E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI -14.
(An Autonomous Institution – Affiliated to Madurai Kamaraj University)
(Re –accredited (3rd cycle) with Grade A+ and CGPA 3.51 by NAAC)
TANSCHE – CBCS with OBE
DEPARTMENT OF PSYCHOLOGY– UG
(W.e.f. 2024-2025 Batch onwards)
COURSE STRUCTURE

Semester	Part	Course Code	Title of the Course	Teaching hrs (per week)	Duration of Exam (hrs)	Marks Allotted			Credits
						CIA	SE	Total	
I	I	23OU1TA1/ 23OU1HIN1/ 23OU1FR1	**Part-I** Tamil/Hindi/French	6	3	25	75	100	3
	II	23OU2EN1	**Part-II** General English-I	6	3	25	75	100	3
	III	24OUPSY11	**CC 1-**Introduction to Psychology-I	5	3	25	75	100	5
		24OUPSY12	**CC 2** - Biological Psychology	5	3	25	75	100	5
		24OUPSYGEPS1	**GEC1 -**Building Psychological Capital	4	3	25	75	100	3
	IV	24OUPSYSECN1	**SEC1(NME)-** Personality Development	2	3	25	75	100	2
	IV	24OUPSYFC1	**FC**-Careers and Ethics in Psychology	2	3	25	75	100	2
II	I	23OU1TA2/ 23OU1HIN2/ 23OU1FR2	**Part–I** Tamil/Hindi/French	6	3	25	75	100	3
	II	23OU2EN2	**Part–II** General English-II	6	3	25	75	100	3
	III	24OUPSY21	**CC 3**- Introduction to Psychology -II	5	3	25	75	100	5
	III	24OUPSY22	**CC 4**- Psychology of Childhood	5	3	25	75	100	5
	III	24OUPSYGEPS2	**GEC2**- Cross Cultural Psychology	4	3	25	75	100	3
	IV	24OUPSYSECN2	**SEC2(NME)** -Stress Management	2	3	25	75	100	2
	IV	24OUPSYSEC2	**SEC3**- Psychological First Aid	2	3	25	75	100	2
III	I	23OU1TA3/ 23OU1HIN3 /23OU1FR3	**Part-I** Tamil/Hindi/French	6	3	25	75	100	3
	II	23OU2EN3	**Part-II** General English-I	6	3	25	75	100	3
	III	24OUPSY31	**CC 5**- Psychology of Adolescence and Early Adulthood	5	3	25	75	100	5
		24OUPSY3P	**CC 6** – Experimental Psychology	5	3	40	60	100	5
		24OUPSYGEPS3	**GEC3 -** Statistics for behavioural Science- Descriptive Statistics	4	3	25	75	100	3
	IV	24OUPSYSEC31	**SEC 4 (Entrepreneurial Based)-** Organizational Behaviour	1	3	25	75	100	1

	IV	24OUPSYSEC32	SEC5- Relaxation Techniques	2	3	25	75	100	2
	IV		**Environmental Studies**	1					-
IV	I	23OU1TA4/ 23OU1HIN4/ 23OU1FR4	**Part–I** Tamil/Hindi/French	6	3	25	75	100	3
	II	23OU2EN4	**Part–II** General English-II	6	3	25	75	100	3
	III	24OUPSY41	**CC 7**- Psychology of Middle age and old age	5	3	25	75	100	5
	III	24OUPSY4P	**CC 8**- Psychological Assessments	5	3	40	60	100	5
	III	24OUPSYGEPS4	**GEC4**- Statistics for behavioural Science- Inferential Statistics	3	3	25	75	100	3
	IV	24OUPSYSEC41	**SEC6** – Therapies and techniques	2	3	25	75	100	2
	IV	24OUPSYSEC42	**SEC7**- Personality development	2	3	25	75	100	2
	IV	23OU4EV5	**Environmental Studies**	1	3	25	75	100	2
V	III	24OUPSY51	**CC 9**- Psychopathology I	5	3	25	75	100	4
	III	24OUPSY52	**CC 10**- Introduction to Research Methodologies	5	3	25	75	100	4
	III	24OUPSY53	**CC 11-** Social Psychology-I	5	3	25	75	100	4
	III		**DSEC-1**	5	3	25	75	100	4
	III		**DSEC-2**	4	3	25	75	100	3
	III	24OUPSYPR5	**Project with viva voice**	4	3	20	80	100	3
VI	IV	23OU4VE5	**Value Education**	2	3	25	75	100	2
	IV	24OUPSYIN5	**Internship/ Industrial Training**	-					2
	III	24OUPSY61	**CC 13**- Psychopathology II	6	3	25	75	100	4
	III	24OUPSY62	**CC 14**- Social Psychology-II	6	3	25	75	100	4
	III	24OUPSY63	**CC 15** – Cognitive Psychology	6	3	25	75	100	4
			DSEC-3	5	3	25	75	100	3
			DSEC-4	5	3	25	75	100	3
	IV	24OUPSYSEC6	**SEC8** – Professional Competency skill	2	3	25	75	100	2
	IV		**Extension Activity**	-					1
			Total						**140**

ABBREVIATIONS:

CC-Course Code

FC- Foundation Course

SEC- Skill Based Course

GEC- Generic Elective Course

DSEC- Disciplinary Specific Elective Course

Disciplinary Specific: Elective Course (Choose any 2 out of 3)

SEMESTER V

DSEC 1 & 2 **(Choose any 2 out of 3)**

Educational Psychology - 24OUPSYDSE5A

Counselling Psychology - 24OUPSYDSE5B

Health Psychology - 24OUPSYDSE5C

SEMESTER VI

DSEC- 3 &4 - **(Choose any 2 out of 3)**

Sports and Exercise Psychology - 24OUPSYDSE6A

Environmental Psychology - 24OUPSYDSE6B

Positive Psychology - 24OUPSYDSE6C

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	24OUPSY11	Introduction to Psychology-I	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

1. To offer the students a comprehensive overview and understanding of the origins, goals, research methods and fields of specialization in Psychology.

2. To make them understand the basic principles of sensation for vision, hearing, smell, taste and bodily senses.

3. To understand the principles of Perception and Illusion.

4. Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.

5. Emotions and theoretical perspectives of emotions.

Course Content:

Unit – I Introduction to Psychology:

Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology. Scope of psychology.

UNIT – II Attention, Sensation & Perception:

Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP

Unit – III Learning:

Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance .

Unit – IV Emotion:

Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.

Unit – V Consciousness

Consciousness- Definition-Two Major Types-Natural State of Consciousness: Biological Rhythms-Circadian Rhythms; Sleep- Necessity and Purpose of sleep-Stages of Sleep- Dreams- Freud's interpretation of dreams: Manifest content- Latent content; Hypnosis: Steps in hypnotic induction-myths about hypnosis-Theories of hypnosis- The influences of psychoactive drugs.

Books for study:

1. Passer, M.W. & Smith R.E. (2007) *Psychology-* The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd

2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc.

3. Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd

4. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers.

5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd

Books for Reference:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology, 7th Edition. Singapore: Mcgraw- Hill.

2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.

3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.

4. Hilgard, E.R., Atkinson, R.L., R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co

5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi

Web resources / E books:

1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology)

2. Archives of Scientific Psychology
   (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1)

3. BMC PSYCHOLOGY (https://bmcpsychology.biomedcentral.com/)

4. https://www.psywww.com/careers/specialt.htmlwww.worthpublishers.com/hockenbury

5. https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-prInc.iples-of-perception/

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

The course is designed to not only provide theoretical knowledge but also to help students develop critical thinking and analytical skills that are essential for applying psychological principles in real-world settings. Understanding how psychology has developed as a science enables students to appreciate its relevance in addressing individual, societal, and global issues today.

Knowledge and Skill:

Historical Understanding, Psychological Concepts Mastery, Application of Branches and Critical Analysis, Practical Application, Scientific Skills, Interpersonal and Emotional Skills Students will have developed a holistic understanding of key psychological concepts and theories and will possess the practical skills necessary to apply these concepts to real-world settings.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Acquire knowledge on the history, methods and special areas in the field of Psychology	K1 to K3
CLO-2	Explain sensory systems through which information processing happens	K1to K3

CLO-3	Relate the process of attention to perception and infer how we make sense of the world around us	K1 to K4
CLO-4	Critically examine the process of learning	K1 to K3
CLO-5	Gain insight into complex emotional experiences of human being and analyse the experience of self in day to day life.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 HRS)

UNITS	DESCRIPTION	HOURS	MODE
I	Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology. Scope of psychology	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	(Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance		
IV	Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	Consciousness- Definition-Two Major Types-Natural State of Consciousness: Biological Rhythms-Circadian Rhythms; Sleep- Necessity and Purpose of sleep-Stages of Sleep- Dreams- Freud's interpretation of dreams: Manifest content- Latent content; Hypnosis: Steps in hypnotic induction-myths about hypnosis-Theories of hypnosis-The influences of psychoactive drugs	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	24OUPSY12	Biological Psychology	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. To place emphasis on the perspectives and research methods of Biological Psychology.
2. To examine the structure and Communication of the cells of the nervous system and synaptic transmission.
3. To understand the role of brain in regulating temperature, thirst and hunger
4. To examine the nature and functions of the endocrine glands.
5. To examine the causes of brain damage and its effect on behaviour

Course Content:

UNIT – I BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.

UNIT - II BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION

Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.

UNIT – III   REGULATION OF INTERNAL BODY STATES

Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.

UNIT – IV HORMONES AND BEHAVIOUR

Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine

Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands

UNIT – V BRAIN DAMAGE

Causes of Brain damage, Neurodegenerative diseases, Stress and illness

Books for study:

- Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
- Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

Books for Reference:

1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc
2. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall ofIndia Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi
4. Barnes, J. (2013) *Essentials of Biological Psychological.* New Delhi: Sage Publications Pvt Ltd
5. Bremnar, J.D. (2005) *Brain Imaging Handbook.* New York: W.W Norton & Company Inc.

Web resources / E books:

1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/)
2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology)
3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf
4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of- neuron-structure-and-function
5. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course:

By examining the intricate relationship between biology and psychology, students will be better equipped to understand, predict, and influence human behavior in a variety of contexts, ultimately enhancing their contributions to the fields of psychology and health.

Knowledge and Skill:

This course builds the fundamental knowledge and practical skills needed for further study in psychology, neuroscience, and health-related fields, equipping students to understand the biological basis of human behaviour.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme Ethical Debates, Documentary Screening, Mindfulness and Stress Management Workshops, Field Visits, Interactive Quizzes,Mind Mapping, Reflection Journals, Neuroanatomy Models

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.	K1 to K3
CLO2	Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons	K1to K3
CLO3	To understand and analyze the regulations of internal body states	K1 to K4
CLO4	To understand the function of endocrine glands and relate the knowledge to analyze various human behavior.	K1 to K3
CLO5	Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 HRS)

UNITS	DESCRIPTION	HRS	MODE
I	Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	Causes of Brain damage, Neurodegenerative diseases, Stress and illness	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	GEC 1	24OUPSYGEPS1	Building Psychological Capital	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. To offer the students a comprehensive overview of positive psychology and Psychological capital.
2. The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance.
3. The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope.
4. To understand the various spectrums of optimism and locus of control.
5. To examine Resilience and 7 C's Model of resilience.

Course Content:

UNIT – I INTRODUCTION

The need for a different approach, positive vs negative approach, contributions of positive psychology, psy Cap in relation to job satisfaction motivation and performance

UNIT – II PSYCAP EFFICACY

Definition, key ingredients of efficacy, ways to strengthen efficacy

UNIT – III PSYCAP HOPE

Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope

UNIT – IV PSYCAP OPTIMISM

Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style

UNIT – V PSYCAP RESILIENCE

Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON

Books for study:

1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (20 l5), Psychological Capital and beyond, New York: Oxford University Press.

2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York.

3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.

Books for Reference:

1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press.

2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd.

Web resources / E books:

1. https://psycnet.apa.org/record/2007-01018-000

2. https://libcat.iitd.ac.in/bib/119914

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of the Course:

The "Building Psychological Capital" course equips individuals with essential skills and knowledge to thrive in personal and professional environments. By fostering psychological strengths like efficacy, hope, optimism, and resilience, it enhances individual well-being and promotes organizational effectiveness. This holistic approach emphasizes the importance of mental health in achieving success and fulfilment, contributing positively to both personal growth and societal impact

Knowledge and Skill:

Through this course, students will gain both theoretical knowledge and practical skills to enhance their psychological capital, ultimately fostering personal growth and enhancing performance in various aspects of life. This holistic approach prepares students to apply positive psychology concepts effectively in their personal and professional environments.

Activities to be given:

Self-Assessment Surveys, Group Discussions and Debates, Case Studies, Mindfulness and Well-being, Workshops Journaling Exercises, Feedback and Evaluation.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance	
CLO2	To understand the role of self-efficacy and ways to improve it.	K1to K3

CLO3	To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being	K1 to K4
CLO4	To distinguish the ways to build optimism and locus of control for better performance.	K1 to K3
CLO5	To analyse and apply7C's Model of Resilience.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level
LESSON PLAN: TOTAL HOURS (60 HRS)

UNITS	DESCRIPTION	HOURS	MODE
I	INTRODUCTION The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	PSYCAP EFFICAC Definition, key ingredients of efficacy, ways to strengthen efficacy	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	PSYCAP HOPE -Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	PSYCAP OPTIMISM- Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	PSYCAP RESILIENCE Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient person.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I BSc Psychology				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	SEC (NME)	24OUPSYSECN1	Personality Development	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

    1. To understand the nature and meaning of Personality

    2. To understand the ways of enriching personality

    3. To understand the meaning of motivation

    4. To learn the meaning of success

    5. To know the relationships and personality

Course Content:

UNIT – I: MEANING AND NATURE OF PERSONALITY

    Personality: Definitions, Meanings, Elements of personality, Types of Personality, Determinants of personality, Personality SWOT Analysis

UNIT – II PERSONALITY ENRICHMENT

    Self-esteem, Self-concept, Advantages of high self-esteem, Characteristics of people with high and low self-esteem, Steps to building positive self-esteem. Attitude, Factors that determine our attitude, Benefits of a positive attitude and consequences of a negative attitude, Steps to building a positive attitude.

UNIT – III: MOTIVATION

    Motivation: Meaning and nature, the difference between inspiration and motivation, Motivation redefined, External motivation vs. Internal motivation, Achievement motivation

UNIT – IV: SUCCESS

    Defining success-Real or imagined obstacles to success, Qualities that make a person successful, Reasons for failure –Interpersonal skills, dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.

UNIT – V: POSITIVE RELATIONSHIPS &PERSONALITY

    Positive Relationships – Factors that prevent building and maintaining positive relationships, the difference between ego and pride, the difference between selfishness and self-

interest, Steps for building a positive personality, Body language: understanding body language, Projecting positive body language.

Books for study:

1. Nathan Dorman (2004). Personality Development. Abishek Publication, NewDelhi.
2. Jafar Mahmud (2004). Introduction to Psychology. APH Publishing Corporation,New Delhi.
3. Zig Ziglar (2000). See You at the Top. Magna Publishing Co. Ltd., Mumbai.
4. Shiv Khera (1998). You can win. MacMillan India Ltd., New Delhi.
5. Walter Doyle Staples (2000). Think Like a Winner. Magna Publishing co. Ltd., Mumbai.

Books for Reference:

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
3. Smith, B. Body Language. Delhi: Rohan Book Company. 2004

Web resources / E books:

1. 1.https://www.routledge.com/Handbook-of-Personality-Development/Mroczek-Little/p/book/9780805859362?srsltid=AfmBOooa-3qsStsfysz1691ru-bW3E-nlIoIHXVVUzXm_lEXCXA3ad7y
2. https://www.guilford.com/books/Handbook-of-Personality-Development/McAdams-Shiner-Tackett/9781462547739

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course:

Personality development course will help individual to boost self-confidence and self-esteem.

Knowledge and Skill:

Students will gain personality development self-improvement techniques and that will lead to greater self-image

Activities to be given:

Discussion on Cultural Influences on Personality, Action Plan for Personal Development, Personality Trait Surveys, Mindfulness and Stress Management Techniques, Personality Traits Debate, Group Discussions on Personality Theories

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand Nature of Personality development	K1 to K3
CLO2	Understand ways of personality enrichment	K1 to K3
CLO3	Understand the importance of motivation	K1 to K4
CLO4	Acquire the meaning of success	K1 to K3
CLO5	The importance of positive relationships for Personality development.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN : TOTAL HOURS (30 HRS)

UNITS	DESCRIPTION	HOURS	MODE
I	**MEANING AND NATURE OF PERSONALITY** : Personality: Definitions, Meanings, Elements of personality, Types of Personality, Determinants of personality, Personality SWOT Analysis	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**PERSONALITY ENRICHMENT: Self**-esteem, Self-concept, Advantages of high self-esteem, Characteristics of people with high and low self-esteem, Steps to building positive self-esteem. Attitude, Factors that determine our attitude. Benefits of a positive attitude and consequences of a negative attitude, Steps to building a positive attitude.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

III	**MOTIVATION :** Motivation: Meaning and nature, The difference between inspiration and motivation, Motivation redefined, External motivation vs. Internal motivation, Achievement motivation	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**SUCCESS:** Defining success-Real or imagined obstacles to success, Qualities that make a person successful, Reasons for failure –Interpersonal skills, Dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	POSITIVE RELATIONSHIPS &PERSONALITY Positive Relationships – Factors that prevent building and maintaining positive relationships, the difference between ego and pride, the difference between selfishness and self-interest, Steps for building a positive personality, Body language: understanding body language, Projecting positive body language.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Foundation Course	24OUPSYFC1	Careers and Ethics in Psychology	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. To understand the nature of fields in psychology
2. To comprehend core fields in psychology
3. To understand applied fields in psychology
4. To learn the emerging fields of psychology
5. To know ethical concerns of psychology

Course Content:

UNIT – I INTRODUCTION

Introduction to Psychology – Difference between core, applied and emerging fields.

UNIT – II CORE FIELDS IN PSYCHOLOGY

Abnormal Psychology– Cognitive Psychology –Development Psychology – Health Psychology

UNIT – III APPLIED FIELDS IN PSYCHOLOGY

Clinical Psychology – Counselling Psychology –Educational Psychology – Experimental Psychology –Industrial/Organizational Psychology – Rehabilitation Psychology

UNIT – IV: EMERGING FIELDS IN PSYCHOLOGY

Engineering Psychology – Environmental Psychology –Evolutionary Psychology – Forensic Psychology– Sports Psychology

UNIT – V ETHICS IN PSYCHOLOGY

Informed consent, debrief, protection of participants, deception, confidentiality, and withdrawal from an investigation

Books for study:

1. Introduction to Psychology: Gateways to Mind and Behavior" by Dennis Coon and John O. Mittere

2. Career Paths in Psychology: Where Your Degree Can Take You" by Robert J. Sternberg

Books for Reference:

1. Kuther,T.L and Morgan (2019) Careers in Psychology: Opportunities in a Changing World. SAGE Publications, Inc; Fifth edition

2. Koocher, G.P & Keith-Spiegel P (2008), Ethics in Psychology and the Mental Health Professions: Standard Cases 3rd Edition, Oxford University Press.

Web resources / E books:

1. http://wwe.apa.org/education-career/guide/paths

2. http:// www.bps.org.uk/guideline/code-ethics-and-conduct

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course:

It provides a common set of principles and standards upon which psychologists build their professional and scientific work.

Knowledge and Skill:

This course will gain insight into various subfields of psychology and purpose of ethics in Psychology.

Activities to be given:

Role play, Communication activities: listening and observing, asking question calmly

Role-Playing Ethical Dilemmas, Networking Event Simulation, Volunteering and Internship Opportunities, Ethical Guidelines Review, Ethical Guidelines Review

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand Psychology	(K1,K2)
CLO2	Understand the core fields of Psychology	(K2)
CLO3	Understand the applied fields of Psychology	(K2)
CLO4	Acquire knowledge and emerging fields of Psychology	(K2)
CLO5	The importance of ethical practices in Psychology	(K2,K3)

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS 30 (HRS)

UNITS	DESCRIPTION	HOURS	MODE
I	**INTRODUCTION** Introduction to Psychology – Difference between core, applied and emerging fields.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**CORE FIELDS IN PSYCHOLOGY** Abnormal Psychology– Cognitive Psychology – Development Psychology – Health Psychology.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**III APPLIED FIELDS IN PSYCHOLOGY** Clinical Psychology – Counseling Psychology – Educational Psychology – Experimental Psychology – Industrial/Organizational Psychology – Rehabilitation Psychology.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**EMERGING FIELDS IN PSYCHOLOGY** Engineering Psychology – Environmental Psychology – Evolutionary Psychology – Forensic Psychology– Sports Psychology.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**ETHICS IN PSYCHOLOGY** Informed consent, debrief, protection of participants, deception, confidentiality, and withdrawal from an investigation.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	24OUPSY21	Introduction to Psychology II	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. To examine the various spectrum of Cognition like problem –solving and Decision making.
2. To understand the way memory works and stages of memory.
3. It provides an overview of theories of motivation and its implication on behaviour.
4. To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence.
5. To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality

Course Content:

UNIT – I Cognition:

Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.

UNIT - II Memory:

Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval

UNIT – III Motivation:

Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories

UNIT – IV Intelligence:

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

UNIT – V Personality:

Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung's typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective

Books for study:

1. Passer, M.W. & Smith R.E. (2007) *Psychology*- The Science of mind and Behavior (3rd ed.) New Delhi: Tata   McGraw-Hill Publishing Company Ltd

2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc.

3. Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd

4. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers.

5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd

Books for Reference:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill.

2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.

3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.

4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co

5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi

Web resources / E books:

1. Judgment and Decision making (http://journal.sjdm.org/)

2. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/

3. http://ncert.nic.in/ncerts/l/kepy108.pdf

4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf

5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

The focus of the course is on the investigation of major psychological processes such as emotion, motivation, personality, psychological disorders, therapy and social behaviour.

Knowledge and Skill:

Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Activities to be given:

Seminars, oral presentation, laboratory demonstrations, field trips, computer simulations, videos, film, or guest lecturers.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	To Understand the different types of cognition and thinking processes and to analyses the steps in problem solving and decision making	K1 to K3
CLO2	To summarize and compare the various functions and memory processes involved in memory and forgetting.	K1to K3
CLO3	To outline the various theories of motivation and to understand the implications of it	K1 to K4
CLO4	To explain the theories of intelligence and the ways to assess intelligence	K1 to K3
CLO5	To explore the various theories of Personality and examine the uses of personality assessments.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 HRS)

UNITS	DESCRIPTION	HOURS	MODE
I	Cognition: Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	Motivation: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	Personality: Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung's typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	**Core**	**24OUPSY22**	**Psychology of Childhood**	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

1. To provide an overview of the human development stages from conception to babyhood.
2. To understand the characteristics of early childhood at physiological domain.
3. To analyse the emotional development of childhood and socialization process.
4. To examine the characteristics of late childhood at physiological domain, challenges of development.
5. To provide various perspectives to explain cognitive and personality development in early childhood.

Course Content:

UNIT – I HUMAN DEVELOPMENT

Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood

UNIT - II EARLY CHILDHOOD

Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.

UNIT – III EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD

Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.

UNIT – IV LATE CHILDHOOD

Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.

UNIT – V COGNITION AND PERSONALITY IN CHILDHOOD

Cognitive Development – Piaget's Sensory motor stage, Piaget's Pre-operational stage, Piaget's stage of Concert operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud's Phallic stage and Latency stage, Erikson's Initiative Vs guilt and Industry Vs inferiority.

Books for study:

1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9th Ed.) Chennai: McGraw-Hill Education (India) Private Limited.

2. Santrock J.W. (2011) *Life-Span Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited.

3. Santrock J.W. (2013) *Child Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited.

4. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach,* Tata McGraw, Hill Education Pvt Ltd

Books for Reference:

1. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers.

2. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.

3. Bee H. & Boyd D. *The Developing Child* (10th Ed.) Delhi: Pearson Education.

4. Berk L.E. (2013) *Child Development* (9th Ed.) New Delhi: PHI Learning Pvt Limited.

5. Feldman R.S. & Babu N. (2019) *Child Development* (8th Ed.) Noida: Pearson.

Web resources / E books:

1. Genes and Environment (https://genesenvironment.biomedcentral.com/)

2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/)

3. https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/

4. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development

5. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course:

This course helps the students to understand the children's development and behaviour and to understand the development issues

Knowledge and Skill:

Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Activities to be given:

Seminar, Presentation, Case Studies

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	To explicate the developmental stage of conception through birth.	K1 to K3
CLO2	To elucidate the developmental tasks of early childhood	K1to K3
CLO3	To describe the various emotions and socialization patterns of early childhood	K1 to K4
CLO4	To distinguish the hazards and happiness of late childhood	K1 to K3
CLO5	To critically analyze the cognitive and personality development in childhood.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 HRS)

UNITS	DESCRIPTION	HOURS	MODE
I	**HUMAN DEVELOPMENT** Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**EARLY CHILDHOOD** Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD** Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns**.**	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**LATE CHILDHOOD**: Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood**.**	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**COGNITION AND PERSONALITY IN CHILDHOOD** Cognitive Development – Piaget's Sensory motor stage, Piaget's Pre-operational stage, Piaget's stage of Concert operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud's Phallic stage and Latency stage, Erikson's Initiative Vs guilt and Industry Vs inferiority.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	GEC2	**24OUPSYGEPS2**	**Cross Cultural Psychology**	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

1. Introduce the principles, concepts and issues associated with the study of cross-cultural psychology.
2. Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.
3. Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives.
4. Examine the role of Culture in various development aspects of human development process and emotionality.
5. Explore gender sensitisation in view of cultural spectrum

Course Content:

UNIT – I INTRODUCTION TO CULTURE AND PSYCHOLOGY

Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Etics & Emics

UNIT - II SOCIALIZATION & ENCULTURATION

Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math's achievement.

UNIT – III CULTURE AND DEVELOPMENTAL PROCESS –TEMPERAMENT

Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby's (1969) evolutionary theory of attachment, Ainsworth's *Classification* System of Attachment; Moral reasoning- Kohlberg's Theory of Morality, Criticism: Kohlberg's Theory of Morality.

UNIT – IV CULTURE, LANGUAGE AND COMMUNICATION

Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture,

Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication**.**

UNIT – V CULTURE AND GENDER

Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research

Books for study:

1. Matsumoto, D., &Juang, L. (2013). Culture and Psychology (5th Ed.). Belmont, CA: Wadsworth Cengage Learning.

2. Books for Reference: Kenneth D. Keith (2019)Cross-Cultural Psychology: Contemporary Themes and Perspectives (2ndEd.) John Wiley & Sons Ltd.

3. Segall, M. H., Dasen, P. R., Berry, J. W., &Poortinga, Y. H. (1990).

4. Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press.

5. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.

Web resources / E books:

1. https://www.oxfordbibliographies.com/display/document/obo-9780199828340/obo-9780199828340-0111.xml

2. https://www.google.com/search?q=An+introduction+to+cross-cultural+psychology&oq

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course:

This course helps to understand the cultural factors that influence human behaviour and cultural differences**.**

Knowledge and Skill:

Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Activities to be given:

Exploring cultural difference through film, seminar, role-play

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)

CLO1	To describe and discuss the various theoretical orientations / paradigms that describe cultural differences	K1 to K3
CLO2	To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process	K1to K3
CLO3	To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.	K1 to K4
CLO4	To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication	K1 to K3
CLO5	To examine the role of culture in the understanding gender roles, stereotypes and ideology development	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (60 HRS)

UNITS	DESCRIPTION	HOURS	MODE
I	**INTRODUCTION TO CULTURE AND PSYCHOLOGY** Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Etics &Emics	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**SOCIALIZATION & ENCULTURATION** Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory,	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	Social and cultural factors that influence math's achievement		
III	**CULTURE AND DEVELOPMENTAL PROCESS – TEMPERAMENT** Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby's (1969) evolutionary theory of attachment, Ainsworth's *Classification* System of Attachment; Moral reasoning- Kohlberg's Theory of Morality, Criticism: Kohlberg's Theory of Morality.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**CULTURE, LANGUAGE AND COMMUNICATION** Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**CULTURE AND GENDER** Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences,Gender stereotypes, Gender role ideology, Future research	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I BSc Psychology				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	SEC(NME)	24OUPSYSECN2	Stress Management	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. Understand need and perspectives of health psychology.
2. Learn various models available to conceptualize health.
3. Learn the nature of pain and its management.
4. Understand the influence of stress on health and the importance managing stress.
5. Overcome unhealthy behaviour and promote healthy habits.

Course Content:

UNIT–I: STRESS: MEANING AND NATURE

Definition -Nature of stress- types of stress and stressors

UNIT – II: STRESS RESPONSES

Adaptation Syndrome – Body's stress– Physiological, Emotional, Cognitive– Stress and immune system.

UNIT – III: STRESS AND COPING

Types of coping: task oriented and emotion oriented. Reframing, assertiveness and fixing boundaries

UNIT– IV: BODY RELATED RELAXATION

The art of breathing-diaphragmatic breathing therapy and yoga.

UNIT– V: MIND RELATED RELAXATION TECHNIQUES

Meditation– Types, Mental Imagery and Self Hypnosis**.**

Books for study:

1. Richard S.Lazarus(1984).Stress Appraisal and coping, New York:Springer Publishing Company
2. Shelley E.Taylor .Health Psychology.New Delhi.McGraw Hill Education(India) Private Limited.

Books for Reference:

1. Seaward, B. L. (2016). Essentials managing stress. Jones & Bartlett Publishers.
2. Palmer, S and Cooper, C. (2007). How to deal with Stress. New Delhi, Page India. Pvt Lt.

Web resources / E books:

1. https://www.ncbi.nlm.nih.gov/books/NBK513300/
2. https://www.mayoclinic.org/healthy-lifestyle/stress-management/basics/stress-basics/hlv-20049495

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course:

This course helps to understand the connection between the mind and body, and to use that knowledge to help people live healthier live.

Knowledge and Skill:

Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Activities to be given:

Mental Health Games, Mood Tracker, Mental health check-in, thought recording worksheets

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand the nature of stress	K1 to K3
CLO2	Understand how stress influences adaptation of an Organism	K1to K3
CLO3	Understand the coping mechanism of stress	K1 to K4
CLO4	Acquire knowledge on body related relaxation Techniques	K1 to K3
CLO5	Appreciate and apply mind related relaxation techniques.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

Lesson Plan : Total Hours (30)

UNIT	DESCRIPTION	HOURS	MODE
I	**UNIT–I: STRESS: MEANING AND NATURE** Definition -Nature of stress- types of stress and stressors	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**Unit – II: STRESS RESPONSES** Adaptation Syndrome – Body's stress–Physiological, Emotional, Cognitive– Stress and immune system.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit – III: STRESS AND COPING** Types of coping: task oriented and emotion oriented. Reframing, assertiveness and fixing boundaries	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit– IV: BODY RELATED RELAXATION** The art of breathing-diaphragmatic breathing therapy and yoga**.**	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit– V: MIND RELATED RELAXATION TECHNIQUES** Meditation– Types, Mental Imagery and Self Hypnosis.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : I B.Sc., Psychology				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/ week	CIA	Ext	Total
II	Skill Enhancement Course	24OUPSYSEC2	Psychological First Aid	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. Understand the nature and meaning of psychological first Aid (PFA)
2. The understand the techniques of PFA
3. To understand the intervention techniques.
4. To know the self care techniques of PFA
5. To distinguish between PFA and psychological Debriefing

Course Content

UNIT – I: INTRODUCTION

Meaning and Importance – 3Ls of PFA – Look, Listen and Link

UNIT – II: TECHNIQUES OF PFA

Approach the person in need of help, Introduce yourself. Pay attention and listen actively, Understand the other person's feelings, Calm the person in crisis. Ask about their needs and concerns, Help the person in crisis with their immediate needs and try to solve their issue. Reflective and active listening

UNIT – III: INTERVENTION

Safety; calm & comfort; connectedness; self -empowerment; and hope

UNIT – IV: SELFCARE TECHNIQUES

Physical (the body) – to live, move, and breath.

Emotional (heart) – to love, care, and be in relationship with yourself and others.

Psychological (the mind) – to learn, think, and grow.

Spiritual (the spirit) – to connect with essence, purpose, and meaning.

UNIT – V: DIFFERENCE BETWEEN PFA AND PSYCHOLOGICAL DEBRIEFING

PFA – Immediate stress reduction and to promote coping. Psychological Debriefing – structured discussion of events.

Books for study:

1. American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author.

2. Erskine, R. G. (2015). Relational Patterns, Therapeutic Presence : Concepts and Practice of Integrative Psychotherapy. London: Routledge

3. American Counseling Association. (2014). The ACA Encyclopedia of Counseling. Hoboken: American Counseling Association.

Books for Reference:

1. Everly, G.S and Lating,J.M. (2017) The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press, UK.

2. Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. http://www.nationalregister.org/trr.html.

3. Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., &Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines. PloS one, 9(12), e114714https://doi.org/10.1371/journal.pone. 0114714

Web resources / E books:

1. www.MentalHealthFirstAid.org

2. https://academy.theknightsofsafety.com/courses/psychological-first-aid

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course:

This course helps people understand and cope with stress, loss, trauma and grief. It supports to reduce psychological distress**.**

Knowledge and Skill:

Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Activities to be given:

Seminars, oral presentation, laboratory demonstrations, field trips, computer simulations, videos, film analysing

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand Nature of PFA	K1 to K3
CLO2	Understand various techniques of PFA	K1to K3
CLO3	Understand the interventional aspects of PFA	K1 to K4
CLO4	Acquire self-care techniques	K1 to K3
CLO5	Knowing the difference between PFA and Psychological debriefing	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (30)

UNIT	DESCRIPTION	HOURS	MODE
I	**UNIT – I: INTRODUCTION** Meaning and Importance – 3Ls of PFA – Look, Listen and Link	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II: TECHNIQUES OF PFA** Approach the person in need of help, Introduce yourself. Pay attention and listen actively, Understand the other person's feelings, Calm the person in crisis. Ask about their needs and concerns, Help the person in crisis with their immediate needs and try to solve their issue. Reflective and active listening	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**UNIT – III: INTERVENTION** Safety;calm & comfort; connectedness; self - empowerment; and hope	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**UNIT – IV: SELFCARE TECHNIQUES** Physical (the body) – to live, move, and breath. Emotional (heart) – to love, care, and be in relationship with yourself and others. Psychological (the mind) – to learn, think, and grow. Spiritual (the spirit) – to connect with essence, purpose ,and meaning	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**UNIT – V: DIFFERENCE BETWEEN PFA AND PSYCHOLOGICAL DEBRIEFING** PFA – Immediate stress reduction and to promote coping. Psychological Debriefing –structured discussion of events.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS. K.Aruna

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
III	Core	24OUPSY31	Psychology of Adolescence and Early Adulthood	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. To offer the students a comprehensive overview and understanding of Adolescence and the consequent changes in an adolescent.
2. To comprehend the changes in adolescent behaviour pertaining gender, sexual and relationships.
3. The characteristics, development and changes of Early Adulthood.
4. To have an insight into the Vocational and Family adjustments in Early Adulthood
5. Different perspectives of Cognitive and Personality development in Early Adulthood.

Course Content:

Unit – I ADOLESCENCE

Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.

UNIT – II ADOLESCENT BEHAVIOR

Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.

Unit – III EARLY ADULTHOOD

Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.

Unit – IV VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD

Vocational adjustments, marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.

Unit – V COGNITION AND PERSONALITY

Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to post formal thought, Schaie's Life-span model

of Cognitive development, Personality - Freud's genital stage, Erikson's Identity Vs Confusion, Marcia's Identity status Crisis and Commitment, Gender differences in identity formation during adolescence, Four views of personality development during Early adulthood – Normative stage models, Timing of events model, Trait models, Typological Models..

Books for study:

1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) Human Development (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited.

2. Santrock J.W. (2011) Life-Span Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited.

3. Hurlock E.B. (2010) Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd

4. Santrock J.W. (2007) Adolescence (11thEd.) New Delhi: Tata McGraw-Hill Publishing Company Limited.

Books for Reference:

1. Shaffer D.R. (1996) Developmental Psychology – Childhood and Adolescence (4th Ed.) California: Brooks/Cole Publishing Company.

2. Shaffer D.R. &Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7thEd.) Haryana: Thomson Wadsworth.

3. Sigelman C.K. & Shaffer D.R. (1995) Life span Development (2nd Ed.) California: Brooks/Cole Publishing Company.

Web resources / E books:

1. Journal of Youth and Adolescence (https://link.springer.com/journal/10964)

2. https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan _Development_-_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Ad ulthood

3. https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565

4. https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

This course explores the developmental, emotional, and social challenges faced during adolescence and early adulthood. Understanding this phase helps in supporting youth through identity formation, peer influence, and risk behaviors.

Knowledge and Skill:

Students will gain knowledge of key developmental theories and psychological changes that occur during adolescence and early adulthood, including identity formation, emotional development, and peer influence. They will develop skills in observation, case analysis, and

applying theory to real-life situations, enhancing their ability to understand and support individuals in this critical life stage.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Case study analysis of adolescent behaviour, Group discussions on identity and peer pressure, Reflection essays on personal or observed developmental experiences

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To describe and discuss the various physical changes and emotionality during adolescence.	K1 to K3
CLO-2	To analyse and understand the changes in morality, sex interest and family relationships in adolescence.	K1to K3
CLO-3	To discuss and evaluate the personal and social hazards of early adulthood.	K1 to K4
CLO-4	To identify and critically analyse the vocational and marital adjustments made by early adults.	K1 to K3
CLO-5	To understand the cognitive and personality development.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNIT	DESCRIPTION	HOURS	MODE
I	**Unit–IADOLESCENCE** Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.	**15**	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II ADOLESCENT BEHAVIOR** Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit – III EARLY ADULTHOOD** Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD** Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V COGNITION AND PERSONALITY** Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to post formal thought, Schaie's Life-span model of Cognitive development, Personality - Freud's genital stage, Erikson's Identity Vs Confusion, Marcia's Identity status Crisis and Commitment, Gender differences in identity formation during adolescence, Four views of personality development during Early adulthood – Normative stage models, Timing of events model, Trait models, Typological Models..	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
III	Core	**24OUPSY 3P**	**Experimental Psychology**	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

1. To develop practical knowledge and skills in administering psychological tests and experiments related to key psychological processes such as sensation, perception, learning, memory, and emotion.

2. To enhance students' ability to observe, record, analyze, and interpret human behavior using standardized procedures and tools.

3. To familiarize students with classical and modern psychological tests across cognitive, emotional, social, clinical, and educational domains.

4. To encourage scientific thinking, ethical practices, and accuracy in the application of psychological assessments.

5. To prepare students for advanced research and professional application through experiential learning in experimental psychology and psychological testing.

Course Content:

A minimum of 10 tests should be conducted from the following list

1. Sensation

2. Attention

3. Perception

4. Learning

5. Motivation

6. Emotion

7. Psychomotor abilities

8. Cognition

9. Memory

10. Clinical scales

11. Health and well-being

12. Educational assessments

13. Social processes

Books for study:

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

2. Kuppusamy, B. (1954): Elementary Experiments in Psychology, Madras: Oxford University Press

3. Postman, and Egan, J. P. (1985): Experimental Psychology, New Delhi: Kalyani Publications.

Books for Reference:

1. Anastasi, A., "Psychological Testing", Macmillan Com, New York, 1957.

2. Freeman, F. S., "Theory and Practice of Psychological Testing", Oxford Publications, New Delhi, 1960.

3. Cronbach, L.J (1972), Essentials of Psychological Testing, New Delhi, Prentice Hall.

4. Udai Pareek.T (2006), Handbook of Psychological and Social Instruments, New Delhi, Concept Publishing House.

5. WoodworthR.S.and Schlosberg,(1981), Experimental Psychology, New Delhi, Tata McGraw Hill Publishing Co.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

This course is designed to offer students a foundational understanding of psychological processes through practical exploration. By engaging in hands-on experiments and psychological assessments, students will bridge the gap between theoretical knowledge and real-world application. The course nurtures scientific inquiry, analytical thinking, and ethical testing practices, making it essential for building competencies in research and applied psychology fields.

Knowledge and Skill:

   Students will gain knowledge of key psychological concepts such as sensation, perception, learning, memory, and social behavior. They will develop practical skills in administering tests, recording observations, analyzing data, interpreting results, and writing psychological reports. Ethical and scientific principles of testing will be emphasized throughout.

Activities to be given:

   Students will engage in hands-on test administration, group discussions, on-the-spot quizzes, video demonstrations, assignments, and role-plays. They will also complete mini-projects and participate in peer practice sessions to reinforce learning and develop confidence in psychological testing and experimentation.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Conduct experiments and administer psychological experiments to a subject.	K1 to K3
CLO-2	Write a report which reflects the details of the experiment/ test, the aim, applications procedure of administration and subject results.	K1to K3
CLO-3	Compare the individual and group data collected in the experiment.	K1 to K4
CLO-4	Make interpretations and compare conclusions based on the norms given in the manual.	K1 to K3
CLO-5	Write all the experiments in the APA format.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

Course Designer: MS.V.Ragavi

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
III	GEC 3	24OUPSY GEPS3	**Statistics for Behavioural Science-Descriptive Statistics**	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

1. To understand basic statistical concepts.
2. To learn of qualitative data and its application in research.
3. To gain insight into parametric analysis.
4. To comprehend Non parametric analysis and tests
5. To apply statistical methods using software.

Course Content:
UNIT I: INTRODUCTION
　　Meaning and definition of statistics – origin, growth and characteristics – Need for understanding Statistics – Application of Statistics in Psychology – Scope and limitations.

UNIT II: CLASSIFICATION AND TABULATION
　　Objectives – types of classification – geographical – chronological – qualitative – quantitative – formation of continuous frequency distribution – uses of tabulation – parts of a table – types of tables – simple and complex tables – general purpose and special purpose tables.

UNIT III: DIAGRAMATIC AND GRAPHIC REPRESENTATION
　　General rules for constructing diagrams and graphs – uses of diagrams and graphs. Bar diagram – pie diagram – pictogram – cartogram. Line graph – frequency curve – frequency polygon – histogram – Ogives or cumulative frequency curves – limitations of diagrams and graphs.

UNIT IV: MEASURES OF CENTRAL TENDENCY
　　Concepts of averages – requisites of a good average – the mean, median and mode – merits and demerits – combined mean – numerical computations (simple problems only).

UNIT V: MEASURES OF VARIABILITY

    Concept of dispersion – measures of dispersion – range –quartile deviation – standard deviation – mean deviation – combined standard deviation – numerical computations (simple problems only).

Books for study:

1. King, B.M. and Minium E W. (2011). Statistical Reasoning in the Behavioural Sciences. 5th Edition. New Delhi: Wiley student India edition.

2. Aron A, Aron E N and Coups E J. (2007). Statistics for Psychology. New Delhi: Pearson Education.

3. Argyrous, G. (2011). Statistics for research. New Delhi: Sage South Asia edition.

4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.

5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited.

6. Verma, J. P., & Ghufran, M. (2012). Statistics for Psychology: A comprehensive text. McGraw Hill India, Delhi.

Books for Reference:

1. Frederick, J.G, & William, L.B. (2007). Statistics for Behavioural Sciences. (7thEd.). Thomson Wadsworth.

2. Kothari, C.R.(2008).Research Methodology: Methodsand Techniques.(2ndEd.).New Age International. 1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.

3. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers

4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: PearsonEducation.

5. Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles &Applications (6th Ed.) New Jersey: PrenticeHall.

Web resources / E books:

Pedagogy:

    Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

    This course provides the statistical tools necessary for analyzing psychological research. It enables students to make sense of data, test hypotheses, and interpret results accurately.

Knowledge and Skill:

    Students will learn fundamental statistical concepts such as descriptive and inferential statistics, correlation, regression, and hypothesis testing. They will acquire practical skills in

data analysis, interpretation, and the use of statistical software, preparing them to conduct and evaluate research effectively in the behavioral sciences.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Solving statistical problems using datasets, Practice with software (e.g., SPSS, Excel), Group data collection and analysis projects, Interpreting statistical results from published research.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Understanding the nature and scope of statistics in Psychology.	K1 to K3
CLO-2	Developing skills to use quantitative techniques such as measures of central tendency and variability	K1to K3
CLO-3	Knowing how to use the normal probability curve as a model in scientific theory	K1 to K4
CLO-4	Grasping concepts related to hypothesis testing and developing related computational skills	K1 to K3
CLO-5	C Learning basic techniques of descriptive statistics	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (60)

UNITS	DESCRIPTION	HRS	MODE
I	**UNIT I: INTRODUCTION** Meaning and definition of statistics – origin, growth and characteristics – Need for understanding Statistics – Application of Statistics in Psychology – Scope and limitations.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT II: CLASSIFICATION AND TABULATION** Objectives – types of classification – geographical – chronological – qualitative – quantitative – formation of continuous frequency distribution – uses of tabulation – parts of a table – types of tables – simple and complex tables – general purpose and special purpose tables.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**UNIT III: DIAGRAMATIC AND GRAPHIC REPRESENTATION** General rules for constructing diagrams and graphs – uses of diagrams and graphs. Bar diagram – pie diagram – pictogram – cartogram. Line graph – frequency curve – frequency polygon – histogram – Ogives or cumulative frequency curves – limitations of diagrams and graphs.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**UNIT IV: MEASURES OF CENTRAL TENDENCY** Concepts of averages – requisites of a good average – the mean, median and mode – merits and demerits – combined mean – numerical computations (simple problems only).	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**UNIT V: MEASURES OF VARIABILITY** Concept of dispersion – measures of dispersion – range –quartile deviation – standard deviation – mean deviation – combined standard deviation – numerical computations (simple problems only).	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
III	SEC4	24OUPSYSEC31	Skill Enhancement Course (Entrepreneurial Based) Organizational Behaviour	1	1	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- Understand core concepts of entrepreneurship
- Learn to develop a business plan
- Explore market research and analysis
- Enhance decision-making and risk management
- Encourage innovation and leadership

Course Content:

Unit- I: Nature of organisational behaviour

Concept of organisation, ethical issues in organisational behaviour, role of organisational behaviour, limitations of Organisational behaviour.

UNIT –II: Nature of human behaviour

Concept of behaviour, process of behaviour, individual differences, models of man,.

UNIT – III: Personality

Concept of personality, personality traits affecting behaviour. Personality traits of Indian managers, personality theories, personality development, organisational applications of personality.

Unit – IV: Interpersonal behaviour and intrapersonal behaviour

Nature of interpersonal behaviour and intrapersonal behaviour, levels of self-awareness, ego states, life positions, psychological games, transactions, team work.

Unit – V: Leadership

Concept of leadership, leadership ttheories, leadership styles. Issues in leadership.

Books for study:

1. Prasad,L M ; Organizational Behaviour
2. Aswathappa, K. (2018). Organisational Behaviour. Mumbai: Himalaya Publishing House.
3. Pareek, U. (2013). Understanding Organisational Behaviour (3rd ed.). New Delhi: Oxford University Press.
4. Robbins, S. P., & Judge, T. A. (2020). Organizational Behavior (18th ed.). New Delhi: Pearson Education.
5. Greenberg, J., & Baron, R. A. (2008). Behaviour in Organizations (9th ed.). New Delhi: PHI Learning.

Books for Reference:

1. Dessler, G. (2003). Organization Theory: Integrating Structure and Behaviour. New Delhi: Pearson Education.
2. Dyer, J., Gregersen, H., & Christensen, C. M. (2011). The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators. Boston: Harvard Business Review Press.
3. Vianna, M. et al. (2012). Design Thinking: Business Innovation. São Paulo: MJV Press.
4. Grant, R. M. (2019). Contemporary Strategy Analysis (10th ed.). UK: Wiley.

Web resources / E books:

1. SWAYAM. (n.d.). Organizational Behaviour (cec25_mg24). Retrieved from https://onlinecourses.swayam2.ac.in/cec25_mg24
2. NPTEL. (n.d.). Organizational Behaviour (noc20-mg51). Retrieved from https://onlinecourses.nptel.ac.in/noc20_mg51
3. SWAYAM. (n.d.). Advanced Organizational Behaviour (ini25_cm07). Retrieved from https://onlinecourses.swayam2.ac.in/ini25_cm07
4. TANSCHE. (n.d.). Skill Enhancement Courses – Entrepreneurship-Based Model. Retrieved from https://www.scribd.com/document/807200512/Skill-Enhancement-Courses-1

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

This course aims to equip students with foundational entrepreneurial skills, fostering creativity, innovation, and business acumen. It provides tools for opportunity identification, business planning, and startup management.

Knowledge and Skill:

Business planning, innovation, market analysis, financial literacy, risk assessment

Activities: Business simulations, pitching sessions, case studies, project planning, guest lectures

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Business plan creation, case studies, idea pitching

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	1. Ability to create a viable business plan	K1 to K3
CLO-2	2. Demonstrate entrepreneurial thinking	K1to K3
CLO-3	3. Apply market strategies effectively	K1 to K4
CLO-4	4. Develop leadership in business ventures	K1 to K3
CLO-5	5. Exhibit confidence in startup planning	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

Lesson Plan : Total Hours (15)

Unit	Description	Hours	Mode

I	**Unit I-: Nature of organisational behaviour** Concept of organisation, ethical issues in organisational behaviour, role of organisational behaviour, limitations of Organisational behaviour.	3	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT –II Nature of human behaviour** Concept of behaviour, process of behaviour, individual differences, models of man,.	3	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**UNIT – III: Personality** Concept of personality, personality traits affecting behaviour. Personality traits of Indian managers, personality theories, personality development, organisational applications of personality.	3	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV: Interpersonal behaviour and intrapersonal behaviour** Nature of interpersonal behaviour and intrapersonal behaviour, levels of self-awareness, ego states, life positions, psychological games, transactions, team work.	3	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V – Leadership** Concept of leadership, leadership theories, leadership styles. Issues in leadership	3	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
III	SEC5	24OUPSY SEC32	Relaxation Techniques	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:
- Learn physiological and psychological impacts of stress
- Understand various relaxation techniques
- Apply techniques to reduce anxiety and tension
- Promote self-awareness and emotional balance
- Encourage consistency in relaxation practices

Course Content:

Unit I-: Introduction

Introduction to Relaxation- Body,Mind,Soul etc, Various types of relaxation, Eastern and western perspective.

UNIT – II: Relaxation Techniques for Stress

Deep Breathing (Abdominal/Belly Breathing), JPMR, Guided Imagery / Visualization, Music Therapy / Calming Soundtracks

Unit – III: Relaxation Techniques for Anxiety

Cognitive Restructuring, Grounding Techniques (e.g., 5-4-3-2-1 method), Exposure Therapy (Graduated Exposure), Journaling, Biofeedback.

Unit – IV: Relaxation Techniques for Depression

Understanding Depression and its Symptoms, Behavioral Activation Techniques, Mindfulness-Based Cognitive Therapy (MBCT), Loving-Kindness Meditation / Self-Compassion Exercises, Sleep Hygiene and Relaxation Rituals

Unit – V: Relaxation Techniques for Behaviour issues

Understanding Behavior Dysregulation (anger, impulsivity, hyperactivity), Anger Management Relaxation Exercises (Count and Breathe, Safe Expression), Mindful Movement

Practices (Yoga, Tai Chi, Qigong), Art-based Relaxation Techniques (Mandala coloring, Clay work)

Books for study:

1. Greenberg, J. S. (2016). *Comprehensive Stress Management* (14th or later Edition)..
2. Davis, M., Eshelman, E. R., & McKay, M. (2008). *The Relaxation and Stress Reduction Workbook* (6th Edition).
3. Smith, J. C. (2013). *Relaxation, Meditation, & Mindfulness: A Mental Health Practitioner's Guide*.

Books for Reference:

1. Kabat-Zinn, J. (2005). *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*

Web resources / E books:

NIMH (National Institute of Mental Health, USA) –

- Information on anxiety, depression, and coping: https://www.nimh.nih.gov

American Psychological Association (APA) –

- Stress and relaxation: https://www.apa.org/topics/stress
- Anxiety and coping techniques: https://www.apa.org/topics/anxiety

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

This course introduces students to methods of managing stress through practical relaxation strategies. It fosters mental well-being and teaches techniques that enhance focus and emotional regulation.

Knowledge and Skill:

Students acquire skills in mindfulness, deep breathing, guided imagery, and progressive muscle relaxation. They develop self-awareness of stress responses and learn to apply these techniques to improve concentration and reduce anxiety.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Apply breathing and mindfulness techniques	K1 to K3
CLO-2	Manage stress in academic and personal life	K1to K3
CLO-3	Recognize early signs of stress and anxiety	K1 to K4
CLO-4	Enhance focus and emotional control	K1 to K3
CLO-5	Demonstrate improved overall well-being	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

Lesson Plan: Total Hours (30)

Unit	Description	Hours	Mode
I	**Unit I-: Introduction** Introduction to Relaxation- Body,Mind,Soul etc, Various types of relaxation, Eastern and western perspective.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II: Relaxation Techniques for Stress** Deep Breathing (Abdominal/Belly Breathing), JPMR, Guided Imagery / Visualization, Music Therapy / Calming Soundtracks	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

III	**Unit – III: Relaxation Techniques for Anxiety** Cognitive Restructuring, Grounding Techniques (e.g., 5-4-3-2-1 method), Exposure Therapy (Graduated Exposure), Journaling, Biofeedback.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV: Relaxation Techniques for Depression** Understanding Depression and its Symptoms, Behavioural Activation Techniques ,Mindfulness-Based Cognitive Therapy (MBCT), Loving-Kindness Meditation / Self-Compassion Exercises, Sleep Hygiene and Relaxation Rituals	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V: Relaxation Techniques for Behaviour issues** Understanding Behaviour Dysregulation (anger, impulsivity, hyperactivity),Anger Management Relaxation Exercises (Count and Breathe, Safe Expression),Mindful Movement Practices (Yoga, Tai Chi, Qigong), Art-based Relaxation Techniques (Mandala colouring, Clay work)	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.V. Ragavi

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	Core	24OUPSY 41	PSYCHOLOGY OF MIDDLE AGE AND OLD AGE	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- Understand developmental stages of middle and old age
- Examine cognitive and emotional changes in aging
- Discuss challenges like retirement and bereavement
- Explore psychological theories of aging
- Promote respect and care for the elderly

Course Content:

Unit I: Middle Age and Old Age

Characteristics of middle age and old age, Developmental tasks, Physical changes, Emotionality during middle age and old age, Social changes during middle and old age.

Unit II: Behaviour of Middle age and Old age

Adjustment to physical changes and mental changes- Middle age; Vocational adjustments; adjustment to changed family pattern, Psychological development and positive mental health, identity development.

Unit III: Physical and mental development.

Changes in motor abilities in old age; changes in interests in old age, Women's health after menopause, Creativity and intelligence, Consensual relationships in old age and middle age.

Unit IV: Vocational adjustments

Vocational adjustments in old age, Hazards to personal and social adjustments in old age, Vocational and marital hazards of middle age.

Unit V: Lifestyle and Social Dynamics in Old Age

Living arrangements for the elderly, Geographic mobility in old age, Relationship with maturing children, Lifestyle and social issues related to aging, personal relationship in late life.

Books for study:

1. Santrock, J. W. (2020). Life span development (18ed), New York, NY: McGraw Hill.

2. Papalia, D.E., &Olds, S.W. (2017). Human development(9ed), New York, NY: Tata McGraw Hill.

3. Hurlock, E. (2017). Developmental psychology (5th Edition).New Delhi, India: Tata McGraw Hill Publishing Co.

4. Feldman R.S. (2015) Development across the lifespan (7 th Ed.) Delhi: Pearson.

Books for Reference:

1. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.

2. Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd.

3. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwality Books Co.

4. Biswas, S.K. (1987).Aging in Contemporary India. Calcutta: The Indian Anthropological Society,

5. Birren, J.E. & Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

As populations age globally, understanding the psychological aspects of middle and late adulthood is crucial. This course promotes awareness of developmental changes and fosters empathy towards the elderly, improving social support and care.

Knowledge and Skill:

Students explore theories of adult development, cognitive aging, emotional adjustment, and social role transitions. They gain insights into common psychological challenges and strategies to enhance quality of life for older adults.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Case discussions, field visits, reflective writing, interviews with elders

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Analyze age-related psychological changes	K1 to K3

CLO-2	Apply empathy in working with older adults	K1to K3
CLO-3	Identify common issues in late-life psychology	K1 to K4
CLO-4	Create age-inclusive support strategies	K1 to K3
CLO-5	Demonstrate understanding of gerontological principles	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Middle Age and Old Age** Characteristics of middle age and old age, Developmental tasks, Physical changes, Emotionality during middle age and old age, Social changes during middle and old age.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**Unit II: Behaviour of Middle age and Old age** Adjustment to physical changes and mental changes-Middle age; Vocational adjustments; adjustment to changed family pattern, Psychological development and positive mental health, identity development.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Physical and mental development.** Changes in motor abilities in old age; changes in interests in old age, Women's health after menopause,	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	Creativity and intelligence, Consensual relationships in old age and middle age.		
IV	**Unit IV: Vocational adjustments** Vocational adjustments in old age, Hazards to personal and social adjustments in old age, Vocational and marital hazards of middle age.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V:** Living arrangements for the elderly, Geographic mobility in old age, Relationship with maturing children, Lifestyle and social issues related to aging, personal relationship in late life	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	Core	24OUPSY 4P	Psychological Assessments	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- To experiment and assess human psychological attributes.
- To learn psychological test administration and scoring.
- To comprehend and deduce test results.
- To conceptualise and report psychological tests.
- To analyse and apply data to understand unique human psychological capacities and discrepancies.

Course Content:

A minimum of 10 tests should be conducted from the following list

1. Intelligence tests

2. Personality

3. Aptitude

4. Interest

5. Clinical preliminary evaluations (Case history, MSE)

6. Achievement tests

7. Stress and coping

8. Attitudes and behaviour

9. Creativity

10. Career Guidance

11. Work life balance

12. Organizational behaviour

13. Relaxation techniques

Books for study:

1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2).New Delhi: Concept Publishing Company.

2. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.

3. Anastasi, A. &Urbina, S. (2017). Psychological Testing, Noida: Pearson.

4. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.

5. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

Books for Reference:

1. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues. India: Wadsworth, Cenegage.

2. Jan J f terLaak, (2013), Understanding psychological assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Setting, first edition, sage publications.

3. 3.Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc

4. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc

5. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publication.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Psychological assessments are vital tools in understanding individuals' cognitive, emotional, and behavioral characteristics. This course helps students acquire the practical skills needed to administer, score, and interpret psychological tests accurately. The course emphasizes the ethical, cultural, and professional considerations that must be taken into account when using psychological assessments in clinical or research settings.

Knowledge and Skill:

Students will gain hands-on experience with administering a variety of psychological assessments, such as intelligence tests, personality inventories, and diagnostic tools. They will learn about the psychometric properties of these tests, including reliability and validity, and how to interpret the results in a meaningful way. Additionally, students will develop an understanding of the ethical challenges involved in assessment, such as confidentiality, informed consent, and cultural sensitivity.

Activities to be given:

Detailed explanation of Concept, Conduct quiz programme,

- Administering and scoring standardized psychological tests (e.g., IQ, personality tests)
- Analyzing case reports and interpreting test data
- Discussing the ethical dilemmas surrounding psychological assessments
- Mock assessment sessions where students role-play both the examiner and the client

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Experiment and Assess human attributes such as perception, attention, personality, intelligence, thought and attitudes through standardized tests.	K1 to K3
CLO-2	CO2 (K2)- Demonstrate skills in administering and scoring assessment measures.	K1to K3
CLO-3	CO3 (K5)-Demonstrate competence in drawing inferences from the results without bias.	K1 to K4
CLO-4	CO4 (K6)-Demonstrate competence in writing a standard report.	K1 to K3
CLO-5	CO5 (K5)- Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

Course Designer: MS.V.Ragavi

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	GEC 4	24OUPSY GEPS4	Statistics for Behavioural Science-Inferential Statistics	3	3	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. To understand basic statistical concepts.

2. To learn of qualitative data and its application in research.

3. To gain insight into parametric analysis.

4. To comprehend Non parametric analysis and tests

5. To apply statistical methods using software.

Course Content:

UNIT I: CORRELATION AND REGRESSION

Scattergram - Correlation Coefficient: Product Moment Correlation coefficient – Numerical computations – Partial Correlation: Assumptions – Limitations – Testing the Significance – Numerical computations; Multiple Correlation: Coefficient of Determination – Properties – Limitations – Numerical computations

Regression: Applications – Properties – Assumptions – Numerical computations – Standard Error of Estimate.; Multiple Regression: Properties – Assumptions – Numerical computations - Limitations

UNIT II: LARGE & SMALL SAMPLE TESTS

Critical value of Z-statistics – Z-test for one sample – Z-test for Two Independent Samples – Test of Significance

Critical values of t – t-test for One Sample – t-test for two Independent Samples – t-test for Two Dependent Samples

UNIT III: ANALYSIS OF VARIANCE

One-way ANOVA: Important terminologies – One-way ANOVA Model – Procedure – Assumptions; Two-way ANOVA: Advantages - Important terminologies – Two-way ANOVA Model – Procedure – Assumptions

UNIT IV: NON PARAMETRIC TESTS

Meaning – Advantages and Disadvantages – Chi-square – Run Test – Sign Test – Median Test – Mann Whitney U Test – Kruskal Wallis Test – Friedman Test Characteristics, Assumptions, Numerical computations & Limitations

UNIT V: NON PARAMETRIC CORRELATIONS

Rank Order – Bi-serial – Point Bi-serial – Tetrachoric Correlation – Phi Coefficient Characteristics, Assumptions, Numerical computations & Limitations

Books for study:

1. King, B.M. and Minium E W. (2011). Statistical Reasoning in the Behavioural Sciences. 5th Edition. New Delhi: Wiley student India edition.

2. Aron A, Aron E N and Coups E J. (2007). Statistics for Psychology. New Delhi: Pearson Education.

3. Argyrous, G. (2011). Statistics for research. New Delhi: Sage South Asia edition.

4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A Guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage Publication.

5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited.

Books for Reference:

1. Frederick, J.G, & William, L.B. (2007). Statistics for Behavioural Sciences. (7thEd.). Thomson Wadsworth.

2. Kothari, C.R.(2008).Research Methodology: Methodsand Techniques.(2ndEd.).New Age International. 1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.

3. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers

4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: PearsonEducation.

5. Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles &Applications (6th Ed.) New Jersey: PrenticeHall.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

This course provides the statistical tools necessary for analyzing psychological research. It enables students to make sense of data, test hypotheses, and interpret results accurately.

Knowledge and Skill:

Students will learn fundamental statistical concepts such as descriptive and inferential statistics, correlation, regression, and hypothesis testing. They will acquire practical skills in data analysis, interpretation, and the use of statistical software, preparing them to conduct and evaluate research effectively in the behavioral sciences.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Solving statistical problems using datasets, Practice with software (e.g., SPSS, Excel), Group data collection and analysis projects, Interpreting statistical results from published research.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To understand and define statistics as a specialization to be used for behavioural research and explain the difference between descriptive and inferential statistics.	K1 to K3
CLO-2	To recognize measurements as being one of the four scales and to understand that not all numbers can be treated alike and to understand measure of central tendency and to calculate it.	K1to K3
CLO-3	To organize scores into a frequency distribution in table form, construct a cumulative frequency distribution and a relative cumulative frequency distribution and to compute percentiles and percentile ranks.	K1 to K4
CLO-4	To analyze and interpret raw data using various parametric and non-parametric methods	K1 to K3
CLO-5	To compile data using various software analysis.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**UNIT I: CORRELATION AND REGRESSION** Scattergram - Correlation Coefficient: Product Moment Correlation coefficient – Numerical computations – Partial Correlation: Assumptions – Limitations – Testing the Significance – Numerical computations; Multiple Correlation: Coefficient of Determination – Properties – Limitations – Numerical computations Regression: Applications – Properties – Assumptions – Numerical computations – Standard Error of Estimate.; Multiple Regression: Properties – Assumptions – Numerical computations - Limitations	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT II: LARGE & SMALL SAMPLE TESTS** Critical value of Z-statistics – Z-test for One sample – Z-test for Two Independent Samples – Test of Significance. Critical values of t – t-test for One Sample – t-test for two Independent Samples – t-test for Two Dependent Samples	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**UNIT III: ANALYSIS OF VARIANCE** One-way ANOVA: Important terminologies – One-way ANOVA Model – Procedure – Assumptions; Two-way ANOVA: Advantages - Important terminologies – Two-way ANOVA Model – Procedure – Assumptions	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**UNIT IV: NON PARAMETRIC TESTS** Meaning – Advantages and Disadvantages – Chi-square – Run Test – Sign Test – Median Test – Mann Whitney U Test – Kruskal Wallis Test – Friedman Test Characteristics, Assumptions, Numerical computations & Limitations	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**UNIT V: NON PARAMETRIC CORRELATIONS** Rank Order – Bi-serial – Point Bi-serial – Tetrachoric Correlation – Phi Coefficient Characteristics, Assumptions, Numerical computations & Limitations	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	SEC6	24OUPSYSEC41	Therapy and Techniques	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- Learn major therapeutic approaches
- Understand core counselling techniques
- Practice therapeutic communication
- Develop ethical client handling skills
- Build basic intervention strategies

Course Content:

Unit I: Psychotherapy

Definition and goals of psychotherapy, Scope of practice and integration in mental health systems, Role of the therapist and client expectations, Humanistic/Person-Centred Therapy

UNIT II: Behaviour Therapeutic Techniques

Classical and operant conditioning principles in behaviour modification, Techniques: system desensitization, token economy, habit reversal, fear/anxiety reduction (Wolpe's systematic desensitization, Suinn‑Richardson anxiety management). Role of counsellor, client, benefits.

Unit III: Cognitive Therapeutic Techniques

Foundations of CT and REBT (Beck & Ellis), Cognitive model: ABC framework, automatic thoughts, cognitive distortions, core beliefs . Techniques: Socratic questioning, guided discovery, downward arrow technique, cognitive restructuring. Role of Counsellor, Client.

Unit IV: Acceptance and Commitment Techniques

Introduction to ACT, Six core ACT processes: defusion, acceptance, contact with the present moment, self-as-context, values clarification, committed action. Role of Counsellor, client.

Unit – V Humanistic Therapeutic Techniques

Person-centred therapy (Carl Rogers), Gestalt therapy, existential themes, Core humanistic skills: unconditional positive regard, therapeutic empathy, congruence, here‑and‑now awareness, "empty chair" technique. Role of Counsellor, Client.

Books for study:

1. *The SAGE Handbook of Counselling and Psychotherapy* (chapters on Person-centred, Gestalt, existential therapy)

2. Batten, S. C., *Essentials of Acceptance and Commitment Therapy* (clear introduction, case examples, testing comprehension)

3. Corey, G., *Theory and Practice of Counselling and Psychotherapy* (covers CT, REBT, integrative cognitive techniques)

Books for Reference:

Neenan, M., Mansell, W. & Taylor, J. L., *The CBT Handbook*—Theory, practice, case formulation, and ethics

Web resources / E books:

Association for Contextual Behavioral Science (ACBS) website—protocols, metaphors, client tools

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Effective therapy is central to mental health care. This course provides essential knowledge and practical experience in core therapeutic methods, preparing students to support client well-being ethically and empathetically.

Knowledge and Skill:

Students practice cognitive-behavioral and other therapeutic techniques, develop active listening and empathy, and learn to build trust within therapeutic relationships. They gain skills in client assessment and intervention planning.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Mock sessions, video analysis, role-plays, supervision feedback.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Demonstrate use of core techniques (e.g., CBT, REBT)	K1 to K3
CLO-2	Build rapport with clients	K1to K3
CLO-3	Apply ethical principles in mock sessions	K1 to K4

CLO-4	Show improved listening and empathy skills	K1 to K3
CLO-5	Recognize suitability of different therapies	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

Lesson Plan: Total Hours (30)

UNIT	DESCRIPTION	HOURS	MODE
I	**Unit I: Psychotherapy** Definition and goals of psychotherapy, Scope of practice and integration in mental health systems, Role of the therapist and client expectations, Humanistic/Person-Centred Therapy	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT II: Behaviour Therapeutic Techniques** Classical and operant conditioning principles in behaviour modification, Techniques: system desensitization, token economy, habit reversal, fear/anxiety reduction (Wolpe's systematic desensitization, Suinn‑Richardson anxiety management). Role of counsellor, client, benefits.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Cognitive Therapeutic Techniques** Foundations of CT and REBT (Beck & Ellis), Cognitive model: ABC framework, automatic thoughts, cognitive distortions, core beliefs . Techniques: Socratic	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	questioning, guided discovery, downward arrow technique, cognitive restructuring. Role of Counsellor, Client.		
IV	**Unit IV: Acceptance and Commitment Techniques** Introduction to ACT, Six core ACT processes: defusion, acceptance, contact with the present moment, self-as-context, values clarification, committed action. Role of Counsellor, client.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V Humanistic Therapeutic Techniques** Person-centred therapy (Carl Rogers), Gestalt therapy, existential themes, Core humanistic skills: unconditional positive regard, therapeutic empathy, congruence, here‑and‑now awareness, "empty chair" technique. Role of Counsellor, Client.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : II B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	SEC7	24OUPSY SEC42	Personality Development	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

1. Improve self-image and confidence
2. Enhance communication and interpersonal skills
3. Develop emotional intelligence
4. Foster leadership and team skills
5. Promote self-discipline and goal setting1.

Course Content:

Unit I-: Introduction

Concept of personality, personality theory and traits

UNIT – II: The art of individuality and co-existence

Theories of attitude formation, methods of attitude change, factors in value formation, team work, parenting and social intelligence.

Unit – III: Relationship Handling:

Multi-generational Bonding, Relationship with parents and In-laws, Siblings, Society and one's own self, Consensual Relationship-LGBTQ.

Unit – IV: Holistic Health:

Physical, Psychological, Financial and Spiritual Health

Unit – V: Cognitive Development:

Intelligence, Processing Abilities, Wisdom, Moral Development, Cognitive Neuroscience Approach, and Heredity factors of Genetic Transmission

Books for study:

Misra, G., Woolfolk, A., & Jha, A. (2017). *Fundamentals of Educational Psychology.* Pearson India.

McGonigle-Chalmers, M. (2015). *Understanding Cognitive Development*. Sage India

Books for Reference:

1. Schultz, S. E., & Schultz, D. (2013). *Theories of Personality* (10th ed.). Cengage India.

2. Misra, G., Woolfolk, A., & Jha, A. (2017). *Fundamentals of Educational Psychology*. Pearson.

3. McGonigle-Chalmers, M. (2015). *Understanding Cognitive Development*. Sage India.

Web resources / E books:

1. Verywell Mind. (n.d.). Gilligan's Theory of Moral Development.

2. Wikipedia entries on Vygotsky (cultural-historical theory) and Westermarck (moral ideas); ACBS, APA resources (LGBTQ+ relations).

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Personal growth enhances social functioning and career success. This course focuses on cultivating self-awareness, emotional intelligence, and communication skills necessary for holistic personality development.

Knowledge and Skill:

Students improve interpersonal communication, confidence, leadership, and time management. They learn to set goals, receive feedback constructively, and develop strategies for continuous self-improvement.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Improve self-image and confidence	K1 to K3
CLO-2	Enhance communication and interpersonal skills	K1to K3
CLO-3	Develop emotional intelligence	K1 to K4
CLO-4	Foster leadership and team skills	K1 to K3
CLO-5	Promote self-discipline and goal setting	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3

CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

Lesson Plan : Total Hours (30)

Unit	Description	Hours	Mode
I	**Unit I-: Introduction** Concept of personality, personality theory and traits	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II: The art of individuality and co-existence** Theories of attitude formation, methods of attitude change, factors in value formation, team work, parenting and social intelligence.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit – III: Relationship Handling:** Multi-generational Bonding, Relationship with parents and In-laws, Siblings, Society and one's own self, Consensual Relationship-LGBTQ.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV: Holistic Health:** Physical, Psychological, Financial and Spiritual Health	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V: Cognitive Development:** Intelligence, Processing Abilities, Wisdom, Moral Development, Cognitive Neuroscience Approach, Heredity factors of Genetic Transmission	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	Core	24OUPSY 51	Psychopathology I	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

1. To have an overview of Abnormal psychology.
2. To comprehend the paradigms in psychopathology.
3. To gain understanding of Intellectual disability.
4. To develop insight into Somatoform and Dissociative disorders
5. To learn of Addiction disorders

Course Content:

Unit I: Introduction to Abnormal Psychology

Mental health, psychological abnormality, deviance, dis function, historical views of abnormal behaviour, differences between psychosis and neurosis, clinical assessment and methods - mental status examination, clinical interviews, questionnaires, projective tests in clinical practice.

Unit II: Paradigms in Psychopathology.

Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5 and ICD 10 classification, issues in classification of abnormal behaviour.

Unit III: Intellectual Disability

Definition, classification, prevalence, interpersonal deficits and behaviour problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

Unit IV: Somatoform and Dissociative Disorders

Somatoform disorders- Hypochondriasis, Pain disorder, Conversion disorder and Body dysmorphic disorder Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and socio cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.

Unit V: Addiction Disorders

Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.

Books for study:

1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). *Abnormal psychology.* New Delhi, India: Pearson India Education Services Private Limited.

2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology.* Belmont, CA: Wadsworth

3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.

4. Davison, G.C., Neale, J.M &Kring, A. M. (2004). *Abnormal psychology*. Marblehead, MA: John Wiley& Sons Inc.

5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill pubg Co

6. Cutting, J. (1997). *Principles of psychopathology*. New York, NY: Oxford University Press

Books for Reference:

1. . David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition. New York: Brooks\Cole Publishing Co.,

2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education.

3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition. Scott, Foresman and Company.

4. Irwin G. Sarason, Barbara Sarason (2005). Abnormal psychology. New Delhi: Prentice Hall Publication.

5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins

6. Bootzin, R.R, Acocella,J.R& Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA

7. Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Psychopathology is crucial for understanding mental disorders and their impact on individuals' lives. This course introduces students to the symptoms, diagnostic criteria, and classification of mental illnesses. By studying the biological, psychological, and social factors that contribute to these disorders, students gain insight into the complexities of human behavior

and mental health. It aims to provide a foundation for future work in clinical psychology, counselling, or psychiatry.

Knowledge and Skill:

Students will acquire the ability to identify and classify a range of psychological disorders, such as mood disorders, anxiety disorders, and psychotic disorders. They will gain knowledge of the diagnostic tools and classification systems, like the DSM-5, and develop skills in understanding the complexities of these disorders from a multidimensional perspective. Additionally, students will learn about the biological, cognitive, and environmental factors that contribute to mental illness and the ethical considerations in diagnosis.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Analyzing case studies of individuals with different psychopathological disorders, Engaging in group discussions about treatment approaches, Role-playing diagnostic scenarios, Watching and discussing clinical assessment videos

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To distinguish between normal & abnormal behaviour and outline the historic view of abnormal psychology.	K1 to K3
CLO-2	To understand the classification and diagnosis of abnormal behaviour.	K1to K3
CLO-3	To outline the common intellectual disability syndromes.	K1 to K4
CLO-4	To elucidate various somatoform and Dissociative disorders	K1 to K3
CLO-5	To analyse the causes and treatment of addiction.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Introduction to Abnormal Psychology** Mental health, psychological abnormality, deviance, dis function, historical views of abnormal behaviour, differences between psychosis and neurosis, clinical assessment and methods - mental status examination, clinical interviews, questionnaires, projective tests in clinical practice.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**Unit II: Paradigms in Psychopathology.** Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5 and ICD 10 classification, issues in classification of abnormal behaviour.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Intellectual Disability** Definition, classification, prevalence, interpersonal deficits and behaviour problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit IV: Somatoform and Dissociative Disorders** Somatoform disorders- Hypochondriasis, Pain disorder, Conversion disorder and Body dysmorphic disorder Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and socio cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: Addiction Disorders** Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	Core	24OUPSY 52	Introduction to Research Methodology	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- Understand how of social influence enable compliance, conformity and obedience
- Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.
- Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.
- Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.
- Facilitate students to see the applicability of social psychological principles in various settings.

Course Content:

Unit I-: Introduction

Understanding behaviour - empirical and non-empirical method - assumptions of scientific work - overview of research process/framework. Ethics in research - APA ethics code, plagiarism, ethics and animal experimentations. Data collection - observational method, interview method - structured, semi structured and focus group interviews, questionnaire method, case study method - its merits and limitations.

UNIT – II: Variables, Reliability and Validity

Types of variables- dependent and independent variables, confounded variables, quantitative and categorical variables, continuous and discrete variables. Reliability and Validity of measurements - types of validity test- criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity , types of reliability tests - inter ratter reliability, test retest reliability, split half reliability, internal consistency reliability.

Unit – III: Hypothesis and Sampling

Hypothesis - Definition, types - Hypothesis testing - Type 1 and Type II errors, significance level (p value), one tailed and two tailed tests- Effect size Sampling - meaning,

probability and non probability . Sampling techniques - its merits and limitations, sample size estimation - using a table of random numbers.

Unit – IV: Research designs

Experimental designs - independent groups designs, completely randomized groups design, randomized factorial groups design, within participants group design, matched group design. Non Experimental designs - quasi experimental design, time series design, case studies, co relational research design, cross sectional research, longitudinal research, non equivalent group designs. Mixed research designs - single participant w design, base -line design. Quantitative research design and analysis - Grounded theory, discourse analysis, content analysis, dairy method, narrative methods, focus group discussions, in-depth interviews, participatory observations, action research.

Unit – V Report writing and computes in research

Reporting and replication, experimental reports, reporting non experimental studies and qualitative studies, oral and poster presentation, APA primer - presenting research and preparation of research proposal -Computers in research - software for quantitative and qualitative data analysis.

Books for study:

1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson.

2. C.R. Kothari (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt Ltd

3. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition.

4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd.

5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth

Books for Reference:

2. Shaughnessy, J J, Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill.

3. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods. USA: Sage Publication.

4. Gaur A s and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.

5. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition.

6. Sharlene Nagy Hesse-Biber Patricia Leavy. (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Research is foundational to scientific inquiry and evidence-based practice. This course introduces students to rigorous methodologies, enabling them to critically engage with research and contribute to knowledge creation.

Knowledge and Skill:

Students learn to formulate research questions, design studies, collect and analyze data, and adhere to ethical standards. They acquire skills in both qualitative and quantitative research techniques and effective scientific communication.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	**CO1:** Understand the ethics and various data collection methods to conduct research.	K1 to K3
CLO-2	**CO2:**Demonstrate the ability to identify independent, dependent and mediating variables and to establish reliability and validity	K1to K3
CLO-3	**CO3:** Formulate hypothesis and research objectives and distinguish various sampling techniques	K1 to K4
CLO-4	**CO4:** Determine appropriate research design.	K1 to K3
CLO-5	**CO5:** Ability to write research report as per APA protocol	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I-: Introduction** Understanding behaviour - empirical and non empirical method - assumptions of scientific work - overview of research process/framework. Ethics in research - APA ethics code, plagiarism, ethics and animal experimentations. Data collection - observational method, interview method - structured, semi structured and focus group interviews, questionnaire method, case study method - its merits and limitations.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II: Variables, Reliability and Validity** Types of variables- dependent and independent variables, confounded variables, quantitative and categorical variables, continuous and discrete variables. Reliability and Validity of measurements - types of validity test- criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity , types of reliability tests - inter ratter reliability, test retest reliability, split half reliability, internal consistency reliability.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit – III: Hypothesis and Sampling** Hypothesis - Definition, types - Hypothesis testing - Type 1 and Type II errors, significance level (p value), one tailed and two tailed tests- Effect size Sampling - meaning, probability and non probability . Sampling techniques - its merits and limitations, sample size estimation - using a table of random numbers.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV: Research designs** Experimental designs - independent groups designs, completely randomized groups design, randomized factorial groups design, within participants group design, matched group design. Non Experimental designs - quasi experimental design, time series design, case studies, co relational research design, cross sectional research, longitudinal research, non equivalent group designs. Mixed research designs -	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	single participant w design, base -line design. Quantitative research design and analysis - Grounded theory, discourse analysis, content analysis, dairy method, narrative methods, focus group discussions, in-depth interviews, participatory observations, action research.		
V	**Unit – V Report writing and computes in research** Reporting and replication, experimental reports, reporting non experimental studies and qualitative studies, oral and poster presentation, APA primer - presenting research and preparation of research proposal -Computers in research - software for quantitative and qualitative data analysis.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	Core	24OUPSY 53	Social Psychology I	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

6. To offer the students a comprehensive overview of Social Psychology.
7. To comprehend the development and vicissitudes of Social Cognition.
8. To gain insight into the formation and management of Social Perception.
9. To develop understanding of attitudes and persuasion
10. To learn of the dynamics of close interpersonal relationships.

Course Content:

Unit I-: INTRODUCTION TO SOCIAL PSYCHOLOGY

Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.

UNIT – II: SOCIAL COGNITION

Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming, Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.

Unit – III: SOCIAL PERCEPTION

Definition of social perception; Non-verbal communication – Basic channels; Deception –Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution– Correspondent inference, Kelley's theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.

Unit – IV: ATTITUDES

Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.

Unit – V INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS

Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure**.**

Books for study:

1. Baron R.A. & Byrne D. (2014) Social Psychology (13th Ed.) Prentice-Hall of India.
2. Myers D.G. (2012) Social psychology (11th Ed.) New York, NY: McGraw.

Books for Reference:

1. WinniCott, D.W. (1995). Counselling and Therapy. London: Sage Publications
2. Whiston, S.C (1999). Principles ad applications of assessment in counselling, Wadsworth, Belmont. Brooks- Clole
3. Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed.Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc
4. Patterson, J., William, L., Grauf-Grounds, C., &Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press.

Web resources / E books:

1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp)
2. International Review of Social Psychology (https://www.rips-irsp.com/about/)
3. https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf
4. https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf
5. https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

This course examines how individuals' thoughts, feelings, and behaviors are influenced by social environments. It lays a foundation for understanding concepts like conformity, attitudes, group behavior, and social perception.

Knowledge and Skill:

This course provides an understanding of how social factors influence behavior, covering topics like conformity, attitudes, group dynamics, and social perception. Students will build skills in critical thinking, analyzing social behavior, and applying theoretical concepts to contemporary social issues through interactive activities and research-based discussions.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Role-playing social scenarios (e.g., conformity experiments), Short experiments (e.g., observation of group behavior), Analysis of real-life social phenomena using theory, Debates on topics like prejudice and persuasion

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To Outline the nature, history, principles and scope of social psychology and methods used in social psychology research	K1 to K3
CLO-2	To understand social cognition and its potential sources of error	K1to K3
CLO-3	To describe the strategies used to form and maintain positive impression.	K1 to K4
CLO-4	To elucidate the ways to resist persuasion	K1 to K3
CLO-5	To analyze the causes of marital happiness and relationship failure.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I-: INTRODUCTION TO SOCIAL PSYCHOLOGY** Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II: SOCIAL COGNITION** Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming,	15	Chalk and Talk ,Power Point

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V	Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.		Presentation ,Group Discussion , Seminar
III	**Unit – III: SOCIAL PERCEPTION** Definition of social perception; Non-verbal communication – Basic channels; Deception – Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution– Correspondent inference, Kelley's theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV: ATTITUDES** Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS** Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure**.**	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY					Class : III B.Sc., PSYCHOLOGY			
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC 1	24OUPSYD SE5A	EDUCATIONAL PSYCHOLOGY	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

- Understand the meaning and purpose of education.
- Explain the theoretical perspectives of learning and cognition.
- Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity.
- Differentiate the social process of learning in various societal contexts.
- Understanding education from Indian Perspective and application of psychological principles to overcome stress and anxiety and to enhance mental well-being of the students.

Course Content:

Unit I: Introduction

Aims of education in relation to relationship of self, society and education. Education and self- knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.

Unit II: Cognition and Learning

An overview of the key theoretical approaches: Behaviourism, Individual-Constructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.

Unit III: Learning and Motivation

Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self- expression, and self-determination.

Unit IV: Learning theories and schooling

Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in diverse environment, exploring sociocultural

perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.

Unit V: Education in the Indian Context

Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.

Books for study:

1. Woolfolk A., Misra G., & Jha A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub.

2. Cornelissen M., Misra G., & Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson.

3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.

4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT.

5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press

Books for Reference:

1. Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press.

2. National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.

3. Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.

4. Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.

5. Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.

6. Mangal. S. K., (2005). Advanced Educational Psychology). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.

7. Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Educational psychology explores how individuals learn and develop in educational settings. This course emphasizes the psychological theories and research methods that underpin teaching and learning processes. Students will understand how cognitive, emotional, and social factors influence student performance and well-being. This knowledge equips future educators and psychologists with the tools to optimize learning environments and improve educational outcomes.

Knowledge and Skill:

Students will gain insight into various learning theories (e.g., constructivism, behaviorism), cognitive development stages, and the role of motivation in the classroom. They

will also learn to assess students' learning needs and use psychological principles to improve teaching strategies, classroom management, and student engagement.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme,

☐ Observations of classroom settings (live or video)

☐ Analyzing educational case studies

☐ Designing inclusive lesson plans based on learning theories

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Understanding the meaning and processes of education at individual and social plains in the Indian context.	K1 to K3
CLO-2	**CO2 (K2):** Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts	K1to K3
CLO-3	Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.	K1 to K4
CLO-4	Understand and apply the social processes within the classroom and broader societal contexts that shape student's learning outcomes.	K1 to K3
CLO-5	**CO5 (K4):** Application of psychological principles to facilitate constructive educational environment.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Introduction** Aims of education in relation to relationship of self, society and education. Education and self- knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**Unit II: Cognition and Learning** An overview of the key theoretical approaches: Behaviourism, Individual- Constructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Learning and Motivation** Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self- expression, and self-determination.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit IV: Learning theories and schooling** Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in diverse environment, exploring sociocultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: Education in the Indian Context** Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC-2	24OUPSY DSE5B	Counselling Psychology	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:
- To have a perceptual overview of the counselling.
- To comprehend the counselling process.
- To understand the role of psychological testing and diagnosis in counselling.
- To gain insight into the counsellors attributes, skills and ethics.
- To learn of the varied fields of application in counselling.1. 2.

Course Content:

Unit I: Nature and Scope of Counselling

Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.

Unit II: Approaches to Counselling and the Counselling Process

Directive and non-directive approaches, Humanistic approach, Behaviouristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process.

Unit III: Psychological Testing and Diagnosis

Use of psychological tests in counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.

Unit IV: Counsellor Qualities, Skills and Ethical Responsibilities

Qualities of an effective counsellor, Counsellor skills- Building Trust, Listening, Attending, Observing, Building Rapport, Demonstrating Empathy, Ethics in counselling.

Unit V: An Overview of Specialities in Counselling

Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling the differently abled, Career Counselling, Adolescent Counselling, Counselling

people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health

Books for study:

1. Corey, G. (2004). Theory andPractice of Counseling and Psychotherapy (7th Ed.). Wadsworth Publishing.

2. Gibson L Robert & Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6th edn. Delhi: Pearson Education

3. Nelson-Jones. (1995). The theory and practice of counseling. 2nd Edn. London: Holt, Rinehart and Winston Ltd.

4. Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.

5. Samuel T. Gladding (2013) Counseling: A Comprehensive Profession Pearson education,

6. Richard Nelson-jones (2012), Theory and practice of Counseling and Therapy, 5th edition, sage publications

7. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc

8. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publications.

Books for Reference:

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Counseling psychology focuses on helping individuals cope with life challenges, emotional struggles, and mental health issues through therapeutic techniques. This course introduces students to different counseling approaches, such as cognitive-behavioral therapy (CBT), humanistic therapy, and solution-focused therapy. By learning these techniques, students will gain the skills to build supportive, empathetic relationships with clients and help them navigate personal difficulties.

Knowledge and Skill:

Students will learn various counseling techniques, including active listening, empathy, and goal-setting. They will also become familiar with therapeutic approaches like CBT, person-centered therapy, and integrative methods. The course emphasizes ethical principles in counseling, including client confidentiality, informed consent, and maintaining professional boundaries. Students will gain practical skills in assessing client needs and creating treatment plans that address individual challenges.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme,

- Role-playing counseling sessions where students simulate both counselor and client roles
- Analyzing case studies and developing treatment plans

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To identify the need and importance of counselling in the current context.	K1 to K3
CLO-2	CO2 (K2) – To explain the various approaches in counselling and the types, uses & diagnosis in counselling process.	K1to K3
CLO-3	CO3 (K2) – To summarize the interpretation of psychological tests in counselling.	K1 to K4
CLO-4	CO4 (K2) – To articulate the qualities of an effective counsellor.	K1 to K3
CLO-5	CO5 (K3) – To identify the various specialties in counselling.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (60)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Nature and Scope of Counselling** Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India,	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	Goals and Scope of Counselling, Types of Counselling Services.		
II	**Unit II: Approaches to Counselling and The Counselling Process** Directive and non-directive approaches, Humanistic approach, Behavioristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Psychological Testing and Diagnosis** Use of psychological tests in counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit IV: Counsellor Qualities, Skills and Ethical Responsibilities** Qualities of an effective counsellor, Counsellor skills- Building Trust, Listening, Attending, Observing, Building Rapport, Demonstrating Empathy, Ethics in counselling.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: An Overview of Specialities in Counselling** Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling the differently abled, Career Counselling, Adolescent Counselling, Counselling people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC-2	24OUPSY DSE5C	Health Psychology	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:
- Understand need and perspectives of health psychology.
- Learn various models available to conceptualize health.
- Learn the nature of pain and its management.
- Understand the influence of stress on health and the importance of social support in managing stress.
- Overcome unhealthy behaviour and promote healthy habits

Course Content:

Unit I: Introduction to Health Psychology- Health Behaviour

Health psychology- Definition and Need, The biopsychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.

Unit II: Models of Health Behaviour

Changing health habits using theoretical models - Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification.

Unit III: Chronic Illness and Pain

Illness Factors, Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

Unit IV: Stress and Coping

Stress - definition, dimensions of stress- sources of chronic stress, Theoretical contributions - Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model, Coping with stress- Sources of stress.

Unit V: Promoting Health Behaviour

Smoking - Effects of smoking, reasons for smoking, Alcoholism - effects, reasons, Interventions for reducing smoking , changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

Books for study:

1. Straub O. Richard (2002) Health Psychology.New York: Worth Publishers.
2. Taylor E. Shelley Health Psychology (7 th Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd
3. Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3 rd Ed.) U.S.A: Wadsworth Cengage Learning.
4. Boyer, B., &Paharia, I. (2008). *Comprehensive handbook of clinical health psychology.* Edison, NJ: John Wiley & Sons.
5. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.

Books for Reference:

1. Taylor, S. (1995). *Health psychology* (6th ed.).Toronto, Canada: McGraw-Hill Ryerson.
2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
3. Branmon, L., & Frist, J. (2010). *Introduction to health psychology;* New Delhi, India: Cengage Learning India Pvt Ltd.
4. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications.
5. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones & Bartlett Publishers.
6. Shelly E. Taylor (2012), Health psychology, 7th edition, TATA McGrawHil, New Delhi.
7. Mitchell D. Feldman &John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3rd edition, McGraw Hill, NY.
8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2nd edition, McGraw Hill, NY.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Health Psychology focuses on the psychological factors that influence health, illness, and healthcare. It addresses the connections between behavior, biology, and social context in health outcomes. This course equips students to understand and promote healthy behaviors, support illness coping strategies, and collaborate in interdisciplinary healthcare settings.

Knowledge and Skill:

Students develop insight into models of health behavior (e.g., Health Belief Model, Theory of Planned Behavior), stress and coping mechanisms, and the psychological impact of chronic illness. They learn to apply behavioral and cognitive strategies to promote health, prevent illness, and encourage patient adherence to treatment..

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme,

☐ Conducting stress assessments and coping strategy inventories

☐ Analyzing patient behavior through case examples

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To Outline the definition and scope of Health Psychology	K1 to K3
CLO-2	**CO2 (K2):** To explain the various models of health behaviour	K1to K3
CLO-3	**CO3 (K3):** To identify types of pain, symptoms and suitable intervention	K1 to K4
CLO-4	**CO4 (K2,K3):** To summarize theories of stress, sources of stress and coping	K1 to K3
CLO-5	**CO5 (K4,K5):** To explain health promoting strategies	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (60)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Introduction to Health Psychology- Health Behaviour** Health psychology- Definition and Need, The biopsychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**Unit II: Models of Health Behaviour** Changing health habits using theoretical models - Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Chronic Illness and Pain** Illness Factors, Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit IV: Stress and Coping** Stress - definition, dimensions of stress- sources of chronic stress, Theoretical contributions - Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model, Coping with stress- Sources of stress.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: Promoting Health Behaviour** Smoking - Effects of smoking, reasons for smoking, Alcoholism - effects, reasons, Interventions for reducing smoking , changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.	12	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	Core	24OUPSY 61	Psychopathology II	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

- Understand the clinical picture, causal factors and treatment for Schizophrenia.
- Know the Causes and Treatment of the Mood Disorders.
- Classify the causes and treatment of Anxiety Disorders.
- Classify personality disorder and its attributes.
- Understand Attention Deficit Hyperactive Disorder and Learning Disorders

Course Content:

UNIT 1: SCHIZOPHRENIA

Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophrenic form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.

UNIT 2: MOOD DISORDERS

Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.

UNIT 3: ANXIETY DISORDERS

Anxiety, phobia, Generalized anxiety disorder- clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post traumatic stress disorder - symptoms, causes and treatment.

UNIT 4: PERSONALITY DISORDERS

Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.

UNIT 5: CHILDHOOD DISORDERS

Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders -Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.

Books for study:

1. Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017) Abnormal Psychology. (16 th Ed.) India: Pearson Education, Inc.

2. Carson R.C., Butcher J.V. & Mineka S. (2000) Abnormal Psychology and Modern Life (13 th Ed.) Allyon& Bacon Publishers.

3. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology*. Belmont, CA: Wadsworth.

4. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.

5. Davison, G.C., Neale, J.M., &Kring, A. M. (2004). *Abnormal psychology*. Malden, MA: John Wiley& Sons Inc.

6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill publishing Co.

7. Cutting, J. (1997) *Principles of Psychopathology*. New York, NY: Oxford University Press.

Books for Reference:

1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition. New York: Brooks\Cole Publishing Co.,

2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education.

3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition. Scott, Foresman and Company.

4. Irwin G. Sarason, Barbara Sarason (2005). Abnormal psychology. New Delhi: Prentice Hall Publication.

5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins

6. Bootzin, R.R, Acocella,J.R& Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA

7. Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Psychopathology is the study of mental disorders and their impact on behavior, emotions, and cognition. This course provides an introduction to the classification and diagnosis of psychological disorders, focusing on understanding their causes and

manifestations. By examining various mental health conditions, such as mood, anxiety, and psychotic disorders, the course prepares students for careers in clinical settings, therapy, or research, offering them a foundational understanding of mental illness.

Knowledge and Skill:

Students will gain an understanding of the diagnostic criteria for common psychological disorders, such as depression, schizophrenia, and anxiety disorders. They will develop the ability to identify symptoms and differentiate between various mental health conditions using classification systems like the DSM-5. Additionally, students will learn about the biopsychosocial model of mental health, which integrates biological, psychological, and social factors in understanding and treating disorders.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme,

 Case study analysis of various psychological disorders

 Role-playing diagnostic interviews to simulate clinical assessments

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To be able to understand schizophrenic behaviour.	K1 to K3
CLO-2	**CO2 (K2):** To explain the causes of unipolar and bipolar disorder and treatment	K1to K3
CLO-3	**CO3 (K2):** To detail the symptoms, causes and treatment of anxiety disorders.	K1 to K4
CLO-4	**CO4 (K2):** To summarize types, causes and treatment of Personality disorder	K1 to K3
CLO-5	To understand the contemporary interventions used to treat Attention Deficit Hyperactive Disorder and Learning Disorders	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (90)

UNITS	DESCRIPTION	HOURS	MODE
I	**UNIT 1: SCHIZOPHRENIA** Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders-Schizoaffective disorder, Schizophrenic form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT 2: MOOD DISORDERS** Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**UNIT 3: ANXIETY DISORDERS** Anxiety, phobia, Generalized anxiety disorder-clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post traumatic stress disorder - symptoms, causes and treatment.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**UNIT 4: PERSONALITY DISORDERS** Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**UNIT 5: CHILDHOOD DISORDERS** Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders - Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	Core	24OUPSY 62	Social Psychology II	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

1. Understand how of social influence enable compliance, conformity and obedience

2. Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.\ Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.

3. Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.

4. Facilitate students to see the applicability of social psychological principles in various settings.

Course Content:

Unit -I: Social Influence

Conformity – Meaning, Asch's research on conformity, Sheriff's research on autokinetic phenomenon, Factors affecting conformity, Resisting pressures to conform; Compliance - Meaning, Six basic principles of compliance, Symbolic social influence; Obedience – Meaning, Milgram's experiment on obedience

UNIT – II: Prosocial Behaviour

Meaning, Motives for pro-social behaviour, Competitive altruism, Five crucial steps to determine helping Vs not helping, External and internal influences on helping behaviour, Empathy, Personality and Helping.

Unit – III: Aggression

Perspectives on aggression – Evolutionary perspective, Drive theories; Modern theories of aggression – Social learning perspective and General Aggression Model; Causes of human aggression – social, cultural, personal and situational; Prevention and control of aggression.

Unit – IV: Groups and Individuals

Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict:

Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.

Unit – V Application of Social Psychology

Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work

Books for study:

1. Myers, D.G. &Twenge, J.M. (2017): Social psychology. New York, NY: McGraw – Hill Education.

2. Branscombe, N.R., Baron, R.A. &Kapur, P. (2017). Social psychology. Chennai, India: Pearson India Education Services Pvt. Limited.

3. Myers, D.G. (2002). Social psychology. New York, NY: McGraw Hill Book Company.

4. Baron, A., & Byrne, D. (2002). Social psychology. New Delhi, India: Prentice-Hall of India.

5. Baron, A., Branscombe, N., Byrne, D., &Bhardwaj, G. (2009). Social psychology. New Delhi, India: Dorling Kindersley (India) Private Limited.

Books for Reference:

1. WinniCott, D.W. (1995). Counselling and Therapy. London: Sage Publications

2. Whiston, S.C (1999). Principles ad applications of assessment in counseling , Wadsworth, Belmont. Brooks- Clole

3. Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc

4. Patterson, J., William, L., Grauf-Grounds, C., &Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press.

5. Myers David G. (2002). Social Psychology, 7th Edition, McGraw Hill Book Company.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Social behavior is complex and influenced by numerous factors. This advanced course deepens understanding of group dynamics, social influence, and intergroup relations to better address social issues and foster positive interactions.

Knowledge and Skill:

Students develop analytical skills to study conformity, leadership, prejudice, and aggression. They learn to apply social psychological theories to real-world conflicts and social change initiatives.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Role-play, debates, experiments, research presentations

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	To relate to the nature and causes of social influence.	**K1 to K3**
CLO-2	To observe the internal and external influences on helping behaviour.	**K1to K3**
CLO-3	To employ the strategies that can be used to prevent or control human aggression.	**K1 to K4**
CLO-4	To appraise group dynamics.	**K1 to K3**
CLO-5	To analyze the role of social psychology in various settings like legal system, health and work.	**K1 to K4**

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

 1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (90)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit -I: Social Influence** Conformity – Meaning, Asch's research on conformity, Sheriff's research on autokinetic phenomenon, Factors affecting conformity, Resisting pressures to conform; Compliance - Meaning, Six basic principles of compliance, Symbolic social influence; Obedience – Meaning, Milgram's experiment on obedience	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II: Prosocial Behaviour**	18	Chalk and Talk ,Power Point

	Meaning, Motives for pro-social behaviour, Competitive altruism, Five crucial steps to determine helping Vs not helping, External and internal influences on helping behaviour, Empathy, Personality and Helping.		Presentation ,Group Discussion , Seminar
III	**Unit – III: Aggression** Perspectives on aggression – Evolutionary perspective, Drive theories; Modern theories of aggression – Social learning perspective and General Aggression Model; Causes of human aggression – social, cultural, personal and situational; Prevention and control of aggression.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV: Groups and Individuals** Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict: Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V Application of Social Psychology** Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	Core	24OUPSY 63	Cognitive Psychology	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

- To define and outline the evolution and scope of cognitive psychology.
- To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language.
- To outline the various theories of attention and perceptual disorders.
- To compare the differences between short term, long term and working memory.
- To illustrate the different types of problem solving strategies, and the application of different types of reasoning.

Course Content:

Unit I: Introduction

Definition - Information Processing Approach - Growth of Cognitive Psychology - Cognition's relation to other fields - Research methods in Cognitive Psychology.

Unit II: Pattern Recognition, Language

Pattern recognition - Template Theories - Feature Theories - Structural Theories - Information Processing stages - Partial Report Technique - Spelling's model - word recognition - word superiority effect - neural network model. Language - language systems, speech sounds, words and morphemes, sentence level, sentence comprehension, language production, disorders of language - aphasia, dyslexia.

Unit III: Attention, Disorders of perception and attention

Attention – Definition – Factors influencing attention – Theories of attention - Bottleneck theories - Broadbent's filter model - Treisman's attenuation model - Deutsch-Norman Memory selection model - Automatic Processing and Applications - Cognitive Neuroscience of Attention - Posner's theory of the neural bases of attention. Overview of Disorders of perception and attention - synaesthesia, blindsight, unilateral spiral neglect, visual agnosia, prosopagnosia.

Unit IV: Memory

Forgetting - Decay theory - Interference theory - cue dependent forgetting - inhibition - retrieval induced forgetting - directed forgetting - imagination and false memory - Individual differences in chunking - Acoustic codes and rehearsal- Acoustic codes in reading - Recognition of items in short term memory - types of amnesia. Working memory - Baddeley's revised working memory model. Long term memory - Atkinson-Shiffrin model - Verbal rehearsal and learning - Rehearsal and serial position effect - meta cognition - Mnemonic Techniques - method of loci, the pegword technique, key word technique, organizational technique - tip of the tongue phenomenon - Improving eyewitness recall and identification- episodic and semantic memory- autobiographical memory - Flashbulb memory - the cue-word method.

Unit V: Reasoning, Problem solving

Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning, Propositional reasoning, Syllogistic reasoning, Conditional reasoning- Venn diagrams - Creative thinking. Problem solving - Types of problems - problem solving strategies - mean end analysis - reasoning by analogy - transformational problems - incubation - problem solving experts - block to problem solving - types of heuristics.

Books for study:

1. Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.
2. Reed, S. K. (2010). Cognition - Theories and Applications . UK: Wadsworth Cengage Learning.
3. .Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. Nes Delhi: Tata Mc Graw- Hill edition.
4. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.
5. Riegler, B.R. and Riegler, G L (2008). Cognitive Psychology. Applying the science of the mind. New Delhi: Pearson India Education Services Private Limited. Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth

Books for Reference:

1. Ronald Kellog. Fundamentals of Cognitive Psychology
2. Bridge, Robinson, Riegler, Greg. Applying the Science of the Mind
3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi, India. Sage.
4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley.
5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice-Hall.
6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida, India. Pearson.
7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA. Wadsworth.

8. Weisberg R W, Reeves L M. Cognition: from memory to creativity. 2013. New-Jersey, USA. Wiley.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Cognitive psychology examines the internal mental processes that drive human behavior, such as attention, perception, memory, decision-making, and problem-solving. This course provides students with a thorough understanding of how humans process information and make sense of the world. By learning about cognitive models, experimental research, and real-world applications, students can better understand the connection between cognition and behavior in everyday situations.

Knowledge and Skill:

Students will develop a strong grasp of key cognitive processes such as perception, attention, memory, and decision-making. They will also learn the experimental methods used in cognitive psychology, enabling them to critically evaluate cognitive theories and studies. Students will gain the skills to apply cognitive models to real-world problems, from improving memory to enhancing decision-making in various contexts. Additionally, they will explore cognitive development across the lifespan and the impact of cognitive decline in aging.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme, Conducting hands-on memory and attention experiments, Analyzing cognitive biases in decision-making through case studies

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Recognize the applications of cognitive processes in various areas of human Development	K1 to K3
CLO-2	Distinguish the different discords of language and comprehend the stages of human language development and also identify different perspectives of pattern recognition.	K1to K3
CLO-3	Explain the process of attention and identify various perceptual disorders.	K1 to K4
CLO-4	Recognize and examine the process of remembering and forgetting	K1 to K3
CLO-5	Examine the different types of reasoning and demonstrate various problem solving strategies.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (90)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Introduction** Definition - Information Processing Approach - Growth of Cognitive Psychology - Cognition's relation to other fields - Research methods in Cognitive Psychology.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**Unit II: Pattern Recognition, Language** Pattern recognition - Template Theories - Feature Theories - Structural Theories - Information Processing stages - Partial Report Technique - Spelling's model - word recognition - word superiority effect - neural network model. Language - language systems, speech sounds, words and morphemes, sentence level, sentence comprehension, language production, disorders of language - aphasia, dyslexia.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Attention, Disorders of perception and attention** Attention – Definition – Factors influencing attention – Theories of attention - Bottleneck theories - Broadbent's filter model - Treisman's attenuation model - Deutsch-Norman Memory selection model - Automatic Processing and Applications - Cognitive Neuroscience of Attention - Posner's theory of the	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	neural bases of attention. Overview of Disorders of perception and attention - synaesthesia, blindsight, unilateral spiral neglect, visual agnosia, prosopagnosia.		
IV	**Unit IV: Memory** Forgetting - Decay theory - Interference theory - cue dependent forgetting - inhibition - retrieval induced forgetting - directed forgetting - imagination and false memory - Individual differences in chunking - Acoustic codes and rehearsal- Acoustic codes in reading - Recognition of items in short term memory - types of amnesia. Working memory - Baddeley's revised working memory model. Long term memory - Atkinson-Shiffrin model - Verbal rehearsal and learning - Rehearsal and serial position effect - meta cognition - Mnemonic Techniques - method of loci, the peg word technique, key word technique, organizational technique - tip of the tongue phenomenon - Improving eyewitness recall and identification- episodic and semantic memory- autobiographical memory - Flashbulb memory - the cue-word method.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: Reasoning, Problem solving** Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning, Propositional reasoning, Syllogistic reasoning, Conditional reasoning- Venn diagrams - Creative thinking. Problem solving - Types of problems - problem solving strategies - mean end analysis - reasoning by analogy - transformational problems - incubation - problem solving experts - block to problem solving - types of heuristics.	18	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	DSEC 3	24OUPSY DSE6A	Sports And Exercise Psychology	3	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:
- Familiarize with the emerging field in sports and exercise psychology as a profession
- Integrate theory and practice in sports and exercise
- Understand the impact of personality and motivation in the performance
- Comprehend the influence of emotional intelligence on the performance
- Familiarize with the psychometric test associated with the sports1. 2.

Course Content:

Unit I: Introduction

History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.

Unit II: Personality and Performance

Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.

Unit III: Motivation and Performance

Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need

Achievement by McClelland] Self-Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship.

Unit IV: Emotion and Performance

Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship.

Unit V: Aggression and Sports

Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance

Books for study:

1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge.
2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers.
3. Weinberg R.S., & Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.
4. CrattyB.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois
5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.

Books for Reference:

1. Fundamentals of Sport and Exercise Psychology, by Alan S. Kornspan published by Human Kinetics, 2009
2. Handbook of Sport Psychology by Gershon Tenenbaum, Robert C. Eklund published by John Wiley & Sons,2007
3. 3.Sport Psychology: An Introduction by Arnold D. LeUnes, Jack R. Nation by Wadsworth Thomson Learning, (2001)
4. Burton, D., &Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics.
5. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

This course explores the psychological aspects of sports and physical activity, including motivation, performance, and mental well-being. It is designed to help students understand how psychological principles affect athletic performance and how exercise contributes to mental and physical health across populations.

Knowledge and Skill:

Students gain knowledge in performance enhancement techniques, goal-setting, motivation, arousal regulation, and mental imagery. They learn how psychological factors influence team dynamics, individual athletic performance, and exercise adherence. The course also addresses the psychological benefits of physical activity in clinical and non-clinical populations

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme,

☐ Role-playing coach-athlete counseling sessions

☐ Analyzing sports films for psychological themes

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Familiarizing with the evolving field of sports and exercise psychology as a Profession and having knowledge about its specialties particularly clinical-sport Psychology and educational psychology	K1 to K3
CLO-2	Comprehending the links between theory and practice in sports and exercise Psychology; understanding the current shifts from traditional paradigms and Appreciating the role of practical theory to guide professional practice so that Real life issues may be addressed	K1to K3
CLO-3	Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.	K1 to K4
CLO-4	Being able to develop a psychological profile for a sportsperson/team to help Assess the psychological skills that can improve self-awareness, goal setting and Communication with the coach.	K1 to K3
CLO-5	Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3

CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Introduction** History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**Unit II: Personality and Performance** Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Motivation and Performance** Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

	Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship.		
IV	**Unit IV: Emotion and Performance** Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: Aggression and Sports** Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	DSEC-4	24OUPSY DSE6B	Environmental Psychology	3	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- Understand Environmental Psychology and its various psychological perspectives.
- Comprehend human perception of environmental risk.
- Understand the effects of environment in human behaviour.
- Learn about the contribution of human behaviour in environmental crisis.
- Promote pro-environmental behaviour.1.

Course Content:

Unit I: Introduction to Environmental Psychology

Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

Unit II: Environmental Risk Perception

Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.

Unit III: Environment and Behaviour

Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.

Unit IV: Ecology and Development

Human behavior and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.

Unit V: Psychological drivers of pro-environmental action:

Environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behavior. The role of habits and social practices. Encouraging environmental behavior through interventions. The role of environmental education. Pro-environmental action in organisations.

Books for study:

1. Steg, L. & de Groot, (2019). Environmental Psychology : An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd

2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha

3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press

Books for Reference:

1. Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai.

2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi.

3. Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Environmental Psychology studies the relationship between humans and their physical surroundings, both natural and built. This course focuses on how environments influence behavior and well-being, and how psychological knowledge can contribute to sustainable and health-promoting spaces.

Knowledge and Skill:

Students learn about the psychological effects of environmental stressors (e.g., noise, crowding, pollution), human interaction with nature, and the design of user-friendly spaces. They also explore topics such as pro-environmental behavior, climate anxiety, and the role of environment in promoting mental health and community well-being.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Demonstrate knowledge in different psychological approaches to the study of man-environment relationship.	K1 to K3
CLO-2	Understand the behaviour of humans in the face of environmental risk.	K1to K3
CLO-3	Understand the mutual interaction of environment and behaviour.	K1 to K4
CLO-4	Acquire knowledge on the influence of human behaviour in environmental crisis.	K1 to K3
CLO-5	Appreciate and apply pro-environmental behaviour.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: Introduction to Environmental Psychology** Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

II	**Unit II: Environmental Risk Perception** Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behaviour in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: Environment and Behaviour** Effects of Environment on behaviour: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit IV: Ecology and Development** Human behaviour and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: Psychological drivers of pro-environmental action:** Environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behaviour. The role of habits and social practices. Encouraging environmental behaviour through interventions. The role of environmental education. Pro-environmental action in organisations.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	DSEC-4	24OUPSY DSE6C	Positive Psychology	3	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- To familiarize the important concepts in positive psychology
- To understand the importance of wellbeing which allows people to understand what makes life worth living
- To give knowledge about the importance of factors contributing happiness

Course Content:

Unit I: INTRODUCTION TO POSITIVE PSYCHOLOGY

What is positive psychology? Positive Psychology: assumptions, goals and definitions, Eastern and western perspectives in positive psychology

Unit II: WELL-BEING

Well-Being: Definition, subjective and psychological well-being, perspectives on well-being: hedonic and eudaimonic, other theories of well-being

Unit III: HOPE, OPTIMISM AND FLOW

Optimism, hope, mindfulness, expectationism, risk homeostasis theory, and time perspective, neurobiology of optimism. Flow: Self determination theory & intrinsic motivation, meta-motivational state and reversal theory. Resilience: sources of resilience, mindfulness meditation

Unit IV: HAPPINESS

Positive emotions, positive & negative affectivity. Happiness : Measuring happiness, effect of happiness, causes of happiness, circumstances & happiness, happiness enhancement. Happiness across life span, gender & happiness, marriage & happiness, gender difference in the benefits of marriage, money, happiness and culture, close relationships and happiness

Unit V: Personal Goals

Universal human motives, Goals expressive fundamental values, Goals contributing to well being, ,Materialism and its discontents.

Books for study:

1. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.

2. Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.

3. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2014). *Positive psychology: The scientific and practical explorations of human strengths* (3rd ed.). SAGE Publications.

Books for Reference:

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2014). *Positive psychology: The scientific and practical explorations of human strengths* (3rd ed.). SAGE Publications.

2. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.

3. Fredrickson, B. L. (2009). *Positivity: Top-notch research reveals the 3-to-1 ratio that will change your life*. Crown.

Web resources / E books:

1. Positive Psychology Center. (n.d.). *University of Pennsylvania.* https://ppc.sas.upenn.edu/

2. VIA Institute on Character. (n.d.). *VIA Character Strengths.* https://www.viacharacter.org/

3. PositivePsychology.com. (n.d.). *Positive Psychology Tools and Resources.* https://positivepsychology.com/

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

Positive Psychology focuses on the scientific study of human strengths, well-being, and optimal functioning, aiming to enhance life satisfaction and personal growth. Unlike traditional psychology, which often emphasizes mental illness and dysfunction, this course empowers learners to understand and apply evidence-based strategies that foster resilience, happiness, and meaningful relationships. By exploring core concepts such as gratitude, flow, mindfulness, and character strengths, students gain practical tools to improve their own lives and positively influence others in personal, educational, or professional settings.

Knowledge and Skill:

In a Positive Psychology course, students gain knowledge of core concepts such as happiness, well-being, resilience, and human strengths, along with an understanding of key theories and research in the field. They develop practical skills to apply evidence-based strategies like gratitude, mindfulness, and strengths-based approaches to improve mental health and life satisfaction. Additionally, students learn to design simple interventions, evaluate their effectiveness, and support others in achieving personal growth and positive change.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme,

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Understand the foundational theories and concepts of positive psychology.	K1 to K3
CLO-2	Apply evidence-based techniques to enhance personal and professional well-being.	K1to K3
CLO-3	Identify and develop personal strengths and resilience.	K1 to K4
CLO-4	Evaluate the effectiveness of positive psychology interventions.	K1 to K3
CLO-5	Facilitate positive growth and motivation in others.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level   2- Intermediate Level   3- Advanced Level

LESSON PLAN: TOTAL HOURS (75)

UNITS	DESCRIPTION	HOURS	MODE
I	**Unit I: INTRODUCTION TO POSITIVE PSYCHOLOGY** What is positive psychology? Positive Psychology: assumptions, goals and definitions,Eastern and western perspectives in positive psychology	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

II	**Unit II: WELL-BEING** Well-Being: Definition, subjective and psychological well-being, perspectives on well-being: hedonic and eudaimonic, other theories of well-being	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit III: HOPE,OPTIMISM AND FLOW** Optimism, hope, mindfulness, expectationism, risk homeostasis theory, and time perspective, neurobiology of optimism. Flow: Self determination theory & intrinsic motivation, meta-motivational state and reversal theory. Resilience: sources of resilience, mindfulness meditation	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit IV: HAPPINESS** Positive emotions, positive & negative affectivity. Happiness : Measuring happiness, effect of happiness, causes of happiness, circumstances & happiness, happiness enhancement. Happiness across life span, gender & happiness, marriage & happiness, gender difference in the benefits of marriage, money, happiness and culture, close relationships and happiness	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit V: Personal Goals** Universal human motives, Goals expressive fundamental values, Goals contributing to well being, ,Materialism and its discontents.	15	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree

DEPARTMENT OF PSYCHOLOGY				Class : III B.Sc., PSYCHOLOGY				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total

VI	SEC8	24OUPSYS EC6	Professional competency skill	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	**Employability Oriented**	**Entrepreneurship oriented**
✓	✓	

Course Objectives:

- Develop core professional skills like communication and leadership.
- Gain practical, hands-on experience in industry-specific tools and techniques.
- Enhance critical thinking and problem-solving abilities.
- Improve teamwork and collaboration in diverse settings.
- Promote lifelong learning and continuous self-improvement.

Course Content:

Unit I-: Negotiation Skill

Fundamentals of Negotiation, Planning and Preparation, Negotiation Tactics and Communication, Dealing with Difficult People/Deadlocks, Simulation & Feedback

UNIT – II: Leadership skill

Introduction to Leadership, Leadership Styles and Self-Assessment, Decision-Making, Motivation & Delegation, Team Leadership & Conflict Management

Unit – III: Communication

Communication Models and Barriers, Verbal & Non-Verbal Communication, Listening & Feedback Skill, Public Speaking and Presentations, Communication in Teams/Workplace

Unit – IV: Interpersonal relationship

Relationship Building and Empathy, Conflict Management and Assertiveness, Feedback and Trust, Cultural Sensitivity and Inclusiveness, Relationship Dynamics in Workplace.

Unit – V: Intra personal relationship

Understanding Self & Emotional Intelligence, Self-Talk, Mindfulness & Journaling, Goal Setting and Time Management, Stress and Anger Management, Self-Evaluation and Growth Plan.

Books for study:

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Review Press.

Books for Reference:

Web resources / E books:

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, videos, and assignments.

Rationale for nature of Course:

The **Professional Competency Skills** course is designed to bridge the gap between academic learning and real-world professional demands. In today's fast-paced and dynamic work environment, employers seek individuals who are not only technically proficient but also possess strong interpersonal, problem-solving, and leadership abilities. By focusing on both soft and hard skills, this course aims to prepare students for success in their careers, enabling them to confidently navigate the challenges of their chosen industry while fostering continuous personal and professional growth.

Knowledge and Skill:

Students will gain comprehensive knowledge in key professional competencies, including effective communication, teamwork, and strategic thinking. They will develop essential skills such as time management, conflict resolution, and decision-making, all of which are critical in any workplace setting. Additionally, the course will enhance students' ability to adapt to diverse work environments, manage complex projects, and pursue ongoing professional development to stay ahead in their careers.

Activities to be given:

Detailed explanation of Concept, Seminar with PPT preparation, Conduct quiz programme

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO-1	Strong communication skills (verbal and written).	
CLO-2	Effective problem-solving and decision-making.	
CLO-3	Ability to work well in teams and lead when necessary.	
CLO-4	Adaptability in fast-changing environments.	
CLO-5	Prepared for career growth and professional development.	

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2

CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

Lesson Plan : Total Hours (30)

Unit	Description	Hours	Mode
I	**Unit I-: Negotiation Skill** Fundamentals of Negotiation, Planning and Preparation, Negotiation Tactics and Communication, Dealing with Difficult People/Deadlocks, Simulation & Feedback	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
II	**UNIT – II: Leadership skill** Introduction to Leadership, Leadership Styles and Self-Assessment, Decision-Making, Motivation & Delegation, Team Leadership & Conflict Management	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
III	**Unit – III: Communication** Communication Models and Barriers, Verbal & Non-Verbal Communication, Listening & Feedback Skill, Public Speaking and Presentations, Communication in Teams/Workplace	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
IV	**Unit – IV: Interpersonal relationship** Relationship Building and Empathy, Conflict Management and Assertiveness, Feedback and Trust, Cultural Sensitivity and Inclusiveness, Relationship Dynamics in Workplace.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar
V	**Unit – V: Intra personal relationship** Understanding Self & Emotional Intelligence, Self-Talk, Mindfulness & Journaling, Goal Setting and Time Management, Stress and Anger Management, Self-Evaluation and Growth Plan.	6	Chalk and Talk ,Power Point Presentation ,Group Discussion , Seminar

Course Designer: MS.M.S.Lekhashree