizations - Training Need Analysis-Training Process-Designing a Training Program- Training Methods: On the Job training – Off the Job Training-Training Evaluation

## **UNIT IV**

**(15 HOURS)**

### **HUMAN RESOURCE MAINTENANCE**

Basic concept of Performance Appraisal-Approaches of Performance Appraisal -Stages in Performance Appraisal Systems –Performance Appraisal Methods: Traditional methods and Modern methods: MBO -360 Degree Evaluation- BARS -Assessment Center

## **UNIT V**

**(15 HOURS)**

### **HUMAN RESOURCE CONTROL**

Promotion: Criteria for Promotion-Types of Promotion-Transfer: Purpose of transfer. Absenteeism: Causes – Measures - Labour Turnover – Separation – VRS - Retirement – Dismissal- Grievances and Redressal-Human Resource Information System

#### **Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Writing job analysis for jobs given by the tutor
- Mock recruitment
- Interview
- Competency Mapping of training
- Goal setting through MBO
- 360 degree Performance appraisal

**Distribution of Marks: Theory 100% and Problems 0%****TEXT BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Pareek, U &Rao, T.V	Designing and Managing Human Resource Systems (3 <sup>rd</sup> Edition.).	Oxford & IBH Publishing Co Pvt.Ltd.	2017
02	Armstrong, M. (2006).	A Handbook of Human Resource Management Practice (10th Edition).	Kogan Page	2006

**REFERENCE BOOKS:**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
01	Gary Dessler. A	A Framework for Human Resource Management,6 <sup>th</sup> Edition	New Delhi: Pearson/Prentice Hall Publishing.	2011
02	Mathis and Jackson	Human Resource Management,13 <sup>th</sup> edition	Thomson South Western.	2011
03	K.Aswathappa	Human Resource Management Text and cases(7 <sup>th</sup> Edition)	McGraw Hill New York	2013
04	Rao TV	Alternative Approaches and Strategies of HRD.	Rawat Publications. New Delhi.	2010
05	Keith Davis and John W. Newstrom	Human Relations at Work	McGraw Hill New York	2006

## WEB SOURCES:

- ❖ [https://books.google.co.in/books?id=uxJ\\_AgAAQBAJ&printsec=frontcover&dq=hrm+aswathappa&hl=en&sa=X&ved=2ahUKEwiC1puFs8rqAhXDzjgGHRwSAW8Q6AEwAXoECAkQA#v=onepage&q=hrm%20aswathappa&f=false](https://books.google.co.in/books?id=uxJ_AgAAQBAJ&printsec=frontcover&dq=hrm+aswathappa&hl=en&sa=X&ved=2ahUKEwiC1puFs8rqAhXDzjgGHRwSAW8Q6AEwAXoECAkQA#v=onepage&q=hrm%20aswathappa&f=false)
- ❖ <https://books.google.co.in/books?id=LVHF1jQjLYcC&printsec=frontcover#v=onepage&q&f=false>
- ❖ <https://books.google.co.in/books?id=SKqkQzyy-38C&printsec=frontcover#v=onepage&q&f=false>
- ❖ <https://www.worldsupporter.org/en/chapter/39883-summary-applied-psychology-human-resource-management>
- ❖ <https://www.coursera.org/specializations/human-resource-management>

## TEACHING METHODOLOGIES:

- Discussion
- Visual aids
- Assignment and Seminar
- Peer teaching.

## SYLLABUS DESIGNERS:

### **01.Mrs.R.SafinaSelva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

### **02.Ms.Aarthi.D**

*Assistant Professor of Psychology*

*DKM College for Women (Autonomous).*

## PROJECT

Semester	Subject Code	Category	Hrs/ Week	Hrs/ Sem	Credit
VI		Elective- IV	05	75	03

### **COURSE OBJECTIVE:**

The project work that the students carry out is assessed based on the quality of research they have undertaken. Students are assessed by internal examiner as well as external examiner by the way of viva-voce in front of an examination committee comprised of Head of the Department, external examiner and an internal examiner.

### **Distribution of Marks: 100 Marks**

**Internal = 40** (Model Viva Voce- 30, Presentation Skill-10)

**External = 60** (Project Report Structure-20,VivaVoce-20, Presentation-10, Interaction-10 )

### **SYLLABUS DESIGNER:**

**Mrs.R.Safina Selva**

*Head and Assistant Professor of Psychology*

*DKM College for Women (Autonomous)*

## INTERPERSONAL SKILLS

Semester	Subject Code	Category	Lecture		Theory		Practical	Credit
			Hrs/ Week	Hrs/ Sem	Hrs/ Week	Hrs/ Sem		
VI		SBS-IV	02	30	01	15	15	02

### COURSE OBJECTIVE

This course helps the students to build their interpersonal skills

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Understand the importance of interpersonal skills	K2
CO2	Demonstrate the effects of self disclosure	K2
CO3	Illustrate the expressions through verbal and non verbal communication	K3
CO4	Construct interpersonal trust	K3
CO5	Prepare oneself to overcome the barriers	K3

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	M	M	M	M
CO2	S	S	S	S	M	M
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

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

### UNIT 1

**(6 HOURS)**

#### THE IMPORTANT OF INTERPERSONAL SKILLS

Interpersonal Relationship and Personal Competence – Learning Interpersonal Skills – Co-Operative Learning and Interpersonal Competence.

## **UNIT II**

**(6 HOURS)**

### **SELF- DISCLOSER**

Meaning of Self- Discloser – Appropriateness of Self- Discloser and Self Awareness – Interpersonal Effectiveness.

## **UNIT III**

**(6 HOURS)**

### **EXPRESSION OF EMOTIONS**

Self Awareness of One's Felling – Need For Expression Felling – Perception of another's Felling–Nonverbal Communication –Importance of Making a Verbal and Non Verbal Message Congruent.

## **UNIT IV**

**(6HOURS)**

### **DEVELOPING AND MAINTAINING TRUST**

Definition of Trust – Building Interpersonal Trust – Being Trusting and Trust Worth –Trusting Appropriately Trusting as Self – Fulfilling Prophecy.

## **UNIT V**

**(6HOURS)**

### **BARRIERS TO INTERPERSONAL EFFECTIVENESS**

Managing Anxiety and Fear – Understanding Shyness – Avoiding Self – Blame – Taking Risk – Tolerating failure – Persisting–Celebrating Success.

### **Practicum:**

*(Note: Minimum of any two practicum should be carried out)*

- Johari Window model
- Games on self disclosure
- Activities on Non verbal communication
- Activities on Self Fulfilling Prophecy
- Relaxation techniques to overcome anxiety

**Distribution of Marks: Theory 100% and Problems 0%**

**TEXT BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
1	David W. Johnson	Reaching out (3rd Edition)	Prentice Hall Englewood cliffs ,New jersey.	1986
2	David W. Johnson A Frank P. Johnson	Joining together ,( 3 <sup>rd</sup> Edition)		1982

**REFERENCE BOOKS:**

S.No	Authors	Title	Publishers	Year of Publication
1	Bob Wright	Interpersonal Skills	British Librray ,C.A	1992
2	Asa Don Brown	Interpersonal Skills in the workplace	Tate Publishing & Enterprises, LLC	2016

**WEB SOURCES:**

- ❖ <https://counseling.dasa.ncsu.edu/resources/self-help-resources/interpersonal-skills/#:~:text=Interpersonal%20skills%20are%20measures%20of,to%20resolve%20conflict%20with%20others.>
- ❖ <https://www.mindtools.com/pages/article/self-disclosure.html>
- ❖ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1484830/>
- ❖ [https://www.workplacestrategiesformentalhealth.com/mmhm/pdf/full\\_communicating\\_0.pdf](https://www.workplacestrategiesformentalhealth.com/mmhm/pdf/full_communicating_0.pdf)
- ❖ <https://www.typpetalk.com/blog/overcoming-interpersonal-barriers-communication/>
- ❖ [https://www.beyondintractability.org/essay/trust\\_building](https://www.beyondintractability.org/essay/trust_building)
- ❖ <https://timetothrivetherapy.com/wp-content/uploads/2018/01/The-Cognitive-Behavioral-Workbook-for-Anxiety.pdf>
- ❖ <https://www.psychologytoday.com/us/blog/living-forward/201612/4-ways-overcome-shyness>

**TEACHING METHODOLOGIES:**

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- Games and activities
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