

Sem	Course Code	Core I PROFESSIONAL ENGLISH- I	Total Marks: 100		Hours Per Week	Credits
I	21UAVCT101		CIA: 50	ESE: 50	4	4

**Course Objectives:**

1. To develop the language skills of students.
2. To enhance the lexical, grammatical, socio-linguistic and communicative competence.
3. To focus on developing students' knowledge in domain specific registers and the required language skills.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Identify the correct usage of vocabulary and grammar in speaking and writing.	K1 - K4
CO 2	Apply the language for speaking efficiently and confidently.	K1 - K4
CO 3	Build the reading skill by using unfamiliar texts with comprehension.	K1 - K4
CO 4	Demonstrate the language skills through academic writing.	K1 - K4
CO 5	Develop the leadership quality and team building through linguistic competence.	K1 - K4

**K1: Remember; K2: Understand; K3: Apply; K4: Analyze; K5: Evaluate; K6: Create.**

**Unit - I**

**Communication**

Listening: Listening to audio text and answering questions - Listening to Instructions.  
Speaking: Pair work and small group work.  
Reading: Comprehension passages - Differentiate between facts and opinion.  
Writing: Developing a story with pictures.  
Vocabulary: Register specific - Incorporated into the LSRW tasks.

**Unit - II**

**Description**

Listening: Listening to process description - Drawing a flow chart.  
Speaking: Role play (formal context).  
Reading: Skimming/Scanning - Reading passages on products, equipment and gadgets.  
Writing: Process Description - Compare and Contrast Paragraph - Sentence Definition and Extended definition - Free Writing. Vocabulary: Register specific - Incorporated into the LSRW tasks.

**Unit - III**

**Negotiation Strategies**

Listening: Listening to interviews of specialists / Inventors in fields (Subject Specific).  
Speaking: Brainstorming (Mind Mapping) - Small group discussions (Subject Specific).  
Reading: Longer Reading text.  
Writing: Essay Writing (250 words).  
Vocabulary: Register specific - Incorporated into the LSRW tasks.

**Unit - IV**

**Presentation Skills**

Listening: Listening to lectures.  
Speaking: Short talks.  
Reading: Reading Comprehension passages.  
Writing: Writing Recommendations - Interpreting Visuals inputs.  
Vocabulary: Register specific - Incorporated into the LSRW tasks.

**Unit - V**

**Critical Thinking Skills**

Listening: Listening comprehension - Listening for information.  
Speaking: Making presentations (with PPT-practice).  
Reading: Comprehension passages - Note making. (Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills).  
Writing: Problem and Solution essay - Creative writing - Summary writing.  
Vocabulary: Register specific - Incorporated into the LSRW tasks.

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### SKILL DEVELOPMENT ACTIVITIES

1.	Listening and Answering
2.	Speaking Activities through Role Play
3.	Reading and Answering
4.	Resume Preparation
5.	Vocabulary Enhancement Activities – Definitions, Synonyms, Antonyms, Keywords etc.

#### TEXT BOOK

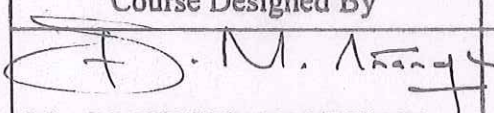
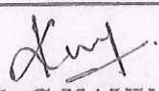
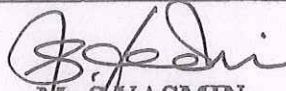
1.	Professional English for Physical Sciences-I - TANSCHÉ.
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#### REFERENCE BOOKS

1.	Simon Sweeney, English for Business Communication, Student's Book, Second Edition, Cambridge University Press, 2003.
2.	Michael McCarthy, Felicity O'Dell, English Vocabulary in Use: Advanced, First South Asian Edition, Cambridge University Press, 2003.

#### WEB RESOURCES

1.	<a href="https://nptel.ac.in/courses/109/104/109104030/">https://nptel.ac.in/courses/109/104/109104030/</a>
2.	<a href="https://www.edubull.com/courses/online-english-speaking-courses-video-english/tofel-ilets/basic-courses/professional-english-part-2">https://www.edubull.com/courses/online-english-speaking-courses-video-english/tofel-ilets/basic-courses/professional-english-part-2</a>

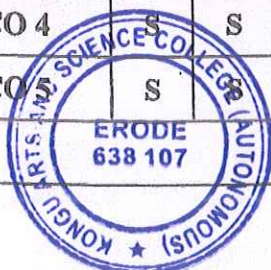
Course Designed By	Verified By	Approved By HOD
 Mr. S.MURUGANANTHAM	 Ms.G.KAVYA	 Ms.S.YASMIN

#### QUESTION PAPER PATTERN

<b>SECTION - A (10 X 1 = 10 Marks)</b>	<b>SECTION - B (4 X 10 = 40 Marks)</b>
(Vocabulary) (MCQ, Info-gap questions - domain specific vocabulary)	(Reading: Two long domain-specific comprehension passages with questions pertaining to understanding and analysis - 20 Marks) (Writing: Descriptive/narrative/persuasive writing questions pertaining to domain-specific vocabulary - 20 Marks)

#### Mapping of COs with POs and PSOs

PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S	M	M	S	M	M	S	S
CO 2	S	S	S	S	S	M	M	S	S	M	S	M
CO 3	S	S	M	M	M	M	S	S	S	M	S	M
CO 4	S	S	M	M	M	M	M	S	S	M	S	M
CO 5	S	S	S	S	M	S	S	S	S	S	S	S



S-Strong, M-Medium, L-Low

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Sem	Course Code	Core Course II: General Psychology I	Total Marks: 100		Hours Per Week	Credits
			CIA : 50	ESE :50		
I	21UAVCT102				6	4

**Course Objectives:**

1. To understand the history and development of psychology.
2. To attain adequate knowledge about mind and its functions.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Understand the evolution of psychology from philosophy	K1 – K4
CO 2	Acquire knowledge about the scientific methods in psychology	
CO 3	Analyze the process of sensation and perception	
CO 4	Strengthen the knowledge about the nature of mind and sleep	
CO 5	Understand the theories of learning.	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

Unit –I	Introducing Psychology
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What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics, Development of psychology in India

Branches of psychology- Scope of psychology- Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines

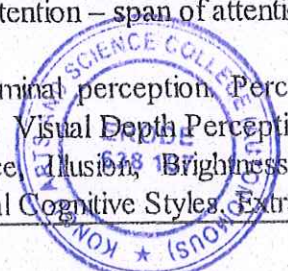
Unit – II	Experimentation and critical thinking in Psychology
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Psychology as a science- Steps in scientific investigation. Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research. Pseudo – psychologies – palmistry, astrology, graphology, Ouija board etc.

Unit – III	Sensation and Perception
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Sense modalities- Vision, Hearing, Touch, Olfaction, Gustation, Kinesthetics and Vestibular Sense, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd). Weber's Law. Attention– factors affecting attention – Selective attention, Phenomena associated with attention – span of attention, division of attention, distraction of attention


Perception, Subliminal perception, Perceptual set, Perceptual defense. Perceptual organization. Gestalt principles. Visual Depth Perception: monocular and binocular cues. Perceptual Constancy – Size Constancy, Illusion, Brightness Constancy. Perceptual Learning. Set, Motives and Needs. Perceptual Cognitive Styles, Extra Sensory Perception.



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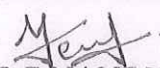
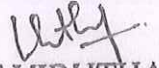
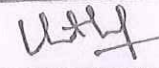
Unit – IV	Mind, Consciousness and altered states
<p>Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circadian Rhythm, Sleep cycle, Stages of sleep.</p> <p>Altered states: Lucid dreaming, Hypnosis- meditation, Hallucinations, Religious ecstasy, drug induced states. Near Death experience and Sensory Deprivation</p>	
Unit – V	Learning
<p>Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. Learned Helplessness. Behavior modification .Types of learning- Verbal learning. Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning.</p>	
<b>Skill Development Activities:</b>	
<ul style="list-style-type: none"> <li>• Developing games.</li> <li>• Discussion on recent trends and challenges on Psychology.</li> <li>• Self- evaluation of Concepts.</li> </ul>	
<b>TEXT BOOK</b>	
1.	Baron, R.A. (2004). <i>Psychology</i> , 5th ed. New Delhi: Pearson Education.
2.	Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). <i>Introduction to Psychology</i> , 7th ed. New Delhi: Tata McGraw Hill.
<b>REFERENCE BOOK</b>	
1.	Weiten, W. (2002). <i>Psychology: Themes and variations</i> , 5th ed. New York: Brooks/Cole Publishing Co.
2.	Lee, J A (2010) <i>The Scientific Endeavour</i> . New Delhi. Pearson
3.	Mishra, B. K. (2008). <i>Psychology: The study of human behaviour</i> . New delhi: Prentice Hall of India.
4.	Richard J. Gerrig & Philip G. Zimbardo (2002). <i>Psychology and life-16<sup>th</sup> edition</i> . USA: Allyn & Bacon publishers.



  
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## QUESTION PAPER PATTERN


Time: 3 hours		Max. Marks: 50
<b>SECTION-A (10 X 1 = 10 Marks)</b> Answer ALL questions Choose the correct answer Two questions from each unit	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Either or type Two questions from each unit

Course Designed By	Verified By	Approved by HOD
 C.G.NANDHINI	 A.T.VIBUTHANYA	 A.T.VIBUTHANYA

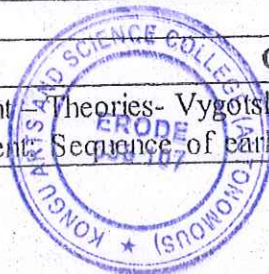
PO/PSO  CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	M	S	M	M	M	S	M	S
CO 2	M	S	S	M	S	S	S	S	M	M	S	S
CO 3	M	M	S	M	M	S	S	S	M	S	M	M
CO 4	S	M	S	S	M	S	M	M	M	M	S	M
CO 5	M	M	M	S	M	S	S	M	S	S	M	M

S-Strong, M-Medium, L-Low



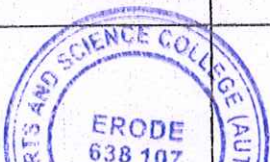

  
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Sem	Course Code	Core Course III: Developmental Psychology I	Total Marks: 100		Hours Per Week	Credits
			CIA : 50	ESE :50	6	
<b>Course Objectives:</b>						
1. To acquire knowledge about the origin of the field of developmental psychology and its basic concepts. 2. To obtain an adequate knowledge about the various aspects of development that happens in a human lifetime.						
<b>Course Outcomes (CO): On completion of the course, students should be able to</b>						
CO 1	Outline the concepts of developmental psychology and its basic theories.					K1 – K4
CO 2	Strengthen their knowledge about prenatal development.					
CO 3	Better understanding of the physical development that happens in human lifetime.					
CO 4	Gain knowledge about the various cognitive developments of human beings.					
CO 5	Understand the evolution of emotional development in human beings.					
<b>K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create</b>						
<b>Unit – I</b>	<b>Introduction to Life Span Development</b>					
Introduction. Meaning of Developmental Changes. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Developmental Theories- Freud & Erickson. Conception of Age. Cross sectional and longitudinal approaches in developmental study. Conception- Beginnings of life. Maturation of Reproductive cells. Ovulation of the female Reproductive cell.						
<b>Unit – II</b>	<b>Prenatal Development</b>					
Fertilization. Importance of fertilization- Germinal period- embryonic period- Fetal period. Heredity Endowment. Sex determination. Number of offspring. Ordinal position in the family. New born Baby: Size and Appearance, Body Systems. Stages of Child Birth. Types of Child Birth. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Prenatal Hazards and Consequences of low birth weight.						
<b>Unit – III</b>	<b>Physical Development</b>					
Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception) Height and weight in infancy and childhood. Gross and fine motor skills. Handedness. Physical Development -- Principles of development, Physical growth, influences on growth, Nutrition, Early sensory capacities, Touch and Pain, Smell and Taste, Hearing, Sight. Motor Development, Milestones of motor development, The occurrence of motor development: Maturation, motor development and perception, Cultural Influences on motor development.						
<b>Unit – IV</b>	<b>Cognitive and Language Development</b>					
Cognitive development - Theories- Vygotsky- Information processing- Piagetian Approach. Language Development- Sequence of early language Development. Characteristics of early speech.						



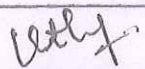
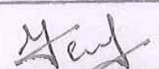
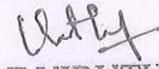
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Influences on early language development: Maturation of the brain, social interaction- the role of parents and caregivers. Advances in early, middle and late childhood- metalinguistic awareness.		
Unit - V	Emotional Development	
Introduction- Development of emotion First signs of emotion, Appearance of emotions, Brain growth and emotional development. Describing and classifying temperament- studying temperament patterns, stability of temperament, biological basis of temperament, cultural differences. Chess and Thomas, Kagan, Rothbart and Bates. Theories of attachment- care giving and attachment Moral development- Piaget's and Kohlberg's theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self control- Empathy- Moral characters. Earliest Social Experiences: The infant in the family. Development of trust, attachment, anxiety and autonomy.		
Skill Development Activities:		
<ul style="list-style-type: none"> <li>• Role play.</li> <li>• Discussion on recent trends and challenges on Psychology.</li> <li>• Self- evaluation of Concepts.</li> </ul>		
TEXT BOOK		
1.	Hurlock, E.B (1981) Developmental Psychology- A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company	
2.	Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company	
REFERENCE BOOK		
1.	Weiten, W. (2002). <i>Psychology: Themes and variations</i> , 5th ed. New York: Brooks/Cole PublishingCo.	
2.	Lee. J A (2010) <i>The Scientific Endeavour</i> . New Delhi.Pearson	
3.	Mishra, B. K. (2008). <i>Psychology: The study of human behaviour</i> . New delhi: Prentice Hall of India.	
4.	Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company	
5.	Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company	
Course Designed By	Verified By	Approved by HOD
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## QUESTION PAPER PATTERN


Time: 3 hours		Max. Marks: 50
<b>SECTION-A (10 X 1 = 10 Marks)</b> Answer ALL questions Choose the correct answer Two questions from each unit	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Either or type Two questions from each unit

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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	M	S	M	M	M	S	M	S
CO 2	M	S	S	M	S	S	S	S	M	M	S	S
CO 3	M	M	S	M	M	S	S	S	M	S	M	M
CO 4	S	M	S	S	M	S	M	M	M	M	S	M
CO 5	M	M	M	S	M	S	S	M	S	S	M	M

S-Strong, M-Medium, L-Low



  
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Sem	Course Code	Allied Course I: Bio Psychology	Total Marks: 100		Hours Per Week	Credits
			CIA : 50	ESE :50		
I	21UAVAT104				6	4
<b>Course Objectives:</b>						
1. To understand the structure and functions of the various parts of the brain and nervous system.						
2. To attain adequate knowledge about the biological basis for various human behaviour.						
<b>Course Outcomes (CO): On completion of the course, students should be able to</b>						
CO 1	Able to evaluate basic brain structures and functional neural systems.					K1 - K4
CO 2	To remember process of signaling between nerve cells including chemical Neurotransmitters.					
CO 3	To analysis the role of neurotransmitters in human functioning.					
CO 4	To understand the functional organization of the sensory systems.					
CO 5	To apply the bio-psycho premises to predict, enhance human emotions.					
<b>K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create</b>						
<b>Unit -I</b>	<b>Introduction to Biopsychology</b>					
Understanding human consciousness: A Physiological approach. Nature of Physiological approach: Goals of Research, Biological roots of Physiological Psychology. Natural selection and evolution: Functionalism and Inheritance of Traits, Evolution of human species, evolution of large brains. Ethical issues in research with animals. Careers in neuroscience.						
<b>Unit - II</b>	<b>Nervous system</b>					
Cells of the Nervous System: Neurons, supporting cells. Neural Communication: Measuring electrical potentials of axons, Membrane potential, The action potential and its conduction. Communication between neurons- Non-synaptic communication.						
<b>Unit - III</b>	<b>The Structure of Nervous system</b>					
Basic feature of the Nervous System. The central nervous system: its development, The forebrain, The midbrain, The hindbrain, The spinal cord. The Peripheral Nervous System: Spinal nerves, cranial nerves, the autonomic nervous system.						
<b>Unit - IV</b>	<b>Methods and strategies of research in Biopsychology</b>					
Experimental ablation: Evaluating the behavioural effects of brain damage, producing brain lesions. Stereotaxic surgery, Histological methods, Tracing neural connections, Study of the living human brain. Recording and stimulating neural activity: neural activity, metabolic and synaptic activity, measuring brain's secretions, Stimulating neural activity, behavioural effects of electrical brain stimulation. Neurochemical methods-Genetic methods.						
<b>Unit - V</b>	<b>Psychobiology of Sensory Systems</b>					
Psychobiology of Sensory Systems: Anatomy of the visual system: The eyes, Photoreceptors. Connections between eye and brain. Audition: The stimulus, Anatomy of the ear, Auditory hair cells and the transduction of auditory information. Somatosenses - Gustation Olfaction						



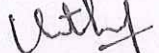


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Skill based Activities:	
<ul style="list-style-type: none"> <li>• Model developing.</li> <li>• Discussion on recent trends and challenges on Psychology.</li> <li>• Content writing</li> </ul>	
TEXT BOOK	
1.	Pineal, J. P. J. (2006). <i>Biopsychology</i> (6th Ed.), India, Dorling Kindersley.
2.	Carlson, R.N. (2017). <i>Foundations of Physiological Psychology</i> (6th Ed.). New Delhi, Pearson Education, Inc
3.	Kalat, J. W. (2004). <i>Biological basis of human behavior</i> (8th Ed.). New York: Brooks/Cole
REFERENCE BOOK	
1.	Kalat, J. W. (2004). <i>Biological basis of human behavior</i> (8th Ed.). New York: Brooks/Cole
2.	Schneider, A.M. & Tarshis, B. (1986). <i>An Introduction to Physiological Psychology</i> . (3rd Ed.). New York: Random House, Inc.
3.	Baron, R.A. (2004). <i>Psychology</i> , 5th ed. New Delhi: Pearson Education.
4.	Gerrig, R. J & Zimbardo, P. G. (2002). <i>Psychology and life</i> (16th Ed). USA: Allyn & Bacon publishers

## QUESTION PAPER PATTERN

Time: 3 hours		Max. Marks: 50
SECTION-A (10 X 1 = 10 Marks) Answer ALL questions Choose the correct answer Two questions from each unit	SECTION-B (5 X 3 = 15 Marks) Answer ALL questions Either or type Two questions from each unit	SECTION-C (5 X 5 = 25 Marks) Answer ALL questions Either or type Two questions from each unit

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 G.KAVYA	 C.G.NANDHINI	 A.T.VIBUTHANYA



  
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## Mapping of COs with POs and PSOs:

PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	M	M	S	S	S	S	M	M	M
CO 2	M	M	S	S	M	M	M	M	S	S	M	M
CO 3	S	S	M	M	M	S	S	M	M	S	S	S
CO 4	S	M	M	S	S	M	M	S	M	M	S	M
CO 5	M	M	S	S	M	M	M	S	M	M	M	M

S-Strong, M-Medium, L-Low



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Sem	Course Code	Core IV PROFESSIONAL ENGLISH- II	Total Marks: 100 CIA: 50   ESE: 50	Hours Per Week 4	Credits 4
II	21UAVCT201				

**Course Objectives:**

1. To develop their competence in the use of English with particular reference to the workplace situation.
2. To enhance the creativity of the students which will enable them to think of innovative ways to solve issues in the workplace.
3. To develop their competence and competitiveness and thereby improve their employability skills.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Identify the importance of linguistic competence in workplace situations	K1 - K4
CO 2	Develop LSRW skills for academic and career purposes	K1 - K4
CO 3	Build the employability skills through various speaking and writing tasks	K1 - K4
CO 4	Relate the communication skills suitable for employability	K1 - K4
CO 5	Illustrate the digital competence with innovation and imagination	K1 - K4

**K1: Remember; K2: Understand; K3: Apply; K4: Analyze; K5: Evaluate; K6: Create.**

**Unit - I Communicative Competence**

**Listening:** Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions).  
**Speaking:** Small group discussions (the discussions could be based on the listening and reading passages - open ended questions).  
**Reading:** Two subject-based reading texts followed by comprehension activities/exercises.  
**Writing:** Summary writing based on the reading passages.

**Unit - II Persuasive Communication**

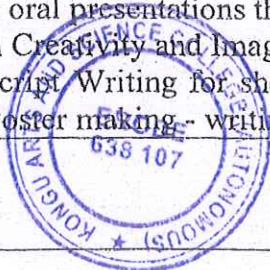
**Listening:** Listening to a product launch- sensitizing learners to the nuances of persuasive communication.  
**Speaking:** Debates - Just-A Minute Activities  
**Reading:** Reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions.  
**Writing:** Dialogue writing- Writing an argumentative / persuasive essay.

**Unit - III Digital Competence**

**Listening:** Listening to interviews (subject related).  
**Speaking:** Interviews with subject specialists (using video conferencing skills) - Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related).  
**Reading:** Selected sample of Web Page (subject area).  
**Writing:** Creating Web Pages.  
**Reading Comprehension:** Essay on Digital Competence for Academic and Professional Life.  
 The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area.

**Unit - IV Creativity and Imagination**

**Listening:** Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites - E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>).  
**Speaking:** Making oral presentations through short films - subject based.  
**Reading:** Essay on Creativity and Imagination (subject based).  
**Writing - Basic Script Writing for short films (subject based) - Creating blogs, flyers and brochures (subject based) - Poster making - writing slogans/captions (subject based).**



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<b>Unit - V</b>	<b>Workplace Communication and Basics of Academic Writing</b>
Speaking: Short academic presentation using PowerPoint. Reading & Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, Paraphrasing, Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis), Capitalization (use of upper case).	
<b>SKILL DEVELOPMENT ACTIVITIES</b>	
1.	Group Discussion
2.	Persuasive Speaking - Conversation
3.	Listening Activities – Watching Videos and answering questions and summarizing the content
4.	Creative Writing – Flyers, Brochures, Slogans, Captions
5.	Powerpoint Presentation
<b>TEXT BOOK</b>	
1.	Professional English for Physical Sciences-II - TANSCHÉ.
<b>REFERENCE BOOKS</b>	
1.	Alice Oshima & Ann Hogue, Writing Academic English, Second Edition, Addison Wesley Publishing Company, 1991.
2.	Lyn R. Clark, Kenneth Zimmer, Joseph Tinervia, Business English and Communication, Seventh Edition, MacMillan / McGraw-Hill, Imprint 1991.
<b>WEB RESOURCES</b>	
1.	<a href="https://www.coursera.org/learn/speak-english-professionally">https://www.coursera.org/learn/speak-english-professionally</a>
2.	<a href="https://www.ted.com/talks/pranav_rajana_computer_science_education">https://www.ted.com/talks/pranav_rajana_computer_science_education</a>

<b>Course Designed By</b>	<b>Verified By</b>	<b>Approved By HOD</b>
 Mr. S. MURUGANANTHAM	 Ms. G. KAVYA	 Ms. S. YASMIN

<b>QUESTION PAPER PATTERN</b>	
<b>SECTION - A (10 X 1 = 10 Marks)</b>	<b>SECTION - B (4 X 10 = 40 Marks)</b>
(Vocabulary) (MCQ, Info-gap questions - domain specific vocabulary)	(Reading: Two long domain-specific comprehension passages with questions pertaining to understanding and analysis - 20 Marks) (Writing: Descriptive/narrative/persuasive writing questions pertaining to domain-specific vocabulary - 20 Marks)

Mapping of COs with POs and PSOs												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	M	S	M	M	S	S	M	S	M
CO 2	S	S	M	S	M	M	S	S	S	M	S	S
CO 3	S	S	S	M	S	M	M	S	S	M	S	S
CO 4	S	S	M	S	S	M	S	S	S	M	S	S
CO 5		S		M	M	M	M	S	S	M	S	M



S-Strong, M-Medium, L-Low

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Sem	Course Code	Core Course V: General Psychology II	Total Marks: 100		Hours Per Week	Credits
II	21UAVCT202		CIA : 50	ESE :50	6	4

**Course Objectives:**

1. To understand significant concepts in the field of psychology.
2. To attain adequate knowledge in the areas of cognitive development.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Understand the process of memory and forgetting	K1 – K4
CO 2	Acquire knowledge about the components of thought and the development of language	
CO 3	Analyze the motivational concepts and the elements of emotional experience	
CO 4	Strengthen the knowledge about the evolution of intelligence testing.	
CO 5	Understand the structure and concepts of human personality.	

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

**Unit –I****Memory**

Encoding, storage and retrieval processes. **Span of Attention** Sensory, short term and long term memories. Organizing information-Chunking, Hierarchies. Information processing model of memory, Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, and integration.

Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep.

**Unit – II****Thinking and language**

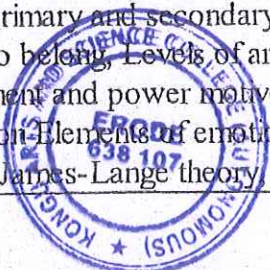
Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammar. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity. Convergent and divergent thinking, Stages in creativity. Decision making: Using and misusing heuristics, Belief perseverance phenomenon, Overconfidence.

**Unit – III****Motivation and Emotion**


Definition of motivation, Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation, Need to belong, Levels of arousal, Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal



theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis Cognition and emotion.	
<b>Unit – IV</b>	<b>Intelligence</b>
Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences, PASS model. Relationship of intelligence with Creativity Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.	
<b>Unit – V</b>	<b>Personality</b>
Self Concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.	
<b>Skill Development Activities:</b>	
<ul style="list-style-type: none"> <li>● Developing games.</li> <li>● Discussion on recent trends and challenges on Psychology.</li> <li>● Self- evaluation of Concepts</li> </ul>	
<b>TEXT BOOK</b>	
1.	Baron, R.A. (2004). <i>Psychology</i> , 5th ed. New Delhi: Pearson Education.
2.	Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). <i>Introduction to Psychology</i> , 7th ed. New Dehi: Tata McGraw Hill.
<b>REFERENCE BOOK</b>	
1.	Weiten, W. (2002). <i>Psychology: Themes and variations</i> , 5th ed. New York: Brooks/Cole Publishing Co.
2.	Lee. J A (2010) <i>The Scientific Endeavour</i> . New Delhi. Pearson
3.	Mishra, B. K. (2008). <i>Psychology: The study of human behaviour</i> . New delhi: Prentice Hall of India.
4.	Richard J. Gerrig & Philip G. Zimbardo (2002). <i>Psychology and life</i> -16 <sup>th</sup> edition. USA: Allyn & Bacon publishers.



  
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## QUESTION PAPER PATTERN

Time: 3 hours		Max. Marks: 50	
<b>SECTION-A (10 X 1 = 10 Marks)</b> Answer ALL questions Choose the correct answer Two questions from each unit	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Either or type Two questions from each unit	

Course Designed By	Verified By	Approved by HOD
A.T.VIBUTHANYA	C.G.NANDHINI	A.T.VIBUTHANYA

## Mapping of COs with POs and PSOs:

PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	M	M	M	M	S	S	M	S	M
CO 2	M	S	M	S	M	S	S	M	M	S	M	M
CO 3	M	M	S	M	M	M	S	M	M	S	M	M
CO 4	S	S	M	M	S	M	M	S	M	S	S	S
CO 5	M	M	M	S	M	S	M	S	S	M	M	S

S-Strong, M-Medium, L-Low



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Sem	Course Code	Core Course VI: Developmental Psychology II	Total Marks: 100		Hours Per Week	Credits
II	21UAVCT203		CIA : 50	ESE : 50	6	4

**Course Objectives:**

1. To acquire knowledge about the stages of development.
2. To obtain an adequate knowledge about the various developmental issues in a human lifetime.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Outline the characteristics of early and late childhood.	K1 - K4
CO 2	Strengthen their knowledge about developmental tasks of adolescence.	
CO 3	Better understanding of the characteristics and issues of Early & Late Adulthood.	
CO 4	Gain knowledge about the characteristics of Middle Age and adjustment issues due to mid life crisis.	
CO 5	Understand the characteristics and problems unique to Old Age.	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

**Unit -I Childhood**

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

**Unit - II Adolescence**

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

**Unit - III Adulthood**

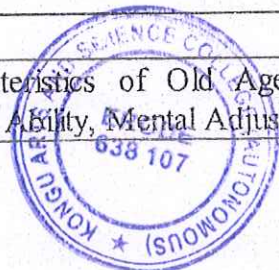
Introduction- Characteristics of Early - Developmental Tasks of Early Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood, Sex Role adjustment, Parenthood adjustment, Singlehood Adjustment, Hazards of Adulthood

**Unit - IV Middle Age**

Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment, Loss of Spouse, Empty Nest Stage, Adjustment to Approaching Retirement and Old Age, Hazards of Middle Age

**Unit - V Old Age**

Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustment and Retirement,



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Coping with Family Life, Hazards of Old Age. Living Arrangements for Elderly Hazards, Theories of Ageing.

**Skill development Activities:**

- Role play.
- Discussion on recent trends and challenges on Psychology.
- Self- evaluation of Concepts.

**TEXT BOOK**

1. Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company
2. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

**REFERENCE BOOK**

1. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole PublishingCo.
2. Lee. J A (2010) *The Scientific Endeavour*. New Delhi.Pearson
3. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.
4. Papalia, D.E et.al (2004) *Human Development (9th Ed)*. New Delhi: Tata McGraw Hill Publishing Company
5. Santrock, J.E (2007) *Child Development (2nd end)* New Delhi: Tata McGraw Hill Publishing Company



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## QUESTION PAPER PATTERN

Time: 3 hours		Max. Marks: 50	
<b>SECTION-A (10 X 1 = 10 Marks)</b> Answer ALL questions Choose the correct answer Two questions from each unit	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Either or type Two questions from each unit	

Course Designed By	Verified By	Approved by HOD
<i>Handwritten Signature</i> C.G.NANDHINI	<i>Handwritten Signature</i> A.T.VIBUTHANYA	<i>Handwritten Signature</i> A.T.VIBUTHANYA

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	M	M	M	M	S	S	M	S	M
CO 2	M	S	M	S	M	S	S	M	M	S	M	M
CO 3	M	M	S	M	M	M	S	M	M	S	M	M
CO 4	S	S	M	M	S	M	M	S	M	S	S	S
CO 5	M	M	M	S	M	S	M	S	S	M	M	S

S-Strong, M-Medium, L-Low



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Sem	Course Code	Allied Paper II- Bio Psychology II	Total Marks: 100		Hours Per Week	Credits
II	21UAVAT204		CIA : 50	ESE :50	6	3

**Course Objectives:**

1. To understand the importance of physiology of emotion.
2. To explain the physiology basis of learning.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Recall the influence of brain over various physiological human motives	K1 – K4
CO 2	Identify the importance of brain damage and various disorders related to human brain	
CO 3	Examine the role of limbic system in managing human emotions	
CO 4	Illustrate the role of left cerebral hemisphere in decision making	
CO 5	Analyze the impact of neural degeneration in an individual	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

**Unit – I****Physiology of Emotions**

Physiology of Emotions – Emotion as response patterns: Fear, Anger and Aggression  
 Hormonal control of aggressive behavior.  
 Communication of emotions: Facial expression emotions.  
 Neural basis of the communication of emotions.  
 Feelings of Emotions.

**Unit – II****Physiological basis of Learning**

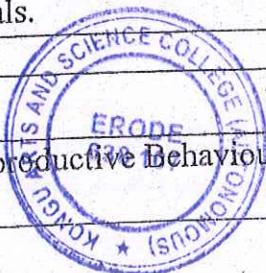
Physiological basis of Learning: The nature of learning.  
 Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors.  
 Mechanisms of synaptic plasticity, Long term depression.  
 Perceptual learning.  
 Physiology of Classical conditioning - Physiology of instrumental conditioning.

**Unit – III****Physiological basis of Memory**

Physiological basis of Memory: Relational learning.  
 Human anterograde amnesia: Basic description- Spared learning abilities – Declarative and non-declarative memories.  
 Anatomy of anterograde amnesia.  
 Failure of relational learning – Role of hippocampus formation in spatial memory. Relational learning in laboratory animals.

**Unit – IV****Physiology of Reproductive Behaviour**

Physiology of Reproductive Behaviour: Hormonal control of sexual behavior. female reproductive cycles



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Hormonal control of sexual behavior of laboratory animals.  
 Androgens and behavior: Masculinization and defeminization.  
 Effects of pheromones-Human sexual behavior-Sexual orientation.  
 Neural control of sexual behavior-Parental behaviour.

Unit – V

**Neurological Disorders**

Neurological Disorders: Tumors – Seizure disorders – Cerebrovascular accidents.  
 Disorders of development.  
 Degenerative disorders: Transmissible spongiform encephalopathies, Parkinson's disease  
 Huntington's disease, Alzheimer's disease, Multiple sclerosis.  
 Disorders caused by infectious diseases.

**Skill development Activities:**

- Model developing.
- Discussion on recent trends and challenges on Psychology.
- Content writing

**TEXT BOOK**

1. Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc.
2. Pineal, J. P. J. (2006). Biopsychology (6th Ed.), India, Dorling Kindersley.

**REFERENCES**


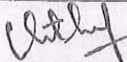
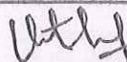
1. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc.
3. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
4. Gerrig, R. J & Zimbardo, P. G. (2002). Psychology and life (16th Ed). USA: Allyn & Bacon publishers
5. Myers, D.G. (2010). Psychology 9th edition. New York, Worth publishers.



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## QUESTION PAPER PATTERN

Time: 3 hours		Max. Marks: 50	
SECTION-A (10 X 1 = 10 Marks) Answer ALL questions Choose the correct answer Two questions from each unit	SECTION-B (5 X 3 = 15 Marks) Answer ALL questions Either or type Two questions from each unit	SECTION-C (5 X 5 = 25 Marks) Answer ALL questions Either or type Two questions from each unit	


Course Designed By	Verified By	Approved by HOD
 G.KAVYA	 A.T.VIBUTHANYA	 A.T.VIBUTHANYA

## Mapping of COs with POs and PSOs:

PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	M	M	M	M	S	S	M	S	M
CO 2	M	S	M	S	M	S	S	M	M	S	M	M
CO 3	M	M	S	M	M	M	S	M	M	S	M	M
CO 4	S	S	M	M	S	M	M	S	M	S	S	S
CO 5	M	M	M	S	M	S	M	S	S	M	M	S

S-Strong, M-Medium, L-Low



  
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Sem	Course Code	Core Course V: ABNORMAL PSYCHOLOGY I	Total Marks: 100		Hours Per Week	Credits
III	20UAVCT301			CIA : 25	ESE : 75	6

**Course Objectives:**

1. To learn the historical antecedents to modern understandings of abnormal behavior.
2. Describe the major classes and characteristics of psychological disorders
3. Understand the factors and theoretical perspectives of abnormal behavior
4. To learn current research and methodological issues in the study of abnormal behavior
5. Know the primary treatments for psychological disorders.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Analysis the interaction of biological, cognitive and socio cultural factors in abnormal behavior	K1 – K4
CO 2	Evaluate psychological research relevant to the study of abnormal behaviour	
CO 3	Remember the cultural and ethical considerations in diagnosis the disorders	
CO 4	Design, conduct, or evaluate treatment process	
CO 5	Apply the contemporary theories and research related to causes and treatments of psychological disorders	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

**Unit –I**

**Introduction and Paradigms in Abnormality**

Introduction and Paradigms in Abnormality – Range of Abnormal behavior. Triggers, stigma and adaptive and Maladaptive behavior. Historical background- Epidemiology of Maladaptive Behaviour. Theoretical perspectives on Maladaptive Behaviour - Biological perspective- Psychodynamic- Behavioural- Cognitive- Humanistic.Existential- Community- Cultural Perspective- Interactional approach.

**Unit – II**

**Classification and Assessment**

Classification and Assessment: Classification: Advantages and Disadvantages. Vulnerability- Resilience- Coping - Multiaxial Approach- DSM IV TR.DSM V – Beyond DSM V -Major Diagnostic Categories- Evaluation. **Mental Status Examination**. Assessment: Basis of Classification – Interview- Intelligence tests- Neuropsychological tests. Personality- Behavioural and Cognitive Assessment- Relational and Bodily assessment.

**Unit – III**

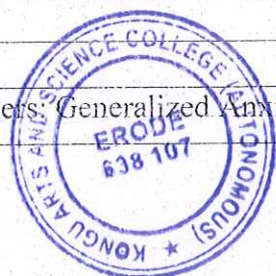
**Stress, Coping and Maladaptive Behaviour**

Stress, Coping and Maladaptive Behaviour: Stress: **Types of Stress and its causes**. Stressful Situations and Life transitions, **Stress arousing situation, Bereavement and Grief**. Clinical Reactions to Stress. Coping: Coping Skills- Process- Social Support. Adjustment Disorder- Acute Stress disorder- Dissociative Disorder.Treating Stress related Problems.

**Unit – IV**

**Anxiety Disorder**

Anxiety Disorders: Generalized Anxiety Disorder. Panic Disorder. Phobias. Obsessive Compulsive




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Disorder. Posttraumatic Stress Disorder. Interpreting and Treating Anxiety disorders.	
<b>Unit – V</b>	<b>Bodily Maladaptations</b>
Bodily Maladaptations: Biopsychosocial Model. Stress and Illness. Eating disorders- Sleep disorders Psychophysiological disorders - diagnostic dilemmas. Disorders of Bodily preoccupation- Somatoform disorders.	
<b>TEXT BOOK</b>	
1.	Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India
2.	
<b>REFERENCE BOOK</b>	
1.	Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7 <sup>th</sup> Ed.), New Delhi. Cengage Learning
<b>WEB RESOURCES</b>	
1.	<a href="https://www.coursera.org/courses?query=clinical%20psychology">https://www.coursera.org/courses?query=clinical%20psychology</a>

QUESTION PAPER PATTERN		
SECTION – A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	M	S	M	M	S	M	M	M
CO 2	M	M	M	M	S	S	S	M	M	S	M	M
CO 3	S	S	S	M	M	S	S	S	S	S	S	S
CO 4	S	M	S	S	M	M	M	M	S	M	S	M
CO 5	M	M	M	S	M	S	S	M	M	S	M	M
S-Strong, M-Medium, L-Low												



  
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Sem	Course Code	Core Course VI: EXPERIMENTAL PSYCHOLOGY- I	Total Marks: 50		Hours Per Week	Credits
III	20UAVCT302		CIA : 25	ESE :75	6	4

**Course Objectives:**

1. To enable students to understand the experimental approach in scientific investigation.
2. To develop the structured report writing skill of the experiments.
3. To enable students to identify and apply appropriate experimental tests according to the requirements.
4. To familiarize the students with the procedures in conducting experiments and psychological tests.
5. To enhance the skills needed for conducting experiments and psychological tests.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	To become proficient in measuring sensory dimensions of human behaviour	K1 – K4
CO 2	To become proficient in measuring personality tests	
CO 3	To become proficient in measuring sensory motor test in assessing human efficiency	
CO 4	To become proficient in measuring attention aspects of human behaviour	
CO 5	To become proficient in measuring tests to learning and association	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

<b>Unit –I</b>	<b>Suggestion</b>
Size Weight Illusion Progressive Weights Two Hand Coordination Suggestible Questions	

<b>Unit – II</b>	<b>Association</b>
Free Association (Word list method) Free Association (Chain method)	

<b>Unit – III</b>	<b>Sensory and Motor Test</b>
Colour Blindness Finger Maze Apparatus Finger Dexterity Tweezers Dexterity Minnesota Rate of Manipulation test (MRMT)	

<b>Unit – IV</b>	<b>Attention</b>
Division of Attention Clerical Aptitude Span of attention Cutaneous Sensitivity	




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<b>Unit – V</b>	<b>Perception</b>
Depth Perception Apparatus Size Constancy Apparatus Kinesthetic Figural after effect Muller Lyre Apparatus with stand	
<b>TEXT BOOK</b>	
1.	Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.
2.	Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
3.	Collins, and Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot
<b>REFERENCE BOOK</b>	
1.	Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
2.	Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
<b>WEB RESOURCES</b>	
1.	<a href="https://www.ucl.ac.uk/pals/research/experimental-psychology/">https://www.ucl.ac.uk/pals/research/experimental-psychology/</a>

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	S	M	M	M	M	S	S	M	S
CO 2	M	M	M	M	S	M	S	M	M	M	S	S
CO 3	M	S	S	M	M	S	S	S	S	M	M	S
CO 4	M	M	S	S	M	S	M	M	S	S	M	M
CO 5	M	M	M	S	M	M	M	M	M	S	M	M

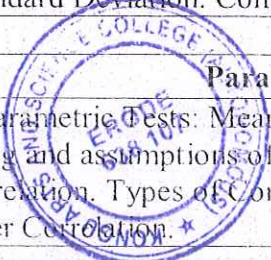
S-Strong, M-Medium, L-Low



  
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Sem	Course Code	Allied Paper III: PSYCHOLOGICAL STATISTICS	Total Marks: 50		Hours Per Week	Credits
III	20UAVAT303		CIA : 25	ESE : 75	6	4
<b>Course Objectives:</b>						
<ol style="list-style-type: none"> <li>To learn the major methods of statistics in psychology</li> <li>Recognize the importance of the use of statistical analyses and the reporting of statistical results</li> <li>To learn the basic assumptions of different statistical methods</li> <li>To draw a meaningful conclusion based on the assessment results and data</li> <li>Demonstrate knowledge of ethical principles and limitations of research in psychology</li> </ol>						
<b>Course Outcomes (CO): On completion of the course, students should be able to</b>						
<b>CO 1</b>	Evaluate the primary methods of inquiry and statistical analysis in psychology					<b>K1 – K4</b>
	Understand the advantages and limitations of different statistical methods used in					
<b>CO 2</b>	psychological research					
<b>CO 3</b>	To apply an appropriate statistical analysis for the data					
<b>CO 4</b>	To analysis the role of different statistical techniques in psychological research					
<b>CO 5</b>	Remember the ethics in preparing the data for analysis					
<b>K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze</b>						
<b>Unit – I</b>	<b>Introduction to Statistics</b>					
Meaning and Definition of Statistics. Nature and Scope of Statistics – Uses and Limitations of Statistics. Application of Statistics in Psychology. Meaning and Definition of variable. Descriptive Statistics – Inferential Statistics. <b>Frequency distribution – Continuous and Discrete Series.</b>						
<b>Unit – II</b>	<b>Organization of Data</b>					
Introduction to Primary Data – Secondary Data. Classification and Tabulation of Data. Diagrammatic and Graphical Representation of Data – <b>Kinds of Graph, Skewness and Kurtosis.</b>						
<b>Unit – III</b>	<b>Measures of Central Tendency</b>					
Meaning and Purpose of Measures of Central Tendency. Characteristics and Types of Measures <b>for grouped and ungrouped data.</b> Computation of Mean, Median and Mode. Meaning, Purpose and Uses of Percentiles and Percentile Ranks						
<b>Unit – IV</b>	<b>Measures of Variability</b>					
Concept of variability – Meaning and Importance of Variability – Range. Quartile Deviations – Mean Deviation – Standard Deviation. Computation and Uses. Application in Psychology						
<b>Unit – V</b>	<b>Parametric and Non-parametric Tests</b>					
Parametric and Non-parametric Tests: Meaning, purpose and assumptions of parametric tests – One way ANOVA. Meaning and assumptions of distribution free statistics – Chi square. Meaning and Characteristics of Correlation. Types of Correlation – Person's Product Moment Correlation – Spearman's Rank order Correlation.						



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TEXT BOOK	
1.	Garrett, H.E. (2004). Statistics in Psychology and Education, 6th Edition, New Delhi: Paragon International Publishers.
2.	Guilford, J.P., and Fruchter. (1987). Fundamental Statistics in Psychology and Education, 6th Edition, Singapore: McGraw Hill.
3.	Mangal, S.K. (2004). Statistics in Psychology and Education, 2th Edition, New Delhi: Prentice Hall.
4.	Singh, A.K.(2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
REFERENCE BOOK	
1.	Girija, M., Sasikala, L.,andGirija. (2004). Introduction to Statistics, 1st Edition, New Delhi: Vrinda Publications.
2.	Bhandarkar, K.M. (2006). Statistics in Education, 1st Edition, Hyderabad: Neelkamal.
WEB RESOURCES	
1.	<a href="https://www.coursera.org/courses?query=research%20methods%20in%20psychology">https://www.coursera.org/courses?query=research%20methods%20in%20psychology</a>


QUESTION PAPER PATTERN		
SECTION – A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	S	M	M	M	S	S	M	S
CO 2	M	S	M	M	M	M	S	M	M	M	S	S
CO 3	S	S	S	M	M	S	S	S	S	M	M	S
CO 4	M	M	S	S	M	M	M	M	S	S	M	M
CO 5	S	M	M	S	M	S	S	M	M	S	M	M

S-Strong, M-Medium, L-Low



  
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Sem	Course Code	Skill Based:	Total Marks: 75	Hours Per Week	Credits
III	20UAVST304	COUNSELLING PSYCHOLOGY	CIA : 20 ESE : 55	6	4

**Course Objectives:**

1. Develop knowledge of the core theoretical areas, major models, and basic techniques of counseling
2. Demonstrate theories and methods of cognitive and personality related to counseling
3. Apply skills and knowledge of counselling in various settings.
4. Understand the theories of counselling
5. Familiarize the evaluation of counselling


**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	To apply the counselling models across all stages of development	K1 – K4
CO 2	To evaluate about need of counselling in career and work, and dealing life transition	
CO 3	Understand the role of counselling in Crisis intervention, disaster and trauma.	
CO 4	Analysis the different models of counselling psychology	
CO 5	Apply in relationship difficulties-including marital and family difficulties	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

<b>Unit –I</b>	<b>Introduction to Counselling</b> Definition.Goals of Counselling.Role of a counsellor.Ethical issues.Professional issues.
<b>Unit – II</b>	<b>Theories of Counselling</b> Theoretical approaches- Psychodynamic approaches (Freud).Behavioural- cognitive approaches (Albert Ellis).Humanistic approaches (Rogers).Eclectic approaches.
<b>Unit – III</b>	<b>Counselling Process</b> <b>Counselling Process - Stages of the Counselling Process: Basic skills for Counselling</b> (Observing, Attentive listening, Responding, Probing, Paraphrasing, Respect, Empathy, Diagnosing, Goal setting), <b>communication and relationship skills. Characteristics of an effective counselor.</b>
<b>Unit – IV</b>	<b>Special areas of Counselling</b> Areas of Counselling - Group Counselling, Counselling Families, Child Counselling, Counselling The Delinquent, <b>Pre-marital Counselling, Marriage Counselling</b> , Counselling Drug Addicts, Crisis Intervention Counselling and Career Counselling.
<b>Unit – V</b>	<b>Recent Trends in Counselling</b> <b>Assessment and formulation in Counselling - Formulation of case and planning for counseling.</b> Counselling: Counseling around the globe. Professional association for counseling. Modern trends. Counselling in India.



  
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TEXT BOOK	
1.	Jones, R.N.(2005), Practical Counselling and Helping Skills, Sage Publication Ltd, London
2.	Nelson-Jones R., (2012). Basic Counselling Skills: A Helper's Manual, SAGE South Asia
REFERENCE BOOK	
1.	Patri, VasanthaR , (2001). Counselling Psychology, New Delhi: Authors Press
2.	NarayanaRao, S. (2013), Counseling and Guidance -3rd edition, Tata McGraw Hill, New Delhi
3.	Gladding, S.T (8 <sup>th</sup> ed). Counselling: A comprehensive Profession. Englewood cliffs. N.J: Merri
WEB RESOURCES	
1.	<a href="https://www.edx.org/course/counseling-and-psychotherapy-theory">https://www.edx.org/course/counseling-and-psychotherapy-theory</a>


QUESTION PAPER PATTERN		
SECTION – A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	M	M	M	M	S	M	S	S	M	S
CO 2	M	M	S	M	S	M	M	M	M	M	S	S
CO 3	M	M	M	S	M	S	M	S	S	M	M	S
CO 4	M	S	S	S	M	S	S	M	S	S	M	M
CO 5	S	M	M	S	M	S	M	M	M	S	M	M

**S-Strong, M-Medium, L-Low**



  
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Sem	Course Code	Core Course VII:	Total Marks: 100		Hours Per Week	Credits
IV	20UAVCT401	ABNORMAL PSYCHOLOGY II	CIA : 25	ESE :75	6	4

**Course Objectives:**

1. To understand the maladaptive behavior in humans
2. To explain the causes and risk factors of psychiatry disorders
3. To understand the types of personality disorders
4. To explain the treatment and therapeutic approaches
5. To understand the cognitive impairment disorder

Course Outcomes (CO): On completion of the course, students should be able to

CO 1	Define the experience of anxiety and related disorders in an individual	K1 – K4
CO 2	Outline the disorders of sexual variance and cognitive impairment	
CO 3	Identify the spectrum disorders of schizophrenia	
CO 4	Identify the bipolar tendencies experienced by an individual	
CO 5	Examine the various forms of therapies and their effectiveness	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

Unit –I	Mood Disorder
Mood Disorders – Introduction. Depression, vulnerability factors- <b>Depressive disorders</b> – <b>Dysthymic disorder, Major Depressive Disorder</b> , Causes and treatment of depression. Bipolar disorders- <b>Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder</b> , Causes and treatment. Suicide – <b>Risk factors in Suicide</b> , prevention of suicide.	

Unit – II	Personality Disorder
Personality disorders: Classifying personality disorders. Odd or eccentric behavior. Dramatic, emotional or erratic behavior. Anxious or fearful behavior. Treatment of personality disorder.	

Unit – III	Sexual Disorder
Sexual disorders: Changing views of sexual behaviour. Sexual dysfunction types and treatment. Gender identity disorder. Paraphilias. Sexual victimization.	





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<b>Unit – IV</b>	<b>Schizophrenia and Other Psychotic Disorder</b>
Schizophrenia and other psychotic disorders: Psychotic disorders Schizophrenia - subtypes. Positive and negative symptoms- <b>Causal Factors of schizophrenia</b> . Therapeutic approaches – <b>Anti Psychotic Drugs, Skills Training, Family Programs</b> . Other psychotic disorders – <b>Scizoffective Disorder, Delusional Disorder, Shares Psychotic Disorder</b> .	
<b>Unit – V</b>	<b>Cognitive Impairment Disorder</b>
Cognitive impairment disorders: Vulnerability to brain disorders. <b>Assessing Brain damage, Mental Status Examination and Neuropsychological Testing</b> . Delirium tremens- dementia - cognitive impairment disorders. Disorders of childhood and adolescence. Externalizing and internalizing disorders. Pervasive developmental disorders.	
<b>TEXT BOOK</b>	
1.	Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India.
<b>REFERENCE BOOK</b>	
1.	Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7th Ed.), New Delhi. Cengage Learning.
<b>WEB RESOURCES</b>	
1.	<a href="https://www.classcentral.com/tag/abnormal-psychology">https://www.classcentral.com/tag/abnormal-psychology</a>

<b>QUESTION PAPER PATTERN</b>		
<b>SECTION – A</b>	<b>SECTION - B</b>	<b>SECTION - C</b>
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit



  
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Mapping of COs with POs and PSOs:

PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	S	M	M	M	M	S	M	M	M
CO 2	M	M	S	S	M	S	M	S	S	M	S	M
CO 3	S	M	M	M	S	S	S	M	M	S	S	S
CO 4	M	M	M	M	M	S	M	M	M	M	S	M
CO 5	S	S	M	S	M	M	S	M	S	M	M	S

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Sem	Course Code	Core Course VIII: EXPERIMENTAL PSYCHOLOGY- II	Total Marks: 100		Hours Per Week	Credits
			CIA : 40	ESE :60		
IV	20UAVPT402				6	4

**Course Objectives:**

1. To provide students with practical exposure.
2. To assess, apply and interpret various questionnaires.
3. To understand the various types of test related to perception.
4. To explain the motivation analysis test
6. To know the reaction time and habit interference of individual

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	To asses and interpret the Perception of an individual.	K1 – K4
CO 2	To assess the various emotion pattern of an individual.	
CO 3	To analyze the need pattern of social motive	
CO 4	To evaluate the reaction time of an individual	
CO 5	To analyze the learning process of an individual	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

**Unit –I Thinking and Problem Solving**

Concept Formation (Yerkes's Multiple choice apparatus)  
 Problem Solving ability Test (L.N. Dubey)  
 Passi-Usha Test of creative Problem solving  
 Test of Thinking Strategies (Smriti Swarup and D.H. Mehta Swarup Mehta)

**Unit – II Feeling and Emotion**

Judging Emotions from Photographs

**Unit – III Motivation**

Motivation Analysis Test  
 Need Pattern Scale  
 Social Motive Scale  
 Achievement Motivation Scale

**Unit – IV Reaction Time**

Simple Reaction Time  
 Choice Reaction Time  
 Association Reaction Time  
 Discrimination Reaction Time

**Unit – V Learning**

Maze Learning Apparatus  
 Habit Interference  
 Retroactive Inhibition




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TEXT BOOK	
1.	Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.
2.	Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
REFERENCE BOOK	
1.	Collins, and Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot
2.	Kuppuswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
3.	Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
4.	Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.
WEB RESOURCES	
1.	<a href="https://www.ucl.ac.uk/pals/research/experimental-psychology/">https://www.ucl.ac.uk/pals/research/experimental-psychology/</a>

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	M	S	S	M	M	M	S	S	S	M
CO 2	M	M	S	M	M	S	S	S	M	M	S	M
CO 3	S	M	M	S	M	S	S	M	S	M	M	M
CO 4	M	S	M	M	M	M	S	M	S	S	S	M
CO 5	M	S	S	S	M	M	M	S	S	M	S	S

S-Strong, M-Medium, L-Low



  
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Sem	Course Code	Allied Paper IV: RESEARCH METHODOLOGY	Total Marks: 100		Hours Per Week	Credits
			CIA : 25	ESE :75		
IV	20UAVAT403				6	4

**Course Objectives:**

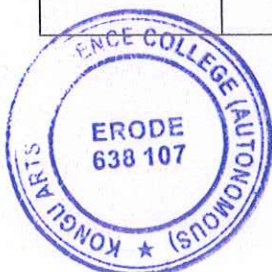
1. To make the students to understand the importance of statistics in psychology
2. To help them compute basic and descriptive level of statistics
3. To explain the different types of research design
4. To understand the process of data collection
5. To help the students to know about APA format for writing the report

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Define the various types of research in psychology	K1 – K4
CO 2	Outline the formation of hypothesis	
CO 3	Identify the various methods of research design	
CO 4	Identify the various methods used for testing the hypothesis	
CO 5	Examine the statistical techniques and report writing	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

<b>Unit –I</b>	<b>Introduction</b>
Introduction: Objectives, importance of research. Defining research problems. Ethical consideration in Psychological research. <b>Types of Research, Formulating Research, Problem identification, Variable constructing.</b>	
<b>Unit – II</b>	<b>Research Design</b>
Research Design: Meaning, Need of good design. Characteristics of Good Design. <b>Selecting a study design.</b> <b>Population and Sampling</b> Need for sampling. Types and implications of sampling.	
<b>Unit – III</b>	<b>Testing of Hypothesis</b>
Testing of Hypothesis: Hypothesis Meaning of statistical inference. Standard Errors of Mean, Degrees of freedom. Computation and interpretation of t-values, Level of significance. Type I and Type II Errors.	
<b>Unit – IV</b>	<b>Data Collection</b>
Data Collection: Meaning and Importance of Data. Types of Data: Primary and Secondary Data. Methods of Data Collection: Observation Method, Interview Method and Questionnaire Method. Experimental method. Collection of Secondary data. <b>Reliability and Validity.</b>	



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<b>Unit – V</b>	<b>Analysis and Report Writing</b>
Analysis and Report Writing: Statistical techniques for Data Analysis. Uses of Statistical software packages. Techniques of Data presentation and interpretation. Steps involved in report writing. APA writing style.	
<b>TEXT BOOK</b>	
1.	Kenneth, B.S., & Bruce, A. B. (2001). Research Design and Methods: A Process Approach, 5th Edition, McGraw Hill.
2.	Singh, A.K.(2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
<b>REFERENCE BOOK</b>	
1.	Kothari, C. R. (2007). Research Methodology: Methods and Techniques, 2nd Edition, New Age International Publishers.
<b>WEB RESOURCES</b>	
1.	<a href="https://onlinecourses.swayam2.ac.in/cec20_hs17/preview">https://onlinecourses.swayam2.ac.in/cec20_hs17/preview</a>

<b>QUESTION PAPER PATTERN</b>		
<b>SECTION – A</b>	<b>SECTION - B</b>	<b>SECTION - C</b>
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit

<b>Mapping of COs with POs and PSOs:</b>												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	M	S	M	S	S	M	M	S	M
CO 2	S	M	S	S	M	M	M	M	M	S	S	S
CO 3	M	M	M	M	S	S	S	M	S	S	M	S
CO 4	M	S	S	M	S	M	S	S	S	M	S	M
CO 5	S	S	M	S	M	M	M	S	M	S	S	M
<b>S-Strong, M-Medium, L-Low</b>												



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Sem	Course Code	Skill Based II: TESTING AND ASSESSMENT	Total Marks: 100		Hours Per Week	Credits
IV	20UAVST404		CIA : 20	ESE :55	6	4

**Course Objectives:**

1. To know the basic concepts of testing in psychology
2. To understand the importance of reliability and validity
3. To explain the process of test development
4. To know the different types of personality assessment
6. To make the student to aware of psychometric properties seen in testing


**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Define the fundamental concepts of testing and assessment	K1 – K4
CO 2	Classify the various scales of measurement and psychometric properties	
CO 3	Identify the various assessment tools available under intelligence	
CO 4	Identify them meaning and various assessment tools used for measuring personality	
CO 5	Examine various interest, ability and aptitude scales used for career-based assessments	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

<b>Unit –I</b>	<b>Introduction to Assessment</b>
Introduction to Assessment – Definition -Nature and Uses of Assessment. Process of Assessment, Ethics Measurement. Norms, Scoring, Administration, Test Development Groups meet, Tests, testing and norms. Norms – sampling to develop norms, types of norms, fixed reference group scoring systems. Norm-referenced versus criterion-referenced evaluation, Inference from Measurement – meta analysis; culture and inference.	
<b>Unit – II</b>	<b>Reliability and Validity</b>
Reliability and Validity: Reliability; The concept of Reliability. Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split- Half, Inter-Item Consistency – Kuder-Richardson formulas, Cronbach’s Coefficient Alpha; Inter- Scorer Reliability. Using and interpreting a coefficient of Reliability. Purpose and nature of the test Validity; The concept of Validity. Content Validity, Criterion-related Validity, Construct Validity, Validity, bias and fairness.	
<b>Unit – III</b>	<b>Test Development</b>
Test Development: Test conceptualization: Test construction. Test try-out, Item analysis, Test revision. Types of scores. Types of scales: Nominal, ordinal. Interval and ratio scales of measurement.	
<b>Unit – IV</b>	<b>Personality Assessment</b>
Personality Assessment: Personality Assessment: some basic questions. Developing instruments to assess personality. Objective methods of personality assessment, Projective methods of personality assessment. Inkblots as Projective stimuli - the Rorschach. Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective.	



  
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<b>Unit – V</b>	<b>Clinical and Counseling Assessment</b>
Clinical and Counseling Assessment: Clinical Interviewing: Nature and its types. Aptitude Testing – Concept – Purpose – types. General aptitude test battery. Differential aptitude test battery. Special aptitude tests.	
<b>TEXT BOOK</b>	
1.	Cohen, J. R., & S. Werdlik, 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.
<b>REFERENCE BOOK</b>	
1.	Archer, R. P., & Smith, S. R. (Ed.) (2008). Personality Assessment. New York, NY: Routledge.
2.	Graham, J.R. (2006). MMPI: Assessing personality and psychopathology, 4th Edition. New York: Oxford University Press.
3.	Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. American Psychologist, 56, 128-165.
4.	Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
5.	McIntire, S.A., & Miller, L.A. (2000). Foundations of Psychological Testing. (1st ed.). McGraw-Hill Higher Education
<b>WEB RESOURCES</b>	
1.	<a href="https://www.classcentral.com/course/psychodiagnostics-8619">https://www.classcentral.com/course/psychodiagnostics-8619</a>


<b>QUESTION PAPER PATTERN</b>		
<b>SECTION - A</b>	<b>SECTION - B</b>	<b>SECTION - C</b>
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 3 = 15 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit




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Mapping of COs with POs and PSOs:												
PO/PSO	PO							PSO				
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	M	S	M	S	S	M	S	M	M	M
CO 2	M	S	S	M	S	M	M	S	M	S	M	S
CO 3	S	M	M	M	M	M	S	M	M	M	S	M
CO 4	S	S	S	M	M	S	M	S	M	M	S	S
CO 5	M	S	S	S	S	M	M	M	S	S	M	S

S-Strong, M-Medium, L-Low

  
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Sem	Course Code	Advance Learners Course I: (B)	Total Marks: 100	Hours Per Week	Credits
IV	20UAV407	POSITIVE PSYCHOLOGY	ESE:100	-	2

**Course Objectives:**

1. Understand the power of positive mind set.
2. To maximize the joys in their lives.
3. Develop insights into oneself by awakening their inner strengths and virtues.
4. Build their abilities to deeper personal relationships

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Understand and practice the power of positive mind set.	K1 – K4
CO 2	Helps students to maximize the joys in their lives	
CO 3	Develop insights into oneself by awakening their inner strengths and virtues	
CO 4	Build their abilities to deepen inter and intra personal relationships	
CO 5	Know the ability of empathy, altruism.	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create**

**Unit –I**

**Introduction- to positive psychology**

Definition, Positive psychology seeks a balanced- more complete view of human functioning – Assumptions- goals and definitions; Eastern and Western perspectives on positive psychology

**Unit – II**

**Positive Emotions**

Defining emotional terms; Broaden and build model of positive emotions. Happiness- definition; subjective well-being; Determinants of subjective well-being; Increasing happiness in your life; Emotion- focused coping; Emotional intelligence; Learning the skills that make a difference; Emotional story telling; An emotional balancing act

**Unit – III**

**Living Well At Every Stage**

Resilience in childhood; Positive Youth development – primary tasks at adulthood. Successful Aging – what is successful aging? The Macarthur foundation study of successful aging.

**Unit – IV**

**Positive Relationship**


Defining close relationships – Infant attachment- Adult attachment security- Triangular theory of Love. The self-expansion theory of Romantic love. Marital satisfaction- Building a mindful relationship connection? Creating a culture of appreciation in capitalizing on positive events




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<b>Unit – V</b>	<b>Pro social Behaviour:</b>
Defining Altruism: The egotism motive; Forms of egotism motivated altruism; The Empathy motive and the empathy -altruism hypothesis; Cultivating altruism: <b>Defining gratitude</b> ; Cultivating gratitude; Measuring gratitude; Defining forgiveness; Cultivating. <b>Forgiveness</b> ; Forgiving another person; forgiving oneself forgiveness of a situation; Measuring forgiveness.	
<b>TEXT BOOK</b>	
1.	Synder, C.R. Lopez S.J., & Pedrotti, J.T. (2011), Positive Psychology: The scientific and practice explorations of human strengths, SAGE Publications India Pvt. Ltd.
2.	Baumgardner, S.R. & Crothers, M.K. (2009) Positive Psychology. Dorling Kindersley India Pvt. Ltd.
<b>REFERENCE BOOK</b>	
1.	Carr. A. (2008) Positive Psychology: The science of happiness and human strengths. Routledge.
<b>WEB RESOURCES</b>	
1.	<a href="https://www.classcentral.com/course/positivepsychology">https://www.classcentral.com/course/positivepsychology</a>

<b>QUESTION PAPER PATTERN</b>		
<b>SECTION - A</b>	<b>SECTION - B</b>	<b>SECTION - C</b>
10 x 2 =20 Marks Answer ALL the questions	5 x 7 = 35Marks Answer any FIVE questions out of EIGHT	3 x 15 = 45 Marks Answer any FIVE questions out of EIGHT

  
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