D.K.M COLLEGE FOR WOMEN (AUTONOMOUS)

VELLORE-1

DEPARTMENT OF PSYCHOLOGY

SYLLABUS

B.Sc PSYCHOLOGY

(WITH EFFECT FROM 2024)

DKM College For Women (Autonomous), Vellore-1

Department of Psychology

B.Sc Psychology

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)

ABOUT THE PROGRAMME

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

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEOS)

PEO1: Attain Academic and Professional Excellence

Build a strong academic foundation and skill set that will enable success in higher education, competitive examinations, teaching, research, industry, and entrepreneurial ventures.

PEO2: Emerge as Empowered Individuals

Develop into confident, self-reliant, and economically independent women capable of applying scientific knowledge to enhance personal growth, family welfare, and community development.

PEO3: Advance Research and Innovation

Demonstrate the ability to investigate real-world challenges and contribute contextually relevant, research-driven, and innovative solutions across scientific disciplines.

PEO4: Uphold Ethical and Cultural Values

Adhere to high ethical standards, respect cultural diversity, and engage responsibly in scientific practices that contribute to a just and inclusive society.

PEO5: Respond to Societal and National Needs

Utilize scientific understanding to support public health, environmental conservation, and technological advancement, fostering inclusive regional and national progress.

PEO6: Exhibit Leadership and Social Responsibility

Lead scientific and community initiatives with integrity, inspire collaborative action, and actively contribute to positive social transformation at local and global levels.

PEO7: Engage in Lifelong and Global Learning

Pursue continuous personal and professional development while staying abreast of global trends, innovations, and interdisciplinary scientific advancements.

PROGRAMME OUTCOME (POs)

LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDER GRADUATE PROGRAMME	
Programme:	**U.G.**
Programme Code:	CPS
Duration:	**3 years [UG]**

PO1: Comprehend and Apply Scientific Knowledge

Acquire and apply core knowledge from scientific disciplines to understand natural phenomena, solve complex problems, and support innovation across various domains of life and industry.

PO2: Demonstrate Analytical and Critical Thinking

Develop the ability to think critically and analytically by formulating hypotheses, interpreting experimental results, evaluating scientific literature, and drawing evidence-based conclusions.

PO3: Exhibit Technical and Laboratory Competency

Gain proficiency in laboratory techniques, handling of scientific instruments, and use of software tools, while adhering to safety protocols, accuracy, and reproducibility in experimental work.

PO4: Communicate Effectively

Present scientific concepts and findings clearly and coherently through oral presentations, technical writing, and the use of digital tools, adapting to both academic and professional contexts.

PO5: Uphold Ethical Values and Environmental Consciousness

Integrate ethical principles and environmental awareness into scientific practices, promoting sustainable solutions and a sense of accountability towards society and nature.

PO6: Engage in Lifelong Learning

Cultivate an inquisitive mindset and adaptability to emerging scientific advancements, technologies, and interdisciplinary approaches, thereby remaining relevant and competent throughout life.

PO7: Collaborate and Lead in Scientific and Social Contexts

Participate effectively in collaborative scientific projects and community-based activities, demonstrating leadership, decision-making, and commitment to women's empowerment and societal progress.

PROGRAMME SPECIFIC OUTCOMES (PSO)

After completion of the undergraduate programme in Psychology, the student will

PSO1: Understand and Apply Core Psychological Concepts

Demonstrate foundational knowledge in major areas of psychology including cognitive, developmental, social, abnormal, and biological psychology, and apply these concepts to explain human behaviour and mental processes.

PSO2: Utilize Scientific and Research Methods in Psychology

Apply scientific methods and psychological tools to design, conduct, and interpret research while adhering to ethical guidelines and critical thinking principles.

PSO3: Demonstrate Skills in Psychological Testing and Counselling

Acquire practical skills in administering psychological assessments, interpreting test results, and offering basic counselling support in educational, clinical, and organizational settings.

PSO4: Communicate Psychological Knowledge Effectively

Present psychological theories, case analyses, and research findings effectively through written reports, presentations, and digital tools suited for academic and professional contexts.

PSO5: Promote Ethical Practice and Social Responsibility

Uphold ethical values in psychological practice and contribute to mental health awareness, social justice, women's empowerment, and community well-being.

PSO6: Prepare for Higher Studies and Diverse Career Pathways

Be equipped to pursue postgraduate education, competitive exams, and careers in psychology-related fields such as counselling, education, human resources, and social services.

PSO7: Engage in Lifelong Learning and Global Mental Health Initiatives

Stay updated with contemporary developments in psychology, explore interdisciplinary and global perspectives, and commit to personal and professional growth in a dynamic world.

HIGHLIGHTS OF THE REVAMPED CURRICULUM

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application-oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.

- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second-year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

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

Strong, 2- Medium, 1- Low

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	2	23
Part V	-	-	-	-	-	1	1
Total	23	23	22	25	26	21	**140**

***Part I. II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

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

DKM College For Women (Autonomous), Vellore-1

Department of Psychology

B.Sc Psychology

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)

Guideline Based Credit and Hours Distribution System

S.No	Part	Course Title	Ins. Hrs/ Week	Credit	Title of the Paper
Semester – I					
1.	I	Language-I	6	3	Pothu Tamil/ Other language
2.	II	English-I	6	3	General English-I
3.	III	Core Theory-I	5	5	Introduction to Psychology-I
4.	III	Core Theory-II	5	5	Biological Psychology
5.	III	Elective Course-I	4	3	Building Psychological Capital
6.	IV	Skill Enhancement Course -I	2	2	Basics of Health Care Management
7.	IV	Foundation Course	2	2	Careers and Ethics in Psychology
			30	**23**	
Semester – II					
1.	I	Language-II	6	3	Pothu Tamil/ Other Language-II
2.	II	English-II	6	3	General English-II
3.	III	Core Theory-III	5	5	Introduction to Psychology- II
4.	III	Core Theory-IV	5	5	Psychology of Childhood
5.	III	Elective Course-II	4	3	Cross Cultural Psychology
6.	IV	Skill Enhancement Course -II	2	2	Social Work and Persons with Disability
7.	IV	Skill Enhancement Course -III	2	2	Psychological First Aid
			30	**23**	
Semester III					
1.	I	Language-III	6	3	Pothu Tamil/ Other language-III
2.	II	English-III	6	3	General English-III
3.	III	Core Theory-V	5	5	Psychology of Adolescence and Early Adulthood
4.	III	Core Theory-VI	5	5	Social Psychology- I
5.	III	Elective Course-III	4	3	Statistics for Behavioral Science
6.	IV	Skill Enhancement Course -IV	1	1	Psychological skills for Entrepreneurship development
7.	IV	Skill Enhancement Course -V	2	2	Relaxation Techniques
8.	IV	Environmental Studies	1	-	Environmental Studies
			30	**22**	

Semester –IV					
1.	I	Language-IV	6	3	Pothu Tamil/ Other language-IV
2.	II	English-IV	6	3	General English-IV
3.	III	Core Theory-VII	5	5	Psychology of Middle age and old age
4.	III	Core Theory-VIII	4	5	Social Psychology- II
5.	III	Elective Course-IV	4	3	Introduction to Research Methodology
6.	IV	Skill Enhancement Course -VI	2	2	Psychological Therapy Techniques
7.	IV	Skill Enhancement Course -VII	2	2	Personality Development
8.	IV	Environmental Studies	1	2	Environmental Studies
			30	**25**	
Semester V					
1.	III	Core Theory-IX	5	4	Psychopathology- I
2.	III	Core Theory-X	5	4	Cognitive Psychology
3.	III	Core Practical	5	4	Assessments in Psychology
4.	III	Elective Course-V	5	4	Organisational Psychology
5.	III	Elective Course-VI	4	3	Counselling Psychology
6.	III	Core Project	4	3	Project with Viva voce
7.	IV	Value Education	2	2	Value Education
8.	IV	Internship Training	-	2	Internship / Industrial Training (Summer vacation at the end of IV semester activity)
			30	**26**	
Semester VI					
1.	III	Core Theory-XI	6	4	Psychopathology- II
2.	III	Core Theory-XII	6	4	Educational Psychology
3.	III	Core Theory-XIII	6	4	Health Psychology
4.	III	Elective Course-VII	5	3	Sports and Exercise Psychology
5.	III	Elective Course-VIII	5	3	Environmental Psychology
6.	IV	Professional Competency Skill	2	2	Psychological Testing and Report Writing
7.	V	Extension Activities	-	1	Extension Activities
			30	**21**	
			180	**140**	

Consolidated statement

B.Sc Psychology

PART	SUBJECT	PAPERS	HOURS	CREDIT	TOTAL CREDITS	MARKS	TOTAL MARKS
Part-I	Language	04	24	03	12	100	400
Part-II	English	04	24	03	12	100	400
Part-III	Core (I to VII)	08	40	05	40	100	800
	Core (IX,X)	02	10	04	08	100	200
	Core (XI to XIII)	03	18	04	12	100	300
	Core Practical	01	05	04	04	100	100
	Core Project with Viva	01	05	04	04	100	100
	Electives	08	33	03	24	100	800
Part-IV	Foundation course	01	02	02	02	100	100
	Skill Enhancement course (Discipline specific/generic specific)	06	12	02	12	100	600
	Skill Enhancement course (Entrepreneurship based)	01	01	01	01	100	100
	Environmental Studies	01	02	02	02	100	100
	Value Education	01	02	02	02	100	100
	Professional competency skill	01	02	02	02	100	100
	Internship training	-	-	02	02	100	100
Part-V	Extension Activities	-	-	01	01	100	100
	Total		**180 Hours**		**140 Credits**		**4400**

I B.SC PSYCHOLOGY

SEMESTER-I

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">INTRODUCTION TO PSYCHOLOGY I</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">CORE I</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS1A</td></tr>
<tr><td>Semester</td><td>I</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>04</td><td colspan="2">01</td><td colspan="2">--</td><td>05</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">● To offer the students a comprehensive overview and understanding of the origins, goals, research methods and fields of specialization in Psychology.
● The basic principles of sensation for vision, hearing, smell, taste and bodily senses.
● The principles of perception and illusion.
● Learning theories highlighting on the principles of Classical, Operant Conditioning and Observational Learning.
● Emotions and theoretical perspectives of emotions.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="6">UNIT I: INTRODUCTION TO PSYCHOLOGY
Definition of Psychology- Nature of Psychology-Origin of Psychology- Philosophical origins: Major ideas of Descartes, Locke-Brief History of Modern Scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach, Scientific approach to Psychology.
UNIT II: SCOPE OF PSYCHOLOGY
Goals of Psychology- Role of a Psychologist in society-Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Cognitive Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology, Forensic Psychology, Environmental Psychology.
UNIT III: ATTENTION, SENSATION AND PERCEPTION
Attention: Definition-Factors affecting Attention-Types of Attention- Set in Attention.
Sensation: Definition- Types of Sensation-Elements of Sensation.
Perception: Definition- Gestalt Laws- Constancies in Perception-Subliminal Perception-ESP [Extra Sensory Perception]
UNIT IV: LEARNING
Characteristics of Learning-Classical conditioning (Pavlov) - Principles involved, Significance-Operant Conditioning (B.F Skinner) – Principles involved, Significance.
Trial and Error (Thorndike) Conditioning – Principles involved, Significance.
Insight learning (Kohler)- Principles involved, Significance.
Social Learning Theory (Bandura)– Principles involved, Significance.
UNIT V: EMOTION
Definition- Nature- Types- Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory- Cannon Bard Theory- Schachter-Singer Theory-Richard Lazarus' Theory.
Communication of Emotion: Emotional Expression- Characteristics- Innate Expression of Emotions- Social aspects of Emotional Expressions.</td></tr>
</table>

Extended Professional Component (is a part of internal component only, not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Passer, M.W. & Smith, R.E. (2010) *Psychology: The Science of Mind and Behavior* (5th ed.) New Delhi: Tata McGraw-Hill Education. 2. Baron, R.A. & Misra, G. (2024) *Psychology: Indian Subcontinent Edition* (5th ed.) India, U.P.: Pearson India Education Services Pvt. Ltd. 3. Ciccarelli, S.K., & White, J.N. (2024) *Psychology* (6th ed.), Adapted by Misra, G. Noida: Pearson India Education Services Pvt Ltd. 4. Hockenbury, D.H. & Hockenbury, S.E. (2018) *Psychology* (8th ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) *General Psychology.* Dorling Kindersley (India) Pvt Ltd.
Reference Books	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2024). *Introduction to Psychology* (8th ed.). New Delhi: East West Press. 2. Myers, D.G., DeWall, C.N., & Gruber, J. (2024). *Psychology* (14th ed.). New York: Worth Publishers. 3. Kalat, J.W. (2020). *Introduction to Psychology* (12th ed.). Boston: Cengage Learning. 4. Hilgard, E.R., Atkinson, R.L., & Atkinson, R.C. (2014). *Introduction to Psychology* (16th ed.). Boston: Cengage Learning. 5. Feldman, R.S. (2024). *Understanding Psychology* (15th ed.). New Delhi: McGraw-Hill Education.
Website and e-Learning Source	1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (https://bmcpsychology.biomedcentral.com/) 4. https://www.psywww.com/careers/specialt.htmlwww.worthpublishers.com/hockenbury 5. https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-prInc.iples-of-perception/

Course Outcomes:

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

CO1	**(K1)**	● Acquire knowledge on the history, methods and special areas in the field of Psychology.
CO2	**(K3)**	● Explain sensory systems through which information processing happens.
CO3	**(K4)**	● Relate the process of attention to perception and infer how we make sense of the world around us.
CO4	**(K5)**	● Critically examine the process of learning.
CO5	**(K1, K4)**	● Gain insight into complex emotional experiences of human being and analyse the experience of self in day-to-day life.

3-Strong, 2- Medium, 1- Low

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**2**	**1**	**2**	**3**	**1**	**2**
CO2	**3**	**2**	**2**	**1**	**3**	**1**
CO3	**3**	**2**	**3**	**1**	**3**	**2**
CO4	**1**	**3**	**2**	**2**	**3**	**1**
CO5	**1**	**2**	**3**	**2**	**3**	**3**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">BIOLOGICAL PSYCHOLOGY</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">CORE II</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS1B</td></tr>
<tr><td>Semester</td><td>I</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>04</td><td colspan="2">01</td><td colspan="2">--</td><td>05</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">● To place emphasis on the perspectives and research methods of Biological Psychology.
● To examine the structure and communication of the cells of the nervous system and synaptic transmission.
● To understand the role of brain in regulating temperature, thirst and hunger.
● To examine the nature and functions of the endocrine glands.
● To examine the causes of brain damage and its effect on behaviour.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="6">UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction – Meaning of Biological Psychology-Biological Explanation of Behaviour- Mind Brain Relationship- Recording Electrical Activity in the Brain-Research Methods.

UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION
Neurons: Basic Structure- Functions- Types- Glial Cells.
Neurotransmitters: Meaning, Types, Events at synapse; Membrane Potential-Action potential and Resting potential.
Nervous system: Key stages in Development of nervous system- Major Divisions: Central Nervous System, Peripheral Nervous System.

UNIT III: THE BRAIN

Brain: Structure-Functions-Divisions-Cerebrospinal fluid-Blood Brain Barrier-Brain Damage: Causes of Brain Damage, Neuro Degenerative Diseases-Neuroplasticity.

UNIT IV: REGULATION OF EXTERNAL AND INTERNAL SENSORY SYSTEM

External: Visual System- Auditory System-Gustatory System- Olfactory System-Somatosensory System- Vestibular System

Internal: Temperature – Homeostasis, Allostasis, Temperature Regulations and Behaviour; Thirst – Maintaining Water Balance, Causes of Thirst, Osmotic Thirst and Hypovolemic Thirst; Hunger – Physiological Mechanisms of Hunger and Satiety, Role of Hypothalamus.

UNIT V: HORMONES AND BEHAVIOUR

Hormones: Introduction-Definition-Principles of Hormones-Neural Vs Hormonal Communication. Hormones: Classification by Chemical Structure.

Endocrine Glands and its Specific Hormones: The Pituitary Gland- The Adrenal Gland- The Thyroid Gland- The Gonads-The Pineal Gland- The Pancreas and the Parathyroid Glands.</td></tr>
</table>

Extended Professional Component (is a part of internal component only, not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Analytical ability, Professional Competency, and Transferrable Skill
Recommended Text	1. Kalat, J.W. (2024). *Biological Psychology* (14th ed.). Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J.P.J., & Barnes, S.J. (2021). *Biopsychology* (11th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
Reference Books	1. Rosenzweig, M.R., Breedlove, S.M., & Leiman, A.L. (2010). *Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (6th ed.). Sunderland, MA: Sinauer Associates Inc. 2. Carlson, N.R., & Birkett, M.A. (2021). *Physiology of Behavior* (13th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall. 4. Barnes, J. (2013). *Essential Biological Psychology*. New Delhi: Sage Publications Pvt Ltd. 5. Bremner, J.D. (2005). *Brain Imaging Handbook*. New York: W.W. Norton & Company Inc
Website and e-Learning Source	1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology) 3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of- neuron-structure-and-function 5. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse

COURSE OUTCOMES

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

CO1	**(K2)**	• Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.
CO2	**(K2)**	• Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons
CO3	**(K4)**	• Understand and analyse the regulations of internal body states.
CO4	**(K1, K4)**	• Understand the function of endocrine glands and relate the knowledge to Analyse various human behaviour.
CO5	**(K2)**	• Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**3**	**2**	**2**	**3**	**1**	**2**
CO2	**2**	**3**	**1**	**1**	**3**	**1**
CO3	**1**	**2**	**3**	**2**	**3**	**2**
CO4	**1**	**3**	**2**	**2**	**3**	**1**
CO5	**2**	**1**	**1**	**2**	**3**	**3**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">BUILDING PSYCHOLOGICAL CAPITAL</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">ELECTIVE I (Discipline specific)</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Elective</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">03</td><td rowspan="2">Course Code</td><td rowspan="2">24CEPS1A</td></tr>
<tr><td>Semester</td><td>I</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td>Lab Practice</td><td colspan="2">Total</td></tr>
<tr><td>03</td><td colspan="2">01</td><td>--</td><td colspan="2">04</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">● To offer the students a comprehensive overview of positive psychology and psychological capital.
● The basic of Self efficacy and ways to strengthen individual’s Self efficacy to enhance performance.
● The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope.
● To understand the various spectrums of optimism and locus of control.
● To examine Resilience and 7 C’s Model of resilience.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="6">UNIT I: INTRODUCTION
The Need for a Different Approach- Positive Vs Negative Approach- Contributions of Positive Psychology- Psycap in Relation to Job Satisfaction, Motivation and Performance.</td></tr>
<tr><td colspan="6">UNIT II: PSYCAP EFFICACY
Definition-Key Ingredients of Efficacy-Ways to Strengthen Efficacy.</td></tr>
<tr><td colspan="6">UNIT III: PSYCAP HOPE
Definition of Hopelessness-Effects of Hopelessness-Hopelessness and Depression-Ways to improve Hope.</td></tr>
<tr><td colspan="6">UNIT IV: PSYCAP OPTIMISM
Definition of Optimism in Locus of Control- Ways to develop Optimism- Dispositional Optimism, Explanatory Style</td></tr>
<tr><td colspan="6">UNIT V: PSYCAP RESILIENCE
Definition-Ways to develop Resilience-7 C's Model of Resilience-Qualities of a Resilient Person.</td></tr>
<tr><td colspan="2">Extended Professional Component (is a part of internal component only, not to be included in the External Examination question paper)</td><td colspan="6">Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved
(To be discussed during the Tutorial hour)</td></tr>
<tr><td colspan="2">Skills acquired from this course</td><td colspan="6">Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</td></tr>
<tr><td colspan="2">Recommended Text</td><td colspan="6">1. Luthans, F., Youssef-Morgan, C.M., & Avolio, B.J. (2015). Psychological Capital and Beyond. New York: Oxford University Press.</td></tr>
</table>

	2. Snyder, C.R., & Lopez, S.J. (Eds.). (2002). *Handbook of Positive Psychology*. Oxford University Press. 3. Carr, A. (2022). *Positive Psychology: The Science of Wellbeing and Human Strengths* (3rd ed.). New York: Routledge.
Reference Books	1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt ltd.
Website and e-Learning Source	1. https://egyankosh.ac.in/bitstream/123456789/88336/1/Unit-14.pdf (Introduction to PsyCap) 2. https://www.coursehero.com/file/53037606/Chapter-7-Notes/ 3. https://positivepsychology.com/psychological-capital-psycap/ (PsyCap efficacy) 4. https://books.google.co.in/books?id=fAXLCgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

COURSE OUTCOMES

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

CO1 (K4) • Analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.

CO2 (K2) • Understand the role of self-efficacy and ways to improve it.

CO3 (K2) • Distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.

CO4 (K2) • Distinguish the ways to build optimism and locus of control for better performance.

CO5 (K3, K4) • Analyse and apply7C's Model of Resilience.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	3	1	2
CO2	1	3	2	2	3	1
CO3	2	1	3	3	3	2
CO4	1	3	2	1	3	2
CO5	2	2	2	1	3	3

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">BASICS OF HEALTH CARE MANAGEMENT</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">SKILL ENHANCEMENT COURSE- I</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">SEC</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">02</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS1C</td></tr>
<tr><td>Semester</td><td>I</td></tr>
<tr><td colspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td colspan="2"></td><td>02</td><td colspan="2">--</td><td colspan="2">--</td><td>02</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">• To develop the ability to maintain personal hygiene, design a balanced diet, and practice self-health care through yoga and spiritual exercises.
• To understand and apply the principles of family hygiene, vaccination schedules, sanitation, and diet management to promote family health.
• To understand community hygiene, healthcare centres, and nutrition programs by various organizations.
• To create and organize health awareness programs with government and NGOs.
• To acquire knowledge and skills for providing first aid and manage health emergencies like epidemics and disasters.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="6">UNIT I: PERSONAL (SELF) HEALTH CARE
Personal Hygiene – Personal Diet Pattern – Self Health Maintenance by Yoga and other Spiritual Practice – Drills
Activity – Prepare a personalised balanced diet plan for yourself</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT II: FAMILY HEALTH CARE
Family Hygiene – Group Health Care by Vaccination – Propitiation and Prevention – Sanitation and Diet patterns
Activity – Collect the vaccination schedule chart from a hospital and describe the illnesses that can be prevented by vaccination</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT III: COMMUNAL HEALTH CARE
Mass – Hygiene (Social Hygiene) – Environmental Hygiene - Communal Health Care Centres – Hospitals – Statistical Bodies - Government and Non-government Organizations (NGO) for propagation of nutritious diet patterns maintained by Voluntary Health Organizations and Government Schemes.
Activity – Visit an NGO that deals with diet patterns of the community.</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT IV: HEALTH AWARENESS
Health Awareness Programme organized by Governmental and Non-Governmenta Agencies-Communal Amenity Programme.
Activity – Create an awareness program in a community for health awareness</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT V: HEALTH DISASTER MANAGEMENT
First Aid – Disaster Management Techniques like Epidemic Eruption Control, Management and Eradication.
Activity – Write a report on a natural calamity that has happened in the past and the measures taken by the government and local community to tackle the issue</td></tr>
</table>

Extended Professional Component (is a part of internal component only, not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	• Social and preventive Medicine, K. Park, Brimnot publishers
Reference Books	1. Buchbinder, N.H., & Shanks, S.B. (2019). *Introduction to Health Care Management* (4th ed.). Jones & Bartlett Learning. 2. Gupta, S.D. (2022). *Healthcare System Management: Methods and Techniques*. Springer.
Website and e-Learning Source	• https://www.coursera.org/articles/health-care-management • https://www.careers360.com/courses/health-care-management-course • https://www.pearson.com/pathways/areas-work-study/health-caremanagement.html • https://apo.who.int/publications/i/item/india-health-system-review

COURSE OUTCOMES

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

CO1	**(K1)**	• know about Health care Management
CO2	**(K2)**	• interpret insights about Family and Communal health.
CO3	**(K3)**	• describe the advancements happening in community health
CO4	**(K3)**	• analyse various health awareness initiatives in India
CO5	**(K2)**	• explain disaster management techniques

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**2**	**2**	**2**	**2**	**3**	**2**
CO2	**3**	**3**	**1**	**3**	**3**	**2**
CO3	**2**	**2**	**2**	**2**	**3**	**1**
CO4	**1**	**2**	**2**	**2**	**3**	**2**
CO5	**2**	**2**	**1**	**1**	**3**	**3**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="7">CAREERS AND ETHICS IN PSYCHOLOGY</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="7">FOUNDATION COURSE</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">FC</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">02</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS1B</td></tr>
<tr><td>Semester</td><td>I</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td>Lab Practice</td><td colspan="2">Total</td></tr>
<tr><td>02</td><td colspan="2">--</td><td>--</td><td colspan="2">02</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="7">• To acquire knowledge about the basics of studying Psychology and associated careers.
• To gain insights on the various sub fields of Psychology.
• To understand the ethical practices to be followed during psychological research.
• To learn to demonstrate the ethical guidelines as a researcher.
• To identify the ethical code to be followed for non-human research.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="7">UNIT I: INTRODUCTION
An Introduction to the Scientific Study of Human Behaviour and MentalProcess- Careers in Psychology with Bachelor’s, Master’s, And Doctoral Degrees- Skills and Career Settings.</td></tr>
<tr><td colspan="7">UNIT II: CAREER PATHS IN PSYCHOLOGY
Clinical Psychologist, Counselling Psychologist, School Counsellor, Neuro Psychologist, Cognitive Psychologist, Legal and Forensic Psychologist, Rehabilitation Counsellor, Mental Health Professional, Community Psychologist, Military Psychologist, Sports and Exercise Psychologist, Health Psychologist, Industrial-Organizational Psychologist, Human Resource Analyst, Research Analyst, Academician, Behaviour Analyst, Social Psychologist, Political Environmental Psychologist, Cyber Psychologist.</td></tr>
<tr><td colspan="7">UNIT III: ETHICAL UNDERPINNINGS IN PSYCHOLOGICAL RESEARCH
Ethics: Definition- Need for Ethical Code- Importance of Ethics-APA Code of Ethics-Ethics in Reporting Psychological Research: Reporting Research Results- Plagiarism- Publication Credit- Duplicate Publication of Data- Sharing Research Data for Verification.</td></tr>
<tr><td colspan="7">UNIT IV: ETHICAL GUIDELINES FOR HUMAN PARTICIPANTS RESEARCH
Ethical Issues to consider before beginning Research- Institutional Approval- Dealing with Risk- Informed Consent- Confidentiality-Debriefing- Deception in Psychological Research.</td></tr>
<tr><td colspan="7">UNIT V: ETHICAL GUIDELINES FOR NON- HUMAN ANIMAL SUBJECTS
Need for Animal Research in Psychology- Ethical Codes: Justification- Personnel- Care and Housing of Animals- Acquisition of Animals- Procedures used in the Study- Institutional Animal Care- Animal Care after Research.</td></tr>
<tr><td colspan="2">Extended Professional Component (is a part of internal component only,Not to be included in the External Examination Question paper)</td><td colspan="7">Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to besolved</td></tr>
</table>

Skills acquired from thiscourse	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Kuther, T. L. & Morgan, R. D. (2019). Careers in Psychology- Opportunities in a Changing World (5th ed), Sage Publications 2. Best, J. W., & Kahn, J. V. (2016). Research in education. PearsonEducation India.
Reference Books	1. Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases* (4th ed.). Oxford University Press. 2. Zechmeister, E. B., Shaughnessy, J. J., & Zechmeister, J. S. (2014). *Research Methods in Psychology* (10th ed.). McGraw-Hill Education.
Website and e-Learning Source	• https://www.apa.org/education-career/guide/paths • https://www.apa.org/ethics/code • https://www.bps.org.uk/guideline/code-ethics-and-conduct

COURSE OUTCOMES:

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

CO1 (K1) • Apply knowledge of psychology to formulate career choices.

CO2 (K5) • Gain insight into various subfields in the field of psychology.

CO3 (K2) • Understand the purpose of ethics in psychological research.

CO4 (K2) • Evaluate research studies for their adherence to ethical guidelines.

CO5 (K5) • Identify and address ethical concerns in human and animal research with consideration of the American Psychological Association's code of ethics.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	2
CO2	3	3	2	3	3	3
CO3	2	2	3	3	3	3
CO4	2	3	2	3	3	2
CO5	3	3	3	2	3	3

3-Strong, 2- Medium, 1- Low

I B.SC PSYCHOLOGY

SEMESTER-II

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">INTRODUCTION TO PSYCHOLOGY II</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">CORE III</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS2A</td></tr>
<tr><td>Semester</td><td>II</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>04</td><td colspan="2">1</td><td colspan="2">--</td><td>05</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">● To examine the various spectrum of Cognition like problem –solving and Decision making.
● To understand the way memory works and stages of memory.
● It provides an overview of theories of motivation and its implication on behaviour.
● To understand what is intelligence and various theoretical approaches to it and to know how to assess Intelligence.
● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="6">UNIT I: COGNITION
Meaning – Definition- Types of Cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective Problem Solving- Strategies of Problem Solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT II: MEMORY
Definition. Nature of Memory (Encoding, Storage and Retrieval) Memory Encoding Attention, Levels of Processing, Elaboration, Imagery. Memory Storage – Sensory Memory, Short –Term Memory, Chunking and Rehearsal, Working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and Retrieval Tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in Encoding, Storage and Retrieval</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT III: MOTIVATION
Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT IV: INTELLIGENCE
Definition- Intelligence as a Process: Piaget. Structure of Intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic Approach. Multiple Intelligences. Concept of IQ. Evolution of Intelligence Testing: Stanford-Binet, Wechsler Scales. Extremes of Intelligence: Intellectual Disabilities and Giftedness. Determiners of Intelligence: Heredity and Environment. Emotional Intelligence.</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT V: PERSONALITY
Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual Stages of Development, Defence Mechanism. Type Approach – Jung’s Typology, Trait Theory – Allport; Eysenck and Big Five; Assessment of Personality – Objective, Subjective and Projective.</td></tr>
</table>

Extended Professional Component (is a part of internal component only, not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Passer, M.W. & Smith, R.E. (2010) *Psychology: The Science of Mind and Behavior* (5th ed.) New Delhi: Tata McGraw-Hill Education. 2. Baron, R.A. & Misra, G. (2024) *Psychology: Indian Subcontinent Edition* (5th ed.) India, U.P.: Pearson India Education Services Pvt. Ltd. 3. Ciccarelli, S.K., & White, J.N. (2024) *Psychology* (6th ed.), Adapted by Misra, G. Noida: Pearson India Education Services Pvt Ltd. 4. Hockenbury, D.H. & Hockenbury, S.E. (2018) *Psychology* (8th ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) *General Psychology.* Dorling Kindersley (India) Pvt Ltd.
Reference Books	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2024). *Introduction to Psychology* (8th ed.). New Delhi: East West Press. 2. Myers, D.G., DeWall, C.N., & Gruber, J. (2024). *Psychology* (14th ed.). New York: Worth Publishers. 3. Kalat, J.W. (2020). *Introduction to Psychology* (12th ed.). Boston: Cengage Learning. 4. Hilgard, E.R., Atkinson, R.L., & Atkinson, R.C. (2014). *Introduction to Psychology* (16th ed.). Boston: Cengage Learning. 5. Feldman, R.S. (2024). *Understanding Psychology* (15th ed.). New Delhi: McGraw-Hill Education.
Website and e-Learning Source	1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf 4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf 5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

COURSE OUTCOMES

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

CO1	**(K2, K4)**	• Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.
CO2	**(K4)**	• Summarize and compare the various functions and memory processes involved in memory and forgetting.
CO3	**(K1)**	• Outline the various theories of motivation and to understand the implications of it.
CO4	**(K3)**	• Explain the theories of intelligence and the ways to assess intelligence.
CO5	**(K3)**	• Explore the various theories of Personality and examine the uses of personality assessments.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	3	2	2
CO2	1	3	1	2	3	1
CO3	3	1	3	2	3	1
CO4	1	3	2	1	3	2
CO5	2	1	3	1	3	3

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">PSYCHOLOGY OF CHILDHOOD</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">CORE IV</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS2B</td></tr>
<tr><td>Semester</td><td>II</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>04</td><td colspan="2">01</td><td colspan="2">--</td><td>05</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">● To provide an overview of the human development stages from conception to babyhood.
● To understand the characteristics of early childhood at physiological domain.
● To analyse the emotional development of childhood and socialization process.
● To examine the characteristics of late childhood at physiological domain, challenges of development.
● To provide various perspectives to explain cognitive and personality development in early childhood.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="6">UNIT I: HUMAN DEVELOPMENT

Human Development- Period of Life Span- Conception through Birth, Heredity and Environment- Birth – Stages- Methods and Settings of Child Birth- Characteristics of Infancy and Babyhood.

UNIT II: EARLY CHILDHOOD

Characteristics of Early Childhood- Developmental Tasks- Physical Development- Physiological Habits- Speech during Early Childhood.

UNIT III: EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD

Emotions – Common Emotions of Early Childhood- Variations in Emotional Pattern.

Socialization– Patterns of Early Socialization- Early forms of Behaviour in Social Situations- Companionship in Early Childhood- Social and Unsocial Behaviour Patterns.

UNIT IV: LATE CHILDHOOD

Characteristics of Late Childhood- Developmental Tasks- Physical Development-Interests in Late Childhood- Sex-Role Typing in Late Childhood- Hazards of Late Childhood- Happiness in Late Childhood.

UNIT V: COGNITION AND PERSONALITY IN CHILDHOOD

Cognitive Development – Piaget’s Sensory Motor Stage, Piaget’s Pre-Operational Stage, Piaget’s Stage of Concert Operations, Information Processing Approach of Memory Development, Psychometric and Vygotskian Approaches of Intelligence.

Personality: Development of Self- Concept- Freud’s Phallic Stage and Latency Stage- Erikson’s Initiative Vs Guilt And Industry Vs Inferiority.</td></tr>
</table>

Extended Professional Component (is a part of internal component only,Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2012). *Human Development* (12th ed.). McGraw-Hill Education. 2. Santrock, J. W. (2018). *Life-Span Development* (16th ed.). McGraw-Hill Education. 3. Santrock, J. W. (2015). *Child Development* (14th ed.). McGraw-Hill Education. 4. Hurlock, E. B. (2012). *Developmental Psychology: A Life Span Approach* (6th ed.). McGraw-Hill Education.
Reference Books	1. Berndt, T.J. (2008). *Child Development* (2nd ed.). McGraw-Hill Education. 2. Smith, B.D. (2004). *Psychology: Science and understanding*. McGraw-Hill Education. 3. Bee, H., & Boyd, D. (2013). *The Developing Child* (10th ed.). Pearson Education. 4. Berk, L.E. (2013). *Child Development* (9th ed.). Pearson Education. 5. Feldman, R.S., & Babu, N. (2019). *Child Development* (8th ed.). Pearson Education India
Website and e-Learning Source	1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/women psychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development 5. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding

COURSE OUTCOMES

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

CO1	**(K2)**	● Explicate the developmental stage of conception through birth.
CO2	**(K1, K2)**	● Elucidate the developmental tasks of early childhood.
CO3	**(K2)**	● Describe the various emotions and socialization patterns of early childhood.
CO4	**(K4)**	● Distinguish the hazards and happiness of late childhood.
CO5	**(K4)**	● Critically analyse the cognitive and personality development in childhood.

Course Outcomes	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO1	**3**	**1**	**2**	**2**	**2**	**1**
CO2	**1**	**3**	**1**	**1**	**3**	**2**
CO3	**2**	**1**	**3**	**1**	**3**	**2**
CO4	**1**	**3**	**1**	**1**	**3**	**1**
CO5	**2**	**1**	**2**	**3**	**3**	**3**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">CROSS CULTURAL PSYCHOLOGY</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">ELECTIVE II (Discipline specific)</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Elective</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">03</td><td rowspan="2">Course Code</td><td rowspan="2">24CEPS2A</td></tr>
<tr><td>Semester</td><td>II</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>03</td><td colspan="2">01</td><td colspan="2">--</td><td>04</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">● Introduce the principles, concepts and issues associated with the study of cross-cultural psychology.
● Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.
● Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives.
● Examine the role of Culture in various development aspects of human development process and emotionality.
● Explore gender sensitisation in view of cultural spectrum.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="6">UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY
Definition of Culture- Origins of Culture- Contents (Elements) of Culture- Pan Cultural Principles Ethics & Emics Methods of Understanding Culture.</td></tr>
<tr><td colspan="6">UNIT II: SOCIALIZATION AND ENCULTURATION
Definition- Bronfenbrenner Model- Culture and Parenting - Parenting Goals and Beliefs- Baumrind Parenting Theory- Culture and Peer – Margaret Mead Socialization Theory- Social and Cultural factors that influence Math’s Achievement.</td></tr>
<tr><td colspan="6">UNIT III: CULTURE AND DEVELOPMENTAL PROCESS
Temperament: Definition-Three Major Categories of Temperaments-Goodness of Fit (Thomas & Chess, 1977) - Cross- Cultural Research on Temperament. Attachment: Definition-Stages of Attachment- Bowlby’s (1969) Evolutionary Theory of Attachment- Ainsworth’s Classification System of Attachment.
Moral Reasoning- Kohlberg’s Theory of Morality</td></tr>
<tr><td colspan="6">UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION
Structure of Language-Language differences across Cultures-Culture, Language and Cognition – Sapir- Whorf Hypothesis Support and Criticisms-Bilingualism and Culture-Components of Communication – Non-Verbal Communication-Role of Culture in the Communication Process-Intracultural Vs. Intercultural Communication-Barna’s Obstacles in Communication- Improving Intercultural Communication.</td></tr>
<tr><td colspan="6">UNIT V: CULTURE AND GENDER
Definition of terms- Gender Differences- Hofstede’s Masculinity Vs. Femininity-Cognitive Differences-Gender Stereotypes- Gender Role Ideology- Future Research.</td></tr>
</table>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Matsumoto, D., & Juang, L. (2023). *Culture and Psychology* (7th ed.). Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2nd Ed.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., &Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
Website and e-Learning Source	1. https://www.wiley.com/en-gb/Cross+Cultural+Psychology 2. https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/4/__UG_B.Sc._Psycology_119%2043_Cross%20Cultural%20Psychology_Binder_3338.pdf 3. https://www.studocu.com/en-ca/document/st-marys-university-college/cross-cultural-psychology/cross-cultural-psyc-357-notes-pdf/5873330

COURSE OUTCOMES

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

- **CO1 (K2)** ● Describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- **CO2 (K4)** ● Analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.
- **CO3 (K6)** ● Discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.
- **CO4 (K2, K4)** ● Understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
- **CO5 (K3)** • Examine the role of culture in the understanding gender roles, stereotypes and ideology development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	3	2	3	2	1
CO2	2	3	2	1	3	2
CO3	3	2	3	1	3	1
CO4	2	3	1	2	3	1
CO5	1	2	3	3	3	3

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">SOCIAL WORK AND PERSONS WITH DISABILITY</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">SKILL ENHANCEMENT COURSE-II</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">SEC</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">02</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS2C</td></tr>
<tr><td>Semester</td><td>II</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>2</td><td colspan="2">--</td><td colspan="2">--</td><td>2</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">• To define and differentiate types of disabilities and understand their prevalence and impact in India.
• To examine the historical growth of disability services and evaluate institutional and community-based support.
• To identify causes of disabilities and explore strategies for prevention, rehabilitation, and social integration.
• To understand global and national legal frameworks protecting the rights of persons with disabilities.
• To develop social work skills for effective intervention and advocacy in disability-inclusive environments.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="6">UNIT I: DISABILITY
Impairment, Handicap, Disability & Differently Abled, Meaning, Nature, Type. Extent of Disability in India; Various Categories of Persons with Disability – Physical, Orthopaedic, Visual, Motor & Sensory, Mental – Their Needs and Problem, Multiple Disability.
Activity – List the 21 disabilities according to RPWD</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT II: HISTORICAL DEVELOPMENT
Historical Development of Services and Programmes for the various Categories of Persons with Disability. Institutional and Non –Institutional Services for Various Groups, Management of Institutions of Disabled People.
Activity – Visit a special school that teaches children with disability and prepare a report</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT III: CAUSES OF DISABILITIES
Causation of Disabilities, Disabled People in Society and societal response, Prevention of Diseases Causing Disability, Safety Measures to Avoid Disabilities, Rehabilitation – Concept, Nature and Efforts by Government and Non-Government Organizations, Institutions and Problems in Rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India.
Activity – Write an action plan to reduce stigma towards individuals with disability</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT IV: INTERNATIONAL PROTOCOLS
UN Declaration of Human Rights of Disabled Persons. International Year for Disabled- Efforts by International Organizations for Prevention- Welfare & Rehabilitation of Disabled- Legislation with Reference to persons having Disabilities-Mental Health Act- The Person with Disabilities (Equal Opportunities- Protection of Rights and Full Participation) Act, 1995- Welfare Services for Disabled.
Activity – Collect a newspaper article connected with rights of disabled persons</td></tr>
</table>

	UNIT V: SOCIAL WORK PRACTICE AND INTERVENTION Occupation and Disability factors specific to Disabled Elderly People and Children, Social Work in Traditional Setting. The Changing Context of Social Work Practice. Social Work Intervention for Creating Supportive Environment. *Activity* – Collect Pictures of Barrier Free Environment and Prepare a Scrapbook
Extended Professional Component (is a part of internal component only, not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others tobe solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Narasimhan, M.C., & Mukherjee, A.K. (1986). *Disability: A Continuing Challenge*. Wiley Eastern Ltd. 2. Oliver, M. (1991). *Social Work: Disabled People and Disabling Environments*. Jessica Kingsley Publishers. 3. Baquer, A., & Sharma, A. (1997). *Disability: Challenges vs. Responses*. Concerned Action Now.
Reference Books	1. Wilson, B.R., & McMillan, D.L. (1997). *Rehabilitation Studies*. Cambridge University Press. 2. Kitchlu, T.N. (1991). *A Century of Blind Welfare in India*. Penman Publishers. 3. Abidi, J. (1995). *No Pity: Health for the Millions*. Voluntary Health Association of India (VHAI). 4. Barnes, C. (1991). *Disabled People in Britain and Discrimination: A Case for Anti-Discrimination Legislation*. Hurst & Company. 5. Bhargava, M. (1994). *Introduction to Exceptional Children: Their Nature and Educational Provisions*. Sterling Publishers Pvt. Ltd. 6. Bhushan, S., et al. (1988). *The Situation of the Handicapped in India*. Institute of Social Sciences. 7. Chainani, M.L. (1971). *Rehabilitation of Physically Handicapped*. Popular Prakashan. 8. Chattopadhyay, A. (1986). *All India Directory of Educational and Vocational Training Institutes for the Handicapped*. Patriot Publishers.
Website and e-Learning Source	1. https://www.who.int/health-topics/disability 2. https://uta.pressbooks.pub/introtosocialwork/chapter/social-work-with-personswith-disabilities/ 3. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/15._social_work_in_the_field_of_disability/22._role_of_social_work_in_the_field_of_disabilities/et/7581_et_et.pdf 4. https://disabilityaffairs.gov.in/content/

COURSE OUTCOMES:

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

CO1 (K3) • Understand the fundamentals of emotions and emotional intelligence

CO2 (K3) • Demonstrate the models of Emotional intelligence

CO3 (K2) • Identify the building blocks essential to enhance emotional intelligence.

CO4 (K3) • Practice the methodology of measuring emotional intelligence

CO5 (K4) • Apply coping strategies to develop emotional intelligence in various context

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">PSYCHOLOGICAL FIRST AID</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">SKILL ENHANCEMENT COURSE-III</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">SEC</td><td>Year</td><td>I</td><td rowspan="2">Credits</td><td rowspan="2">02</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS2B</td></tr>
<tr><td>Semester</td><td>II</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>2</td><td colspan="2">-</td><td colspan="2">-</td><td>2</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">To Understand and apply psychological first aid as crisis intervention.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="6">UNIT I: INTRODUCTION
Introduction to Psychological First Aid (PFA) - Concept and Developmentof PFA - Core Competencies of PFA.</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT II: RAPID MODEL
The RAPID model (Reflective Listening, Assessment of Needs,Prioritization, Intervention, And Disposition).</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT III: ETHICAL GUIDELINES OF PSYCHOLOGICAL FIRST AID
Four Basic Standards of Psychological First Aid - Goals of Psychological First Aid - Five components of Psychological First Aid - What makes a PFA practitioner effective - Dos and Dont’s of Psychological First Aid - Ethical Guidelines.</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT IV: SELF CARE
Self-Care - Practising Good Self-Care - Consequences of poor self-care - Symptoms of burnout - Vicarious Trauma - Helping yourself during a Mental health crisis.</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT V: SEEKING SUPPORT AND REACHING OUT
Team Care – Seeking support - People who likely need special attention- Evaluation.</td></tr>
<tr><td colspan="2">Extended Professional Component (is a part of internal component only,not to be included in the External Examination Question paper)</td><td colspan="6">Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others tobe solved</td></tr>
<tr><td colspan="2">Skills acquired from this course</td><td colspan="6">Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</td></tr>
<tr><td colspan="2">Recommended Text</td><td colspan="6">1. American Psychiatric Association. (1954). Psychological First Aid in Community Disasters. Washington, DC: Author.
2. Erskine, R. G. (2015). Relational Patterns, Therapeutic Presence: Concepts and Practice of Integrative Psychotherapy. London: Routledge.
3. American Counseling Association. (2014). The ACA Encyclopedia of Counseling. Hoboken: American Counseling Association.</td></tr>
<tr><td colspan="2">Reference Books</td><td colspan="6">1. Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10.
2. Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: Lack of evidence to develop guidelines. PloS one, 9(12), e114714.</td></tr>
</table>

	3. Everly, G. S., Jr. (1999). *Toward a model of psychological triage.* International Journal of Emergency Mental Health, 1, 151–154. 4. Everly, G. S., Jr., & Lating, J. M. (2013). *A clinical guide to the treatment of the human stress response* (3rd ed.). New York, NY: Springer.
Website and e-Learning Source	1. www.MentalHealthFirstAid.org 2. https://academy.theknightsofsafety.com/courses/psychological-first-aid 3. https://www.mooc-course.com/course/psychological-first-aid-coursera/ 4. https://www.redcross.org/take-a-class/coronavirus-information/psychological-first-aid-online-course 5. https://www.futurelearn.com/courses/psychological-first-aid-for- children-and-young-People

COURSE OUTCOMES:

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

CO1 (K3) Learn and apply psychological first aid.

CO2 (K6) Practice and manage psychological crisis.

CO3 (K2) Understand goals and principles of PFA.

CO4 (K3) Practice self-care.

CO5 (K5) Increase the learners' abilities in managing psychological crisis situations.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

3-Strong, 2- Medium, 1- Low

II B.SC PSYCHOLOGY

SEMESTER-III

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="7">PSYCHOLOGY OF ADOLESCENCE AND EARLY ADULTHOOD</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="7">CORE V</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS3A</td></tr>
<tr><td>Semester</td><td>III</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>4</td><td colspan="2">1</td><td colspan="2">-</td><td>5</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="7">● To offer the students a comprehensive overview and understanding of adolescence and the consequent changes in an adolescent.
● To comprehend the changes in adolescent behaviour pertaining gender, sexual and relationships.
● The characteristics, development and changes of early adulthood.
● To have an insight into the vocational and family adjustments in Early Adulthood
● Different perspectives of cognitive and personality development in Early Adulthood.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="7">UNIT I: ADOLESCENCE

Characteristics of Adolescence - Developmental Tasks - Physical Changes- Emotionality during Adolescence - Social Changes during Adolescence- Adolescent Interests.</td></tr>
<tr><td colspan="7">UNIT II: ADOLESCENT BEHAVIOR

Changes in Morality during Adolescence- Sex Interest and Sex Behaviour during Adolescence-Approved Sex Roles -Family Relationships during Adolescence.</td></tr>
<tr><td colspan="7">UNIT III: EARLY ADULTHOOD

Characteristics of Early Adulthood - Developmental Tasks - Changes in Interests, Social Mobility - Sex Role Adjustment - Personal and Social Hazards.</td></tr>
<tr><td colspan="7">UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD

Vocational Adjustments - Marital Adjustments -Adjustment to Parenthood -Adjustment to Singlehood - Hazards of Vocational and Marital Adjustments.</td></tr>
<tr><td colspan="7">UNIT V: COGNITION AND PERSONALITY

Cognitive Development - Piaget’s Formal Operational Stage, Elkind’s Immature Characteristics of Adolescent Thought- Shift to Postformal Thought, Schaie’s Life-Span Model of Cognitive Development, Personality - Freud’s Genital Stage, Erikson’s Identity Vs Confusion, Marcia’s Identity Status Crisis and Commitment, Gender Differences in Identity Formation during Adolescence, Four Views of Personality Development during Early Adulthood – Normative Stage Models, Timing of Events Model, Trait Models, Typological Models..</td></tr>
</table>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Papalia, D. E., & Martorell, G. (2023). *Human Development* (15th Ed.). Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock, J. W. (2024). *Life-Span Development* (19th Ed.). New Delhi: McGraw-Hill Education (India) Private Limited. 3. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach,* Tata McGraw, Hill Education Pvt Ltd 4. Santrock, J. W. (2022). *Adolescence* (18th Ed.). New Delhi: McGraw-Hill Education (India) Private Limited.
Reference Books	1. Shaffer, D. R., & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence* (9th Ed.). California: Cengage Learning. 2. Shaffer D.R. &Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7thEd.) Haryana: Thomson Wadsworth. 3. Sigelman, C. K., & Rider, E. A. (2021). Life-Span Human Development (10th Ed.). California: Cengage Learning.
Website and e-Learning Source	1. Journal of Youth and Adolescence (https://link.springer.com/journal/10964) 2. https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood 3. https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565 4. https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65

COURSE OUTCOMES

Course Outcomes

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

CO1 **(K6)** • To describe and discuss the various physical changes and emotionality during adolescence

CO2 **(K5)** • To analyse and understand the changes in morality, sex interest and family relationships in adolescence.

CO3 **(K4)** • To discuss and evaluate the personal and social hazards of early adulthood.

CO4 **(K3)** • To identify and critically analyse the vocational and marital adjustments made by early adults.

CO5 **(K2)** • To understand the cognitive and personality development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	3	3	3	1
CO2	1	3	1	2	3	2
CO3	3	2	3	1	3	1
CO4	2	3	2	2	3	3
CO5	1	1	3	3	3	2

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="7">SOCIAL PSYCHOLOGY I</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="7">CORE VI</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS3B</td></tr>
<tr><td>Semester</td><td>III</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td>Lab Practice</td><td colspan="2">Total</td></tr>
<tr><td>04</td><td colspan="2">01</td><td>--</td><td colspan="2">05</td></tr>
<tr><td colspan="2">Objectives of theCourse</td><td colspan="7">● To offer the students a comprehensive overview of Social Psychology.
● To comprehend the development and vicissitudes of Social Cognition.
● To gain insight into the formation and management of Social Perception.
● To develop understanding of attitudes and persuasion
● To learn of the dynamics of close interpersonal relationships.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="7">UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY

Definition of Social Psychology, History, Research Method in Social Psychology, Social Psychology in New Millennium.</td></tr>
<tr><td colspan="7">UNIT II: SOCIAL COGNITION

Definition of Social Cognition; Schemas – Meaning, Impact of Schemas on Social Cognition, Priming, Schema Persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and Adjustment; Potential Sources of Error in Social Cognition.</td></tr>
<tr><td colspan="7">UNIT III: SOCIAL PERCEPTION

Definition of Social Perception; Non-Verbal Communication – Basic Channels; Deception –Meaning. Non-Verbal Cues to Identify Deception; Attribution – Definition, Theories of Attribution– Correspondent Inference, Kelley’s Theory of Causal Attribution; Basic Sources of Error in Attribution, Impression Formation, Impression Management.</td></tr>
<tr><td colspan="7">UNIT IV: ATTITUDES

Attitudes – Meaning, Types, Formation of Attitudes – Classical Conditioning, Instrumental Conditioning, Observational Learning; Strength of Attitudes, Change in Attitude – Persuasion, Cognitive Processes Underlying Persuasion, Resisting Persuasion Attempts, Cognitive Dissonance, Dissonance and Attitude Change.</td></tr>
<tr><td colspan="7">UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS

Meaning of Interpersonal Attraction, Internal Determinants of Attraction, External Determinants of Attraction; Romantic Relationships and Falling in Love – Romance, Selecting a Potential Mate, Love, Jealousy, Marital Happiness, Causes of Relationship Failure.</td></tr>
<tr><td colspan="2">Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</td><td colspan="7">Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved
(To be discussed during the Tutorial hour)</td></tr>
</table>

Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Baron R.A. & Byrne D. (2014) *Social Psychology* (13th Ed.) Prentice-Hall of India. 2. Myers, D. G., & Twenge, J. M. (2022). *Social Psychology* (14th Ed.). New York, NY: McGraw-Hill Education.
Reference Books	1. Jacobs, M. (1995). *D.W. Winnicott.* London: Sage Publications. 2. Whiston, S. C. (2017). *Principles and Applications of Assessment in Counseling* (5th Ed.). Belmont, CA: Cengage Learning. 3. Nichols, M. P., & Davis, S. D. (2020). *Family Therapy: Concepts and Methods* (12th Ed.). Boston: Pearson Education, Inc. 4. Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). *Essential Skills in Family Therapy: From the First Interview to Termination* (3rd Ed.). New York: The Guilford Press.
Website and e-Learning Source	1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp) 2. International Review of Social Psychology (https://www.rips-irsp.com/about/) 3. https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf 4. https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf 5. https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/

COURSE OUTCOMES

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

CO1 (K1) • To outline the nature, history, principles and scope of social psychology and methods used in social psychology research.

CO2 (K2) • To understand social cognition and its potential sources of error.

CO3 (K3) • To describe the strategies used to form and maintain positive impression.

CO4 (K3) • To elucidate the ways to resist persuasion.

CO5 (K4) • To analyse the causes of marital happiness and relationship failure.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	3	3	3	2
CO2	3	3	3	2	3	1
CO3	1	2	2	3	3	3
CO4	3	2	1	1	3	3
CO5	1	3	3	2	3	1

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="7">STATISTICS FOR BEHAVIORAL SCIENCE</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="7">ELECTIVE III (Discipline specific)</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Elective</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">03</td><td rowspan="2">Course Code</td><td rowspan="2">24CEPS3A</td></tr>
<tr><td>Semester</td><td>III</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td>Lab Practice</td><td colspan="2">Total</td></tr>
<tr><td>03</td><td colspan="2">01</td><td>--</td><td colspan="2">04</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="7">● To understand basic statistical concepts.
● To learn of qualitative data and its application in research.
● To gain insight into parametric analysis.
● To comprehend non parametric analysis and tests
● To apply statistical methods using software.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="7">UNIT I: BASIC STATISTICAL CONCEPTS

Definition of Basic Concepts - Statistics: Descriptive Statistics, Inferential Statistics-Population, Sample, Parameter, Random Sampling.

Applied Statistics - Research Question, Independent Variable, Dependent Variable, Confounding Variable, Statistical Question, Statistical Conclusion, Research Conclusion, Statistical Procedures.

Variables and Constants - Meaning of Variable, Constant, Discrete Variable, Continuous Variable.

Scales of Measurement - Scales of Measurement and their Characteristics- Nominal Scale, Ordinal Scale, Interval Scale, Ratio Scale - Scales of Measurement and Problems of Statistical Treatment.

Measure of Central Tendency - Properties of Mean, Median and Mode - Effects of Score Transformations Characteristics of Random Sampling Distribution - Using Table of Random Numbers, - Z Scores.

UNIT II: ORGANIZING QUALITATIVE DATA

Frequency Distribution - Grouped Scores- Constructing a Grouped Frequency Distribution - Apparent Vs Real Limits - Relative Frequency Distribution - Cumulative Frequency Distribution.

Percentiles and Percentile Ranks - Percentile Point, Percentile Rank, Computing Percentiles from Grouped Data Computation of Percentile Rank.

Graphical Representation of Frequency Distribution - Abscissa, Ordinate, Zero Point on a Graph, Histogram, Frequency Polygon, Bar Diagram, Pie Chart, Cumulative Percentage Curve - Factors Affecting the Shape of Graphs- Shape of Frequency Distributions - J Shaped Distribution, Skewed Distribution, Kurtosis, Rectangular Distribution, Bimodal Distribution, Bell Shaped Distribution.

Variability And Standard (Z) Scores - Measure of Variability - Range and Semi-Interquartile Range- Calculation of the Variance and Standard Deviation - Raw Score Method - Standard Scores (Z) Scores - Comparison of Z Scores and Percentile Ranks.</td></tr>
</table>

	Standard Scores and the Normal Curve - Nature of Normal Curve- Standard Normal Curve - Finding Scores when the area is Known.
	UNIT III: PARAMETRIC ANALYSIS - BASIC CONCEPTS AND ASSUMPTIONS Correlation, Scatter Diagram, Product Moment Correlation Coefficient- Calculating R From Raw Scores- Rank Order Correlation Coefficient- Cautions Concerning Correlation Coefficients. Prediction - Basics of Regression, Regression Line - Regression Equation - Criterion of Best Fit- Error of Prediction - Standard Error of Estimate- Interpretation of Correlation and Regression. T Distribution - Characteristics of Student's Distribution of T, Degrees of Freedom and Student's Distribution of T, Computing from Raw Scores, Levels of Significance Vs P Value. One Way Analysis of Variance- Within Group and Between Group Variations - Variance Estimates and the F Ratio- Post Hoc Comparisons - Alternative to F Test - Planned Comparisons - ANOVA for Repeated Measures - Factorial Analysis for Two Factor Design for Independent Groups, F Test. Chi - Square Test for Goodness of Fit- Interpretation of the Outcome of a Chi Square Test.
	UNIT IV: NON-PARAMETRIC ANALYSIS - ASSUMPTION - FREE TESTS Randomization Tests- Rank Order Test - Mann - Whitney U Test - Sign Test - Wilcoxon's Signed - Ranks Test Kruskal - Wallis Test - Friedman's Rank Test. Qualitative Data Analysis - Basic Concepts -Percentage Analysis, Content Analysis, Narrative Analysis, Thematic Analysis.
	UNIT V: STATISTICAL METHODS USING SOFTWARE SPSS Data Editor, SPSS Viewer, Importing and Exporting Data, Alternatives to SPSS, Data Entry in SPSS Assigning a Variable Naming, Sorting the data type, Defining Variable Table, Defining Value Tables, Slotting Missing Values, Data Cleaning, Working with Large Data Set, Software for Qualitative Data Analysis.
Extended Professional Component (is a part of internal component only,Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. King, B. M., Rosopa, P. J., & Minium, E. W. (2018). *Statistical Reasoning in the Behavioral Sciences* (7th Ed.). New Delhi: Wiley India.

	2. Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for Psychology* (6th Ed.). New Delhi: Pearson Education. 3. Argyrous, G. (2024). *Statistics for Research: With a Guide to SPSS* (3rd Ed.). New Delhi: Sage South Asia Edition. 4. Gaur, A. S., & Gaur, S. S. (2012). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS* (2nd Ed.). New Delhi: Sage Publications India. 5. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2023). *Research Methods and Statistics in Psychology* (4th Ed.). New Delhi: Sage Publications India Pvt. Ltd.
Reference Books	1. Gravetter, F. J., & Wallnau, L. B. (2023). *Statistics for the Behavioral Sciences* (11th Ed.). Boston: Cengage Learning. 2. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: New Age International Publishers. 3. Dyer, C. (2006). *Research in Psychology: A Practical Guide to Methods and Statistics* (2nd Ed.). Oxford: Blackwell Publishing. 4. Gregory, R. J. (2014). *Psychological Testing: History, Principles, and Applications* (7th Ed.). New York: Pearson Education. 5. Murphy, K. R., & Davidshofer, C. O. (2014). *Psychological Testing: Principles and Applications* (7th Ed.). New Jersey: Pearson Education.

Course Outcomes:

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

CO1 (K2) • To understand and define statistics as a specialization to be used for behavioural research and explain the difference between descriptive and inferential statistics.

CO2 (K3) • To recognize measurements as being one of the four scales and to understand that not all numbers can be treated alike and to understand measure of central tendency and to calculate it.

CO3 (K3) • To organize scores into a frequency distribution in table form, construct a cumulative frequency distribution and a relative cumulative frequency distribution and to compute percentiles and percentile ranks.

CO4 (K4) • To analyse and interpret raw data using various parametric and non-parametric methods.

CO5 (K5) • To compile data using various software analysis.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**3**	**2**	**2**	**2**	**2**	**1**
CO2	**3**	**1**	**2**	**1**	**1**	**2**
CO3	**1**	**2**	**3**	**1**	**2**	**1**
CO4	**2**	**3**	**2**	**2**	**1**	**2**
CO5	**2**	**1**	**1**	**3**	**2**	**1**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">PSYCHOLOGICAL SKILLS FOR ENTREPRENEURSHIP DEVELOPMENT</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">SKILL ENHANCEMENT COURSE-IV</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">SEC</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">01</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS3A</td></tr>
<tr><td>Semester</td><td>III</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>1</td><td colspan="2">--</td><td colspan="2">--</td><td>1</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">• To understand the scope, trends, and core skills essential for entrepreneurship.
• To apply motivational theories to foster entrepreneurial growth and HR development.
• To build behavioural competencies like emotional intelligence, creativity, and decision-making.
• To manage entrepreneurial risks through effective planning, conflict, and resource management.
• To strengthen motivation, teamwork, and negotiation through goal and time management.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="6">UNIT I: ENTREPRENEURSHIP DEVELOPMENT
Dynamics of Entrepreneurship - Scope of Entrepreneurship; Latest Trends; Skills of an Entrepreneur.</td></tr>
<tr><td colspan="6">UNIT II: HUMAN RESOURCE DEVELOPMENT THROUGH ACHIEVEMENT MOTIVATION
Motivating People for Excellence; Entrepreneurial Motivation - Motivation - Maslow Theory - Herzberg Theory - Mc Gregors Theory - Mcclelland Need Achievement Theory.</td></tr>
<tr><td colspan="6">UNIT III: BEHAVIOURAL COMPETENCIES
Emotional Intelligence – Assertiveness - Creativity - Steps in Creativity - Decision Making and Problem Solving.</td></tr>
<tr><td colspan="6">UNIT IV: RISK TAKING BEHAVIOUR
Active Risk Management - People, Time and Cost Management; Change and Conflict Management; Risk Identification - Qualitative & Quantitative Risk Assessment - Risk Response Strategies.</td></tr>
<tr><td colspan="6">UNIT V: MOTIVATION TRAINING
Goal Setting and Time Management; Identifying Motivators and Strengthening their action plan based on SWOC;
Effective Negotiation, Interpersonal Relationship Skills; Team Building Skills.</td></tr>
<tr><td colspan="2">Extended Professional Component (is a part of internal component only, not to be included in the External Examination Question paper)</td><td colspan="6">Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved</td></tr>
<tr><td colspan="2">Skills acquired from this course</td><td colspan="6">Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</td></tr>
</table>

Recommended Text	1. Rao, T. V. (1990). Designing Entrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions. 2. Sharma, S. (2021). *Entrepreneurship Development* (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd. 3. Ramachandran, K. (2011). *Entrepreneurship Development: Indian Cases on Change Agents.* New Delhi: Tata McGraw-Hill Education.
Reference Books	1. Bessant, J., & Tidd, J. (2023). *Innovation and Entrepreneurship* (4th Ed.). Hoboken, NJ: Wiley. 2. Kuratko, D. F. (2023). *Entrepreneurship: Theory, Process, and Practice* (11th Ed.). Boston, MA: Cengage Learning. 3. Nieuwenhuizen, C. (Ed.). (2019). *Entrepreneurial Skills* (2nd Ed.). Cape Town: Juta and Company Ltd. 4. Sergi, B. S., & Scanlon, C. C. (Eds.). (2019). *Entrepreneurship and Development in the 21st Century* (pp. 3-32). Bingley: Emerald Publishing. 5. Mohanty, S. K. (2019). *Fundamentals of Entrepreneurship* (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd.

Course Outcomes:

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

CO1 (K3) • To provide the knowledge, skills and attitudes in Entrepreneurship skill training.

CO2 (K2) • To understand the importance of developing positive attitudes and inculcating achievement motivation toward self-employment and gain confidence to be an entrepreneur.

CO3 (K4) • To understand the importance of behavioural competencies to be an entrepreneur.

CO4 (K3) • To gain knowledge about the management of business units /organizations by direct interaction with Entrepreneurs.

CO5 (K4) • To develop positive attitudes and achievement motivation toward self-employment and gain confidence to be an entrepreneur.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**2**	**3**	**2**	**2**	**3**	**2**
CO2	**2**	**2**	**3**	**2**	**3**	**2**
CO3	**2**	**3**	**3**	**2**	**3**	**2**
CO4	**2**	**3**	**2**	**2**	**3**	**2**
CO5	**2**	**3**	**2**	**2**	**3**	**2**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">RELAXATION TECHNIQUES</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">SKILL ENHANCEMENT COURSE-V</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">SEC</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">02</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS3B</td></tr>
<tr><td>Semester</td><td>III</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>2</td><td colspan="2">--</td><td colspan="2">--</td><td>2</td></tr>
<tr><td colspan="2">Objectives of the course</td><td colspan="6">• To practice progressive muscular relaxation and understand its physiological and psychological benefits.
• To explore various types of meditation and their impact on the inner and outer self.
• To apply deep breathing techniques to enhance psychological well-being and brain function.
• To understand and experience the stages and benefits of autogenic training.
• To utilize guided imagery as a tool for mental relaxation and emotional healing.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="6">UNIT I PROGRESSIVE MUSCULAR RELAXATION
Physiology of Relaxation - Progressive Muscular Relaxation - Steps to Initiate Progressive Muscular Relaxation - Benefit of Progressive Relaxation Technique -Jacobsons Relaxation Technique (Practical experience to be given)</td></tr>
<tr><td colspan="6">UNIT II MEDITATION
Meditation – The Inner and Outer Self - Definition, Types of Meditation – Concentrative, Receptive, Reflective and Generative - Benefits of Meditation-Yoga-Benefits of Yoga. (Practical experience to be given)</td></tr>
<tr><td colspan="6">UNIT III DEEP BREATHING
Deep Breathing - Steps Involved in Breathing Techniques. Benefits, Psychological Effects of Deep Breathing - Effects of Deep Breathing on the Brain (Practical experience to be given)</td></tr>
<tr><td colspan="6">UNIT IV AUTOGENIC TRAINING
Autogenic Training – Definition, Importance of the Technique and Six Stages of Autogenic Training (Practical experience to be given)</td></tr>
<tr><td colspan="6">UNIT V GUIDED IMAGERY
Guided Imagery – Definition, Uses of Guided Imagery (Practical experience to be given)</td></tr>
<tr><td colspan="2">Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</td><td colspan="6">Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved</td></tr>
<tr><td colspan="2">Skills acquired from this course</td><td colspan="6">Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</td></tr>
<tr><td colspan="2">Recommended Text</td><td colspan="6">1. Nejad, L., & Volny, K. (2008). Relaxation Techniques: Reduce Stress and Anxiety and Enhance Well-Being (Abridged Ed.). London: Crown House Publishing.
2. Robertson, M. (2019). How to Implement Effective Relaxation</td></tr>
</table>

	Techniques: Learn How to Reduce Stress and Anxiety in Just 7 Days with Proven Relaxation Techniques (1st Ed.). New York: Independently published.
Reference Books	1. Winner, J. (2015). Relaxation on the Run: Simple Methods to Reduce Stress in Seconds Plus Practical Lifestyle Tips for a Happier and Healthier Life. Santa Barbara, CA: Blue Fountain Press. 2. Swaminathan, V. D., & Kaliappan, K. V. (2016). Psychology for Effective Living: An Introduction to Health Psychology (2nd Ed.). Chennai: The Madras Psychology Society.
Website and e-Learning Source	1. https://www.mayoclinic.org 2. https:// www.health.harvard.edu 3. https://www.nccih.gov.health

Course Outcomes:

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

- **CO1 (K2)** • To gain knowledge of progressive muscular relaxation.
- **CO2 (K2)** • To demonstrate meditation, yoga and its benefits.
- **CO3 (K6)** • To adopt right breathing techniques.
- **CO4 (K2)** • To demonstrate Autogenic training.
- **CO5 (K3)** • To utilize guided imagery to aid in relaxation

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**3**	**1**	**3**	**3**	**2**	**3**
CO2	**3**	**1**	**3**	**3**	**2**	**3**
CO3	**3**	**2**	**3**	**3**	**2**	**3**
CO4	**3**	**2**	**3**	**2**	**2**	**3**
CO5	**3**	**2**	**3**	**3**	**2**	**3**

3-Strong, 2- Medium, 1- Low

II B.SC PSYCHOLOGY

SEMESTER-IV

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="7">PSYCHOLOGY OF MIDDLE AGE AND OLD AGE</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="7">CORE VII</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS4A</td></tr>
<tr><td>Semester</td><td>IV</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>04</td><td colspan="2">01</td><td colspan="2">-</td><td>05</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="7">● To understand the physical and emotional changes during adolescence
● To learn to accept the changes in morality, sex interest and family relationships during adolescence.
● To get aware about the hazards of early adulthood
● To learn about the vocational and marital adjustments during early adulthood
● To analyse cognitive and personality development in adolescence and early adulthood</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="7">UNIT I: ADOLESCENCE

Characteristics of Adolescence- Developmental Tasks- Physical Changes- Emotionality during Adolescence- Social Changes during Adolescence- Adolescent Interests.

UNIT II: ADOLESCENT BEHAVIOUR

Changes in Morality during Adolescence, Sex Interest and Sex Behaviour during Adolescence, Approved Sex Roles, Family Relationships during Adolescence.

UNIT III: EARLY ADULTHOOD

Characteristics of Early Adulthood, Developmental Tasks, Changes in Interests, Social Mobility, Sex Role Adjustment, Personal and Social Hazards.

UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD

Vocational Adjustments, Marital Adjustments, Adjustment to Parenthood, Adjustment to Singlehood, Hazards of Vocational and Marital Adjustments.

UNIT V: COGNITION AND PERSONALITY

Cognitive Development - Piaget’s Formal Operational Stage-Elkind’s Immature Characteristics of Adolescent thought- Shift to Postformal Thought- Schaie’s Life-Span Model of Cognitive Development, Personality - Freud’s Genital Stage, Erikson’s Identity Vs Confusion, Marcia’s Identity Status Crisis and Commitment- Gender Differences in Identity Formation during Adolescence- Four Views of Personality Development during Early Adulthood – Normative Stage Models, Timing of Events Model, Trait Models, Typological Models.</td></tr>
</table>

Extended Professional Component (is a part of internal component only,not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Santrock, J. W. (2020). *Life-Span Development* (18th Ed.). New York, NY: McGraw Hill. 2. Papalia, D.E., &Olds, S.W. (2017). Human development(9ed), New York, NY: Tata McGraw Hill. 3. Hurlock, E. (2017). Developmental psychology (5th Edition). New Delhi, India: Tata McGraw Hill Publishing Co. 4. Feldman R.S. (2015) Development across the lifespan (7th Ed.) Delhi: Pearson. 5. Shaffer D.R. & Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7th Ed.) Haryana: Thomson Wadsworth.
Reference Books	1. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company. 2. Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd. 3. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwality Books Co. 4. Biswas, S.K. (1987). Aging in Contemporary India. Calcutta: The Indian 5. Anthropological Society, 6. Birren, J. E., & Schaie, K. W. (Eds.). (2021). *Handbook of the Psychology of Aging* (9th Ed.). Cambridge, MA: Academic Press.

COURSE OUTCOMES:

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

CO1	**(K2)**	• To describe and discuss the various physical changes and emotionality during adolescence.
CO2	**(K2,K4)**	• To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
CO3	**(K5)**	• To discuss and evaluate the personal and social hazards of early adulthood
CO4	**(K4)**	• To identify and critically analyse the vocational and marital adjustments made by early adults.
CO5	**(K2)**	• To understand the cognitive and personality development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**1**	**2**	**3**	**3**	**3**	**2**
CO2	**1**	**3**	**3**	**2**	**3**	**2**
CO3	**3**	**2**	**3**	**1**	**3**	**1**
CO4	**2**	**3**	**1**	**3**	**3**	**2**
CO5	**2**	**1**	**3**	**3**	**3**	**2**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">SOCIAL PSYCHOLOGY II</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">CORE VIII</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Core</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">05</td><td rowspan="2">Course Code</td><td rowspan="2">24CPS4B</td></tr>
<tr><td>Semester</td><td>IV</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td>Lab Practice</td><td colspan="2">Total</td></tr>
<tr><td>03</td><td colspan="2">01</td><td>--</td><td colspan="2">04</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="6">● To understand how of social influence enable compliance, conformity and obedience
● To get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.
● To comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.
● To get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.
● To facilitate students to see the applicability of social psychological principles in various settings.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="6">UNIT I: SOCIAL INFLUENCE
Conformity – Meaning, Asch’s Research on Conformity, Sheriff’s Research on Autokinetic Phenomenon- Factors affecting Conformity- Resisting pressures to Conform; Compliance - Meaning, Six basic principles of Compliance, Symbolic Social Influence: Obedience – Meaning, Milgram’s Experiment on Obedience.</td></tr>
<tr><td colspan="6">UNIT II: PROSOCIAL BEHAVIOUR
Meaning, Motives for Pro-Social Behaviour, Competitive Altruism, Five Crucial Steps to determine Helping Vs not Helping, External and Internal influences on Helping Behaviour, Empathy, Personality and Helping.</td></tr>
<tr><td colspan="6">UNIT III: AGGRESSION
Perspectives on Aggression – Evolutionary Perspective- Drive Theories; Modern Theories of Aggression – Social Learning Perspective and General Aggression Model- Causes of Human Aggression – Social, Cultural, Personal and Situational- Prevention and Control of Aggression.</td></tr>
<tr><td colspan="6">UNIT IV: GROUPS AND INDIVIDUALS
Groups – Meaning, Types, Key Components- Stages of Group Formation- Benefits of Joining a Group- Social Facilitation, Social Loafing, Hooliganism, Deindividuation- Conflict: Nature, Causes and Effects- Techniques to Resolve Conflicts, Perceived Fairness in Groups – Basic Rules for Judging Fairness- Reactions to Perceived Unfairness- Decision Making by Groups- Downside to Group Decision Making.</td></tr>
<tr><td colspan="6">UNIT V: APPLICATION OF SOCIAL PSYCHOLOGY
Social Psychology and Legal System- Social Psychology and Health- Social Psychology and the World of Work.</td></tr>
</table>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this Course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Myers, D. G., & Twenge, J. M. (2021). *Social Psychology* (14th Ed.). New York, NY: McGraw-Hill Education. 2. Branscombe, N. R., Baron, R. A., & Kapur, P. (2017). *Social Psychology* (14th Ed.). Chennai, India: Pearson India Education Services Pvt. Ltd. 3. Baron, R. A., & Byrne, D. (2003). *Social Psychology* (10th Ed.). New Delhi, India: Prentice-Hall of India. 4. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (13th Ed.). New Delhi, India: Dorling Kindersley (India) Pvt. Ltd.
Reference Books	1. Jacobs, M. (1995). *D. W. Winnicott*. London: SAGE Publications Ltd. 2. Whiston, S. C. (1999). *Principles and Applications of Assessment in Counseling*. Belmont, CA: Wadsworth. 3. Nichols, M. P., & Schwartz, R. C. (2010). *Family Therapy: Concepts and Methods* (9th ed.). Boston, MA: Allyn & Bacon. 4. Patterson, J., Williams, L., Grauf-Grounds, C., & Chamow, L. (2009). *Essential Skills in Family Therapy: From the First Interview to Termination* (2nd ed.). New York, NY: The Guilford Press. 5. Myers, D. G. (2002). *Social Psychology* (7th ed.). New York, NY: McGraw-Hill.

COURSE OUTCOMES:

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

- **CO1 (K1)** • To relate to the nature and causes of social influence.
- **CO2 (K2)** • To observe the internal and external influences on helping behaviour.
- **CO3 (K3)** • To employ the strategies that can be used to prevent or control human aggression.
- **CO4 (K4)** • To appraise group dynamics.
- **CO5 (K4)** • To analyse the role of social psychology in various settings like legal system, health and work.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	3	3	3	1
CO2	2	3	3	1	3	2
CO3	3	1	3	1	3	3
CO4	1	3	3	3	3	2
CO5	2	2	3	2	3	3

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="7">INTRODUCTION TO RESEARCH METHODOLOGY</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="7">ELECTIVE IV</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Elective</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">03</td><td rowspan="2">Course Code</td><td rowspan="2">24CEPS4A</td></tr>
<tr><td>Semester</td><td>IV</td></tr>
<tr><td colspan="2">Instructional Hours per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td colspan="2"></td><td>03</td><td colspan="2">01</td><td colspan="2">-</td><td>04</td></tr>
<tr><td colspan="2">Objectives of the Course</td><td colspan="7">● To understand the physiology, steps, and benefits of Progressive Muscular Relaxation including Jacobson’s technique.
● To explore various types of meditation and their inner-outer benefits through practical experience.
● To learn deep breathing techniques and analyze their psychological and neurological effects.
● To practice autogenic training and understand its six core stages for self-relaxation.
● To apply guided imagery techniques and recognize their therapeutic uses through experiential learning.</td></tr>
<tr><td colspan="2">Course Outline</td><td colspan="7">UNIT I: INTRODUCTION

Understanding Behaviour - Empirical and Non-Empirical Method - Assumptions of Scientific Work - Overview of Research Process/Framework. Ethics in Research - APA Ethics Code- Plagiarism- Ethics and Animal Experimentations. Data Collection: Observational Method, Interview Method - Structured, Semi Structured and Focus Group Interviews, Questionnaire Method, Case Study Method - Its Merits and Limitations.

UNIT II: VARIABLES, RELIABILITY AND VALIDITY

Types of Variables: Dependent and Independent Variables, Confounded Variables, Quantitative and Categorical Variables, Continuous and Discrete Variables. Reliability and Validity of Measurements - Types of Validity Test: Criterion Related Validity, Face Validity, Content Validity, Convergent Validity, Concurrent Validity, Discriminate Validity, Predictive Validity- Types of Reliability Tests: Inter Rater Reliability, Test-Retest Reliability, Split Half Reliability, Internal Consistency Reliability.

UNIT III: HYPOTHESIS AND SAMPLING

Hypothesis: Definition- Types - Hypothesis Testing - Type 1 And Type II Errors, Significance Level (P Value)- One Tailed And Two Tailed Tests- Effect Size Sampling - Meaning, Probability and Non-Probability.

Sampling Techniques - Its Merits and Limitations- Sample Size Estimation - Using a Table of Random Numbers.

UNIT IV: RESEARCH DESIGNS

Experimental Designs - Independent Groups Designs- Completely Randomized Groups Design-Randomized Factorial Groups Design- Within Participants Group Design- Matched Group Design.

Non-Experimental Designs - Quasi Experimental Design- Time Series Design-Case Studies-Correlational Research Design-Cross Sectional Research-</td></tr>
</table>

	Longitudinal Research-Non-Equivalent Group Designs-Mixed Research Designs - Single Participant W Design, Base -Line Design. Quantitative Research Design and Analysis - Grounded Theory- Discourse Analysis- Content Analysis- Dairy Method- Narrative Methods-Focus Group Discussions-In-Depth Interviews-Participatory Observations-Action Research.
	UNIT V: REPORT WRITING AND COMPUTES IN RESEARCH Reporting and Replication-Experimental Reports-Reporting Non Experimental Studies and Qualitative Studies- Oral and Poster Presentation-APA Primer - Presenting Research and Preparation of Research Proposal -Computers in Research - Software for Quantitative and Qualitative Data Analysis.
Extended Professional Component (is a part of internal component only,Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this Course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson. 2. C.R. Kothari (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt Ltd 3. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition. 4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd. 5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth

Reference Books	1. Shaughnessy, J J , Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill. 2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods. USA: Sage Publication. 3. Gaur A s and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication. 4. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition. 5. Sharlene Nagy Hesse-Biber Patricia Leavy. (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.

COURSE OUTCOMES:

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

- **CO1 (K2)** • To understand the ethics and various data collection methods to conduct research.
- **CO2 (K2)** • To demonstrate the ability to identify independent, dependent and mediating variables and to establish reliability and validity
- **CO3 (K3)** • To formulate hypothesis and research objectives and distinguish various sampling techniques
- **CO4 (K4)** • To determine appropriate research design.
- **CO5 (K6)** • To ability to write research report as per APA protocol

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**1**	**3**	**2**	**2**	**2**	**1**
CO2	**2**	**2**	**1**	**3**	**1**	**2**
CO3	**3**	**2**	**2**	**1**	**2**	**3**
CO4	**1**	**3**	**2**	**3**	**2**	**1**
CO5	**2**	**3**	**2**	**2**	**3**	**2**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">PSYCHOLOGICAL THERAPY TECHNIQUES</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">SKILL ENHANCEMENT COURSE-VI</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">SEC</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">2</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS4A</td></tr>
<tr><td>Semester</td><td>IV</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>2</td><td colspan="2">-</td><td colspan="2">-</td><td>2</td></tr>
<tr><td colspan="2">Objectives of the course</td><td colspan="6">• To understand the definition, history, ethics, and scope of art and play therapy.
• To explore the steps, phases, therapist characteristics, and benefits of art and play therapy.
• To analyse psychoanalytic, Jungian, and humanistic approaches in art and play therapy.
• To learn and apply various art therapy techniques including scribble, free drawing, and mandala.
• To practice directive and non-directive play therapy methods such as storytelling, role-playing, and creative movement.</td></tr>
<tr><td colspan="2" rowspan="5">Course Outline</td><td colspan="6">UNIT I: INTRODUCTION TO ART THERAPY
Definition – Art Therapy and Play Therapy- History-Profession-Ethics of Art and Play Therapy-Scope of Art and Play Therapy</td></tr>
<tr><td colspan="6">UNIT II: BASIC APPROACHES IN ART & PLAY THERAPY
Steps in Art Therapy and Play Therapy- Assessment-Treatment in the Beginning Phase-Mid Phase and Termination– Characteristics of Art & Play Therapist-Benefits of Art Therapy and Play Therapy</td></tr>
<tr><td colspan="6">UNIT III APPROACHES TO ART & PLAY THERAPY
Psychoanalytic and Jungian Approaches to Art and Play Therapy- Humanistic Approaches – Existentialism, Person- Centred and Gestalt Approaches to Art and Play Therapy.</td></tr>
<tr><td colspan="6">UNIT IV ART THERAPY TECHNIQUES:
Scribble Technique- Free Drawing- Drawing Completion- Conversational Drawing- Murals-Zentangles- Mandala- Self-Portraits-Emotion Wheel.</td></tr>
<tr><td colspan="6">UNIT V PLAY THERAPY TECHNIQUES:
Directive and Non-Directive Play Therapy- Creative Visualization-Storytelling-Role Playing-Water and Sand Play-Dance and Creative Movement.</td></tr>
<tr><td colspan="2">Extended Professional Component (is a part of internal component only, not to be included in the External Examination Question paper)</td><td colspan="6">Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved</td></tr>
</table>

Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Judith A. Rubin (2015): *Introduction to Art Therapy: Sources & Resources* (2nd ed.). Routledge Taylor & Francis Group. 2. Cathy A. Malchiodi (2011): *Handbook of Art Therapy* (2nd ed.). The Guilford Press.
Reference Books	1. O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2016): Handbook of Play Therapy (2nd ed.). John Wiley & Sons, Inc. 2. Guernsey, L. F., Jr., & Ryan, V. (Eds.) (2021): Play Therapy with Children: Modalities for Change. American Psychological Association.
Website and e-Learning Source	https://arttherapy.org/ https://www.a4pt.org/ https://www.expressivetherapiessummit.com/

Course Outcomes:

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

CO1 (K2) • To understand the fundamental definitions of art therapy and play therapy.

CO2 (K3) • To identify the core principles of art therapy and play therapy approaches.

CO3 (K4) • To analyse the theoretical foundations and techniques associated with the approaches to therapy.

CO4 (K6) • To gain proficiency in various art therapy techniques, such as scribble technique, free drawing, and conversational drawing.

CO5 (K3) • To develop the ability to adapt and employ play techniques effectively in different client situations.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	**1**	**2**	**2**	**3**	**2**	**2**
CO2	**1**	**2**	**3**	**3**	**2**	**3**
CO3	**1**	**2**	**2**	**3**	**2**	**2**
CO4	**1**	**2**	**2**	**3**	**2**	**3**
CO5	**3**	**2**	**2**	**3**	**2**	**3**

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">PERSONALITY DEVELOPMENT</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">SKILL ENHANCEMENT COURSE-VII</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">Skill Enhancement Course</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">2</td><td rowspan="2">Course Code</td><td rowspan="2">24SPS4B</td></tr>
<tr><td>Semester</td><td>IV</td></tr>
<tr><td colspan="2" rowspan="2">Instructional Hours Per week</td><td>Lecture</td><td colspan="2">Tutorial</td><td colspan="2">Lab Practice</td><td>Total</td></tr>
<tr><td>2</td><td colspan="2">--</td><td colspan="2">--</td><td>2</td></tr>
<tr><td colspan="2">Objectives of the course</td><td colspan="6">• To understand and manage stress and anger using constructive strategies and relaxation techniques.
• To develop skills for conflict resolution, effective negotiation, and assertive communication.
• To enhance academic performance through memory techniques, study methods, and cooperative learning.
• To guide goal setting, overcome procrastination, and manage time and priorities efficiently.
• To encourage self-awareness and personal growth via self-assessment and relationship-building.</td></tr>
<tr><td colspan="2" rowspan="3">Course Outline</td><td colspan="6">UNIT I EMOTIONAL REGULATION
The Nature of Stress- Managing stress through social support systems – The Nature of anger – Guidelines for managing anger constructively – Dealing with an angry person
Exercises:
1. Handling put-downs- techniques practiced through role plays.
2. Trigger log- managing the anger by monitoring.
3. Defusing the Bomb exercise- discuss how one can manage provocations, relaxation techniques like focused breathing, tucker turtle, and visualization.</td></tr>
<tr><td colspan="6">UNIT II INTERPERSONAL EFFECTIVENESS
Understanding conflicts of interest- Conflict resolution strategies – Negotiating to win – Negotiating to solve the problems – Steps for effective problem-Solving negotiating – Refusal skills.
Exercises:
1. Non-verbal communication exercise
2. Confronting the opposition
3. Use conflict resolution and negotiation skills through role-playing different scenarios</td></tr>
<tr><td colspan="6">UNIT III STUDY SKILLS
Importance of study environment – Using VCR3 to increase memory power: Visualizing, Concentrating, Relating, Repeating, Reviewing- Memory hindrances – Memory helpers – Knowing vs Memorizing – Memory and studying – The SQ3R method; Survey, Write questions, Read, Recite, Review – Mnemonic devices – Rhymes – Acronyms – Pegging – Cooperative learning.
Exercise:
1. Use the techniques of memory enhancers to review your classroom and textbook notes.</td></tr>
</table>

	UNIT IV GOAL SETTING The basis of effective goals – Steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – Priority management at home and college **Exercise:** 1. Set goals using SMART goal-setting model 2. Use the backward goal-setting technique to set goals. 3. Visualization techniques- One year from now exercise, average perfect day exercise
	UNIT V SELF-ESTEEM Self-theory and the Johari window- Characteristics of fully functioning individuals – Manifestations of low and high self-esteem – Techniques for enhancing self-esteem – Nurturance techniques. Exercises: 1. Identify your strengths and weakness through SWOT analysis 2. Practice saying positive affirmations about self 3. Nurturing relationships activity
Extended Professional Component (is a part of internal component only, not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Schafer, W. (1999). *Stress Management for Wellness* (4th Ed.). Australia: Cengage Learning. 2. Johnson, D.W. (2012). *Reaching Out: Interpersonal Effectiveness and Self-Actualization* (11th Ed.). Boston: Pearson. 3. Robbins, S.P., & Hunsaker, P.L. (2013). *Training in Interpersonal Skills: TIPS for Managing People at Work* (6th Ed.). New Delhi: Pearson. 4. Frey, D., & Carlock, C. (1999). *Enhancing Self-Esteem* (3rd Ed.). Philadelphia: Accelerated Development.
Reference Books	1. Alex, K. (2011). *Soft Skills: Know Yourself & Know the World* (2nd Rev. Ed.). New Delhi: S. Chand & Company Ltd. 2. Goleman, D. (2005). *Emotional Intelligence: 10th Anniversary Edition*. New York: Bantam Books. 3. Schriner, C. (2006). *Overcoming Stress: 30 Ways to Cope in a Stressed World*. New Delhi: Orient Paperbacks. 4. Bonham-Carter, D. (2018). *A Practical Guide to Building Self-*

	Esteem: Accept, Value, and Empower Yourself. London: Icon Books.
Website and e-Learning Source	1. https://ggie.berkeley.edu/practice/put-down-the-put-downs/ 2. https://learningcenter.unc.edu/tips-and-tools/enhancing-your-memory/ 3. https://positivepsychology.com/goal-setting-exercises/ 4. https://blog.gratefulness.me/20-affirmations-to-say-to-yourself-when-you-need-support/ 5. https://www.thegoodzone.org/courses/1254370/lectures/27944098

Course Outcomes:

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

CO1 **(K5)** • To manage emotions effectively and cope with stress and anger in a constructive manner.

CO2 **(K2)** • To handle conflicts and negotiate a problem effectively.

CO3 **(K3)** • To apply various study skills and enhance their learning process.

CO4 **(K5)** • To set goals effectively and overcome procrastination.

CO5 **(K2)** • To demonstrate a high level of self-esteem and self-awareness

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	3	2	2	2
CO2	2	1	3	3	2	2
CO3	3	2	2	2	2	2
CO4	2	1	3	2	2	2
CO5	2	2	3	3	2	2

3-Strong, 2- Medium, 1- Low

<table>
<tr><td colspan="2">Title of the Course</td><td colspan="6">ENVIRONMENTAL STUDIES</td></tr>
<tr><td colspan="2">Paper Number</td><td colspan="6">ENVIRONMENTAL STUDIES</td></tr>
<tr><td rowspan="2">Category</td><td rowspan="2">EVS</td><td>Year</td><td>II</td><td rowspan="2">Credits</td><td rowspan="2">2</td><td rowspan="2">Course Code</td><td rowspan="2">24CES4A</td></tr>
<tr><td>Semester</td><td>III & IV</td></tr>
<tr><td colspan="2">Instructional Hours Per week</td><td>Lecture
01</td><td colspan="2">Tutorial
--</td><td colspan="2">Lab Practice
--</td><td>Total
01</td></tr>
<tr><td colspan="2">Objectives of the course</td><td colspan="6">• To gain Knowledge about the scope, importance of Environmental studies.
• To Understand Renewable and Non-Renewable Resources.
• To gain insights about the ecosystem.
• To understand about biodiversity and its conservation.
• To learn about the environmental regulations.</td></tr>
<tr><td colspan="2" rowspan="4">Course Outline</td><td colspan="6">UNIT I: INTRODUCTION TO ENVIRONMENTAL SCIENCES: NATURAL RESOURCES:
Environmental Sciences - Relevance - Significance - Public awareness - Forest resources - Water resources - Mineral resources - Food resources - Conflicts over resource sharing - Exploitation of Resources - Environmental impact - fertilizer - Pesticide Problems - Case studies.</td></tr>
<tr><td colspan="6">UNIT II: ECOSYSTEM
Ecosystem - concept - structure and function - producers, consumers and decomposers - Food chain - Food web - Ecological pyramids - Energy flow - Forest, Grassland, desert and aquatic ecosystem.</td></tr>
<tr><td colspan="6">UNIT III: BIODIVERSITY AND ITS CONSERVATION
Biodiversity - Definition - genetic, species and ecosystem diversity - Values and uses of biodiversity - biodiversity at global, national and local levels - Hotspots, threats to biodiversity - conservation of biodiversity.</td></tr>
<tr><td colspan="6">UNIT IV: ENVIRONMENTAL POLLUTION AND MANAGEMENT
Environmental Pollution - Causes - Effects and Control Measures of Air, Water, Marine, Soil, Solid Waste, Thermal, Nuclear Pollution and Disaster Management - Floods, Earth quake, Cyclone and Landslides. Role of individuals in prevention of pollution.</td></tr>
<tr><td colspan="2"></td><td colspan="6">UNIT V: SOCIAL ISSUES - HUMAN POPULATION
Urban issues - Energy - water conservation - Environmental Ethics - Global warming - Resettlement and Rehabilitation issues - Environmental legislations - Environmental protection Act. 1986, Wildlife and forest conservation Act - Population growth and Explosion - Human rights and Value Education - Environmental Health - Role of IT in Environment and Human Health - Women and child welfare - Public awareness - Case studies.</td></tr>
</table>

	FIELD WORK Visit to a local area / local polluted site / local simple ecosystem - Report Submission
Extended Professional Component (is a part of internal component only, not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Kumarasamy, K., A.Alagappa Moses And M.Vasanthy, 2004. Environmental Studies, Bharathidasan University Pub, 1, Trichy 2. Rajamannar, 2004, Environmental Studies, EVR College Pub, Trichy 3. Kalavathy, S. (Ed.) 2004, Environmental Studies, Bishop Heber College Pub., Trichy
Reference Books	1. *Keywords for environmental studies*. Adamson, Joni, 1958-, Gleason, William A., 1961-, Pellow, David N., 1969-. New York. 2016. ISBN 978-0-8147-6074-1. OCLC 93329729 2. Milstein, T. & Castro-Sotomayor, J. (2020). Routledge *Handbook of Ecocultural Identity*. London, UK: Routledge. https://doi.org/10.4324/9781351068840 Archived 30 August 2021 at the Wayback Machine 3. Roy, Gitanjali Sinha (30 December 2021). "The Last Super Power". Journal of Japanese Studies: Exploring multidisciplinary. 1. doi:10.55156/jjsem.dec2132 (inactive 1 November 2024). S2CID 246371187 4. "Association for Environmental Studies & Sciences AESSonline.org". AESSOnline.org. Archived from the original on 10 March 2016. Retrieved 29 April 2018. 5. "The History and Development of AESS". Association for Environmental Studies and Sciences. Archived from the original on 6 November 2016.
Website and e-Learning Source	1.https://en.wikipedia.org/wiki/Environmental_studies 2.https://jgu.edu.in/blog/2024/03/07/what-is-environmental-studies/

Course Outcomes:

On successful completion of the course, students will be able

CO1 **(K1)** • To List out the need for public awareness.

CO2 **(K2)** • To describe the ways to preserve natural resources.

CO3 **(K3)** • To describe how to conserve ecosystem.

CO4 **(K1)** • To explain the value of biodiversity.

CO5 **(K2)** • To examine the environment regulation and legislation.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3

3-Strong, 2- Medium, 1- Low