

Karaikudi - 630003. Tamil Nadu, India













FACULTY OF EDUCATION DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE



M.Sc., PSYCHOLOGY REGULATIONS AND SYLLABUS

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

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE M.Sc. PSYCHOLOGY

REGULATIONS AND SYLLABUS

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



ALAGAPPA UNIVERSITY

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

Karaikudi -630003, Tamil Nadu.

THE PANEL OF MEMBERS - BROAD BASED BOARD OF STUDIES

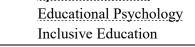
Chairperson: Dr. J. Sujathamalini Designation: Professor & Head

Department: Special Education and Rehabilitation Science

University: Alagappa University Teaching Experience: 15 Years Research Experience: 15 Years

Area of Research:

Special Education,



Foreign Expert:

Name: Dr. Richard Urban Designation: Professor Department: Psychology

University: Eötvös Loránd University, Budapest, Hungary

Teaching Experience: Research Experience: Area of Research:

> Health Education Health Psychology

Epistemological Education



Name: Dr.M.V.Sudhakaran,

Designation: Professor and Director Department: School of Social Science University: Tamilnadu Open University

Teaching Experience: Research Experience:

Area of Research: Psychology

Indian Expert:

Name: Dr.S.Kadhiravan,

Designation: Professor and Head,

Department: Psychology

University: Periyar University

Teaching Experience: Research Experience:

Area of Research: Cognitive Styles, Emotional Intelligence, Self-Regulated

Learning & Behavior, Learning Disability and Counseling









Expert:

Name: Shri.S.Karthikeyan

Designation: Assistant Professor and Head i/c,

Company name &address: Department of Psychology

University: National Institute For the Empowerment Of Persons with Multiple

Disabilities, Chennai.

Experience:

Area: Mental Health concerns in Persons with Disabilities

• Early Intervention in Autism Spectrum Disorders

• Psychological Interventions for Anxiety & Depressive Disorders

Members (All Department faculty)

Name: Dr. K.Gunasekaran Designation: Assistant Professor

Department: Special Education and Rehabilitation Science

University: Alagappa University Teaching Experience: 9 Years Research Experience: 9 Years

Area of Research:

Commerce Education, Educational Psychology,

Social Studies

Alumnus/Alumna:

Name: Dr.S.Kanmani

Current position: Teaching Assistant

Type of Profession: Teaching

Professional address: Department of Special Education and Rehabilitation

Science, Alagappa University, Karaikudi.





ALAGAPPA UNIVERSITY DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE

Karaikudi-630003, TamilNadu.

REGULATIONS AND SYLLABUS - (CBCS-University Department)[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department : Special Education and Rehabilitation Science

Name of the Programme : M.Sc. Psychology

Duration of the Programme : Full Time (Two Years)

Choice-Based Credit System

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

Programme

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

Courses

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

Credits

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

Semesters

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

Medium of Instruction

English

Departmental committee

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

Programme Educational Objectives - (PEO)

PEO – 01	Acquire knowledge and intellectual breadth of the concerned discipline		
Knowledge			
PEO – 02	Understanding and apply the principles of psychology in solving the problems		
Problem	and improve quality of living in every aspect of life		
Solving			
PEO – 03	Identify, formulate, conduct investigations, and find solutions to problems based		
Investigation	on in depth knowledge of the discipline		
PEO – 04	Develop innovative, scientific designs on the study of human minds and		
Design	handling the behaviours of individuals as well as groups.		
PEO – 05	Solve problems, apply critical, creative and evidence based thinking and		
Tools	conceive innovative responses to future challenges		
PEO – 06	Develop core competencies to meet societal needs such as communication skills,		
Society	establishing rapport with stakeholders o be socially contributing member.		
PEO – 07	Demonstrate higher order thinking skills to take up creative and innovative		
Environmental research methodologies to suit the changing environments for sustainable			
Sustainability development.			
PEO – 08	Demonstrate core value systems, professional commitment and ethical integrity		
Ethics	in the field.		
PEO – 09	Apply knowledge in practice including in multi-disciplinary or multi-professional		
Team Work	contexts and effectively collaborate in multidisciplinary teams.		
PEO -10	Acquire the ability to engage in independent and life-long learning in their		
Life Long	discipline.		
Learning			

Programme Specific Objectives - (PSO)

PSO-1	To create a cadre of Psychologist and to strengthen the professionals already in
	the field to qualify as Psychologist.

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

Programme Outcome - (PO)

PO – 01	Acquire knowledge and intellectual breadth of the concerned discipline	
Knowledge		
PO – 02	Understanding and apply the principles of psychology in solving the problems	
Problem	and improve quality of living in every aspect of life	
Solving		
PO – 03	Identify, formulate, conduct investigations, and find solutions to problems based	
Investigation	on in depth knowledge of the discipline	
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Programme Specific Outcome - (PSO)

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	tests/instruments and case report writing	
PSO-5	Learn to relate human behavior at work and develop intervention techniques	
	problems encountered at work place.	

Eligibility for admission

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

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

Minimum Duration of programme

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

Components

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

- A. Core courses (CC)- "Core Papers" means "the core courses" related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.
- B. Discipline-Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.
- C. Non-Major Electives (NME)- Exposure beyond the discipline
 - Students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester).
 - A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
 - Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester.
 - ➤ Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME Portal (University Website).
- D. Self Learning Courses from MOOCs platforms.
 - ➤ MOOCs shall be on voluntary for the students.
 - > Students have to undergo a total of 2 Self LearningCourses (MOOCs) one in II semester and another in III semester.
 - ➤ The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits/course be given if the Self Learning Course MOOCs is without credit.
 - ➤ While selecting the MOOCs, preference shall be given to the course related to employability skills.

E. Projects / Dissertation /Internships

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

➤ Plan of work

Project / Dissertation

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

Internship

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

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

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

Format to be followed for dissertation/project report

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

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

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

> Format of the title page

Title of Dissertation/Project work

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

By (Student Name) (Register Number) University Logo

Department of -----

Alagappa University

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

Karaikudi – 630003 (Year)

> Format of certificates

Certificate - Guide

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

Place: Karaikudi	Research Supervisor
Date:	

Certificate - (HOD)

	1.4
submitted by Mr/Mis(Reg No: -fulfilment for the award of the degree of Master of record of research work done under the sup Department of	pervision of Dr, Assistant Professor,, Alagappa University. This is to further certify I the basis of the award to the student of any degree,
Place: Karaikudi Date:	Head of the Department
Declarati	ion (student)
has been carried out by me under the g Professor, Department of	, Alagappa University, Karaikudi – 630 003. s not previously formed the basis of the award of any
Inte	ernship
Format to be followed for Internsh The format /certificate for internship report to be	
> Title page -Format of the title page	:
Internship report submitted in partial fulfillment o Alagappa Universit	ernship report If the requirement for the Master ofdegree in to the ty, Karaikudi -630003. By ent Name)

Alagappa University

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

(Register Number) University Logo

Department of -----

Karaikudi - 630003

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

This is to certify that the repor	t entitled ""
	di-630 003 in partial fulfilment for the Master of Science in -
~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~) under my supervision. This is
· · · · · · · · · · · · · · · · · · ·	the organization M/S This
-	has not been submitted elsewhere for any otherdegree,
diploma, fellowship, or any other similar rec	·
1) 1) 3	
Place:	Research Supervisor
Date:	•
	Certificate (HOD)
This is to certify that the Inte	ernship report entitled """
	o) to the Alagappa University, in
	r of Science in is a bonafide record of Internship repor
done under the supervision of	, Assistant Professor, Department
of, Alagappa University	and the work carried out by him/her in the organization M/S -
This is to further certi	fy that the thesis or any part thereof has not formed the basis
of the award to the student of any degree, di	iplo <mark>ma, fellows</mark> hip, <mark>or</mark> any other similar title of any University
or Institution.	
Place: Karaikudi	Head of the Department
Date:	
Certificate (Format of cartificate _	Company supervisor or Head of theOrganization)
Certificate-(Format of Certificate –	Company supervisor of fread of theorganization)
This is to certify that the Inte	ernship report entitled "
	li-630 003 in partial fulfilment for the Master of Science in .
	No:) under my supervision. This is based on the
work carried out by him/her in our organizat	· · · · · · · · · · · · · · · · · · ·
•	his Internship report or any part of this work has not been
÷	e, diploma, fellowship, or any other similar record of any
University or Institution.	, diploma, renowship, or any other shimar record or any
•	
Place:	Supervisor or in charge
Date:	

Declaration (student)

I hereby declare that the Internship Report entitled "	.99
submitted to the Alagappa University for the award of the Master of Science in ha	as
been carried out by me under the supervision of, Assistant Professor, Departm	ient
of, Alagappa University, Karaikudi - 630 003. This is my original a	and
independent work carried out by me in the organization M/Sfor theperiod of the	iree
months orand has not previously formed	the
basis of the award of any degree, diploma, associateship, fellowship, or any other similar title	of
any University orInstitution.	
Place: Karaikudi	
Date:	

Acknowledgment

Content as follows:

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	0
3	Organisation profile /details	
4	Methods / Work	
5	Observation and knowledge gained	
6	Summary and outcome of the	
	Internship study	
7	References	37

Teaching methods

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

Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

Examination

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

Internal Assessment

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

Theory -25 marks

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

Practical -25 Marks

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

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

1	Report	30 Marks
2	Presentation	20 Marks
	Total	50 Marks

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

1	Dissertation	50 Marks
2	Presentation	50 Marks
	Total	100 Marks

External Examination

There shall be examinations at the end of each semester, for odd semesters in the month of
October / November; for even semesters in April / May.
A candidate who does not pass the examination in any course(s) may be permitted to appear
in such failed $course(s)$ in the subsequent examinations to be held in October / November or
April / May. However candidates who have arrears in Practical shall be permitted to take their
arrear Practical examination only along with Regular Practical examination in the respetive
semester.
A candidate should get registered for the first semester examination. If registration is not
possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR
belated joining OR on medical grounds, the candidates are permitted to move to the next
semester. Such candidates shall re-do the missed semester after completion of the programme.
Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in
defense of the Dissertation Work /Project/ internship).

Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

Section A	10questions.Allquestionscarryequalmarks.	10 x1 = 10	10questions–2 each		
	(Objective type questions)	Marks	From every unit		
Section B	5 questions Either / or type like 1.a(or)b. All	5 x 5 = 25	5questions–1 each from		
Section b	estions carry equal marks		every unit		
Section C	5 questions Either / or type like 1.a(or) b.All	5 x8 =40	5questions–1 each from		
	questions carry equal marks	J X0 -40	every unit		

Dissertation / Project report

Dissertation	150 Marks
Vivo voce	50 Marks
Total	200 Marks

Internship report Scheme of evaluation

Internship report	100 Marks
Vivo voce	50 Marks
Total	150 Marks

Results

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

Passing minimum

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	A candidate shall be declared to have passed in each course if he/she secures not less than
	40% marks in the End Semester Examinations and 40% marks in the Internal Assessment
	and not less than 50% in the aggregate, taking Continuous assessmentand End Semester
	Examinations marks together.
	The candidates not obtained 50% in the Internal Assessment are permitted to improve their
	Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing
	the CIA tests and by submitting assignments.
	Candidates, who have secured the pass marks in the End-Semester Examination andin the
	CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to
	improve their Internal Assessment mark in the following semester and/or in University
	examinations.
	A candidate shall be declared to have passed in the Project / Dissertation / Internshipif he
	/she gets not less than 40% in each of the Project / Dissertation / Internship Report and
	Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and
	Viva-Voce.
	A candidate who gets less than 50% in the Project / Dissertation / Internship Report must
	resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted
	Project report.

Grading of the Courses

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

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

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 – 10.0	0	Outstanding
80 - 89	8.0 – 8.9	D+	Excellent
75 - 79	7.5 – 7.9	D	Distinction
70 - 74	7.0 – 7.4	A +	Very Good
60 - 69	6.0 – 6.9	A	Good
50 - 59	5.0 – 5.9	В	Average
00 - 49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

- a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 89 shall be declared to have Excellent (D+).
- c) Successful candidates passing the examinations and earning GPA between 7.5 7.9 and marks from 75 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 7.4 and marks from 70 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 6.9 and marks from 60 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning GPA between 5.0 5.9 and marks from 50 59 shall be declared to have Average (B).
- g) Candidates earning GPA between 0.0 and marks from 00 49 shall be declared to have Re-appear (U).
- h) Absence from an examination shall not be taken as an attempt.

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

GRADE POINT AVERAGE (GPA) = $\Sigma_i C_i G_i / \Sigma_i C_i$

GPA = <u>Sum of the multiplication of Grade Points by the credits of the courses</u> Sum of the credits of the courses in a Semester

Classification of the final result

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

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

- a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary*.
- b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.
- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- i) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.
- e) Absence from an examination shall not be taken as an attempt.

CUMULATIVE GRADE POINT AVERAGE (CGPA) = $\Sigma_n \Sigma_i C_{ni} G_{ni} / \Sigma_n \Sigma_i C_{ni}$ CGPA = Sum of the multiplication of Grade Points by the credits of the entire Programme Sum of the credits of the courses for the entire Programme

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

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

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

Maximum duration of the completion of the programme

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

Conferment of the Master's Degree

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

Village Extension Programme

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



M.Sc Psychology Programme structure

S.No	Paper		Title of the	T/P	Credits	Hours/		Mark		
	Code		paper			Week				
		1	I Semester			1	I	E	Total	
1	744101	Core 1	General Psychology	Т	4	4	25	75	100	
2	744102	Core 2	Life span Psychology	Т	4	4	25	75	100	
3	744103	Core 3	Social Psychology	Т	4	4	25	75	100	
4	744104		Research Methodology and Statistics	Т	4	4	25	75	100	
5	744105		Biological Psychology	Т	4	4	25	75	100	
6	744106		Health Psychology	Т	4	4	25	75	100	
7			Yoga/ counselling/Field trip			6				
			2 2 1		24	30	150	450	600	
			II Semester							
8	744201	Core 7	Cognitive Psychology	Т	4	4	25	75	100	
9	744202	Core 8	Psychometrics	Т	4	4	25	75	100	
10	744203	Core 9	Theories of Personality	Т	4	4	25	75	100	
	744204	Core 10	Counselling Psychology	Т	4	4	25	75	100	
12	744205	Core 11	Lab-I: Psychological Testing	P	4	8	25	75	100	
13	7	DSE-1	Elective-1	T	3	3	25	75	100	
10	744206		Educational Psychology	SITTY Y	(a)			'	100	
	744207	1	2. Sports Psychology		6					
	744208		3. Rehabilitation Psychology							
	744209		4. Spiritual Psychology	0						
14	7	Non-Ma	jor Elective **	Т	2	3	25	75	100	
			ning course (SLC) –MOOCs***		_		a cred			
					30	175	525	700		
			III Semester		A					
15	744301	Core 12	Psychopathology	Т	4	4	25	75	100	
	744302		Introduction to Psychotherapy	Т	4	4	25	75	100	
17	744303		Organizational Behaviour	Т	4	4	25	75	100	
18	744304		Lab-II: Psychological Testing	P	4	8	25	75	100	
19	744305		Elective – II	Т	3	3	25	75	100	
	744306		1.Behaviour Management							
	744307		2.Psychology of Advertising							
	744308		3. Positive Psychology							
			4.Mindfulness							
20			or Elective **	Т	2	3	25	75	100	
21			Proposal Presentation			2	100		100	
22			Seminar, Soft Skill			2				
23		1	ning course (SLC) –MOOCs***				a cred	a credit		
			24		21	30	250 450 700			
			IV Semester							
25	744401	Core 16	Training and Development	Т	4	4	25	75	100	
26	744402		Psychology and Disability Studies	Т	4	4	25	75	100	
27	744404		Dissertation - Project	P	8	16	100	200	300	
28	744405		Internship	P	4	4	50	150	200	
29	1130		Library / Yoga/ counselling/Field trip		-	2				
	l	1	,		20	30	200	500	700	
			To	tal 💳	90 +	120	775			
			10		1	1				

			I- Semester					
Core 1	Cou	rseCode:	General Psychology	T	Credits:4	Hours:4		
	74	4101						
			Unit -I					
Objective	e 1	To Under	stand the nature and origin of Psycholog	y and	d the Biolo	gical bases		
		ofbehavio	r					
Nature o	f Psy	chology: D	efinition of Psychology - History and Ear	ly sch	ools of Psy	chology –		
Contemp	orary	Approache	es to Psychology - Methods of Psychological	gy -	Biological	Bases of		
Behavior	: De	finition of	Nervous System: Central Nervous System	em -	Periphera	l Nervous		
System N	leuron	s – Structu	res and function of Brain – The Organization	on of I	Brain - The	Endocrine		
System –	Gene	tic and Evo	lutionary Blueprints of Behavior.					
Outcom	e1	Learners d	lemonstrate knowledge on the nature and o	origin	of			
		Psychology	and the Biological bases of behavior			K 1		
			Unit II					
Objective	e 2	To critical	ly analyze the nature of Sensation, Percepti	on, L	earning and	Memory		
Sensation	n &	Perception	n –Definition of Sensation - Sensory	adapt	ation - D	efinition of		
Perceptio	n - G	estalt Princ	ciples - Perceptual Constancies - Depth P	ercep	otion – Illus	sion - Extra		
Sensory	Perce	ption - Le	arning: Definition of Learning - Classic	cal C	onditioning	g – Operant		
Condition	ning -	Cognitive	Learning - Observational Learning - Do	efiniti	ion of Men	nory - Two		
models of	f Men	nory - Thre	e stages of memory - Techniques to impro	ve				
Memory – Forgetting - Proactive and Retroactive Interference - Retrieval Inhibition.								
Outcom	e2	Students er	nable to investigate the dynamic of Sensatio	n and		K4		
		Perception	and enhance <mark>innovation</mark> over th <mark>e</mark> models of	Lear	ning			
		and Memor	ry					
			Unit III		'			
Objective	e 3	To explain	n the meaning and processes of cognition, in	ntellig	gence and cr	eativity		
Cognition	n: De	finition of	Cognition - Concept Formation - Prob	lem s	solving – F	Reasoning -		
Theories	– Dec	ision Maki	ng – Meta Co <mark>gniti</mark> on - Intelligence: Defin	ition	of Intellige	nce - Nature		
and Nurt	ure v	iews on in	telligence - Measurement of Intelligence	- Inc	dividual Di	fferences in		
Intelligen	ice – '	Theories of	Intelligence - Creativity: Definition of	Creat	tivity - Co	nvergent &		
Divergen	t thin	king - Step	s in Creative Process - Characteristics of	?				
Creative t	thinke	rs- Objectiv	ve evaluation of work – The characteristics of	of Cre	ative living	•		
Outcom	e3	Learners of	lesign cognition strategies and adapt clin	ical	settings by	K6		
		identifying	intelligence and creativity, induces insight	ht ov	er problem			
		solving.						
			Unit IV		1			
Objective		T 1	e and breakdown the basic aspects and theo	rioc o	f Matiriatia	n and		
i	e 4	To analyz	e and dreakdown the basic aspects and theo	Hes o	n Monvano	ii aiia		
	e 4	To analyz Emotion	e and oreakdown the basic aspects and theo	1168 0	oi Motivatio	ii diid		
Motivatio		Emotion	Definition of Motivation - Approaches to					
	n: M	Emotion otivation:	-	o und	lerstanding	motivation:		
Instinct -	n: M Drive	Emotion otivation: reduction	Definition of Motivation - Approaches to	o und	lerstanding	motivation: ory - Sexual		
Instinct - I	n: M Drive	Emotion otivation: reduction ggressive n	Definition of Motivation - Approaches to - Arousal - Incentive - Needs - Self de	o und termi	lerstanding nation theo – Six Con	motivation: ory - Sexual		
Instinct - I	n: M Drive 1 - Aş	Emotion otivation: reduction ggressive n ogy - Cogn	Definition of Motivation - Approaches to - Arousal - Incentive - Needs - Self de notivation - Emotions: Definition of Em	o und termi otion s - Th	lerstanding nation theo — Six Connection of E	motivation: ory - Sexual nponents of		

Unit V

Objective 5 To demonstrate the nature of Personality and its Assessments

Personality: Definition of Personality – Theories of Personality: Psychodynamic perspectives – Behavioural and Social Cognitive Perspectives – Humanistic Perspectives – Trait & Type Perspectives –

Assessment of Personality Self-report – interview – Questionnaires – Projective tests – Behavioural assessments - Personality inventories

Outcome5 Learners understandthe nature of Personality and formulate the assessments K1

Suggested Readings:

Mangal S.K. (2020). General Psychology. Sterling Publishers Pvt. Limited.

Novick, J. M., Bunting, M. F., Engle, R. W., & Dougherty, M. R. (2019). *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development.* Oxford University Press, USA.

Bhasker V.K. (2018). A Handbook of Psychology, Omega Publications

V.K.Bhaskar (2018). Behavioural Aspects of General Psychology. Omega Publications

Online Resources:

https://www.apa.org/

https://www.verywellmind.com/psychology

https://www.simplypsychology.org/

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

Course designed by: Dr.J.Sujathamalini

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	-	Pile			A			
CO2	S(3)	S(3)	S(3)	M(2)			S(3)	L(1)	S(3)	M(2)
CO3	L(1)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	S(3)	
CO4	M(2)	M(2)	L(1)	-400	to much	M(2)	M(2)	M(2)	M(2)	
CO5	S(3)	L(1)	M(2)	M(2)	M(2)					
W.AV	2.4	2	1.8	1.4	1	0.8	1.4	0.8	1.6	0.4

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

Course Outcome VS Programme Specific Outcomes

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

					I- Seme	ster				
Core	Course	eCode:		LIFE	SPAN P	SYCHOLO	GY	T	Credits:	Hours:
	744	102							4	4
	I			U	nit –I					
Objectiv	re 1	To un	nderstand	d the beg	innings o	f life & Pren	atal Deve	lopm	ent	
						of Studying				- The
_		_			_	e Theories of	_		_	
						nent - design				
Ethics in									•	
	-				_	onception –]	Prenatal E	nvir	onmental I	nfluences
						renatal devel				
influence				, ,			1			
Outcom	e 1	Stude	nts exhi	bits the	knowledg	ge over the	context o	f life	span	K1
					-	ng various as			1	
					nit II	<u> </u>	1			
Objectiv	re 2	To Kı	now the	developi	mental in	infancy & T	oddler pe	riod		
						ristics of Infa			rhood - Bo	dv growth
						early Physica				
_			-			ognitive De	_		_	-
	•		-	_		Social conte	_		_	_
_		•			A DID S TUNI	ment - Lang	200			-
			100		-	nfant & T	- T	_		
	_					evelopment			•	
during th		-		-						1
Outcom						s from the k	nowledge	e on	toddler	K2
						l <mark>vi</mark> ng throug				
			-	The second second	mental th	· · · · · · · · · · · · · · · · · · ·				
			W		nit III	57	67			
Objectiv	re 3	To stu	udy the	developn	nental in	childhood &	Adolesce	nce p	eriod	
Childho	od : Cha					ins of devel				lopment -
						emory Devel	_	-		_
Psychoso	cial Dev	elopme	ent –Em	otional I	Developm	ent - Moral	Developn	nent -	Common	Problems
of Devel	opment -	- Adol	escence	: Charac	eteristics	of Adolesce	nce – Do i	main	s of devel	opments
Physical	Develop	oment	- Cog	nitive D	evelopm	ent - Psyc	hosocial	Dev	elopment	- Mora
Develop	ment - Pro	oblems	of Deve	elopment	:					
Outcom	ie3	Studen	nts enab	le to ide	ntify the p	process of ch	ildren de	velop	ment in	K3
						the issues ar				
				U	nit IV					1
Objectiv	re 4	To un	nderstan	d the nati	are of dev	elopments in	n young a	nd M	iddle Adul	thood
						lthood - Phys				
_					_	Developmen		-	_	
_			_	-		ations of Inti		-	-	
& Marita	l Lifestyl	es - Se	xual & l	Reproduc	ctive Issu	es - Familyl	fe cycle -	– Div	ersity of A	dult life
	-			_		: Characteris	-		-	
-		_				sychosocial				
•	-		_		-	sual Relation	-		_	
Self at M				WHATHE	Consciis	au itelution				
Self at M Relations		n Matur	ring Chil				-			
	ships with			ldren – V	ocational		lifestyles	and	related	K1

	Unit V
Objective 5	To know the developments during Late Adulthood

Late Adulthood: Characteristics of Late Adulthood - Physical Development- Cognitive Development - Theories on Psychosocial Development - Lifestyle & Social Issues Related to Aging - Retirement: The Decision to Retire - Vocational Adjustments - Adjustment to Retirement - Leisure Activities - Relationships in Late Life Adjustments to changes in Family Life - Adjustment to loss of a spouse - Remarriage - Cohabitation - Adjustment to singlehood in late life - Friendships - Relationships with Adult children & Adult Grand children - Living arrangements - Elder Maltreatment -Successful Aging Death with Dignity - Thinking & Emotions of Dying people - Kubler- Ross Stages of Dying - A Place to Die - The Right to Die-Bereavement - Death Education

	Students demonstrate the characteristics of late adulthood and	 I
Outcome 5	constructing solutions for the aged persons.	K6

Suggested Readings:

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

Nirubama Arora (2019) Child Psychology RBSA Publishers.

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

Online resources:

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

https://www.simplypsychology.org/

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
		BURNE	Cours	e designed by:	
			Dr.J.S	S <mark>ujath</mark> amalini	

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

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

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



				I- Seme	ester					
Core	Cou	rse Code:					Credits:4	Hours:4		
	74	44103	S	SOCIAL PS	YCHOLOGY	YT				
				Unit –I						
Objectiv	re 1	To demons	strate the r		rigins of Socia	al Psycho	logy			
Nature o	& Origi	ins of Soc	cial Psvc	hology: De	efinition - On	rigin &	Developmen	nt - Social		
	_		•	~	Multicultura	_	•			
				_	navior - So			_		
					ources of Erro					
Impression	on Mana	gement - S	Social co	gnition -De	finition – Sc	hemas-H	euristics -			
_		_	-	_	istic Bias - C			oo Much –		
		_	_	- Thought S						
Outcome					dynamics in	the socia	l context	K2		
				ocial cogniti	•					
				Unit II						
Objectiv	vo 2	Toundard	stand the n		tudes and Dis	oriminati	on			
Objectiv	e 2	10 unders	stand the m	ature of Attr	tudes and Dis	CHIIIIIIau	OII			
Evaluati	ng the	Social W	Vorld: A	ttitudes -	Forming Att	itude: S	ocial learnii	ng - Direct		
Experience	ces and	Genetic fa	ctors - At	ttitude influ	ence on Beha	avior -Pe	rsuasion: Th	e process of		
Changing	g Attitude	es - Resista	ance to Pe	ersuasion: R	eactance - Fo	rewarnin	g & Selectiv	e Avoidance		
- Cogniti	ve Disso	nance - Pi	rejudice a	and Discrin	nination: De	finition -	Nature and	d origins of		
Prejudice	e- Techn	iques for	Counteri	ng the Ef	fects of Preju	udice: L	earning Not	to Hate -		
Contact 1	Hypothes	sis - Stereo	otypes &	Social Influ	ence –Discri	mination	:			
Definition	n – Mode	ern Racism	n – Primi <mark>n</mark> g	g –Gende <mark>r</mark>						
Outcom	e2	Students e	evaluate <mark>t</mark> h	ie <mark>soci</mark> al and	world and pro	ocess of a	ittitude	K5		
		changes as	changes as well as analyze the effects of prejudice and							
discrimination in the society										
		discrimina			fects of preju	dice and				
		discrim <mark>ina</mark>			fects of prejud	dice and				
Objectiv			tion in the	e society Unit III	entity and Inte		Attraction			
3	re 3	To know tl	ntion in the	e society Unit III of Social Ide	entity and Inte	rpersonal		using -Self-		
Aspects	e 3 of Socia	To know th	ntion in the he nature of y: Definition	e society Unit III of Social Ide ion — Self-	entity and Inte	rpersonal F-esteem	– Self- Foc	_		
Aspects Monitoria	of Socia	To know the state of the state	tion in the he nature of y: Definition cy - Gen	Unit III of Social Ide ion – Self- nder Identity	entity and Inte	rpersonal F-esteem Consiste	– Self- Foc ncy – Sex	Typing and		
Aspects Monitoria Androgya	of Sociang – Seny - Inte	To know the last of the last o	tion in the he nature of y: Definition cy - Gen l Attraction	Unit III of Social Ide ion – Self- ider Identity on: Definiti	entity and Inteconcept- Self y – Gender on – Internal	rpersonal F-esteem Consiste	Self- Focncy - Sexnants of Att	Typing and raction: The		
Aspects Monitoria Androgya Need to A	of Social of Soc	To know the state of the state	he nature of the nature of the nature of the nature of the naturation of the natural of the nature	Unit III of Social Ide ion – Self- nder Identity on: Definiti Affect - Exte	entity and Inteconcept- Self y – Gender on – Internal ernal Determi	F-esteem Consiste Determinants of	Self- Focncy – Sexnants of AttAttraction: T	Typing and traction: The The power of		
Aspects Monitoria Androgyi Need to A Proximity	of Social of Social ng — Se ny - Intervention of Social ny - Intervention of Social nation	To know the last of the last o	he nature of the nature of the nature of the nature of the naturation of the nature of the natur	Unit III of Social Ide ion – Self- ider Identity on: Definite Affect - Extensions - Inter	entity and Inteconcept- Self y - Gender on - Internal ernal Determinant	F-esteem Consiste Determinants of	 Self- Foc ncy – Sex inants of Att Attraction: Tof Attraction 	Typing and raction: The The power of n: Similarity		
Aspects Monitoria Androgya Need to A Proximity – Comple	of Social ang — Seny - Intervention of Social and Observation of Social and So	To know the state of the state	he nature of the nature of the nature of the naturaction of the naturaction of the natural Likin	Unit III of Social Ide ion – Self- ider Identity on: Definiti Affect - Extention – Extenti	entity and Inteconcept- Self y – Gender on – Internal ernal Determi	F-esteem Consiste Determinants of	 Self- Foc ncy – Sex inants of Att Attraction: Tof Attraction 	Typing and raction: The The power of n: Similarity		
Aspects Monitorin Androgyn Need to A Proximity - Completed family, and	of Social and Social and Social and Observation of the social and Observation of the social and soc	To know the last of the last o	he nature of Paracteristic role of Attraction in the Characteristic oneliness	Unit III of Social Ide ion — Self- ider Identity on: Definite Affect - Extensions - Inter ing - Close r — Marriage.	entity and Inteconcept- Self y - Gender on - Internal ernal Determinactive Determinactive Determinactionships:	F-esteem Consiste Determinants of	 Self- Foc ncy - Sex nants of Att Attraction: Tof Attraction endent relation 	Typing and traction: The The power of n: Similarity onships with		
Aspects Monitorin Androgyn Need to A Proximity - Comple	of Social ang — Se my - Interest Affiliate by and Obsermentaring friend e 3	To know the street of the stre	he nature of Attraction in the Nature of Attraction in the Characteristic oneliness - understand	Unit III of Social Ide ion – Self- ider Identity on: Definiti Affect - Exte stics - Inter ing - Close r – Marriage. d the social	entity and Inteconcept- Self y - Gender on - Internal ernal Determinantive Determinantive Determinantive Determinantive Internal Self (1988) and the self (1988) and t	F-esteem Consisted Determinants of minants of Interdepo	- Self- Foc ncy - Sex mants of Att Attraction: Tof Attraction endent relation	Typing and raction: The The power of n: Similarity		
Aspects Monitorin Androgyn Need to A Proximity - Completed family, and	of Social ang — Se my - Interest Affiliate by and Obsermentaring friend e 3	To know the street of the stre	he nature of Attraction in the Nature of Attraction in the Characteristic oneliness - understand	Unit III of Social Ide ion – Self- ider Identity on: Definiti Affect - Exte stics - Inter ing - Close r – Marriage. d the social rpersonal att	entity and Inteconcept- Self y - Gender on - Internal ernal Determinactive Determinactive Determinactionships:	F-esteem Consisted Determinants of minants of Interdepo	- Self- Foc ncy - Sex mants of Att Attraction: Tof Attraction endent relation	Typing and traction: The The power of n: Similarity onships with		
Aspects Monitoria Androgya Need to A Proximity - Comple family, an	of Social ang — See any - Interest Affiliate by and Obsermentariand friend as 3	To know the last of the last o	he nature of Period one liness - understand ut the inter	Unit IV Unit III of Social Ide ion – Self- der Identity on: Definite Affect - Exte stics - Inter mg - Close r Marriage. d the social rpersonal att Unit IV	entity and Inteconcept- Self y - Gender on - Internal ernal Determinanties Determ	F-esteem Consiste Determinants of minants Interdepo	- Self- Foc ncy - Sex mants of Att Attraction: Tof Attraction endent relation ender and mants	Typing and craction: The Power of the power		
Aspects Monitorin Androgyn Need to A Proximity - Comple family, an	of Social ang — See any - Interest Affiliate by and Obsermentariand friend as 3	To know the last of the last o	he nature of Period one liness - understand ut the inter	Unit IV Unit III of Social Ide ion – Self- der Identity on: Definite Affect - Exte stics - Inter mg - Close r Marriage. d the social rpersonal att Unit IV	entity and Inteconcept- Self y - Gender on - Internal ernal Determinantive Determinantive Determinantive Determinantive Internal Self (1988) and the self (1988) and t	F-esteem Consiste Determinants of minants Interdepo	- Self- Foc ncy - Sex mants of Att Attraction: Tof Attraction endent relation ender and mants	Typing and craction: The Power of the power		
Aspects Monitoria Androgya Need to A Proximity - Comple family, an Outcome	of Social ang — Se my - Intervention of Social ang — Se my - Intervention of Social and Observation of Social and Social	To know the last of the last o	he nature of the natural Liking one liness on the international contraction one of the natural Liking one liness on the international liness on the international liness on the natural liness on the nature of	Unit III of Social Ide ion — Self- ider Identity on: Definiti Affect - Exte stics - Inter ing - Close r — Marriage. d the social repersonal att Unit IV ects of Social	entity and Inteconcept- Self y — Gender on — Internal ernal Determinactive Determinactive Determinactionships: identity from traction and it	F-esteem Consisted Determinants of minants of self to go self to go s determinent and Pro-so sch's an	- Self- Foc ncy - Sex nants of Att Attraction: Tof Attraction endent relation ender and nants	Typing and craction: The Power of the power		
Aspects Monitoria Androgyi Need to A Proximity - Comple family, an Outcome Objectiv Social In conformi	of Social ang — See any - Intervention of Social ang — See Affiliate — y and Observentariand friend as 3	To know the last of the last o	he nature of the natural Liking one liness on the natural lines on the nature of the na	Unit III of Social Ide ion — Self- ider Identity on: Definiti Affect - Exte stics - Inter ing - Close r — Marriage. d the social repersonal att Unit IV ects of Social formity — Conformity:	entity and Inteconcept- Self y — Gender on — Internal ernal Determinactive Determinactive Determinaction Ships: identity from traction and it al Influence and Sherif's — A Resistance —	F-esteem Consiste Determinants of minants of self to ge self to ge s determinant Pro-so sch's an Minority	- Self- Foc ncy - Sex mants of Att Attraction: Tof Attraction endent relation ender and nants cial behavior d Milgram's	Typing and raction: The Power of the power o		
Aspects Monitoria Androgya Need to A Proximity - Complete family, an Outcome Objectiv Social In conformi Ingratiation	of Social ang — Seny - Interest Affiliate by and Observational friend at 3 and 10 and	To know the last Identity of the last interest and last interest a	he nature of the natural Liking one liness on the natural Liking one lines on the nature of the n	Unit III of Social Ide ion — Self- ider Identity on: Definiti Affect - Exte stics - Inter ing - Close r — Marriage. d the social repersonal att Unit IV ects of Social formity — Conformity: adline — Sca	entity and Interconcept- Self y — Gender on — Internal ernal Determinantive Determinantive Determinantive Determinantive Interconcept and its al Influence and Influence a	rpersonal F-esteem Consisted Determinants of minants of minants of self to go self to go s determinants and Pro-so sch's an Minority	- Self- Foc ncy - Sex nants of Att Attraction: Tof Attraction endent relation ender and nants cial behavior d Milgram's y Influence	Typing and craction: The Che power of the Po		
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Aspects Monitoria Androgya Need to A Proximity - Complete family, an Outcome Objectiv Social In conformit Ingratiati Emergence Behavior	of Social ang — Se my - Interest of Affiliate by and Observation of Figure 1 on — Faster - Situation of Social and Figure 1 on — Faster - Situation of Social and Figure 1 on — Faster - Situation of Social and Figure 1 on — Faster - Situation of Faster - Situation	To know the street of the stre	he nature of the natural Liking one liness on a confecting one of the natural Liking one on a confecting of the natural Liking one of the nature	Unit III of Social Ide ion — Self- ider Identity on: Definiti Affect - Exte stics - Inter ing - Close r — Marriage. d the social repersonal att Unit IV ects of Social formity — Conformity: adline — Sca Not Helpin ins & Empat	entity and Interconcept- Self y — Gender on — Internal ernal Determinactive Determinactive Determinactionships: identity from traction and it al Influence and its Sherif's — A Resistance — arcity - Pro-secutive - Pro-secutive - Voluntee	rpersonal Consiste Consiste Determinants of minants of minants of self to go	- Self- Foc ncy - Sex nants of Att Attraction: Tof Attraction: Tof Attraction endent relation ender and nants cial behavior d Milgram's y Influence lavior: Resp	Typing and craction: The Che power of the power of the power of the constitutionships with the constitution of the constitutio		
Aspects Monitoria Androgya Need to A Proximity — Comple family, an Outcome Objectiv Social In conformia Ingratiatia Emergence Behavior Self-Inter	of Social ang — Se my - Intervention of Fast cy and Observent arrival and friend at 3 and 10	To know the street of the stre	he nature of the partial Liking one liness understand ut the interest on — Confecting Ching & Decling Vs. — Emotion rity & Mo	Unit III of Social Ide ion — Self- ider Identity on: Definiti Affect - Extended - Close ranger - Close ranger - Marriage. In the social repersonal attended - Conformity — Conformity - Conformity: adline — Scan Not Helpin ranger - Marriage. Not Helpin ranger - Conformity: adline — Scan Not Helpin ranger - Conformity:	entity and Interconcept- Self y — Gender con — Internal ernal Determinactive Determinactive Determinaction and it identity from traction and it al Influence and Sherif's — A Resistance — arcity - Pro-secutive - Pro-secutive - Pro-secutive - Pro-secutive - Resistance - Arcity - Pro-secutive	rpersonal Consiste Consiste Determinants of minants of minants of self to go	- Self- Foc ncy - Sex nants of Att Attraction: Tof Attraction: Tof Attraction endent relation ender and nants cial behavior d Milgram's y Influence lavior: Resp	Typing and craction: The Che power of the po		

Outcome 4	Learners induces the enhanced schemas on the society and	К3
	promotes pro social behavior and professionalism	
	Unit V	
Objective 5	To analyze the meaning and nature of Aggression and Group behavi	or
Aggression: Det	Finition – Instinct - Biological – Drive – Social Learning & General	Aggression
Model – Social I	Learning & Cognitive Theories - Causes of Human Aggression: Person	onal – Type
A Behavior – Ho	stility	
Irritability & 0	Gender - Social Causes: Frustration - Direct Provocation - Expose	s to Media
Violence - Heig	htened Arousal – Spiritual Arousal & Sexual Jealousy Cultural –	Personal &
Situational – A	ggression in Long Term Relationships: Child Maltreatment & V	Vork Place
Violence - Bull	ying - Work place Aggression - Prevention and control of a	aggression:
Punishment – C	ognitive Interventions - Groups and Individuals:	
Definition - Fu	unctions - Group and individual performance - Coordination	in groups
Perceived fairne	ss in	
groups – Decisio	n Making by groups – Leadership	
	Learners Illustrates the dimensions of behavior in the context of	
Outcome 5	anger as wellas aggression and bring reforming changes among	K4
	the young minds throughexhibiting leadership, independent and	
	life-long learning.	
Suggested Read	ings:	
Deepa Sharma	(2019). Behavioral Psychology, RBSA Publishers	
Nyla R.Bransc	ombe, Robert A.Baron (2017). Social Psychology, Pearson	
Paul A. M. Va	n Lange, E. Tory Higgins, and <mark>Ar</mark> ie W. Kruglanski (2022) Social Psy	chology
Handbook of E	Basic Principles, Thi <mark>rd</mark> Edi <mark>tion. Guilf</mark> ord <mark>Pre</mark> ss.	
Thomas Heinz	en and Wind Good <mark>fri</mark> en <mark>d (2</mark> 018) So <mark>cia</mark> l Ps <mark>y</mark> chology. Sage Publicatior	ıs.
Tom Gilovich.	Dacher Keltner and Serena Chen (2018) Social Psychology, 5 th Editi	on.

Tom Gilovich, Dacher Keltner and Serena Chen (2018) Social Psychology, 5th Edition,

W.W.Norton & Company

Online Resources

https://www.apa.org/

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

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

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

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	B	M(2)
CO2	M(2)	L(1)	S(3)	M(2)	
CO3	M(2)	L(1)			
CO4	L(1)	4	M(2)		S(3)
CO5	S(3)	S(3)	M(2)		S(3)
W.AV	2.2	1.6	2	0.4	1.6

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

			I- Semester			
Core	CourseCode: 744104		RESEARCH METHODOLOGY AND STATISTICS	Т	Credits:	Hours:
			Unit –I	1		
Object	tive 1	То	understand the meaning and approaches to Sc	ientif	ic Research	1
Natur	e of Resea	rch -	- Definition, Meaning – Need for Research–R	Lesear	ch Method	S
- Criter	ria of Goo	dRes	earch – Research problem: Defining and Sele	cting	the probler	n.
Proces	s of resear					
Outco	ome 1		irners acquire basics about the research and e	nable	to identify	K3
		the r	researchproblem			
			Unit II			
Object	tive 2	To K	Know the nature and Research Design and San	npling	g Techniqu	es
- Meth Pre-exp design -Defin schedu	ods of Reperimental Variable ition - Tyle, rating	searces, (ii) s - Types scale	of research - Quantitative, Qualitative, Fundamental Objective, Correlational, Ex-post facto, Pre-Post designs, (iii) Quasi Experimental Objects and threats -, Sampling; Types and selection of Hypothesis — Tools: Tests, questionnair - Standardization of research tools- Selections - Data collection and analysis	Expedesignection e, in	erimental E n, (iv) sing process, H terview, ol	Designs (le subjectives Supothes Deservation
Outco	ome 2	appl	dents understand types and methods of rescication ininvestigation and resulting groundb vations Unit III			K2
Object	tive 3		earn the methods of quantitative analysis aniques in Research	and I	nferential S	Statistics
difference momentum - Under freedom ANOV	nce, Desc nt, Biseria rlying con m, one tai 'A, Anco nter applic	riptiv l-r, P cepts l-two va, C ation	rative Analysis: Parametric and non-parametric Statistics: - Measures of Central Tendency oint-biserial, Phi- coefficient, Regression and Statistics: Sampling error, standard error of mean, contail test, type I and type II errors - Student Chi-square, Sign Test, Mann Whitney Uses for analysis, Tabulation and graphic representations are contained to the statistic of the statisti	y - Callysis nfident- test, entation	orrelations , Inferentia nce level, o st, Kruskal-W on	Produc statistic legrees o
Outco			ysis and the corestatistical application of vari			IX4
Object			Unit IV nderstand qualitative research methods and an			
case st		rative	h Methods and Analysis: Grounded theory e/discourse and visual methodologies - Mixed on			
Outco		Lea	arners enable skills to design a qualitative rese	earch	and ethics	К3

Unit V							
Objective 5 To demonstrate skill in applying knowledge in preparing research proposal and ReportWriting							
Preparing Res	earch Proposal & Report: Components of research proposal	-					
	proposal -Writing of thesis/dissertation - Writing technical papersearch management	er for					
Outcome 5	Students Promote research writing skill and enhancing the competency inpresenting the research report.	К5					
Suggested Rea	ding:	1					
Anil Kumar	Dhiman (2017) Research Methodology Rasics of Research Metho	ods Tools					

Anil Kumar Dhiman (2017). Research Methodology Basics of Research Methods, Tools and Techniques Avon Publications.

Baidyanathmishra (2018). Research Methodology (Methods, Approaches and

Techniques). Chaumbha

Orientala.

Dubey. K.C (2018) Research Methods in Psychology, Omega Publications.

Kothari C.R (2019). *Research Methodology: Methods and Techniques*. (2nd Ed.).: New Age International Publishers. New Delhi.

Ranjith Kumar (2018). Research Methodology: A Step by Step Guide for Beginners, Sage Publications Ltd. Satendra Kumar (2018). Research Methodology A Step by Step Guide for Beginners, Yking Books Publications.

Online Resources

https://www.apa.org/

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

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

ittps://www.ibirtainirearcom/science/bs/cholo2/											
K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create						
	Course designed by:										
			Dr.J.Suia	athamalini							

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

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

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



I- Semester									
Core Course	Code:	BIOL	OGICAL 1	PSYCHOLOGY	T	Credits:4	Hours:4		
744105									
			Unit -						
Objective 1	To und	derstand 1	the historica	al foundations of N	euron a	nd Nervous	system		
		sychology							
		-		ion to Neuron a		-			
•				ron- Anatomy- fo					
				earch Methods in E					
_				MRI-Recording hu	_		_		
· ·		-		skin conductance			-		
	_			ereotaxic surgery-	lesion	methods- e	electrical		
stimulation- Phar									
		-		edge on various		•	K2		
Outcome 1		•		sualizing techniqu	es inv	olved in			
	record	ing brain	* ' -	cal activities					
			Unit I	* (a * a)					
Objective 2				s of ANS and CNS tions -Nervous sys					
0				All the second s			CD .		
supporting and n organization of	e major ourishin the bra Cerebral	parts of g tissues in- neod metabo	the brain- in the CNS cortex-reticular CNS	Functional anato S -Functional ular and projectio S- circulation- Bl	my of n syste	the cerebra ems- limbio rain- Barrio	al cortex- c system- er- neuro		
Functions of the supporting and n organization of hypothalamus-	e major ourishin the bra Cerebral	parts of g tissues in- neod metabo	the brain- in the CNS cortex-retice olism- CNS	Functional anato S-Functional ular and projection S-circulation-Blooming the functions	my of on system ood B	the cerebra ems- limbio rain- Barrio n and	al cortex- c system-		
Functions of the supporting and n organization of hypothalamus- 0 secretion.	e major ourishin the bra Cerebral Studer nervou	parts of tissues tin- neod metabo	the brain- in the CNS cortex-retice olism- CNS	Functional anato S -Functional ular and projectio S- circulation- Bl	my of on system ood B	the cerebra ems- limbio rain- Barrio n and	al cortex- c system- er- neuro		
Functions of the supporting and n organization of hypothalamus- 0 secretion.	e major ourishin the bra Cerebral	parts of tissues tin- neod metabo	the brain- in the CNS cortex-retice colism- CNS and Investa and demon	Functional anato S -Functional ular and projection S - circulation Bligate the functions strating the abnorm	my of on system ood B	the cerebra ems- limbio rain- Barrio n and	al cortex- c system- er- neuro		
Functions of the supporting and n organization of hypothalamus-secretion. Outcome 2	e major ourishin the bra Cerebral Studer nervouthe characteristics	parts of ag tissues in- neod metabo nts design as system anges	the brain- in the CNS cortex-reticular CNS and Investation and demon	Functional anato S -Functional ular and projection S- circulation- Bl igate the functions strating the abnorm	my of syste ood B	the cerebra ems- limbio rain- Barrio n and nused from	al cortex- e system- er- neuro		
Functions of the supporting and n organization of hypothalamus- 0 secretion.	e major ourishin the bra Cerebral Studer nervouthe characteristics	parts of ag tissues in- neod metabo nts design as system anges	the brain- in the CNS cortex-reticular CNS and Investation and demon	Functional anato S -Functional ular and projection S - circulation Bligate the functions strating the abnorm	my of syste ood B	the cerebra ems- limbio rain- Barrio n and nused from	al cortex- e system- er- neuro		
Functions of the supporting and n organization of hypothalamus-secretion. Outcome 2 Objective 3	Studer nervou the cha	parts of tissues tin- neod metaborats design anges entify characters.	the brain- in the CNS cortex-reticular CNS and Investation and demon Unit I	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er	my of system ood Book of brain on ality candocrine	the cerebra ems- limbio rain- Barrio n and nused from	al cortex- c system- er- neuro K6		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glan	Studer nervouthe characteristics To Ide hormo	parts of tissues tin- neod metaborats design anges entify characters.	the brain- in the CNS cortex-reticular CNS and Investication and demon Unit I racteristics rine Glands	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I	my of n syste ood B of brain nality ca	the cerebratems- limbic rain- Barrican and aused from e Glands and endocrine gl	al cortex- e system- er- neuro K6		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glant Hormone characterists	Studer nervouthe characteristics To Ide hormo	parts of tissues tin- neod metaborats design anges entify characters.	the brain- in the CNS cortex-reticular CNS and Investication and demon Unit I racteristics rine Glands	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er	my of n syste ood B of brain nality ca	the cerebratems- limbic rain- Barrican and aused from e Glands and endocrine gl	al cortex- e system- er- neuro K6		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Chipother 3 Endocrine Glant Hormone charact audition.	Studer nervouthe characteristics-	parts of tissues tin- neod metaborats design anges the tify character and the times th	the brain- in the CNS cortex-reticular CNS and Investication and demon Unit I racteristics rine Glands isms of horr	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I mone functions -Ph	my of n syste ood B of brain nality ca	the cerebratems- limbic rain- Barric n and aused from endocrine glay behind Vi	ke systemer- neuro K6 and - sion and		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glant Hormone characterists	Studer nervou the characteristics-	parts of g tissues in- neod metaborats design anges entify characters Under	the brain- in the CNS cortex-reticular CNS and Investication and demon Unit I racteristics rine Glands isms of horr	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I	my of n syste ood B of brain nality ca	the cerebratems- limbic rain- Barric n and aused from endocrine glay behind Vi	ke systemer- neuro K6 and - sion and		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Chipother 3 Endocrine Glant Hormone charact audition.	Studer nervouthe characteristics-	parts of g tissues in- neod metaborats design anges entify characters Under	the brain- in the CNS cortex-reticular CNS and Investication and demon Unit I racteristics rine Glands isms of horr	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I mone functions -Ph	my of n syste ood B of brain nality ca	the cerebratems- limbic rain- Barric n and aused from endocrine glay behind Vi	ke systemer- neuro K6 and - sion and		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Chipother 3 Endocrine Glant Hormone charact audition.	Studer nervou the characteristics-	parts of g tissues in- neod metaborats design anges entify characters Under	the brain- in the CNS cortex-reticular CNS and Investication and demon Unit I racteristics rine Glands isms of horr	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I mone functions -Ph unctions of endocrin	my of n syste ood B of brain nality ca	the cerebratems- limbic rain- Barric n and aused from endocrine glay behind Vi	ke systemer- neuro K6 and - sion and		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glan Hormone characta audition. Outcome 3 Objective 4	Studer nervou the characteristics-	parts of tig tissues tin- neod metaborates design as system anges entify characters and the time time time time time time time tim	the brain- in the CNS cortex-reticular and Investor and Investor and demon Unit Investor racteristics rine Glands isms of horr restand the funit Interphysiological	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I mone functions -Ph unctions of endocrin V ogy and sensory pro-	my of n syste ood B of brain nality can docrine Major e ysiolog ne glane	the cerebratems- limbic rain- Barrican and aused from endocrine glay behind Vidand its role	ke systemer- neuro K6 and - sion and K2		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glant Hormone charact audition. Outcome 3 Objective 4 Physiology and S	Studer nervou the charmods: Learne in physical control of the charmod control of the charmo	parts of g tissues in- neod metaborats design anges entify characters Under siolog derstand System:	the brain- in the CNS cortex-reticular contex-reticular c	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I mone functions -Ph unctions of endocrin V ogy and sensory prov behind sensory sy	my of system ood B of brain ality can docrine ysiolog ne gland occass of stems -	the cerebratems- limbic rain- Barrie and aused from e Glands and endocrine glay behind Vidand its role thuman Physiology	ke systemer neuro K6 and - sion and K2		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glant Hormone charact audition. Outcome 3 Objective 4 Physiology and S	Studer nervou the charmods: Learne in physical control of the charmod control of the charmo	parts of g tissues in- neod metaborats design anges entify characters Under siolog derstand System:	the brain- in the CNS cortex-reticular contex-reticular c	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I mone functions -Ph unctions of endocrin V ogy and sensory pro-	my of system ood B of brain ality can docrine ysiolog ne gland occass of stems -	the cerebratems- limbic rain- Barrie and aused from e Glands and endocrine glay behind Vidand its role thuman Physiology	ke systemer neuro K6 and - sion and K2		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glant Hormone charact audition. Outcome 3 Objective 4 Physiology and S	To Ide hormouts: Learne in physistem- to	parts of g tissues in- neod metaborats design anges entify characters Under siolog derstand such and g	the brain- in the CNS cortex-reticular and Investor and I	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - In mone functions -Ph unctions of endocrin V ogy and sensory provided behind sensory syncal senses - Smell and	my of on syste ood B of brain nality can docrine Major e ysiolog ne gland ocess of stems -	the cerebratems- limbio rain- Barrion and aused from e Glands and endocrine glay behind Vidand its role human Physiology e- olfactory	ke systemer- neuro K6 and - sion and K2		
Functions of the supporting and norganization of hypothalamus-secretion. Outcome 2 Objective 3 Endocrine Glan Hormone charactaudition. Outcome 3 Objective 4 Physiology and Somato sensory sy	To Ide hormouts: Learne in physistem- to	parts of g tissues in- neod metaborats design anges entify characters Under siolog derstand such and g	the brain- in the CNS cortex-reticular and Investor and I	Functional anato S -Functional ular and projection S - circulation - Bl igate the functions strating the abnorm II and functions of Er s Characteristics - I mone functions -Ph unctions of endocrin V ogy and sensory prov behind sensory sy	my of on syste ood B of brain nality can docrine Major e ysiolog ne gland ocess of stems -	the cerebratems- limbio rain- Barrion and aused from e Glands and endocrine glay behind Vidand its role human Physiology e- olfactory	ke systemer- neuro K6 and - sion and K2		

Unit V								
Objective 5	Objective 5 To recognize the physiological background of Consciousness, Motivation							
	and Emotion.							
State of Consciou	isness, Motivation and Emotion: State of Consciousness, Mo	tivation						
and Emotion State	es of Consciousness- physiological and psychological states- sl	eep and						
activation attenti	on and vigilance- meditation -Physiology behind Mot	ivation-						
hypothalamic cent	ers- regulation of thirst- hunger and sex drives - neural mecha	nism of						
reward and punish	ment - Neural mechanism in Emotion.							
Outcome-5	Learners Insight over the consciousness, Motivation and	K4						
	Emotions in physiological context and their drives in	1						
	human.	ı						
Suggested Reading	ŞS .							
Leukel, F. (20	Leukel, F. (2002). Introduction to Physiological Psychology 3rd edition, New Delhi:							
CBS Publisher	s and Distributors Private Limited.							
James W. Kal	at (2012) Biological Psychology. 10 th Edition. Wadsworth							

Publishing Co Inc. James W. Kalat (2018), *Biological Psychology*,13th Edition, Wadsworth Publishing Co Inc. Pinel, J. P.J. (2017). *Bio*

Online resources

https://www.apa.org/

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https://www.verywellmind.com/

https://www.simplypsychology.org/

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

Psychology, Global Edition, New Jersey: Pearson

K1- Remember	l-Remember K2-Understand		K4-Analyze	K5-Evaluate	K6-Create				
	Course designed by:								
			Dr.J.Suj	athamalini					

Course Outcome VS Programme Outcomes

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

Course Outcome VS Programme Specific Outcomes

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

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



			I- Semester					
Core	Course Co	ode:	HEALTH PSYCHOLOGY	T	Credits:4	Hours:4		
744106								
			Unit -I					
Objectiv	ve 1	To Know	the Nature & Theories of Health Psycho	logy				
		•	ology: Health - Homeostasis – Dimensi					
			piritual - Occupational - Social and Phy					
			Holistic - Historical Perspectives on He					
			nches - History of Mind and Body relati		-	_		
	_	•	h Habits - Cognitive - Behavioral and			Models -		
			Secondary and Tertiary Prevention and			1		
Out			Understand the basic of health in psych	ologic	cal context	K1		
		and identi	fying the factors affecting health					
	1		Unit II					
Objectiv			stand the Health Improving Behaviors					
O	0	_	ove Health: Models and Theories on H					
			The Stages of Change Model – Theory of					
-			(TRA) – The Social Cognitive Lea	_	-			
			s – The Precaution Adoption Process					
, ,			evel Interventions Self Directed Behav		_			
			tions - Health Related Personality an			_		
	•		B, C, and D personality factors – Hos	-	-			
		_	formation – Persuading others – Attitu	de ch	ange – Enhai	ncing self-		
	– Motivation		the state of the s			T		
Outcom			advisory for the behavior modification			K5		
	1	theories as well as understanding personality based health states of						
person.								
]			<u> </u>				
	r	per <mark>son.</mark>	Unit III					
Objectiv	ve 3	per <mark>son.</mark> To unders	Unit III tand health benefits of exercise and eatin	ng hat	oits			
Health :	ve 3	person. To undersonses: Define	Unit III tand health benefits of exercise and eatin	ng hat	oits e - Health E			
Health :	ve 3	person. To undersonses: Define	Unit III tand health benefits of exercise and eatin	ng hat	oits e - Health E			
Health a Exercise Anaerob	ve 3 and Exercive and Inactive ic Exercise	To underst ses: Defin vity from s - Chara	Unit III tand health benefits of exercise and eatin nition - Purpose and Movement of Ex Biopsycho socical Perspective – Type acteristics of Exercises - Factors pror	ng hab kercise s of I	oits e - Health E Exercise - Ac g Exercise E	erobic and Behavior -		
Health a Exercise Anaerob Theoretic	ve 3 and Exerci and Inactiv	To undersing ses: Definity from s - Character on E	Unit III tand health benefits of exercise and eatin nition - Purpose and Movement of Ex Biopsycho socical Perspective – Type acteristics of Exercises - Factors pror Exercise Behaviors: The Theories of	ng hat kercise s of I moting Reaso	oits e - Health E Exercise - Ae g Exercise E oned Action	erobic and Behavior - - Ajzen's		
Health a Exercise Anaerob Theoretic Theory -	ve 3 and Exercise and Inactive ic Exercise cal Approach— Health Be	To underst ses: Definitivity from s - Charaches on H	Unit III tand health benefits of exercise and eatin nition - Purpose and Movement of Ex Biopsycho socical Perspective – Type acteristics of Exercises - Factors pror Exercise Behaviors: The Theories of el – Transtheoretical Approach to Exerc	ng hat kercises of I noting Reason	oits e - Health E Exercise - Ae g Exercise E oned Action ehaviour - H	erobic and Behavior - - Ajzen's Iealth and		
Health a Exercise Anaerob Theoretic Theory - Eating E	ve 3 and Exerci and Inactive of Exercises cal Approace - Health Be Behaviors G	To underst ses: Defin vity from s - Chara ches on H lief Mode	Unit III tand health benefits of exercise and eatin nition - Purpose and Movement of Ex Biopsycho socical Perspective – Type acteristics of Exercises - Factors pror Exercise Behaviors: The Theories of el – Transtheoretical Approach to Exerc tional Food - Food: Functions of Food	ng hat xercise s of I moting Reaso cise b	bits e - Health E Exercise - Ae g Exercise E oned Action behaviour - H ne Seven Co	erobic and Behavior - - Ajzen's Iealth and omponents		
Health a Exercise Anaerob Theoretic Theory - Eating F of Food	ve 3 and Exercise and Inactive ic Exercise cal Approach— Health Be Behaviors G — Dietary S	To underst ses: Defin vity from s - Chara ches on I lief Mode tood Nutri Supplement	Unit III tand health benefits of exercise and eatinition - Purpose and Movement of Exercises of Exercises - Type acteristics of Exercises - Factors profexercise Behaviors: The Theories of el – Transtheoretical Approach to Exercitional Food - Food: Functions of Food ents – 2000 Calorie Food Pattern - The	ng hat cercise s of I moting Reaso cise b — The	oits e - Health Exercise - Aeg Exercise	erobic and Behavior - - Ajzen's Iealth and Imponents Pyramid -		
Health a Exercise Anaerob Theoretic Theory - Eating F of Food Healthy	ve 3 and Exercise and Inactivation Exercises cal Approach—Health Be Behaviors G — Dietary S Eating Behaviors Behaviors Behaviors	To underst ses: Defin vity from s - Chara ches on I lief Mode tood Nutri Supplement	Unit III tand health benefits of exercise and eatin nition - Purpose and Movement of Ex Biopsycho socical Perspective – Type acteristics of Exercises - Factors pror Exercise Behaviors: The Theories of el – Transtheoretical Approach to Exerc tional Food - Food: Functions of Food nts – 2000 Calorie Food Pattern - The ealthy Body Size – Dieting and Eating	ng hab vercise s of H moting Reaso cise b — The Hea	pits e - Health E Exercise - Ae g Exercise E oned Action behaviour - H ae Seven Co olthy Eating I orders: Yo-y	erobic and Behavior - - Ajzen's Iealth and omponents Pyramid - to Dieting.		
Health a Exercise Anaerob Theoretic Theory - Eating F of Food Healthy Crash D	ve 3 and Exercise and Inactive ic Exercise cal Approace — Health Be Behaviors G — Dietary S Eating Behaviors and F	To underst ses: Defin vity from s - Chara ches on I lief Mode dood Nutri Supplement avior - He ad Diets	Unit III tand health benefits of exercise and eatinition - Purpose and Movement of Exercises of Exercises - Type acteristics of Exercises - Factors profexercise Behaviors: The Theories of el – Transtheoretical Approach to Exercitional Food - Food: Functions of Food ents – 2000 Calorie Food Pattern - The	ng hab vercise s of H moting Reaso cise b — The Hea	pits e - Health E Exercise - Ae g Exercise E oned Action behaviour - H ae Seven Co olthy Eating I orders: Yo-y	erobic and Behavior - - Ajzen's Iealth and omponents Pyramid - to Dieting,		
Health a Exercise Anaerob Theoretic Theory - Eating F of Food Healthy Crash D Manager	ve 3 and Exercise and Inactivate Exercises cal Approach—Health Be Behaviors G — Dietary S Eating Behaviors and F ment Progra	To underst ses: Defin vity from s - Chara ches on H lief Mode tood Nutri Supplement avior - He ad Diets ms.	Unit III tand health benefits of exercise and eatination - Purpose and Movement of Exercises of Exercises - Factors producteristics of Exercises - Factors producteristics of Exercises - Factors producteristics Behaviors: The Theories of El – Transtheoretical Approach to Exercise I – Transtheoretical Approach I – Transtheoretical Appr	ng hab kercise s of I moting Reaso cise b — Th e Hea g Diso Bulin	bits e - Health E Exercise - Ae g Exercise E oned Action ehaviour - H ne Seven Co elthy Eating I orders: Yo-y nia nervosa	erobic and Behavior - - Ajzen's Iealth and omponents Pyramid - to Dieting.		
Health a Exercise Anaerob Theoretic Theory - Eating F of Food Healthy Crash D Manager	ve 3 and Exercise and Inactivate Exercises cal Approach—Health Be Behaviors G — Dietary S Eating Behaviors and F ment Progra	To underst ses: Defin vity from s - Chara ches on H lief Mode tood Nutri Supplement avior - He ad Diets ms.	Unit III tand health benefits of exercise and eatin nition - Purpose and Movement of Ex Biopsycho socical Perspective – Type acteristics of Exercises - Factors pror Exercise Behaviors: The Theories of el – Transtheoretical Approach to Exerc tional Food - Food: Functions of Food nts – 2000 Calorie Food Pattern - The ealthy Body Size – Dieting and Eating	ng hab kercise s of I moting Reaso cise b — Th e Hea g Diso Bulin	bits e - Health E Exercise - Ae g Exercise E oned Action ehaviour - H ne Seven Co elthy Eating I orders: Yo-y nia nervosa	erobic and Behavior - - Ajzen's Iealth and omponents Pyramid - to Dieting,		
Health a Exercise Anaerob Theoretic Theory - Eating F of Food Healthy Crash D Manager	ve 3 and Exercise and Inactive ic Exercise cal Approach— Health Be Behaviors Grant Eating Behaviors and Franct Progratione 3	To underst ses: Defin vity from s - Chara ches on H lief Mode tood Nutri Supplement avior - He ad Diets ms.	Unit III tand health benefits of exercise and eatination - Purpose and Movement of Exercise Sectors of Exercises - Factors producteristics of Exercises - Factors producteristics of Exercises - Factors producteristics Behaviors: The Theories of Exercise Behaviors: The Theories of Exercise Behaviors: The Theories of Exercise Behaviors: The Theories of Food - Food: Functions of Food onts - 2000 Calorie Food Pattern - The Ealthy Body Size - Dieting and Eating - Obesity - Anorexia nervosa and develop health and exercise benefici	ng hab kercise s of I moting Reaso cise b — Th e Hea g Diso Bulin	bits e - Health E Exercise - Ae g Exercise E oned Action ehaviour - H ne Seven Co elthy Eating 1 orders: Yo-y nia nervosa	erobic and Behavior - - Ajzen's Iealth and Imponents Pyramid - To Dieting, - Weight		

	Unit IV				
Objective 4	To Learn about the health and sexuality and Stress and Stress & Man				
	ality: The Nature of Sexuality and Intimate Relationships - Psycholog	-			
	nsions of Sexuality - The Relationships Dimension - The Life-C	•			
	ships - Communicating in Intimate Relationships - Sexual Functioning				
and Stress Stress	ss - Stressors - Eustress - Distress - Student Stress - Physiolog	ical and			
	actions - Theories of Stress: Walter Cannon - Hans Selye - Transaction				
	resources theories - Coping with Stress - Types of Coping				
Management Tecl	hniques – Biological Approaches - Progressive Muscle Relaxation –	Massage			
	logical Approaches - Spiritual Orientations - Stress Inoculation Tr	aining –			
Biofeedback					
Outcome 4	Learners strengthening the crisis solving ability in the dimension of				
	sexuality andreducing the stress through various management				
	techniques oriented to health.				
	Unit V				
Objective 5	To Know the Application of Health Psychology to Human Behavior	and			
	understand the healthand psychological issues				
Health Compro	mising Behaviors: The Nature, Biological and Psychological ef	fects of			
Smoking - Tobac	co Related Damage to Health - Interventions for Smoking behavio	or – The			
Nature, Biologica	al and Psychological effects of Alcohol - Use and Abuse - Alcohol	holism -			
Interventions for A	Alcohol Abuse - Health and Psychosocial Issues Healthand Income	- Health			
and Race Ethnicit	y and National Origin -Health and Gender - Psychosocial Aspects of	Being			
Female - Health an	nd Disabilities - Health and Age.				
Outcome 5	Students design health comprising behaviors programmes and				
	their influence inthe psycho social issues and transform into	K6			
	independent and committed professional.				
Suggested Readi	ngs				
Gordon, E. and	Eric, G.(2010). Hea <mark>lth a</mark> nd Welln <mark>ess (</mark> 10th Ed.). Boston. Jones and Bart	lett			
Publishers.					
Margaret, K. Sn	ooks (2009). Health Psychology: Biological, Psychological, and Socioc	ultural			
Perspectives. Bo	oston. Jones and Bartlett Publishers.				
Shelley E. Taylo	or (2020). <i>Health Psychology</i> . 11 th Edition. McGraw Hill Education.				
William Marelio	ch (2019). Health Psychology. Cognella Academic Publishing. David F.	. Marks,			
Michael Murray	and Emee Vida Estacio (2020). Health Psychology. Sage Publications	l			
D C 1 (2)					

Prem Sundar (2010) Abnormal Psychology Models of Abnormal behavior and Treatment. The Fact Behind "Anxiety Disorders", KSK Publishers and Distributors.

Raju, M.V.R (2009) *Health Psychology and Counselling*, Discovery Publishing House Pvt Ltd. Shashi Prabha Sharma (2005) *Fundamentals of Mental Health Education*, Kanishka Publishers and Distributors.

Online resources

https://www.apa.org/

https://www.verywellmind.co

<u>m/</u>

https://www.simplypsychology.org/

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

https://study.com/

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

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

		_			
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	L(1)	6.	
CO2	M(2)	M(2)	S(3)	L(1)	L(1)
CO3	L(1)	M(2)	IIA	L(1)	L(1)
CO4	M(2)	L(1)	L(1)	M(2)	M(2)
CO5	S(3)	M(2)	L(1)	S(3)	S(3)
W.AV	2	1.8	1.2	1.4	1.4

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

			II-Semester					
Core	Course	Code:	COGNITIVE PSYCHOLOGY	T	Credits:4	Hours:4		
	7442	201						
			Unit –I		1	1		
Object	tive 1	To explai	n the mediatory role of cognition is	n behav	ior and func	tions of		
		attention						
Cognit	tive Psyc	chology:]	Psychological processes -Emerger	nce of o	different app	proaches		
to cos	gnitive	psycholog	y information processing, cor	nection	ism & ec	ological		
perspe	ctive -At	tention: N	Model of attention: Functions of o	executiv	ve preconsci	ous and		
consci	ous proc	essing ale	erting mechanism. Selective atter	ntion: E	Bottom –up	and top		
		_	ically, division of attention -Theo					
_	_	_	er model, attenuation theory, mul	timode	theory, reso	urces &		
capacit	y allocat		schema theory.					
			able to define the critical aspec		•			
Outco	me1	_	Attention and its role in schema fo	rmation	brought lig	ht in K2		
		finding th	e interests.					
		T	Unit II					
Object	Objective 2 To describe sensational, perceptual phenomena and its different							
_			xplanations					
	Sensation & Perception: Theories of perception: top down and bottom up perspective,							
			attern recognition - Perceptual 1					
			s mental imagery -Classical a					
			Weber's law Steven's power law,	_		ory, ROC		
	-	-	es- influence of motivation & lea	_				
			perceptual organization, sublimina					
Outcon	ie z		acquire knowledge regarding se					
		60.7	context of psychophysics and	us pro	cess in vai	nous KI		
		aspects.	Unit III					
Object	tivo 3	To Elucio	late how the memory system funct	ions				
			ories and models of memory ty		e model in	formation		
	•	•	ls of processing levels of recall -					
_			y models. Storage Long – term m		•			
	-	_	al memory, declarative and proce	-	-			
	-		val: Recall reconstruction in me		-	_		
_		•	inic causes encoding failure,	•				
			and Concept and its implications.					
	<u> </u>	_	enable to investigate further the man	odels ar	nd process of	f		
Outco	me3		Issues related to memory can be b		-			
		-	etencypromotes.	٥				

	Unit IV	
Objective 4	To Explain the process and function of Neuropsychology	
Neuropsychol	ogy: Assumptions and methods functional modularity anat	omica
	rchitecture and substarctivity - Methods of investig	_
electrophysiolo	ogical Single cell recording, EEG and ERP Scanning and Imaging	-CA7
	and FMRI - Neuropsychological Battery Luria Nebras	
	gical Battery, Halstead Retain Test Battery - PGI Battery of	
1	sfunction - AIIMS neuropsychological battery - Neurodegen	erative
disorders - Park	kinson's – Alzheimer - Huntington	
	Students for the enormous research dimension in field	
Outcome 4	neuropsychology and constructing assessment battery	K6
	Unit V	
Objective 5	To describe Plasticity and Restoration of brain function	
	ogical Plasticity and Restoration of Brain: Historical anteceder	
	s -Types of brain injury -Methods of localization of cognitive fund	etions
1	unction Mind and	
	nip - Computer assisted neuropsychological rehabilitation and trainir	-
Outcome5	Learners Insights among the brain neural abnormalities and	K4
0 10	advanced technological assisted rehabilitation	
Suggested Read	SA ALAGADA HABITEDERY CO	
	n Singh,(2017). <i>Cognitive Psychology</i> Book Enclave Publications. Idstein E,(2018) <i>Cognitive Psychology</i> . 5 th Edition, Cengage Learning	.~
	ons. Bob A. Mills (2020) Cognitive Behavioral Therapy: Rewire You	
	vercome Anxiety, Depression And Phobias Using Psychological	П
	es And Emotional Intelligence.DMSPublications	
_	M.P.(2014). A Textbook of Neuro Psychology, Cyber Tech	
	ons. Michael W.Eysenck, Mark T. Keane (2020), Cognitive	
	gy, Psychology Press.	
	d Kosslyn (2015) Cognitive Psychology: Mind and Brain, 1St Edition	n bv
	177 1 D T 1'	0)
Online resource		
https://www.a		
	om/psychology.html	
	ervwellmind.com/	
https://www.sii	mplypsychology.org/	
	ritannica.com/science/psychology	
t		

K4-Analyze

Course designed by: Dr.J.Sujathamalini

K5-Evaluate

K6-Creat

K1-Remember K2-Understand K3-Apply

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3///	L(1)	Allo	L(1)	
CO2	100	S(3)	M(2)	M(2)	
CO3			3//2	M(2)	
CO4	a V	L(1)		M(2)	
CO5	13		3	S(3)	
W.AV	100	1	0.4	2	

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

Core				II- Sen	nester					
Core Course Code: PSYCHOMETRICS T Credits:4 H							T	Credits:4	H	Hours:4
	, - 1 -1	= !		Unit						
Objecti	ve 1	To understan	d the basi			ting from	n test	construction	to i	ts
objecti		evaluation	a dire odol	os or psy or	norogical tes	g 1101	11 1051			
The Ba		of Psycholog	gical Tes	ting: Intro	oduction – Pa	svcholo	gical	Assessment -	- H	istory of
		- Theory	_	_		•	_			•
		nt – Function								•
use of	tests.	Test Constru	ction and	l Standardi	zation:-Step	s in test				
constru	iction	-Item analy	ysis – R	eliability a	and Validity	: Diffe	rent	methods of	esta	blishing
reliabil	lity ar	nd validity – 1	Role of co	omputers in	n testing.					
Outcom	ne 1	Students acqu	uire know	ledge to th	e construction	on of psy	chol	ogical tests ar	nd	K1
		its basic ethic	esin the va	alidation						
				Unit						
		To Know the								
		of Intelliger	_					-		
		lity – Assess	_					_		
		elligence – T								-
		itude test bat								
		nt Measureme			pts in achiev	ement 1	tests -	- Educational	ac	hievemer
	_	al purpose acl			· · · · · · · · · · · · · · · · · · ·	11-	. :1.4	1 '4 .		172
Outcom		Learners empapplication in				sycholog	gicai i	ests and its		K3
		аррисацоп п	Ivalious C	Unit						
				UIII						
Ohiecti	VA 3	To Provide a	n overvie	w of the in	ventories and	l assessi	nents	for Attitude	Inte	erest
Objecti	ve 3	To Provide at Values and P			ventories and	l assessi	nents	for Attitude,	Inte	erest,
		Values and P	ersonality	y	19/13					
Attitud	des, A		ersonality ality Ass	essment :	The assessi	ment of	life	values – An	ov	erview o
Attitud	des, A	Values and P And Persona	ersonality ality Ass entories f	y essment : for interest	The assessment	nent of – Caree	life r and	values – An work values	ov ass	erview o
Attitud interest Attitud	des, A	Values and P And Persona ssment – Inv	ersonality Ass rentories fessment -	essment: for interest The ass	The assessing assessment of	nent of – Caree moral	life r and	values – An work values	ov ass	erview o
Attitud interest Attitud spiritua	des, A t asse les an	Values and P And Persona ssment – Inv nd their asse	ersonality ality Ass entories f essment oncepts	essment: for interest The ass Personali	The assessing assessment essment of ity Assessment	ment of — Caree moral ent:	life r and judg	values – An work values ments – As	ov ass	erview of essment of sment of
Attitud interest Attitud spiritua Project	des, A asset asset and and tive to	Values and P And Persona ssment – Inv nd their asset I religious coechniques- A tories – Beha	ersonality ality Ass entories f essment - oncepts - ssociation	essment: for interest The ass Personali n, complet sessment.	The assessing assessment essment of ity Assessmention, construction,	ment of — Caree moral ent: ction an	life r and judg d exp	values – An work values ments – As ression techr	ov ass	erview of essment of sment of
Attitud interest Attitud spiritua Project report	des, A asserted al and tive to invende 3	Values and P And Persona ssment – Inv nd their asset religious co echniques- A tories – Beha Learners clin	ersonality ality Ass entories f essment - oncepts - ssociation vioral ass ical pract	essment: for interest The ass Personali n, complet sessment. icing insigl	The assessment assessment of ity Assessment ion, construction, this for person	ment of — Caree moral ent: ction an	life r and judg d exp	values – An work values ments – As ression techn	ov ass	erview of essment of sment of
Attitud interest Attitud spiritua Project report	des, A asserted al and tive to invende 3	Values and P And Persona ssment – Inv nd their asset I religious coechniques- A tories – Beha	ersonality ality Ass entories f essment - oncepts - ssociation vioral ass ical pract	essment: for interest The ass Personali n, complet sessment. icing insigl ncies throu	The assessing assessment of assessment of a ty Assessment of a ty Assessment on, construction, construction, construction, and a ty Assessment of	ment of — Caree moral ent: ction an	life r and judg d exp	values – An work values ments – As ression techn	ov ass	erview o essment - sment o es - Self
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Unit V

Objective 5 To expose in the application of psychological tests in various specialized areas

Psychological Testing In Specialized Areas: School-based assessment: Screening for school readiness – Intellectual evaluation of preschool children – Assessment of learning disabilities and related disorders – Assessment of ADHD – Assessment of emotional and behavioral disorders – Testing for giftedness - Forensic assessment: Standards for the expert witness – Evaluation of suspected malingering – Assessment of mental state for the insanity plea – Competency of standard trial – Prediction of violence and assessment of risk – Evaluation of child custody in divorce –Controversy over the psychologists as expert witness.

Outcom	Learners evaluate the multiple specialized areas from estimating to	K5
e 5	assessing and ethicalevaluation in judicial cases.	

Suggested Readings

Prakash B. Behere, Dwarka Persad, Tarlochan Singh (2022) *Psychometrics at a Glance*. Prashant BookPublishers & Distributors.

Prakash B Behere (2018) *Psychometrics for Postgraduates in Psychiatry and Psychology*. Athithi Books .com, New Delhi

Michael Furr R (2021) *Psychometrics An Introduction* 4th Edition, Sage Publications Inc. Ruyon, R.P., Haber, A, Pittenger, D.J and Coleman, K.A. (2010). *Fundamentals of*

Behavioural Statistics. New York: Mc Graw Hill.

Sam Vaknin(2010) A Textbook of Applied Clinical Psychology Dominant Publishers.

Online resources

https://www.apa.org/

https://study.com/psychology.html

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

K1- Remember	K2-nderstand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
	_		Cour	se designed by:	
			Dr.J.	Sujathamalini	

Course Outcome VS Programme Outcomes

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

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

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



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	Unit V
Objective 5	To learn and apply cognitive approaches and social learning theory and its
	application

Major theoretical approaches: Cognitive, Social —learning theory and Behaviour theories: Cognitive approaches: Personal Construct Theory, Ways of Anticipating Life Events, the nature of personality -Social learning theory: Albert Bandura: Modelling: The Basis of Observational Learning, The Processes of Observational Learning, Self-Reinforcement and Self-Efficacy - Behaviour theories: B.F. Skinner: Reinforcement: The Basis of Behaviour, Operant Conditioning and the Skinner Box, Schedules of Reinforcement, Successive Approximation: The Shaping of Behaviour, Superstitious Behaviour, The Self-Control of Behaviour. Applications of Operant Conditioning.

Outcome 5	Learners	acquire S	Societa	l role of per	rsonality from	the l	ens of social	K1
	learning	theory	and	cognitive	approaches	for	personality	
	categoriz	categorization.						

Suggested Readings:

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

Online Resources:

https://www.apa.org/

https://study.com/

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

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

Course Outcome VS Programme Outcomes

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

Course Outcome VS Programme Specific Outcomes

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

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



			II-S	Semester				
Core	Course C	ode :	COUNSE	LLING		Т	Credits:4	Hours:
	74420	4	PSYCHO	L OGY				4
			Un	it -I				<u> </u>
Objec	etive 1	To Orient s	tudents abou	t the importar	nce of Gui	dan	ce and Couns	eling
GUID	ANCE AN			N INTROD				
				lying guidan			_	
		-		y of Thera				_
				luences from	•		•	
	-	•		The era of the	•			icensing
and re	gulation in (Counselling.			-			_
Outc	ome1	Learners at	le to general	l insight for c	ounseling	and	history of its	K1
			nt into therap				-	
			Un	it II				- I
Objec	etive 2	To understa	and the natur	e of counselir	ng situation	n		
				ferent roles o	~		- A set of ger	neric skill
				and remedia			_	
of Cou	unselling rel	ationships -	- Perspective	s on helping	relationsh	ips -	- Counselling	g process
				nterview: Est				
	-	-		tations – Coll	_			C 1
	_	•		ention – Firs	1.00			Reciproca
influe		0	200			_		•
Outc	ome2	Students ac	quire overvie	ew of counsel	ing proces	ss an	d its	
		application	and advance	e <mark>men</mark> t of coun	seling sett	ing		K2
		,	Un	it III	-			
Objec	etive 3	To Underst	and the vario	ous areas of C	ounselling	anc	l its application	ons
COU	NSELLING	APPLICA	ATIONS -	GROUP CO	DUNSELI	LIN	G: Survey	of groups
Encou	nter groups	- Guidance	e Groups – (Counselling g	groups – I	Γher	apy groups –	Self-help
and su	ipport group	s - Some o	consideration	is in the use	of group 1	mod	alities – Cou	ınteracting
potent	ial limitation	ns – Advant	ages of grou	p work - Ca	reer Cour	ısell	ing: Function	ns of worl
- Role	es of Couns	selling- Hol	land"s Theo	ory of career	developn	nent	- Career E	ducation
Abiliti	ies – interes	sts – values	s – Career I	Decision Mal	king – Tr	end	s and Issues	in Caree
Couns	elling: Cha	nges in the	work place	e – Work ar	nd Leisure	e –	Use of Tech	hnology -
Couns	elling in Ind	ustry.						
		Learners r	esolving of	issues relat	ed to the	e	lucational	
Outc	ome3	setup thro	ugh applicati	on of counse	ling and o	over	coming	K5
		potential li	mitations thr	oughresearch	1.			
			Un	it IV				
Objec	etive 4	To Evaluate	e the function	n of counselin	ng in interp	erso	onal and fami	ly issues
	ITAL, FAN	MILY, SEX	AND ADI	DICTION CO	OUNSEL	LIN	G: Theories	of Family
MAR	elling - Sex	c Counsellir	ng: Clinical	assessment ir	nterview -	- Ph	ysical exami	nation and
	DC/	- 1	on of relati	onship – Se	nsate foc	us (exercise – S	pecialized
Couns	_	- Exploration	on or relati	1			11' .' .	
Couns	al history -	_		ınselling: Sy	mptoms o	of ac	idiction: Dru	g use and
Couns medic technic	al history - ques – Eval	uation - Ado	dictions Cou	_	_		idiction: Dru	g use and
Couns medic technic abuse	al history - ques – Eval – Drug cul	uation - Add ture – Type	dictions Cou es of drugs -	inselling: Sy	drug abus	e –		
Couns medic technic abuse Adole	al history - ques – Eval – Drug cul scent drug	uation - Add ture – Type use – Prev	dictions Cou es of drugs - ention – Ab	Inselling: Sy – Effects of	drug abus al popula	e –		
Couns medic technic abuse Adole disable	al history - ques – Eval – Drug cul scent drug	uation - Ado ture — Type use — Prevo les for coun	dictions Cou es of drugs - ention — Ab selling the C	Inselling: Sy Effects of ouse in speci	drug abus al popula pendent.	e – tion	s – the Elde	
Couns medic technic abuse Adole disable	al history - ques – Eval – Drug cul scent drug ed – Princip	uation - Ade ture — Type use — Prevoles for count Students pr	dictions Coues of drugs - ention — Abselling the Comoting soc	Inselling: Sy - Effects of ouse in speci- hemically dep	drug abus al popular pendent. g by the a	e – tions	s – the Elde	rly – The

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Objective 5 To become aware of Ethical and Legal issues in Counselling

PROFESSIONAL PRACTICE: Counselling Diverse Population: Multiculturalism – Influence of Biases – Identity issues – Preferred clients – counselling and gender – Counselling ethnic minorities – Counselling the aged – The counselor and HIV – Counselling clients who are physically challenged - Ethical and Legal Issues: Professional Codes- Our divided loyalties – Areas of ethical difficulty – Dual relationship and sexual improprieties – Misjudgment and failures – Deception and informed consent – Confidentiality and privileged communication – Recent trends – Making ethical decisions – Legal issues in Counselling – Advice for the passionately committed counselling student.

Outcome 5	Learners Understanding the Diversity of counseling K2	
	profession as well as professional ethics and legal values of	
	counselling.	

Suggested Readings

Bharat, (2018) *Guidance and Counselling Research and Applications*, Pearl Books. Charles J.Gelso (2021) *Counseling Psychology*,4th Edition, American Psychological Association. Devaraj Wodeyar Hosahally (2017) *Psychological Counselling An Interdisciplinary Approach*, Book Enclave.

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

Online Recourses

https://www.apa.org/

https://study.com/

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

K1- Remember K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
		Course des	signed by:	
		Dr.J.Sujatl	namalini	

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)		
CO2	S(3)	S(3)	L(1)	4	
CO3	S(3)	M(2)	ERSITY	8	
CO4	S(3)	M(2)	W 6	6	M(2)
CO5	S(3)	L(1)		L(1)	
W.AV	3	2	0.6	0.2	0.4

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

			PSYCHOLOGICA	L	TESTING-I		
Core 11	Course		PRACTICAL			Credits:4	Hours:8
	7442	205	T1\$4 T				
Object	ivo 1	Тол	Unit –I nalyze the cognitive pro	.000	ugag guah ag Att	antian laarn	ina
Object	ive i		ory and perception.	ces	ses such as Att	ention, learn	ing,
1. A	ttention	IIICIII	ory anaperception.				
	earning						
	lemory						
	erception						
	F	Learne	ers understand the cognit	ive	processes and		
			theknowledge to improv		•	ıg,	
Outco	me1		ry and perception.		,	<i>U</i> ,	K2
			Unit II				
Object	ive 2	To io	dentify intelligence and	cre	ativity and dem	onstrate pro	hlem
Object	1,40 2		ng Skills	010.	activity and deni	pro	
5. In	telligence		6				
	roblem Solvi	ng					
7. C	reativity	C					
8. A	djustment						
		Learn	ers understand the creativ	e tl	ninking and enh	ance	
		thepro	blem solving skills and a	adaj	ot the new situa	tion.	
Outco	me2						K6
		ı	Unit III	21	18		
Object	ive 3	To ev	aluate <mark>a</mark> ttit <mark>ude</mark> and preju	dic	e <mark>and enhance</mark> i	mental healtl	1
9. A	ttitude	200		9//			
10. P1	rejudice						
11. C	Organisationa	ıl Climat	e				
12. M	Iental Health	-					
			ers understand the attitud	le a	nd prejudice in	order	K4
Outco	me3	to dea	lwith prejudgments.				
			Unit IV				
Object	ive 4		valuate disability assessr	nen	nt and assess me	otivation and	ļ
			evementmotivation.				
	isability Asso	essment					
	lotivation						
	chievement]		on				
16. T	ransfer of Tr						T
			ers understand the disabil	•			
		enhan	cemotivation and ability	to i	mprove skills.		
Outco	me4		#T + - #7				К3
0::	• •		Unit V	1		1 .	
Object	ive 5	1	nalyze self esteem and d	iem	onstrate interp	ersonal and	
17 0	-164	comi	nunication skills.				
	elf esteem	21_:11					
	terpersonal S						
	ommunicatio	on Skills					
20. L	eadership						

Outcome5	Learners understand the self esteem and improve	
	interpersonaland communication skills.	K5

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Prentice Hall Inc. Dass, S.N. (2015). Textbook of Experimental Psychology,

Sublime Publications

Tata McGraw Hill Co. Ltd., Udaipreek, T. Venkateswara Rao. Handbook of

Psychological and Social Instruments. Samashti, B-2, Chamelibagh, Baroda-2.

Woodworth R.S. and Scholsberg, (1981), Experimental Psychology, New Delhi,

Online Resources

https://www.psychologytoday.com/us/tests/personality/attentio

n-span-test https://psychcentral.com/lib/types-of-

psychological-

testing#:~:text=Psychological%20testing%20is%20the%20basis,and%20duration%20of%20your%20symptoms

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

Course designed by:
Dr.J.Sujathamalini

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)		S(3)	3)/2			M(2)	
CO2	M(2)	M(2)	L(1)	ETT.		M(2)	A	L(1)		
CO3	M(2)	L(1)	S(3)	L(1)	7		M(2)			
CO4	M(2)	M(2)		O. Alega	S(3)					M(2)
CO5	S (3)	L(1)		M(2)		L(1)			M(2)	
W.AV	2.2	1.4	1	0.6	1.2	0.6	0.4	0.2	0.8	0.4

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

Course Outcome VS Programme Specific Outcomes

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

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

DSE				II- Seme		,		
	Course C 744206	Code:	EDU	JCATIONAL	, PSYCHOLOG	Y T	Credits:3	Hours:3
	•	,		Unit -I		·	•	•
Obje	ctive 1	To O	verview the	field of educ	ational psycholo	gy		
Psych	nology: An	Over	view. Intro	duction – Me	eaning and Defir	nition of	Psychology -	- History
of Ps	ychology –	Branc	hes of Psy	chology - Re	search Methods i	n Psycho	ology - Psych	ology of
Learn	ing and Ed			g – Summary				
Outo	come1	Learn	ners acquire	the knowled	ge in the field of	educatio	nal psycholog	y K1
		and re	esearch in t	he respective	field.			
				Unit II				
	ctive 2				iples and theorie			
Classi – Cla Impli	ical Condit assical Co cations of Corcement –	ioning nditio Thorn	in Daily I ning in tl dike's The	ife – Behavio ne Classroon ories – Oper	on – classical purism – Watson – Connection ant Conditioning Operant Condit	's Expernism – g by B.F	iments with L Edward L.T Skinner – So	ittle Albe horndike chedules o
	come2	Stude	ents enhanc	e the research	es in educational	field by	the	K6
Oute	ome2				nd its application	•		
		0 01100		Unit III		111 0.0111		
Obje	ctive 3		valuate the		of the cognitive	theorie:	s in explaining	<u> </u>
_		ning T	heories: In	ences inlearn troduction: C	ning ognitive - Gestal	lt Theori	es of Learning	
Solvii Classi – App Appli	ng by Instroom – Soc plication of cation of A	ing Tight — cial Left Social usube	heories: In Piaget's earning Tho al Learnin l's Learnin	ences inlearn troduction: C Theory of L cory: Albert E g Theory – T g Theory-Sun	ning ognitive - Gestal earning - Piage Bandura — Modeli Theory of Mean mary.	It Theoriet's The ing, Imit	es of Learning ory: Applicat ation and Rei carning: David	ion in th nforcement d Ausubel
Solvii Classi – App Appli	ng by Insi room – Soc plication o	ing Tight — cial Le Social Stude	heories: In Piaget's earning The al Learnin l's Learnin ents acquire	ences inlearn troduction: C Theory of L cory: Albert E g Theory – T g Theory-Sun cognitive app	ognitive - Gestal cearning - Piage Bandura – Modeli Theory of Mean nmary. proach for the lea	It Theoriet's The ing, Imit Lo	es of Learning ory: Applicat ation and Rei earning: David	ion in th
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Solvin Classif – Appli Outo Object Critic Think Creat: Outo Object Motiv	room – Soc plication of cation of A come3 ctive 4 cal and creations of Thinking cive Person- come4 ctive 5	ring T ight — cial Le f Social usube Stude deduc To A cative hinkin g — Co cative Helpir Stude learni To an and le Lear cctancy	heories: In Piaget's Parning The al Learnin I's Learnin Pits acquire Coing the fac Pipply the cri Thinking: g — Attribut Components Thinking- Introduced in the searning Introduced in	troduction: C Theory of I tory: Albert F g Theory - T g Theory-Sun cognitive app ing issues ame Unit IV tical and crea Introduction tes of Good of Critical Th Definition of to be More C menting the conching. Unit V mpact of motivation duction-Som heory-Valuin	ognitive - Gestal Learning - Piage Bandura - Modeli Theory of Mean Inmary. Droach for the lea cong the field of e tive thinking in the Some Perspecti Thinkers - A pro- ninking-Socratic of Creative Thire Creative-Summar Critical and crea vation and learning the Thought on En	It Theoriet's The ing, Imit ingful Latingful L	es of Learning ory: Applicat ation and Rein earning: David bects and bects and for Teaching for Teaching ning to Enhance Creative F estigation in processes of the condition of	Thinking Thinking Trocess-Th

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Psychology Pearson. Anita Woolfolk, (2018) Educational

Psychology, 4th Edition, Pearson.

Gaurav singh, Ankit chauhan (2022) Second Grade Educational Psychology, chankya prakashan

Jeanne Ellis Ormrod, Eric M Anderman, Lynley Anderman (2019) *Educational Psychology*, 10th *Edition, Pearsonpublication*.

Publications Kranti Biswas Roy, (2017) Educational Psychology and Pedagogy, Global Publications

Online Resources:

https://www.apa.org/

https://study.com/

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
	1770	IL Moom	Course	e designed by:	
			Dr.J.S	ujathamalini	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	M(2)	M(2)	7		M(2)		L(1)	
CO2	S(3)	M(2)	L(1)	M(2)		9	M(2)			M(2)
CO3	M(2)	S(3)	M(2)	NO.	L(1)		7	L(1)	M(2)	
CO4	M(2)	S(3)	S(3)	M(2)	nanes)				M(2)	L(1)
CO5	S(3)	M(2)	L(1)	S(3)		L(1)		L(1)		M(2)
W.AV	2.6	2.2	1.8	1.8	0.2	0.2	0.8	0.4	1	1

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

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

		II- Semester			
DSE	CourseCode 744207	SPORTS PSYCHOLOGY	T	Credits:3	Hours:3
		Unit –I		1	1
Objective		To Know the nature of sports psychology			
The Ment	tal Side of Sp	ort: Introduction to Sports Psychology - F	actor	s influencin	g the
	_	ven sport- sports and exercise psychology as			_
-	_	cise psychology - Research methods in spor	ts and	d exercise ps	ychology-
	ort Psycholog				
Outcome		Students acquire knowledge to view sports f			K2
		psychology and identifying research problem	m in t	that area.	
		Unit II			
Objective		To Overview the behavior of athlete			
	,	aviour: Key Concepts Exploring Athletic b		•	
		ting - Anxiety in Sport Performance- Concer	ntrati	on in Sports	
		fidence- Peak Performance and Expertise.			T
Outcome		Learners Identifying the behavioral issues an	_	oviding	К3
		adaptation in order to excel in the field of sp	orts.		
		TI24 TIT			
	1	Unit III			
Objective	3	To Study the link between cognitive psycho	logy	and sports	
		To Study the link between cognitive psycho			and Sman
Cognitive	Psychology	To Study the link between cognitive psycho and Sport: Attention Style and perform	nance	- Imagery	_
Cognitive Performan	Psychology	To Study the link between cognitive psycho and Sport: Attention Style and perform on of self and others, Arousal, Stress and A	nance Anxie	e- Imagery ty - Theorie	es: Implicit
Cognitive Performan Theories-	Psychology ace- Attributio Self- Determi	To Study the link between cognitive psycho and Sport: Attention Style and perform	nance Anxie	e- Imagery ty - Theorie	es: Implicit
Cognitive Performan Theories- Attribution	Psychology nce- Attributio Self- Determins Theory.	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivation	nance Anxie ional	e- Imagery ty - Theoric Theory- Go	es: Implicit oal Theory-
Cognitive Performan Theories-	Psychology ace- Attributio Self- Determins Theory.	To Study the link between cognitive psycho and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivation Students Creating the person to meet with the students of the serious control of the students of the serious control of the serious	nance Anxie ional he pe	e- Imagery ty - Theorie Theory- Go	es: Implicit
Cognitive Performan Theories- Attribution	Psychology nce- Attributio Self- Determins Theory.	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from style to performance and under the changes of the stress	nance Anxie ional he pe	e- Imagery ty - Theorie Theory- Go	es: Implicit oal Theory-
Cognitive Performan Theories- Attribution	Psychology nce- Attributio Self- Determins Theory.	and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from the style to performance and under attributes through theories	nance Anxie ional he pe	e- Imagery ty - Theorie Theory- Go	es: Implicit oal Theory-
Cognitive Performan Theories- Attribution Outcome	Psychology ace- Attributio Self- Determins Theory.	and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from style to performance and under attributes through theories Unit IV	nance Anxie ional he pe	e- Imagery ty - Theorie Theory- Go	es: Implicit oal Theory-
Cognitive Performan Theories- Attribution	Psychology ace- Attributio Self- Determins Theory.	and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from the style to performance and under attributes through theories	nance Anxie ional he pe	e- Imagery ty - Theorie Theory- Go	es: Implicit oal Theory-
Cognitive Performan Theories- Attribution Outcome	Psychology ace- Attributio Self- Determins Theory.	and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from style to performance and under attributes through theories Unit IV	nance Anxie ional he pe	e- Imagery ty - Theorie Theory- Go ersonal ding the	es: Implicit oal Theory-
Cognitive Performan Theories- Attribution Outcome Objective	Psychology ace- Attributio Self- Determins Theory. 3 Context: The	and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with t changes from tyle to performance and unde attributes through theories Unit IV To Explain the sports in social context	nance Anxie ional he pe rstand	e- Imagery ty - Theorie Theory- Go ersonal ding the	es: Implicit oal Theory- K6 fing Team
Cognitive Performan Theories- Attribution Outcome Objective	Psychology ace- Attributio Self- Determins Theory. 3 Context: The Group Proces	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from the original theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates	nance Anxie ional he perstand	e- Imagery ty - Theorie Theory- Go ersonal ding the Social Loan	es: Implicit oal Theory- K6 fing Team
Cognitive Performan Theories- Attribution Outcome Objective Sport in O Dynamics	Psychology ace- Attributio Self- Determins Theory. 3 Context: The GroupProces	and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with t changes fromstyle to performance and unde attributes through theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates Secondary Casual Attribution in Sport- Violence and Street Casual Attribution in Sport- Violence and Sports Social Facilitates Secondary Casual Attribution in Sport- Violence and Sports Social Facilitates Secondary Casual Attribution in Sport- Violence and Sports Social Facilitates Sports Social Facilitates Sports Social Facilitates Sports Social Facilitates Sports Sports Social Facilitates Sports Sports Sports Social Facilitates Sports Sport	he perstand	e- Imagery ty - Theorie Theory- Go ersonal ding the Social Loan gression in St through	es: Implicit oal Theory- K6 fing Team Sports.
Cognitive Performan Theories- Attribution Outcome Objective Sport in O Dynamics	Psychology ace- Attributio Self- Determins Theory. 3 Context: The GroupProces	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from tyle to performance and under attributes through theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilities are Casual Attribution in Sport- Violence and Students acquire Societal view of the field specific specifi	he perstand	e- Imagery ty - Theorie Theory- Go ersonal ding the Social Loan gression in St through	es: Implicit oal Theory- K6 fing Team Sports.
Cognitive Performan Theories- Attribution Outcome Objective Sport in O Dynamics	Psychology ace- Attributio Self- Determins Theory. 3 Context: The Group Proces	and Sport: Attention Style and perform of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from the original theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates Casual Attribution in Sport- Violence and Students acquire Societal view of the field spinter-disciplinar approaches and explore the	he perstand Agports dyna	e- Imagery ty - Theorie Theory- Go ersonal ding the Social Load gression in St through	K6 Fing Team Sports. K2
Cognitive Performan Theories- Attribution Outcome Objective Sport in C Dynamics Outcome	Psychology ace- Attributio Self- Determins Theory. 4 Context: The Group Proces 4	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from tyle to performance and under attributes through theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates Casual Attribution in Sport- Violence and Students acquire Societal view of the field spinter-disciplinar approaches and explore the Unit V	he perstand Agports dyna	e- Imagery ty - Theorie Theory- Go ersonal ding the Social Loan gression in through amics of it.	es: Implicitude of the series
Cognitive Performan Theories- Attribution Outcome Objective Sport in O Dynamics Outcome Objective Applying	Psychology ace- Attributio Self- Determins Theory. 3 Context: The Group Proces 5 Sport Psych	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from the original theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates Casual Attribution in Sport- Violence and Students acquire Societal view of the field spinter-disciplinar approaches and explore the Unit V To explore the application of psychology in	he perstand dyna the fining	e- Imagery ty - Theorie Theory- Go ersonal ding the Social Load gression in St through unics of it. ields of spor	K6 Fing Team Sports. K2 ts - Mental
Cognitive Performan Theories- Attribution Outcome Objective Sport in C Dynamics Outcome Objective Applying Imagery	Psychology ace- Attributio Self- Determins Theory. 4 Context: The GroupProces 4 Sport Psych Relaxation	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from tyle to performance and under attributes through theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates and Attribution in Sport- Violence and Students acquire Societal view of the field spinter-disciplinar approaches and explore the Unit V To explore the application of psychology in nological Phenomena: Mental Skill Train	he perstand dyna the frining man	s- Imagery ty - Theorie Theory- Go ersonal ding the Social Loan gression in through amics of it. ields of spor - Self Talk ce- inhibition	ks: Implicit oal Theory- K6 fing Team Sports. K2 ts - Mental on due to
Cognitive Performan Theories- Attribution Outcome Objective Sport in O Dynamics Outcome Objective Applying Imagery personality	Psychology ace- Attributio Self- Determins Theory. 4 Context: The GroupProces 4 Sport Psych Relaxation	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from tyle to performance and under attributes through theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates and Attribution in Sport- Violence and Students acquire Societal view of the field spinter-disciplinar approaches and explore the Unit V To explore the application of psychology in nological Phenomena: Mental Skill Trail Training- Calming the Physiology- Perfor Burn out and injuries — Substance Abustical States and Explore the Substance Abustical States and Explored Substance Substance Abustical States and Explored Substance Abustical States and Explored Substance Substan	he perstand dyna the frining man	s- Imagery ty - Theorie Theory- Go ersonal ding the Social Loan gression in through amics of it. ields of spor - Self Talk ce- inhibition	ses: Implicit oal Theory- K6 fing Team Sports. K2 ts - Mental on due to
Cognitive Performan Theories- Attribution Outcome Objective Sport in O Dynamics Outcome Objective Applying Imagery personality	Psychology ace- Attribution Self- Determinations Theory. 4 Context: The Group Proces 4 Sport Psychology - factors- International Sport Psychology - facto	and Sport: Attention Style and perform on of self and others, Arousal, Stress and Anation Theory- Expectancy Value Motivate Students Creating the person to meet with the changes from tyle to performance and under attributes through theories Unit IV To Explain the sports in social context Social Psychology of Sports Social Facilitates and Attribution in Sport- Violence and Students acquire Societal view of the field spinter-disciplinar approaches and explore the Unit V To explore the application of psychology in nological Phenomena: Mental Skill Trail Training- Calming the Physiology- Perfor Burn out and injuries — Substance Abustical States and Explore the Substance Abustical States and Explored Substance Substance Abustical States and Explored Substance Abustical States and Explored Substance Substan	he perstand dyna the frining-mandse-	Social Load gression in through amics of it.	ses: Implicit oal Theory- K6 Fing Team Sports. K2 ts - Mental on due to

Gopal Joshi(2016) Perspectives in Sports Psychology, Cyber Tech

Publications. Goraksha VitthalRao Pargaonkar (2018) Sports Psychology.

Friends Publication (India) J.S. Pattankar (2018) Fundamentals of Sports

Psychology, Published by Book Enclave.

John Kremer and Deirdre Scully (2017) *Psychology in Sport*. Taylor and Francis Publishers John Perry (2016) *Sports Psychology*. Teach Yourself

Publications.

Rick Wolff (2018) Secrets of Sports Psychology Revealed Proven Techniques to Elevate Your Performance. Pond Lane Productions.

Online resources

https://www.apa.org/

https://study.com/psychology.ht

ml

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
	20	ALAMAPTA D	Cours	e designed by:	
			Dr.J.S	ujathamalini	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	B.	L(1)	9	L(1)			
CO2	M(2)	L(1)	S(3)	L(1)	*	13	M(2)			L(1)
CO3	M(2)	L(1)		S(3)	M(2)			L(1)	L(1)	M(2)
CO4	L(1)	M(2)				S(3)		L(1)	M(2)	L(1)
CO5	L(1)	L(1)		S(3)	L(1)		L(1)	M(2)		
W.AV	1.8	1.4	1.2	1.4	0.8	0.6	0.8	0.8	0.6	0.8

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

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

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



				II- Semes	ster			
DSE	Course C	Code		REHABILIT	ATION	Т	Credits:3	Hours:3
	74420			PSYCHOL	.OGY			
				Unit -I				
Ohie	ctive 1	To I	Inderstand t		perspectives, 1	nethod	s and function	ns of
Obje	cuve 1	1			the field of rel			115 01
Reha	hilitation 1	1	_		ope of rehabil			Methods
					istorical persp			
	nology	Trema	omunon i s	y energy 11	istorical persp	conves	III TCIIdoIIId	
	come1	Stuc	lents Unders	stand the field	d of rehabilita	tion an	d its overlan	K2
Oute	conici			of psychology		tion un	a no overnap	182
		arric	mg the neta	Unit II	<i>y</i>			
Ohio	ctive 2	Тое	evalore the co		Psychologists	in reh	hilitation	
			-		ogists – Pro			maias of
	-			· ·	settings of r		-	
	-	-	-		tion psycholo			_
_	_		f training pro		tion psycholog	gisis i	ranning need	i allalysis
	come2				ency of psych	alagist	a bry adapting	g K6
Out	comez			And the second second	THE CALL ST. LEWIS CO., LANSING	_	, ,	S NO
					gn and solve the	ie issue	is related to	
		IIICI	ıtal well-beii	-	/EBSITY VE			
01.			S AL	Unit III		41.	-1. :1:4 -4:	
•	ctive 3	Tol	oecome awar	Unit III e of psycholo	gical approacl			<u> </u>
Psych	hological R	To l	pecome awar	Unit III re of psycholo d Intervention	ogical approact on: Definition	and ba	sic principles	
Psych Psych	hological R nological Re	To lead	oecome awar ilitation and itation -Asse	Unit III re of psycholo d Intervention essment, diag	ogical approach on: Definition mosis, and Int	and ba erventi	sic principles on – Psychos	analytic
Psych Psych therap	hological R nological Re py, Client (To be the content of	pecome awar ilitation and itation -Asse red Therapy	Unit III re of psycholo d Intervention essment, diag , Cognitive B	ogical approach on: Definition mosis, and Int ehaviour thera	and ba erventi py, Ra	sic principles on – Psychos	analytic
Psych Psych therap suppo	hological Renological Reppy, Client (option)	To be the content of	pecome awar ilitation and itation -Asse red Therapy ugmentative	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I	ogical approach on: Definition mosis, and Int chaviour thera Behaviour ther	and ba erventi apy, Ra apy.	sic principles on – Psychos tional Emoti	analytic ve therapy
Psych Psych therap suppo	hological R nological Re py, Client (To be the content of	pecome awar ilitation and itation -Asse red Therapy ugmentative rners tailorin	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the intervention	ogical approach on: Definition gnosis, and Int sehaviour thera Behaviour thera entions for the	and ba erventic apy, Ra apy. rehabil	sic principles on — Psycho tional Emoti itation	analytic ve therapy K1
Psych Psych therap suppo	hological Renological Reppy, Client (option)	To be the content of	pecome awar ilitation and itation -Asse red Therapy ugmentative rners tailorin	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ag the interve e knowledge	ogical approach on: Definition mosis, and Int chaviour thera Behaviour ther	and ba erventic apy, Ra apy. rehabil	sic principles on — Psycho tional Emoti itation	analytic ve therapy K1
Psych Psych therap suppo	nological Renological Reppy, Client (optive therapores)	To be the content of	ilitation and itation -Asserted Therapy ugmentative rners tailoring to see from the	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge o Unit IV	ogical approach on: Definition gnosis, and Int dehaviour thera Behaviour thera entions for the of psychology	and ba erventi- py, Ra rapy. rehabil and rel	sic principles on — Psycho tional Emoti itation ated therapy.	analytic ve therapy K1
Psych Psych therap suppo	hological Renological Reppy, Client (option)	To be the content of	pecome awar ilitation and itation -Asse red Therapy ugmentative rners tailoring pose from the	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge of Unit IV and the perso	ogical approach on: Definition mosis, and Interactions behaviour there entions for the of psychology	and ba erventi- py, Ra apy. rehabil and rel	sic principles on — Psycho tional Emoti itation ated therapy.	analytic ve therapy K1
Psych Psych therap suppo Outo	hological Renological Reppy, Client (ortive therapome3	To be Rehabil Center py, A Lea purp	red Therapy ugmentative rners tailorir oose from the	Unit III re of psycholo d Intervention essment, diage , Cognitive B therapy and I ng the interve e knowledge o Unit IV and the perso and the copin	ogical approach on: Definition mosis, and Interactions for the entions for the of psychology mality develop- ag styles and re	and ba erventi- apy, Ra rapy. rehabil and rel ment a habilita	sic principles on — Psycho tional Emoti itation ated therapy. mong childre	analytic we therapy K1 en with
Psych Psych therap suppo Outo Object	hological Report Cortive therasecome3	To be Rehabil Center py, A Lear purp	ilitation and itation -Asserted Therapy ugmentative rners tailoring the cose from the To Understations with the cose with the cose with the cose of th	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge of Unit IV and the person and the copin	ogical approach on: Definition mosis, and Interactions for the entions for the of psychology mality develop ag styles and re	and ba erventi- py, Ra apy. rehabil and rel ment a habilita	sic principles on — Psycho tional Emoti itation ated therapy. mong childre ation process ment of pers	k1 we therapy K1 on with
Psych Psych therap suppo Outo Object Reha disabi	hological Reportive therasecome3 ctive 4 bilitation illities - Pe	To be Rehabil Center py, A Lea purp	red Therapy ugmentative rners tailorir bose from the disabilities ersons with ality traits -	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge o Unit IV and the perso and the copin Disabilities Psychologica	ogical approach on: Definition mosis, and Interactions for the entions for the of psychology mality develop- ag styles and re	and ba erventi- py, Ra apy. rehabil and rel ment a habilita	sic principles on — Psycho tional Emoti itation ated therapy. mong childre ation process ment of pers	k1 we therapy K1 on with
Psych Psych Outo Object Reha disabil psych	hological Report Contive there come 3 ctive 4 bilitation illities - Personal cologist in	To be Rehabil Center py, A Lea purp	red Therapy ugmentative rners tailorir toose from the disabilities ersons with ality traits - ity rehabilita	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge of Unit IV and the person and the copin Disabilities Psychologica ation.	ogical approach on: Definition mosis, and Interactions, and Interactions Behaviour there entions for the of psychology mality develop ag styles and re it. Lifespan de all problems a	and ba erventing, Ra apy, rehabil and rel ment a habilita evelopr nd cop	sic principles on — Psychol tional Emoti itation ated therapy. mong childres ation process ment of persoing styles —	k1 we therapy K1 on with Role of
Psych Psych Outo Object Reha disabil psych	hological Reportive therasecome3 ctive 4 bilitation illities - Pe	To be Rehabil Center py, A Lea purp	red Therapy ugmentative rners tailorir bose from the disabilities ersons with ality traits ity rehabilita	Unit III re of psycholo re of psycholo re ssment, diag re of cognitive B therapy and re re knowledge of Unit IV and the perso and the copin Disabilities Psychologica ation. hance team w	ogical approach on: Definition mosis, and Interpretations for the entions for the of psychology mality developing styles and resistive and res	and ba erventi- apy, Ra rapy. rehabil and rel ment a habilita evelopr nd cop	sic principles on – Psychol tional Emoti itation ated therapy. mong childres tion process ment of personing styles – plines in	k1 we therapy K1 on with
Psych Psych Outo Object Reha disabil psych	hological Report Contive there come 3 ctive 4 bilitation illities - Personal cologist in	To be Rehabil Center py, A Lea purp	To Understadisabilities ersons with ality traits enidentifying	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge of Unit IV and the person and the copin Disabilities Psychologica ation. hance team wand overcom	ogical approach on: Definition mosis, and Interactions, and Interactions Behaviour there entions for the of psychology mality develop ag styles and re it. Lifespan de all problems a	and ba erventi- apy, Ra rapy. rehabil and rel ment a habilita evelopr nd cop	sic principles on – Psychol tional Emoti itation ated therapy. mong childres tion process ment of personing styles – plines in	k1 we therapy K1 on with Role of
Psych Psych Outo Object Reha disabil psych	hological Report Contive there come 3 ctive 4 bilitation illities - Personal cologist in	To be Rehabil Center py, A Lea purp	red Therapy ugmentative rners tailorir bose from the disabilities ersons with ality traits ity rehabilita	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge of Unit IV and the person and the copin Disabilities Psychologica ation. hance team wand overcom on	ogical approach on: Definition mosis, and Interpretations for the entions for the of psychology mality developing styles and resistive and res	and ba erventi- apy, Ra rapy. rehabil and rel ment a habilita evelopr nd cop	sic principles on – Psychol tional Emoti itation ated therapy. mong childres tion process ment of personing styles – plines in	k1 we therapy K1 on with Role of
Psych Psych Psych Outo Object Reha disabile psych	hological Report Cortive therasecome3 ctive 4 bilitation ilities - Percore Core Core Core Core Core Core Core C	To be Rehabil Center py, A Lea purp	red Therapy ugmentative rners tailoring rehabilitation	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge of Unit IV and the person and the copin Disabilities Psychological ation. hance team we and overcom unit V	on: Definition mosis, and Interpretations for the of psychology mality developing styles and rest. Lifespan deliberations are serviced as the problems are serviced for the off psychology mality developing styles and rest. Lifespan deliberations are serviced for the problems are serviced for the problems.	and ba erventic py, Ra rapy. rehabil and rel ment at habilitatevelopr nd cop le disci	sic principles on — Psychol tional Emoti itation ated therapy. mong childre ation process ment of persoing styles— plines in the field of	k1 we therapy K1 on with Role of
Psych Psych Outco Object Reha disabi psych Outco	ctive 4 bilitation ilities - Polynologist in a	To be Rehabil Center py, A purpose of Poersonalisabil	recome awar ilitation and itation -Asserted Therapy ugmentative records tailoring to Understation on the To Understation with ality traits - ity rehability students en identifying rehabilitation.	Unit III re of psycholo d Intervention essment, diag , Cognitive B therapy and I ng the interve e knowledge of Unit IV and the perso and the copin Disabilities Psychologica ation. hance team w and overcom on Unit V ne rehabilitation	on: Definition mosis, and Interpretations for the of psychology mality developing styles and restricted in problems a control of multiping existing is con process in very control of the control of the control of psychology mality developing styles and restricted in the control of multiping existing is control of the con	and ba erventi- apy, Ra apy. rehabil and rel ment a habilita evelopr nd cop le disci sues in	sic principles on — Psychol tional Emoti itation ated therapy. mong childrention process ment of personing styles — plines in the field of	k1 en with sons with Role of
Psych Psych Couto Obje Reha disabi psych Outo Obje Reha	ctive 4 bilitation ilities - Perologist in come4	To be Rehabil Center py, A Lea purp of Poersonal disabil	To Understative traits traits traits and the second award traits and traits are traits and traits are traits are traits and traits are traits and traits are traits are traits and traits are traits are traits and traits are traits a	Unit III re of psycholo d Intervention ressment, diag , Cognitive B therapy and I right the interve e knowledge of Unit IV and the person and the copin Disabilities Psychological ation. hance team we and overcom unit V re rehabilitation us areas: F	pgical approach on: Definition mosis, and Interactions for the Behaviour there entions for the of psychology mality develope ag styles and reach it. Lifespan do all problems a vork of multipe ing existing issues	and ba erventing, Ra apy, rehabil and rel ment a habilita evelopr nd cop le disci sues in rarious arital I	sic principles on — Psychol tional Emoti itation ated therapy. mong childrention process ment of persoing styles— plines in the field of areas. Rehabilitation	k1 kn with sons with Role of K6
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Online Resources:

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https://study.com/

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
			Course des	signed by:	
		107/5/0	Dr.J.Sujatl	hamalini	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	L(1)	9		8	9			M(2)
CO2	S(3)	S(3)		S(3)	M)	M(2)	L(1)			
CO3	S(3)	L(1)	M(2)	M(2)	L(1)					L(1)
CO4	M(2)	S(3)	L(1)		L(1)	L(1)			S(3)	
CO5	L(1)	L(1)	N.	1	76	S(3)	L(1)	S(3)		M(2)
W.AV	2.4	2.0	0.8	1	0.4	1.2	0.4	0.6	0.6	1

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

Course Outcome VS Programme Specific Outcomes

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

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

					II-S	Semes	ter					
DSE	Course	Code:		SPII	RITU.	AL PS	SYCHOL	LOGY	T	Credits:3	Н	ours:3
	7442	09										
					Uı	nit —I						
Objecti	ve 1	To U	ndersta	and th	ne basi	ic and a	applied p	erspec	tives o	n spirituali	ty.	
Basic a	nd applie	d pers	spectiv	es on	spiri	ituality	y: Spiriti	uality:	Origin	and definit	ion	s -
Eastern	traditions	andsp	oirituali	ity: B	uddhi	sm and	d Hindui	sm - Sj	oiritual	ity and scie	ence) -
Applica	tions of sp	iritual	psycho	ology	7.							
Outcor	ne1	Stude	ents enl	hance	e the s	piritual	l diversi	ty and i	ts appl	ied nature i	n	K6
		the fi	eld of p	sych	ology							
					Uı	nit II						
Objecti	ve 2	To K	now th	e spir	rituali	ty and	its aspec	ts with	health	and well b	eing	g
Spiritua	ality: Hea	lth, w	ell-beiı	ng, ca	ase stu	ıdy, ar	nd meas	ureme	nt: Sp	iritual healt	h:	
Definiti	ons and m	ainten	ance -	Spirit	tual w	ell-bei	ng: Exis	tential	and re	ligious- Ca	se s	tudy
involvin	g inclusio	n of sp	piritual	lity in	the tl	herape	uticproc	ess -Sp	iritual	measures:	Spiı	ritual
beliefs a	nd motiva	tions,	spiritu	al bel	haviou	ar and s	spiritual	experi	ences.			
Outcor	ne2	Learr	ners Pr	omot	e holi	stic we	ell-being	from :	societa	1 to inter		K5
		perso	nal thr	rough	spirit	uality						
				9	Uı	nit III		80				
Objecti	ve 3	To de	emonst	rate tl	he rele	evance	of appro	priate	researc	ch methods	in s	piritual
		psych	hology.	26	1		40	. ~				
									_	experimen		_
										nological st		
			_					•		Narrative :	ana	lysis.
Outcor	ne3							_	s to ge	t explored		K3
		depth	ւ by mւ	ulti- d			research					
			18			nit IV	0.78	Fil				
Objecti	ve 4	To ex	xplore t	the sp	oiritua	l practi	ices and	its role	in rela	tionship		
Spiritu	al practio	es, re	elation	ships	- Re	source	es to fac	ilitate	spiritu	al experien	ce	in
* *		•			-			•	ligious	congregati	ions	3,
religious	s leaders,											
Outcor	ne4							_		eneficial wi	ith	K2
		the sp	piritual	lpract			motes so	ocietal	well-b	eing		
						nit V						
Objecti						•				ing method		
Coping	methods:	- Spir	itual co	oping	metho	ods: Sp	oiritual s	upport,	spiritu	ial meaning	g ma	aking.
Outco	me5	Stude	ents app	ply sp	piritua	al copin	ng meth	ods and	l broug	ght support	in	

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Online resources

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https://www.simplypsychology.org/

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

K1- Remember	K2-Understand K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
		Course of	designed by:	
		Dr.J.Suj	athamalini	



Course Outcome VS Programme Outcomes

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

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

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	18/16	S(3)	L(1)		
CO2	L(1)	M(2)	L(1)		
CO3	A E	M(2)		S(3)	
CO4	M(2)	M(2)	L(1)	9	
CO5	1000	L(1)	M(2)		
W.AV	0.6	2	1	0.6	

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

744301 Unit –I	ours:4
Unit –I	
Objective 1 To understand the Concents and nature of Daysh anothele av	
Objective 1 To understand the Concepts and nature of Psychopathology	
Nature of Psychopathology: Psychopathology: Historical views, Causal factors and	view
points- concept of abnormality - Meaning - Advantages & Disadvantages of Classification	ons –
DSM-V: Diagnostic and Statistical Manual for Mental Disorders – The Multiaxial approx	ach –
ICD-10: International Classification of Mental and Behavioral Disorders - Disorders in inf	ancy,
Childhood, Adolescence – Delirium - Anxiety and panic disorders.	
Learners demonstrate knowledge with a Concepts and Historical	K1
Outcome1 Views on Psychopathology	
Unit II	
Objective 2 To understand organic and psychosomatic disorders	
Organic and Psychosomatic Disorders: Organic Disorders: Brain disorders and other cogn	nitive
impairments - Eating and Sleep disorders - Dementia - Sexual and Gender Identity disord	ders –
adjustment disorders - Problems related to abuse and neglect-: Somatoform Disorders	rders
Somatoform disorders - Hypochondriasis - Somatization Disorder - Pain Disorder - Conve	ersion
Disorder - Body Dimorphic Disorder.	
Students Identify Organic and Psychosomatic Disorders and	
Outcome2 understand SomatoformDisorders and their Identification.	K3
Unit III	
Objective 3 To understand and apply the Mood and Schizophrenic Disorders	
Mood disorders: Definition & Meaning – Depressive Disorder – Theoretical Perspective	es on
Depressive Disorder - Major Depressive Disorders - Unipolar and Bipolar disorder	ers –
Substance Induced - Mood Disorders - Suicide - Classification - Causes - Treatment	t and
Prevention - Schizophrenic Disorders Meaning - Characteristics - Symptoms - Major	Sub
types of Schizophrenic Disorder - Causes - Diagnosis - Mechanisms and Treatment of	•
Schizophrenic disorder.	
Outcome3 Students acquire knowledge related to the Mood Disorders,	K2
Schizophrenic Disorders and formulate treatment.	
Unit IV	
Objective 4 To demonstrate the overview of Sexual and Personality Disorders	
Sexual Disorder: Meaning - Normal Sexuality - Gender Identity Disorders - Homosexua	ality -
Sexual Dysfunction - Types of Sexual Disorder: Parathilias - Fetishism - Tralsvestic Fetis	shism
- Sexual Sadism and Masochism - Boyeurism - Exhibitionism - Pedophilia - S	exual
Victimization - Personality Disorders Cluster A Personality Disorders - Cluster B Person	nality
Disorders – Personality Disorders – Paranoid – Schizoid – Schizotypal – Histrionic – Narcis	sstic –
Anti-Social Personality Disorders- Addiction.	
Outcome4 Learners analyze the concepts of Sexual disorder and Personality	K4
Disorders.	

	Unit V
Objective 5	To analyze the Developmental and Behavioral Disorders
Developmental and	d Behavioral Disorders: Meaning – Autistic Disorder – Mental Retardation
– Treatment – Chi	Idhood and Adolescence Disorders: Attention-Deficit Disorder (ADD) -
Attention-Deficit H	yperactivity Disorder (ADHD) - Angelman Syndrome - Central Auditory
Processing Disorde	er (CAPD) - Cerebral Palsy - Down Syndrome - Expressive Language
Disorder – Fragile X	X Syndrome – IsoDicentric15 – Landau – Kleffner Syndrome –
Learning Disabilitie	s (LD) – Treatment.

Outcome5	Students evaluate the	Developmental Disorders and enable to	K5
	investigate childhood	and adolescence disorder to formulate	
	treatment.		

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

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
			Cou	irse designed by	y :
			Dr.	J.Sujathamalini	

Course Outcome VS Programme Outcomes

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

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

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



Core		III- Semester			
COLE	CourseCode		Т	Credits:4	Hours
-	744302	. Introduction to 1 sychother apy	1	Ci cuits.4	110015.4
	744502	Unit –I			
Objecti	ive 1 To de	emonstrate the Nature of Psychotherapy and	Psyc	hoanalytic t	herany
•		erapy: Meaning - Types of Psychotherap			
	-	ersonal counseling for the Therapist - The	-		
-	•	The role of Values in Therapy – Dealing w		-	
•	•	veloping Therapeutic Goals – Issues faced l			
		choanalytic Therapy Meaning – Definition	-		-
	•	ciousness and Unconsciousness – Ego			
	•	onality - The Therapeutic Process: Goals –			
_		ience – Relationship between Therapist a		_	
	-	ues and Procedures – Free Association		•	
_	-	and interpretation of Resistance - Analy		-	
Transfer	•	Tildly		interpr	
		ners Demonstrate the knowledge on the N	Jatur	re of	K1
Outcor		hotherapy and Psychoanalytic therapy.			
Guttor	1 2 2 2	Unit II			
Objecti	ive 2 To Id	lentify the overview of Adlerian and Existen	tial T	herany	
		Ieaning – Definition - Nature - Subjective p			lity – Unity
		n Personality – Social Interest and Commi		-	•
		sips - The Therapeutic Process: Goals – The	•	•	
	•	Relationship between Therapist and Client.	•		
0110111	on perionic i	termination of the termination o			
Procedu	ıres – Establi	shing the Relationship - Exploring the		-	-
		shing the Relationship – Exploring the derstanding and insight – Helping with	Ind	lividual's D	ynamics -
Encoura	aging Self-Uno	derstanding and insight – Helping with	Ind Rec	lividual's Dorientation -	ynamics - - Areas o
Encoura Applica	aging Self-Und ation - Existen	derstand <mark>i</mark> ng a <mark>nd insight – H</mark> elping with I tial Therapy Meaning – Definition - Na	Ind Rec	lividual's Dorientation Awarenes	Oynamics - - Areas o ss of Deatl
Encoura Applica and No	aging Self-Und ation - Existen anbeing. The T	derstanding and insight — Helping with tial Therapy Meaning — Definition - Na 'herapeutic Process: Goals — Therapist's Fu	Ind Rec ture uncti	lividual's Dorientation Awarenes on and Role	Oynamics - Areas o ss of Deatl e - Client's
Encoura Applica and No experier	aging Self-Uno ution - Existen onbeing. The T nce – Relatio	derstanding and insight — Helping with tial Therapy Meaning — Definition - Na Therapeutic Process: Goals — Therapist's Funching between Therapist and Client —	Ind Rec ture uncti	lividual's Dorientation Awarenes on and Role	Oynamics Areas o ss of Deatl e - Client'
Encoura Applica and No experier Techniq	aging Self-Undition - Existen onbeing. The Tance — Relation of the Relation of	derstanding and insight — Helping with tial Therapy Meaning — Definition - Na Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures.	Ind Rec ture uncti	lividual's Dorientation Awarenes on and Role oplication:	Oynamics Areas of Deatle - Client's Therapeutic
Encoura Applica and No experier	aging Self-Undation - Existen onbeing. The Tance — Relation ques and Proceed me 2	derstanding and insight — Helping with tial Therapy Meaning — Definition - Na Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist and Client — dures. Therapeutic Apply knowledge on Adlerian therapist and Client — dures.	Ind Rec ture uncti Ap	lividual's Dorientation Awarenes on and Role oplication: to assessing	Dynamics Areas of Seath of Death of Client's Therapeutics K3
Encoura Applica and No experier Techniq	aging Self-Undition - Existen onbeing. The Tince - Relation ques and Proceeding Stude problem.	derstanding and insight — Helping with tial Therapy Meaning — Definition - Na Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures.	Ind Rec ture uncti Ap	lividual's Dorientation Awarenesson and Role oplication: to assessing others. Apply	Dynamics Areas of Deatle - Client's Therapeutic
Encoura Applica and No experier Techniq	aging Self-Undition - Existen onbeing. The Tince - Relation ques and Proceeding Stude problem.	derstanding and insight — Helping with tial Therapy Meaning — Definition - Natherapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures. Therapeutic Process: Goals — Therapist's Funship between Therapist and Client — dures.	Ind Rec ture uncti Ap	lividual's Dorientation Awarenesson and Role oplication: to assessing others. Apply	Dynamics Areas of Deatle Client' Therapeutics K3
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	Unit IV			
Objective 4	To Evaluate the Reality and B	ehavioral Thera	pies	
J	y: Meaning – Definition - Na			n of Behaviou
-	s of Reality Therapy -The			
Therapists Func	tion and Role - Client's Ex	perience in The	erapy – Relatio	nship between
Therapist and C	lient. Application: Therapeutic	Techniques an	d Procedures – T	The Practice of
Reality Therapy	- The Counseling Environm	ent Procedur	es That Lad to	Change – The
WDEP system -	Behaviour Therapy: Meanin	ng - Definition -	Nature - Basic	Characteristics
and assumptions	-The Therapeutic Process:	Therapeutic Go	oals - Therapists	s Function and
Role - Client's	Experience in Therapy -	Relationship be	etween Therapis	st and Client
Application: Th	erapeutic Techniques and Pr	ocedures - Rel	axation Trainin	g and Related
Methods – Syst	ematic Desensitization Expos	sure Therapies -	- Assertion Tra	ining – Self -
Management Pro	ograms and Self-Directed Beha	viour – Multimo	odal Therapy	
Outcome4	Students demonstrate the known	wledge on Reali	ty Therapy to lea	ırn
	ways to aware of any negativ	-		lge K1
	on Behavioral Therapies topi	romote desirable	behaviors and	
	reduce unwanted behaviors.			
	Unit V	67		
Objective 5	To know the concept of Cogn	nitive therapy an	d its Application	ıs
Cognitive Ther	apy: Meaning - Definition – N	Nature - View of	f Emotional Dist	urbance – A-
· ·	Personality - The Therapeut		-	-
	ole – Client's Experience in Tl		•	•
	tion of Cogniti <mark>ve</mark> Therapy M			Therapeutic
_	Procedures – The Practice of			
	on Beck's Co <mark>g</mark> niti <mark>ve</mark> Therap <mark>y</mark>	7 – Basic Prin	ciples – The C	lient/Therapist
Relationship				
Outcome5	Learners Understand the Cogr		d its	K2
G (ID)	Applications to enhancelogica	al thinking.		
Suggested Read		11. 1.1)	
	res (2019) An Introduction to C	ounselling and F	sycnotnerapy. S	age
Publications		1	Lutur Arration To	T1
	npold (2018) The Basic Of Psy			Theroy Ana
· ·	ericanPsychological Associati			
	(2019) <i>Theory and Practice</i> Cengage India Private Limited	of Counseling	ana Psycholnero	upy.
		o Cyshan Taab D	uhliaatiana	
	radia (2018) Psycho Diagnostic	•		sial Danis
	no (2021) The Neuroscience of	Psycholnerapy:	nealing the soc	alai Brain,
	ephen BelDavies			
Online resources				
https://www.aps				
	n/psychology.html			
	rywellmind.com/ nplypsychology.org/			
_	aptypsychology.org/ tannica.com/science/psycholog	V 7		
	K2-Understand K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
11 - Nemember	14-0 nacisana 113-/1ppiy	nt-muly Le	MJ-Lvatuate	
	***	Сописо	designed have	No-Create
	1 22 2		designed by:	No-Create

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	-000	b /	
CO2	S(3)	S(3)	L(1)	L(1)	L(1)
CO3	S(3)	S(3)	L(1)	6:	
CO4	S(3)	S(3)	L(1)	L(1)	
CO5	S(3)	S(3)	L(1)	M(2)	M(2)+
W.AV	3	3	0.8	0.8	0.6

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

		III- Semester	
Core	CourseCod	e ORGANIZATIONAL BEHAVIOUR T Credits:4 Hou	ırs:4
	:744303		
		Unit –I	
Objec	tive 1	To describe the concepts of organizational Behaviour and its needs.	
_		ehaviour: Meaning - Elements - Need - Approaches - Mo	
		viour - Global scenario; Individual Behaviour: Personality & A	
	-	rsonality – Nature and dimensions of attitude - Organizational Com	
	-	des – Perception – Motivation – Ability – Their relevance to organi	zational
behavi	or.		
		Students understand the concepts of organizational behavior	
Outco	ome1	and enhancestrategies to develop organization.	K2
		Unit II	
Objec		To know the Theories of group formation and essentials of Teamwo	
_		Theories of Group Formation - Formal Organization and Information	-
		-Importance of teams - Formation of teams - Team Work - Group	dynamics
		roup cohesiveness – Their relevance to organizational behavior.	
Outco	ome2	Learners demonstrate the theories of group formation. Enable to	K6
		investigate the Teamwork to improve organization.	
		Unit III	
Objec		To demonstrate the concepts of Organizational power and politics.	_
_		ower and Politics: Organizational Power: Definition - Types	
_		nd Characteristics – Effective use of power - Organizational Politics:	Factors
and Im			
Outco	ome3	Students identify the Organizational power and politics and	К3
		apply the Sourcesto enhance productivity.	
		Unit IV	
Objec		To Analyze the organizational Stress and Conflict and its consequen	
_		ress and Conflict Management: Stress Management: Meaning	_
		- Consequences - Management of stress - 4.2 Organizational co	nflict:
		Destructive conflicts —Conflict Process - Strategies for encouraging	
		t - Strategies for resolving destructive conflict.	T
Outco	ome4	Learners formulate the strategies for managing organizational stress	K5
		and identifythe organizational conflict to develop decision making.	
011		Unit V	
Objec		To Identify the nature of organizational Dynamics.	<i>r</i> ·
		rnamics: Organizational Dynamics – Organizational Efficiency, N	
		Organizational Culture – Meaning and significance - Organi	zationai
		ons on organizational behavior.	
Out	come5	Students analyze the nature of organizational dynamics and	T7.4
		understandingemployees better and assisting them to achieve	K4
		goals.	

Bhaskar V.K. (2018) Behavioral Aspects of General Psychology,

Omega Publications. Jigna A Barad, Dr.R.G.Parmar(2017) Industrial

Psychology, Cyber Tech.

Michael G Aamodt, (2015) *Industrial/Organizational Psychology: An Applied Approach*, Cengage LearningPublications.

Paul E Spector, (2021) *Industrial And Organizational Psychology: Research And Practice*, Wiley Publications Saksena, Gaurav Sankalp. (2019) *Management and Organisational Behaviour*, Sahitya Bhawan Publications

Online resources

https://www.apa.org/

https://study.com/psychology.html

https://www.verywellmind.com/

https://www.simplypsychology.org/

https://www.britannica.com/science/psycholog

<u>V</u>

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
		19056	Cour	se designed by:	
			Dr.J.	Sujathamalini	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)		S(3)	L(1)	M(2)				
CO2	M(2)	L(1)	S(3)	M(2)	34	M(2)	M(2)		S(3)	
CO3	M(2)	S(3)	M(2)	Elle	M(2)	43	L(1)	M(2)	M(2)	
CO4	L(1)	L(1)	S(3)	M(2)	L(1)	S(3)	M(2)			M(2)
CO5	M(2)	M(2)		0	M(2)	S(3)			L(1)	
W.AV	2	1.6	1.6	1.4	1.2	2	1	0.4	1.2	0.4

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

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

Core	CourseCode	e PSYCHOLOGICAL TESTING-II	P	Credits:4	Hours:8
	:744304	PRACTICAL - II			
		Unit –I			
Objectiv	e 1 To eval	uate Neuro Psychological Assessment and	demor	strate Deci	sion
	Making	and analyze			
	Phobia				
1. Gro	oup Dynamics				
2. Nei	uro Psycholog	ical Assessment			
	cision Making	5			
4. Pho	obia				
		s understand the Neuro Psychological Assess	ment ar	nd improve	
Outcom	decision	making skills and assess Phobia			K5
	T	Unit II			
Objectiv		ess Depression, ADHD, ODD and Anxiety l	Measur	ement.	
•	pression				
	OHD	and the second			
7. OD		ர புலக்கை			
8. An	xiety Measure	ment rs understand the assessment of ADHD, ODI) and a	anly tha	K4
Outcom		edge to reduce anxiety measurement and depr	-	ppry me	K4
Outcom	iez kilowie	Unit	CSSIOII.		
		III			
Objectiv	ve 3 To Eva	lluate the anger and assertiveness and assess	stress n	neasuremen	t
9. Ang		radio the differ and assert veness and assess	5010551	ireasar errier	
	sertiveness				
	ess Measurem	ent			
10 0					
12. Stre					
12. Stre	ess Coping Sk	ills	sertiver	ness and	К3
12. Stre	ess Coping Sk Learners		sertiver	ness and	К3
	ess Coping Sk Learners	ills s understand the assessment of Anger and As	sertiver	ness and	К3
	ess Coping Sk Learners	ills s understand the assessment of Anger and As stress coping skills.	sertiver	ness and	К3
Outcom	Learners enhance	ills s understand the assessment of Anger and Assertess coping skills. Unit			
Outcom Objectiv	Learners enhance	ills s understand the assessment of Anger and Assertess coping skills. Unit IV sess Personality measurement and analyze In			
Outcom Objectiv	Learners enhance To Assersonality Mea	ills s understand the assessment of Anger and Assertess coping skills. Unit IV sess Personality measurement and analyze In			
Outcom Objectiv 13 Pe 14. Apt 15. Inte	Learners enhance To Assersonality Meatitude erest	ills s understand the assessment of Anger and Assertess coping skills. Unit IV sess Personality measurement and analyze In			
Objectiv 13. Pe 14. Apt 15. Inte 16. Stu	Learners enhance ve 4 To Assersonality Meatitude erest dy Skills	ills s understand the assessment of Anger and Assertess coping skills. Unit IV sess Personality measurement and analyze Insurement	terest a	nd study sk	ills.
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Cronbach, L.J.(1972) *Essentials of Psychological Testing*,. New Delhi, Prentice Hall Inc. Woodworth R.S. and Scholsberg, (1981), *Experimental Psychology*, New Delhi, Taa McGraw Hill Co. Ltd., Udaipreek, T. Venkateswara Rao. *Handbook of Psychological and Social Instruments*. Samashti, B-2, Chamelibagh, Baroda-2.

Online Resources

https://psychcentral.com/lib/types-of-psychological-

 $\underline{testing\#:} \sim \underline{:text=Psychological\%20 testing\%20 is\%20 the\%20 basis, and\%20 duration\%20 of\%20 your\%20 symptoms$

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

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	S(3)	L(1)	M(2)	000			L(1)	
CO2	S(3)	M(2)	L(1)	-	M(2)	L(1)	200	L(1)		
CO3	M(2)	S(3)	8	L(1)	A DIMINE	10111	L(1)			M(2)
CO4	M(2)	M(2)	1	M(2)		M(2)			L(1)	
CO5	M(2)	S(3)	L(1)	YIO	L(1)				M(2)	
W.AV	2.2	2.4	1	0.8	1	0.6	0.2	0.2	0.8	0.4

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

Course Outcome VS Programme Specific Outcomes

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

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

DSE Course Code: BEHAVIOUR T Credits:3	Hours:3
	110015.5
744305 MANAGEMENT	
Unit –I	
Objective 1 To explain the different principles and uses of Behaviour Manage	
Behaviour management: Definition of behaviour management- Principles of	
management - Classroom behaviour management - Organization behaviour management	
Behaviour management skills- uses of behaviour management- building pro-social	
Outcome1 Students identify Behaviour management and enhance skills to	K3
build up pro social behavior	
Unit II	
Objective 2 To evaluate the Behavioral Assessment techniques in special edu	
Behaviour Assessment: Functional behavior assessment (FBA) - FBA meth	
Functional behaviorassessment - Interventions based on an FBA -2.4 Behavioural Attechniques in special education	Assessment
Outcome2 Learners analyze the Behavioral Assessment techniques in	K4
special education and assess FBA to reducing rates of problem	134
behaviour.	
Unit III	
Objective 3 To Know the Behaviour management policy.	
Behaviour management Policy: Developing behaviour management policy- Ai	ms, values.
practices, plan - Implementing behaviour management in schools - Integrating	
management into SLIP - Preferred practices of behaviour management.	
Outcome3 Learners recognize the behaviour management policy and	К3
implement forpractices of behaviour management.	
Unit IV	
Objective 4 To describe the strategies to promote positive Behaviour.	
Strategies to Promote Positive Behaviour: Strategies to Promote Positive Beh	
Respond to Poor Behaviour – Proactive behaviour management Strategies and Int	
Peer Education, Conflict Resolution, Teaching Life Skills - Reactive	behaviour
management Strategies and Interventions – Positive Behavior Interventions and	
Outcome4 Students design strategies to enhance positive behaviour and	K6
evaluate interventions to behaviour management. Unit V	
Objective 5 To analyze the Behaviour therapy and ABA Research.	
Behaviour therapy: Applied behavior analysis (ABA) - Technologies developed	l through
ABA - Research-Task analysis- Chaining- Prompting- Fading - Thinning a reinfor	_
schedule- Generalization- Shaping.	
Learners Apply the Behaviour therapy and ABA Research to	К3
Outcome5 increasing the socially reinforcing activities	
Suggested Readings	
Bhaskar V.K., (2018). Behavioral Aspects of General Psychology, Omega	
Publications. Deepa Sharma, (2019). Behavioral Psychology, RBSA	
Publishers.	
Shea, (2015) Behavior Management: A Practical Approach For Educators. Pears	on India
Online resources	
https://www.apa.org/	

https://study.com/psychology.ht

<u>ml</u>

https://www.verywellmind.com/ https://www.simplypsychology.org/ https://www.britannica.com/science/psychology								
K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create			
Course designed by:								
Dr.J.Sujathamalini								

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)		S(3)	M(2)		S(3)	L(1)			
CO2	M(2)	S(3)	M(2)	L(1)	M(2)			L(1)		
CO3	M(2)	L(1)	S(3)		L(1)	M(2)	M(2)		M(2)	M(2)
CO4	L(1)	L(1)		S(3)	S(3)		M(2)	L(1)		L(1)
CO5	M(2)	L(1)	1.00	M(2)	O(0.60)	S(3)	L(1)	L(1)		M(2)
W.AV	2	1.2	1.6	1.6	1.2	1.6	1.2	0.6	0.4	1

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

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

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

Toldentify the Origin and Fundamentals of Modern Day Advertising. The Origins of Modern Day Advertising — The Functions of Advertising — The Effect of Advertising: A Psychological Perspective — Integrated Advertising — Classic and Contemporary Approaches of Conceptualizing Advertising Effectiveness - Fundamentals of Advertising: Decision Process — Individual Determinants — Motivation and Involvement — Attitudes — Personality and Self-Concept — Learning and Memory — Information Processing — External Environment — Culture — Social Class — Social Groups — Family — Personal & Miscellaneous Influences — Types of Purchase Decision Behaviour — Model of Buyer. Behaviour — Howard-Sheth Model — Post- Purchase Behavior — Formation of Satisfaction/Dissatisfaction — Repertoire Buy.		III- Semester									
The Origins of Modern Day Advertising — The Functions of Advertising — The Effect of Advertisings of Modern Day Advertising — The Functions of Advertising — The Effect of Advertising — A Psychological Perspective — Integrated Advertising — Classic and Contemporary Approaches of Conceptualizing Advertising Effectiveness - Fundamentals of Advertising: Decision Process — Individual Determinants — Motivation and Involvement — Attitudes — Personality and Self-Concept — Learning and Memory — Information Processing — External Environment — Culture — Social Class — Social Groups — Family — Personal & Miscellaneous Influences — Types of Purchase Decision Behaviour — Model of Buyer. Behaviour — Howard-Sheth Model — Post- Purchase Behavior — Formation of Satisfaction/Dissatisfaction — Repertoire Buy. Outcome1	DSE	1		PSYCHOLOGY OF ADVERTISING	T	Credits:3	Hours:3				
The Origins of Modern Day Advertising — The Functions of Advertising — The Effect of Advertising: A Psychological Perspective — Integrated Advertising — Classic and Contemporary Approaches of Conceptualizing Advertising Effectiveness - Fundamentals of Advertising: Decision Process — Individual Determinants — Motivation and Involvement — Attitudes — Personality and Self-Concept — Learning and Memory — Information Processing — External Environment — Culture — Social Class — Social Groups — Family — Personal & Miscellaneous Influences — Types of Purchase Decision Behaviour — Model of Buyer. Behaviour — Howard-Sheth Model — Post- Purchase Behavior — Formation of Satisfaction/Dissatisfaction — Repertoire Buy. Outcome1 — Learners Understand the Origin and Fundamentals of Modern Day Advertising. Unit II Objective 2 — To know the Types of Advertising and Marketing Mix Types of Advertising: Geographical Spread — Target Group — Public Awareness Advertising — Products Advertising — Product Advertising — Type of Products-Social — Sensational and Glamorous Financial Advertising — Global Advertising Objectives — Internationalizations — Agencies: Global marketer/Advertiser — Celebrity Endorsements — International Advertising — Universal Ads — For & Against cases — on vergence Advertising — International Advertising — Universal Ads — For & Against cases — on vergence Advertising — Steps in Target Marketing — Market Segmentation: General Approach to Segmentation — Patterns — Techniques — Methods — Grid & Spectrum Analysis — Market on Different Bases — Psychographic & Life-Style Segmentation — Identifying the Target Audience or Groups — Advertising — Product Positioning — The Nature of Brands in Advertising — Outcome2 — Students analyze the types of Advertising and Marketing Mix and contributeknowledge to make marketing more impactful. Valuents III Objective 3 — To demonstrate the Psychological process of Advertising — Consumer Memory: The Role of Emotions — A Theoretical Framework for Studying Dynamic Mental Processes Und											
Advertising: A Psychological Perspective – Integrated Advertising – Classic and Contemporary Approaches of Conceptualizing Advertising Effectiveness - Fundamentals of Advertising: Decision Process – Individual Determinants – Motivation and Involvement – Attitudes – Personality and Self-Concept – Learning and Memory – Information Processing – External Environment – Culture – Social Class – Social Groups – Family – Personal & Miscellaneous Influences – Types of Purchase Decision Behaviour – Model of Buyer. Behaviour – Howard-Sheth Model – Post- Purchase Behavior – Formation of Satisfaction/Dissatisfaction – Repertoire Buy. Outcome1		Objective 1 To Identify the Origin and Fundamentals of Modern Day Advertising.									
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Miscellaneous Influences – Types of Purchase Decision Behaviour – Model of Buyer. Behaviour – Howard-Sheth Model – Post- Purchase Behavior – Formation of Satisfaction/Dissatisfaction – Repertoire Buy. Outcome1			-				_				
Behaviour — Howard-Sheth Model — Post- Purchase Behavior — Formation of Satisfaction/Dissatisfaction — Repertoire Buy. Outcome1				-		•					
Satisfaction/Dissatisfaction – Repertoire Buy. Outcome1	Miscel	laneous l	nfluer	ices - Types of Purchase Decision Behavio	our -	Model o	f Buyer.				
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Election Advertising – Political Advertising - Advertising and Marketing Mix: Advertising and the Product – Product Classification – Targeting and Theme Identification: Three Major Steps in Target Marketing – Market Segmentation: General Approach to Segmentation – Patterns – Techniques – Methods – Grid & Spectrum Analysis – Market on Different Bases – Psychographic & Life-Style Segmentation – Identifying the Target Audience or Groups – Advertising Theme – Product Positioning – The Nature of Brands in Advertising Outcome2 Students analyze the types of Advertising and Marketing Mix and contributeknowledge to make marketing more impactful. Whit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications – A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Interna	ntionalizat	ions:	All Advertising is Local - Internationaliz	ation	vs. Loca	lization –				
and the Product — Product Classification — Targeting and Theme Identification: Three Major Steps in Target Marketing — Market Segmentation: General Approach to Segmentation — Patterns — Techniques — Methods — Grid & Spectrum Analysis — Market on Different Bases — Psychographic & Life-Style Segmentation — Identifying the Target Audience or Groups — Advertising Theme — Product Positioning — The Nature of Brands in Advertising Outcome2	Interna	itional Ad	vertisi	ng – Unive <mark>rs</mark> al A <mark>ds – For &</mark> Ag <mark>a</mark> inst cases –	on v	ergence Adv	vertising –				
Steps in Target Marketing – Market Segmentation: General Approach to Segmentation – Patterns – Techniques – Methods – Grid & Spectrum Analysis – Market on Different Bases – Psychographic & Life-Style Segmentation – Identifying the Target Audience or Groups – Advertising Theme – Product Positioning – The Nature of Brands in Advertising Outcome2 Students analyze the types of Advertising and Marketing Mix and contributeknowledge to make marketing more impactful. Unit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications –A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Election	n Advert	ising -	-Political <mark>A</mark> dve <mark>rtis</mark> ing - A <mark>dvertising and Ma</mark>	rket	ing Mix: A	dvertising				
Patterns – Techniques – Methods – Grid & Spectrum Analysis – Market on Different Bases – Psychographic & Life-Style Segmentation – Identifying the Target Audience or Groups – Advertising Theme – Product Positioning – The Nature of Brands in Advertising Outcome2 Students analyze the types of Advertising and Marketing Mix and contributeknowledge to make marketing more impactful. Unit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications –A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	and th	e Product	- Pro	oduct Classification – Targeting and Theme Io	denti	fication: Th	ree Major				
Psychographic & Life-Style Segmentation – Identifying the Target Audience or Groups – Advertising Theme – Product Positioning – The Nature of Brands in Advertising Outcome2 Students analyze the types of Advertising and Marketing Mix and contributeknowledge to make marketing more impactful. Unit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications –A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Steps	in Target	Marl	<mark>xeting</mark> – Market Segmentation: General <mark>Ap</mark> p	roac	h to Segme	entation –				
Advertising Theme – Product Positioning – The Nature of Brands in Advertising Outcome2 Students analyze the types of Advertising and Marketing Mix and contributeknowledge to make marketing more impactful. K4 Unit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications – A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Patterr	ns – Techi	niques	 Methods – Grid & Spectrum Analysis – Ma 	arket	on Differen	nt Bases -				
Outcome2 Students analyze the types of Advertising and Marketing Mix and contributeknowledge to make marketing more impactful. Unit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications –A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Psycho	ographic o	& Life	e-Style Segmentation – Identifying the Targe	et A	udience or	Groups -				
Unit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model — The Role of Emotions in Processing Advertising — Theories of Emotion and Affect in Marketing Communications — A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis — Focal Attention — Comprehension — Elaborative Reasoning — Consumer Memory: The structure and Function of Human Memory — Implications of Advertising — Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Advert	tising The	me – F	roduct Positioning – The Nature of Brands in A	dver	tising					
Unit III Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model — The Role of Emotions in Processing Advertising — Theories of Emotion and Affect in Marketing Communications — A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis — Focal Attention — Comprehension — Elaborative Reasoning — Consumer Memory: The structure and Function of Human Memory — Implications of Advertising — Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Outco	ome2	Stude	ents analyze the types of Advertising and Ma	arket	ing Mix					
Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model — The Role of Emotions in Processing Advertising — Theories of Emotion and Affect in Marketing Communications — A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis — Focal Attention — Comprehension — Elaborative Reasoning — Consumer Memory: The structure and Function of Human Memory — Implications of Advertising — Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1			and o	contributeknowledge to make marketing more i	mpa	etful.	K4				
Objective 3 To demonstrate the Psychological process of Advertising. Psychological Process in Response to Advertisements: The Elaboration Likelihood Model — The Role of Emotions in Processing Advertising — Theories of Emotion and Affect in Marketing Communications — A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis — Focal Attention — Comprehension — Elaborative Reasoning — Consumer Memory: The structure and Function of Human Memory — Implications of Advertising — Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1				Unit III							
Psychological Process in Response to Advertisements: The Elaboration Likelihood Model – The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications –A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	Obiec	tive 3	To de		sing.						
The Role of Emotions in Processing Advertising – Theories of Emotion and Affect in Marketing Communications –A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1				<u> </u>			d Model –				
Communications —A Theoretical Framework for Studying Dynamic Mental Processes Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis — Focal Attention — Comprehension — Elaborative Reasoning — Consumer Memory: The structure and Function of Human Memory — Implications of Advertising — Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1		_		•							
Underlying Advertising Exposure - Acquiring and Processing of Information Pre-Attentive Analysis - Focal Attention - Comprehension - Elaborative Reasoning - Consumer Memory: The structure and Function of Human Memory - Implications of Advertising - Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1							_				
Analysis – Focal Attention – Comprehension – Elaborative Reasoning – Consumer Memory: The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1											
The structure and Function of Human Memory – Implications of Advertising – Can Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1											
Advertising Distort Memory Outcome3 Students demonstrate the knowledge on psychological process in K1	1	·									
Outcome3 Students demonstrate the knowledge on psychological process in K1											
				-	gical	process in	K1				
response to advertisement and identity dynamic mental process.				nse toadvertisement and identify dynamic men	-	_					

Unit IV								
Objective 4	To analyze the overview of Consumer Attitudes and social Influence of	on						
	Advertising.							
Consumers At	titudes: Attitude- Meaning Definition - Functions- Attitude S	Strength -						
Persuasion and	Attitude Change - Assessing the Intensity of Processing - Persuas	sion - The						
Principal of Rec	iprocity - Commitment/Consistency - Social Validation - Liking - A	Authority –						
Scarcity - Confu	sion – Mindlessness Revisited:							
The Limited Re	source Account - Summary and Conclusions - Social Influence of	on Buying						
behavior								
Outcome4	Learners Understand the concept of Consumer Attitudes and enable	K5						
	to investigate socialInfluence on consumer behaviour.							
	Unit V							
Objective 5	To describe the Social Media and External Influence on Consumer De	esigns.						
Social Media or	Advertisement: Gain a Basic Understanding of Social Media as a	Form of						
Social Influence	e on Consumer Behavior and Market Research - Mind of the Co	onsumer,						
Psychology of S	ocial Media Applications, Psychology of Market Diversity & Segm	entation,						
Psychology Chil	dren's TV and Media Influence - External Influence on Consumer I	Decision-						
Making Sources	of External Influence – Culture on Globalization/Localization of Purc	chase and						
Consumer Decis	sion-Making - Corporate Communications - Focus Group Facilita	tion and						
Analysis - Grou	Analysis - Group Dynamics - Individual/Group Thoughts - Emotions - Gender Roles - Self-							
Concept - Goal Motivations and Congruence with Brand Characteristics - Organizational								
Climate - Perso	onality and Organizational Behavior - Advanced Advertising	Theory -						
Psychological As	Psychological Aspects of Advertising.							
Outcome5	Students analyze the basic psychology of Social Media Application	K4						
	and identify the needs of the consumer to make decision.							

Kapoor Neeru (2021). Concept Building Approach To Advertising And Personal Selling. Cengage Publications. Ravi Aggarwal, (2013). Advertising Management Marketing and Brand Equality, Sublime Publications.

Sam Vaknin,(2011). A *Textbook of Organisational Psychology* Dominant Publishers and Distributors. Wolfgang Stroebe · Bob M. Fennis (2021) *The Psychology of Advertising*: 3rd Edition.

Online resources

https://www.apa.org/

https://study.com/psychology.html

https://www.verywellmind.com/

https://www.simplypsychology.org/

https://www.britannica.com/science/psychology											
K1- Remember K2-Understand K3-Apply K4-Analyze K5-Evaluate K6-Create											
			Cour	se designed by:							
Dr.J.Sujathamalini											
L											

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	CA 15	37		17	
CO2	10				
CO3	2M(2)	S(3)	113		
CO4	L(1)	S(3)	M(2)		
CO5	M(2)	S(3)	L(1)		
W.AV	1	1.8	0.6		

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

				III- Semes	ster			_							
DSE	Cour	:seCode:	PO	SITIVE PSY	CHOLOGY	T	Credits:3	Hours:3							
	74	14307													
				Unit –I											
Objecti	ive 1	To describe	e the overv	view of Positi	ve Psychology	and	identify the								
		classificatio	on of streng	gth.											
	-		_	_	oals – Life Ab										
					rn Perspective										
	•				sm – Hinduis										
U		•			- Thought Proc			-							
		-	_		nony - Classi										
_				-	Clifton – Str	-									
		_			stitute's 40 I		_								
Ū	_			•	cal Strength –		• •								
_				-	ard a Better		standing of	Positive							
					ard a Vital Bal			_							
Outco	me1				of Positive P	-		K2							
		identify per	sonal streng		e outcomes via	classi	fications.								
			. The	Unit II	**************************************										
Objecti	ive 2			the nature of I	Positive Emotic	onal St	ates and its								
		•	riences.	AULTO MINISTE	SIII C										
					- Emotion – H										
_		-			e – Expanding		-								
		•			efinition of H		•								
_	-	•			s of Subjective		_	•							
			The state of the s		th: Emotional			_							
	_	_			king the Most			_							
					gence – Soci										
		•	– Workın	g with Emoti	ons to Bring a	bout	Positive Cha	inge – An							
		lancing Act.	10.4												
Outco	me2		•		wellbeing and f	focuse	d on	K3							
		emotions to	bring out p	ositive change	e.										
				Unit III											
Objecti	ive 3		e concepts of	of Positive cog	nitive states an	d theo	ries of wisdo	m and							
	~	courage.					. –	_ ~							
	_			•	Futures through	•	•								
	-				gy of Self-Effi	•		_							
	-		_	•	fe Arenas and										
	-		•		ood antecedent		-	ısm – The							
		•			ing Learned Op			CII							
	- The Prediction Optimism - Hope - Definition - Childhood - Nero Biology of Hope - Measuring Hope - Collective Hope - Wisdom and Courage of the Universal Virtues:														
	-	-	_		_										
	_			-	- Explicit The	-	_	_							
	-			-	eir Characteris		_								
		-		_	Theories Of C	_	-								
_		_	_	_	Measurement		_	-							
petween	ı Fear	and Courag	ge – Findi	ng wisdom &	x Courage in	Daily	Life – The	between Fear and Courage – Finding Wisdom & Courage in Daily Life – The Value of							

Wisdom and Courage.

Outcome3 Learners understand the	concepts of Positive cognitive states and
enhanceUniversal Virtu	es via theories of wisdom and courage.

Unit IV

K3

Objective 4 To analyze the nature of Optimal Experiences and Pro-social behaviour.

. Optimal Experiences: Moment to Moment Searches – Mindfulness: Meaning – Mindfulness as a State of Mind – The Benefits of Mindfulness – Pro-social Behavior: Empathy and Egotism – Definition of Altruism – The Genetic & Neural Foundations of Empathy – Cultivating Altruism: Egotism, Empathy and Values based approaches to Enhancing Altruistic Actions - Gratitude – Definition – Cultivating and Measuring Gratitude – ThePsycho Physiological under Pinnings of Gratitude - Forgiveness – Definition – Individual & Group Conceptualizations of Forgiveness – Cultivating and Measuring Forgiveness – The Evolutionary and Neuro Biological bases of Forgiveness – The Social Implications of Altruism, Gratitude and Forgiveness – Empathy/Egotism & Altruism - Empathy/Egotism & Gratitude - Empathy/Egotism & Forgiveness – Moral Imperatives of Altruism, Gratitude & Forgiveness.

8		
	Students learned about the nature of Optimal Experiences and	K5
Outcome4	demonstrateknowledge of Pro-social behavior	
	Unit V	
Objective 5	To know the meaning of Attachments and Changing Human beh	aviour.
A		•

Attachment, Love and Flourishing Relationships: Infant Attachment – Adult Attachment Security – Love – Passionate & Companionate Aspects and theories of love – Flourishing Relationships – Building a Mindful Relationships Connection – Creating a Culture of Appreciation – Capitalizing on Positive Events – The Neuro

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

Outcome5	Students identify the concepts of Attachments and	K4
	understanding changes of Human behaviour.	

Suggested Readings

Geetika Patnaik (2021) Positive Psychology for Improving Mental Health & Well-Being Harry K. Lion (2019) Positive Psychology: The Ultimate Guide to Use Your Brain to Fuel Success in Workand Life and Understanding The Science Of Happiness Lancy D Souza (2016) Social Psychology, Discovery Publishing House Pvt Ltd. Sarala Ranganathan (2016)Mental Disorders and Mental Health Education, Kanishka Publishers and Distributors.

Snyder. C.R (2015). *Positive Psychology*, (3rd Ed). New Delhi: Sage Publications.

Online resources https://www.apa.org/

https://study.com/psychology.html

https://www.verywellmind.com/

https://www.simplypsychology.org/

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

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create			
	Course designed by:							
			Dr.J.Su	ijathamalini				

Course Outcome VS Programme Outcomes

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

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

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		L(1)	
CO2	M(2)	L(1)	L(1)	E.	
CO3	M(2)	S(3)	- 20	M(2)	L(1)
CO4	S(3)	M(2)	M(2)		L(1)
CO5	M(2)	M(2)			S(3)
W.AV	2.4	5	0.6	0.6	1

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

DSE	CourseC	. d.,							
		oue:		MINDFULNES	SS	T	Credits:3	Hours:3	
	74430	8							
			J	Jnit -I					
Obje	ctive 1	To Ide	entify the scope of a	nindfulness based	interv	entic	ons.		
Mind	fulness ba	ased	nterventions: Tr	eating behavioura	al di	sorde	ers - Classica	ાી	
buddł	nist appro	aches	- Mindfulness bas	sed interventions is	n mo	dern	times; MBSR	, MBCT,	
DBT,	ACT etc.	– Neu	roscience ofmindf	ulness.					
Outo	come1	Stude	nts understand the	scope of mindfuln	ess ba	ased	interventions	K2	
		for pr	omotingmental hea	alth.					
			J	Init II					
Obje	ctive 2	To Aı	alyze the Mindful	ness based on Bud	dhist	psyc	hotherapy.		
Mind	fulness an	d psy	chotherapy: Budo	lhist psychotherap	y or l	Budd	hism as psych	otherapy -	
Mind	fulness bas	sedano	psychodynamic	enquiries- Mindfi	ulnes	s as	complement	to	
psych	otherapy	- Bud	lhism and Freudia	an concepts of rem	nemb	ering	', repeating' a	ndworking	
throug	gh'- Comp	lemer	tary roles of self-d	evelopment and se	elf-tra	ansce	endence.		
Outo	come2	Learn	ers demonstrate the	Buddhist psycho	thera	py ar	nd identify	K6	
		the co	ncepts ofBuddhisr	n and Freudian.					
			I all	nit III					
Objective 3 To describe the overview of conjunctive psychology and western									
		psych	ological perspectiv	es.					
Conj	unctive P	sycho	logy: Integration	of Western and	l Bu	ddhis	st perspective	s - Three	
funda	mental be	ehavio	urs of the min	d: Clinging, co	ncent	ratio	n, and mind	lfulness -	
Conce	entration p	ractic	e in AD <mark>D</mark> , ADHD	- Mindfulness pra	ctice	and	anxiety, eatin	g disorder	
etc., -	Situation a	aware	ness- T <mark>ra</mark> nsperson	al psy <mark>cho</mark> log <mark>y</mark> - Re	ading	gs.			
Outo	come3	Stude	<mark>nts</mark> analy <mark>ze</mark> various	possibilities of in	tegra	ting l	Buddhist	K4	
		thoug	nt to western psych	ological perspecti	ves a	nd pi	actices.		
			U	nit IV	1				
Obje	ctive 4	To de	monstrate the mind	lfulness and states	of co	nscio	ousness.		
Mind	fulness ar	ıd sta	tes of consciousn	ess: Mindfulness	of po	sture	e, breathing, b	odily	
sensa	tions, feeli	ings a	sense doors - Mer	tal factors and sta	tes of	f con	sciousness.		
Outo	come4	Stude	nts understand the	concepts of Mindf	ulnes	ss bas	sed on state		
		ofcon	sciousness.					K2	
			Ţ	J nit V					
Obje	ctive 5	To kn	ow the concept of	Mindfulness in da	ily lif	e.			
Mind	fulness in	daily	life: Mindfulness	in daily life – M	indfu	l wa	king, eating,	listening,	
seeing	g, teaching	g,aging	g, creativity etc.						
Ou	tcome5	Learn	ers design Mindful	ness in day to day	activ	ities	and enhance		
		creati	vity.					K6	

Boyce, B. (2011). The mindfulness revolution. Boston: Shambhala.

Cayton, L. (2012). The misleading mind. California, USA: New World Library.

Dena M.(1985) *Gardiner The Principles of Exercise Therapy*, CBS Publishers and Distributors.

Devaraj Wodeyar Hosahally(2017) *Psychology Counselling An 1 Interdisciplinary Approach*, BookEnclave Publications.

Jotsma J.Parvadia (2018) Psycho Diagnostics, Cyber Tech Publications.

Online resources

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https://www.verywellmind.com/

https://www.simplypsychology.org/

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

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

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	V		1				
CO2	M(2)	S(3)		L(1)						
CO3	S(3)	S(3)	L(1)	M(2)	FO	11/20	L(1)			
CO4	S(3)	L(1)	M(2)	E	\rightleftharpoons	9				
CO5	S(3)	S(3)	S(3)	S(3)	7		M(2)	L(1)	M(2)	M(2)
W.AV	2.8	2.6	1.8	1.2	100		0.6	0.2	0.4	0.4

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

Course Outcome VS Programme Specific Outcomes

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

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

				IV- Sen	nester			
Core	Cour	seCode:		TRAINING	G AND	T	Credits:4	Hours:4
	74	4401		DEVELOP	MENT			
				Unit -	I	1	-1	
Objec	tive 1	To descri	ibe the Ove	erview of trai	ning and devel	opme	nt.	
					AND DEVEL	•		
Train	ing: De	finition, I	Developme	ent: definition	n - Nature & S	Scope	; Reasons	for Training
	_		_		ocess in Trainin	_		
					dge of training		eveloping	K1
		skills.					1 0	
				Unit I	I			
Objec	tive 2	To Analy	ze the asse	essment need	s and develop le	earnii	ng objectiv	es.
ASSES	SING I	NEEDS A	AND DEV	ELOPING I	LEARNING O	BJEC	CTIVES	
Need	Assessr	nent: Rea	asons, metl	hods of data	collection, crite	eria to	be used t	o select a dat
					earners; basic 1			
_	_				ing objectives:			
		_	k analysis		- -			
Outc	ome2	Students	demonstra	te the assessr	nent needs and	enha	nce	К3
		ideas for	processof	learning obje	ectives.			
			580	Unit I	II - W			
Objec	etive 3	To knov	v the traini	ng methods a	and develop trai	ning	approache	S
TRAIN	NING N	1ETHOI	OS	3	300			
exerci	se. Exp	periential	learning	tech <mark>niques,</mark>	r <mark>ole play, prog</mark> audio visual a lity Circles, K <i>A</i>	ids -	Training	-
					of training meth			K4
		to develo	p producti	vity.				
				Unit I	V			
					ammes to identi			
. DESI	GNING	S AND C	ONDUCT	ING TRAIN	VING PROGRA	AMM	IES	
	_		_	-	ng the four tra	_	-	
•		_	-	-	ntation skills, p		-	
					s, wrap up and			•
-	-	_			the Managerial	-		~
				gement Dev	elopment Prog	rams	and Tech	niques; Caree
Planni		Developr						
			•	01 0	nme to identify	ing sk	cills and	K6
Outc	ome4	understar	ndmanagei	ment develop				
				Unit V				
•			-		efits of training	5		
			HE TRAI					
_		-			tion, guideline	s for	measuring	g the four
				– process an				
Out	come5	Students	demonstra	te the purpos	se and benefits of	of trai	ning	K5

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K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
	- SP		Course de	signed by:	
			Dr.J.Sujat	hamalini	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	7	S(3)	D	M(2)	M(2)			M(2)
CO2	M(2)	L(1)	M(2)	S(3)	L(1)	7/	9	L(1)		
CO3	M(2)	S(3)	L(1)		L(1)	M(2)	M(2)		M(2)	L(1)
CO4	M(2)	L(1)	M(2)	S(3)	L(1)	M(2)	M(2)		M(2)	
CO5	L(1)	M(2)		M(2)		1		M(2)	S(3)	
W.AV	2	1.6	1	2.2	0.6	1.4	1.2	0.6	1.4	0.6

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

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

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

		IV-Semester			
Core	CourseCode:	PSYCHOLOGY AND DISABILITY	T	Credits:4	Hours:4
	744402	STUDIES			
		Unit –I		I	l
Obje	ective 1	To identify the overview and concept of Disa	bilit	y studies.	
Intro	duction to Di	sabilities: Understanding Disability as mention	ı by	RPWD Ac	t 2016 –
Physi	ical Disabilitie	s- Definition, Nature and Characteristics - I	Preva	alence – E	tiological
Facto	ors – Biological	Factors – Environmental Factors - Intellectual I	Disal	oilities ASD	and LD-
Ment	al Behaviour D	risabilities due to Neurological Chronic Disorder	rs- D	efinition, N	ature and
Chara	acteristics - Pr	revalence – Etiological Factors – Biological I	Facto	ors – Envir	onmental
		e Disabilities including Deaf Blindness-			
	•	revalence – Etiological Factors – Biological I			
Facto					
		Learners understand knowledge in the concep	t of	disability	
Out	come1	studies and identify the types and characteristic	cs of	f different	K2
		disabilities			
		Unit II			
Obje	ective 2	To demonstrate the National and International Po	olici	es and legis	ations of
		Different disabilities			
Natio	onal and Inter	national Policies and Legislations: International	al De	eclarations -	- Universa
Decla	aration of Hur	nan Rights (1948), World Declaration for Ed	duca	tion for Al	1 (1990)
Interr	national Conv	entions – Convention against Discrimination	(19	960), Unite	d Nation
Conv	ention on Rigl	nts of Child (1989), UNCRPD 2006, INCHEO	N St	rategy 2012	2, Nationa
Acts	– IEDC 1974, I	RCI Act 1992 <mark>, PWD Act 1995</mark> , Na <mark>ti</mark> onal Trust A	ct 19	999 - Nation	nal Policie
of E	ducation 2017	- RTE Act <mark>2</mark> 009 <mark>Amendment 201</mark> 2 - Natior	nal a	and State I	Policies or
Disab	oilities-				
	ersal Design (A UNCRPD.	Accessible India Campaign)- Overview of RPW	D A	Act and har	monization
Out	come2	Students demonstrate the National and Internati	onal		K1
		Policies and generalize the overview of RPWD a	act.		
		Unit III			
Obje	ective 3	To know the psychosocial issues and challenges	and	understand	different
		disabilities.			
Psych	nosocial Issues	and Challenges: Psychosocial Issues: Beha	viou	ral, Social,	Emotiona
Proble	ems of Senso	ry Disabilities - 3.2 Intellectual Disabilities	s, N	leuro Deve	lopmental
Loco	motor Disabilit		DD	V DHD	Attitude o
		ies, Learning Disabilities including ASD and A	,שנע	, ADIID	Attitude 0
famil		ies, Learning Disabilities including ASD and A Peer Group, Teachers, Co-workers - Myths and			
	y, Community,		l Mi		
Pract	y, Community, ices- Psycho-S	Peer Group, Teachers, Co-workers - Myths and	l Mi		
Pract:	y, Community, ices- Psycho-S	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Cl	d Mi hild	sconception	
Pract:	y, Community, ices- Psycho-S ur and Child Al	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Clouse-Rights and Advocacy	d Mi hild	sconception	and Socia
Pract:	y, Community, ices- Psycho-S ur and Child Al	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Clouse-Rights and Advocacy Learners identify the psycho social issues and cr	d Mi hild	sconception	and Socia
Practi Labor Outo	y, Community, ices- Psycho-S ur and Child Al	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Clouse-Rights and Advocacy Learners identify the psycho social issues and cranalyzed the challenges of different disabilities	d Mi hild itica	sconception	and Socia
Practi Labor Outo	y, Community, ices- Psycho-S ur and Child Al come3	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Clouse-Rights and Advocacy Learners identify the psycho social issues and cranalyzed thechallenges of different disabilities Unit IV	d Mihild	sconception lly dren with di	K3 sabilities
Obje Asses	y, Community, ices- Psycho-S ur and Child Al come3	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Clouse- Rights and Advocacy Learners identify the psycho social issues and cranalyzed the challenges of different disabilities Unit IV To enumerate the domains based assessment for	d Mihild itica	lly dren with di	K3 sabilities Functiona
Obje Asses	y, Community, ices- Psycho-S ur and Child Al come3 cetive 4 ssment: Doma	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Clouse- Rights and Advocacy Learners identify the psycho social issues and cranalyzed thechallenges of different disabilities Unit IV To enumerate the domains based assessment for in Based Assessment- Clinical- Psychological – I	d Mihild hild itica child Beha	lly dren with divioural and	K3 sabilities Functiona gence scale
Obje Asses for C	y, Community, ices- Psycho-S ur and Child Al come3 cetive 4 comessment: Doma comessment Scales for thildren, Seguir	Peer Group, Teachers, Co-workers - Myths and ocial Challenges – Exploitation, Delinquency, Clouse-Rights and Advocacy Learners identify the psycho social issues and cranalyzed the challenges of different disabilities Unit IV To enumerate the domains based assessment for in Based Assessment-Clinical-Psychological – It or Children with Disabilities -Intelligence test - Very Children with Disabilities - Intelligence test - Very Company of the Company of the Children with Disabilities - Intelligence test - Very Children with Disa	d Mihild hild itica child Beha	lly dren with divioural and	K3 sabilities Functiona gence scale

Outcome4	Students enhance the psychological testing and adapt	К3					
	the clinical setting of different disabilities.						
	Unit V						
Objective 5 To study the Guidance and Counseling in the field of disability studie							
Guidance and Counselling: Guidance - Meaning and Definition - Areas of Guidance							
Counselling- Meaning	and Definition - Areas of Counselling -Role of psycho	logist in					
Disability Studies -	Family Counselling - Gender Issues and Counseling -	Marital					
Counselling – Trans dis	ciplinary Approach in disability studies						
Outcome5	Learning guidance and counselling and apply knowledge	K1					
	in the field of different disabilities.						
C 4 ID I							

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				e designed by: Sujathamalini	
K1- Remember	K2-U <mark>nder</mark> stand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
	tannica.com/scienc		<u>Y</u>		
https://www.sir	nplypsychology.o	rg/			
https://www.ve	rywellmind.com/				
https://study.com	m/psychology.html				
https://www.ap	a.org/				

Course Outcome VS Programme Outcomes

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

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

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



		Non Major Elective				
NME	Course Code	MINDFULNES	SS	T Credits:3	Hours:3	
	1	Unit –I	1			
Objective 1	To understa	nd the concept and definition of m	indfuln	ess		
Mindfulnes	s – Concept	& Definition - Principles of mindf	ulness,	Mindfulness -	– Self	
Regulation a	and prefronta	cortex				
Outcome1		derstand the scope of mindfulness	based in	nterventions		
	for promoti	ngmental health.			K1	
		Unit II				
Objective 2	To Analyze	the Mindfulness of body				
	s of Body – I	mportance of feeling the body – N	/lindfuln	ness of the boo	dy- bodily	
sensations						
		monstrate the Mindfulness of bod	У		K4	
Outcome 2						
		Unit III				
		the mindfulness of emotions.				
		s - Emotions, neurobiology and t	_		th	
emotional in		f s - Emotions , neurobiology and tulness and self regulation — Emp	_		th	
emotional in compassion	tensity,mind	fulness and self regulation – Emp	athy and	d brain –		
emotional in compassion	Students an	fulness and self regulation – Emp	athy and	d brain –		
emotional in compassion	Students an	fulness and self regulation – Empalyze various mindfulness of emotor and brain	athy and	d brain –		
emotional in compassion Outcome3	Students an thoughts, en	fulness and self regulation – Empalyze various mindfulness of emotorpathy and brain Unit IV	athy and	d brain – eurobiology ar		
emotional in compassion Outcome3 Objective 4	Students an thoughts, en	fulness and self regulation – Empalyze various mindfulness of emotor and brain Unit IV rate the mindfulness and states of	athy and	d brain – urobiology ar usness.	nd K1	
emotional in compassion Outcome3 Objective 4 Mindfulnes	Students an thoughts, en	fulness and self regulation – Empalyze various mindfulness of emotor pathy and brain Unit IV rate the mindfulness and states of consciousness: Mindfulness of	athy and	d brain – urobiology ar usness.	nd K1	
emotional in compassion Outcome3 Objective 4 Mindfulnes	Students an thoughts, en To demonst and states of and inner critical states.	fulness and self regulation – Empalyze various mindfulness of emotor and brain Unit IV rate the mindfulness and states of consciousness: Mindfulness of ic – forgiveness	tions, ne	urobiology as usness.	nd K1	
emotional in compassion Outcome3 Objective 4 Mindfulnes compassion	Students an thoughts, en To demonst and states of and inner critical Students un	fulness and self regulation – Empalyze various mindfulness of emotor and brain Unit IV rate the mindfulness and states of for consciousness: Mindfulness of ic – for giveness derstand the concepts of Mindfulness	tions, ne	urobiology as usness.	nd K1 Self	
emotional in compassion Outcome3 Objective 4 Mindfulnes compassion	Students an thoughts, en To demonst and states of and inner critical states.	fulness and self regulation – Empalyze various mindfulness of emotor and brain Unit IV rate the mindfulness and states of for consciousness: Mindfulness of ic – for giveness derstand the concepts of Mindfulness	tions, ne	urobiology as usness.	nd K1	
emotional in compassion Outcome3 Objective 4 Mindfulnes compassion	Students an thoughts, en To demonst and states of and inner critical Students un	fulness and self regulation – Empalyze various mindfulness of emotor and brain Unit IV rate the mindfulness and states of for consciousness: Mindfulness of ic – for giveness derstand the concepts of Mindfulness	tions, ne	urobiology as usness.	nd K1	
emotional in compassion Outcome3 Objective 4 Mindfulnes compassion Outcome4	Students and thoughts, end to demonst and states and inner critical Students un consciousness.	fulness and self regulation – Empalyze various mindfulness of emotor pathy and brain Unit IV rate the mindfulness and states of of consciousness: Mindfulness of ic – forgiveness derstand the concepts of Mindfulness.	conscio	urobiology as usness.	nd K1	
Objective 4 Mindfulnes compassion Outcome 4 Objective 5	Students an thoughts, en To demonst and inner critical Students un consciousne.	fulness and self regulation – Empalyze various mindfulness of emotor pathy and brain Unit IV rate the mindfulness and states of foresciousness: Mindfulness of ic – forgiveness derstand the concepts of Mindfulness. Unit V	tions, neconscio	usness. , breathing, –	Self K2	
Objective 4 Mindfulnes compassion Outcome 4 Objective 5 Mindfulnes	Students and thoughts, end thoughts, end thoughts, end thoughts and states and inner critical Students und conscious not the sin daily life.	fulness and self regulation – Employee various mindfulness of emotion and brain Unit IV rate the mindfulness and states of of consciousness: Mindfulness of ic – forgiveness derstand the concepts of Mindfulness. Unit V concept of Mindfulness in daily li	conscior posture ness base	usness. , breathing, –	Self K2	
Objective 4 Mindfulnes compassion Outcome 4 Objective 5 Mindfulnes seeing, teach	Students an thoughts, en To demonst and states of and inner critical Students un consciousno. To know the sin daily life aing, aging, critical students, and states of an all states of an all students and all states of an all states of a states o	fulness and self regulation – Employers various mindfulness of emotion and brain Unit IV rate the mindfulness and states of foresciousness: Mindfulness of ic – forgiveness derstand the concepts of Mindfulness. Unit V concept of Mindfulness in daily life – Mindfulness in daily	tions, necession fe.	usness. , breathing, – ed on state of	Self K2	

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Cayton, L. (2012). The misleading mind. California, USA: New World Library.

Dena M.(1985) *Gardiner The Principles of Exercise Therapy*, CBS Publishers and Distributors.

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K1- Remember	Remember K2-Understand K3-Apply K4-Analyze K5-Evaluate							
Course designed by:								
	Dr.J.Sujathamalini							

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	19/	2 5		7			
CO2	L(1)	S(3)		L(1)	SALVE OF THE SALVE					
CO3	S(3)	S(3)	L(1)	M(2)	69)	2116	L(1)			
CO4	S(3)	L(1)	M(2)	EILE	TS.					
CO5	S(3)	S(3)	S(3)	S(3)	7	7	M(2)	L(1)	M(2)	M(2)
W.AV	2.6	2.6	1.8	1.2		AS	0.6	0.2	0.4	0.4

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

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

		Non-Major Elective						
NME	Course Code							
	Code	Unit -I						
Objective 1	To understan	d different terms – Impairment, Disab	oility a	and Handicap)			
Disabilities – C	 Concept & Defii	nition – Impairment, disability						
and Handicap	Types of Disab	pilities as per RPwD Act						
Outcome 1	The student v Disability and	vill be able to differentiate different to d Handicap	erms -	- Impairment	, K2			
		Unit II						
Objective 2 To understand nature and concept of sensory disability and its intervention programmes								
Sensory Disa		on and Identification, Incidence and P	revale	ence, Charac	teristics,			
_	•	vention and Educational Programme		,	,			
	The student wil	ll be able to understand sensory disab	ility a	nd				
Outcome 2	educationalinte	ervention	•		К3			
		Unit III						
Objective 3	To understand t	he nature and concept of intellectual	disabi	lities and its				
	intervention pro	grammes						
	401	tion and Identification, Incidence and		alence, Char	acteristics,			
Causes and Pr	revention, Interv	vention and Educational Programme	S.					
Outcome3	The student wil	l apply the knowledge on intellectual	disab	ilities and its	K2			
	intervention pro	gra <mark>m</mark> mes						
		Unit IV						
Objective 4	To understand t programmes	he nature and concept of physical dis	<mark>abiliti</mark>	es and its int	ervention			
Physical Disa	bility- Definitio	n and Identification, Incidence and P	revale	ence, Charac	teristics.			
	-	vention and Educational Programmes		,	,			
Outcome4	The student wil	l be able to understand the physical d	isabili	ty and its	K5			
	1	Unit V						
Objective 5	To understand programmes	the nature and concept of Multiple d	isabili	ties and its in	ntervention			
	and Multiple D	isability- Definition and Identification revention, Intervention and Education			revalence,			
Outcome5		l be able to understand the nature and ties and its intervention programmes	conc	ept of	K 6			

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

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

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)				M(2)	S(3)			
CO2	L(1)	L(1)	C			M(2)	0	S(3)		
CO3	S(3)	M(2)	M(2)	3 V	AD.	1				
CO4	S(3)	M(2)	M(2)	400	S(3)	3 000				
CO5	M(2)	L(1)		M(2)	L(1)				L(1)	L(1)
W.AV	2	1.6	0.8	0.4	0.8	0.8	0.6	0.6	0.2	0.2

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

Course Outcome VS Programme Specific Outcomes

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

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



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