

PROGRAMME: B. SC PSYCHOLOGY

CURRICULUM

SEMESTER – 1

S.NO	COURSE CODE	COURSE TITLE	L	T	P	C	PAGE NO.
1.	STA1101/ SFR1101	Foundation course – Tamil 1/French 1	3			3	
2.	SHS1109	Foundation course –General English 1	3			3	
3.	SPSY1101	Core Theory 1 - Basic Psychology 1	3	1		4	
4.	SPSY1102	Allied 1 – Biological Psychology	3	1		4	
5.	SPSY1103	Open Elective I – Art and Aesthetics	2			2	
7.	SPSY4101	Skill Based 1 – Computer Applications			4	2	
Total credits:						18	

L - LECTURE HOURS; T - TUTORIAL HOURS; P - PRACTICAL HOURS; C – CREDITS

SEMESTER – 2

S.NO	COURSE CODE	COURSE TITLE	L	T	P	C	PAGE NO.
1.	STA1102/ SFR1102	Foundation course – Tamil 2/French 2	3			3	
2.	SHS1110	Foundation course – General English 2	3	1		3	
3.	SPSY1201	Core Theory 2 - Basic Psychology 2	3	1		4	
4.	SPSY1202	Core Theory 3 – Social Psychology 1	3	1		4	
5.	SPSY1203	Allied 2 – Environmental Psychology	3			3	
6.	SPSY1204	Non-major Elective 1 – Philosophy and Sociology	3	1		3	
7.	SPSY4201	Core Practical 1 – Experimental Psychology 1			4	2	
Total credits:						22	

L - LECTURE HOURS; T - TUTORIAL HOURS; P - PRACTICAL HOURS; C – CREDITS

SEMESTER – 3

S.NO	COURSE CODE	COURSE TITLE	L	T	P	C	PAGE NO.
1.	SHS1606	Foundation course – English for Career	3	1		3	4
2.	SPSY1301	Core Theory 4 – Social Psychology 2	3	1		4	
3.	SPSY1302	Core Theory 5 – Child and Adolescent Psychology – 1	3	1		4	
4.	SPSY1303	Allied 3 – Health Psychology	3	1		3	
5.	SPSY1304	Allied 4 – Research Methodology 1	3	1		4	
6.	SPSY4301	Core Practical 2 – Experimental Psychology 2			4	2	

Total credits:	20
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L - LECTURE HOURS; T - TUTORIAL HOURS; P - PRACTICAL HOURS; C – CREDITS

SEMESTER – 4

S.NO	COURSE CODE	COURSE TITLE	L	T	P	C	PAGE NO.
1.	SHS1112	Foundation course – General English 4	3	1		3	
2.	SPSY1401	Core Theory 6 –Psychology of Adulthood and Old Age -2	3	1		4	
3.	SPSY1402	Core Theory 7 – Counseling and Psychotherapy 1	3	1		4	
4.	SPSY1403	Allied 5 – Psychological Research and Statistical Methods 2	3	1		4	
5.	SPSY1404	Professional Course I – Rehabilitation Psychology	3	1		3	
6.	SPSY4401	Core Practical 3 – Experimental Psychology 3			4	2	
Total credits:						20	

L - LECTURE HOURS; T - TUTORIAL HOURS; P - PRACTICAL HOURS; C – CREDITS

SEMESTER – 5

S.NO	COURSE CODE	COURSE TITLE	L	T	P	C	PAGE NO.
1.	SPSY1501	Core Theory 8 – Abnormal Psychology 1	3	1		4	
2.	SPSY1502	Core Theory 9 – Counseling and Psychotherapy 2	3	1		4	
3.	SPSY1503	Professional Course II – Forensic and Criminal Psychology	3	1		3	
4.	SPSY1504	Allied 6 – Marketing management	3	1		3	
5.	SPSY1505	Allied 7 - Human Resource Development	3	1		3	
6.	SPSY4501	Core Practical 4 – Experimental Psychology 4			4	2	
Total credits:						19	

L - LECTURE HOURS; T - TUTORIAL HOURS; P - PRACTICAL HOURS; C – CREDITS

SEMESTER – 6

S.NO	COURSE CODE	COURSE TITLE	L	T	P	C	PAGE NO.
1.	SPSY1601	Core Theory 10 – Abnormal Psychology 2	3	1		4	
2.	SPSY1602	Core Theory 11– Industrial and Organizational Psychology	3	1		4	
3.	SPSY1603	Allied 8 – Positive Psychology	3	1		3	

4.	SPSY1604	Allied 9 – Consumer Behavior	3	1		3	
5.	SPSY1605	Professional Course II Training and Development	3	1		3	
6.	SO8INT	Internships				4	
Total credits:						21	

Total Credits for the Program: 120

L - LECTURE HOURS; T - TUTORIAL HOURS; P - PRACTICAL HOURS; C – CREDITS

STA1101	Foundation Course – Tamil 1	L	T	P	Credits	Total Marks
		3			3	100

COURSE OBJECTIVES:

- To understand the basics in the language and to know to read, write and converse in basic terms.

அலகு – ஒன்று (9 Hours)

தமிழ்இலக்கியவரலாறு-சிற்றிலக்கியம் – தோற்றமும்வளர்ச்சியும்-புதுக்கவிதை – தோற்றமும்வளர்ச்சியும்- இலக்கியம்பாரதியார்நெஞ்சுபொறுக்குதிலையே ... என்றுதொடங்கும்கவிதை-பாரதிதாசன்உலகஒற்றுமை – தன்பெண்டுதன்பிள்ளை ... என்றுதொடங்கும்கவிதை-ந.பிச்சமுர்த்தி – கிளிக்கூண்டு

அலகு – இரண்டு (9 Hours)

சிற்றிலக்கியம்-கலிங்கத்துப்பரணி – போர்பாடியது : 404 --- 408 பாடல்கள்- காப்பியங்கள்சிலப்பதிகாரம் – வழக்குரைகாதை – ‘தேராமன்னா ! செப்புவதுஉடையேன் ;-- இணைஅடிதொழுதுவீழ்ந்தனளே, மடமொழி.(30-வரிகள்)

அலகு – மூன்று (9 Hours)

தமிழ்இலக்கியவரலாறு-சிறுகதை – தோற்றமும்வளர்ச்சியும்-புதினம்- தோற்றமும்வளர்ச்சியும்- இக்காலக்கவிதைகள்நா.காமராசன் – கருப்புமலர்கள்காகிதப்பூக்கள் – காலமழைத்தூறலிலே... என்றுதொடங்கும்கவிதை - சு.வில்வரெத்தினம் – வேற்றாகிநின்றவெளிநிலவின்எதிரொலி – பறம்புமலை ... என்றுதொடங்கும்கவிதை-பாரதிபுத்திரன் – மாறிக்காலஇரவுகள்-சிவகாசிச்சிசுக்கள் – மகனேஅன்றொருநாள்.... என்றுதொடங்கும்கவிதை

அலகு – நான்கு (9 Hours)

சிற்றிலக்கியம்- குற்றாலக்குறவஞ்சி - மலைவளம்-வானரங்கள்கனிகொடுத்து ... என்றுதொடங்கும்பாடல்-முழங்குதிரைப்புனலருவிகழங்கெனமுத்தாடும் ... என்றுதொடங்கும்பாடல்- உரைநடைப்பகுதி- “எண்ணங்கள்”

அலகு – ஐந்து (9 Hours)

தமிழ்இலக்கியவரலாறு-உரைநடை – தோற்றமும்வளர்ச்சியும்- இக்காலக்கவிதைகள்- இன்குலாப் – மரங்களின்சுற்றம்-து.நரசிம்மன்- வானம்பிறந்தது - ஒருபிஞ்சின்வேண்டுகோள் ... என்றுதொடங்கும்கவிதை-ப.கல்பனா - வானம்பிறந்தது- கீறல்விழுந்தமாலைக்காலங்கள் – இன்றுவர... என்றுதொடங்குகவிதை

SFR1101	Foundation Course – French 1	L	T	P	Credits	Total Marks
		3			3	100

Course Objectives:

1. To understand the basic grammar of the language.
2. To be able to read, write and converse in basic terms.

Unit I (9 Hours)

Se présenter à des publics différents et saluer-Saluer et Prendre congé-La présentation, s'appeler et être et pronoms sujets,c'est / il est / elle est.-Articles définis /indéfinis, Voici / voilà/il y a-Des cartes d'identité.-Présenter quelqu'un- Les chiffres 1 à 50.- Des vedettes et leurs nationalités.-Épreuves

Unit II (9 Hours)

Exprimer ses goûts, ses préférences.- La négation, les articles définis.- Les mois et les jours / le calendrier.-Les verbes er (suite).-L'interrogation avec intonation.-Décrire un lieu, les noms des différentes salles...-Les adjectifs qualificatifs et les articles partitif-Les verbes ir et re, les verbes venir, devoir, faire.-Les adjectifs possessifs mon, ma, mes et notre, nos.-Épreuves

Unit III (9 Hours)

Donner des directions / localiser un lieu/ trouver un lieu-Les verbes aller et mettre.-L'article contracté et les prépositions de lieu (en, à, au...)-L'impératif-Les mots de caractérisation d'un lieu et les lieux urbains-Les transports

Unit IV (9 Hours)

Discuter et acheter des produits, Ça fait...-Les expressions de quantité-Les fruits, les légumes, les produits alimentaires-les produits propres aux pays différents.-La negation-le COD-Le conditionnel (je voudrais) et les verbs-irréguliers : pouvoir, vouloir, prendre.-Épreuves

Unit V (9 Hours)

Fixer un rendez-vous avec le médecin-L'heure et Les nombres de 51 à 100-Les verbes sortir et partir-L'interrogation avec est-ce que-Les parties du corps, avoir + les expressions et les-maladies communes-Les adjectifs possessifs – notre/nos, votre/vos, sa/ses/son, ...-Le COI-L'entraînement DELF et épreuves

Course Outcomes:

1. To understand the basic grammar involved in framing phrases and sentences.
2. To evaluate the daily life usage of the grammar concepts.
3. To apply the vocabulary, in performing basic conversation skills.
4. To remember the verbs and their usage in different contexts.
5. To create situations for the application of the grammar concepts.
6. To analyse the context and circumstance of the grammar concepts.

References:

- 1.Krishnan, C & Albert Adeline, Le Tramway Volant - I, Saraswathi House Pvt Ltd, India, 2011.
- 2.CAPELLE Guy; MENAND, Robert Taxi-1, Hachette, Paris, 2008

3.MERIEUX , Régine; LOISEAU, Yves, Connexions-1, Didier, Paris , 2004

4.MIQUEL, Claire,Vite et Bien-1, CLE International, Paris, 2009

5.POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, Amical -1, CLE International, Paris, 20011

SHS1109	Foundation Course – General English 1	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To develop the four basic skills of listening, reading, speaking, and writing, through an integrated approach.
- To improve the comprehension and expression of oral and written ideas.

Unit I: Dress in communication (9 hours)

Speaking - Rhetorical analysis and Group Discussion. Reading for details and Global Comprehension - *Dress in communication - I have a Dream Speech* by Martin Luther King and *The Justice Peace* by Hilaire Belloc. Critical Thinking - Asking Questions - Analyzing Assumptions and Biases. Vocabulary - Expressions and markers. Collocations – Identifying collocations by reading prose passages mentioned in the unit one. Language Focus – Determiners - Parts of Speech Writing - Paragraph writing based on hints given on topics like ‘My dream for my family/ country’ - ‘importance of clothing for communication, ‘social inequality in society’, ‘Judge the Book by its Cover- Can we judge people by their appearance?’

Unit II: An Inconvenient Truth (9 hours)

Speaking: Debate on the topics related to Environmental issues and Discrimination in Society . Reading for details and Global Comprehension on *An Inconvenient Truth, A Different History* by Kamala Das and Sujata Bhatt. Critical Thinking: Identifying Facts and Opinions, Distinguish a main idea in text from a subordinate idea. Examine views on a controversial issue and consider one’s own biases and personal interest. ‘ Vocabulary: Collocations, Useful words to express point of view. Language focus- Tenses, Conjunctions and discourse markers Writing- Responding to Slogans, Campaign Leaflet and Writing Film Review , Letter writing

UNIT III: A Speech By N R Narayana Murthy (9 hours)

Speaking: Giving Impromptu speeches- Welcome address and Vote of Thanks. Reading for details and Global Comprehension- *A Speech by NR Narayana Murthy and Digging by Seamus Heaney* Critical Thinking: Asking ‘ wh ‘ questions Questions, Making informed decisions based on evidence, Examining Evidence by citing evidence from the textbook or lecture to support a position. Vocabulary - Word association, onomatopoeic words. Language focus: Sentence Function and Sentence Kinds Writing: Writing email , Writing Diary Entry.

Unit IV: After Twenty Years (9 hours)

Listening: For details and Overall Idea , Speaking: Informal Speech, Reading for details and Global Comprehension- After Twenty Years by Jamila and After Twenty Years by O Henry
 Writing: Problem solving paragraph writing. Letter to the editor with solutions to current problems related to areas covered in the course
 Critical Thinking: Problem Solving selecting effective solutions for overcoming obstacles or constraints by explaining why it is the most effective of the possible solutions. Vocabulary : Phrasal Verbs Language Focus Types of sentences -simple, compound and complex. Language Focus: Subject verb Agreement.

Unit V: I Love You Mom (9 hours)

Listening for details Speaking- Greeting , thanking , apologising, offering condolences by doing Role plays Reading for details and Global Comprehension- I Love you Mom by Joanna Fuchs and Prose passage on ‘ I Love You Mom’. Writing: Writing restaurant review, argumentative writing. Vocabulary: Phrasal Verbs , Synonyms and Antonyms Critical Thinking :Argumentation provides a well-articulated and detailed argument

References:

- 1.P Bhaskaran Nair, C Radha Krishna Pillai, Geetha Rajeevan, CLN Prakash, Nadhini Nayar Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai . Foundation Books. ISBN 978-93-85386-008
- 2.Sen S , Mahendra etal. (2015) Communication and Language Skills . Foundation books. Chennai

Reference Links for teachers on Critical Thinking:

- <https://designteachengage.wisc.edu/course-activities-learner-interaction/sdc-activity-types-active-learning/>
<https://www.uen.org/rubric/previewRubric.html?id=1219>
<https://www.diigo.com/profile/Teachonlineuw?query=%22Critical+Thinking%22+rubric>

END SEMESTER EXAMINATION QUESTION PAPER PATTERN**Max. Marks:100****ExamDuration:3Hrs.****PART A:** 10 Questions of 2 marks each – No choice**20 Marks****PART B:** 2 Questions from each unit of internal choice; each carrying 1**80 Marks**

	Core Theory 1	L	T	P	Credits	Total
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SPSY1101	Basic Psychology 1					Marks
		3	1		4	100

COURSE OBJECTIVES:

- To generate interest in Psychology.
- To introduce the concepts of basic psychological processes, systems and methods underlying human behavior.
- To understand the various theories in Psychology.
- To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.

Unit 1: Introduction (15 hours)

History – Nature -Scope – Definition - Perspectives in Psychology – Psychodynamic – Behavioral - Humanistic - Bio-psychological - Methods of assessment in Psychology - Introspective Method - Observation Method - Experimental Method - Correlation Method - Case Study Method - Clinical Method - Interview Method - Survey Method – Checklists – Questionnaires - Psychological Tests.

Unit II: Foundations of Behaviour(15 hours)

(a) Biological Bases of Behaviour (Heredity): Human Evolution - Behaviour Genetics - Studies on the Effect of Hormones on Behaviour - Genetics and Behaviour

(b) Socio-cultural Bases of Behaviour (Environment) - Environment and Behaviour - Natural Internal Environment - Behaviour - How these two affect behaviour? Heredity Vs Environment.

Unit III: Basic Cognitive Processes (15hours)

Cognitive Process – Sensory – Perceptual Processes - Sensation: Basic concepts and Processes in sensation - Sensory thresholds - Types of senses (an overview) - visual, auditory, gustatory, olfactory, tactile, vestibular - kinesthetic and organic senses - Sensory adaptation.

Perception - Understanding perception - Gestalt laws of organization - Different Process of Organization perception – Illusion - Subliminal perception. Extra sensory perception

Unit IV: Learning (15 hours)

Definition;Classical conditioning- basics of conditioning; Basic processes-Extinction, Spontaneous recovery - Generalization – Discrimination - Higher order conditioning - Thorndike’s law of effect - Basics of Operant conditioning; Reinforcement - Primary - Secondary - Positive - Negative - Punishment-pros and cons. Schedules of reinforcement - Latent learning - Observational learning - Insight learning.

Unit V: Other Higher Order Cognitive Processes (15 hours)

Memory (Forgetting) - Thinking- Process of thinking - Image and thinking - Language and thought - Types of Thinking - Concept formation - Reasoning - Problem solving - Decision Making - Creative thinking - Language - language element - grammar and meaning - pragmatics.

COURSE OUTCOMES:

1. To understand the concepts of basic psychological processes, systems and methods underlying human behaviour.
2. To evaluate the various theories in Psychology.
3. To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.
4. To remember the dynamics of the important cognitive processes.
5. To create and evaluate interventions and strategies and enhance the basic as well as higher-order cognitive functions.
6. Students will be able to identify the major fields of study and theoretical perspectives within psychology and analyse their similarities and differences.

References:

1. Cicarelli, S. K. & White, J. N. (2017). *Psychology*. Pearson India Education Services Pvt Ltd.
2. Kalat, J. W. (2016). *Introduction to Psychology*. Cengage Learning.
3. Feldman, R. S. (2015). *Understanding Psychology*. 12th Edition. New Delhi: Tata Mc Graw Hill.
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2004). *Introduction to Psychology*. 7th Edition. New Delhi: Tata McGraw-Hill.
5. NCERT. (2002). *Introduction to Psychology*. Part I. New Delhi: NCERT.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 1

80 Marks

SPSY1102	Allied 1 Biological Psychology	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To analyze the cellular and neurological basis of behavior.
- To possess knowledge of the basics of genetics.
- To establish the foundations of a neuroscientific approach to psychological and behavioral processes.

Unit I: Introduction (15 Hours)

BioPsychology as a Neuroscience - Definition – Divisions of Biopsychology - Evolution of Behaviour – fundamental of Genetics – Genetic of human psychological difference - Methods for Studying Brain – Function – Behavioural development

Unit II: Nerve cells and the nervous system (15 Hours)

Neuron: Anatomy of Neurons and Glia – The Structure of a Cell – Structure of a Neuron – Glia – Nerve Impulse – The Resting Potential of the Neuron – The Action Potential – The Concept of Synapse – Chemical Events at the Synapse - Sequence –Types of Neurotransmitters – Transport and Shortage of Transmitters - Nervous System - Definition - Structure of the Nervous System .

Unit III : CNS and PNS

CNS – SpinalCord – Brain: Hind Brain – Mid Brain – Fore Brain - Ventricles – PNS - Somatic NervousSystem – Autonomic Nervous System – Cerebral Cortex - Occipital Lobe – Parietal Lobe – Temporal Lobe – Frontal Lobe - Brain Areas Associated with Emotion – Attack. Behaviours – Fear, Anxiety and Amygdal - Sensory Processing: Vision – Audition - Gustation – Olfaction – Somatosenses - Vestibular system and kinesthetic system

Unit IV : Physiology of psychological processes (15 hours)

Physiology of Motivation – Hunger – Thirst - Sleep – Sex – Physiology of Emotion and Stress - Emotion as a Response Pattern - Expression and Recognition of Emotion, Neural Mechanisms in Emotion - Aggressive Behaviour.

Unit V: Neuro cognition (15 Hours)

Assessment of Neurological Functions:

Physiological measures- CT Scan – PET – MRI - functional MRI and Bio-feedback; Psychological Measures- Neuropsychological Batteries - The Control of Movement – Categories of Muscles and Their Movements – Brain Mechanisms of Movement – Cerebral Cortex – The Cerebellum – Basal Ganglia.

COURSE OUTCOMES:

1. To create the role of the evidence from animal behaviour in current debates about human nature and its genetic and environmental determinants.
2. To understand the main stages in the evolution of the nervous system in animals.
3. To analyse the way in which 'comparative' studies (of the abilities of animals) can contribute to questions about the origins of human abilities.
4. To evaluate the similarities and differences between communication and social structure in different species.
5. To be able to remember with illustrations the functional and anatomical organization of the human brain.
6. To apply the contribution of model/simple systems to understanding the nature of synaptic plasticity.

References:

1. Pinel, J., Barnes, S. (2017). *Biopsychology*. 10th Edition. Pearson Education Inc.
2. Kalat, J. W. (2016). *Introduction to Psychology*. New Delhi: Cengage Learning India Pvt Ltd.
3. Carlson, N. R. (2009). *Foundation of Physiological Psychology*. 6th Edition. New Delhi: Dorling Kindsley India Pvt. Ltd, Pearson Education.
4. Elias, L., Saucier, D. (2015). *Neuropsychology – Clinical and experimental foundations*. Pearson India Education Services Pvt Ltd.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PARTA: 10 Questions of 2 marks each – No choice

20 Marks

PARTB: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1103	Open Elective I Art and Aesthetics	L	T	P	Credits	Total Marks
		2			2	100

COURSE OBJECTIVES:

- To acquire knowledge of the principles of art and aesthetics and to appreciate the forms of art in the west and in India.

Unit I: Introduction to art (6 hours)

Art - General principles of art - Sociology of art - Functions of art and artist - Indian art - Rasa - Bhava

Unit II: History of arts & artist (6 hours)

History of Artists - Raja Ravi Varma - Leonardo da Vinci - Rembrandt – Michelangelo - Pablo Picasso - Classification of Indian art from various Indian Geographical areas - Elephanta caves - Ajanta paintings - Ellora Cave temples – Chithannavasal - South Indian Temples - Chola Temples

Unit III: Western and Eastern approach (6 hours)

Aesthetic, Western and Eastern approach to art and aesthetics - Aesthetic categories - beauty - tragic – comic - sublime - Tamil aesthetics - agam - puram - thinai.

Unit IV: European art (6 hours)

European Art - Pre-historic art – Greek – Roman – Medieval - Early Medieval art – Byzantine – Romanesque - Gothic - Renaissance – Mannerist - Baroque - Neo-classicism – Romanticism – Realism – Impressionism - Post-impressionism - Symbolism – Fauvism – Cubism - Expressionism and abstract trends.

Unit V: Art in digital era (6 hours)

Manifestos of modern art movements - Social responsibility of the artist - Contemporary aesthetics – Art in the digital era - Art in Cinema.

References:

1. Arnold Hanser, Social History of Art, Routledge and Kegan Paul, London, 1982.
2. Ernst Fischer, The necessity of Art, Penguin Books, U.K. 1963
3. Yuri Borev, Aesthetics, Progress Publications, Moscow, 1985.
4. Compilation, Aestheticians, publications Division, Government of India, 1990.
5. Robert Stecker, Aesthetics and the Philosophy of Art: An Introduction (Elements of Philosophy), Rowman & Littlefield Publishers, 2010.
6. Nihranjan Ray, An Approach to Indian art, Publishing Bureau Punjab University, 1974.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN**Max. Marks:100****Exam Duration:3Hrs.****PART A:** 10 Questions of 2 marks each – No choice**20 Marks****PART B:** 2 Questions from each unit of internal choice; each carrying 16 Marks**80 Marks**

SPSY4101	Skill Based 1 Computer Applications	L	T	P	Credits	Total Marks
				4	2	100

COURSE OBJECTIVES:

- To enable the preparation and presentation of learning material, through access to knowledge of computers and its operating system.

Unit I: Introduction (6 hours)

Computer: Introduction - Software and Hardware - Hardware Components - Hardware Accessories - Operating System Software - Software Applications – Working with Computers - Computer Terminology - Starting and Stopping the Computer – Using the Mouse - Computer Tools & Utilities - Disk Utilities - Files & Directories - Manipulating Files & Folders - Working with the Windows Environment – Computer Network - LAN - Internet – EMail – Browsers - ICT Fundamentals - Computer Programming - Languages Classification - machine code - assembly language - higher level languages - Single user - multi-user, work station - client server systems – Computer networks - network protocols – LAN – WAN - Internet facilities through WWW - Mosiac – Gopher - html and its elements.

Unit II: MS Word (6 hours)

Introduction - Menus - Shortcuts - Document types - Working with Documents - Opening Files – New & Existing - Saving Files - Formatting page and Setting Margins - Converting files to different formats - Importing - Exporting – Sending files to others - Editing Text Documents: Inserting - Deleting - Cut, Copy, paste - Undo, Redo - Find, Search, Replace - Using Tool bars- Ruler - Using Icons Using help - Formatting Documents: Setting Font Styles - Font selection – style, size, color etc.- Type face – Bold Italic, underline - Case settings – Highlighting - Special symbols - Setting Paragraph style - Formatting text in table- addition deletion of rows columns, record handling, sorting, label, & envelop, using forms, Recycle bin - Protection of documents, mail merge.

Unit III: MS Excel (6 hours)

Introduction - Spreadsheet & its Applications - Excel Sheet creation, entering data, layout and formatting of sheet - preview & print - working with range, rows, columns, total - sorting using formatting toolbars, format cells, cell content moving & coping grouped & ungrouped worksheet - alignment of text, border colors, page setup, chart, types of chart - merging – sizing - printing chart objects, formatting charts, formula palette, functions & uses - Analyzing data with excel.

Unit IV: MS Power Point (6 hours)

Introduction - Opening new presentation – Different presentation templates - Setting backgrounds - Selecting presentation layouts – Creating a Presentation: Setting presentation style Adding Text to the presentation – Formatting a presentation - Adding style - Color, gradient fills - Arranging objects - Adding Header & Footer - Slide Background - Slide layout - Adding Graphics to the presentation - Inserting pictures, movies, tables, etc into the presentation - Drawing Pictures using Draw- Adding effects to the presentation - Setting Animation & transition effect – Adding audio and video - Printing Handouts - Generating standalone presentation viewer.

Unit V: MS Access (6 hours)

MS Access: Introduction - Database concepts - Tables - Queries - Forms – Reports - Opening & Saving Database Files: Creating Tables - Table Design – Indexing - Entering data - Importing

data - Creating Queries: SQL statements – Setting relationship - Using wizards - Creating Forms - GUI - Form - Creating & printing reports.

PRACTICALS:

1. Creating Documents in MS-WORD
2. Creating worksheets in MS-EXCEL
3. Developing Presentations with Power Point
4. Creating database in MS Access

COURSE OUTCOMES:

1. Evaluate the basics of computer hardware, software and networking.
2. Analyse the basic skills in using windows, Microsoft Office and creating web pages.
3. Understand how to use computers safely.
4. Remember the ethical issues related to computer usage.
5. Apply the gained knowledge towards preparation and presentation of learning material.
6. To create strategies relating to most efficient use of computers.

References:

1. ITL Education Solution Ltd (2008): New Delhi: Pearson Education.
2. R. K. Taxali, (2002): PC Software for windows 98 made simple, New Delhi: TataMcGraw Hill.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PARTA: 10 Questions of 2 marks each – No choice **20 Marks**

PARTB: 2 Questions from each unit of internal choice; each carrying 16 Marks **80Marks**

STA1102	Foundation Course Tamil 2	L	T	P	Credits	Total Marks
		3			3	100

COURSE OBJECTIVES:

- To understand the basics in the language and to know to read, write and converse in basic terms.

அலகு - ஒன்று (9 Hours)

தமிழ்இலக்கியவரலாறு-சங்கஇலக்கியங்கள்-நீதிஇலக்கியங்கள்- சங்கஇலக்கியம்-
முனிதயிர்பிசைந்தஎன்றுதொடங்கும்சுறுந்தொகை (167) பாடல்
(முல்லைசெவிலித்தாய்கூற்று)-மனைநடுவயலைவேழம்சுற்றும்...

என்றுதொடங்கும்ஐங்குறுநூறு (11) பாடல் (மருதம், ஐங்குறுநூறு - வேழப்பத்து)-
எம்வெங்காமம்இயைவதுஆயின் ... என்றுதொடங்கும்அகநானூறு (15) பாடல் (பாலை,
மகட்போக்கியதாய்சொல்லியது).

அலகு - இரண்டு(9 Hours)

நீதிஇலக்கியம்-திருக்குறள் - நட்பாராய்தல், புலவிநுணுக்கம் (2 அதிகாரம்).

அலகு - மூன்று (9 Hours)

பக்திஇலக்கியம்- சைவம் - பன்னிருதிருமுறைகள்-திருஞானசம்பந்தர்தேவாரம் -
முதலாம்திருமுறை-காதல்ஆகி, கசிந்து ... என்றுதொடங்கும்பாடல்-
திருநாவுக்கரசர்தேவாரம் - ஐந்தாம்திருமுறை-மாசில்வீணையும்மாலை
என்றுதொடங்கும்பாடல்-சுந்தரர்தேவாரம் - ஏழாம்திருமுறை -பொன்னார்மேனியனே....
என்றுதொடங்கும்பாடல்-மாணிக்கவாசகர் - திருவாசகம் -
பிடித்தபத்துபால்நினைந்துஊட்டும்தாயினும்சால.... என்றுதொடங்கும்பாடல்.-திருமூலர்
- திருமந்திரம் -மரத்தைமறைத்ததுமாமதயானை.... என்றுதொடங்கும்பாடல்.

அலகு - நான்கு (9 Hours)

தமிழ்இலக்கியவரலாறு-பக்திஇலக்கியம் -காப்பியங்கள்-சுடர்தொடிகேளாய்...
என்றுதொடங்கும்கலித்தொகை (51) பாடல் (குறிஞ்சி, தலைவிகூற்று)-மண்டுஅமர்அட்ட
..என்றுதொடங்கும்புறநானூறு (213) பாடல்பாடியவர் :புல்லாற்றூர்எயிற்றியனார்,
பாடப்பட்டோன்: கோப்பெருஞ்சோழன்; திணை: வஞ்சி; துறை - துணைவஞ்சி-
நறவுவாய்உறைக்கும்நாகமுதிர்... என்றுதொடங்கும்பத்துப்பாட்டு -
சிறுபாணாற்றுப்படை (51 - 67) பாடல்-கலந்தோர்உவப்பளயில்பலகடையி...
என்றுதொடங்கும்பத்துப்பாட்டு -மதுரைக்காஞ்சி (220 - 237)

அலகு - ஐந்து (9 Hours)

நீதிஇலக்கியம்-நாலடியார் - பொருட்பால் - மேன்மக்கள் - (5) பாடல்கள்- பக்திஇலக்கியம்-
வைணவம் - நாலாயிரத்திவ்யப்பிரபந்தம்-பூதத்தாழ்வார் -
பெருகுமதவேழம்மாப்பிடிக்கு.... என்றுதொடங்கும்பாடல்-குலசேகராழ்வார்-
ஆனாதசெவ்வத்துஅரம்பையர்கள்தற்கூழ்... என்றுதொடங்கும்பாடல்.

SFR1102	Foundation Course French2	L	T	P	Credits	Total Marks
		3				3

Course Objectives:

1. To understand the basic grammar of the language.
2. To be able to read, write and converse in basic terms.

Unit I (9 Hours)

Acheter un billet-Les nombres au-delà de 100-Les différents types de places (fumeur, non fumeur, aller-retour) - Les adjectifs démonstratifs -L'interrogation avec inversion - Les vêtements-L'entraînement DELF- Compréhension/Production écrite- Épreuves

Unit II (9 Hours)

Discuter les plats au restaurant -Les recettes, des plats et boissons différents,-les formules de cuisine, des recettes simples-des différents pays-Le passé récent-Les pronoms toniques-Il faut + infinitif, Le pronom en-Faire des projets pour les vacances, décrire le temps-les lieux touristiques et le climat des différents pays-Le futur proche et les adverbes, le il -mpersonnel, le pronom y-Épreuves et entraînement DELF

Unit III (9 Hours)

Le passé composé-Les pronoms relatifs (qui, que)-Québec et son histoire-Parler du passé et de soi- Compréhension/ production écrite- Entraînement DELF- Épreuves

Unit IV (9 Hours)

Les verbes réfléchis-Les pronoms relatifs (dont, où)-L'impératif négative-Québec et son histoire-Parler du passé et de soi Compréhension/ production écrite-Entraînement DELF-Épreuves

Unit V (9 Hours)

L'imparfait-La place des pronoms doubles-Décrire les mœurs et les pays-La Réunion-Compréhension/ production écrite-Entraînement DELF-Épreuves

Course Outcomes:

1. To understand the basic grammar involved in framing phrases and sentences.
2. To evaluate the daily life usage of the grammar concepts.
3. To apply the vocabulary, in performing basic conversation skills.
4. To remember the verbs and their usage in different contexts.
5. To create situations for the application of the grammar concepts.
6. To analyse the context and circumstance of the grammar concepts.

References:

- 1.Krishnan, C & Albert Adeline, Le Tramway Volant - I, Saraswathi House Pvt Ltd, India, 2011.
- 2.Krishnan, C & Albert Adeline, Le Tramway Volant - II, Saraswathi House Pvt Ltd, India, 2012
- 3.CAPELLE Guy; MENAND, Robert Taxi-1, Hachette, Paris, 2008
- 4.MERIEUX , Régine; LOISEAU, Yves, Connexions-1, Didier, Paris , 2004
- 5.MIQUEL, Claire,Vite et Bien-1, CLE International, Paris, 2009
- 6.POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, Amical -1, CLE International, Paris, 20011

SHS1110	Foundation Course General English2	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To develop the four basic skills of listening, reading, speaking, and writing, through an integrated approach.
- To improve the comprehension and expression of oral and written ideas.

Unit I :Unity of Minds - A P J Abdul Kalam (9 hours)

Listening for details, Speaking - making a presentation , Reading for details and Global Comprehension *Unity of Minds* by APJ Abdul Kalam -Vocabulary Binomials Writing: Writing compare contrast paragraphs by representing data given in pie chart, Tables; Writing Speeches. Vocabulary : Binomials , Affixes Language Focus : Active and Passive Voice , Punctuation. Critical Thinking :Comparing & Contrasting presenting information by including important characteristics on which the items should be compared or contrasted

Unit II: Leave this Chanting and Singing and Telling of Beads by Rabindranath Tagore and Engine Trouble by R K Narayanan (9 hours)

Listening for details Speaking: Giving impromptu speech based on topics given in the class for clarifying one's point of view. Reading for Comprehension and for overall idea -*Leave this Chanting and Singing and Telling of Beads* by Rabindranath Tagore and *Engine Trouble* by R K Narayanan , Vocabulary : Archaic words , phrases Writing: Language Focus Imperatives. Writing: Writing Instructions and recommendations based on quotations given as prompts, writing an advertisement Critical Thinking: Expressing point of view

Unit III: The Happy Prince by Oscar Wilde (9 hours)

Speaking Telephonic conversation, Drama In the class based on the story prescribed Reading for details and Global Comprehension *The Happy Prince* by Oscar Wilde Language Focus: Adjective- degrees of Comparison ,Functional and personal Nouns Vocabulary : positive and negative connotations. Writing: Letter writing- personal letters Critical Thinking Self-regulation: Continuing improvement in thinking, involving monitoring one's cognitive process and correcting errors and biases as needed.

Unit IV: Two Gentlemen of Verona by A J Cronin (9 hours)

Listening for Overall information of '*Anthem for Doomed Youth*' by Wilfred Owen Speaking: Making requests and suggestions. Reading for details *Two Gentlemen of Verona* by A J Cronin, Vocabulary: Simile, metaphor , adjectives to describe people and their personalities. Idioms. Writing: Writing recommendations; Narratives based on prompts on plot and characters. Critical Thinking: identifying the subject of the investigation and presenting a well-articulated solution

to the confusions or contradictions associated with the situation based on listening speaking tasks in the class. Creative writing - stories and poems Language Focus: Reported Speech

Unit V: *The Avenger* by Anton Chekhov (9 hours)

Listening for specific details Speaking using imagination . Reading to identify factual and inferential information Writing: Imaginative writing by predicting. Vocabulary : Countable forms and meaning, foreign nouns and framing of plurals. Language focus: Modal verbs, use of would. Critical Thinking: Deductive reasoning- generating a valid prediction or conclusion by articulating the relationship between the prediction or conclusion

References:

1. P Bhaskaran Nair, C Radha Krishna Pillai, Geetha Rajeevan, CLN Prakash, Nadhini Nayar Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai . Foundation Books. ISBN 978-93-85386-008
2. Sen S , Mahendra etal. (2015) Communication and Language Skills . Foundation books. Chennai

References links:

- <https://designteachengage.wisc.edu/course-activities-learner-interaction/sdc-activity-types-active-learning/>
<https://www.uen.org/rubric/previewRubric.html?id=1219>
<https://www.diigo.com/profile/Teachonlineuw?query=%22Critical+Thinking%22+rubric>

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80Marks**

SPSY1201	Core Theory 2 Basic Psychology 2	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To generate interest in Psychology.
- To introduce the concepts of basic psychological processes, systems and methods underlying human behavior.

- To understand the various theories in Psychology.
- To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.

Unit I: Motivation and Emotion (15 hours)

Motivation – Meaning - Approaches-Instinct - Drive reduction - Arousal – Incentiv -, Cognitiv - Humanistic- Maslow’s Need hierarchy – Types - Physiological Motivation [Hunger, Thirst, Sex, Maternal drive] - Psychological motivation [Achievement, Affiliation, Power, Parenting.

Unit II: Intelligence and Assessments (15 Hours)

Concepts and nature of Individual differences – Intelligence - Theories of intelligence- factor and cognitive theories - Characteristics of Intelligence tests - Types of Intelligence tests - Determinants of Intelligence - Genetic - Environmental influences.

Unit III: Emotion (15 Hours)

Emotion - Meaning - Physiological basis of emotions – Theories - James Lange Theory - Cannon Bard Theory - Cognitive Theory - Emotional Expression - display rules - facial feedback hypothesis - facial - affect programme.

Unit IV : Personality (15 Hours)

Definition - Approaches – Psychodynamic – Humanistic - Dispositional (Type and Trait) and Social – Cognitive approach - Assessment of Personality – Questionnaire - Rating Scales and Projective tests – Characteristics - Advantages and disadvantages.

Unit V: Altered States of Consciousness (15 Hours)

Consciousness – Nature – Waking - Sleep and Daydreaming - Biological Rhythms – Circadian - Ultradian and Intradian. Sleep – Stages - Dreams-Content, Links between dreams and waking - Culture and dreams.Hypnosis – Meaning - Induction and Susceptibility - Hypnotic phenomena - Stages.Meditation – Meanin - Short term and long-term effects of meditation – Transcendental meditation.

COURSE OUTCOMES:

1. To understand the concepts of basic psychological processes, systems and methods underlying human behaviour.
2. To evaluate the various theories in Psychology.
3. To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.
4. To remember the dynamics of the important cognitive processes.
5. To create and evaluate interventions and strategies and enhance the basic as well as higher-order cognitive functions.
6. Students will be able to identify the major fields of study and theoretical perspectives within psychology and analyse their similarities and differences.

References:

1. Morgan, C.T, King, R.A., Weisz, J.R., and Schopler, J. (2004). Introduction to Psychology, 7th edition, 24th reprint. New Delhi: Tata McGraw-Hill.
2. Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
3. Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.
4. Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
5. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: Mc Graw Hill.
6. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
7. Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
8. Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80 Marks

SPSY1202	Core Theory 3 Social Psychology 1	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To understand how human behavior is influenced by social factors.
- To explore the psychological aspects of various social phenomena.

Unit I: Introduction (15 hours)

History- Origin and Development - Social psychology in India - Basic Human Motives: The Self-Esteem Motive - The Social Cognition Motive -Research Designs: The Observational Method - The Correlational Method - Ethical Issues in Social Psychology.

Unit II: Social Perception and Social Cognition(15 hours)

Nonverbal Communication- Facial Expressions of Emotion - Culture and the Channels of Nonverbal Communication - The Covariation Model - The Fundamental Attribution Error - Self-Serving Attributions -The Bias Blind Spot- Confirmation bias.Social Cognition –Schemas - Errors in Social Cognition - Affect and Cognition

Unit III: The Self (15 hours)

The Origins and Nature of the Self-Concept - Self-Awareness Theory - Self- presentation - False modesty - Self-handicapping - Knowing Ourselves by Observing Our Own Behavior -Using Other People to Know Ourselves -Impression management -.Self-esteem

Unit IV: Attitudes (15 hours)

Attitude formation: How attitudes develops -Affective and Cognitive Bases of Attitudes - When and why do attitudes influence behavior - attitudes guide behavior - Change in attitudes toward the environment - The fine art of persuasion: Elements of persuasion - Resisting persuasion attempts - Cognitive dissonance -how to manage cognitive dissonance.

Unit V: Stereotype, Prejudice and Discrimination (15 hours)

Stereotype:How members of different groups perceive inequality - The nature and origins of stereotyping - Prejudice and discrimination - Frustration and Aggression: The Scapegoat Theory - Social Identity Theory: Feeling Superior to Others - The Self-Fulfilling Prophecy - Feelings and actions toward social groups - Why prejudice is not inevitable: Techniques for countering its effects.

COURSE OUTCOMES:

1. Students will understand and apply theories and findings in social psychology.
2. Students will analyse the different methodologies in social psychology and their importance.
3. Students will evaluate and critique research in social psychology.
4. Students will create knowledge of social psychology with their own life experience.
5. Students will apply the knowledge of the psychological causes and consequences, towards the cure, for prejudice.
6. Students will remember the psychological aspects of various social phenomena.

References:

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.
2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill.
3. Chaube, S. P., &Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal.
4. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal.
5. Lindgren, Henry. C. (1973) An introduction to Social Psychology, John Wiley & Sons.

6. Brehm, S.S. and Kassin, SN. (1996) Social Psychology , 3rd edition. Boston : Houghton Mifflin Company

7.Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.

8.Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1203	Allied 2 Environmental Psychology	L	T	P	Credits	Total Marks
		3				3

COURSE OBJECTIVES:

- To understand environment-behavior relationships and inter-relationships.
- To analyze the human dimension of environmental sustainability from psychological perspectives.

Unit I: Introduction (9 Hours)

Why study EP - What is EP – Definitions – Characteristics - Values and Attitudes.

Unit II: Restorative effects of nature

Stress reduction, Attention Restoration Theory - Environment- Behavior Theories - Conceptualizing our interaction with the environment - The Arousal Perspective, The Environmental Load Perspective - The Under stimulation Perspective - Adaptation Level Theory - The Behavior Constraint Perspective - The Environmental Stress Perspective - Barker's Ecological Psychology.

Unit III: Crowding and Density(9 Hours)

The Density/Crowding Distinction - Crowding and Density Human Experimental Studies – Physiological reactions - Task performance, Social-affective responses - Crowding in everyday settings – The residence - Recreational areas - Hospitals - Prisons.

Unit IV: Disasters (9 Hours)

What constitutes a natural disaster - Characteristics of natural disasters - Perception of natural hazards - Psychological effects of natural disasters - Primary and secondary victims.

Unit V: Environmental Psychology Interventions (9 Hours)

The Environmental Psychology of neighbourhoods and cities - Educational Environmental Psychology - Workplace Environmental Psychology - Encouraging Pro environmental Behavior – Factors that influence behaviors with environmental impact - Interventions.

COURSE OUTCOMES:

1. Remember the transactions between humans and the physical environment and explain them with reference to psychological theories.
2. Understand and analyse the psychological perspectives of environment.
3. Evaluate your own experience and everyday encounters regarding the physical environment in light of psychological knowledge.
4. Apply research studies that examine the human-environment relationship in daily living.
5. Analyse the various components of ecology and its development.
6. Create interventions concerning environmentally sustainable living.

References:

1. Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology(Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive BelmontCA.
2. Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala
3. Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.
4. Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.
5. Tewari, P. S. N. (2000). Paryavaraniya Manovigyan. New Delhi: Moti Lal Banarsi Das.
6. Sahoo, F.M. Mishra P.K. & Pinta, R.S. (1985) Environment and Behavior: Ecology Perspective. New Delhi: Akshat Publications.
7. Bell, P.A. Fisher, J.D. & Loomis, R.J. (1973) Environmental Psychology, Philadelphia W.B. Saunders.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80 Marks

SPSY1204	Non Major Elective 1 Philosophy and Sociology	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To understand the basic foundations of World and Indian philosophy and sociology.
- To understand the rich, vast and deep perspectives of human mind and knowledge in Classical World and Indian philosophy and sociology.

Unit I - Introduction to Philosophy (9 Hours)

A general outline of Indian and Western philosophy- A brief analysis of pre-Socratic cosmology - Ionians/Heraclitus/Parmenides - Vedantic philosophy - Tat twam asi (Shankara and Madhava).
God and Evil: a) The problem of evil b) The views of Shankara and St. Aquinas

Unit II –Introduction to Sociology (9 Hours)

Basic concepts and relationship with other disciplines - Foundations of social thought - Perspectives - Early thinkers - Social problems in India and social pathology.

Unit III - Philosophical Thoughts (9 Hours)

Basic constituents of reality - Samkhya theory of evolution - Life after death: Resurrection and transmigration of soul. Twentieth century philosophy: Radical Humanism by M.N.Roy

Unit IV - Sociological Imagination (9 Hours)

Importance of developing a sociological outlook; societies and institutions; Social change and sustainable development

Unit V –Value of Philosophy and Sociology (9 Hours)

Philosophical Value - Russell and Vivekananda (Practical Vedanta).

Sociological value and sociological foundations of Psychology.

COURSE OUTCOMES:

PHILOSOPHY:

1. Create and develop critical thinking skills.
2. Apply in everyday life, the concepts of right, wrong, good and bad; and understanding of moral principles.
3. Read, interpret and evaluate philosophical texts and the ability to recognize, express, and analyse arguments in the same.
4. Ability to summarize and analyse difficult ideas and concepts.
5. Understand how to develop the ability to write short philosophical essays that have coherent theses and reasonable supporting arguments and that reflect careful attention to language, logic, and subtleties of reasoning.
6. Remember to differentiate reality from different perspectives and thus to understand that different people will define issues in different ways.

SOCIOLOGY:

1. Create acquaintance with social transactions, social relations, social formations, social control, social values and culture.
2. Understand the significance of social institution, caste system, religion, nationalism, integrity, equality and justice.
3. Remember the knowledge of the works of social reformers all over the nation.
4. Ability to analyse and follow new stream of thoughts and theories of social thinkers.
5. Getting the deep knowledge about various social groups like tribal community, women bulk etc and to apply the same in comprehending real-life scenarios.
6. Ability to evaluate research in sociology.

References:

1. http://164.100.133.129:81/econtent/Uploads/Indian_Philosophy.pdf
2. https://scholarspace.manoa.hawaii.edu/bitstream/10125/23025/1/%2319_Saksena.pdf

3. https://books.google.co.in/books/about/A_Source_Book_in_Indian_Philosophy.html?id=M5HMAwAAQBAJ&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false
4. <http://www.dominiopublico.gov.br/download/texto/gu012956.pdf>
5. <http://egyankosh.ac.in/bitstream/123456789/35313/1/Unit-1.pdf>

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY4201	Core Practical 1 Experimental Psychology 1	L	T	P	Credits	Total Marks
					4	2

COURSE OBJECTIVES:

30 Hours

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.

Students are expected to administer, score and interpret ten of the following category.

1. Stress Coping Techniques
2. Meta Cognition Inventory
- 3.Children’s Apperception test
- 4.PGI Memory Scale
- 5.Human Maze Learning
- 6.Span of attention (Tachistoscope)
- 7.Study habits inventory
- 8.Comprehensive interest schedules (Female & Male)
- 9.Bells Adjustment Inventory
10. Muller Iyer Illusion

References

1. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
3. Cronbach, L.J. (). Essentials of Psychological Testing.
4. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.

COURSE OUTCOMES:

1. Students will understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.
2. Students will evaluate major concepts and empirical findings in tests and measurements.
3. Students will analyse real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
4. Students will apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
5. Students will remember knowledge of testing methods to measurement in real world situations.
6. Students will create material that compares and contrasts perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

References:

1. Cohen, J. R., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An Introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition.
2. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
3. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4. Theory and Practice of Psychological Testing, by Freeman
5. Archer, R. P., & Smith, S. R. (Ed.) (2008). Personality Assessment. New York, NY: Routledge.
6. J.R. (2006). MMPI 2: Assessing personality and psychopathology, 4th Edition. New York: Oxford University Press.
7. Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. American Psychologist, 56, 128-165.
8. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002

8.McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.).McGraw-Hill Higher Education

SHS1606	Foundation Course English for Career	L	T	P	Credits	Total Marks
		4			3	100

COURSE OBJECTIVES:

- To offer students self assessment options for employability skills.
- To improve access to soft skills.
- To upgrade their existing LSRW skills.

UnitI: Skills Required for Employment (9 hours)

Soft Skills - Communication techniques - Types of Communication - Listening & understanding -Speaking clearly& directly-Writing to the needs of the audience- Reading independently.

UnitII: Listening & Speaking Skills (9 hours)

Listening for specific information- Group Discussion- Types of Job Interviews- Making oral presentations - PowerPoint Presentations - Telephonic Conversation - Public Speaking Techniques.

UnitIV: Reading & Writing Skills (9 hours)

Comprehension strategies- Reading and Summarizing - Reading and Recalling the data - Précis Writing-Building a Resume - Presenting Data in Verbal and Nonverbal modes- Advertisements

UnitIV: Incorporating Employability skills (9 hours)

Personal Skills-Integrity, adaptability, -Peoples skills- teamwork, communication, respect- Workplace skills- Interpersonal skills- Initiative and enterprise-Professional skills-Learning Technology.

UnitV: Eligibility for Employment (9 hours)

Basic Communication skills - Organisational skills - Skills in critical reasoning and analysis- Broad range of vocabulary - Basic IT skills- Online Group Task - Numeracy Skills.

COURSE OUTCOMES:

1. Understand basic knowledge and understanding on communication and LSRW skills
2. Experience the real environment of job interviews
3. Learn the various aspects of writing and its techniques
4. Differentiate personal and professional skills
5. Get analytical skills, vocabulary and experience multitasking environment

References:

- 1.“Skills for Employment I & II” – By Dr. K.Revathi & K.S.Purushothaman, Ponnasai Publishers & Distributors
- 2.English For Competitive Examinations by R P Bhatnagar and RajualBhargava.(Macmillan)
- 3.Employability Skills by David W.G. Hind, Stuart Moss (2005)
- 4.Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells (2010)
- 5.Business Communication Techniques and Methodsby Orient Black Sewan (2010)
- 6.Communication in English and Study Skills by Board of Editors . Orient Longman Private Ltd., (2008)

END SEMESTER EXAMINATION QUESTION PAPER PATTERN**Max. Marks:100****ExamDuration:3Hrs.****PART A:** 10 Questions of 2 marks each – No choice**20 Marks****PART B:** 2 Questions from each unit of internal choice; each carrying 16 Marks**80Marks**

SPSY1301	Core Theory 4 Social Psychology 2	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To understand how human behavior is influenced by social factors.
- To explore the psychological aspects of various social phenomena.

Unit I: Interpersonal Attraction and Close Relationships (15 hours)

Attraction – Similarity - Reciprocal Liking - Physical Attractiveness -Evolution and Mate Selection - Making Connections in the Age of Technology - Love and Close Relationships - Love and Close Relationships - Ending Intimate Relationships

Unit II: Social Influence (15 hours)

Conformity - Informational Social Influence - Normative Social Influence - Conformity and Social Approval - The Asch Line-Judgment Studies -Milgram’s Obedience Studies - Social Facilitation - Social Loafing - Group Polarization - Leadership in Groups

Unit III: Prosocial Behavior (15 hours)

Positive Social Relations- Prosocial behavior – Helping influences - Personal, Interpersonal and Situational - Receiving help - Interpersonal attraction and affiliation – Characteristics of the individual, others and situational influences.

Unit IV: Aggression (15 hours)

Theories of Aggression - Neural Influences -Genetic Influences -Blood Chemistry - Psychological Influences on Aggression -Frustration and Aggression -The Learning of Aggression -Environmental Influences on Aggression -Reducing Aggression –Catharsis-A Social Learning Approach - Culture Change and World Violence

Unit V: Applications of Social Psychology (15 hours)

Law: Eyewitness Testimony – Health:Stress and Human Health - Happiness and a Sustainable Lifestyle -Coping with Stress – Environment: Resolving social dilemmas - Changing social norms - Inducing hypocrisy

COURSE OUTCOMES:

1. Students will understand theories in social psychology.
2. Students will evaluate and critique research in social psychology.
3. Students will create knowledge of social psychology with their own life experience.
4. Students will apply social psychological concepts in various fields.

References:

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.
2. Myers, D. G. (2002). Social Psychology, 8 th ed. Int. Education: Mc Graw Hill.
3. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill.
4. Chaube, S. P., &Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal.
5. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal.
6. Lindgren, Henry. C. (1973) An introduction to Social Psychology, John Wiley & Sons.
7. Brehm, S.S. and Kassin, SN. (1996) Social Psychology , 3rd edition. Boston : Houghton Mifflin Company.
8. Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
9. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1302	Core Theory 5 Child and Adolescent Psychology	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To explore the various influences on child and adolescent development processes.
- To explore the psychology of exceptional children.

Unit I: Introduction(15 hours)

Concept of human development – Introduction – meaning - stages of life span development - Aspects of human development- Physical - social - cognitive- moral - - Factors influencing human development - Ecological factors - hereditary factors - chromosomal abnormalities - Overview of theories of human development- Erickson, Piaget, Vygotsky, Kohlberg.

Unit II: Prenatal Development (15 hours)

Stages of prenatal development – Teratogens and prenatal environment - Newborn appearance – reflexes - assessment and states.

Unit III: Infancy (15)

Infancy: Physical and motor development - cognitive and language development - psycho-social development – Emotions - attachment and temperament.

UnitIV: Childhood (15 hours)

Early and middle childhood - Physical and motor development - Cognitive development - Language development – Psychosocial development – Emotions – play - aggression and altruism.

UnitV:Adolescence(15 hours) Physical Development - Adolescents' growth spurt - primary and secondary sexual characteristics - signs of sexual maturity - Identity – theories by Erikson - Marcia - Moral reasoning – Kohlberg's theory - Psychosocial Development - Relationship with family - peers and adult society

COURSE OUTCOMES:

1. Understand the physical, cognitive, communication, emotional, and social development of the infant and child.
2. Critically analyse and synthesize child development constructs.
3. Apply knowledge of infant and child development to facilitate and understanding of developmental outcomes.
4. Evaluate theory and research in physical, cognitive, communication, emotional, and social development of the adolescent.
5. Remember the various influences on development processes concerning the adolescent, taking into consideration the individual, familial and societal contexts.
6. Create and apply course material in relationship to adolescents in their own lives, to their own history, and/or to their chosen fields of study and work.

References:

- 1.Papalia,D.E. (2004). *Human Development*. 9thEdition, New Delhi: Tata McGraw Hill.
- 2.Shaffer, David R. (1996): *Developmental Psychology*, IV Edition, Brooks/Cole Publishing Company.
- 3.Hurlock, E.: *Developmental Psychology* (1980), Tata McGraw Hill Publishing Co.
- 4.Berk, L.C. (2008). *Child Development*, New Delhi: Prentice Hall of India (Pvt) Ltd.
- 5.William L. Hewed & Michael D. Oxbursky, (1988): *Exceptional Children* (3rd Edition), Ohio: Merrill Publications.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PARTA: 10 Questions of 2 marks each – No choice

20 Marks

PARTB: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1303	Allied 3 Health Psychology	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To explore healthy and health compromising behaviors through an understanding of the interaction of psychological, social, and biological factors.
- To explore the application of psychological factors to understanding health promotion and prevention.

Unit I : Introduction (9 Hours)

Mind-body relationship Health: Meaning – definition – Health Psychology: Definition - History of health psychology – adopting health related behavior – seeking medical attention – receiving healthcare care. Functions and need of health psychologists; Biopsychosocial Model

Unit II: Stress and Coping (9 Hours)

Theories of stress (Selye and Lazarus) - Stress and health: Sources of Chronic Stress - Stress related illness (PTSD and Acute stress disorder - Digestive system disorders – Asthma - Recurrent Headaches) Psychoneuro-immunology - Moderators of the stress experience - Coping with Stress

Unit III : Pain (9 Hours)

Psychological factors and pain - Individual differences in reactions to pain - Types of Pain - Assessment of Pain - Pain Control Techniques

Unit IV: Chronic illness and Management(9 Hours)

Cardiovascular diseases - Cancer - AIDS. Living with chronic illness, Quality of life, Emotional response to chronic illness, Rehabilitation, psychological interventions

Unit V : Health and Behavior (9 Hours)

Health compromising behaviors: Smoking, Alcoholism and substance abuse. Health enhancing behavior: Weight control, Diet, Exercise, Yoga

COURSE OUTCOMES:

1. Remember advanced knowledge of individual, group and community-based approaches to the management and prevention of major identifiable health concerns and problems (both acute and chronic conditions).
2. Plan and critically evaluate research in health psychology and behavioural medicine and create relevant interventions to increase health-promoting behaviours.
3. You will understand the major theoretical concepts (biological, behavioural, cognitive and social determinants of health) and empirical findings in health psychology.
4. You will be able to evaluate how psychological principles can be applied to explaining and changing health-related behaviour.
5. Analyse the mechanisms by which physical and psychological health affect each other across the age range.
6. Apply the principles and methodology of health psychology to developing a healthy lifestyle.

References:

1. Taylor, S.E. (2006) . *Health Psychology*. New Delhi : Tata Mc Graw-Hill
2. Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology :Biopsychosocial interventions*. New Delhi : Wiley
3. Linda Brannon and Jesse Feist, (2007): *Introduction to Health Psychology*, New

Delhi: Akash Press

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PARTA: 10 Questions of 2 marks each – No choice

20 Marks

PARTB: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1304	Allied 4 Research Methodology 1	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To understand the basic principles that governs psychological research.
- To understand the variables, sample, and various methods in research
- To be familiar in writing research report

Unit I: Introduction (15 hours)

Meaning of research - Objectives of research- Various steps in research - Types of research - Significance of research - Research methods versus methodology - Review of literature- Problems encountered by researchers in India - Ethical consideration in psychological research.

Unit II: Measurement and Scaling Techniques (15 hours)

Measurement in research - Measurement scales -Source of errors in measurement – Scaling - meaning of scaling - Important scaling techniques - Scale construction techniques - Test development and standardization - Reliability - Validity.

Unit III: Variables and Methods of data collection (15 hours)

Meaning of variable – Various types of variables - Observation methods - Survey method - Questionnaire methods - Interview method - Types of interview – Checklist - Rating scales.

Unit IV: Sampling fundamentals and Methods of Psychological Research (15 hours)

Sampling theory - Concept of standard error - Sample size and its determination - Estimation and estimating population proportion - Testing of hypothesis - Experimental - Quasi-experimental - Case studies.

Unit V: Interpretation and Report Writing (15 hours)

Meaning of interpretation - Techniques of interpretation - Precaution in interpretation - Significance of report writing - Different steps in writing report - Types of report - Mechanics for writing a research report - Precaution in writing research reports.

COURSE OUTCOMES:

1. Understand the fundamentals of research including research problem, literature review, and hypothesis and so on.
2. Understand the different types of research design used in psychological research and be aware of the strengths and weaknesses of different designs.
3. Apply knowledge of statistics and methodology to undertake various key steps (e.g., design, data collection, screening, preparation, analysis of data, and write-up of research results) to create research of a high quality in an area of psychology.
4. Apply knowledge of research methodology in further study and professional practice.

References:

1. Michael Smithson, (2000), *Statistics with Confidence: An Introduction for Psychologists*, sage publications.
2. David C. Howell (2012), *Statistical Methods for Psychology* Cengage Learning.
3. Guilford, J.P. (1973), *Fundamental Statistics in Psychology and Education*, McGraw Hill Kogakusha.
4. Ferguson, George, A. (1976), *Statistical Analysis in Psychology & Education*, McGraw Hill, Kogakusha.
5. Mangal, S. K. (2004), *Statistics in Psychology and Education*. 2nd Edition, Prentice Hall, Delhi
6. Kothari, C. R. (2007). *Research Methodology: Methods and Techniques*. 2nd ed. New Age International Publishers.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80 Marks

SPSY4301	Core Practical 2 Experimental Psychology 2	L	T	P	Credits	Total Marks
				4	2	100

COURSE OBJECTIVES:

30 Hours

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.

Students are expected to administer, score and interpret ten of the following category.

1. Eysenck's personality questionnaire
2. Emotional Quotient
3. Draw person intellectual Ability Test (C,A,Adlt)
4. Adolescent Adjustment Inventory
5. Tweezer dexterity
6. Division of Attention
7. Perception of Time
8. Problem Solving Ability
9. Rosenzweig's picture frustration test
10. Habit Interference

References

5. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.
6. Anastasi. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
7. Cronbach, L.J. (). Essentials of Psychological Testing.
8. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.

COURSE OUTCOMES:

1. Students will understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.

2. Students will evaluate major concepts and empirical findings in tests and measurements.
3. Students will analyse real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
4. Students will apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
5. Students will remember knowledge of testing methods to measurement in real world situations.
6. Students will create material that compares and contrasts perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

References:

1. Cohen, J. R., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition.
2. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
3. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4. Theory and Practice of Psychological Testing, by Freeman
5. Archer, R. P., & Smith, S. R. (Ed.) (2008). Personality Assessment. New York, NY: Routledge.
- Graham, J.R. (2006). MMPI 2: Assessing personality and psychopathology, 4th Edition. New York: Oxford University Press.
6. Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. American Psychologist, 56, 128-165.
7. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
8. McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.). McGraw-Hill Higher Education

SHS1112	Foundation Course – General English 4	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To develop the four basic skills of listening, reading, speaking, and writing, through an integrated approach.
- To improve the comprehension and expression of oral and written ideas.

Unit – I Overview of the origin and development of Indian writing in English (9 hours)

The impact of British rule on Indian literature– the Gandhian movement and its impact on Indian Literature – post-independence writers – Contemporary Indian women writers

Unit – II Poetry (9 hours)

Rabindranath Tagore- Endless Time

Nissim Ezekiel - A Poem of Dedication

Keki N Daruwala- The Unrest of Desire

Sarojini Naidu - Bird Sanctuary

Kamala Das - The Old Playhouse

Unit – III Drama (9 hours)

Girish Karnad – Nagamandala

Vijay Tendulkar – Ghasiram Kotwal

Unit – IV Fiction (9 hours)

R.K. Narayan–Swami and Friends

Anita Desai–In Custody

Kushwant Singh – The Sunset Club

Unit – V Short Stories (9 hours)

Mulk Raj Anand -Two Lady Rams

Aravind Adiga -The Sultan’s Battery

Raja Rao– India - A Fable

References:

1. K.R.Sreenivasa Iyengar. Indian Writing in English Delhi, Sterling, 1984.
2. M.K.Naik. A History of Indian English Literature Delhi, Sahitya Academi, 1982.
3. A.K.Mehrotra. A Concise History of Indian Literature in English. Delhi, Permanent Black, 2008
4. M.K.Naik. Perspectives on Indian Poetry In English. Delhi, Abhinav Publication, 1984
5. M.K.Naik. S.M.Punekar (ed) Perspectives on Indian Drama in English & Delhi, Permanent Black, 1977
6. H.M.Williams. Indo-Anglian Literature A Survey 1800-1970. Bombay, Orient Longman, 1976

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1401	Core Theory 6 Psychology of Adulthood and Old Age	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To explore the various influences on development processes concerning adulthood and aging, taking into consideration the individual, familial and societal contexts.

Unit I: Early Adulthood (15 hours)

Physical Development - Sensory & Psychomotor Functioning - Cognitive development-Piaget's shift to post formal thought - Schaie's Life span model of Cognitive development - Emotional Intelligence -Psycho social development - Erikson's Intimacy versus Isolation. Marital and non-marital life styles - Single life, Homosexual relationship, co-habitation, Marriage.

Unit II: Middle Adulthood (15 hours)

Physical Development- physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality. Cognitive development –The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity. Psycho Social Development –Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children.

Unit III: Late Adulthood (15 hours)

Physical development: Sensory & Psychomotor Functioning-Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time, Sexual Functioning - Cognitive Development: Intelligence & Processing Abilities; Competence in everyday tasks & problem solving. Psychosocial Development .

Unit IV:Old age(15 hours)

Physical changes - Psychomotor functioning – Health & fitness –Health problems – Memory changes – Work and Retirement – Adjustment to Oldage - Personal Relations in Late life

Unit IV: Death and Dying (15 hours)

The many faces of death; Care of the dying - Facing death & Loss-Psychological Issues-Confronting one's death; Patterns of grieving Death & Bereavement across the Lifespan. Finding Meaning & purpose in Life &Death

COURSE OUTCOMES:

- Understand theory and research in physical, cognitive, communication, emotional, and social development of the adult.
- Critically analyze and synthesize development constructs concerning the adult.
- Apply knowledge of development of the adult to facilitate and understanding of developmental outcomes.
- Remember the various influences on development processes concerning the adult and the aging, taking into consideration the individual, familial and societal contexts.

5. Create and apply course material in relationship to adults in their own lives, to their own history, and/or to their chosen fields of study and work.
6. Evaluate the biological, psychological and social aspects of aging.

References:

- 1.Papilla, Diane E, Olds, Sally Wendoks(1992): Human Development, Tata McGraw Hill Publishing Co
- 2.Shaffer, David R. (1996): Developmental Psychology, IV Edition, Brooks/Cole Publishing Company.
- 3.Hurlock, E.: Developmental Psychology (1980), Tata McGraw Hill Publishing Co.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80Marks**

SPSY1402	Core Theory 7 Counseling and Psychotherapy 1	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To get acquainted with the nature, process, theories and techniques of counseling, guidance and psychotherapy and its application in therapeutic settings.
- To reflect on rehabilitation aspects.

Unit I:Introduction (15 hours)

Guidance and Counseling: Definition – Need for guidance and counseling – Basic principles – Goals of guidance and counseling – Counseling Process - application and termination – Counselor qualities - Areas of Guidance and Counseling: Educational – Vocational – Personal. Legal and professional ethics.

Unit II: Types of counselling (15 hours)

Types of Counseling: Directive counseling – Non Directive counseling – Eclectic counseling – Group Counseling – Definition - Aims of group counseling – Selection of group members – Group Process - Establishment of the group – Identification – Productivity – Realization – Termination – Pre- marital counseling – Marriage and family counseling.

Unit III:Theory and practice of counselling (15 hours)

Psychoanalytic - Theory and therapy – Cognitive: Theory and therapy – Behavioural - Theory and therapy – Humanistic - Theory and therapy – Logo therapy – Eysenck's Incubation Theory – Wolpe's Reciprocal Inhibition Technique.

Unit IV: Specific counselling skills (15 hours)

Counselling Skills - Micro skills in Counselling - relationship building strategies and methods - Opening techniques - attending skills - verbal and non-verbal communication - Listening skills - Open questions and closed questions – Encouragement – Paraphrasing - Reflection – Summarization - influencing skills-Reframing - genuineness and Self-disclosure - Macro skills in Counselling – empathy - advanced empathy - Confrontation & challenging – Resistance - transference and counter-transference.

Unit V: Assessment and appraisal in counselling (15 hours)

Psychological Testing: Meaning – Need for Psychological Tests – Types of Psychological tests - Intelligence – Aptitude – Achievement – Interest – Personality – Appraisal Techniques - Rating scales – Anecdotal record – Autobiography – Cumulative Record card – Group assessment techniques - Sociometry – Social Distance scales.

COURSE OUTCOMES:

1. Remember professional standards of therapeutic counselling practice.
2. Understand the theory and practice of a relational approach to counselling.
3. Evaluate and integrate a range of theoretical approaches into a coherent model of practice.
4. Apply the knowledge, skills and understanding of the reflective practitioner.
5. Create an environment to work competently with diversity and with an anti-oppressive practice.
6. Analyse participation in and potential contribution to the changing (local and global) social, professional and organisational context for therapy.

References:

1. Richard Nelson & Jones, (2008): Basic Counselling Skills, (2nd Edition), New Delhi: Sage Publications India.
2. Robert L. Gibson & McH Mitchell, (2005): Introduction to Counseling and Guidance, (6th Edition), New Delhi: Prentice Hall of India.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80 Marks

SPSY1403	Allied 5 Psychological and Statistical Methods 2	L	T	P	Credits	Total Marks
		4	1		4	100

COURSE OBJECTIVES:

- To possess knowledge on the descriptive and inferential statistical methods for conducting psychological research.
- To understand the basic principles that governs psychological research.

Unit I: Introduction to Statistics (15 hours)

Introduction to Statistics: meaning of statistics - Need and importance of statistics in psychology - Prerequisites for studying statistics- Descriptive and inferential statistics - Frequency Distribution and Graphic representation of data: Histogram - Bar diagram - Pie Chart - Scatter Plot.

Unit II: Measures of Central Tendency and Variability(15 hours) Computation of Mean, Median and Mode and their uses. Measures of variability: Computation of quartile and standard deviations - Cumulative distribution - Percentiles standard scores and their uses. Normal distribution curve: Characteristics and application - Kurtosis and Skewness.

Unit III: Parametric tests (15 hours)

Correlations: Meaning and methods – Characteristics - Pearson’s Product Moment Correlation - Tests of Significance: t- test - Analysis of Variance (ANOVA): One way and Two way Analysis of Variance,

Unit IV: Non-parametric tests (15 hours)

Spearman’s Rank Correlation - Chi Square Test - Wilcoxon signed rank test - Mann- Whitney U test - Kruskal-Wallis (KW) test - Friedman's test

Unit V: Test construction and standardization (15 hours) Steps in test construction: Item-analysis - determination of item difficulty - item discrimination - Introduction to SPSS – SPSS Meaning- Uses of SPSS in Statistics and Research.

COURSE OUTCOMES:

1. Understand the different types of research design used in psychological research and be aware of the strengths and weaknesses of different designs.
2. Analyse the wide range of statistical procedures available to the researcher and be able to choose the most appropriate statistical procedures for a research design.
3. Remember the interpretation of the analysis outputs of the important statistical procedures: analysis of variance and multiple regression.
4. Evaluate research papers both from a methodological and a statistical perspective.
5. Apply knowledge of statistics and methodology to undertake various key steps (e.g., design, data collection, screening, preparation, analysis of data, and write-up of research results) to create research of a high quality in an area of psychology.
6. Apply knowledge of statistics and methodology in further study and professional practice.

References:

1. Statistics with Confidence: An Introduction for Psychologists by Michael Smithson SAGE,(2000)
2. Statistical Methods for Psychology by David C. Howell .,Cengage Learning,(2012)
3. Statistical Methods In Psychological And Educational Research by M. Rajamanickam, Concept Publishing Company, 01-Jan-2001
4. Fundamental Statistics in Psychology and Education, Guilford, J.P. (1973). McGraw Hill Kogakusha.
5. Statistical Analysis in Psychology & Education, Ferguson, George, A. (1976). McGraw Hill, Kogakusha.
6. Statistics in Psychology and Education. 2nd ed. Mangal, S. K. (2004). New Delhi: Prentice Hall.
7. *Statistics for Psychology* (4th ed). Aron, A., Aron. R., & Coups, E.J. (2006). New Delhi: Pearson Education (ISBN:81-317-1464-20)
8. Graveeter

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1404	Professional Course I Rehabilitation Psychology	L	T	P	Credits	Total Marks
		3	1		3	100

Objectives:

1. To introduce the importance of rehabilitation in various conditions
2. To highlight the importance of rehabilitation and recovery, rather than symptom reduction
3. To explore the various types and models of rehabilitation
4. To understand the different issues in rehabilitation

UNIT :I (9 Hours)

Rehabilitation psychology: overview and concepts- Nature and scope of rehabilitation psychology- Concepts of ability and disability – Recovery - symptom control and rehabilitation - Establishment of division 22 of APA.

UNIT :II (9 Hours)

Importance and applications - Rehabilitation of addictions - drug and alcohol - Rehabilitation after abuse and violence - Palliative care and pain management - role of psychologists.

UNIT: III (9 Hours)

Rehabilitation of persons with physical disabilities – physical - psycho- social and vocational rehabilitation.

UNIT :IV (9 Hours)

Biopsychosocial and social model –Psychodynamic - behavioural approaches to rehabilitation counseling - Cognitive- behavioural approaches to rehabilitation counselling.

UNIT: V (Hours -9)

Parental care and support systems for persons with disabilities - Assessment of persons with disabilities - Legal issues in rehabilitation for persons with disabilities - overview of PWD act - RCI act - national trust act - United Nations convention on the rights of persons with disabilities.

Books for study

1. Chan, F., Berven, N.L., Thomas, K.R. (2004). *Counselling Theories and Techniques for Rehabilitation Health Professionals*. New York, NY: Springer Publishing Company
2. Falvo, D.R. (2013). *Medical and psychosocial aspects of Chronic Illness and disability* (5th ed.). Burlington, MA: Jones and Bartlett Learning
3. Frank, G.R., Rosenthal, M., Caplan, B. (2010). *Handbook of Rehabilitation Psychology*. American Psychological Association.
4. Kennedy, P. (2012). *The Oxford Handbook of Rehabilitation Psychology* (Eds.). New York, NY : Oxford University Press.
5. Marini, I. & Stebnicki, N. (2012). *The Psychological and Social Impact of Illness and Disability* (Eds.), New York, NY: Springer Publishing Company.
6. Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives* (Ed.). Mumbai: Himalaya Publications.
7. Chan, F., Berven, N.L., Thomas, K.R. (2004). *Counselling Theories and Techniques for Rehabilitation Health Professionals*. New York, NY: Springer Publishing Company.

Books for reference

1. Federici, S. Scherer M.J. (2012). *Assistive Technology Assessment Handbook* (Eds.). Boca Raton, FL :Taylor and Francis Group.
2. Riggart, T.F. & Maki, D.R. (2004). *Handbook of Rehabilitation Counselling* (Eds). New York, NY: Springer Publishing Company.
3. Stuss, D.T., Winokur, G. & Robertson, I.H. (2008). *Cognitive neurorehabilitation*. UK: Cambridge University Press.
4. Wright, B.A. (1983). *Physical disability: A psychosocial approach* (2nd ed.). New York, NY: Harper & Row.
5. Etherington, K. (2002). *Rehabilitation Counselling in Physical and Mental Health*. New York: Jessica Kingsley Publishers

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY4401	Core Practical 3 Experimental Psychology 3	L	T	P	Credits	Total Marks
				4	2	100

COURSE OBJECTIVES:

30 Hours

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.

Students are expected to administer, score and interpret ten of the following category.

1. Problem Solving Ability
2. Bhatia Battery of performance Test
3. Developmental screening Test
4. KOH'S Blok Designing
5. Rosenzweig's picture frustration test
6. Multi Dimensional Assessment of Personality.
7. Achievement Motivation
8. Succidal Ideation Scale
9. Colour Preference
10. Emotional Maturity

References

1. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
3. Cronbach, L.J. (). Essentials of Psychological Testing.
4. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.

COURSE OUTCOMES:

1. Students will understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.

2.Students will evaluate major concepts and empirical findings in tests and measurements.

3.Students will analyse real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.

4.Students will apply methods for evaluating the quality of psychological tests to real examples of psychological tests.

5.Students will remember knowledge of testing methods to measurement in real world situations.

6.Students will create material that compares and contrasts perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

References:

1.Cohen, J. R., &Swerdlik, M. E. (2010). Psychological Testing and Assessment: Anintroduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill Internationaledition.

2.Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill

3.Aiken, L. R., &Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12thed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi

4.Theory and Practice of Psychological Testing, by Freeman

5.Archer, R. P., & Smith, S. R. (Ed.)(2008). Personality Assessment. New York, NY: Routledge.Graham, J.R.(2006). MMPI 2: Assessing personality and psychopathology, 4th Edition. New York: Oxford University Press.

6.Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A reviewof evidence and issues. American Psychologist, 56, 128-165.

7.Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education,Indian reprint 2002

8.McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.).McGraw-Hill Higher Education

SPSY1501	Core Theory 8 Abnormal Psychology 1	L	T	P	Credits	Total Marks
		4	1		4	100

COURSE OBJECTIVES:

- To explore abnormality and understand the nature and course of development of various psychological disorders.
- To familiarize with research, theory, and methods of practice in abnormal psychology.

Unit I: Introduction and models (15 hours)

History - Need for Theory - A Framework for Viewing Human Functioning and Disorder, Perspectives - Mental Health Profession - Abnormal Behaviour - Meaning - Historical background -- Models of Abnormal Behaviour - Biological – Psychodynamic – Behavioural - Cognitive – Humanistic – Existential – Community –Cultural - Role of Mental Health Professionals.

Unit II: Classification and clinical assessment (15 hours)

Classification: ICD-10 - Advantages & Disadvantages - Assessment: Basic elements- Interview - Psychological & Neuropsychological Testing – Behavioural – Cognitive -Relational and Bodily Assessment - Psychosocial - Classifying Abnormal Behavior

Unit III: Stress psychological and physical disorders (15 hours)

Stress - Stress and Coping - Stressful Situation and Life Transitions – Clinical Reactions to Stress - Adjustment Disorders - Acute Stress Disorder – Dissociative Disorder - Psychological Factors and Physical Symptoms - Psychological - Social and Bodily Interactions - Eating Disorders - Sleep Disorders – Psycho-physiological -Diagnostic Dilemma - Somatoform Disorders.

Unit IV: Disorders of childhood and adolescence (15 hours) Pervasive Developmental Disorders - Meaning – Types - Autism - Asperger’s disorder- Childhood Disintegrative disorder - Rett’s disorder. Mental Retardation -Definition, Levels of MR, Clinical Types and Causal Factors – Attention -Deficit/Hyperactivity Disorder -Clinical Picture and Causal Factors, Clinical Diagnosis and Assessment, Foundations of Treatment, therapies.

Unit V: Anxiety, Somatoform and Dissociative Disorders (15 hours) The fear and anxiety response patterns - Overview of anxiety disorders - Specific Phobias - Social Phobias - Panic disorders with and without Agoraphobia - Generalized Anxiety Disorder - Obsessive-Compulsive Disorder - Somatoform disorder - Somatization disorder - Hypochondriasis - pain disorder - convulsion disorder - BDD - PTSD. Socio-Cultural Causal Factors for all Anxiety Disorders - Dissociative disorder- Fugue - Amnesia - Dissociative identity disorder - Depersonalization disorder - general causes and symptoms.

COURSE OUTCOMES:

1. Students will apply the major concepts and theories of Abnormal Psychology
2. Students will create and explain the physiological, behavioural, and psychological correlates of abnormal behaviour.
3. Students will critically evaluate issues surrounding methods of assessing, diagnosing, and treating psychopathology.
4. Students will understand the historical foundations of current methods of assessment, diagnosis, and treatment of psychopathology.

5. Students will analyse, synthesize, and evaluate psychological theories, principles, concepts, and interventions as they relate to the treatment of mental disorders in a changing multicultural world.
6. Recall the multiple influences of abnormal behaviour as viewed from different theoretical perspectives and remember the diagnostic criteria applied in the intervention and prevention of abnormal behaviour.

References:

1. Carson, R.C., Butcher, J.N. & Mineka, S. (2004). *Abnormal Psychology and Modern Life*. 13th Edition, New Delhi: Pearson Education
2. Barlow, D. H. & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Canada: Wadsworth Thomson Learning.
3. World Health Organization. (2008). *ICD-10: International statistical classification of diseases and related health problems (10th Rev.ed.)*. New York, NY: Author
4. Sarason, G., Sarason, B. (2005). *Abnormal Psychology: The problem of maladaptive behavior*. (11th edition.) Pearson Education, Inc. New Jersey
5. William J and Ray (2015), *Abnormal psychology*, sage publications.
6. Niraj Ahuja, (2002): *A Short Text book of Psychiatry*, (5th Edition), New Delhi: Jaypee Brothers.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80 Marks**

SPSY1602	Core Theory 9 Counseling, Guidance and Psychotherapy 2	L	T	P	Credits	Total Marks
		4	1		4	100

COURSE OBJECTIVES:

- To get acquainted with the nature, process, theories and techniques of counseling, guidance and psychotherapy and its application in therapeutic settings.
- To reflect on rehabilitation aspects.

Unit I–Introduction to Psychotherapy (15 hours)

Main features –Objectives of Psychotherapy – Therapeutic process – Therapist qualities- Effectiveness of Psychotherapy – Ethical issues in research and practice. Evidence-based psychotherapies.

Unit II - Psychodynamic therapies(15 hours)

Traditional psychoanalysis: Freud; free association; psychodynamic therapy: theoretical ground. Therapeutic factors: resistance, transference and counter transference, defense mechanisms. Adlerian therapy; Jungian therapy, Contemporary psychoanalytic therapies. Interpretation of dreams. Indian psyche

Unit III–Cognitive-Behavior therapies(15 hours)

Cognitive therapy: Basic principles, theoretical background, history and development. Cognitive conceptualization, identifying and evaluating automatic thoughts, modifying beliefs. Applications: depression, anxiety, anger, social anxiety. Modifying beliefs.

Behavior therapy: Basic principles, theoretical background, history and development. Techniques of classical conditioning: flooding, systematic desensitization, aversion therapy; Techniques of operant conditioning: contingency management, modelling, extinction, token economy. Applications: behaviour modification in children, anxiety, social anxiety, phobia, ADHD. Watson's experiments on phobia. Applied behaviour analysis.

Unit IV –Humanistic existential therapies(15 hours)

Humanistic therapy: client- centered therapy; meaning of existence and purpose in life, self-actualization, self-psychology. Existential therapy, logo therapy; contributions of Frankl, May, Rank and Yalom. Gestalt therapy, Group therapy. Humane approach. Spirituality

Unit V –Other forms of Psychotherapy(15 hours)

Rational Emotive Behavior Therapy: Ellis. Couple therapy, marital and family therapy. Crisis Intervention. Positive Psychological interventions: mindfulness.

COURSE OUTCOMES:

1. Remember professional standards of therapeutic counselling practice.
2. Understand the theory and practice of a relational approach to counselling.
3. Evaluate and integrate a range of theoretical approaches into a coherent model of practice.
4. Apply the knowledge, skills and understanding of the reflective practitioner.
5. Create an environment to work competently with diversity and with an anti-oppressive practice.
6. Analyse participation in and potential contribution to the changing (local and global) social, professional and organisational context for therapy.

References:

1. Hersen, M. & Sledge, W. (2002). Encyclopedia of psychotherapy. Academic Press.
2. Yalom, I. (2009). The Gift of Therapy. Harper Perennial: New York.
3. Gobbard, G. Beck, J. Holmes, J. (2007). Oxford Textbook of Psychotherapy. OUP: London.

4. Gerring, R.J. & Zimbardo, P.G. (2006). Psychology and Life. Pearson.
5. Neitzel, M.T. Bernstein, D.A. & Millich, R. (1998). Introduction to Clinical Psychology. Upper Saddle River, New Jersey: Prentice Hall.
6. Snyder, L.R. & Lopez, S. (2007). Positive Psychology: The scientific and practical exploration of human strengths. Thousand Oaks, CA: Sage.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80Marks**

SPSY1503	Professional Course II Forensic and Criminal Psychology	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- Application of psychological theory and research to forensic contexts as well as in the process of management and rehabilitation of offenders.

Unit I: Introduction (9 Hours)

Forensic Science: Definition - Scope of Forensic Science - Need of Forensic Science - Basic Principles of Forensic Science - Tools and Techniques of Forensic Science. Professional training and education in forensic psychology .

Unit II : Investigative Psychology 1 (9 Hours)

Investigation -Meaning and Methods - Narco Analysis - Brain Finger printing - Psychology and court room - Human Rights & Criminal Justice System - Types of Court and Role of Psychologists – criminal – juvenile - civil & family court - Understanding court process and punishment - Effect of attorney - Judges, Jurors & Defenders. - The Psychologists as expert witnesses

Unit III Investigative Psychology 2 (9 Hours)

Meaning - Crime scene and investigation –Investigative Interviewing: Interviewing vulnerable witnesses, interviewing suspects -Facet – History and Development of Finger Print as Science for Personal Identification, Type of Finger Prints, Classification of Finger Prints - Latent Finger Print - Causes of Formation of Scene of Crime Finger Prints - Comparison of Finger Prints - ridge details - Presentation of Expert Evidence - Data - Reports - Evidence in the Court.

Unit IV: Psychology of criminal behaviour, Forensic and criminal Psychology (9 Hours)

Introduction and overview - Historical Perspective - Definition - nature and scope of criminal psychology - Theories of Crime - a) Psychological Theories. b) Social Theories. c) Diathesis –

Personality stress behavior - Crime trends in India - Prevention of crime - Psychological impacts of violence and sexual offences.

Unit V: Role of Psychology in Prevention, assessment & Treatment (9 hours)

Psychological precursors to crime - Crime patterns – psychological analysis - Mental Health and the law - emerging issues in crime and justice - Treatment of sexual offenders – Community - based correction - Group homes - Family preservation model - Substance abuse model - Prevention of violence.

COURSE OUTCOMES:

1. Students will understand the principles and major concepts of forensic and criminal psychology.
2. Students will identify and analyse the various roles that psychologists can play in the legal system.
3. Students will evaluate, and integrate theories and information from various areas of psychology (Social, Cognitive, Developmental, Abnormal, Personality, Clinical) with the legal system. For example, how does Social Psychology inform our understanding of jury decision making? What are the developmental pathways to a psychopathic personality?
4. Students will remember the purposes and basic procedures of forensic psychological assessment.
5. Students will create the evidence of the impact of mental illness on criminal behaviour and society's responsibility to treat mentally ill offenders.
6. Students will apply aspects of the course during several exercises. For example, students will apply the techniques of forensic interviewing during a mock forensic psychological evaluation.

References:

1. Nanda, B. B. and Tewari, R. K. (2001): Forensic Science in India: A vision for the twenty first century Select Publisher, New Delhi.
2. James, S. H and Nordby, J. J. (2003): Forensic Science: An introduction to scientific and investigative techniques CRC Press, USA.
3. Sharma, B. R. (1974): Forensic Science in Criminal Investigation and Trials, Allahabad, Central Law Agency.
4. Mehta, M. K. (1980): Identification of Thumb Impression & Cross Examination of Finger Prints, Bombay, N. M. Tripathi (P) Ltd. Bombay
5. Blackburn, R., (1993) *The psychology of criminal conduct: Theory research and practice.* Chichester: Wiley & Sons.
6. Bachhav, Aun M. (2012). Criminal Psychology. Chandralok Prakashan, Kanpur -208021
7. Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber Tech

8. Publications. New Delhi- 110 002

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80Marks**

SPSY1504	Allied 6 Marketing management	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To understand the Marketing Management and its Division of Strategic planning.
- To develop market selling strategies.

UNIT :I Understanding Marketing Management (9 Hours)

Understanding Marketing Management – Basic concepts of marketing — Market oriented strategic planning – Corporate and Division Strategic Planning – Identifying and Analyzing competitors.

UNIT :II Developing Market Strategies (9 Hours)

Developing Market Strategies – Differentiating and positioning –Challenges in New Product Development – Market testing. Components of Marketing Information System – Marketing Decision Support System - Marketing research program for a new product - common errors.

UNIT :III Managing marketing communications (9 Hours)

Managing marketing communications – Developing Effective Communications – Developing and Managing an Advertising Program – Media Decisions - Sales Promotion and Public Relations.

UNIT :IV Understanding Consumer Behaviour (9 Hours)

Understanding Consumer Behaviour – Definition – Influencers Building customer satisfaction– Attracting and Retaining Customers - Analyzing consumer markets buying

behaviour – Buying Decision Process – Stages in the process- Marketing strategies – Market segmentation- Levels and patterns of Market Segmentation.

UNIT :V Influences on Consumer Behaviour (9 Hours)

Influences on Consumer Behaviour – Environmental influences: culture – subcultures – social class – Social groups – Family – Personal influence and diffusion of Innovations – Individual determinants of consumer behaviour – Personality and self concept – Motivation and Involvement.

REFERENCES:

1. Kotler, P. (2003), Marketing Management, (Eleventh Edition). Prentice Hall.
2. Mamoria, C.B. and Joshi, R.L. (1998), Marketing Management, Analysis, Planning, Implementation and control, (Ninth Edition) Prentice Hill.
3. Loudon, D.L. and Della Bitta, A.J. (2002) Consumer Behaviour (forth edition) Tata McGraw Hill.
4. Advertising Management, Aaker & Myers, Batra

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PARTA: 10 Questions of 2 marks each – No choice **20 Marks**

PARTB: 2 Questions from each unit of internal choice; each carrying 16 Marks **80Marks**

SPSY1505	Allied 7 Human Resource Management	L	T	P	Credits	Total Marks
		3	1		3	100

OBJECTIVES

1. To understand the concept of HRD
2. To understand the process in recruitment and selection
3. To gain knowledge about concepts of training
4. To equip in designing a training module

5. To focus on evaluation and feedback of training

UNIT :I (9 Hours)

Introduction -The Concept of HRD – Need for HRD – HRD methods process and Outcomes – functions of HRD manager: Planning, Organizing, Staffing, Direction, Co-ordinating, Reporting, Budgeting.

UNIT :II (9 Hours)

Recruitment and Selection -Recruitment: The recruitment process, recruiting within and outside the organisation – recruiting specific groups – selection: Selection process, selection devices, determining selection standards.

UNIT: III (9 Hours)

Training -Concepts of Training – Need and importance, types of training - components of training levels of training – Employee training methods.

UNIT :IV (9 Hours)

Designing training programme -Key considerations – session Plans – Methods of Instruction – Group methods – Management of Structured activities – Games, simulations and role plays – Training aids – Barrier to Effective communication. Qualities of a Professional Trainer.

UNIT :V (9 Hours)

Evaluation of training -Need for result based training – key issues in training evaluation – Leader self evaluation – participant evaluation – evaluation by research – levels of training – impact of evaluation: The Kirkpatrick Four level approach

References:

1. Agochia devendra, Training and development
2. Gary Kroehner. (2005). Basic Training for Trainers 3rd Ed. New Delhi: Tata McGraw Hill Publishers.
3. Sahu R.K. (2005) Training and development, Excel books New Delhi.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80Marks**

SPSY4501	Core Practical 4 Experimental Psychology 4	L	T	P	Credits	Total Marks
					4	2

COURSE OBJECTIVES:

30 Hours

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.

Students are expected to administer, score and interpret ten of the following category.

1. Emotional Intelligence
2. Experiments on Social conformity
3. Psychological Hardiness
4. Peer Pressure Scale
5. General Wellbeing
6. Mental Health
7. Achievement Motivation
8. Mirror drawing
9. Job Involvement
10. Job satisfaction

References

1. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.
5. Anastasi. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
6. Cronbach, L.J. (). Essentials of Psychological Testing.

7. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.

COURSE OUTCOMES:

1. Students will understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.
2. Students will evaluate major concepts and empirical findings in tests and measurements.
3. Students will analyse real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
4. Students will apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
5. Students will remember knowledge of testing methods to measurement in real world situations.
6. Students will create material that compares and contrasts perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

SPSY1601	Core Theory 10 Abnormal Psychology 2	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To explore abnormality and understand the nature and course of development of various psychological disorders.
- To familiarize with research, theory, and methods of practice in abnormal psychology.

Unit I:Psychotic Disorders (15 hours)

Difference between Neurosis and Psychosis – Symptoms – Factors – Vulnerability - Schizoaffective Disorders - Delusional Disorders - Shared Psychotic Disorder - Schizophrenia - Meaning - DSM IV TR Subtypes - Schizophrenic Spectrum Disorders - Vulnerable factors in Schizophrenia - Cognitive Impairment Disorders: Meaning – Causes – Types - Delirium – Dementia -Amnestic disorders - Diversity of Cognitive Impairment Disorders.

Unit II: Mood disorders and suicide (15 hours)

Signs – symptoms - clinical features and types - Unipolar disorder – Dysthymia - Major Depression - Seasonal affective disorder - Melancholic depression - Psychotic Depression -

Bipolar Disorder –Cyclothymia - Bipolar I Disorder - Bipolar II disorders Suicide - factors associated with suicide

Suicide – Concept – Theories – Causes - Mental Illness and Suicide - Prevention of Suicide.

Unit III: Personality Disorders and sexual deviants (15 hours)

Clinical features of personality disorders, Types of personality disorders- Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive-compulsive, Passive-aggressive, Depressive personality disorder- Causal factors in personality disorders- Biological, Psychological and Socio-cultural, Sexual development and orientation disturbances. Sexual and Gender Variants – The Paraphilias and Gender Identity Disorders. Culture-bound disorders.

Unit IV: Substance Use Disorders and Neuro-cognitive disorders(15 hours)

Alcohol abuse and dependence, Clinical picture, Causal factors, Treatment and outcomes, Drug abuse and dependence, Opium and its derivatives, Barbiturates, Amphetamines, Cocaine, Hallucinogens, Marijuana, Caffeine and nicotine, Factors affecting drug abuse, Treatment and outcomes. Neurocognitive disorders: Movement Disorders: Parkinson's Disease – Huntington's Disease. Cognitive Disorders: Memory - The Biology of Memory: Hippocampus and Amnesia – Korsakoff's Syndrome - Alzheimer's disease. Brain Damage and Language: Broca's Aphasia – Wernicke's Aphasia – Dyslexia.

Unit V: Prevention and Rehabilitation(15 hours)

Types of Prevention; Individual, family and community level prevention. Prevention: Meaning- Types and Sites - The diverse paths to prevention - Treatment in the community - Legal aspects of treatment and prevention. Introduction to key concepts of Rehabilitation of specific populations.

COURSE OUTCOMES:

1. Students will apply the major concepts and theories of Abnormal Psychology
2. Students will create and explain the physiological, behavioural, and psychological correlates of abnormal behaviour.
3. Students will critically evaluate issues surrounding methods of assessing, diagnosing, and treating psychopathology.
4. Students will understand the historical foundations of current methods of assessment, diagnosis, and treatment of psychopathology.
5. Students will analyse, synthesize, and evaluate psychological theories, principles, concepts, and interventions as they relate to the treatment of mental disorders in a changing multicultural world.
6. Recall the multiple influences of abnormal behaviour as viewed from different theoretical perspectives and remember the diagnostic criteria applied in the intervention and prevention of abnormal behaviour.

References:

1. Carson, R.C., Butcher, J.N. & Mineka, S. (2004). Abnormal Psychology and Modern Life.13th Edition, New Delhi: Pearson Education.
2. William J and Ray (2015), Abnormal psychology,sage publications.
3. Barlow, D.H. & Duranb, M. V.(2000). Abnormal Psychology – 2nd Edition, Toronto:Thompson Publication.
4. Sarason,G. ,Sarason,B.(2005).Abnormal Psychology:The problem of maladaptive behavior.(11th edition.) Pearson Education,Inc.New Jersey
5. Comer, Ronald, J., (2002),Fundamentals of Abnormal Psychology, third edition, Worth Publishers, New York,
6. Hoeksema, Nolen, Susan. (2005), Abnormal Psychology.Third edition, Tata McGraw Hill Publishing Company, New Delhi.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SPSY1602	Core Theory 11 Industrial and Organizational Psychology	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To evaluate research methods and analytic techniques relevant to the fields of industrial-organizational psychology and human resource management through acquiring knowledge of the major concepts, models and issues.
- To apply psychological principles and theories to the workplace.

Unit I: Introduction to Industrial and Organizational Psychology (15hours)

Definition, goals, key forces, and fundamental concepts.History of industrial psychology.Major Fields of I/O Psychology. Concept of organization -Behavior in organizations, Organizations as System, Organizational Change and Development, Organizational Culture

Unit II: Human Resources Development (15 hours)

Introduction to HRM- Concept, Importance, History of HRM-Trends Shaping HRM, Important Trends in HRM-Translating HRM Functions into Practice-The Legal and Ethical context of HRM-Manager’s Role in HRM- Models of HRM –HR Policies, HR Procedures, HRM Skills, HRM Toolkits,

Unit III Recruitment Anaysis (15 hours)

Recruitment, Selection and Placement. Job Analysis, Job description and Job specification. Recruitment-Goals, Sources, Selection-Process, Employment Tests, Interviews, Placement, Training and Development: Employee Orientation- Employee Training-Methods, -Performance management and Appraisal-Coaching, Career Planning-Talent Management –Knowledge Management Compensation: Compensation Administration, Job Evaluation-Concept, Methods, Job Evaluation and the Pay Structure-Incentive Plans-Employees Benefits and Services.

Unit IV: Human Resource Planning (HRP)(15 hours)

Methods of Job Analysis, Job Description, Job Specification– Skills Analysis/Skill Inventory. Human Resource Planning: Tools, Methods and Techniques—Application of Quantitative Techniques in Forecasting Requirement and Availability of Human Resource

Unit V: Work environment and (15 hours)

Work Environment: Meaning and Components - Engineering Psychology and Ergonomics: Definition - Scope and goals - Role of ergonomics - Ergonomic process –Boredom – Fatigue – Accident: Definition – Causes - Prevention.

Industrial relations, labor welfare and trade unions

COURSE OUTCOMES:

1. Analyse the field and sub-areas involved in I/O psychology, as well as what I/O psychologists do for organizations that employ them.
2. Understand and critically evaluate the major concepts, issues, principles, and research findings in the area of I/O psychology.
3. Remember ethical and socially responsible behaviour on the part of organizations (i.e., organizational members).
4. Apply major psychological concepts and principles to practices engaged in by I/O psychologists and to your own experiences.
5. Create appropriate strategies for working in a team to accomplish a service learning project.
6. Evaluate research methods and analytic techniques relevant to the field of human resource management through acquiring knowledge of the major concepts, models and issues.

References:

1. Schultz, D. P., & Schultz, E. S. (2008). *Psychology and Work today*. New York : Mac Milan publishing company.
2. Singh, N. (2011). *Industrial Psychology*. Delhi, India: Tata Mc Graw hill Education private limited.
3. Newstrom, J. W. and Davis, K. (2002). *Organizational Behaviour – Human Behaviour at Work* (10th Ed.). New Delhi: Tata McGraw Hill.

4. Rachel Lewis and Lara Zibarras (2013), Work and occupational psychology, first edition, sage publications
5. Paul Turner, HR Forecasting and Planning, CIPD.
6. Edward, Leek, et al.: Manpower Planning, Strategy and Techniques in Organizational Context, Wiley
7. J.W. Walker: Human Resource Planning, Mc Graw Hill.
8. T. V. Rao, Readings in Human Resource Development, Oxford & IBH.
9. Narendar Sindh, (2011): Industrial Psychology: New Delhi: Tata McGraw Hill Education Pvt. Ltd.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80 Marks**

SPSY1603	Allied 8 Positive Psychology	L	T	P	Credits	Total Marks
		3	1			3

COURSE OBJECTIVES:

- To measure and build individual, workplace, educational and collective flourishing.
- To plan, implement and assess positive psychology interventions and strategies.

Unit I : Introduction (9 hours)

Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology. Activities: Personal mini experiments; Collection of life stories from magazines, websites, film setc and discussion in the class.

Unit II: Positive emotions, Well-being and Happiness (9 hours)

Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness-hedonic and Eudaimonic; Well-being: negative vs positive functions; Subjective well-being: Emotional, social and psychological well-being; Model of complete mental life. Test: The positive and negative affect schedule (PANAS-X); The satisfaction with life scale (Diener et al, 1985); Practice 'Be happy' attitude

Unit III :Self control, Regulation and Personal goal setting (9 hours)

The value of self control; Personal goals and self regulation; Personal goal and well-being; goals that create self regulation; everyday explanations for self control failure problems. Activity: SWOT analysis

Unit IV: Positive Cognitive States and Processes (9 hours)

Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Hope. Optimism- How optimism works; variation of optimism and pessimism; Resilience. Spirituality: the search for meaning(Frankl); Spirituality and well-being; Forgiveness and gratitude. Test: Mental well-being assessment scale; Test: Signature strength

Unit V :Applications of Positive Psychology (9 hours)

Positive schooling: Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives. Activity: An action plan for coping. Test: Brief COPE assessment scale

COURSE OUTCOMES:

1. Critically evaluate the teaching of positive psychology as a means of enhancing happiness.
2. Understand the difference between weaknesses and strengths, and how positive psychology emphasises the latter in contrast to traditional psychology's emphasis on the former.
3. Apply your own strengths, and understand how you might go about exercising these in order to achieve lasting happiness.
4. Remember a variety of techniques designed to enhance happiness.
5. Analyse how patterns of thinking can enhance or reduce both positive and negative experience and mood.
6. Within your own personality and history, create the best routes and activities for obtaining, enduring happiness.

References:

- 1.Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*.(eds.). New York:Oxford University Press.
- 2.Baumgardner, S.R & Crothers, M.K.(2009). *Positive Psychology*.U.P: Dorling Kindersley Pvt Ltd.
- 3.Carr, A. (2004). *Positive psychology, The science of happiness and human strengths*.New York: Routledge.
- 4.Singh, A.(2013).*Behavioral science: Achieving behavioral excellence for success*. New Delhi: Wiley India Pvt Ltd.
- 5.Stewart I. Donaldson, Mihaly Csikszentmihalyi, *Applied Positive psychology: Improving Everyday Life, Health, Schools, Work, and Society*, Jeanne Nakamura published Routledge.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80 Marks

SPSY1604	Allied 9 Consumer Behavior	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To obtain an overview of the theoretical concepts of consumer behavior and the application of these concepts in marketing strategy and decision making.

Unit I: Introduction (9 hours)

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

Unit II: The marketing environment (9 hours)

Marketing Environment: Meaning – components – Micro-environment – MIS – marketing research – analyzing marketing information – effective marketing segmentation – Macro-environment – suppliers.

Unit III: Consumer behaviour and consumer psychology (9 hours)

Consumer Behaviour: Meaning - characteristics affecting consumer behaviour – cultural, social, personal and psychological characteristics – buyer decision process. Targeting. Positioning and repositioning.

Unit IV: Product – price – promotion and advertising (9 hours)

Product: Meaning – definition – levels of products – consumer products and industrial products – new products – development strategy – Price: Meaning – factors to consider when selling prices – designing distribution channels – Promotion: Meaning - nature and purpose – Advertising: Meaning – Principles of advertising.

Unit V: Consumer decision making process (9 hours)

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

COURSE OUTCOMES:

1. Students will understand consumer motivations and decision processes.
2. Students will evaluate the traditional bases for segmentation and how segmentation can inform marketing strategy.
3. Students will effectively produce, interpret, and analyse written text, oral messages, and multi-media presentations.
4. Students will apply their substantive knowledge to marketing situations (cases, scenarios) in an analytic manner.
5. Students will remember the consumer decision making process in evaluating the marketing environment.

- Students will create strategies towards effective marketing, taking into account the psychology of the consumer.

References:

- Kotler and Armstrong, (2006): Principles of Marketing, (11th Edition), New Delhi: Pearson Education.
- Loudon, D. L., and Della Bitta, A. J., (2002): Consumer Behaviour – Concepts and Applications, New Delhi: Tata McGraw Hill.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice **20 Marks**

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks **80 Marks**

SPSY1605	Professional Course II TRAINING AND DEVELOPMENT	L	T	P	Credits	Total Marks
		3	1		3	100

Objectives:

- To understand the role of training as a tool for organizational goal attainment.
- To develop training modules for different organizational needs.
- To develop the required skills as a trainer.

UNIT I: (9 Hours)

Training – Concept- Need of Training – Component of Training

UNIT II: (9 Hours)

Training Process—An overview, role, responsibilities and challenges to Training Managers;

organization and Management of Training Function, principles underlying training. Training Needs Assessment and Action research

UNIT III: (9 Hours)

Instructional objectives and lesson planning. Learning process; Training climate and pedagogy; Developing training Modules

UNIT IV: (9 Hours)

Training Methods and Techniques; facilities planning and training aids; training communication

UNIT V: (9 Hours)

Training Evaluation; training and development in India

TEXT BOOK:

1. Buckley, R. & Caple, J. (1995). *The Theory and Practice of Training*. London: Kogan and Page. Chadha, N. K. (2007). *Organizational Behaviour*. New Delhi: Galgotia.

REFEFENCES

1. Lynton , T & P, U (1990). *Training for Development*, 2nd edition. New Delhi: Vistaar.
2. Pepper, A. D. (1984). *Managing the Training and Development Function*. Aldershot: Goiwer
- Rae, L. (1984). *How to Measure Interventions: Managing Employee Development* 3rd ed

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration:3Hrs.

PART A: 10 Questions of 2 marks each – No choice

20 Marks

PART B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80Marks

SO8INT	Internships	L	T	P	Credits	Total Marks
			2			5

COURSE OBJECTIVES:

- To learn the principles and methods of conducting observation studies, case studies and intervention studies, and learning the applications of psychological principles in psychology and its related fields through internships at varied settings.

Students are required to undertake two internships (each for a period of five days) in any two of the following areas, based on their areas of interest, and submit two detailed Observation/Case history/Intervention reports, pertaining to the chosen areas:

1. Counseling Psychology (Visit a Counseling Centre or a hospital offering Counseling services)
2. Non-profit organization (Visit a NGO)
3. Clinical Psychology (Visit a Clinic or a hospital offering Clinical Psychology services)
4. Industrial/Organizational (Visit any organization)
5. Regular School (Visit a private or Government school)
6. Geriatric Psychology (Visit an old age home)
7. Addiction Psychology (Visit a de-addiction centre/clinic)
8. Special Education/Learning Disability (Visit a special school/A Centre for Learning Disabilities)

COURSE OUTCOMES:

1. Evaluate the principles and methods of conducting observation studies, case studies and intervention studies, and learning the applications of psychological principles in psychology and its related fields through internships at varied settings.
2. Understand and acquire requisite clinical skills and competencies for entry level practice as professional psychologists.
3. Create the knowledge, awareness, and attitude needed to demonstrate professional behaviour in order to enter the practice of professional psychology.
4. Remember the requisite competencies in cultural and individual diversity for entry level practice as professional psychologists.
5. Apply the knowledge and skills towards making positive contributions in the selected places of internships.
6. Analyse the environments and cultures prevailing in the selected places of internship.