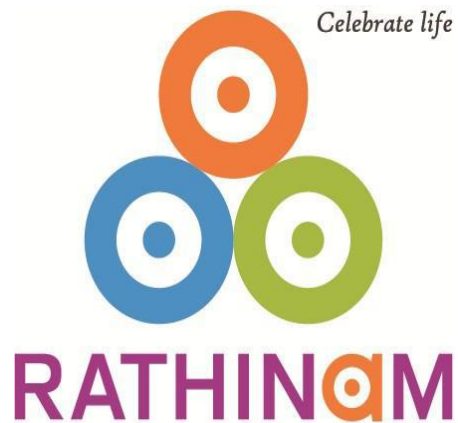**DEPARTMENT OF PSYCHOLOGY**

RATHINAM COLLEGE OF ARTS AND SCIENCE
(AUTONOMOUS)
RATHINAM TECHZONE CAMPUS, POLLACHI ROAD,EACHANARI,
COIMBATORE –21.

Syllabus for
B.ScPSYCHOLOGY
(III & IV Semester)
2017-2020 Batch Onwards

Vision and Mission of the Institution:

VISION

A world renowned INDUSTRY-INTEGRATED INSTITUTION that imparts knowledge, skill, and research culture in young men and women to suit emerging young India.

MISSION

To provide quality education at affordable cost, and to maintain academic and research excellence with a keen focus on INDUSTRY-INTEGRATED RESEARCH AND EDUCATION.

MOTTO

Meaningful INDUSTRY-READY education and research by all means

Vision and Mission of the Department:

VISION

The department works with the vision to provide the student with high quality of education to compete globally and to produce the next generation of leaders in research, in teaching, and in the applications ofpsychology.

MISSION

The Mission of the Department is to enrich the knowledge of student in area of psychology through innovative and rigorous courses and rich experiential learning opportunities. Share our knowledge and expertise to students in order to work for the improvement of mental wellbeing, and to collaborate both locally and globally with researchers, our community, and policy makers.

Program Educational Objectives (PEO)

PEO 1: Proficiency in psychology. The students should have knowledge and skills about mind, brain, and behavior. They should also have a detail understanding of theories and concepts of psychology which acts as a basis for understanding human behavior.

PEO 2: Professional Growth. The students should be able to formulate case, identify the problem and its associated intervention in clinical, counseling and industrial setting.

PEO 3: Research Proficiency in psychology. The students should be able to do research in the area of psychology to formulate new concepts and theories and also to develop psychological tools to carry out research in order to come up with new understanding in the field of psychology.

PEO 4: Management Skills: The student should able to understand and manage their emotions and as well as others in order to provide professional expertise for the people who are in need of psychologicalassistance.

Mapping of Institute Mission toPEO

Institute Mission	PEO's
Imparting Knowledge and Skill	PEO1, PEO4
Research Culture	PEO3
Industry collaboration	PEO2
Emerging young India	PEO4

Mapping of Department Mission to PEO

Department Mission	PEO's
Imparting knowledge and skill through experimental learning	PEO1, PEO4
Professional Growth	PEO1, PEO3
Research Culture	PEO2

Program Outcomes (PO):

PO1	**:**	Ability to gain knowledge in theoretical approaches in the sub fields of psychology.
PO2	**:**	Ability to gain knowledge in social psychology to understand the social factors influence on human behavior and their cognitiveprocess.
PO3	**:**	Ability to gain knowledge in the area of developmental psychology to understand the developmental problems
PO4	**:**	Ability to gain knowledge about the application of psychology in industrial seeting.
PO5	**:**	Ability to conduct psychological experiment to understand the psychological components.
PO6	**:**	Ability to identify the problem, formulate case and its associated intervention in the area of clinical, counseling, educational and industrial settings.
PO7	**:**	Ability to perform quantitative and qualitative research using statistical software to analyse data
PO8	**:**	Ability to Design, implement, analyse and communicate independent and group project work

Correlation between the POs and the PEOs

Program Outcomes		PEO1	PEO2	PEO3	PEO4
PO1	:	✓			
PO2	:	✓			✓
PO3	:	✓	✓		✓
PO4	:	✓	✓		✓
PO5	:		✓	✓	✓
PO6	:		✓		✓
PO7	:		✓	✓	
PO8	:		✓	✓	

Components considered for Course Delivery is listed below:

1. Classroom Lecture - I

2. Laboratory classanddemo - II

3. Assignments - III

4. MiniProject - IV

5. Project - V

6. Online Course - VI

7. ExternalParticipation - VII

8. Seminar - VIII

9. Internship - IX

Mapping of POs with Course Delivery:

Program Outcomes	Course Delivery								
	I	II	III	IV	V	VI	VII	VIII	IX
PO1	✓		✓			✓	✓	✓	
PO2	✓	✓	✓	✓		✓		✓	
PO3	✓		✓			✓		✓	
PO4	✓	✓	✓	✓		✓		✓	✓
PO5	✓	✓		✓					✓
PO6		✓							✓
PO7	✓	✓		✓	✓				
PO8		✓	✓	✓	✓		✓		✓

RATHINAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
Scheme of curriculum for
B.Sc. Psychology
for the students admitted in the Batch during 2017 - 2020
Board of Studies – Psychology (UG)

S. No	Sem	Part	Type	Subject	Credit	Hour	Int	Ext	Total
1	1	I	L1	Language – I	3	6	40	60	100
2	1	II	E1	English for Communication	3	6	40	60	100
3	1	III	C1	Core I – General Psychology I	5	6	40	60	100
4	1	III	C2	Core II –Developmental PsychologyI	5	5	40	60	100
5	1	III	A1	Allied I- Biological Basis of Behavior	3	5	40	60	100
6	1	IV	AEC1	Ability Enhancement Compulsory Course I – Environmental Studies@	2	2	50	-	50
7	1	VI	VAC	Value Added Course - I@	2	-	100	-	100
1	2	I	L2	Language – II	3	6	40	60	100
2	2	II	E2	English for Psychology	3	6	40	60	100
3	2	III	C3	Core III – General Psychology II	5	6	40	60	100
4	2	III	C4	Core IV – Developmental PsychologyII	5	6	40	60	100
5	2	III	A2	Allied II – Educational Psychology	4	4	40	60	100
6	2	IV	AEC2	Ability Enhancement Compulsory Course-II – Value Education Human Rights@	2	2	50	-	50
7	2	VI	VAC	Value Added Course - II@	2	-	100	-	100
1	3	III	C5	Core V – Abnormal Psychology I	4	6	40	60	100
2	3	III	C6	Core VI –Social Psychology I	4	6	40	60	100

3	3	III	A3	Allied III- Research Methodology	3	6	40	60	100
4	3	III	CP2	Core Practical II–Experimental Psychology I	2	2	40	60	100
5	3	IV	SB1	Skill Enhancement Courses I - CouselingPsychology	4	6	40	60	100
6	3	IV	AEC3	Ability Enhancement Compulsory Course-III – (Tamil / Advanced Tamil (OR) Non-major elective-1 (Yoga for Human Excellence) / Women's Rights / Career Enhancement– I) @	4	2	50	-	50
7	3	VI	VAC	Value Added Course - III@	2	-	100	-	100
8	3	VI	IDL	Inter Department Learning – I	2	2	-	100	100
1	4	III	C7	Core VII – Abnormal PsychologyII	4	6	40	60	100
2	4	III	C8	Core VIII – Social Psychology II	4	5	40	60	100
3	4	III	A4	Allied IV- Psychological Statistics	3	6	40	60	100
4	4	III	CP3	Core Practical I-SPSS	2	3	40	60	100
5	4	IV	SB2	Skill Enhancement Courses II- Testing and assessment	5	6	40	60	100
6	4	IV	AEC4	Ability Enhancement Compulsory Course-IV–(Tamil / Advanced Tamil (OR) Non-major elective-II (General Awareness) / Career Enhancement – II)@	3	2	50	-	50
7	4	VI	VAC	Value Added Course - IV@	2	-	100	-	100
8	4	V	EX	Extension Activity@	2	-	50	-	50
9	4	VI	IDL	Inter Department Learning – II#	2	2	-	100	100

1	5	III	C9	Core IX – Health Psychology	5	6	40	60	100
2	5	III	C10	Core X– Industrial Psychology I	5	5	40	60	100
3	5	III	C11	Core XI– Marketing & ConsumerBehavior	4	5	40	60	100
4	5	III	EL1	Elective - I	4	5	40	60	100
5	5	III	CP4	Core Practical III-Experimental PsychologyII	3	3	40	60	100
6	5	III	EX	Extension Activity@	2	-	-	50	50
7	5	IV	SB3	Skill Enhancement Courses – III Specific Learning Disability	5	6	40	60	100
8	5	VI	VAC	Value Added Course - V@	2	-	100	-	100
1	6	III	C12	Core XII– Industrial PsychologyII	4	6	40	60	100
3	6	III	EL2	Elective – II	4	6	40	60	100
4	6	III	EL3	Elective – III	4	6	40	60	100
4	6	III	CP9	Core Project	8	6	40	160	200
5	6	IV	S4	Skill Enhancement Courses – IV Industrial Relation and LabourWelfare	5	6	40	60	100
6	6	V	EX	Extensive Activity@	2	-	50	-	50
Overall					156	180	2040	2210	4250

Note :

@ -   No End Semester Examination, only Internal Exam.

-   No Internal Examination, only End SemesterExam.

List of Electives:

Elective – I	Human Resource Management	Yoga Psychology	Cognitive Psychology
Elective – II	Training and Development	Forensic Psychology	Psychology and Gender Issues
Elective – III	Behaviour Modification	Psychology of Adjustment	Environmental Psychology

Inter Department Learning Courses:

Semester – III	1	Basic PsychologicalProcesses
	2	Life SkillDevelopment
	3	BehaviourModification
	4	PersonalityDevelopment
Semester – IV	1	CounsellingPsychology
	2	PositivePsychology
	3	HealthPsychology
	4	Psychology For HappyLiving

Mapping of Courses and POs:

S-StrongCorrelation   **M** –Medium Correlation   **B** – Blank

Course Code	Course Name	Program Outcomes							
		P01	PO2	P03	P04	P05	P06	P07	P08
	Core I – General PsychologyI	S		M	M	M	M		M
	Core II –Developmental PsychologyI	S	S	S			M		
	Allied I- Biological Basis ofBehavior	S		M					
	Core III – General PsychologyII	S		M	M	M	M		M
	Core IV – Developmental Psychology II	S		S			M		
	Allied II – Educational Psychology	S		S		M	S		
	Core V – Abnormal PsychologyI	S		M	M	M	S		M
	Core VI –Social PsychologyI	S	S		M	M	M		M
	Allied III- Psychological Statistics	S					S	S	S
	Core Practical I-SPSS							S	S
	Skill Enhancement Courses I - CouselingPsychology	S				M	S		
	Core VII – Abnormal	S		M	M	M	S		M

Course								
Psychology II								
Core VIII – Social PsychologyII	S	S		M	M	M		M
Allied IV- Research Methodology	S					S	S	S
Core Practical II– Experimental Psychology I		M	M	M	S		S	S
Skill Enhancement Courses II- Testing and assessment	S			M		S	S	S
Core IX – Health Psychology	S			M	M	M		M
Core X– Industrial PsychologyI	S			S	M	S		M
Core XI– Marketing & ConsumerBehavior	S			S	M	S		S
Elective - I	S			S	M	S		M
Core Practical III- Experimental Psychology II		M	M	M	S		S	S
Skill Enhancement Courses – III Specific Learning Disability	M		M	M	M	S	M	S
Core XII– Industrial PsychologyII	S			S	M	S		M
Elective – II	S			S	M	S		M
Elective – III	S		M	M	M	S		M

	Core Project	M		M	M	M	S	M	S
	Skill Enhancement Courses – IV Industrial Relation and LabourWelfare	S			S	M	S		M

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Core - I - General Psychology I	5	5	1	0	Theory

Introduction : This course introduces the study of Basic Psychological processes and gives an understanding to the field of Psychology. The aim is to enable the students to know the key concepts and application theories, and research methods in psychology.

Course Outcome:

CO1	:	To acquire knowledge about the origin and different subfields within psychology.
CO2	:	Toacquireskillsintheapplicationofthetoolsandtodevelopcriticalthinkingand interpersonalrelationships.
CO3	:	Toacquireknowledgeabouttheemphasisonvisualandauditorysensationand perception.
CO4	:	To become proficient in sleep disorders, altered states of consciousness, hypnosis and psychoactive drugs
CO5	:	To acquire knowledge about types of learning and schedules of reinforcement

Unit I: **Introducing psychology** [15 Periods]
What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetic Development of psychology in India. Branches of psychology- Scope of psychology- Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines.

Unit II: **Experimentation and critical thinking in Psychology** [15 Periods]
Psychology as a science-Goals of scientific enterprise- Steps in scientific investigation. Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research. How to evaluate claims of human behaviour? Pseudo – psychologies – palmistry, astrology, graphology, Ouija board etc. How do they work? How to evaluate popular psychology news? Developing critical thinking abilities.

Unit III: **Sensation and Perception** [15 Periods]
Sense modalities, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd) Attention– factors affecting attention – subjective and objective factors Selective attention, Phenomena associated with attention – span of attention, division of attention, distraction of attention. Perception, Subliminal perception. Perceptual set, Perceptual defense. Perceptual organization. Gestalt principles Perception of depth, space and distance: monocular and binocular cues. Perceptual styles Perceptual constancies Color perception – color theories- Illusions of different types .Habituation, Extra sensory perception – critical view. Enhancing perceptual accuracy.

Unit IV: **Mind, Consciousness and altered states** [15 Periods]

Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circardian Rhythm, Sleep cycle, Stages ofsleep.

Altered states: Lucid dreaming, Hypnosis- facts and myths, meditation, Hallucinations, Religious ecstasy, drug induced states.

Unit V: **Learning** [15 Periods]

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. Behavior modification. Types of learning- Verballearning. Social and cognitivelearning:

Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. Improving learning-Economy in learning.

Textbook:

1. Baron, R.A, *Psychology*, New Delhi: Pearson Education, 5 th Edition,2004. (Unit I-V)

2. Myers, D.G., Psychology , New York, Worth publishers, 9th Edition,2010.

Reference :

1. Mishra, *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India,2008.

2. Morgan, ,.T., King, R.A., Weisz, J.R., &Schopler, J , *Introduction toPsychology*, New Dehi: Tata McGraw Hill, 7th Edition,1993.

Mapping of Course Outcomes with Program Outcomes:

Course utcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓							
CO2		✓		✓		✓		
CO3	✓							
CO4	✓		✓		✓	✓		
CO5				✓	✓			
				✓	✓			

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Core - II - Developmental Psychology –I	**5**	**5**	**1**	**0**	**Theory**

Introduction : This paper provides a general introduction to developmental concepts, theoriesandapplication.Theaimistoenablethestudentstoknowthekeyconcepts and application theories, and research methods in life span development, to explore some of the factors that affect us throughout ourlives.

Course Outcome:

CO1	:	To acquire knowledge about nature and theories of development
CO2	:	To gain detailed knowledge about the prenatal development
CO3	:	To gain knowledge about the physical development of new born and reflex action.
CO4	:	To acquire knowledge about cognitive and language development in children
CO5	:	To acquire knowledge about emotional development during childhood.

Unit I: **Introduction to Life Span Development**   [15 Periods]
Introduction. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study.
Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation.

Unit II: **Prenatal Development**   [15 Periods]
Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight

Unit III: **Physical Development**   [15 Periods]
Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception) Height and weight in infancy and childhood. Gross and finemotor skills. Handedness. Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.

Unit IV: **Cognitive Development**   [15 Periods]
Stages of cognitive development- sensory motor stage- object permanence- pre operational stage- intuitive thought- concrete operations-semantics-pragmatics. Language development - How language develops- babbling- two word utterance-advances in early, middle and late childhood- metalinguisticawareness.

Unit V: **Emotional Development**   [15 Periods]
Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates. Theories of attachment- care giving and attachment Moral development- Piaget's and Kohlberg's theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self control- Empathy- Moral characters.

Textbook:

1. Papalia, D.E et.al , Human Development , New Delhi: Tata McGraw Hill Publishing Company, 9th Edition, 2004. (UnitI-V)

2. Hurlock, E.B, Developmental Psychology-A Life span Approach, New Delhi:Tata McGraw Hill Publishing Company,1996.

Reference :

1. Berk, L.E ,Child Development,New Delhi: Pearson Education Pvt Ltd, 3rd Edition, 2003.

2. Santrock, J.E, Child Development, New Delhi: Tata McGraw Hill Publishing Company, 2nd Edition,2007.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓		✓					
CO2	✓		✓					
CO3	✓		✓			✓		
CO4	✓		✓			✓		
CO5	✓		✓		✓			

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Allied I-BiologicalBasis ofBehavior	**3**	**4**	**1**	**0**	**Theory**

Introduction : This paper provide a general introduction about essential fundamental Physiological processes underlying psychological events. The goal is to enable the students to know the key concepts and research methods and how the various physiological changes affects behavior. The paper seeks to give a comprehensive knowledge about nervous system and endocrine system.

Course Outcome:

CO1	:	To acquire knowledge of neural and brain functioning.
CO2	:	To acquire the knowledge of visual system and its associated brain functioning.
CO3	:	To gain knowledge about endocrine glands functioning and role of hormones in human behavior.
CO4	:	To acquire the knowledge and skills of stress and its associated affects in humans.
CO5	:	To understand the various sexual disorder and its associated brain functioning.

Unit I: **Nervous system**   [12 Periods]
Neurons: Structure, Neural communication: Glial cells, Axon terminal, synapse, graded potential, action potential, Synaptic transmission, How do neurons influence behavior?, How do drugs and other chemicals alter neurotransmission? Major Divisions of The Nervous System: Central Nervous system: Functions, Cerebrum:Cerebral cortex: Frontal, Occipital, parietal and temporal lobes, Midbrain: Mid brain: Hypothalamus and limbic system, Brain stem: Medulla, pons, reticular activating system, cerebellum, Spinalcord.
Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system: Role in regulating emotions.

Unit II: **Sensory processing**   [12 Periods]
Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Vision and the Brain: Processing, Visual Information Visual cortex. Basic Functions of the Visual System: Acuity, Dark Adaptation, and colour vision.
Auditory system- Anatomy of the Auditory system, Nervous connections of the ear, pathway-Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medialgeniculate body, auditory cortex. Pitch perception, Sound localization

Unit III: **The Endocrine system**   [12 Periods]
Theendocrineglandsandtheirfunctions:Thyroid,parathyroid,pituitary,adrenal, pancreas, testes and ovary. Hormones, hormonal influence on learning and memory, Hormones and emotion, hormones andbehavior.

Unit IV: **Bio psychology of Emotion, stress and health**   [12 Periods]

Limbic system and emotion: Kluver-Bucy syndrome, Emotions and autonomic nervous system, Polygraph, Individual differences in the experiences of emotion. Fear, Defense and aggression: Aggression and testosterone. The stress response:The two system view of stress by Selye, Stress and gastric ulcers, Psychoneuroimmunology: immune system, Antigens and antibodies, phagocytosis, cellmediatedimmunity,antibodymediatedimmunity,macrophage,effectofstress
on immune system and its functions, Stress and hippocampus.

Unit V: **Physiological basis of sexual behavior**   [12 Periods]

Defining sexual behavior, The sexual response cycle, Dynamics, hormones and its impact: role of Estrogen and testosterone, Role of internal and external stimuli on sexual motivation, the brain and sexual behavior, Sexually transmitted diseases: AIDS, Syphilis, gonorrhea

Textbook:

1. Pineal, J. P.J., *Biopsychology* , India, Dorling Kindersley, 6th Edition, 2006.(Unit-IV-V)
2. Kalat, J. W. , Biological basis of human behavior , New York: Brooks/Cole, 8th Edition,2004.

Reference :

1. Baron, R.A., *Psychology*, New Delhi: Pearson Education, 5th Edition, 2004. (Unit I- unit-III)

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
CO1	✓		✓		✓			
CO2	✓		✓		✓			
CO3	✓		✓					
CO4	✓			✓			✓	✓
CO5	✓					✓		

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Core - III- General Psychology –II	5	5	1	0	Theory

Introduction : This course introduces the study of Basic Psychological processes and gives an understanding about the field of Psychology .It enables the students to know the key concepts and application theories, and research methods in psychology.

Course Outcome:

CO1	:	To become proficient in memory techniques.
CO2	:	To acquire skills in creativity and decision making.
CO3	:	To acquire knowledge about the theories of motivation and emotion.
CO4	:	To become proficient in intelligence testing.
CO5	:	To become familiar to various theories in personality.

UnitI:**Memory**   [15 Periods]

Memory: Encoding, storage and retrieval processes. Sensory, short term and long term   memories. Organizing information-Chunking, Hierarchies.Information processing model of memory, Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory.State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring   memory: recall,   recognition,   relearning,   integration. Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep

Unit II: **Thinkingandlanguage**   [15 Periods]

Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammer. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving. Creativity. Convergent and divergent thinking, Stages in creativity. Decision making: Using and misusing heuristics, Belief perseverance phenomenon, Overconfidence

Unit III: **MotivationandEmotion**   [15 Periods]

Definition of motivation, Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation, Need to belong, Levels of arousal, Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives. Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory ,Appraisal theory, Evolutionary theory,Opponent process theory, Facial feedback hypothesis Cognition and emotion.

Unit IV: **Intelligence**   [15 Periods]

Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach.Multiple intelligences, PASS model. Relationship of intelligence with Creativity -Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation andgiftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.

Unit V: **Personality**   [15 Periods]

Self. Concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness,
Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.

Textbook:
1. Baron, R.A., *Psychology*, New Delhi: Pearson Education, 5th Edition, 2004. (Unit I-V)
2. Myers, D.G., Psychology , New York, Worth publishers, 9th Edition,2010.

Reference :
1. Mishra, *Psychology: The study of human behaviour,* New Delhi: Prentice Hall of India,   2008.

Mapping of Course Outcomes with Program Outcomes:

| | Program Outcomes | | | | | | | |
Course Outcomes	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓		✓			✓	✓	
CO2		✓		✓	✓		✓	
CO3	✓			✓	✓			
CO4				✓	✓	✓	✓	✓
CO5	✓	✓		✓				

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	CoreIV-Developmental Psychology II	**5**	**5**	**1**	**0**	**Theory**

Introduction : This paper provides a knowledge about the process of development from childhood to old-age. This paper enables the students to know the physical, psychological and social changes that occur from childhood to old-age.

Course Outcome:

CO1	:	To gain knowledge the about childhood and its speech, emotional and moral development.
CO2	:	To gain knowledge and skill to understand the stage of adolescence and its associated problems.
CO3	:	To understand the developmental task in adulthood and as well as their adjustment issues in various areas of life.
CO4	:	To understand the developmental task in middle age and as well as their adjustment issues in various areas of life.
CO5	:	To understand the developmental task in old age and as well as their adjustment issues in various areas of life.

UnitI:**Childhood**   [15 Periods]

Introduction- Characteristics of Early & Late Childhood- Speech Improvement in Childhood, Emotional Expression in Childhood, Social Behavior in Childhood, Moral development in Childhood, Hazards of Childhood

UnitII:**Adolescence**   [15 Periods]

Introduction- Characteristics of Adolescence, Development Tasks of Adolescence, Physical change in Adolescence, Social and Morality Change in Adolescence, Sex-Role typing in Adolescence, Family Relationships in Adolescence, ,Physical & Psychological Hazards of Adolescence.

UnitIII:**Adulthood**   [15 Periods]

Introduction- Characteristics of Early & Late Adulthood- Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood, Hazards of Adulthood

Unit IV:**MiddleAge**   [15 Periods]

Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment, Hazards of Middle Age.

Unit V:**OldAge**   [15 Periods]

Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustent to Retirement, Coping with Family Life, Hazards of Old Age.

Textbook:

1. Hurlock, E.B, Developmental Psychology-A Life span Approach, New Delhi: Tata McGraw Hill Publishing Company, 5th Edition, 1981.(Unit-I-V)
2. Papalia, D.E, et.al, Human Development, New Delhi: Tata McGraw Hill Publishing Company, 9th Edition,2004.

Reference :

1. Santrock, J.E, Child Development, New Delhi: Tata McGraw Hill Publishing Company, 2nd Edition, 2007.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓		✓					
CO2	✓		✓			✓	✓	✓
CO3		✓	✓	✓		✓		
CO4		✓	✓	✓		✓		
CO5		✓	✓	✓		✓		

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	AlliedII-Educational Psychology	4	3	1	0	**Theory**

Introduction : This paper provide a general introduction about educational psychology, theories and application .To enable the students to know the key concepts and application theories, and research methods in the field of education and the use of various tests in the field of education.

Course Outcome:

CO1	:	To gain a comprehensive knowledge about the historical background of educational psychology.
CO2	:	To understand the scientific research approach method used in cognitive development.
CO3	:	To acquire the knowledge about language development and also to acquire the skills to improve the memory.
CO4	:	To acquire the learning techniques and understand the motivation components.
CO5	:	To acquire the knowledge of various learning disabilities and its associated treatments.

Unit I: **ExploringEducationalPsychology**   [12 Periods]
Exploring Educational Psychology: Historical Background- Teaching: Art and Science-Effective Teaching: Professional knowledge and Skills-Goal Setting and Instructional planning Skills-Classroom Management Skills-Motivational Skills-Technological Skills. Research in Educational Psychology: The Scientific Research Approach – Research Methods- Programme Evaluation Research- Research Challenges.

Unit II: **Cognitive Development: Piaget's theory and Vygotsky's**[12 Periods]
Theory
CognitiveDevelopment: Piaget's theory:CognitiveProcesses-Piagetian   Stages-Evaluating. Piaget's Theory: ContributionsandCriticisms.   Vygotsky's Theory-Assumptions- Zone of Proximal Development-Scaffolding-Language and Thought

Unit III: **Language Developments andIntelligence**   [12 Periods]
Language   Development: Language-Morphology-Syntax-   Semantics-How Language. Develops-Biological and   Environmental   Influence.   Memory: Encoding-Storage-Retrieval and Forgetting   Intelligence: Intelligence   Tests-Theories of Multiple Intelligence-Information- ProcessingApproach

Unit IV: **Learningand Motivation**   [12 Periods]
Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. Increasing Desirable Behaviors- Decreasing Undesirable Behavior. Banduras Social Cognitive Theory- Observational Learning. Teaching Techniques: Description-Demonstration- Lecture Method- DiscussionMethod-Dramatization-

Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia

Unit V: **Special Education** [12 Periods]

Children with Disabilities- Learning Disabilities- ADHD- Mental Retardation- Physical Disorders- Sensory Disorders- Speech and Language Disorders- Autism Spectrum Disorders-Emotional and Behavioural Disorders. Children who are gifted- Characteristics and educating children who are gifted.

Textbook:
1. Santrock, J. W. (2006) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill. (Unit I-IV)

Reference :
1. Papalia, D.E, et.al, Human Development, New Delhi: Tata McGraw Hill Publishing Company, 9th Edition,2004.
2. Santrock, J.E, Child Development, New Delhi: Tata McGraw Hill Publishing Company, 2nd Edition,2007.
3. Sarason., I. G. & Sarason. R., Abnormal Psychology- The Problem of MaladaptiveBehaviour,NewDelhi:PrenticeHallofIndia,11thEdition,2012.(Unit- V)

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
CO1	✓							
CO2	✓		✓		✓	✓		
CO3	✓		✓		✓	✓	✓	✓
CO4			✓		✓	✓	✓	✓
CO5	✓		✓		✓	✓	✓	✓

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Core – V- Abnormal Psychology-I	4	5	1	0	Theory

Introduction :

This paper describes, predict, explain and change abnormal patterns of functioning. Its also explain the nature of psychopathology and its causes. This knowledge is applied in clinical psychology to treating patients with psychological disorder.

Course Outcome:

CO1	:	To acquire the understanding of the concepts and approaches about the abnormal behaviour,
CO2	:	To gain knowledge about various classification system of the disorders and its assessment,
CO3	:	To understand the meaning of stress and skill to diagnosis and administer its associated interventions the physical & psychological disorders of stress,
CO4	:	To understand the nature of anxiety and to acquire the skill to diagnosis and administer its associated interventions various types of anxiety and sexual disorders,
CO5	:	To understand the nature of bodily disorders and sleep disorders and to gain skills to diagnosis and administer its associated interventions.

Unit I: **INTRODUCTIONANDMODELS**   [12 Periods]
Abnormal Behaviour: Meaning - Historical background - The Epidemiology of Maladaptive Behaviour – **Models of Abnormal Behaviour:** Biological – Psychodynamic – Behavioural - Cognitive – Humanistic – Existential – Community - Cultural.

Unit II: **ClassificationandAssessment**   [12 Periods]
Classification: Advantages and Disadvantages- Vulnerability- Resilience- Coping- Multiaxial Approach- DSM IV TR- Major Diagnostic Categories- Evaluation-ICD-10.

Assessment: Basis of Classification – Interview- Intelligence tests- Neuropsychological tests. Personality- Behavioural and Cognitive Assessment- Relational and Bodily assessment

Unit III: **Stress, Coping andMaladaptiveBehavior**   [12 Periods]
Stress and Coping- Coping Skills- Process- Social Support- Stressful Situations and Life transitions. Clinical Reactions to Stress- Adjustment Disorder- Acute Stress disorder- Dissociative DisorderTreating Stress relatedProblems

Unit IV: **Anxiety Disorders andSexualdisorders**   [12 Periods]
Generalized Anxiety Disorder- Panic Disorder- Phobias- Obsessive Compulsive Diorder- Post traumatic Stress Disorder, Interpreting and Treating Anxiety disorders. Sexual disorders, Changing views of sexual beahviour- sexual dysfunction types and treatment- gender identity disorder- paraphilias- sexualvictimization.

Unit V:**BodilyMaladaptation**   [12 Periods]

Biopsychosocial Model- Stress and Illness- Eating disorders- Sleep disorders-psychophysiological disorders- diagnostic dilemmas**.** Disorders of Bodily preoccupation-Somatoform disorders

Textbook:

1. Sarason.,I.G.&Sarason.R.,AbnormalPsychology-TheProblemofMaladap-tiveBehaviour,NewDelhi:PrenticeHallofIndia,11thEdition,2012.(UnitI-V)
2. Niraj Ahuja, A Short Text book of Psychiatry, New Delhi: Jaypee Brothers,5th Edition, 2002. .

Reference :

1. American Psychiatric Association., & American Psychiatric Association, *Diagnosticandstatisticalmanualofmentaldisorders:DSM-IV-TR.* Washington,DC:AmericanPsychiatricAssociation,2000.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓							
CO2	✓					✓		
CO3	✓			✓		✓		✓
CO4	✓			✓		✓		✓
CO5	✓					✓		

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core VI-Social Psychology I	4	5	1	0	**Theory**

Introduction : This paper provides an introduction to the field of social psychology which focuses on the perception, feelings and behavior of individuals and groups within a social context.

Course Outcome:

CO1	:	To become proficient in theories and research in social psychology.
CO2	:	To acquire skills in perceiving and understanding others.
CO3	:	Toacquireknowledgeaboutthetechniques,feelingsandactionstowardssocial groups.
CO4	:	Tobecomeproficienttoknowaboutonesownattitudeself-esteemandself evaluation.
CO5	:	Toacquireskillsabouttheinternalandexternaldeterminantsofinterpersonal attraction.

Unit I: **An Introduction ToSocialPsychology** [12 Periods]
Definition - The Boundaries of Social Psychology - The roots of Social Psychology - The Future of Social Psychology - Research in Social Psychology: Theories and Hypotheses, Experimental Research, CorrelationResearch.

Unit II: Perceiving andUnderstandingOthers [12 Periods]
Non-verbal communication-Attribution: Situational and Dispositional Causes - Theories of Attribution: Jones and Davis's Theory - Kelley's Theory –Impression formation and impressionmanagement
UnitIII:Prejudice [12 Periods]
Prejudice- Discrimination and Stereotypes: The causes effects and cures- Nature and origins stereotyping-Prejudice and Discrimination: Feelings and action toward Social groups-Techniques for countering its effects.

Unit IV: The SelfAndAttitude [12 Periods]
Defining the Self: Self presentation-Self knowledge-Thinking about the self-Personal ver-sus social identity- Self-Esteem-Attitudes towards our selves- Social comparison- Evalua-tion of ourselves- Attitude formation-Development of attitudes-Attitude influence and guide behavior- Fine art of persuasion- Cognitive Dissonance.

Unit V:InterpersonalAttraction [12 Periods]

Close Relationships: Internal determination and external determinants of attraction – Factors based interacting with others – Interdependent relationships with family and friends - Marriage - Troubled Relationships and the effects of Marital Failure

Textbook:

1. Myers,D.G,SocialPsychology,NewDelhi:TataMcGrawHillPublishing, 2006. (Unit-I-V)

Reference :

1. Baron,R.A.&Byrne,D,SocialPsychology,NewDelhi:Prentice Hall of India, 8th Edition,2006.
2. Baron,R.A.,Bharadwaj.,G.,Branscombe.N.R.&Byrne,D,SocialPsychology,New Delhi; Pearson Education, 8th Edition, 2009.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
CO1	✓	✓					✓	✓
CO2	✓	✓						
CO3		✓		✓			✓	✓
CO4		✓			✓		✓	✓
CO5	✓	✓					✓	✓

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	CORE PRACTICAL I – EXPERIMENTAL PSYCHOLOGY II	**2**	0	0	**3**	**Practical**

Introduction :

Measure suggestibility and accuracy of reporting of individual. Determine the factors that influence an individual's chain of thought.

Course Outcome:

CO1	:	To become proficient in measuring the perceptual ability
CO2	:	To become proficient in measuring the association ability
CO3	:	To become proficient in measuring the sensorimotor abilities.
CO4	:	To become proficient in measuring the personality

Perception

1. Depth PerceptionApparatus
2. Size ConstancyApparatus
3. Muller Lyre Apparatus withStand
4. Size Weight Illusion box (22weights)

Association
5. Colour PreferenceApparatus
6. Free Association Test (Word listmethod)

Sensory and Motor Test
7. Finger MazeApparatus
8. Tweezers Dexterity Board withPins

personality
9. 16 P.F
10. Eysenk

Reference

1. AnastasiandUrbina,PsychologicalTesting,NewDelhi.PHILearningPvt.Ltd,7th Edition,2010.
2. Rajamanickam,ExperimentalPsychology,Vol1&VolII,NewDelhi:ConceptPub-lishing Company,2005.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
CO1					✓	✓	✓	✓
CO2					✓	✓	✓	✓
CO3			✓		✓	✓	✓	✓
CO4				✓	✓	✓	✓	✓

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	ALLIED IV- RESEARCH METHODOLOGY	**3**	**5**	**1**	**0**	**Theory**

Introduction : Research Methodology is a branch of psychology that deals with the study of various psychological research .This paper aims to create interest in the utility of research ,statistical techniques for data analysis and report writing

Course Outcome:

CO1	:	To acquire the knowledge of research and its ethical consideration
CO2	:	To acquire the skill to test the hypothesis and its significance.
CO3	:	To gain knowledge about the validity and sampling with its associated techniques.
CO4	:	To acquire the skill of data collection.
CO5	:	To acquire the skill of report writing and deriving conclusion from statistical inference

Unit I:**Introduction**   [12 Periods]

Objectives, importance, characteristics and utility of research. Defining research problems, sources of research ideas, developing good research questions Ethical consideration in Psychological research.

Unit II: **TestingofHypothesis**   [12 Periods]

Formulating and testing of Hypothesis Meaning of statistical inference, Population and Sample, Sampling distribution Standard Errors of Mean, Degrees of freedom. Computation and interpretation of t-values, Level of significance, Type I and Type II Errors.

Unit III:**ResearchDesign**   [12 Periods]

Meaning, Need, Features and Functions of Good Design, Internal and External Validity : Need for sampling, Types and implications of sampling. Variables and its types, controlling variables, Matching andManipulation

Unit IV:**DataCollection**   [12 Periods]

Meaning and Importance of Data, Types of Data: Primary and Secondary Data. Methods of Data Collection: Observation Method, Interview Method and Questionnaire Method Collection of Secondary Method.

Unit V: **Analysis andReportWriting**   [12 Periods]

Statistical techniques for Data Analysis, Uses of Statistical software packages. Techniques of Data presentation and interpretation. Steps involved in report writing, APA writingstyle

Textbook:
 1. Kothari,C.R.,ResearchMethodology:MethodsandTechniques,NewAge InternationalPublishers,2ndEdition,2007.(UnitI-V)

Reference :
 1. Gupta.S.P.,Statisticalmethods,McGrawHill,2004.
 2. Kenneth,B.S.,&Bruce,A.B,ResearchDesignandMethods:AProcessAp-proach,McGrawHill,5thEdition,2001

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓				✓	✓	✓	✓
CO2	✓					✓	✓	✓
CO3	✓				✓	✓	✓	✓
CO4	✓				✓	✓	✓	✓
CO5	✓				✓	✓	✓	✓

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Skill EnhancementCourses I - CouselingPsychology	**4**	**5**	**1**	**0**	**Theory**

Introduction : This course is an introduction to the field of counseling. It is aimed both as a way-in to training in counseling or psychotherapy and as a self-standing opportunity for people wanting to know about the discipline. This course provides the basic theories and practice in counseling and to develop good listening and responding skills to gain in self-awareness.

Course Outcome:

CO1	:	Toacquireknowledgeabouttherole,ethicalandprofessionalissuesincounseling.
CO2	:	To acquire skills in counseling process-theoretical, psychodynamic and humanistic approaches.
CO3	:	To become proficient in various counseling skills.
CO4	:	To acquire knowledge in special areas of counseling.
CO5	:	To acquire knowledge about the recent trends in counseling.

Unit I: **Counseling The Art and Science of Helping:** [12 Periods]
Definition- Goals of Counseling- Role of a counselor- Ethical and professional issues

Unit II: **Counseling Process** [12 Periods]
Theoretical approaches- Psychodynamic approaches (Freud) - Behavioural- cognitive approaches (Albert Ellis)- Humanistic approaches (Rogers)- Eclectic approaches- Characteristics of an effective counselor- Counseling relationship.

Unit III: **Counseling Skills** [12 Periods]
Observing - Attentive listening - Responding, Probing, Paraphrasing- Respect, Empathy, and Diagnosing- Goal setting

Unit IV: **Special areas of counseling** [12 Periods]
Individual Vs Group Counseling- Career counseling- Family & Marital counseling- Addicts & anti socials- Crisis intervention & Trauma counseling- HospiceCare.

Unit V: **Counseling Today:** [12 Periods]
Counseling around the globe- Professional association for counseling- Moderntrends Counseling in India.

Textbook:
1. Narayana ,R & Sahajpal., Counseling Psychology, McGraw Hill Education, 2013. (UnitI-V)

Reference :
1. Gelso,C.J;Fretz,B.R.,CounselingPsychology,PrismbooksPvtLtd,Bangalore,9[th]Edition,2000.
2. Jones,R.N.,PracticalCounselingandHelpingSkills,SagePublicationLtd,London,2005.
3. Patri,VasanthaR,CounselingPsychology,NewDelhi:AuthorsPress,2001.

4. Madhukar,K.:GuidanceandCounseling,Author'sPress,NewDelhi,2000.
5. Nelson-JonesR.,BasicCounselingSkills:AHelper'sManual,SAGESouthAsia, 2012.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	P01	PO2	P03	P04	P05	P06	P07	P08
			Program Outcomes					
CO1	✓					✓	✓	
CO2	✓							
CO3	✓					✓	✓	
CO4	✓					✓	✓	
CO5	✓						✓	

RathinamCollegeofArts&Science(Autonomous),Coimbatore-21.

Page35of44

AdmittedinB.Sc.Psychologyfromtheacademicyear2017-2018&Onwards
2017

*Regulations
2017*

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Core Paper VII-Abnormal Psychology-II	**4**	**5**	**1**	**0**	**Theory**

Introduction :
This paper describes, predict, explain and change abnormal patterns of functioning. Its also explain the nature of psychopathology and its causes. This knowledge is applied in clinical psychology to treating patients with psychological disorder.

Course Outcome:

CO1	:	To understand the nature of mood disorders and to acquire the skill to diagnosis mood disorders as well as the causes &treatment
CO2	:	To understand the nature of personality and to acquire the skill to diagnosis personality as well as the causes & prevention of suicide
CO3	:	To gain the knowledge and skill to diagnosis the various types of substance related disorders with its associated treatment
CO4	:	To gain knowledge about the nature, causes and types of schizophrenia and also to diagnosis the associated disorders.
CO5	:	To gain the knowledge and skill to diagnosis the disorders of childhood and adolescence with its associated treatment.

Unit I:**MoodDisorders**   [12 Periods]
Mood disorders- Depression vulnerability factors-Depressive disorders- Causes and treatment of depression, Bipolar disorders- Causes and treatment- Suicide and prevention ofsuicide

Unit II:**Personalitydisorders**   [12 Periods]
Classifying personality disorders- odd or eccentric behavior- dramatic, emotional or erratic behavior- anxious or fearful behavior- treatment of personality disorder

Unit III: **Substance Related Disorders and Disorders of Childhood &**[12 Periods]
Adolescence   Substance UseDisorders
: Substance dependence and Substance abuse – Substance Induced Disorders – Alcohol – Theories and Treatment – Prevention – Other Psychotic drugs: Barbiturates – tranquillizer – The opioids- Cocaine- Amphetamine- Hallucinogen- Phencyclidine (PCP) - Inhalants- Cannabis- Nicotine- Caffeine- Pathological Gambling

Unit IV: **Schizophrenia and otherpsychoticdisorders**   [12 Periods]
disorders Psychotic disorders- Schizophrenia- subtypes- positive and negative symptoms- development of schizophrenia- vulnerability- therapeutic approaches- other psychotic disorders

Unit V: **Cognitiveimpairmentdisorders**   [12 Periods]
Vulnerability to brain disorders- delirium tremens- dementia- cognitive impairment disorders Disorders of childhood and adolescence- externalizing and internalizing disorders- pervasive developmentaldisorders

Textbook:

1. Sarason., I. G. & Sarason. R., Abnormal Psychology-The Problem of

MaladaptiveBehaviour,NewDelhi:PrenticeHallofIndia,11thEdition,2012.(Unit-I-V)

2. Niraj Ahuja, A Short Text book of Psychiatry, New Delhi: Jaypee Brothers, 5th Edition, 2002.

Reference Book:

1. American Psychiatric Association., & American Psychiatric Association, *Diagnosticandstatisticalmanualofmentaldisorders:DSM-IV-TR*.Washington, DC:AmericanPsychiatricAssociation,2000.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓							
CO2	✓					✓		
CO3	✓			✓		✓		✓
CO4	✓			✓		✓		✓
CO5	✓					✓		

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	CORE VIII –SOCIAL PSYCHOLOGYII	**4**	**4**	**1**	**0**	**Theory**

Introduction : Social Psychology is a branch of psychology that explains how people's thoughts, feelings and behaviors are influenced by the actual, imagined or implied presence of others. This course include individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts , the theory and research on the social factors that influence individual and group behavior.

Course Outcome:

CO1	:	Toacquireskillsindealingandrespondinginemergenciesandtodevelophelping behavior.
CO2	:	Tobecomeproficienttoknowaboutsomeusefultechniquesinpreventionand control ofaggression.
CO3	:	Toacquireskillsindecisionmakingingroups,coordinationandperceivingfairnessin groups.
CO4	:	To acquire knowledge about the bases and factors affecting conformity.
CO5	:	Tobecomeproficientinapplyingsocialpsychologyinlegalsystems,jobsatisfaction, leadershipandhealthrelatedinformation.

Unit I:**ProsocialBehavior**   [12 Periods]

Prosocial Behaviour and Altruism: Dealing with emergencies-Motives for prosocial behavior- Responding to an emergency- External and internal influence on helping behavior- Long term commitment to prosocial acts

UnitII:Aggression   [12 Periods]

Perspectives on aggression- Causes of human aggression: Social, culture, personal, and Situational–Aggression in ongoing relationship: bullying and aggression at work-The prevention and control of aggression: some useful techniques

Unit III: GroupsAndIndividuals   [12 Periods]

Benefits of joining :Effects of the presence of others : From task performance to Behavior in Crowds- Social loafing : Letting others do the work –Coordination in groups- Perceived fairness in groups: Its nature and effects- Decision making by groups.

Unit IV: Conformity, ComplianceAndObedience   [12 Periods]

Conformity: Factors affecting Conformity - The bases of Conformity - Compliance: The Foot-in- the-Door Technique – The Door-in-the-Face Technique - The That's-Not-All Technique - The Lowballing Technique - On-the-Job Influence. Obedience: Obedience to Authority - Milgram Studies - Defying SocialPressure.

Unit V: ApplyingSocialPsychology   [12 Periods]

: Appling Social Psychology to the interpersonal aspects of the legal System – The Testimony of Eyewitnesses - Problems and solutions – Processing Health Related Information – world of work– Job satisfaction – Helping – and Leadership.

Textbook:

1. Myers,D.G,SocialPsychology,NewDelhi: Tata McGrawHillPublishing, 2006. (UnitI-V)

Reference :

1. Baron,R.A.&Byrne,D,SocialPsychology,NewDelhi:Prentice Hall of India, 8th Edition,2006.
2. Baron,R.A.,Bharadwaj.,G.,Branscombe.N.R.   &Byrne,D, Social Psychology,NewDelhi;PearsonEducation,8[th]Edition,2009.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓	✓					✓	✓
CO2	✓	✓						
CO3		✓		✓			✓	✓
CO4		✓			✓		✓	✓
CO5	✓	✓					✓	✓

SubjectCode	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Core Practical II-SPSS	2	0	0	2	Practical

Introduction This course introduces the concept of application of statistical tools on industrial, clinical, social and school environment to study and analyze.

Course Outcome:

CO1	:	To learn and apply to create and edit a datasheet
CO2	:	To learn and apply creating Charts and Descriptive statistics.
CO3	:	To learn and apply Basics of MS Excel and Statistical operations.
CO4	:	To Learn and apply about MSAccess.
CO5	:	To learn and apply to create a PowerPoint presentation.

1. Creating FrequencyDistribution.
2. Creating charts for the FrequencyDistribution.

3. Correlation.
4. Regression.

5. ANOVA
6. t test – paired cases.
7. independentcases
8. Chi-square
9. Non parametertest.
10. Controlcharts.

References:

1. AHandbookofStatisticalAnalysesusingSPSS,SabineLandauandBrianS.Everitt, Chapman&Hall/CRCpresscompany,2004.

2. MathewJ.Zagummy,Astudentguidetothestatisticalpackageforthesocialscience, Universe.com .inc,2001.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓				✓	✓	✓	✓
CO2	✓				✓	✓	✓	✓
CO3	✓				✓	✓	✓	✓
CO4	✓				✓	✓	✓	✓
CO5	✓				✓	✓	✓	✓

SubjectCode	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	Allied III-Psychological Statistics	**3**	**5**	**1**	**0**	**Theory**

Introduction :

This course introduces the application of statistical tools on industrial and environmental study and analyses. It enables the students to learn the statistical methods and their applications in psychology**:** The course gives knowledge about dependent variable, independent variables, organization of data, measures of variables andtests.

Course Outcome:

CO1	:	To gain knowledge of various types of data, also classification & Tabulation ofdata.
CO2	:	To acquire knowledge on solving problems related to Measure of CentralTendency.
CO3	:	To understand relationship between variables by using Correlation &Regression.
CO4	:	To understand the basic concepts of probability and relatedresults.
CO5	:	To gain knowledge on Distribution such as Normal, Binomial,Poisson.

Unit I:**Introduction**   [12 Periods]
Meaning and Definition Statistics – Characteristics of Statistics – Nature and Scope of Statistics – Uses and Limitations of Statistics – Application of Statistics inPsychology

Unit II: **Organizationof Data:**   [12 Periods]
Introduction – Meaning of Enquiry – Planning and Designing of Enquiry – Primary Data – Secondary Data – Framing a schedule – Classification and Tabulation of Data – Frequency Distribution. Diagrammatic and Graphic Representation of Data – Cumulative Percentage –Frequency.

Unit III: **Measures ofCentralTendency**   [12 Periods]
Meaning and Purpose of Measures of Central Tendency - Characteristics and Types of Measures – Characteristics and Uses of Mean, Median and Mode – Computation of Mean, Median and Mode Meaning, Purpose and Uses of Percentiles and Percentile Ranks – Its Application inPsychology.

Unit IV: **Measuresof Variability**   [12 Periods]
Concept of Variability – Meaning and Importance of Variability – Range – Quartiles Quantity Deviations – Mean Deviation – Standard Deviation – Computation and Uses – Application inPsychology.

Unit V: **Parametric andNon-.parametric**   [12 Periods]

Meaning, purpose and assumptions of Analysis of variance – One way and Two way
ANOVA – Meaning and assumptions of distribution free statistics – Chi square.
Meaning and Characteristics of Correlation – Types of Correlation – Person's Product
Moment Correlation – Spearman's Rank Correlation.

Textbook:

1. Kothari,C.R.,ResearchMethodology:MethodsandTechniques,NewAge
   InternationalPublishers,2ndEdition,2007.(UnitI-V)

2. Garrett, H.E. , Statistics in Psychology and Education, New Delhi: Paragon
   International Publishers, 6th Edition,2004.

Reference :

1. Kumar, P, Psychological Statistics, Jaipur: Aavishkar Publishers, 1stEdition,
   2006.
2. Girija,M.,Sasikala,L.,andGirija.,IntroductiontoStatistics,NewDelhi:VrindaPub-
   lication, 1 st Edition, 2004.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	**Program Outcomes**							
	P01	**PO2**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
CO1	✓				✓	✓	✓	✓
CO2	✓				✓	✓	✓	✓
CO3	✓				✓	✓	✓	✓
CO4	✓				✓	✓	✓	✓
CO5	✓				✓	✓	✓	✓
	✓				✓	✓	✓	✓

Subject Code	SubjectTitle	Credit	Lecture	Tutorial	Practical	Type
	MARKETING AND CONSUMER BEHAVIOR	**4**	**5**	**1**	**0**	**Theory**

Introduction : This paper provides the knowledge of major theories of major theories and research findings in the area of marketing and consumer behavior. This paper also provides the knowledge of marketing environment and consumer decision making process.

Course Outcome:

CO1	:	To understand the nature of marketing and consumer behavior,
CO2	:	To understand the concept of marketing environment and marketing segmentation,
CO3	:	To gain knowledge about the Consumer needs, motives and characteristics.
CO4	:	To understand the developmental strategies of products and its promotion,
CO5	:	To gain knowledge about the Consumer decision making process and the influence of opinion leaders on consumer behavior

UnitI:**Marketing**   [12 Periods]
Marketing: Meaning – definition – process – understanding market – place and consumer needs – marketing management orientation - the new digital age – **Consumer Behaviour:** Meaning – the consumer movement – consumer behaviour and society.

Unit II: **THEMARKETINGENVIRONMENT**   [12 Periods]
Marketing Environment: Meaning – components – Micro-environment – MIS – marketing research – analyzing marketing information – effective marketing segmentation – Macro-environment – suppliers.

Unit III:**CONSUMER BEHAVIOUR**   [12 Periods]
Consumer Behaviour: Meaning - characteristics affecting consumer behaviour – cultural, social, personal and psychological characteristics – buyer decision process.

Unit IV: **PRODUCT – PRICE – PROMOTIONANDADVERTISING**   [12 Periods]
Product: Meaning – definition – levels of products – consumer products and industrial products – new products – development strategy – **Price:** Meaning – factors to consider when selling prices – designing distribution channels – **Promotion:** Meaning - nature and purpose – **Advertising:** Meaning – Principles of advertising.

Unit V: **CONSUMER DECISIONMAKINGPROCESS**   [12 Periods]

Consumer Decision Making Process: Meaning - Models of Consumer Decision Making – Opinion Leadership and the Firm's Promotion Strategy – The AdoptionProcess.

Textbook:

1.FredLuthans.OrganizationalBehaviour.NewDelhi:McGrawHillInternationalEd.1998. (Unit-I-V)

Reference :

1. KamranSultan,OrganizationalBehaviour.NewDlhi:SupreetAhluwalia,DreamTech.2011
2. Robbins,S.P.OrganizationalBehaviour.NewDelhi:PrenticeHallofIndiaPvtLtd.2008
3. Prasad,L.M.OrganizationalBehaviour.NewDelhi:SultanChand&Sons.2006

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	P01	PO2	P03	P04	P05	P06	P07	P08
CO1	✓			✓			✓	✓
CO2	✓			✓			✓	✓
CO3	✓			✓			✓	✓
CO4	✓			✓			✓	✓
CO5	✓			✓			✓	✓

SEMESTER V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Health Psychology	4	4	2	0	Theory

Introduction: This paper aims to teach the students with the concept of health and the role of psychology in health.

Course Outcome:

C01	To enable the students to understand the concept of health and the role of psychology in health
C02	To enable the students to understand the meaning and sources of stress, pain and its treatment
C03	To enable the students to understand the nature and role of diet and physical activity
C04	To enable the students to understand the behavioral factors of cardiovascular disease and cancer
C05	To enable the students to understand the nature and psychology of chronic illness.

UNIT – I INTRODUCTION

Health: Meaning – definition – the emergence of behavioral medicine and health psychology – Health Psychology: Definition - History of health psychology adopting health related behavior – seeking medical attention – receiving healthcare care.

UNIT – II STRESS AND PAIN

Stress: Definition – physiology of stress response – theories of stress – Selye's view – Lazarus view – measuring stress – sources of stress – coping with stress – stress and disease – stress and psychological disorders – Pain: Definition – pain syndromes – behavioral treatments for stress and pain.

UNIT – III DIET AND PHYSICAL ACTIVITY

Diet: Meaning – healthy eating habits – obesity – dieting – approaches to losing weight – Physical Activity: Meaning - types of physical activity – physical and psychological benefits of physical activity – reasons for exercising – hazards of physical activity.

UNIT – IV CARDIOVASCULAR DISEASE AND CANCER

Cardiovascular System: Meaning – function - measuring cardiovascular function – risk factors in CVD – Cancer: What is cancer? – Behavioural risk factors for cancer – living with cancer.

UNIT – V CHRONIC ILLNESS

Chronic Illness: Meaning - HIV and AIDS: Meaning - symptoms of HIV and AIDS – the transmission of HIV – Dealing with HIV/AID - Psychologists' role in HIV epidemic – Diabetes: Meaning - adjusting to diabetes – Asthma: Meaning - the impact of asthma on physical and mental health.

Text book:

Shelley F. Taylor (2017): Health Psychology. (10th edition). New Delhi: Tata McGraw Hill Publishing Co. Ltd

Reference book:

Linda Brannon and Jesse Feist, (2007): Introduction to Health Psychology, New Delhi: Akash Press,

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes							
Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓				✓			✓
C02	✓		✓	✓	✓	✓		
C03				✓	✓		✓	✓
C04		✓				✓		
C05	✓					✓		✓

SEMESTER V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core VIII Industrial Psychology-I	4	4	2	0	Theory

Introduction: This paper will provide the knowledge of industrial psychology with its nature and scope and also deals with job analysis, recruitment, selection and job satisfaction. The process of training and performance appraisal were also included for the better understanding of psychological practice in industries.

Course Outcome

CO1	To understand the history and scope of Industrial Psychology and acquire the skills of how to set physical working conditions and work schedules
CO2	To understand the job analysis and job evaluation in organization and acquire the skill to use the method and process of job evaluation and job analysis
CO3	To understand the selection and recruitment in organization and acquire the skill how to select the right person at right time
CO4	To understand the why training and development is required and acquire the skill what kind of training is required
CO5	To understand the performance appraisal and acquire the skill to improve the performance of the employees for the development of the organization

UNIT-I INTRODUCTION
Definition – Historical development of I-O Psychology – Scope of I-O Psychology –Challenges for I-O Psychology – I-O Psychology as a career- Working Conditions - Physical working conditions – Work schedules.

UNIT – II JOB ANALYSIS AND JOB EVALUATION
Job Analysis - Definition, Applications and Scope- Various Methods of Job Analysis - Job Evaluation: - Various Methods of Job Evaluation - job evaluation process.

UNIT- III SELECTION AND RECRUTIMENT
    Recruitment: Meaning **–** Nature - Objectives – Sources - Procedure - **Selection:** Meaning - Nature - Purpose of selection - Steps in selection – Interview - Psychological tests - Other selection methods.
UNIT –IV TRAINING AND DEVELOPMENT
Training: Meaning – Nature – Concept – Objectives - Importance of training - Training methods - Evaluating the effectiveness of training- Psychological factors in training- Career development and planning.

UNIT – V PERFORMANCE APPRAISAL
The need for Performance Appraisal – Techniques of Performance Appraisals: Objective Performance Appraisal Methods – Performance. Appraisal for Managers – Bias in Performance Appraisal – Improving Performance Appraisals –future orient appraisal – organizational strategy and performance appraisals.

 Text book:
Narendar Sindh, (2011): Industrial Psychology: New Delhi: Tata McGraw Hill Education Pvt. Ltd

Reference book:
1. Girishbala Mohanty, (1983): Textbook of Industrial Organizational Psychology, Oxford IBH Publishing Co.
2. Schultz, D. and Schultz.E.Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004.
3. Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992.

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes							
Course Outcomes	**P01**	**P02**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
C01	✓			✓				
C02	✓			✓		✓		
C03				✓	✓	✓		✓
C04				✓	✓	✓		
C05	✓			✓		✓		✓

SEMESTER V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective III C– Marketing and Consumer Behavior	**3**	**4**	**1**	**0**	**Theory**

Introduction : This course brings an understanding about the basic concepts and applications of marketing and consumer behavior.

Course outcome:

C01	To understand the nature of marketing and consumer behavior.
C02	To learn the concept of marketing environment and marketing segmentation.
C03	To know about the consumer needs, motives and characteristics.
C04	To understand the developmental strategies of products and its promotion.
C05	To be able to understand the consumer decision making process and the influence of opinion leaders on consumer behavior.

UNIT I – INTRODUCTION
Marketing: Meaning – definition – process – understanding market – place and consumer needs – marketing management orientation – the new digital age. Consumer Behavior: Meaning – consumer movement – consumer behavior and society.

UNIT II – MARKETING ENVIRONMENT
Marketing Environment: Meaning – components – micro environment – MIS – Marketing research – analyzing marketing information – effective marketing segmentation – macro environment – suppliers.

UNIT III – CONSUMER BEHAVIOR
Consumer Behavior: Meaning – characteristics affecting consumer behavior – cultural, social, personal and psychological characteristics – buyer decision process.

UNIT IV – PRODUCT – PRICE – PROMOTION AND ADVERSTING
Product: Meaning – definition – levels of product – consumer products and industrial products – new products – development strategy – Price: Meaning – factors to consider when selling prices – designing distribution channels – Promotion: Meaning – nature and purpose – Advertising: Meaning – principles of adversting.

UNIT V – CONSUMER DECISION MAKING PROCESS
Consumer decision making process: Meaning – models of consumer decision making – opinion leadership – the firm's promotion strategy – the adoption process.

Text book:
1. Kotler and Armstrong, (2006): Principles of Marketing, (11th edition), New Delhi: Pearson Education.

Reference book:
2. Loudon, D. L., and Della Bitta, A.J., (2002): Consumer Behavior – Concepts and Applications, New Delhi: Tata Mc Graw Hill.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓			✓		✓		
C02	✓			✓	✓	✓		
C03	✓							
C04	✓			✓		✓		✓
C05	✓			✓				

SEMESTER V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective I C– Human Resource Management	**3**	**0**	**0**	**3**	**Theory**

Introduction: This paper provides the meaning of human resource management, its process and recruitment. In this course students gain knowledge about the basic concept of HRM and job aspects, its significance of job evaluation, compensation components, performance appraisal and contemporary issues

Course Outcome:

CO1	To acquire knowledge about the function, role and techniques of HR department.
CO2	To acquire skillsin planning and recruitment techniques.
CO3	To acquire knowledge about testing and its applications.
CO4	To acquire knowledge about training methods and job techniques.
CO5	To acquire knowledge aboutjob evaluation, compensation, performance appraisal and contemporary issues in job.

UNIT I INTRODUCTION TO HRM AND JOBS

Human Resource Management:Definition – Nature – Objectives – Functions - Role of HR department - Qualities of HR Managers - .Jobs:Job Design – Approaches - Job Analysis: Meaning – Techniques - Job description - Job specification - Team analysis.

UNIT II HUMAN RESOURCE PLANNING AND RECRUITMENT

Human Resource Planning: Definition – Objectives – Benefits – Levels – Factors – Process - Control and review mechanism. Recruitment: Definition – Objectives – Process – Factors - Sources: Internal – External - Modern sources - Recruitment techniques.

UNIT III SELECTION AND HUMAN RESOURCE DEVELOPMENT

Selection: Meaning – Factors - Procedures: Application – Testing - Types of Tests: Interview – types – Process – Errors - Selection of managers - Placement-induction.Human Resource Development: Meaning – Features – Objectives – Framework - Functions of HRD Managers.

UNIT IV TRAINING AND DEVELOPMENT

Training:Meaning – Benefits – Stages in training - Training Methods: On-the job training – Off-the job training - e-training - Evaluation of training program. Management Development:Meaning – Ingredients - Techniques: On-the job techniques, Off-the job techniques.

UNIT V JOB EVALUATION, COMPENSATION, PERFORMANCE APPRAISAL AND CONTEMPORARY ISSUES

Job Evaluation:Meaning – Methods – Advantages - Problems.Compensation:Terminology and concepts - Managerial compensation – Allowances – Incentives - Profit sharing - Fringe benefits - Social security. Performance Appraisal:Meaning - Who will appraise? – Methods - Post appraisal-interview – Uses - Problems.

Textbook:

1. Subba Rao, P. (2013): Essentials of Human Resource Management and Industrial
   Relations, Mumbai: Himalaya Publishing House.

Reference book:

1. Gary Dessler, (2012): Human Resource Management, (13th Edition): New York,
   Prentice Hall.
2. Wendell L. French, (2006): Human Resource Management, (6th Edition): Chennai, All
   India Publications and Distribution.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓			✓		✓		
C02				✓	✓	✓		✓
C03				✓		✓	✓	
C04				✓		✓		
C05				✓		✓		

Note: The table is headed "Program Outcomes".

SEMESTER –V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	ALC IV – Yoga Psychology	**2**	**0**	**0**	**0**	**Theory**

Introduction: This paper provides a general introduction about the yoga. The aim is to enable the students to know the key concepts of yoga therapy, alternative therapy and Indian spirituality system.

Course Outcome:

C01	To gain knowledge in the area of yoga psychology, religion and spirituality
C02	To become proficient in the area of science of yoga
C03	To gain knowledge in order to practice yoga and alternative therapy
C04	To gain knowledge in the area of contemporary schools of Indian spirituality
C05	To gain knowledge about spiritual sadhana systems

UNIT - I INTRODUCTION

Yoga Psychology: Meaning - Nature of Indian Psychology - Unsolved Problems of **Western Psychology** - Limitations of Western Psychology - Religion and Spirituality - Holistic Health -IntegralApproach.

UNIT – II SCIENCE OF YOGA

Science of Yoga: Introduction - **Consciousness:** Nature & States - Patanjali Yoga Sutras (SelectedVerses) - Thirumoolar Thirumanthiram (Selected Verses) – **Yoga:** Meaning - Types of Yoga - **Paths of Yoga:** Importance of Yoga in Physical Education and Sports.

UNIT – IIIYOGA THERAPY AND ALTERNATIVE THERAPY

Yoga Therapy: Introduction - Methods of Yoga Practices for Specific Stress Disorders -TherapeuticEffects of Asanas - Pranayama and Kriya - Yogic Diet - **Alternative Therapy:** Introduction - Pranic Healing - Reiki.

UNIT – IV CONTEMPORARY SCHOOLS OF INDIAN SPIRITUALITY

Principles and Methods of Sahaj Marg - **Doctrines of: Ramana Maharishi** (Self-inquiry) - **J. Krishnamurthy** - (The Network of Thought) - **Aurobindo** (Integral Yoga) - **Rajneesh** (The ForgottenLanguage of the Heart).

UNIT – V SPIRITUAL SADHANA SYSTEMS

Spiritual Sadhana Meditation: Meaning–Methods - Transcendental Meditation -DynamicMeditation - Kundalaini Meditation - Whirling Meditation - Buddhist Meditation - Zen Meditation - Christian Meditation - Sufi Meditation - Jain Meditation - Jewish Meditation.

Text book:
1. Venkateswaran, P. S. (2003): Yoga For Healing, Bombay: Jaico Publications.

Reference book:
2. Coward. H (2002): Yoga and Psychology. SUNY Press.
3. Iyengar.K.S.B (2001): Yoga- The path to Holistic Health.Dorling Kinderley Limited.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**P02**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
C01	✓							✓
C02	✓							
C03	✓							
C04	✓							
C05	✓							✓

Semester –V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	ALC I11 – Cognitive Psychology	**2**	**0**	**0**	**0**	**Theory**

Introduction: This paper provides a general introduction about cognitive psychology. The aim is to enable the students to know the key concepts of mental imagery, verbal learning, memory processes, problem solving and creativity.

Course Outcome:

C01	To acquire knowledge about the nature, themes and cognitive neuroscience.
C02	To acquire skills in mental imagery and cognitive maps
C03	To become proficient in verbal learning
C04	To acquire knowledge in memory process
C05	To acquire knowledge about problem solving and creativity

UNIT I: INTRODUCTION
Nature, themes and emergence of cognitive psychology. Cognitive neuroscience.
UNIT II: MENTAL IMAGERY
Categories of mental images, mental manipulation of images, spatial cognition and cognitive maps.
UNIT III: VERBAL LEARNING
Nature and materials, determinants; Methods – paired associate learning, serial learning, free recall .
UNIT IV: MEMORY PROCESSES
Encoding, storage and retrieval; traditional models and levels of processing model of memory. Forgetting in memory. Constructive nature of memory.
UNIT V: PROBLEM SOLVING AND CREATIVITY
Typology of problem, approaches, problem solution: Algorithms, heuristics. Factors affecting problem solving. Creativity: Concept and nature.

Textbook:
1. Matlin, M.W. (2008). Cognition (7th Ed.). CA: John Wiley & Sons.
2. Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersley.

Reference book:
1. Sternberg, R. J. (2009). Cognitive psychology (4th Ed.). Wadworth, Cengage Learning.
2. Solso, R. L. (2004). Cognitive psychology (6th Ed). New Delhi: Pearson Education.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**P02**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
C01	✓							✓
C02	✓							
C03	✓				✓			
C04	✓				✓			
C05	✓				✓			

SEMESTER- V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core Practical –III Experimental Psychology II	**3**	**0**	**0**	**3**	**Practical**

Introduction: This paper includes the experiments for assessing personality, memory, adjustment, health and well-being.
Objectives: To enable the students to…
- Develop skills to train others in the psychological domain,
- Learn the basic psychological processes involved in Human Behavior.

Experiments – Any 10
Personality
       1. Eysenck Personality Inventory
       2. Rotter's I-E Locus of Control
       3. Hardiness scale

Memory
       4. Span of Immediate Memory (Rakhi Bhargava)
       5. P. G. I. Memory Scale (D. Pershad and N. N. Wig)

Adjustment
       6. Family Environment scale
       7. College Adjustment scale

Health and well-being
       8. Aggression Scale
       9. Depression Proneness scale
       10. Substance / Internet Addiction

Textbook:
1. Parameshwaran, E. G. and Ravichandra, R.(2001): Experimental Psychology, Hyderabad: Neelkamal Publication Pvt. Ltd

Reference book:
1. Collins,M.,and Drever,J. (2005). Experimental Psychology. Kalyani Publishers.
2. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
3. Myers, D.G.(2010). Psychology 9th edition.New York, Worth publishers.
4. Garrett. H.E. (2007) , Great Experiment in Psychology, Surjeet Publications.

SEMESTER V

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Specific Learning Disability	4	4	2	0	Theory

Introduction: This paper aims the students to equip with the skills related to special education.

Course Outcome:

C01	To enable the students to understand the historical perspectives and theories of learning disability
C02	To enable the students to understand the characteristics of adolescents and adults with learning disability
C03	To enable the students to understand the behavioral, educational and alternative interventions for learning disability
C04	To enable the students to understand the nature, characteristics and interventions of dyslexia
C05	To enable the students to understand the emerging issues in the field of learning disability

UNIT - I INTRODUCTION TO LEARNING DISABILITY

Learning Disability: Definition – History - Medical aspects of Learning Disabilities – Etiology of Learning Disabilities - Theoretical Perspectives – Assessment of Learning Disabled Children.

UNIT - II CHARACTERISTICS OF LEARNING DISABLED

Characteristics: Meaning - Cognition and Language Characteristics – Personality, Emotional and Social Characteristics - Characteristics of Adolescents and Adults with Learning Disabilities

**UNIT - III BEHAVIORAL & EDUCATIONAL TREATMENT AND ALTERNATIVE
        INTERVENTIONS**

Behavioral Treatment: Interventions – Techniques Involving Positive and Negative Consequences – Specialized Behavioral Strategies – Meta Cognitive Instructional Approach – Reciprocal Teaching – Self Monitoring. Peer Tutoring – Co-Operation Instruction – Attribution Training – Biofeedback and Relaxation Training – Educational Treatments

UNIT – IV DYSLEXIA

Introduction: Definition - The Matthew Effect - Standard Score Discrepancies - Controversial Theories - Treatment Consideration - Cerebellar Vestibular Dysmetria (CVD), Neural Organization Techniques (Not) - Developing Word Recognition Skills - Developing Phonemic Awareness - Comprehension & Text Strategies - Developing Reading - Writing Connections and Study Skills - Math Disabilities and Remediation.

UNIT – V   EMERGING ISSUES IN/ LEARNING DISABILITY

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

Text books:
1. J. W. Lerner & Berverly Johns, (2014): Learning Disability and Related Disorders. (13th Edition). Boston: Houghton Milton Company.
2. Karnath, Prathiba & Rozario Joe, (2014): Learning Disabilities in India(6th priniting). London: Sage Publications.

Reference book:
3. Bernice Y. L. Young, (2008): ABC of Learning Disability(2nd Edition), London: Academic Press.
4. William N. Bender, (2003): Learning Disabilities, (5nd Edition), Boston: Allyn & Bacon.

Mapping of Course Outcomes with Program Outcomes:

				Program Outcomes				
Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓			✓		✓		
C02			✓			✓		✓
C03			✓		✓	✓		
C04	✓		✓			✓		
C05	✓		✓			✓		✓

SEMESTER VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core XI- Industrial Psychology -II	**3**	**0**	**0**	**3**	**Practical**

Introduction: This paper presents an overview of psychological theories, principles, and research surroundings the reciprocal influence of individual on organizations and vice versa. It includes an introduction to the field of personnel psychology as well as topics relevant to human behaviour and attitudes in organizations.

Course outcome:

CO1	To understand the job satisfaction and involvement and acquire the skill how to improve the job satisfaction and involvement of an employees
CO2	To understand the accident and safety in organization and acquire skill to measure and prevent accident
CO3	To understand the workplace stress and acquire skills and techniques to prevent stress
CO4	To understand the engineering psychology and acquire skill to design workplace and how to save time and motion at workplace
CO5	To understand the industrial clinical psychology in workplace and acquire skill to prevent failure in organization

UNIT – I MOTIVATION, JOB SATISFACTION AND JOB INVOLVEMENT

Motivation: - Content Theories of Motivation – Process Theories of Motivation – Job Satisfaction:- Impact of Personal Characteristics – Job Satisfaction and On the Job Behaviour – Job Involvement and Organisational Commitment.

UNIT – II ACCIDENT AND SAFETY

Accident Statistics – Causes of Accidents – Accident Proneness – Accident Prevention.

UNIT – III STRESS IN THE WORKPLACE

Occupational Health Psychology – Physiological Effects of Stress – Individual Differences in Stress Responses – Work Family Conflicts – Causes of Stress in the Workplace – Effects of Stress in the Workplace – Treating Stress in the Workplace.

UNIT – IV ENGINEERING PSYCHOLOGY

History and Scope of Engineering Psychology – Time and Motion Study – Person Machine Systems – Workspace Design – Displays – Controls – Design of Computer Work Stations.

UNIT – V INDUSTRIAL CLINICAL PSYCHOLOGY

Meaning – The Clinical Model and Performance Control – Individual Causes of Failure – Group Causes of Failure – Organisational/Contextual Causes of Failures – Treatment and Corrective Action.

Textbook:
1. Schultz, D. and Schultz.E.Sydney. Psychology and Work Today, An Introductionto Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004.

Reference book:
2. Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992.

Mapping of Course Outcomes with Program Outcomes:

	Program Outcomes							
Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓			✓		✓		
C02				✓		✓		
C03				✓	✓	✓		
C04				✓		✓		✓
C05				✓		✓		

SEMESTER VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Testing & Assessment	4	4	2	0	**Theory**

Introduction: Testing and assessment is a branch of psychology that deals with the study of various psychological tests and its uses and the professional issues in assessment. This paper aims to create interest in the utility of the tests in research and in test construction.

Course Outcome:

C01	To enable the students to understand the nature of psychological testing and assessment of intelligence
C02	To enable the students to understand the wide variety of assessments for schoolchildren and children with specific disabilities
C03	To enable the students to understand the objective, projective and behavioral personality assessment techniques
C04	To enable the students to understand the assessments used in career and business
C05	To enable the students to understand the application of clinical, counseling and Neuro-Psychological assessments

UNIT - I PSYCHOLOGICAL TESTING AND ASSESSMENT OF INTELLIGENCE

Psychological Testing and Assessment: Meaning – A historical perspective – Culture and assessment. Intelligence: An overview – Tests of Intelligence: Stanford-Binet Scale – Wechsler tests – Individual and Group tests – Measure of Specific Intellectual abilities.

UNIT – II ASSESSMENT OF PRESCHOOL, EDUCATIONAL AND SPECIFIC DISABILITIES

Pre-school Assessment: Achievement test – Aptitude test – Diagnostic tests – Psycho-Educational Test Batteries – Other tools. People with Disability: An overview – Assessment: Motor disabilities – Cognitive disabilities – Bio Psychosocial Assessment.

UNIT – III ASSESSMENT OF PERSONALITY

Personality: An overview of personality – Personality assessment – Traits, types and states – Some basic questions – Personality assessment and culture – Assessment Methods: Objective – Paper pencil tests - Computer based tests – Projective Tests: Ink blot tests – Picture, words and sounds as projective stimuli – Production of figure drawings - Behavioural Methods: Issues in behavioural assessment.

UNIT - IV ASSESSMENTS USED IN CAREER AND BUSINESS

Career Choice, Selection and Placement: Measures of interest, ability, aptitude and personality – Portfolio assessment – Performance test – Physical tests – Measures of Cognitive ability and attitude – Burnout and its Measurement.

UNIT –V CLINICAL, COUNSELLING AND NEURO PSYCHOLOGICAL ASSESSMENT

Clinical and Counseling Assessment: An overview – The interview – Case history data – Psychological tests – Special application of clinical measures – Psychological measures. Neuro -Psychological Assessments: Nervous system and behaviour – Neuro psychological examination: History taking – Interview – Physical examination. Neuro psychological tests and test batteries – Other tools.

Text book:
1. Ronald Jay Cohen & Mark E. Swerdlik, (2018): Psychological Testing and Assessment – An Introduction to Tests and Measurement, (9th Edition), New York: McGraw Hill Publishers.

Reference book:
2. Robert M. Kaplan & Dennis P.Saccozzo, (2018): Psychological Testing: Principles, Applications and Issues, (9th Edition), Haryana: Sanat Printers.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**P02**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
C01	✓			✓	✓	✓		✓
C02			✓			✓		
C03	✓			✓		✓		✓
C04		✓		✓			✓	
C05	✓					✓	✓	

SEMESTER – VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective - III B: FORENSIC PYCHOLOGY	3	4	1	0	Theory

Introduction: This paper provides a general introduction about forensic science. The aim is to enable the students to know the key concepts various forensic laboratories, methods of investigation, types of courts, investigation methods.

Course Outcome:

C01	To acquire the knowledge of history and its ethical consideration
C02	To acquire the knowledge about various forensic laboratories, international perspectives and duties of forensic scientist.
C03	To acquire skill about nacro analysis
C04	To understand about the types of police organization, various court room, money laundering
C05	To acquire the knowledge about the investigation of forensic science

UNIT - I FORENSIC SCIENCE

Definition – History and Development of Forensic Science – Scope Forensic Science – Need of Forensic Science – Basic Principles of Forensic Science – Tools and techniques of Forensic Science – Professional training and education in forensic psychology – Forensic Psychology in India – Ethical and legal issues in Forensic practice.

UNIT – II FORENSIC LABORATORIES

Organizational setup- Various laboratories- Central detective training school (CDTS) – NCRB(Maintenance of crime records)-Mobile forensic science laboratory-Branch of Forensic science-Forensic science and its international perspectives-Ethics in Forensic science-Duties of Forensic Scientist-Qualification of Forensic scientist.

UNIT-III METHODS OF INVESTIGATION

Investigation: Meaning- Methods. Narco-Analysis: History-Importance as an investigative tool - methods as use of drugs-Hypnosis-limitations and legal aspects. Brain Fingerprinting: Concepts-History-Significance-Methods- Future Perspectives-Limitations.

UNIT - IV PSYCHOLOGY AND COURT ROOM

Various Police Organizations, Organization of Police Station, Evolution of Police as an Institution, Role & Functions of Police - Education of Forensic Science - Role of Media - Human Rights & Criminal Justice System. Money Laundering: Concept - Conventional methods.

UNIT – V INVESTIGATIVE PSYCHOLOGY

Investigative Psychology: Meaning - Crime scene and investigation – Investigative Interviewing: Interviewing vulnerable witnesses, interviewing suspects - Facet – Meta theory. Neurobiological forensic testing and investigation- History and Development of Finger Print as Science for Personal Identification, Type of Finger Prints, Classification of Finger Prints, Latent Finger Print, Presentation of Expert Evidence: Data, Reports, Evidence in the Court.

Textbook:
1. Nanda, B.B. and Tewari, R.K. (2001): Forensic Science in India: A vision for the twenty first century Select Publisher, New Delhi

Reference book:
2. James, S.H and Nordby, J.J. (2003): Forensic Science: An introduction to scientific and investigative technique CRC Press, USA.
3. Sharma, B. R (1974): Forensic Science in criminal Investigation and Trials, Allahabad, Central Law Agency.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
				Program Outcomes				
C01	✓							
C02	✓			✓				
C03				✓		✓		✓
C04				✓	✓	✓		
C05	✓							

SEMESTER – VI

Subject code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective – III A: PSYCHOLOGY AND GENDER ISSUES	3	4	1	0	Theory

Introduction: This paper introduces about the concept of gender and gender stereotypes It enables the student for the better understanding about the problem and identity issues faced by women

Course outcome:

C01	To understand the concept of gender stereotypes and sexual identity
C02	To learn history of gender and role of women in the society
C03	To understand the various perspectives on dual career families
C04	To know about the concept of gender identity
C05	To learn about the various intervention strategies of rehabilitation

UNIT I: GENDER STEREOTYPES AND OTHER GENDER BIAS
Gender comparisons in cognitive abilities - attitudes about achievement gender comparison in social and personality characteristics of race and gender as psychological variables: social and ethical issues. theoretical questions about gender development - functioning of hormones and chromosomes theories of gender development, developing gender identity, social cognitive theory of gender development and functioning; sex role theory.

UNIT II: GENDER CONCEPTS
Concepts: gender, sex, masculinity and femininity, feminism men, and masculinity, studying gender: method and history of gender research, gender stereotypes: masculinity and femininity gender - role attitude. Introduction to the psychology of women, history of psychology women and feminist pedagogy, feminist child rearing, women's conception of self and morality, of are women morally superior to men?

UNIT III: SEX LOVE AND INTIMATE RELATIONSHIPS
Current perspectives on dual career families, social psychophysiology of marriage, perspectives on marital interaction, male sexual proprietariness and violence against wives, women's health: mothering and reproductive rights; pregnancy, childbirth, and motherhood, mensuration, menopause, abortion, AIDS; biological influences, implications for single sex schooling; health compromising behavior: alcoholism, smoking; health enhancing behavior: proper diet and exercise

UNIT IV: GENDER IDENTITY AND CAREER
Intelligence and cognitive abilities, emotions, relationships and sexuality; lesbian and bisexual women, women's health: mensuration, menopause, abortion, AIDS; victimization issues: rape, battering, harassment, career and work; examining personal characteristics and influences, gender differences in pay and in occupational pursuits, gender gap in political attitude, women, men, work and family: expansionist theory

UNIT V: HEALTH AND FITNESS AND PSYCHOPATHOLOGY
Sex treatment for mental disorders, stress, coping, and differences in health: evidence and explanations, approaches to rehabilitation; intervention in the rehabilitation process: modelling of adaptation to disability; family and caregivers issues: women and criminal justice system, women as criminal offenders, women as victims, successful practices to prevent violence against women, effective strategies and practices to support victims of violence, including victims of sexual assault.

Textbook:
1. Brannol. (2012). Gender: Psychological perspectives, 6/E, McNeese State University.

Reference book:
2. Helgeson, V.S. (2010). Psychology of Gender, 4/E Carnegie Mellon University.
3. Magnusson E and Marecek J (2012). Gender and culture in psychology: Theories and Practices. NoremJ.K. and Clinchy B.M. (1998). The Gender and Psychology Reader
4. Rudman, L.A. and Glick, P. (2008). The social Psychology of Gender: Ho power and intimacy shape gender relations.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓	✓	✓					
C02	✓		✓					
C03			✓					
C04	✓	✓	✓					
C05	✓	✓						

SEMESTER -VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective-II A Behaviour Modification	**3**	**4**	**1**	**0**	**Theory**

Introduction: This paper provides an introduction about
human behavior and how behavior can be changed or treated. This course discuss reinforcement theory and how those techniques can be applied to positively or negatively affect human behavior.

Course Outcome:

CO1	:	To acquire knowledge about behavior and its areas of applications.
CO2	:	To acquire skills on basic principles of behaviour modification.
CO3	:	To become proficient in measuring, observing and recording behaviour.
CO4	:	To acquire knowledge about behaviour modification techniques.
CO5	:	To acquire skills about cognitive therapy and cognitive restructuring.

UNIT I : INTRODUCTION TO BEHAVIOR
Human Behavior: Meaning - Behavior Modification: Meaning - Characteristics - Areas of Application: Developmental Disabilities - Mental illness – EducationRehabilitation - Community - Business, Industry, and Human Services - Self Management- Child Management – Sports.

UNIT II: BASIC PRINCIPLES OF BEHAVIOUR MODIFICATION
Reinforcement: Factors Influencing the Effectiveness of Reinforcement- Schedules of Reinforcement – Extinction: Factors Influencing Extinction – Punishment: Factors Influencing the Effectiveness of Punishment - Stimulus Control: Discrimination and Generalization..

UNIT III: MEASUREMENT OF BEHAVIOUR AND BEHAVIOUR CHANGE
Target Behaviour: Definition - Observing and Recording Behaviour- The Logistic of Recording - The Observer- Principles and methods of Recording - Recording Instrument – Graphing Behaviour and Measuring Change.

UNIT IV: BEHAVIOUR MODIFICATION TECHNIQUES
Systematic Desensitization Process- Application- Basic Techniques: JPMR – REBT-Aversive techniques - Flooding-Modeling- Shaping- Prompting - Fading- ChainingToken Economy- Time Out.

UNIT V: COGNITIVE BEHAVIOUR MODIFICATION
Cognitive Behaviour Modification: Cognitive Therapy- Cognitive Restructuring- Self Management methods. Risk Factor Modification - Lifestyle Management - Interventions for Chronic Illness.

Textbook:
1. Miltenberger, R. G ., (2000). Behavior Modification (2nd ed). Library of Congress
 Cataloging-in-Publication Data.

Reference book:
1. Martin,G; Pear, J (2007). Behavior Modification: What it is and how to do it (8th ed).
 Upper Saddle River, NJ: Pearson Prentice Hall.
2. Wolpe.J., (1972). The Practice of Behavior Therapy. NJ: Pearson Prentice
 Hall.Introduction Behaviour Modification.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓	✓						✓
C02	✓			✓		✓		
C03	✓				✓			
C04	✓			✓		✓		
C05	✓					✓		✓

SEMESTER VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective-III A : Psychology of Adjustment	3	0	0	3	**Theory**

Introduction: This paper provides an introduction about adjustment and how behaviour can be changed or treated. This course discuss emotions, health, and stress of adjustment.

Course Outcome:

CO1	To understand the psychology adjustment and acquire skill how to adjust and develop self-concept
CO2	To understand the group of psychology adjustment and acquire the skill to adjust with society
CO3	To understand the emotion and psychology adjustment and acquire the skill of positive emotion and to maintain interpersonal relationship
CO4	To understand the health and psychology adjustment and acquire the skill to healthy life style
CO5	To understand the stress and psychology adjustment and acquire the skill to prevent and techniques to reduce stress

UNIT I INTRODUCTION TO PSYCHOLOGY OF ADJUSTMENT
Introduction- Definition- Dimensions of Adjustment: Adjustment as an Achievement. Adjustment as a process Types of Adjustment: Normal Adjustment- Abnormal adjustment Social Adjustment. The Dynamics of Change and Behavior-Personal Growth and Development Self Concept and Psychology of Adjustment Introduction- Definition- The Components of the Self -Core Characteristics of Self-Concept The Self-Concept and Personal Growth Development of Self- Concept:

UNIT II GROUPS AND PSYCHOLOGY OF ADJUSTMENT
Introduction- Definition- The nature and functions of groups -Kinds of Groups -Creating and Joining Groups Social Facilitation: The Presence of others affects group performance - Crowding- The Effects of Social Arousal. Group Polarization: Group intensifies individual opinion. Group Leadership: Characteristics of a group leader- Functions of a Group leader. Being Social and Psychology of Adjustment -Introduction- Making Friends: Commitment Trust-Companionship- Sense of Belongingness- Keeping Friends: Relying on first impressions Friendships take time to develop-Focus on maintaining the friendships.

UNIT III MOTIONS AND PSYCHOLOGY OF ADJUSTMENT
Introduction – Definition-Types of Emotions: Primary Emotions - Happiness, Surprise, Disgust, Fear, Anger and Sadness - Secondary Emotions: Positive Emotions: Love, Appreciation, Happiness, Hope, Enthusiasm, Vitality, Confidence, Gratitude, Patience, Trust, Vulnerable, Optimistic, Appreciative, Ashamed, and Astonished. Negative Emotions: Fear, Anger, Guilt, Depression, Pride, Jealousy, Self-pity, Anxiety, Resentment, Envy, Frustration, Shame, Denial, Offended, Regret, Resentful, Sad, Worried, Grief. Interpersonal Relationships and Psychology of Adjustment- Introduction-Definition. Dimensions of Interpersonal Relationships.

UNIT IV HEALTH, AND PSYCHOLOGY OF ADJUSTMENT
Introduction- Definition- Exercise- Types of Exercise: Aerobic exercises, Anaerobic exercises, Flexibility exercises - Alcoholism and Smoking- Quality of life- Happiness- Perspectives of Happiness: Buddhism- Judaism- Catholicism. Health and the Mind–Body

UNIT V STRESS AND PSYCHOLOGY OF ADJUSTMENT
Introduction- Definition- Stages of General Adaptation syndrome: Alarm Reaction- Resistance Recovery- Symptoms of Stress: Cognitive symptoms- Emotional symptoms- Physical symptoms- Behavioral symptoms. Methods to Cope stress: Alter the Situation-Adapt the Stressor.

Text book
1. Steven J. Kirsh, Karen Gr. Duffy (2014) Psychology for Living: Adjustment, Growth and Behavior Today - New Delhi Pearson

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓				✓			✓
C02	✓	✓				✓		
C03	✓			✓		✓		
C04	✓							
C05	✓			✓	✓	✓		✓

SEMESTER VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Elective II C – Environmental Psychology	**2**	**0**	**0**	**0**	**Theory**

Introduction: This paper provides an introduction about environmental psychology. This course discuss research methods, ecology and development, crowding, environmental psychology and community.

Course Outcome:

C01	To acquire the understanding of the scope of nature, characteristic and Research methods in Environmental Psychology
C02	To gain knowledge about Ecology and Development of Environmental Psychology
C03	To understand the meaning of Environmental Perception, Cognition and Attitudes.
C04	To understand the nature of Crowding, Environmental Psychology and Indian Context
C05	To understand the Environmental Psychology and community to gain skill towards human behavior and environmental psychology.

UNIT 1: ENVIRONMENTAL PSYCHOLOGY

Nature and Characteristics; Classification of Environment. Environment Behavior theories: Arousal, Environmental Load, adaptation level. Behavior constraints, Ecological and Environmental Stress Approach; Theories of Environment - Behavior Relationship: Arousal, Environmental Load, Adaptation Level and Ecological Approach.

Research Methods in Environmental Psychology: Experimental, Simulation, Methods of Data Collection: Self-report, Naturalistic Observation, Field Survey, Interview and Questionnaire, experimental, correlational and descriptive methods of data collection in environmental Research, Evaluating the adequacy of environmental research, ethical considerations in Environmental Research.

UNIT 2: ECOLOGY AND DEVELOPMENT

Human Nature and Environmental Problems; Prosocial and Pro-environmental Behaviours, Ecosystems and Their Components: Ecology, Demography, Mortality and Fertility. Resource Use: Common Property Resources, Sustainable Developments, Acculturation and Psychological adaptation.

Environmental Stress**:** Nature and Characteristics. Types of Stress: Natural Disasters, Technological Catastrophe, Noise and Air-pollution, Nature and characteristics: Natural disasters, Technological catastrophe. Noise, Heat and Air pollution: Nature, characteristics and their influences on behavior with special reference to Indian conditions

UNIT: 3 ENVIRONMENTAL PERCEPTION, COGNITION AND ATTITUDES

Nature and Characteristics of Environmental Perception: Social and Cultural Influences. Environmental Cognition and Cognitive Mapping. Acquisition of Environmental Attitudes, Perception of movement, adaptation and change; Assessment of Scenic environment: Forming, Measuring and changing attitudes towards environment

Effect of Environment on Behavior:Personal Space and Territoriality: Nature Functions and Determinants of Personal Space, Consequences of Personal Space Invasion Territoriality Functions and Types; Personal Space: Nature, measurement, determinants, consequences of personal space invasion.

UNIT 4: CROWDING

Nature and Characteristics, Features and Effects of Crowding on Animals and Human Beings, Concept, physiological and behavioral consequences, theories of crowding, overload, arousal, density intensify, behavior constraints, control; social interaction demand, sequential and eclectic, reducing the causes and effects of crowding.

Environmental Psychology and Saving the Environment:Environmental Education, Prompts and Reinforcement Techniques in Indian Context.

UNIT: 5 ENVIRONMENTAL PSYCHOLOGY AND COMMUNITY

Quality of life, social process and socialites, preventive intervention; social support and personal control: areas of intervention; Residential neighborhood and urban environments.

Changing behavior to save the environment: environmental education, prompt, reinforcement, techniques, specific environmental problems: Littering energy conservation, transportation and vandalism.

Text book:

1. Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA.

Reference book:

1. Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala
2. Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.
3. Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.

Mapping of Course Outcomes with Program Outcomes:
Program Outcomes

Course Outcomes	P01	P02	P03	P04	P05	P06	P07	P08
C01	✓				✓			
C02	✓	✓						
C03	✓			✓				
C04	✓	✓						
C05	✓	✓						✓

Semester –VI

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	SB 4 – Industrial Relations and Labour Welfare	**4**	**4**	**1**	**0**	**Theory**

Introduction: This course brings about the basic concepts and scope of industrial relations. Students learn about the importance and different types of labour welfare measures.

Course Outcome:

C01	To understand the meaning and concept of industrial relations and the factors that led to the emergence and the growth of trade unions.
C02	To know about the determinants of the rate of growth of trade unions.
C03	To understand the basic causes of industrial disputes and their relative importance.
C04	To learn the different machineries for the prevention and settlement of industrial disputes in India
C05	To understand various benefits available for labour welfare along with their nature, rate, duration, and eligibility condition.

UNIT-I INTRODUCTION

Industrial Relation: Definition – Significance –Scope - 3 Parties to Industrial Relations: Union – Management - Government. Determining factors Industrial relations – causes of poor industrial relations – measures to improve good industrial relations.

UNIT-II TRADE UNIONS

Trade Union: Definition–Function - History of Trade Union Movement in India - CentralTrade Unions - Obstacles and Problems - Formation and Registration of Trade Unions - Employer's Organization – ILO – Objectives - Functions.

UNIT-III INDUSTRIAL DISPUTES

Industrial Dispute: Definition – Causes - Results of Disputes - Strikes: Meaning - Lock out- Layoff – Retrenchments – Discipline: Meaning – Problem - Disciplinary Procedures.

UNIT-IV INDUSTRIAL RELATIONS MACHINERY

Preventive Machinery: Collective Bargaining: Meaning – Structure - How collective Bargaining Works – Characteristics - Conditions. Workers Participation in Management: Meaning - Types. Grievance Redressal - Settlement Machinery: Conciliation: Meaning: Arbitration: Meaning - Types. Adjudication: Meaning - Types.

UNIT-V LABOUR WELFARE

Labour Welfare: Meaning – Importance - Labour Welfare Officer - Health Welfare and Safety Measures. Social Security: Meaning - Sickness Benefits - Maternity Benefits - Accidents Compensation - Retirement Benefits.

Text book:

1. Sinha, P.R.N., Indu Bala Sinha, and Seema Priyadarshini Shekar, (2006): Industrial Relations, Trade Unions, and Labour Legislation. New Delhi: Pearson Education.

Reference book:

1. Tripathi P.C AND C.B. Gupta (2001). Industrial Relations and Labour Welfare, New Delhi: Sultan Chand & Sons.

Mapping of Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes							
	P01	**P02**	**P03**	**P04**	**P05**	**P06**	**P07**	**P08**
C01	✓			✓		✓		
C02	✓			✓		✓		
C03				✓		✓		
C04				✓		✓		
C05				✓		✓		

Semester –IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	SB 2– Training and Development	4	4	1	0	Theory

Unit-I Training

Definition of training-training and development-scopes of training-objectives of training-How training benefits the organization. Problems of training - Future trends in training, roles and responsibility of training.

Unit-II The Needs assessment process

Organizational analysis, person analysis, basic skills, age and generation. Task analysis- why is needs assessment necessary? - Who should participate in needs assessment? - Methods used in needs assessment.

Unit-III Training design

Introduction - Consideration in designing. Training programme-constraints in the design-factors influencing transfer of training-facilitation of transfer-design theory.

Unit-IV Learning

Learning theories, Reinforcement theory, Social learning theory, Goal theories. Need theory, transfer of training theory, Theory of identical elements. Stimulus generalization approach, Cognitive theory of transfer of training for instruction.

Unit-V Training evaluation

Outcomes in the Evaluation of training programs: Reaction outcomes Learning or cognitive outcomes– Behavior and Skill Based outcomes Affective outcomes – Return on Investment. Determining whether outcomes are Appropriate: Relevance, Reliability, Discrimination, Practicality. Determining Returning Investment: Determining cost, Benefit Analysis other methods for cost benefits Analysis, Practical consideration in determining. ROI. Success cases and return on Expectation .

Text Book

1. Raymond A Noe. Employee Training and Development . Tata McGraw Hill Education Pvt. Ltd.

2.Janakiraman Training and Development, Biztantra publications, New delhi. 2007 Edition.