



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024
B.Sc. PSYCHOLOGY

**CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES
 BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026 - 2027 onwards)

Sem	Part	Courses	Title	Ins. Hrs.	Credits	Exam. Hours	Maximum Marks		
							Int.	Ext.	Total
I	I	Ability Enhancement Course – I (AEC - I)	(Tamil \$ / Other Languages)	6	3	3	30	70	100
	II	Ability Enhancement Course – II (AEC - II)	English Course – I	6	3	3	30	70	100
	III	Core Course - 1 (CC - 1)	Basic Psychology - I	4	4	3	30	70	100
		Core Practical - 1 (CP - 1)	Psychology - I	4	4	3	40	60	100
		Allied Course – 1 (AC - 1)	Foundations of sociology	4	4	3	30	70	100
		Allied Course Practical - 1 (ACP-1)	Psychological Testing - I	2	**	**	**	**	**
	IV	Value Education		2	2	3	30	70	100
		Interdisciplinary Course – 1 (IDC - 1) #	One Course from Outside Department	2	2	3	30	70	100
	Total			30	22	–	–	–	700
II	I	Ability Enhancement Course – III (AEC - III)	(Tamil \$ / Other Languages)	6	3	3	30	70	100
	II	Ability Enhancement Course – IV (AEC - IV)	English Course – II	6	3	3	30	70	100
	III	Core Course - 2 (CC - 2)	Basic Psychology - II	4	4	3	30	70	100
		Core Practical - 2 (CP - 2)	Psychology - II	4	4	3	40	60	100
		Allied Course – 2 (AC - 2)	Statistics in psychology	4	4	3	30	70	100
		Allied Course Practical – 1 (ACP-I)	Psychological Testing - I	2	4	3	40	60	100
	IV	Skill Enhancement Course - 1 (SEC - 1) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 2 (IDC - 2) #	One Course from Outside Department	2	2	3	30	70	100
	Total			30	26	–	–	–	800

III	I	Ability Enhancement Course – V (AEC - V)	(Tamil / Other Languages)	6	3	3	30	70	100
	II	Ability Enhancement Course – VI (AEC - VI)	English Course – III	6	3	3	30	70	100
	III	Core Course - 3 (CC - 3)	Physiological Psychology - I	4	4	3	30	70	100
		Core Practical - 3 (CP - 3)	Psychology - III	4	4	3	40	60	100
		Allied Course – 3 (AC - 3)	Principles of Public Administration	4	4	3	30	70	100
		Allied Course Practical - 2 (ACP-2)	Psychological Testing - II	2	**	**	**	**	**
	IV	Skill Enhancement Course - 2 (SEC - 2) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 3 (IDC- 3)	One Course from Outside Department	2	2	3	30	70	100
		Health & Wellness @		–	1	–			100
	Total			30	23	–	–	–	800
	I	Ability Enhancement Course – VII (AEC - VII)	(Tamil / Other Languages)	6	3	3	30	70	100
IV	II	Ability Enhancement Course – VIII (AEC - VIII)	English Course – IV	6	3	3	30	70	100
	III	Core Course - 4 (CC - 4)	Physiological psychology - II	4	4	3	30	70	100
		Core Practical - 4 (CP - 4)	Psychology - IV	4	4	3	40	60	100
		Allied Course – 4 (AC - 4)	Counselling Psychology - I	4	4	3	30	70	100
		Allied Course Practical - 2 (ACP-2)	Psychological Testing - II	2	4	3	40	60	100
	IV	Skill Enhancement Course - 3 (SEC - 3)	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 4 (IDC - 4)	One Course from Outside Department	2	2	3	30	70	100
	Total			30	26	–	–	–	800
	Summer Internship / Industrial Activity during the Summer Vacation after II Year								

V	III	Core Course - 5 (CC - 5)	Developmental Psychology - I	4	4	3	30	70	100
		Core Course - 6 (CC - 6)	Abnormal Psychology - I	5	4	3	30	70	100
		Core Course - 7 (CC - 7)	Organizational Behaviour	5	4	3	30	70	100
		Core Course - 8 (CC - 8)	Counselling Psychology - II	5	4	3	30	70	100
		Core Practical - 5 (CP - 5)	Psychology - V	5	4	3	40	60	100
	IV	Skill Enhancement Course - 4 (SEC - 4)	Basics of Research	2	2	3	30	70	100
		Skill Enhancement Course - 5 (SEC - 5) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Introduction to Disaster Management		2	2	3	30	70	100
		Summer Internship / Industrial Activity @@	(with Viva-Voce)	--	2	--	20	80	100
	Total			30	28	--	--	--	900
VI	III	Core Course - 9 (CC - 9)	Developmental Psychology - II	4	4	3	30	70	100
		Core Course - 10 (CC - 10)	Abnormal Psychology - II	5	4	3	30	70	100
		Core Practical - 6 (CP – 6)	Psychology - VI	5	4	3	40	60	100
		Core Project Work (CPW) @@	Project Work (with Viva-Voce)	6	4	3	20	80	100
	IV	Value Added Course	General Studies for Competitive Examinations	2	1	--	30	70	100
		Skill Enhancement Course - 6 (SEC - 6)	Consumer Behavior	2	2	3	30	70	100
		Skill Enhancement Course - 7 (SEC - 7) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Environmental Studies		2	2	3	30	70	100
		Gender Studies		2	1	3	30	70	100
		Extension Activities *		--	1	--	--	--	--
	Total			30	25	--	--	--	900
Grand Total			180	150	--	--	--	4900	

ALLIED COURSE

First Year	Second Year
Foundations of Sociology	Principles of Public Administration
Statistics in Psychology	Counselling Psychology - I
Psychological Testing - I	Psychological Testing - II

SKILL ENHANCEMENT COURSE (SEC)			
Sl. No.	Title of paper	Sl. No.	MANDATORY Naan Mudhalvan Scheme ##
1.	Emotional Intelligence and Self-Management	1.	2nd Semester:
2.	Psychology of Social Media		
3.	Mindfulness And Stress Reduction	2.	3rd Semester:
4.	Basics of Research		
5.	Positive Psychology for Well-Being	3.	4th Semester:
6.	Consumer Behavior		
7.	Self-Enhancement Through Psychology	4.	5th Semester:
--		5.	6th Semester:

INTERDISCIPLINARY COURSE (IDC) FOR WHO HAVE OPT TAMIL AS PART-I (for other Department Students only)	
1 st Semester	Foundations of Criminology
2 nd Semester	Social Psychology
3 rd Semester	Stress Management
4 th Semester	Educational Psychology

INTERDISCIPLINARY COURSE (IDC)# FOR WHO HAVE NOT OPT TAMIL AS PART - I		
Those who have studied Tamil upto 10 th +2 but opt for other languages in degree	1 st Semester	Special Tamil - I
	2 nd Semester	Special Tamil - II
Those who have not studied Tamil in school level	1 st Semester	Basic Tamil - I
	2 nd Semester	Basic Tamil - II
Those students who opt for either special Tamil (or) Basic Tamil as IDCs, have to choose 2 more IDCs courses in their 3 rd and 4 th Semester from Outside his/her department.		

INTERDISCIPLINARY COURSE (IDC) \$\$ FOR NCC CADETS ONLY	
NCC Course is a Compulsory Course for the NCC Cadets in the 3rd Semester:	NCC Course is a Compulsory Course for the NCC Cadets in the 4th Semester:
Introduction to NCC	1. Special Subject Army (or) 2. Special Subject Navy (or) 3. Special Subject Air force
Those students who opt for NCC Courses as IDCs, have to choose 2 more IDCs courses in their 1 st and 2 nd Semester from Outside his/her department.	

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES

Sl. No.	Part	Types of the Courses	No. of Courses	Credits for each Course	Total Credits	Marks
1.	I	Ability Enhancement Course	4	3	12	400
2.	II	Ability Enhancement Course	4	3	12	400
3.	III	Core Course	10	4	40	1000
4.		Core Practical	6	4	24	600
5.		Allied Course (AC)	4	4	16	400
6.		Allied Course Practical (ACP)	2	4	8	200
7.		Core Project Work (CPW)	1	4	4	100
8.	IV	Skill Enhancement Course (SEC)	7	2	14	700
9.		Interdisciplinary Course (IDC)	4	2	8	400
10.		Value Education	1	2	2	100
11.		Health and Wellness	1	1	1	100
12.		Introduction to Disaster Management	1	2	2	100
13.		Summer Internship / Industrial Activity	1	2	2	100
14.		Value Added Course	1	1	1	100
15.		Environmental Studies	1	2	2	100
16.		Gender Studies	1	1	1	100
17.		EXTENSION ACTIVITIES (NCC / NSS / SPORTS / ANTI DRUG CELL / YRC & Any Other Activities	--	1	1	--
Total			49	-	150	4900

\$ For those who have studied Tamil upto 10th +2 (Regular Stream)

+ Syllabus for other Languages should be on par with Tamil at degree level

Those who have studied Tamil upto 10th +2 but opt for other languages in degree level under Part - I should study special Tamil and those who have not studied Tamil in the school level should study Basic Tamil in Part – IV under the

Interdisciplinary Course.

** Examination at the end of the next semester

Naan Mudhalvan Scheme: As per the Naan Mudhalvan Scheme instructions, 5 courses from 2nd to 6th semester should be studied under Skill Enhancement Course.

\$\$ NCC Course is one of the Choices in the Interdisciplinary Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is a Compulsory Course for the NCC Cadets.

@ **Health and Wellness: Assessments:**

- Use self-reflective worksheets to assess their understanding
- submit the worksheets to internal audit / external audit
- Every student's activity report should be documented and the same have to be assessed by the Physical Director with Mentor. The evaluation should be for 100 marks. No examination is required.

Scheme of Evaluation:

Part	Description	Marks
A	Report	40
B	Attendance	20
C	Activities (Observation During Practice)	40
Total		100

@@ **Summer Internship / Industrial Activity**

Internship will be carried out during the summer vacation after the second year. Viva-Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 5th semester Mark Statement.

Summer Internship / Industrial Activity & Project Work

Scheme of Evaluation:

Description	Marks
Report	80
Viva-Voce	20
Total	100

* Extension Activities shall be outside instruction hours.

Year: First

CORE COURSE 1

Semester: I

Code:

**BASIC PSYCHOLOGY - I
(Theory)**

Credits: 4

COURSE OBJECTIVES:

- To understand the definition and history of Psychology
- To comprehend the basics of Sensation & Perception
- To appreciate the importance of Consciousness
- To know the nature of Learning, Memory & Forgetting
- To understand the nature and approaches to Motivation & Emotion

UNIT – I: Foundations and Perspectives of Psychology

The Historical foundations of Psychology Definition and goals of Psychology - History of Psychology, Early schools of Psychology: Structuralism, Functionalism Behaviourism, Psychoanalysis and Gestalt

Contemporary Perspectives of Psychology Bio-logical - Psychoanalytic - Behaviouristic - Cognitive and Subjectivist Perspectives - Areas of Specialization in Psychology

UNIT – II: Sensation and Perception

Sensation Definition of Sensation - Sensory thresholds - Sensory adaptation - Vision - Hearing - Touch - Smell - Taste and Kinaesthetic senses.

Perception Definition of Perception - Gestalt Principles - Perceptual Constancies - Depth Perception- Illusion-Types of illusion - Extra Sensory Perception

UNIT – III:

Consciousness Definition of Consciousness - The Nature of Consciousness - Altered States of Consciousness - Drug-induced Altered States of Consciousness.

Sleep Biological Rhythms and Sleep - The Need for Sleep - Stages of Sleep - Sleep Disorders - Dream- Wish fulfilment - Manifest and Latent Content - Hypnosis - The Nature & Application of Hypnosis

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UNIT – IV: Learning, Memory, and Forgetting

Learning Definition of Learning-Trail & Error - Classical Conditioning - Operant Conditioning - Cognitive Learning - Observational Learning- Their implication

Memory Definition of Memory - Two models of Memory - Three stages of memory - Working memory - Short-term memory and Long-term Memory - Implicit Memory - Amnesia - Techniques to improve Memory - Definition of Forgetting - Proactive and Retroactive Interference - Retrieval Inhibition

UNIT – V: Motivation and Emotion

Motivation Definition of Motivation - Approaches to Motivation - Instinct - Drive reduction - Arousal - Incentive - Needs – Self- determination theory - Sexual motivation - Aggressive motivation

Emotion Definition of Emotion - Components of Emotions - Biology - Cognitive - and Socio-cultural Factors of Emotions - Theories of Emotion - James-Lange theory - Cannon-Bard theory - Lazarus theory - Putschik's theory - The Facial Feedback Hypothesis.

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment only):

Latest developments in the field of Psychology, Technology development and sleep quality, Virtual learning, Emotional Management

REFERENCES:

1. Baron A. R (2013). Psychology (V. Ed.) New Delhi, Prentice Hall.
2. Ciccarelli, S.K. and Meyer, G.E. (2008). Psychology, New Delhi, Pearson Longman – Dorling Kindersley (India) Private Limited.
3. Hoeksema, et., al., (2014). Atkinson and Higard's Psychology: An Introduction (XV.Ed.), New Delhi, Cengage Learning India Private Limited.
4. Morgan, et., al., (2011). Introduction to Psychology (VII.Ed.), New Delhi: Tata McGraw –Hill Edition.
5. Santrock. J.W (2006). Psychology: Essentials. New Delhi Tata McGraw – Hill Edition.

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to:

CO1: Explain the historical foundations, major schools, and contemporary perspectives of psychology.

CO2: Describe the principles of sensation, perception, and states of consciousness.

CO3: Apply the concepts and theories of learning, memory, and forgetting to understand human behaviour.

CO4: Analyze the concepts and theories of motivation and emotion and their influence on behaviour.

CO5: Relate basic psychological concepts and theories to real-life situations.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	1	1	1	2
CO2	2	3	3	3	2	1	2	2	2	2
CO3	2	3	2	3	2	1	2	2	2	2
CO4	2	3	3	3	2	2	1	2	2	2
CO5	2	3	3	3	2	2	2	3	2	3

Year: First

CORE PRACTICAL 1

Semester: I

Code:

**PSYCHOLOGY - I
(Practical)**

Credits: 4

COURSE OBJECTIVES

1. To understand basic psychological processes through laboratory experiments.
2. To develop skills in conducting and recording psychological experiments.
3. To assess perception, attention, learning, and memory using experimental methods.
4. To interpret experimental findings scientifically.
5. To apply experimental methods to understand human behaviour.

ANY FIVE OF THE FOLLOWING

1. Muller – Lyer Illusion
2. Span of Attention
3. Distraction of attention
4. Learning through Maze
5. Habit Interference
6. Recall Versus Recognition
7. Retroactive and Proactive interference

References:

1. Parameshwaran E. G. and Ravichandran 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.

COURSE OUTCOMES

Upon successful completion of this course the students would be able to:

CO1: Demonstrate the assessment of perception, including perceptual bias, using psychological experiments.

CO2: Assess attention and examine the effects of distraction on performance.

CO3: Analyze learning processes, including trial-and-error learning and habit interference.

CO4: Compare recall and recognition memory and evaluate their effectiveness.

CO5: Examine the effects of proactive and retroactive interference on memory retention.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	1	2	3	2
CO2	2	3	3	3	3	2	1	2	3	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	2	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: First

ALLIED COURSE 1

Semester: I

Code:

**FOUNDATIONS OF SOCIOLOGY
(Theory)**

Credits: 4

COURSE OBJECTIVES:

- To understand the basic Concepts of Sociology
- To comprehend Sociological Study Methods
- To examine general Sociological Theories
- To know the nature of Society
- To understand the basic aspects of Culture

UNIT – I: Introduction to Sociology and Sociological Methods

Introduction Meaning of Sociology –Scope of Sociology - History – Sociology and other Social Sciences – Sociology and Psychology – Sociology Today – Technology and Social Sciences

Sociological Methods The Development of Social Science – The Scientific Method – Correlation and Causation – Quantitative and Qualitative Methods – Objective and Critical Methods – Ethics

UNIT – II: Sociological Theories and Evolution of Society

General Sociological Theories Introduction - Structural-Functionalism - Conflict Theory - Symbolic Interactionism – Role theory - Social Constructionism - Integration Theory

Society Introduction – Societal Development: Hunter-Gatherer – Pastoralist – Horticulturalist - Agrarian – Industrial and Post Industrial – Classical Views on Social Change

UNIT – III: Culture and Socialization

Culture Introduction – Subcultures and Counter Cultures – Ethnocentrism and Cultural Relativism – Theories of Culture and Cultural Change – Cultural Sociology

Socialization What is Socialization? – Elements of Socialization: Goals of Socialization, Primary and Secondary, Socialization, Total Institutions, Broad and Narrow Socialization – Theoretical Understandings of Socialization

UNIT – IV: Groups, Collective Behaviour, and Demography

Groups And Collective Behaviour Social Identity Theory – Primary and Secondary Groups – In Groups and Out Groups – Reference Groups – Group Size – Crowds – Theories of Crowd Behaviour – Diffuse Crowds

Demography Introduction The Need for Studying Demography – History – Data and Methods – The Demographic Transition – Population Growth and Overpopulation

UNIT – V: Gender and Family

Gender and Family Gender and Sex – Biological Differences – Social and Psychological Differences – Sexism – Gender Theory – Family – Family Cross Culturally – Economic Role of the Family – Kinship Terminology

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

‘Sociological’ Perspectives in India - interpretive sociology- industry and labour - social communication

REFERENCES:

1. Bottommore, T.B. 1972, Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)
2. Brijjak, G.J. (1992). Sociology: Cultural Diversity in A Changing World. London: Alley and Bacon.
3. Giddens, A. (1982). Sociology, New York: Harcourt Brace Jovanovich.
4. Johnson, Harry M. (1995): Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
5. Gouldner, Alvin. 1977. ‘Sociology’s Basic Assumptions’ in Thompson, Kenneth and Jeremy Tunstall, Sociological Perspectives. New York: Penguin Books Ltd. (Pages 13- 17)
6. Sankar Rao C.N. (2009). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S Chand & Company Ltd.
7. Weber, Max. 1978. Economy & Society: An outline of Interpretive Sociology Vol. 1. Berkeley: University of California Press. (Basic Concepts, Pages 4-26)

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to:

CO1: Be ethical and to be able to be part of the society

CO 2: Contribute to the society in terms of knowledge and skills having understood the social change

CO 3: Develop ability to be a strong lover of culture understanding social institutions

CO 4: Realize the significance of demographic transition and population growth of India

CO 5: Appreciate the values of gender and family

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	1	1	1	2
CO2	2	3	3	3	2	1	2	2	2	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	2	2	3	2	3

Year: First

ALLIED COURSE PRACTICAL 1

Semester: I

Code:

**PSYCHOLOGICAL TESTING - I
(Theory)**

Credits: **

COURSE OBJECTIVES

1. To understand the purpose and application of basic psychological tests.
2. To develop skills in administering, scoring, and interpreting psychological tests.
3. To assess self-esteem, achievement motivation, and resilience using standardized scales.
4. To interpret psychological test results accurately and ethically.
5. To apply psychological assessment techniques to understand individual differences.

Experiments

1. Rosenberg Self-Esteem Scale
2. Achievement Motivation Scale
3. Resilience Scale

Course Outcomes

Upon successful completion of this practical course, students will be able to:

CO1: Administer, score, and interpret the Rosenberg Self-Esteem Scale to assess an individual's level of self-esteem.

CO2: Administer, score, and interpret the Achievement Motivation Scale to evaluate achievement-related behaviour and motivation.

CO3: Administer, score, and interpret the Resilience Scale to assess an individual's ability to cope with stress and adversity.

CO4: Compare the assessment results to understand individual differences in self-esteem, motivation, and resilience.

CO5: Apply psychological testing skills ethically in the assessment and interpretation of individual behaviour.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	2	2	3	2
CO2	2	3	3	3	3	2	2	2	3	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	3	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: First

INTERDISCIPLINARY COURSE 1

Semester: I

Code:

**FOUNDATIONS OF CRIMINOLOGY
(Theory)**

Credits: 2

COURSE OBJECTIVES

- To understand the basic concepts and scope of criminology.
- To examine different types of crimes and their characteristics.
- To understand the theories explaining criminal behaviour.
- To analyze the causes and impact of crime in society.
- To develop awareness of contemporary issues in criminology.

UNIT – I:

Crime and Criminology - The Meaning of Crime – Criminology and Criminality – History of Criminology – The Role of Theory in Criminology - Schools of Thought in Criminology

UNIT – II:

Violent Crimes - Violence in History - Murder: Types of Murder – Forcible Rape – Robbery – Aggravated Assault - Theories of Violence

UNIT – III:

Property Crime - Meaning of Property Offence – Larceny-Theft – Burglary – Motor Vehicle Theft – Arson – Crimes of Guile and Deceit – Cybercrime

UNIT - IV:

Public Order Crime - Meaning of Public Order Crimes – Alcohol and Crime – Illegal Drugs and Crime – Prostitution and Commercialized Vice

UNIT – V:

White Collar and Organized Crimes - The Concept of White Collar Crime – Occupational Crime – Corporate Crime – Organised Crime – Theories of Organised Crime

REFERENCES:

1. Anthony Walsh. (2012). Criminology: The essentials. Sage Publications. New Delhi.
2. Kumar Anil. (2011). Criminology: Principles and Concepts. Ancient Publishing House. New Delhi.

Course Outcomes

After successful completion of this course, students will be able to:

Upon successful completion of this practical course, students will be able to:

CO1: Explain the concepts of crime, criminology, criminality, historical development, major schools of thought, and theoretical perspectives in criminology.

CO2: Describe the nature, causes, and theories of violent crimes, including murder, rape, robbery, and aggravated assault, using criminological perspectives.

CO3: Analyze various forms of property crimes, cybercrime, and crimes involving deception by applying relevant criminological concepts and theories.

CO4: Apply criminological principles to understand public order crimes, substance abuse, prostitution, and their impact on individuals and society.

CO5: Evaluate the characteristics, causes, and consequences of white-collar crime and organized crime using theoretical and contemporary criminological perspectives.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	1	1	1	2
CO2	2	3	3	3	2	1	2	2	2	2
CO3	2	3	3	3	2	2	2	3	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	2	3	3	2	3

Year: First

CORE COURSE 2

Semester: II

Code:

**BASIC PSYCHOLOGY - II
(Theory)**

Credits: 4

COURSE OBJECTIVES:

- To understand the nature and definition of Intelligence
- To know the concepts of Thinking & Language
- To find out the basics and importance of Creativity
- To appreciate the nature of Sexuality & Gender
- To understand the nature and theories of Sexuality & Gender

UNIT – I: Intelligence: Concepts, Measurement, and Theories

Intelligence Definition of Intelligence - Nature and Nurture views on intelligence
- Measurement of Intelligence - Individual Differences in Intelligence

Theories of Intelligence Spearman - Gardner - Anderson - Sternberg and Cattell
- Emotional Intelligence, Artificial intelligence

UNIT – II: Thinking and Language

Thinking Definition of Thinking - Concept Formation - Mental Images - Reasoning
Prototypes - Problem Solving and Decision Making - Trial and Error - Algorithms
- Heuristics - Insight - Problems with Problem Solving

Language Definition of Language - The Levels of Language Analysis - The
Relationship between Language and Thought- Role of Broca's area and Wernicke's
area in language

UNIT – III: Creativity and Creative Thinking

Creativity Definition of Creativity – convergent & divergent thinking - Steps in
creative Process: Preparation, Incubation, Insight, Evaluation and Elaboration

Characteristics of Creative thinkers Flexibility and Playful thinking - Inner
Motivation - Willingness to Risk - Objective evaluation of work – The
characteristics of Creative living

UNIT – IV: Sexuality and Gender

Sexuality Definition of Sexuality – Primary and Secondary Sex Characteristics
- Psychological Aspects of Human Sexuality

Gender Definition of Gender - Gender Roles and Gender Typing - Theories
of Gender Role Development - Gender Stereotyping - Gender Differences -
Transgender Issues

UNIT – V: Personality: Theories and Assessment

Personality Definition of Personality - Theories of Personality - Sigmund Freud's
Psychoanalytic

Theory - Albert Bandura's Social Learning Theory - Kelly's Personal Construct

Theory - Roger's and Abraham Maslow's Humanistic Theory - Factor Analytic Theories of Eysenck Type - All port and Cattell's Trait Theories

Assessment of Personality Self-Report - Interview -Questionnaires -Projective Tests -Behavioural Assessments -Personality Inventories.

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Cyber Psychology, media and psychology, latest personality assessments, gender sensitisation in the current scenario.

REFERENCES:

1. Baron A. R (2013). Psychology (V. Ed.). New Delhi: Prentice Hall.
2. Cicarelli S.K. and Meyer, G.E. (2008). Psychology. New Delhi: Pearson. Longman – Dorling Kindersley (India) Private Limited.
3. Hoeksemaet., al., (2014). Atkinson and Higard's Psychology: An Introduction (XV.Ed.), New Delhi, Cengage Learning India Private Limited.
4. MORGANet., al., (2011). Introduction to Psychology (VII. Ed.), New Delhi: Tata McGraw – Hill Edition.
5. SANTROCK J.W (2006). Psychology: Essentials. New Delhi Tata McGraw – Hill Edition.

COURSE OUTCOMES:

Upon successful completion of this practical course, students will be able to:

CO1: Explain the concepts, history, and schools of thought in criminology.

CO2: Describe the nature, types, and theories of violent crimes.

CO3: Analyze the characteristics and forms of property crimes, including cybercrime.

CO4: Examine public order crimes and their impact on individuals and society.

CO5: Evaluate the concepts, types, and theories of white-collar and organized crimes.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	1	1	1	2
CO2	2	3	3	3	2	1	2	2	2	2
CO3	2	3	3	3	2	2	3	3	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	2	2	3	2	3

Year: First

CORE PRACTICAL 2

Semester: II

Code:

**PSYCHOLOGY - II
(Practical)**

Credits: 4

COURSE OBJECTIVES

1. To understand intelligence, personality, emotional intelligence, and higher cognitive processes.
2. To develop skills in administering and interpreting psychological assessments.
3. To assess intelligence, personality, and cognitive abilities using standardized tools.
4. To interpret assessment findings scientifically and ethically.
5. To apply psychological assessment techniques to understand individual differences.

ANY FIVE OF THE FOLLOWING

1. Measurement of Intelligence: Progressive Matrices
2. Bhatia's Battery of Performance Test
3. Emotional Intelligence
4. Concept formation
5. Problem solving
6. Eysenck Personality Inventory
7. Big Five Questionnaire

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Administer, score, and interpret intelligence tests using Progressive Matrices and Bhatia's Battery.

CO2: Assess emotional intelligence using standardized psychological tools.

CO3: Evaluate concept formation and problem-solving abilities through practical tasks.

CO4: Administer, score, and interpret personality using the Eysenck Personality Inventory and the Big Five Questionnaire.

CO5: Apply psychological assessment techniques to understand individual differences in intelligence, personality, and cognitive functioning.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	2	2	3	2
CO2	2	3	3	3	3	2	2	2	3	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	3	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: First

ALLIED COURSE 2

Semester: II

Code:

**STATISTICS IN PSYCHOLOGY
(Theory)**

Credits: 4

COURSE OBJECTIVES

1. To understand the basic concepts and applications of statistics in psychology.
2. To develop skills in organizing, presenting, and interpreting psychological data.
3. To compute and interpret measures of central tendency, variability, and correlation.
4. To understand the principles of hypothesis testing and statistical inference.
5. To apply non-parametric statistical tests in psychological research.

UNIT – I: Introduction to Statistics and Data Presentation

Introduction - Definition of Statistics Nature of Psychological Data, Levels of Measurement – (i) nominal, (ii) ordinal, (iii) interval and (iv) ratio, Variables – (i) categorical or discrete and (ii) continuous, Application of Statistics in Psychology - **Classification and Coding of Data** - Frequency Distribution, Graphic Presentation of Data : (i) bar diagram, (ii) histogram, (iii) frequency polygon, (iv) frequency curve, (v) cumulative frequency polygon, (vi) o-give, (vii) pie diagram

UNIT – II: Measures of Central Tendency and Variability

Measures of Central Tendency - Definition, Computation and uses of Mean, Median, Mode and Combined Arithmetic Mean for grouped and ungrouped data, - **Measures of Variability** - computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation for grouped and ungrouped data.

UNIT – III: Correlation and Its Applications

Correlation Definition –Types - Computation by Product Moment Method and Rank Order Method- Uses of Correlation - Scatter Diagram

UNIT – IV: Statistical Inference and Hypothesis Testing

Statistical Inference Testing of Hypothesis - Important Terms in Hypothesis Testing – types of hypothesis - Type I & Type II errors - Level of significance - One tailed & Two tailed tests - Degrees of freedom -Rejection region - The P-value

UNIT – V: Non-Parametric Tests in Psychology

Non Parametric Tests for Psychological Data Introduction - Advantages & Disadvantages of Non Parametric Tests - Chi-Square Test - Run Test - Sign Test - Median Test

UNIT – VI Current Contours (For Continuous Internal Assessment Only):

Probability and the Normal Distribution - Historical Background in Understanding Probability, Classical Definition of Probability, The Meaning and Importance of Normal Distribution, Properties of Normal Distribution, Measuring Divergence from Normality – (i) skewness and (ii) kurtosis, Applications of the Normal Probability Curve

REFERENCES:

1. Garrett. E. H (2004). Statistics in Psychology and Education, New Delhi: Paragon International Publishers.
2. Aron, A. Aron, E.N. and Coups, E.J. (2006) Statistics for Psychology, New Delhi: Pearson Education.
3. Verma. J.P. and Ghufuran, M. (2012). Statistics for Psychology – A Comprehensive Text, New Delhi: Tata McGraw Hill Education Private Limited.

COURSE OUTCOMES:

Upon successful completion of this practical course, students will be able to:

CO1: Apply scales of measurement and organize psychological data using appropriate statistical methods.

CO2: Compute and interpret measures of central tendency and variability.

CO3: Calculate and interpret correlation using appropriate statistical techniques.

CO4: Apply hypothesis testing and statistical inference in psychological research.

CO5: Compute and interpret non-parametric statistical tests for psychological data.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	1	1	1	2	2
CO2	2	3	3	3	3	2	1	2	3	2
CO3	2	3	3	3	3	2	1	3	3	2
CO4	2	3	3	3	3	2	2	3	3	2
CO5	2	3	3	3	3	2	2	3	3	3

Year: First

ALLIED COURSE PRACTICAL 1

Semester: II

Code:

**PSYCHOLOGICAL TESTING - I
(Practical)**

Credits: 4

COURSE OBJECTIVES

1. To understand the concepts of perception, adjustment, and personal values.
2. To develop skills in conducting and interpreting psychological assessments.
3. To assess perception, adjustment, and personal values using standardized tools.
4. To interpret assessment results scientifically and ethically.
5. To apply psychological assessment techniques to understand individual behaviour

Experiments 2

1. Figure–Ground Perception
2. Bell's Adjustment Inventory
3. Personal Value Questionnaire

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:
CO1: Demonstrate the principles of figure–ground perception and their role in visual organization.

CO2: Administer, score, and interpret Bell's Adjustment Inventory to assess adjustment in different areas of life.

CO3: Assess personal values using the Personal Value Questionnaire and interpret the results.

CO4: Compare the assessment findings to understand individual differences in perception, adjustment, and personal values.

CO5: Apply psychological assessment techniques ethically to evaluate individual behaviour.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	2	2	3	2
CO2	2	3	3	3	3	2	2	2	3	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	3	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: First

SKILL ENHANCEMENT COURSE 1

Semester: II

Code:

**EMOTIONAL INTELLIGENCE AND SELF-
MANAGEMENT
(Theory)**

Credits: 2

COURSE OBJECTIVES:

1. Understand the concept and importance of emotional intelligence.
2. Develop self-awareness and self-management skills.
3. Learn emotional regulation and stress coping techniques.
4. Enhance interpersonal effectiveness through emotional intelligence.
5. Apply emotional intelligence in academic, personal, and workplace settings.

UNIT – I:

Introduction to Emotional Intelligence – Meaning – Components – Importance – Models of Emotional Intelligence – Emotional Intelligence and Mental Health.

UNIT – II:

Self-Awareness – Identifying Emotions – Self-Concept – Self-Esteem – Self-Reflection – Personal Values – Emotional Triggers.

UNIT – III:

Self-Management – Emotional Regulation – Impulse Control – Motivation – Goal Setting – Time Management – Building Resilience.

UNIT – IV:

Social Awareness and Relationship Management – Empathy – Active Listening – Assertive Communication – Conflict Resolution – Teamwork – Leadership Skills.

UNIT – V:

Applications of Emotional Intelligence – Emotional Intelligence in Education – Workplace – Family Relationships – Decision Making – Ethical Behaviour – Developing Emotional Intelligence.

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Emotional Intelligence in the Digital Era – Artificial Intelligence and Emotional Skills – Emotional Well-being Apps – Emotional Intelligence in Remote Work – Future Workplace Competencies.

REFERENCES

1. Daniel Goleman (1995). *Emotional Intelligence*. Bantam Books.
2. Travis Bradberry & Jean Greaves (2009). *Emotional Intelligence 2.0*. TalentSmart.

Course Outcomes

CO1: Explain the concepts and components of emotional intelligence.

CO2: Demonstrate self-awareness and emotional self-management skills.

CO3: Apply emotional intelligence for effective interpersonal relationships.

CO4: Analyze the role of emotional intelligence in education and the workplace.

CO5: Develop strategies to improve emotional well-being and personal effectiveness.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	2	1	2	3	2	1	2
CO3	2	3	3	3	2	2	3	3	1	2
CO4	3	3	3	3	2	2	3	3	1	2
CO5	3	3	3	3	2	3	3	3	2	3

Year: First

INTERDISCIPLINARY COURSE 2

Semester: II

Code:

**SOCIAL PSYCHOLOGY
(Theory)**

Credits: 2

COURSE OBJECTIVES:

1. To understand the concepts, scope, and contemporary trends in social psychology.
2. To examine the role of social cognition and attitudes in shaping behaviour.
3. To understand interpersonal attraction and close relationships.
4. To analyze prejudice, discrimination, and their impact on society.
5. To understand conformity, group behaviour, and decision-making.

UNIT – I:

Introduction Definition & Meaning of Social Psychology – Scope -History of Social Psychology - Current Trends in Social Psychology

Attribution Definition of Attribution - Theories- Basic sources of Errors - Impression Formation & Impression Management

UNIT – II:

Social Cognition Definition & Meaning of Social Cognition - Person perception, Schemas, Heuristics, Attribution, Impression Formation and Management

Attitudes -Definition & Meaning of Attitude - Forming Attitude - Social learning - Direct Experiences and Genetic factors - Attitude influence on Behavior

UNIT – III:

Interpersonal Attraction Definition& Meaning of Interpersonal Attraction - Situational Influences on Attraction – Affiliation

Close relationships Definition & Meaning of Close Relationships - Building relationships – Love - Varieties of Relationships - Ending Relationships

UNIT - IV:

Prejudice Definition and Meaning of Prejudice - Origins of Prejudice - Direct Intergroup Conflict - Early Experience - Social Categorization - Cognitive Factor

Discrimination Definition and Meaning of Discrimination - Discrimination against Female - Role Expectations - Role Self confidence - Negative reaction to Female leaders

UNIT – V:

Conformity Definition and Meaning of Conformity - Factors Affecting Conformity - Cohesiveness - Group Size - Social Norms - The Bases of Conformity - Normative and Informational Conformity

Groups- Definition and Meaning of Group - Nature and Functions of Groups - Behavior in Groups - Decision making in Groups

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Attitude towards marriage, concept of love then and now, peer influence, political psychology

REFERENCES:

1. Baron, R.A. & Byrne, D. (2006). Social Psychology. New Delhi: Prentice Hall of India.
2. Feldman, R.S. (1998). Social Psychology (2ndEd). NJ: Prentice Hall, Inc.,.
3. Kuppaswamy, B. (1980). An introduction to Social Psychology. New Delhi, Media Promoters & Publishers Pvt., Ltd.
4. Myers, D.G. (2006). Social Psychology. New Delhi: Tata McGraw Hill Publishing.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the concepts, scope, and contemporary trends in social psychology.

CO2: Analyze social cognition, attribution, and attitudes in understanding human behaviour.

CO3: Examine the factors influencing interpersonal attraction and close relationships.

CO4: Analyze the causes and consequences of prejudice and discrimination in society.

CO5: Explain the role of conformity, social influence, and group processes in decision-making.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	3	2	1	2	2	2	2
CO3	2	3	3	3	2	2	3	3	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	2	3	3	2	3

UNIT – V: Central Nervous System and Brain Functions

The Structure and Functions of Central Nervous System The Major Divisions of the Nervous System - The Brain and Behaviour - Nonneural Materials in the Central Nervous System - The Meninges - The Blood-Brain Barrier - Cerebrospinal Fluid

The Central nervous system and Behaviour - The Spinal Cord and Behaviour - The Brain and the Reflex Action - The Brain - The Structural view of the Brain - The Hindbrain - The Midbrain - The Forebrain - The Hypothalamus - The Cortex - Between Hypothalamus and Cortex - The Brain in Action

UNIT – VI: Current Contours (For Continuous Internal Assessment Only):

Application of Brain and Behaviour in Daily Life- Stress and Nervous System- Role of Hormones in behavior – Sleep, Dreams and Biological rhythms

REFERENCES:

1. Alen M. Schneider & Barry Tarshis. (1998). An Introduction to Physiological Psychology (3rd Ed.). New York: Random House, Inc.
2. Carlson R. Neil (2005). Foundations of Physiological Psychology. (6th Ed.). New York: Pearson education.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the basic concepts, history, and scope of physiological psychology.

CO2: Describe the cellular and genetic basis of behaviour, including the role of cells, genes, and enzymes.

CO3: Analyze the structure and functions of neurons and the development of the nervous system.

CO4: Explain the organization and functions of the peripheral, autonomic, and central nervous systems.

CO5: Apply the principles of brain-behaviour relationships to understand human behaviour in everyday life.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	1	1	1	2	2
CO2	2	3	3	3	3	1	1	2	2	2
CO3	2	3	3	3	3	2	2	2	2	2
CO4	2	3	3	3	3	2	2	3	2	2
CO5	2	3	3	3	3	2	2	3	2	3

Year: Second

CORE PRACTICAL 3

Semester: III

Code:

**PSYCHOLOGY - III
(Practical)**

Credits: 4

COURSE OBJECTIVES

1. To understand the principles of sensation, perception, and physiological processes.
2. To develop skills in conducting and recording psychological experiments.
3. To assess sensory, perceptual, and physiological functions using experimental methods.
4. To interpret experimental findings scientifically and ethically.
5. To apply experimental knowledge to understand human behaviour.

ANY FIVE OF THE FOLLOWING

1. Determination of Two Point Threshold
2. Assessing Kinesthetic Sensitivity
3. Visual Acuity
4. Colour Blindness
5. Reaction Time
6. Bio feedback
7. Muscular Fatigue

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Demonstrate the assessment of sensory and perceptual processes through psychological experiments.

CO2: Conduct and interpret experiments on sensory thresholds, including two-point threshold and kinesthetic sensitivity.

CO3: Assess visual acuity, colour vision, and reaction time using standardized experimental procedures.

CO4: Evaluate physiological responses through biofeedback and muscular fatigue experiments.

CO5: Apply experimental knowledge of sensory and physiological processes to understand human behaviour in real-life situations.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	1	2	3	2
CO2	2	3	3	3	3	2	1	2	3	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	2	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: Second

ALLIED COURSE 3

Semester: III

**Code: PRINCIPLES OF PUBLIC ADMINISTRATION
(Theory)**

Credits: 4

COURSE OBJECTIVES

1. To understand the concepts, nature, and scope of public administration.
2. To examine the theories and principles of organization.
3. To understand administrative behaviour and decision-making processes.
4. To analyze the relationship between citizens and public administration.
5. To apply the principles of public administration in contemporary governance.

UNIT – I: Nature and Scope of Public Administration

The Nature of Public Administration Public Administration: Evolution, Meaning, Nature, Scope, Significance and its relations with Political Science, Economics and Law. Public and Private Administration - The distinctions and similarities between public and private administration - New Public Administration and New Public Management - New Public Management Perspective

UNIT – II: Theories of Organization

Theories of Organization Scientific Management - The Bureaucratic theory of Organization - Classical theory - The Human Relation theory - Behavioral Approach - Systems Approach - Organizational Effectiveness

UNIT - III: Principles and Structure of Organization

Principles of Organizations Meaning and Basis of Principles of Organization - Formal and Informal Organisation, Hierarchy, Span of Control - Unity of Command, Authority and Responsibility, Coordination, Supervision, Centralization and Decentralisation Structure of Organisation: Chief Executive, Line and Staff Agencies, Department, Head quarter and field relationship

UNIT – IV: Administrative Behaviour

Administrative Behaviour Decision Making: Meaning, Nature and Steps in decision making process. Theories of leadership – Communication: Meaning, Nature, Importance and Types. Motivation: Definition – Purpose – Theories on motivation. Control: Nature of control in administration and its importance

UNIT – V: Citizen and Public Administration

Citizen and Administration People's Participation in Administration - Public policy process and Policy making models - Role of civil society - Right to information and Citizen's Charter

UNIT – VI: Current Contours (For Continuous Internal Assessment Only):

E- Governance and Digital Administration – Good Governance: Meaning and Principles – Ethics in Public Administration

REFERENCES:

1. Sharma, M.P. (1960). Public Administration: Theory and Practice. Allahabad: Kitab Mahal.
2. Lamikant, M. (2011). Public Administration. New Delhi: Tata McGraw Hill.
3. NoorjahanBava. (2010). Public Administration in the 21st Century. New Delhi: Kanishka Publishers.
4. Sahni, Pardeep, and Vayunandan, E. (2010). Administrative Theory. New Delhi: Prentice Hall of India.

COURSE OUTCOME:

Upon successful completion of this practical course, students will be able to:

CO1: Explain the meaning, nature, scope, and significance of public administration.

CO2: Analyze the major theories and principles of organization.

CO3: Describe administrative behaviour, leadership, communication, motivation, and decision-making processes.

CO4: Examine the role of citizens, public participation, and public policy in administration.

CO5: Apply the principles of public administration, including e-governance, good governance, and ethics, to contemporary administrative practices.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	1	1	1	2
CO2	2	3	3	3	2	1	2	2	2	2
CO3	2	3	3	3	2	2	2	3	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	2	3	3	2	3

Year: Second

ALLIED COURSE PRACTICAL 2

Semester: III

Code:

**PSYCHOLOGICAL TESTING - II
(Theory)**

Credits: **

COURSE OBJECTIVES

1. To understand the cognitive processes of attention, memory, and learning.
2. To develop skills in conducting cognitive psychology experiments.
3. To assess attention, memory, and transfer of learning using experimental methods.
4. To interpret experimental findings scientifically and ethically.
5. To apply cognitive psychology principles to understand human behaviour.

Experiments

1. Stroop Colour-Word Test
2. Serial Position Effect
3. Transfer of Learning

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Demonstrate the effect of selective attention and cognitive interference using the Stroop Colour-Word Test.

CO2: Examine the influence of primacy and recency effects on memory through the Serial Position Effect experiment.

CO3: Evaluate the impact of previous learning on the acquisition and performance of new tasks using the Transfer of Learning experiment.

CO4: Interpret the findings of cognitive experiments to understand attention, memory, and learning processes.

CO5: Apply cognitive psychology concepts to explain human learning and behaviour in real-life situations.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	1	2	3	2
CO2	2	3	3	3	3	2	1	2	3	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	2	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: Second

SKILL ENHANCEMENT COURSE 2

Semester: III

Code:

**PSYCHOLOGY OF SOCIAL MEDIA
(Theory)**

Credits: 2

COURSE OBJECTIVES

- Understand psychological principles underlying social media use.
- Examine the impact of social media on cognition, emotions, and behaviour.
- Analyze online identity and interpersonal relationships.
- Recognize the psychological risks and benefits of social media.
- Apply responsible and healthy social media practices.

UNIT – I:

Introduction to Social Media Psychology – Evolution of Social Media – Psychological Needs Fulfilled by Social Media – Uses and Gratifications – Digital Citizenship.

UNIT – II:

Social Media and the Self – Self-Presentation – Online Identity – Self-Disclosure – Impression Management – Social Comparison – Self-Esteem.

UNIT – III:

Social Media and Mental Health – Fear of Missing Out (FOMO) – Internet Addiction – Cyberbullying – Loneliness – Anxiety – Depression – Sleep and Well-being.

UNIT – IV:

Social Influence in Social Media – Persuasion – Influencers – Social Norms – Group Behaviour – Misinformation – Digital Ethics – Responsible Online Behaviour.

UNIT – V:

Healthy Social Media Use – Digital Well-being – Screen Time Management – Positive Online Communities – Media Literacy – Psychological Interventions.

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Artificial Intelligence and Social Media – Virtual Reality Communities – Digital Detox – Mental Health Campaigns – Future Trends in Social Networking.

REFERENCES

1. Zizi Papacharissi (2011). *A Networked Self*. Routledge.
2. Kaveri Subrahmanyam & David Smahel (2011). *Digital Youth*. Springer.

Course Outcomes

C01: Explain psychological principles related to social media use.

C02: Analyze the influence of social media on behaviour and mental health.

C03: Examine online identity and interpersonal communication.

C04: Evaluate psychological risks and ethical issues in social media.

C05: Apply strategies for healthy and responsible social media use.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	2	3	2	2	1	1	2	1	1	2
C02	2	3	3	2	1	2	3	2	1	2
C03	2	3	3	3	2	2	3	3	1	2
C04	3	3	3	3	2	2	3	3	1	2
C05	3	3	3	3	2	3	3	3	2	3

Year: Second

INTERDISCIPLINARY COURSE 3

Semester: III

Code:

**STRESS MANAGEMENT
(Theory)**

Credits: 2

COURSE OBJECTIVES

1. To understand the concepts, types, and causes of stress.
2. To examine the behavioural and psychological aspects of stress.
3. To identify stressors and their impact on health and performance.
4. To understand the relationship between stress, emotions, and performance.
5. To develop effective stress management and coping skills.

UNIT – I: Introduction to Stress:

Nature, meaning and types of stress- Factors influencing stress - Difference between eustress and distress- Meaning of stressors- Physiological and psychological stress

UNIT – II: Causes of Stress:

Frustration and conflict- Stress in colleges- Cognitive load- Personality, Interest, Attitude - Causes of stress and its remedial measures- Symptoms of stress- Stereotype thinking.

UNIT – III: Behavioural aspects of Stress:

Adaptive, Deviant and Maladaptive Behaviour- Excessive sleeping, withdrawing from gatherings, preferring isolation Stressful Thinking - Problem Solving- Assertive Vs Aggressive behaviour.

UNIT – IV: Stress Vs Performance:

Relationship between stress and performance - Emotional regulation – Rational thinking -Conflict resolution- Stress and Health

UNIT – V: Stress Management:

Strategies of Stress Management: Challenging the stress- Self Talk (Introspection) - Coping mechanism – Frustration and Adjustment- 4 A's in stress management: avoid, alter, adapt, or accept

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Digital Stress and Social Media – Mindfulness and Well-being – Workplace and Academic Stress – Building Resilience – Work-Life Balance

REFERENCES:

1. Baron. L & Feist. J (2000) Health Psychology 4th edition, USA Brooks/Cole
2. Hariharan, M. and Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage. Martin, G. L. and Osborne, G. J. (1989). Psychology, Adjustment and Everyday Living. New Jersey: Prentice Hall.
3. Roy, S (2012) Managing stress, Sterling Publication

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the nature, types, and causes of stress and their effects on individuals.

CO2: Analyze the behavioural and psychological aspects of stress, including adaptive and maladaptive behaviours.

CO3: Examine the relationship between stress, health, emotions, and performance.

CO4: Apply problem-solving, emotional regulation, and conflict resolution techniques to manage stress.

CO5: Demonstrate the use of effective stress management strategies and coping mechanisms in everyday life.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	2	1	2
CO2	2	3	3	3	2	2	2	3	2	2
CO3	2	3	3	3	2	2	3	3	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	3	3	3	2	3

Year: Second

CORE COURSE 4

Semester: IV

Code:

**PHYSIOLOGICAL PSYCHOLOGY - II
(Theory)**

Credits: 4

COURSE OBJECTIVES

1. To understand the physiological basis of ingestive and reproductive behaviours.
2. To examine the biological mechanisms underlying emotion.
3. To understand the physiological processes involved in learning and memory.
4. To explain the neural basis of human communication.
5. To apply physiological psychology concepts to understand human behaviour.

UNIT – I: Ingestive Behaviour

Ingestive Behavior Physiological Regulatory Mechanisms - Drinking - fluid balance - two types of thirst- neural mechanisms of thirst - eating and metabolism - what starts a meal- what stops a meal - brain mechanisms - eating disorders - Anorexia nervosa and bulimia

UNIT – II: Reproductive Behaviour

Reproductive Behavior - Sexual development - Hormonal control of sexual behavior - Hormonal control of female reproductive cycles - organizational effects of androgens on behavior- effects of pheromones - human sexual behavior - sexual orientation - neural control of sexual behavior

UNIT – III: Emotion

Emotion - Emotion as response patterns - communication of emotions - feelings of emotions

UNIT – IV: Learning and Memory

Learning and memory Learning and synaptic plasticity - perceptual learning - classical conditioning
- Instrumental learning - relational learning

UNIT – V: Human Communication

Human Communication Speech production and comprehension - Brain Mechanisms - Disorders of Reading and Writing

UNIT – VI: Current Contours (For Continuous Internal Assessment Only):

Biological basis of stress and coping – Sleep and biological rhythms – Hormones and behavior in daily life

REFERENCES:

1. Carlson- R. Neil (2005). Foundations of Physiological Psychology. 6th edition. Pearson education.
2. Kalat (2012). Biological Psychology. 11th edition- Brooks/ Cole publication.
3. Pinel (2006). Biopsychology. 6th Edition. Pearson Education.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the physiological mechanisms underlying ingestive and reproductive behaviours.

CO2: Analyze the role of brain structures and hormones in regulating behaviour.

CO3: Describe the physiological processes involved in learning and memory.

CO4: Explain the biological basis of emotion and human communication.

CO5: Apply physiological psychology concepts to understand behaviour in everyday life.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	1	1	1	2	2
CO2	2	3	3	3	3	2	1	2	2	2
CO3	2	3	3	3	3	2	2	2	2	2
CO4	2	3	3	3	3	2	2	3	2	2
CO5	2	3	3	3	3	2	2	3	2	3

Year: Second

CORE PRACTICAL 4

Semester: IV

Code:

**PSYCHOLOGY - IV
(Practical)**

Credits: 4

COURSE OBJECTIVES

- To understand the principles of social behaviour through psychological experiments.
- To develop skills in administering and interpreting social psychology assessments.
- To assess attitudes, interpersonal relationships, and group behaviour using psychological tools.
- To interpret experimental findings scientifically and ethically.
- To apply social psychology concepts to understand human interactions.

Experiments

1. Attitude Scale(Towards Job/Marriage/Alcohol and Drug abuse, etc)
2. Interpersonal relationship (scale)
3. Group Influence on Problem Solving
4. Group Conformity
5. Bystander Effect
6. Social Facilitation/Social Loafing
7. Socio metry

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

C01: Demonstrate the assessment of attitudes and interpersonal relationships using standardized psychological scales.

C02: Examine the influence of groups on problem-solving, conformity, and social behaviour.

C03: Analyze social phenomena such as the bystander effect, social facilitation, and social loafing through experiments.

C04: Assess social relationships using sociometric techniques and interpret the findings.

C05: Apply social psychology principles and experimental methods to understand human behaviour in social settings.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	2	2	3	2
CO2	2	3	3	3	3	2	3	2	3	2
CO3	2	3	3	3	3	2	3	3	3	2
CO4	2	3	3	3	3	2	3	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: Second

ALLIED COURSE 4

Semester: IV

Code:

**COUNSELLING PSYCHOLOGY - I
(Theory)**

Credits: 4

COURSE OBJECTIVES

1. To understand the foundations and scope of counselling psychology.
2. To examine the characteristics and competencies of an effective counsellor.
3. To understand the professional and ethical issues in counselling.
4. To develop knowledge of the counselling process and communication skills.
5. To apply basic counselling principles and skills in helping situations.

UNIT – I: Foundations of Counselling Psychology

The Basics of Counselling Meaning and Definition - The Emergence of Counseling Psychology – Important Periods in the Development of Counseling – Counseling & Psychotherapy - Advice and Guidance

UNIT – II: The Counsellor: Characteristics and Competencies

The Counsellor Personal Characteristics of Effective Counsellor - Role of values in Counselling - Role of Values in Therapeutic goals - Competencies in Multicultural Counseling - Culture and Counselling Practices

UNIT – III: Issues of the Beginning Therapist

The Beginning Therapist's Issues -Dealing with Anxieties - Disclosing - Avoiding Perfectionism - Being Honest - Understanding Silence - Sense Humour - Tolerating Ambiguity - Responsibility - Developing Counselling Style

UNIT – IV: Ethical Issues in Counselling

Ethical Issues in Counselling - Role of Ethics in Counselling - Steps in Making Ethical Decisions - Informed Consent - Dimensions of Confidentiality - Ethical Issues in Multicultural Context- Role of Diagnosis in Counselling

UNIT – V: Process of Counselling

Process of Counselling Interviewing - Rapport Building - Verbal and Non Verbal Communication - Structuring the Counselling - Degree of Lead - Silence - Sharing of Experience - Summing Up

UNIT – VI: Current Contours (For Continuous Internal Assessment Only):

Types of counselling – Basic counselling skills – Crisis intervention and stress – Use of technology in counselling

REFERENCES:

1. Narayana Rao. S (2007). Counseling & Guidance (II Ed) New Delhi: Tata McGraw Hill.
2. Tryon G. S. (2002). Counseling Based on Process Research. New Delhi: Pearson Education
3. Nelson Jones. R (2006). Theory and Practice of Counselling and Therapy (IV Ed) New Delhi: Sage.
4. Gerald Corey (2009). Counseling & Psychotherapy: Theory and Practice. New Delhi: Cengage Learning. ISBN-13:P978-81-315-1275-3.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the meaning, history, and scope of counselling psychology.

CO2: Describe the characteristics, competencies, and professional role of an effective counsellor.

CO3: Analyze the ethical issues and decision-making processes in counselling practice.

CO4: Demonstrate an understanding of the counselling process, including interviewing, rapport building, and communication skills.

CO5: Apply basic counselling principles and skills in real-life helping situations.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	3	2	2	2	3	2	2	2
CO3	3	3	3	3	2	2	3	3	2	2
CO4	3	3	3	3	2	2	3	3	2	2
CO5	3	3	3	3	2	3	3	3	2	3

Year: Second

ALLIED COURSE PRACTICAL 2

Semester: IV

Code:

**PSYCHOLOGICAL TESTING - II
(Practical)**

Credits: 4

COURSE OBJECTIVES

1. To understand decision-making, creativity, and personality.
2. To develop skills in administering and interpreting psychological assessments.
3. To assess decision-making styles, creativity, and personality using standardized tools.
4. To interpret assessment findings scientifically and ethically.
5. To apply psychological assessment techniques to understand individual differences

Experiments

1. Decision Making Styles
2. Assessment of Creativity
3. 16 Personality Factor (16 PF)

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Evaluate individual decision-making styles and their influence on behaviour and problem-solving.

CO2: Demonstrate the assessment of creativity and identify individual differences in creative thinking.

CO3: Administer, score, and interpret the 16 Personality Factor Questionnaire to assess personality traits.

CO4: Compare assessment findings to understand individual differences in decision-making, creativity, and personality.

CO5: Apply psychological assessment techniques ethically to understand individual behaviour.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	2	2	3	2
CO2	2	3	3	3	3	2	2	2	3	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	3	3	3	2
CO5	3	3	3	3	3	2	3	3	3	3

Year: Second

SKILL ENHANCEMENT COURSE 3

Semester: IV

Code:

**MINDFULNESS AND STRESS REDUCTION
(Theory)**

Credits: 2

COURSE OBJECTIVES

- Understand mindfulness and stress.
- Learn mindfulness-based stress reduction techniques.
- Develop emotional regulation and resilience.
- Improve concentration and psychological well-being.
- Apply mindfulness in daily life.

UNIT – I:

Introduction to Mindfulness – Meaning – Principles – History – Mindfulness and Mental Health – Stress: Meaning, Sources and Types.

UNIT – II:

Stress and Health – Physiological and Psychological Responses – Symptoms – Effects of Stress – Coping Strategies – Lifestyle Factors.

UNIT – III:

Mindfulness Practices – Mindful Breathing – Body Scan – Mindful Walking – Meditation – Acceptance – Present Moment Awareness.

UNIT – IV:

Mindfulness for Emotional Well-being – Managing Anxiety – Anger – Depression – Academic Stress – Workplace Stress – Interpersonal Relationships.

UNIT – V:

Applications of Mindfulness – Education – Healthcare – Workplace – Sports – Personal Growth – Developing a Daily Mindfulness Practice.

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Mindfulness Mobile Applications – Digital Meditation Platforms – Mindfulness in Artificial Intelligence-Assisted Healthcare – Online Mental Health Interventions – Neuroscience of Mindfulness.

REFERENCES

1. Jon Kabat-Zinn (2013). *Full Catastrophe Living*. Bantam Books.
2. Mark Williams & Danny Penman (2011). *Mindfulness*. Rodale.

Course Outcomes

CO1: Explain the concepts of mindfulness and stress.

CO2: Identify sources and effects of stress.

CO3: Demonstrate mindfulness practices for stress reduction.

CO4: Apply mindfulness techniques to improve emotional well-being.

CO5: Develop a personal mindfulness plan for healthy living.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	2	1	2	3	2	1	2
CO3	2	3	3	3	2	2	3	3	1	2
CO4	3	3	3	3	2	2	3	3	1	2

Year: Second

INTERDISCIPLINARY COURSE 4

Semester: IV

Code:

**EDUCATIONAL PSYCHOLOGY
(Theory)**

Credits: 2

COURSE OBJECTIVES

1. To understand the nature, scope, and perspectives of educational psychology.
2. To examine the principles of pedagogy and their application in teaching and learning.
3. To understand the learning process and factors influencing learning.
4. To identify different types of learners and their learning preferences.
5. To develop an understanding of effective teaching and classroom management.

UNIT - I:

Introduction to Educational Psychology: Nature, scope, concepts and principles of educational psychology- Relationship with education and psychology- Perspectives: Behaviouristic, Cognitive, Constructivist & Humanistic Perspectives.

UNIT - II:

Principles of Pedagogy: Motivation -exposition- direction of activity- criticism-inviting imitation- Pedagogical knowledge- pedagogical content knowledge

UNIT – III:

Learning process: Learner & learning process-Goals of teaching- Objectives of learning-Growth and Maturity- Readiness for Learning- Transfer of learning- Factors affect learning

UNIT – IV:

Types of Learners: Visual Learners – Aural Learners- Tactile Learners - Verbal Learners - Logical Learners -Social Learners- Solo Learners- Natural/ Nature Learners.

UNIT –V:

Teachers and Classroom Management: Characteristics of Effective Teachers- attitude- Emotional Intelligence- Mental health of teachers- Adjustment mechanism -Issues in Classroom Management

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Digital Learning and Online Education – Artificial Intelligence (AI) in Education – Inclusive Education – Student Mental Health and Well-being – Experiential and Active Learning

REFERENCES:

1. Jennifer L. Martin and Sarah E. Torok-Gerard (2019). *Educational Psychology: History, Practice, Research, and the Future (Essentials of Psychology and Health)*. Praeger Publishers Inc.
2. Anita Woolfolk (2020). *Educational Psychology*, Global Edition. Pearson Publication.
3. Garner Samantha (2018). *Mental Health in Education*, Taylors and Francis.
4. Jeanne Ormrod and Brett Jones (2018). *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching* (5th Ed.), Pearson Publication.
5. Mangal S. K (2012). *Essentials of Education Psychology* (6th Ed.), Prentice Hall of India.
6. Joel Mark Witt and Antonia Dodge (2018). *Personality Hacker: Harness the Power of Your Personality Type to Transform Your Work, Relationships, and Life*, Ulysses Press.
7. Mishra, B.K. (2008). *Psychology study of human behaviour*, Prentice Hall of India.
8. Muralidhar Dash & Neena Dash (2006). *Fundamentals of Educational Psychology*, Atlantic Publication.
9. Nancy McWilliam (2011). *Psychoanalytic Diagnosis* (2nd Edition), Guilford Publication. New York.
10. (2018). *Educational Psychology: Theory and Practice*, (12th Ed.), Pearson.
11. Daphne Hopkins (2018). *Educational and Developmental Psychology: A Strategic Approach*, Clanrye International Publication.
12. Ciccarelli Sandra K., White J. Noland and Misra Girishwar (2017). *Psychology* (5th edition). Pearson Publication.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the concepts, scope, and major perspectives of educational psychology.

CO2: Analyze the principles of pedagogy and their role in effective teaching and learning.

CO3: Describe the learning process, transfer of learning, and factors affecting learning.

CO4: Differentiate the various types of learners and their learning characteristics.

CO5: Apply the principles of effective teaching and classroom management to enhance learning.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	3	2	2	2	2	2	2
CO3	2	3	3	3	2	2	2	3	2	2
CO4	3	3	3	3	2	2	3	3	2	2
CO5	3	3	3	3	2	3	3	3	2	3

Year: Third

CORE COURSE 5

Semester: V

Code:

**DEVELOPMENTAL PSYCHOLOGY - I
(Theory)**

Credits: 4

COURSE OBJECTIVES:

1. To understand the concepts, principles, and theories of life-span development.
2. To examine research methods and prenatal development.
3. To understand physical, cognitive, emotional, and social development from birth through childhood.
4. To analyze psychosocial development during infancy, toddlerhood, and childhood.
5. To apply developmental psychology concepts to understand human growth and behaviour.

UNIT – I: Introduction to Life-Span Development and Theories

Life-span Development – Meaning - Importance of Studying Life-span Development. The Nature of Development - The Historical perspective

Theories of Human Development Behavioural & Social cognitive theories, Ethological & Evolutionary theories, Ecological theory – Context of life-span development

UNIT – II: Research Methods and Prenatal Development

Research in Human Development Designs for studying Human Development- Ethics in Human Development Research

Development during Prenatal Period Characteristics of the Prenatal Period – Conception – Prenatal Environmental Influences

UNIT – III: Development during Birth, Infancy, and Toddlerhood

Development during Birth Childbirth – The Newborn Baby's Capacities - Prenatal development - prenatal environmental influences - Childbirth

Development during Infancy and Toddlerhood – Characteristics of Infancy and toddlerhood - Body growth & change - Brain Development - Influences on Early Physical Growth - Learning Capacities - Motor Sensory & Perceptual Development

UNIT – IV: Cognitive, Emotional, and Social Development in Early Childhood

Cognitive development in Infancy and Toddlerhood - Piaget's Cognitive Developmental Theory- Information Processing - Social Context of Early Cognitive Development - Individual Differences in Early Mental Development - Language Development

Emotional and Social development in Infancy and Toddlerhood - Erikson's theory of infant and toddler personality - Emotional development - Temperament Development - Attachment Development - Self-Development during the first two years – Hayard's theory

UNIT – V: Development during Childhood and Psychosocial Development

Development during Childhood – Characteristics of Childhood - Physical Development - Aspects of physical development, Health and safety - Cognitive Development- Piagetian Approach – Vygotsky’s sociocultural theory - Information Processing Approach: Memory Development - Intelligence - Language Development
Psychosocial Development- Self-understanding - Emotional development - Moral Development - Peer relations - Gender typing - Family influences

UNIT – VI: Current Contours (For Continuous Internal Assessment Only):

Characteristic of adolescence – Emotional and social development in adolescence – Identity formation (Erikson theory)

REFERENCES:

1. Berk. L.E (2007). Development through the lifespan. (3rd Ed). Pearson education.
2. Santrock .J.W (2007). A Topical approach to Life-Span Development. (3rd Ed) New Delhi Tata McGraw-Hill.
3. Hurlock .E.B (2007). Developmental Psychology A Life-Span Approach (5th Ed). New Delhi Tata McGraw-Hill.

COURSE OUTCOME:

Upon successful completion of this practical course, students will be able to:

CO1: Explain the concepts, principles, and major theories of life-span development.

CO2: Describe research methods in human development and the stages of prenatal development.

CO3: Analyze physical, cognitive, and emotional development during birth, infancy, and toddlerhood.

CO4: Examine cognitive, social, and psychosocial development during early childhood.

CO5: Apply developmental psychology concepts to understand human growth and behaviour across childhood.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	3	2	1	2	2	3	2
CO3	2	3	3	3	2	2	3	3	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	2	3	3	2	3

Year: Third

CORE COURSE 6

Semester: V

Code:

**ABNORMAL PSYCHOLOGY - I
(Theory)**

Credits: 4

COURSE OBJECTIVES:

1. To understand the concepts, causes, and perspectives of abnormal behaviour.
2. To examine the biological, psychological, and socio-cultural factors associated with abnormal behaviour.
3. To understand the characteristics and causes of anxiety, somatoform, and dissociative disorders.
4. To examine the prevention and treatment approaches in abnormal psychology.
5. To develop awareness of mental health and psychological well-being.

UNIT – I: Introduction to Abnormal Behaviour

Definition of abnormal behavior- Incidence of mental disorders- Historical views of abnormal behavior- Humanitarian approach- Contemporary views of abnormal behavior

UNIT – II: Causal and Risk Factors of Abnormal Behaviour

Causal and risk factors for abnormal behavior- Biological view point and causal factor-Psychosocial view point and causal factor- Socio cultural view point and causal factor

UNIT – III: Anxiety Disorders

Anxiety disorders – Specific phobia- social phobia- panic disorders with and without Agoraphobia-generalized anxiety disorder- obsessive compulsive disorder; Biological psychosocial and socio cultural causal factors for all anxiety disorders- Treatment and outcome

UNIT – IV: Somatoform and Dissociative Disorders

Somatoform and dissociative disorder- Somatoform disorder- Hypochondriasis- Somatization disorder- 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: Prevention and Treatment of Abnormal Behaviour

Prevention and treatment - Perspectives on prevention- Psychological approach to treatment-Behaviour therapy- Cognitive and cognitive behavioural therapies- Humanistic and experiential therapy- Psychodynamic therapy- Family and marital therapy- Eclecticism and integration

UNIT – VI Current Contours (For Continuous Internal Assessment Only):

Mood disorders (depression & bipolar disorder) – Personality disorder (basic) –
Modern approaches in mental health care

REFERENCES:

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.

COURSE OUTCOME:

Upon successful completion of this practical course, students will be able to:

CO1: Explain the concepts, historical perspectives, and causes of abnormal behaviour.

CO2: Analyze the biological, psychological, and socio-cultural risk factors associated with abnormal behaviour.

CO3: Describe the characteristics, causes, and treatment of anxiety disorders.

CO4: Examine the features, causes, and treatment of somatoform and dissociative disorders.

CO5: Apply knowledge of prevention and treatment approaches to promote mental health and psychological well-being.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	1	1	2
CO2	2	3	3	3	2	2	2	2	2	2
CO3	2	3	3	3	2	2	3	3	2	2
CO4	3	3	3	3	2	2	3	3	2	2
CO5	3	3	3	3	2	3	3	3	2	3

Year: Third

CORE COURSE 7

Semester: V

Code:

**ORGANIZATIONAL BEHAVIOUR
(Theory)**

Credits: 4

COURSE OBJECTIVES:

1. To understand the concepts, foundations, and scope of organizational behaviour.
2. To examine the role of personality, perception, attitudes, and motivation in the workplace.
3. To understand communication, organizational culture, and workplace dynamics.
4. To analyze leadership styles, group behaviour, and team effectiveness.
5. To apply organizational behaviour principles to improve workplace effectiveness.

UNIT - I: Introduction to Organizational Behaviour

INTRODUCTION: OB: Definition, Fundamental concepts in OB; Historical antecedents of Organizational Behaviour- The Hawthorne Studies; Theoretical Foundation of Organizational Behaviour, Approaches to OB; Diversity in the Workplace; Challenges and Limitations

UNIT - II: Personality and Perception

PERSONALITY AND PERCEPTION: Personality - The Myers-Briggs Type Indicator, The Big Five Personality Model, Other Personality Traits Relevant to OB. Perception – Process, Factors Influencing Perception, Person Perception: Attribution Theory, Impression formation and management; Perception and Individual Decision Making,

UNIT - III: Attitudes and Motivation

ATTITUDE AND MOTIVATION: Employee Attitudes-components & major attitudes at workplace, Job Satisfaction-Cause and Outcomes; Organizational Commitment-Meaning, Outcomes, Organizational Citizenship Behaviors; Work Motivation- Intrinsic and extrinsic Motivation, Early theories: Maslow, McClelland, Two factor; Contemporary theories: Equity, Expectancy, ERG; Job Characteristics Model

UNIT - IV: Communication and Organizational Dynamics

COMMUNICATION AND DYNAMICS IN OB: Communication – Process and barriers; Power and Politics: Influence, sexual harassment, Conflict resolution, Stress and health, Organizational culture; Positive Organizational Behaviour – PSYCAP and well-being

UNIT – V: Leadership and Groups

LEADERSHIP AND GROUPS: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Leadership styles and traits; Groups: Formation

and types; Differences between Groups and Teams, Types of Teams, Creating Effective Teams

UNIT – VI Current Contours (For Continuous Internal Assessment Only):

Work-life balance – Employee well-being and mental health – Organizational change and development

REFERENCES

1. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
2. Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior. New Delhi: Prentice Hall of India.
3. Davis, K. (2002) Organizational Behavior. Human Behavior at work; 11th Edition, New Delhi: McGraw Hill
4. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations. India: Dorling Kindersley.
5. Griffin, R.W., & Moorhead, G. (2011). Organizational Behavior. USA: Cengage Learning.

COURSE OUTCOME:

Upon successful completion of this practical course, students will be able to:

CO1: Explain the fundamental concepts, theories, and scope of organizational behaviour.

CO2: Analyze the influence of personality, perception, and attitudes on employee behaviour.

CO3: Examine motivation, job satisfaction, organizational commitment, and organizational citizenship behaviour.

CO4: Describe communication processes, organizational culture, power, politics, conflict, and stress in organizations.

CO5: Apply leadership and group behaviour principles to enhance team effectiveness and organizational performance

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	3	2	2	2	2	2	2
CO3	2	3	3	3	2	2	2	3	2	2
CO4	3	3	3	3	2	2	3	3	2	2
CO5	3	3	3	3	2	3	3	3	2	3

Year: Third

CORE COURSE 8

Semester: V

Code:

**COUNSELLING PSYCHOLOGY - II
(Theory)**

Credits: 4

COURSE OBJECTIVES:

1. To understand the major theories and approaches in counselling psychology.
2. To examine the principles and techniques of Psychoanalytic and Person-Centered therapies.
3. To understand the concepts and applications of Cognitive Behaviour Therapy and Reality Therapy.
4. To analyze the principles and practices of Feminist Therapy.
5. To apply therapeutic approaches in counselling practice.

UNIT – I:

Psychoanalytic Therapy Human Nature - Structure of Personality - Consciousness and the Unconscious - Anxiety - Ego Defence Mechanism - Therapeutic Goals Therapist's Function - Free Association and Dream Analysis - Interpretations

UNIT – II:

Roger's Person Centered Therapy - Existentialism and Humanism - View of Human Nature - Goals and Functions - Reflection of Feelings - Evolution of Person Centered Methods - Areas of Application

UNIT – III:

Cognitive Behaviour Therapy Human Nature - Emotional Disturbance - ABC Theory of Personality - Goals and Functions - Client's Experience - Rational Emotive Behaviour Therapy

UNIT – IV:

Reality Therapy of William Glasser- Choice Theory - Characteristics of Reality Therapy - Goals and Functions - Practice of Reality Therapy - Counselling Environment - Procedures of Change - The WDEP System

UNIT - V:

Feminist Therapy History - Human Nature - Principles of Feminist Psychology - Goals and Functions in Therapy - Assessment and Diagnosis - Techniques and Strategies - Role of Men in Feminist Therapy

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Trauma-Informed Counselling – Online and Tele-Counselling – Mindfulness-Based Cognitive Therapy (MBCT) – Positive Psychology in Counselling – Integrative and Eclectic Approaches to Therapy

REFERENCES:

1. Narayana Rao. S (2007). Counseling & Guidance (II Ed) New Delhi: Tata McGraw Hill.
2. Tryon G. S. (2002). Counseling Based on Process Research. New Delhi: Pearson Education
3. Nelson Jones. R (2006). Theory and Practice of Counselling and Therapy (IV Ed) New Delhi: Sage.
4. Gerald Corey (2009). Counseling & Psychotherapy: Theory and Practice. New Delhi: Cengage Learning. ISBN-13:P978-81-315-1275-3

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the principles, concepts, and techniques of Psychoanalytic Therapy.

CO2: Describe the assumptions, goals, and therapeutic process of Person-Centered Therapy.

CO3: Analyze the concepts and applications of Cognitive Behaviour Therapy and Rational Emotive Behaviour Therapy.

CO4: Examine the principles, procedures, and applications of Reality Therapy, including the WDEP system.

CO5: Apply the concepts and techniques of Feminist Therapy in understanding counselling practice.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	2	1	2
CO2	3	3	3	2	2	2	3	2	2	2
CO3	3	3	3	3	2	2	3	3	2	2
CO4	3	3	3	3	2	2	3	3	2	2
CO5	3	3	3	3	2	3	3	3	2	3

Year: Third

CORE PRACTICAL 5

Semester: V

Code:

**PSYCHOLOGY - V
(Practical)**

Credits: 4

Assessment: A report shall be submitted on the basis of the Case study	
One Case Study Report (Special school / Orphanage / Old age home / Juvenile home / Rehabilitation centre / Organization, etc)	
Internal Examination: 40 Marks	
I. Progress of work (Periodical meeting)	20
II. Report submission	20
External Examination: 60 marks	
I. PPT Presentation	20
II. Report Presentation	20
Viva	20

Year: Third

SKILL ENHANCEMENT COURSE 4

Semester: V

Code:

**BASICS OF RESEARCH
(Theory)**

Credits: 2

COURSE OBJECTIVES:

1. To understand the concepts, principles, and importance of research in psychology.
2. To examine research designs, variables, and hypothesis formulation.
3. To understand sampling techniques and measurement in psychological research.
4. To develop knowledge of data collection methods and research ethics.
5. To acquire basic skills in data analysis and research report writing.

UNIT – I: Introduction to Research

Meaning and Definition of Research – Objectives of Research – Importance of Research – Characteristics of Scientific Research – Scientific Method – Types of Research: Basic, Applied, Quantitative and Qualitative Research – Steps in the Research Process.

UNIT – II: Research Design and Hypothesis

Research Design- Meaning and Purpose of Research Design – Variables: Independent and Dependent Variables – Experimental and Non-Experimental Research.

Types of Research Design- Experimental Research – Survey Research – Case Study Method. **Hypothesis-** Meaning of Hypothesis – Characteristics of a Good Hypothesis – Types of Hypothesis – Formulation of Hypothesis.

UNIT – III: Sampling and Measurement

Sampling- Meaning and Importance of Sampling – Population and Sample. **Sampling Techniques-** Simple Random Sampling – Stratified Sampling – Purposive Sampling – Convenience Sampling.

Measurement: Meaning and Purpose of Measurement – Levels of Measurement: Nominal, Ordinal, Interval and Ratio Scales – Reliability – Validity.

UNIT – IV: Methods of Data Collection

Data Collection: Meaning and Importance of Data Collection – Primary and Secondary Data. **Methods of Data Collection-** Observation Method – Interview Method – Questionnaire Method – Survey Method.

Research Ethics: Informed Consent – Confidentiality – Voluntary Participation.

UNIT – V: Data Analysis and Report Writing

Data Analysis: Meaning and Purpose of Data Analysis – Classification and Tabulation of Data – Graphical Representation of Data.

Basic Statistical Concepts: Mean – Median – Mode.

Research Report Writing: Meaning and Importance of Research Report –

Structure of a Research Report – APA Style Basics.

UNIT – VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Recent Trends in Psychological Research – Online Research – Artificial Intelligence and Psychology – Mental Health Research.

REFERENCES

1. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.
2. Best, J. W., & Kahn, J. V. (2016). *Research in Education* (10th ed.). Pearson Education.
3. Singh, A. K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan Publishers.
4. Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of Behavioral Research* (4th ed.). Wadsworth.
5. McBurney, D. H., & White, T. L. (2010). *Research Methods* (8th ed.). Cengage Learning.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the meaning, importance, and basic steps involved in psychological research.

CO2: Describe research designs, variables, and hypothesis formulation used in psychological research.

CO3: Identify appropriate sampling techniques, levels of measurement, reliability, and validity.

CO4: Apply suitable data collection methods and ethical principles in psychological research.

CO5: Analyze basic research data and prepare a simple research report following APA guidelines.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	1	1	1	3	2
CO2	2	3	3	3	3	2	1	2	3	2
CO3	2	3	3	3	3	2	2	2	3	2
CO4	2	3	3	3	3	2	2	3	3	2
CO5	3	3	3	3	3	3	2	3	3	3

Year: Third

SKILL ENHANCEMENT COURSE 5

Semester: V

Code:

**POSITIVE PSYCHOLOGY FOR WELL-BEING
(Theory)**

Credits: 2

COURSE OBJECTIVES

- Understand the principles of positive psychology.
- Develop personal strengths and resilience.
- Enhance happiness and life satisfaction.
- Promote psychological well-being.
- Apply positive psychology in everyday life.

UNIT – I:

Introduction to Positive Psychology – Meaning – History – Scope – Happiness – Well-being – PERMA Model.

UNIT – II:

Character Strengths and Virtues – VIA Classification – Hope – Optimism – Self-Efficacy – Growth Mindset – Resilience.

UNIT – III:

Positive Emotions – Gratitude – Forgiveness – Compassion – Flow – Mindfulness – Emotional Well-being.

UNIT – IV:

Positive Relationships – Social Support – Empathy – Kindness – Meaning in Life – Purpose – Work-Life Balance.

UNIT – V:

Applications of Positive Psychology – Education – Workplace – Health – Community Well-being – Positive Ageing – Building Flourishing Lives.

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Positive Psychology and Artificial Intelligence – Digital Well-being – Happiness Applications – Positive Education – Global Well-being Initiatives.

REFERENCES

1. Martin E. P. Seligman (2011). *Flourish*. Free Press.
2. Shane J. Lopez & C. R. Snyder (2011). *The Oxford Handbook of Positive Psychology*. Oxford University Press.

Course Outcomes

C01: Explain the principles and concepts of positive psychology.

C02: Describe character strengths and positive emotions.

C03: Apply positive psychology interventions to improve well-being.

C04: Analyze the role of positive relationships and resilience in flourishing.

C05: Develop strategies to enhance happiness and psychological well-being.

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	2	3	2	2	1	1	2	1	1	2
C02	2	3	3	2	1	2	3	2	1	2
C03	2	3	3	3	2	2	3	3	1	2
C04	3	3	3	3	2	2	3	3	1	2
C05	3	3	3	3	2	3	3	3	2	3

Year: Third

CORE COURSE 9

Semester: VI

Code:

**DEVELOPMENTAL PSYCHOLOGY - II
(Theory)**

Credits: 4

COURSE OBJECTIVES

1. To understand the physical, cognitive, and psychosocial development from adolescence to late adulthood.
2. To examine developmental changes during young, middle, and late adulthood.
3. To understand socio-emotional and moral development across the life span.
4. To analyze the influence of biological, psychological, and social factors on human development.
5. To apply life-span developmental concepts to understand human behaviour

UNIT – I: Development during Adolescence

Physical & Cognitive Development during Adolescence – Characteristics of Adolescence - Physical Development- Conceptions of Adolescence – Puberty - The Adolescent Brain - Physical and Mental Health - Cognitive Development - Aspects of Cognitive Maturation - Self Understanding - Educational and Vocational Preparation

Psychosocial Development during Adolescence - The Search for Identity - Sexuality - Relationships with Family - Peers and Adult Society

UNIT – II: Development during Young Adulthood

Physical & Cognitive Development during Young Adulthood – Characteristics of Young Adulthood - Physical Development - Health and Physical Condition - Cognitive Development - Perspectives on Adult Cognition - Moral Reasoning - Education And Work

Psychosocial Development during Young Adulthood - Personality Development - Four Views - Changing Paths To Adulthood - Foundations of Intimate Relationships - Non-Marital And Marital Lifestyles - Sexual And Reproductive Issues - Family Life Cycle

UNIT – III: Development during Middle Adulthood

Development during Middle Adulthood – Characteristics of Middle Adulthood - Physical Development - Physical Changes – Health - Cognitive Development- Measuring Cognitive Abilities In Middle Age - The Distinctiveness of Adult Cognition - Creativity

Psychosocial Development during Middle Adulthood - Change At Midlife - Self At Midlife - Relationships at Midlife - Consensual Relationships – Parenthood - Relationships With Maturing Children

UNIT – IV: Development during Late Adulthood

Development during Late Adulthood – Characteristics of Late Adulthood - Physical Development - Longevity and Aging - Physical Changes - Physical and Mental Health - Cognitive Development - Aspects of Cognitive Development

Psychosocial Development during Adulthood - Lifestyle and Social Issues Related to Aging - Personal Relationships in Late Life - Consensual Relationships - Retirement & Leisure - Successful Ageing - Death & Dying – Kubler-Ross Stages of Dying - Bereavement

UNIT – V: Socio-Emotional and Moral Development across the Life Span

Socio-Emotional Processes and Development across Life Span Development of Emotion – Temperament - Attachment and Love - Development of the Self – Self-Esteem – Self-Concept – Self-Regulation - Development of Identity

Moral Development across Life Span - Contexts of Moral Development - Pro-social and Antisocial Behaviour - Kohlberg's theory - Development of Values – Religion - Spirituality and Meaning in Life including Fowlers Theory

UNIT – VI Current Contours (For Continuous Internal Assessment Only):

Impact of technology on human development – Mental health across lifespan – Successful aging and well-being

REFERENCES:

1. Berk. L.E (2007). Development through the lifespan. (3rd Ed). Pearson education.
2. Santrock .J.W (2007). A Topical approach to Life-Span Development. (3rd Ed) New Delhi Tata McGraw-Hill.
3. Hurlock .E.B (2007). Developmental Psychology A Life-Span Approach (5th Ed). New Delhi Tata McGraw-Hill.
4. Berk, Laura E. (2008). Exploring Lifespan Development. New York: Pearson, Allyn& Bacon.
5. Newman & Newman (2003). Development through life: A Psychosocial Approach. USA: Thomson Wadsworth.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the physical, cognitive, and psychosocial development during adolescence.

CO2: Describe the developmental changes during young adulthood.

CO3: Analyze the physical, cognitive, and psychosocial development during middle adulthood.

CO4: Examine the process of ageing, late adulthood, and related psychosocial issues.

CO5: Apply the concepts of socio-emotional and moral development to understand behaviour across the life span.\

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	3	2	2	2	2	2	2
CO3	2	3	3	3	2	2	3	3	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	2	3	3	3	2	2	3	3	2	3

Year: Third

CORE COURSE 10

Semester: VI

Code:

**ABNORMAL PSYCHOLOGY - II
(Theory)**

Credits: 4

COURSE OBJECTIVES:

1. To understand the characteristics and causes of major psychological disorders.
2. To examine the biological, psychological, and socio-cultural factors associated with mental disorders.
3. To understand the diagnosis, treatment, and rehabilitation of psychological disorders.
4. To analyze the impact of mental disorders on individuals and society.
5. To promote awareness of mental health and psychological well-being.

UNIT – I: Mood Disorders

Mood disorders - Unipolar mood disorders- Biological - psychosocial- socio cultural causal factors in Unipolar mood disorders - Bipolar disorders - Biological - Psychosocial and socio cultural causal factors affecting bipolar disorders - Treatment and outcomes

UNIT – II: Schizophrenia

Schizophrenia- schizophrenia and clinical picture- subtypes of Schizophrenia- Causes of schizophrenia- Treatment and outcomes – Introduction to DSM-V and ICD

UNIT – III: Personality Disorders

Personality disorders - Clinical features- categories of personality disorders - Treatment and outcomes - Antisocial personality disorder and Psychopathy - etiology and treatment of antisocial personality disorder and Psychopathy

UNIT - IV: Addiction Disorders

Addiction disorders- Alcohol abuse and dependence- Drug abuse and drug dependence- Treatment and outcome

UNIT - V: Sexual Variants and Disorders

Sexual variants- sexual abuse and Sexual dysfunctions- Sexual and gender variants- Sexual abuse-Sexual dysfunction- Causes and treatment of sexual dysfunctions

UNIT – VI: Current Contours (For Continuous Internal Assessment Only):

Modern trends in mental health treatment- Role of technology in mental health – Legal and ethical issue in mental health

REFERENCES:

1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition. 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 ed. Scott- Foresman and Company.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the characteristics, causes, and treatment of mood disorders and schizophrenia.

CO2: Describe the features, causes, and management of personality disorders.

CO3: Analyze the causes, effects, and treatment approaches for addiction disorders.

CO4: Examine the characteristics, causes, and treatment of sexual variants and sexual dysfunctions.

CO5: Apply knowledge of mental health, prevention, treatment, and rehabilitation to promote psychological well-being in real-life contexts.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	1	1	2
CO2	2	3	3	3	2	2	2	2	2	2
CO3	2	3	3	3	2	2	3	3	2	2
CO4	3	3	3	3	2	2	3	3	2	2
CO5	3	3	3	3	2	3	3	3	2	3

Year: Third

CORE PRACTICAL 6

Semester: VI

Code:

**PSYCHOLOGY - VI
(Practical)**

Credits: 4

Assessment: A report shall be submitted on the basis of the Case study	
One Case Study Report (Special school / Orphanage / Old age home / Juvenile home / Rehabilitation centre / Organization, etc)	
Internal Examination: 40 Marks	
I. Progress of work (Periodical meeting)	20
II. Report submission	20
External Examination: 60 marks	
I. PPT Presentation	20
II. Report Presentation	20
Viva	20

Year: Third

PROJECT WORK

Semester: VI

Code:

Credits: 4

The candidate shall be required to take up a Project Work by group or individual and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the students in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

ASSESSMENT/EVALUATION/VIVA VOCE:

1. PROJECT REPORT EVALUATION (Both Internal & External)

- | | |
|---|-----------|
| I. Plan of the Project | -20 marks |
| Execution of the plan collection of data/Organisation of materials/Hypothesis, Testing etc and Presentations of the report. | -45 marks |

III Individual initiative	-15 marks
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2. Viva-Voce Internal & External	-20 marks
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TOTAL	- 100 marks
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PASSING MINIMUM:

	Vivo-Voce 20 Marks	Dissertation 80 Marks
Project	40% out of 20 Marks (i.e. 8 Marks)	40% out of 80 marks (i.e. 32 marks)

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

Year: Third

SKILL ENHANCEMENT COURSE 6

Semester: VI

Code:

**CONSUMER BEHAVIOR
(Theory)**

Credits: 2

COURSE OBJECTIVES:

1. To understand the concepts and importance of consumer behaviour.
2. To examine the psychological, social, and cultural factors influencing consumer behaviour.
3. To understand consumer research methods and consumer personality.
4. To analyze consumer decision-making and buying behaviour.
5. To apply consumer behaviour concepts in marketing and business contexts.

UNIT – I:

The marketing concept: Consumer Research; Market segmentation, Targeting and Positioning; The Marketing Mix; Socially Responsible Marketing; Customer Value, satisfaction and retention; Consumer behavior is interdisciplinary.

UNIT – II:

Consumer Research: Developing Research objectives; collecting secondary data; designing primary research; the scope of quantitative research; quantitative research data collection instruments

UNIT – III:

Consumer personality: The facets of personality; Theories of personality; personality traits and consumer behavior; product and brand personification; The self and self- image

UNIT – IV:

Consumers in their social settings: The family and its social standing; family decision- making and consumption- related roles; the family life cycle; nontraditional families and non-family households; social standing and consumer behavior; measuring social class; social classes characteristics and consumer behavior; geo- demography and social class

UNIT – V:

Consumer decision- making and diffusion of innovations: Consumer decision-making model; consumer gifting behavior; diffusion and adoption of innovations.

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Digital Consumer Behaviour – Social Media and Influencer Marketing – Online Buying Behaviour – Artificial Intelligence in Marketing – Sustainable and Green Consumer Behaviour

REFERENCES:

1. Leon G Schiffman and Joseph L Wisenblit (2015). Consumer behavior 11th edition, Pearson Education Limited, England.
2. Michael Solomon, Gry Bamossy, Soren Askegaard, & Margaret K Hogg (2006). Consumer behavior- A European perspective, 3rd edition, Pearson Education Limited, England

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the concepts, scope, and importance of consumer behaviour in marketing.

CO2: Analyze consumer research methods and the factors influencing consumer behaviour.

CO3: Describe the role of personality, self-concept, and social influences in consumer behaviour.

CO4: Examine consumer decision-making processes and the diffusion of innovations.

CO5: Apply consumer behaviour principles to understand purchasing decisions and marketing strategies.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	1	1	1	2
CO2	2	3	3	3	2	2	1	2	2	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	2	2	2	3	2	2
CO5	2	3	3	3	2	2	2	3	2	3

Year: Third

SKILL ENHANCEMENT COURSE 7

Semester: VI

Code:

**SELF-ENHANCEMENT THROUGH PSYCHOLOGY
(Theory)**

Credits: 2

COURSE OBJECTIVES:

- To understand the principles of self-enhancement from a psychological perspective.
- To develop self-awareness, emotional competence, and personal effectiveness.
- To acquire psychological skills for positive thinking, resilience, and healthy relationships.
- To enhance decision-making, problem-solving, and goal-setting abilities.
- To apply psychological principles for lifelong personal growth and well-being.

UNIT – I: Understanding Self and Personal Growth:

Meaning and importance of self-enhancement; Self-awareness; Self-concept; Self-esteem; Self-efficacy; Personality and individual differences; Personal strengths and areas for improvement.

UNIT – II: Emotional Competence and Self-Management:

Understanding emotions; Emotional intelligence; Emotional regulation; Stress and coping strategies; Building resilience; Developing healthy habits; Time management and self-discipline.

UNIT – III: Positive Thinking and Motivation: Positive psychology; Growth mindset; Self-motivation; Goal setting; Achievement motivation; Building optimism; Gratitude; Developing confidence and perseverance.

UNIT – IV: Interpersonal Effectiveness: Communication skills; Active listening; Empathy; Assertiveness; Conflict resolution; Teamwork and collaboration; Building healthy interpersonal relationships; Social responsibility and ethical behaviour.

UNIT – V: Psychology for Lifelong Well-being: Decision-making; Problem-solving; Behaviour modification; Work-life balance; Mental well-being; Personal leadership; Lifelong learning; Developing an individual self-enhancement plan.

UNIT – VI: Current Contours (For Continuous Internal Assessment Only)

Digital Well-being – Artificial Intelligence and Personal Productivity – Self-Enhancement through Digital Learning Platforms – Mental Health Promotion – Positive Lifestyle Interventions – Psychology of Lifelong Learning.

REFERENCES:

1. Myers, D. G., & DeWall, C. N. (2022). *Psychology* (13th Edition). Worth Publishers.
2. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press.
3. Covey, S. R. (2020). *The 7 Habits of Highly Effective People* (30th Anniversary Edition). Simon & Schuster.
4. Snyder, C. R., & Lopez, S. J. (2021). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (5th Edition). Sage Publications.

COURSE OUTCOMES

Upon successful completion of this practical course, students will be able to:

CO1: Explain the psychological concepts related to self-awareness, self-esteem, and personal growth.

CO2: Apply emotional intelligence and self-management strategies to enhance personal effectiveness.

CO3: Demonstrate positive thinking, motivation, and resilience in academic, personal, and professional contexts.

CO4: Apply effective communication and interpersonal skills to build healthy relationships.

CO5: Develop and implement a personal self-enhancement plan using psychological principles to promote lifelong well-being.

Mapping with programme outcome

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	2	1	2	3	2	1	2
CO3	2	3	3	3	2	2	3	3	1	2
CO4	3	3	3	3	2	2	3	3	1	2
CO5	3	3	3	3	2	3	3	3	2	3