



KONGU ARTS AND SCIENCE COLLEGE

(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)

ERODE – 638 107

PROGRAM NAME
B.Sc (Psychology)



KONGU ARTS AND SCIENCE COLLEGE

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ERODE – 638 107

2021-2022



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SYLLABUS

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

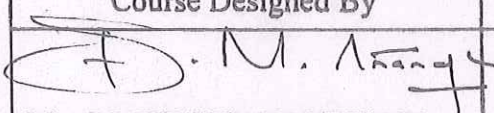
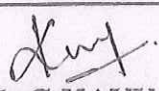
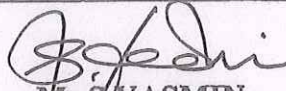
1.	Professional English for Physical Sciences-I - TANSCHÉ.
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REFERENCE BOOKS

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.	https://nptel.ac.in/courses/109/104/109104030/
2.	https://www.edubull.com/courses/online-english-speaking-courses-video-english/tofel-ilets/basic-courses/professional-english-part-2

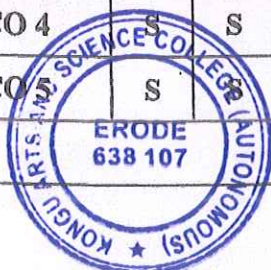
Course Designed By	Verified By	Approved By HOD
 Mr. S.MURUGANANTHAM	 Ms.G.KAVYA	 Ms.S.YASMIN

QUESTION PAPER PATTERN

SECTION - A (10 X 1 = 10 Marks)	SECTION - B (4 X 10 = 40 Marks)
(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	Allied Course I: Bio Psychology	Total Marks: 100		Hours Per Week	Credits
			CIA : 50	ESE :50		
I	21UAVAT104				6	4
Course Objectives:						
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.						
Course Outcomes (CO): On completion of the course, students should be able to						
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.					
K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze; K5 :Evaluate; K6 :Create						
Unit -I	Introduction to Biopsychology					
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.						
Unit - II	Nervous system					
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.						
Unit - III	The Structure of Nervous system					
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.						
Unit - IV	Methods and strategies of research in Biopsychology					
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.						
Unit - V	Psychobiology of Sensory Systems					
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						


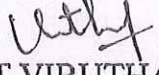


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Skill based Activities:	
<ul style="list-style-type: none"> • Model developing. • Discussion on recent trends and challenges on Psychology. • Content writing 	
TEXT BOOK	
1.	Pineal, J. P. J. (2006). <i>Biopsychology</i> (6th Ed.), India, Dorling Kindersley.
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

Course Designed By	Verified By	Approved by HOD
 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

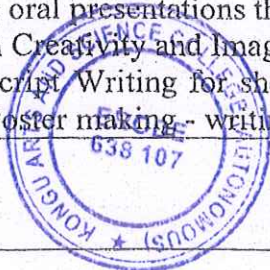
Listening: Listening to a product launch- sensitizing learners to the nuances of persuasive communication.
Speaking: Debates - Just-A Minute Activities
Reading: Reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions.
Writing: Dialogue writing- 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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Unit - V	Workplace Communication and Basics of Academic Writing
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).	
SKILL DEVELOPMENT ACTIVITIES	
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
TEXT BOOK	
1.	Professional English for Physical Sciences-II - TANSCHÉ.
REFERENCE BOOKS	
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.
WEB RESOURCES	
1.	https://www.coursera.org/learn/speak-english-professionally
2.	https://www.ted.com/talks/pranav_rajana_computer_science_education

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QUESTION PAPER PATTERN	
SECTION - A (10 X 1 = 10 Marks)	SECTION - B (4 X 10 = 40 Marks)
(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	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**

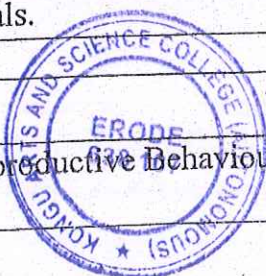
Physiological basis of Learning: The nature of learning.
 Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors.
 Mechanisms of synaptic plasticity, Long term depression.
 Perceptual learning.
 Physiology of Classical conditioning - Physiology of instrumental conditioning.

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


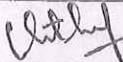
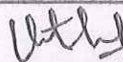
1. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc.
3. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
4. Gerrig, 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	4

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 Examinaion**. Assessment: Basis of Classification – Interview- Intelligence tests- Neuropsychological tests. Personality- Behavioural and Cognitive Assessment- Relational and Bodily assessment.

Unit – III

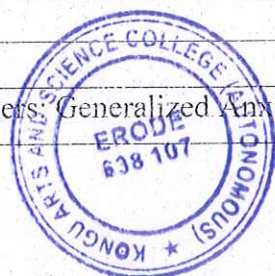
Stress, Coping and Maladaptive Behaviour

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

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

Unit –I	Suggestion
Size Weight Illusion Progressive Weights Two Hand Coordination Suggestible Questions	

Unit – II	Association
Free Association (Word list method) Free Association (Chain method)	

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

Unit – IV	Attention
Division of Attention Clerical Aptitude Span of attention Cutaneous Sensitivity	




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Unit – V	Perception
Depth Perception Apparatus Size Constancy Apparatus Kinesthetic Figural after effect Muller Lyre Apparatus with stand	
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
3.	Collins, and Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot
REFERENCE BOOK	
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.
WEB RESOURCES	
1.	https://www.ucl.ac.uk/pals/research/experimental-psychology/

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

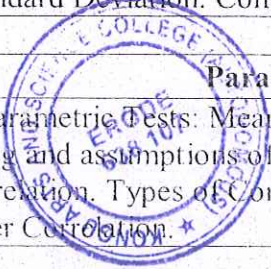
S-Strong, M-Medium, L-Low




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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
Course Objectives:						
<ol style="list-style-type: none"> To learn the major methods of statistics in psychology Recognize the importance of the use of statistical analyses and the reporting of statistical results To learn the basic assumptions of different statistical methods To draw a meaningful conclusion based on the assessment results and data Demonstrate knowledge of ethical principles and limitations of research in psychology 						
Course Outcomes (CO): On completion of the course, students should be able to						
CO 1	Evaluate the primary methods of inquiry and statistical analysis in psychology					K1 – K4
CO 2	Understand the advantages and limitations of different statistical methods used in psychological research					
CO 3	To apply an appropriate statistical analysis for the data					
CO 4	To analysis the role of different statistical techniques in psychological research					
CO 5	Remember the ethics in preparing the data for analysis					
K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze						
Unit – I	Introduction to Statistics					
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. Frequency distribution – Continuous and Discrete Series.						
Unit – II	Organization of Data					
Introduction to Primary Data – Secondary Data. Classification and Tabulation of Data. Diagrammatic and Graphical Representation of Data – Kinds of Graph, Skewness and Kurtosis.						
Unit – III	Measures of Central Tendency					
Meaning and Purpose of Measures of Central Tendency. Characteristics and Types of Measures for grouped and ungrouped data . Computation of Mean, Median and Mode. Meaning, Purpose and Uses of Percentiles and Percentile Ranks						
Unit – IV	Measures of Variability					
Concept of variability – Meaning and Importance of Variability – Range. Quartile Deviations – Mean Deviation – Standard Deviation. Computation and Uses. Application in Psychology						
Unit – V	Parametric and Non-parametric Tests					
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.	https://www.coursera.org/courses?query=research%20methods%20in%20psychology


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

Unit –I	Introduction to Counselling
Definition.Goals of Counselling.Role of a counsellor.Ethical issues.Professional issues.	
Unit – II	Theories of Counselling
Theoretical approaches- Psychodynamic approaches (Freud).Behavioural- cognitive approaches (Albert Ellis).Humanistic approaches (Rogers).Eclectic approaches.	
Unit – III	Counselling Process
Counselling Process - Stages of the Counselling Process: Basic skills for Counselling (Observing, Attentive listening, Responding, Probing, Paraphrasing, Respect, Empathy, Diagnosing, Goal setting), communication and relationship skills. Characteristics of an effective counselor.	
Unit – IV	Special areas of Counselling
Areas of Counselling - Group Counselling, Counselling Families, Child Counselling, Counselling The Delinquent, Pre-marital Counselling, Marriage Counselling , Counselling Drug Addicts, Crisis Intervention Counselling and Career Counselling.	
Unit – V	Recent Trends in Counselling
Assessment and formulation in Counselling - Formulation of case and planning for counseling. 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 th ed). Counselling: A comprehensive Profession. Englewood cliffs. N.J: Merri
WEB RESOURCES	
1.	https://www.edx.org/course/counseling-and-psychotherapy-theory


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

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




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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

S-Strong, M-Medium, L-Low



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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 assess 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.	https://www.ucl.ac.uk/pals/research/experimental-psychology/

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:

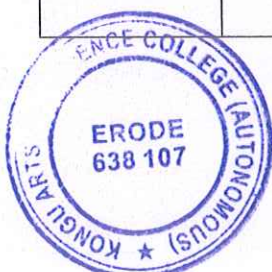
1. To make the students to understand the importance of statistics in psychology
2. To help them compute basic and descriptive level of statistics
3. To explain the different types of research design
4. To understand the process of data collection
5. To help the students to know about APA format for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

Unit –I	Introduction
Introduction: Objectives, importance of research. Defining research problems. Ethical consideration in Psychological research. Types of Research, Formulating Research, Problem identification, Variable constructing.	
Unit – II	Research Design
Research Design: Meaning, Need of good design. Characteristics of Good Design. Selecting a study design. Population and Sampling Need for sampling. Types and implications of sampling.	
Unit – III	Testing of Hypothesis
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.	
Unit – IV	Data Collection
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. Reliability and Validity.	



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Unit – V	Analysis and Report Writing
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.	
TEXT BOOK	
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.
REFERENCE BOOK	
1.	Kothari, C. R. (2007). Research Methodology: Methods and Techniques, 2nd Edition, New Age International Publishers.
WEB RESOURCES	
1.	https://onlinecourses.swayam2.ac.in/cec20_hs17/preview

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	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
S-Strong, M-Medium, L-Low												



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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


Unit –I	Introduction to Assessment
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.	

Unit – II	Reliability and Validity
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.	

Unit – III	Test Development
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.	

Unit – IV	Personality Assessment
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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Unit – V	Clinical and Counseling Assessment
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.	
TEXT BOOK	
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.
REFERENCE BOOK	
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
WEB RESOURCES	
1.	https://www.classcentral.com/course/psychodiagnostics-8619

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 3 = 15 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (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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Unit – V	Pro social Behaviour:
Defining Altruism: The egotism motive; Forms of egotism motivated altruism; The Empathy motive and the empathy -altruism hypothesis; Cultivating altruism: Defining gratitude ; Cultivating gratitude; Measuring gratitude; Defining forgiveness; Cultivating. Forgiveness ; Forgiving another person; forgiving oneself forgiveness of a situation; Measuring forgiveness.	
TEXT BOOK	
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.
REFERENCE BOOK	
1.	Carr. A. (2008) Positive Psychology: The science of happiness and human strengths. Routledge.
WEB RESOURCES	
1.	https://www.classcentral.com/course/positivepsychology

QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
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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