



Ready for
Every Good Work

SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India

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A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

1.3.1. Ethics

B.Sc. Psychology Syllabus

2021-22Batch Onwards

I. Vision

We, the Department of Psychology of Sacred Heart College, inspired by the love of the Heart of Jesus and fundamental human values, following the educative system of Don Bosco, are committed to the creation of an educated, ethical, and prosperous society where equality, freedom and fraternity reign by imparting higher education to poor and rural youth which enables them towards integral human development.

II. Mission

To strive constantly for academic excellence in every education programme, be it degree, diploma or certificate of the department.

To impart professional training and facilitate personal and professional development of competent psychologist who can serve the community in diverse settings.

III. Name of the Programme

B.Sc. Psychology

IV. PROGRAMME OUTCOMES AT UNDERGRADUATE LEVEL

Undergraduates will be able to:

PO1: Discuss their new knowledge and understanding; apply new ideas in order to acquire employability/self-employment

PO2: Pursue higher learning programmes and become entrepreneurs

PO3: Recognize moral and ethical values and be socially responsible citizens in the society

PO4: Apply analytical, technical, problem solving, critical thinking skills, and decision-making skills in solving real life problems in one's life and in the society.

PO5: Direct their own self-learning through MOOC courses, co-curricular activities, industrial exposures and field trainings

PO6: Develop their own broad conceptual background in Biological sciences, Computing sciences, Languages and culture, Management studies, Physical sciences, etc.

PO7: Demonstrate communication skills both oral and written in personal and academic pursuits.

V. PROGRAMME SPECIFIC OUTCOMES [PSO]

PSO1: Define major concepts in psychology and explain the theoretical perspectives of the fields in Psychology and Exhibit capability of demonstrating comprehensive knowledge of Psychology and understanding of one or more disciplines which form a part of the undergraduate programme of study.

PSO2: Developing necessary skills to be effective in his/her communicative skills and use effective and fluent written, oral and visual communication to convey ideas and concepts.

PSO3: Graduates will be motivated towards ethical and social responsibilities in this complex world.

PSO4: Ability to analyze and comprehend results using scientific psychological tools and apply them to understand persons or the social context under study

PSO5: Ability to work independently and do in-depth study of various concepts of Psychology through self-reflection and evaluation of one's strengths and weaknesses

PSO6: Capability to make use of the digital tools available to understand and apply them in investigations and problem solving.

PSO7: Ability to gain employment and be successful in their chosen occupation which benefits the recipients, the workforce, the community and themselves.

VI. PSO – PO Mapping

PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Mean Score
POS1	3	3	2	3	3	3	2	2.71
PSO2	3	3	1	2	3	3	2	2.42
POS3	2	2	3	2	2	2	3	2.28
PSO4	3	2	2	3	3	3	3	2.71
PSO5	3	3	1	3	2	3	2	2.42
PSO6	3	3	2	3	3	2	2	2.57
PSO7	3	3	2	2	2	3	3	2.57
Mean Overall Score								2.52
Result								High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

PROGRAMME STRUCTURE

Sl.NO	Part	Study Components	In s. hr s /week	Credit	Title of the Paper	Maximum Marks		
		Course Title				CIA	Sem Exam	Total
SEMESTER I								
1	III	Core Theory	5	5	General Psychology-I	50	50	100
2	III	Core Theory	5	5	Biological Psychology-I	50	50	100
SEMESTER II								
						CIA	Sem Exam	Total
3	III	Core Theory	5	5	General Psychology-II	50	50	100
4	III	Core Theory	5	5	Biological Psychology- II	50	50	100
SEMESTER III								
5	III	Core Theory	5	5	Developmental Psychology-I	50	50	100
6	III	Core Theory	5	5	Introduction to Theories of Personality	50	50	100
SEMESTER IV								
						CIA	Sem Exam	Total
7	III	Core Theory	5	5	Developmental Psychology-II	50	50	100
8	III	Core Theory	5	5	Abnormal Psychology-I	50	50	100
9	III	Internship		3		50	50	100

SEMESTER V														
10	III	Core Theory	5	5	Abnormal Psychology-II	50	50	100						
11	III	Core Theory	5	5	Social Psychology-I	50	50	100						
12	III	Core Theory	6	5	Introduction to Research Methodology	50	50	100						
13	III	Core Practical	6	5	Experimental Psychology-I	50	50	100						
14	III	Elective – I	6	3	Positive Psychology/ Forensic Psychology/ Behavior Modification	50	50	100						
15	III				Non-Major Elective – I				2	1	Stress Management	100	--	100
SEMESTER VI						CIA	Sem Exam	Total						
16	III	Core Theory	5	5	Health Psychology	50	50	100						
17	III	Core Theory	5	5	Social Psychology-II	50	50	100						
18	III	Core Theory	6	5	Guidance & Counselling Psychology	50	50	100						
19	III	Elective – II	6	3	Sports Psychology HRM Environmental Psychology	50	50	100						
20	III				Core Practical				6	5	Experimental Psychology-II	50	50	100
21	III				Non-Major Elective – II				2	1	Psychology of Interpersonal Relationship	100	--	100
22	III	Research Project		3	Research Project	50	50	100						

B.Sc. PSYCHOLOGY

SHIFT – I UG 2021

PART	SUBJECT	DISTRIBUTION (SEMESTER WISE)						Total
		1	2	3	4	5	6	
I	Language	03	03	03	03	--	--	12
II	English	03	03	03	03	--	--	12
III	Main & Allied	14	14	14	14	27	27	110
IV	Skills Ele, Val. Ed.	3	3	2	2	--	--	10
V	Co-curricular	--	--	--	2+2	--	--	4
VI	Additional Credits	--	--	--	2	--	--	2
TOTAL CREDITS: 148+2*+4 [#]								

2* NCC

4[#] Value added Course (2 certificate courses one in the second year and one in the third year)

Evaluation Pattern

Internal Evaluation: 50 Marks

External Evaluation: 50 Marks

Internal components

Component	Marks
ICA	15
IICA	15
Attendance	5
MCQ	5
Class Tests	5
Seminar + Assignment	5
TOTAL	50

B.Sc. PSYCHOLOGYSYLLABUS
(With effect from 2021 - 2022)

SEMESTER I

GENERAL PSYCHOLOGY – I (CORE THEORY)

SUBJECT CODE: SY101

COURSE OBJECTIVES:

5 Hours Per Week

1. To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
2. To understand the concepts of sensation, Perception and Attention.
3. To know the Structural features of Consciousness.
4. To gain knowledge on Learning and its related theories.
5. To learn the process of Memory.

COURSE OUTCOMES:

Sl.No	Description	Cognitive Level(K-Level)
CO1:	Summarize the origin of psychology as science and acquire knowledge of the various methods used in psychology to understand human behavior	K2
CO2:	Define concepts and explain sensation, perception and attention	K1
CO3:	Demonstrate the structural features of Consciousness	K6
CO4:	Explain role of Learning, and compare various theories of learning	K1
CO5:	Describe the fundamental processes of Memory	K2
CO6:	Gaining knowledge about the goals of psychology	K1
CO7:	Interpret the theory of sensation.	K2

UNIT I: INTRODUCTION AND METHODS

What is Psychology? Definition – Goals – What is not psychology? Pseudo psychology. The History of Psychology – Schools - Modern Perspectives – Psychology in India – Psychology: The Science – Methods: Introspection – Observation – Survey – Experiment – Case Study – Correlation Research – Scope of Psychology: Branches of basic Psychology – Branches of applied Psychology

UNIT II: SENSATION

Sensation: Meaning – Psychophysics -Thresholds – Weber’s Law – Adaptation – Basic sensation: Vision – Hearing – Touch and other Skin senses – Olfaction- Gestations - Proprioception: Kinesthetic sense – Vestibular sense

UNIT III: PERCEPTION AND ATTENTION

Perception: Meaning– Organizing principles of perception –Constancies-Pattern perception, Distance perception- Errors in Perception - Illusion – Types; Hallucinations – Types; Extra Sensory Perception. - Factors that influence perception – Depth perception Attention: Meaning – Types –Determinants.

UNIT IV: CONSCIOUSNESS

States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – Sleep Disorders – Dream – Theories. Altered States of Consciousness: meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States. Sensory deprivation: Near death Experience- Lucid dreaming.

UNIT V: LEARNING

Learning: Definition – Nature- Association Learning: Classical Conditioning – Basic Principles; Operant Conditioning – Basic Principles – Reinforcement – Types – Punishment – Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning – Insight Learning – Observational Learning.

Textbook:

1. Cicarelli, K. S., Meyer, E. G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

Reference:

1. Baron, R. A. (2010). *Psychology* (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.

Mapping of COs with PSOs and POs

CO	PO								PSO								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean	
CO1	3	2	2	2	2	3	2	2.28	3	3	2	3	3	3	2	2.71	
CO2	3	2	2	3	3	3	2	2.57	3	3	3	2	3	2	2	2.57	
CO3	3	2	2	3	2	3	2	2.42	3	3	2	3	3	2	2	2.57	
CO4	3	2	1	3	2	3	2	2.28	2	2	2	3	2	2	3	2.29	
CO5	3	2	1	3	2	3	2	2.28	2	3	2	2	2	2	2	2.14	
CO6	3	3	2	3	3	3	3	2.85	3	3	2	2	2	2	2	2.29	
CO7	3	2	1	3	3	3	2	2.42	2	2	2	3	2	2	2	2.14	
Mean Overall Score								2.42	Mean Overall Score								2.39
Result								High	Result								High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

BIOLOGICAL PSYCHOLOGY – I (CORE THEORY)

SUBJECT CODE: SY102

COURSE OBJECTIVES:

5 Hours Per Week

1. To explore the biological basis of experience and behavior.
2. To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.
3. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.
4. To understand the process of neural communication.
5. To understand the influence of various hormones on behavior.

COURSE OUTCOMES:

Sr. No	Description	Cognition Level (K- Level)
CO1:	Relate the research methods with the study of brain and behavior	K2
CO2:	Demonstrate the structure and functions of neurons	K3
CO3:	Associate the process of neural communication.	K2
CO4:	Explain the role of Neurotransmitter	K1
CO5:	Demonstrate the structure and functions of the nervous system	K2
CO6:	Demonstrate the structure and functions of brain	K3
CO7:	Illustrate the influence of various Hormones on behaviour	K2

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOR

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behavior – Approaches that relate brain and behavior – Levels of analysis - Correlating brain anatomy with behavior - Recording brain activity - Effects of brain damage - Effects of brain stimulation

UNIT II: NEURONS- BASIC UNIT OF NERVOUS SYSTEM

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, supporting cells, the blood-brain barrier – Neural Communication: An overview, measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.

UNIT III: COMMUNICATION BETWEEN NEURONS–SYNAPTIC TRANSMISSION

Communication between Neurons: Structure of synapses, Neurotransmitter: meaning- types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials- Termination of postsynaptic potentials.

UNIT IV: STRUCTURE & DIVISIONS OF THE NERVOUS SYSTEM

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.

UNIT V: HORMONES AND THE BRAIN

Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary- Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

Text books:

1. Carlson, N.R. (2007). *Foundations of physiological psychology* (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.

References:

1. Pinel, J. (2007). *Biopsychology* (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

Mapping of COs with PSOs and POs

CO	PO								PSO							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	2	3	3	2	2.28	3	2	2	3	3	3	2	2.57
CO2	3	2	2	3	3	2	1	2.28	2	2	3	2	3	2	2	2.29
CO3	3	2	1	3	2	3	1	2.14	3	3	2	3	3	2	2	2.57
CO4	3	2	2	3	2	3	2	2.42	3	2	2	3	2	2	3	2.43
CO5	3	3	1	3	2	3	1	2.28	3	3	2	2	2	2	2	2.29
CO6	3	2	1	3	2	3	2	2.28	3	2	2	2	2	3	2	2.29
CO7	3	2	2	3	2	3	1	2.28	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.28	Mean Overall Score							2.39
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER II

GENERAL PSYCHOLOGY - II (CORE THEORY)

SUBJECT CODE: SY201

COURSE OBJECTIVES:

5 Hours Per Week

1. To know the basic aspects of thinking and behaviour
2. To understand the process of motivation and frustration.
3. To know underlying principles of physiological of emotion and stress
4. To gain the knowledge about the various approaches of personality
5. To understand the concepts of conflicts of frustration

COURSE OUTCOMES:

S. No	Description	Cognition Level (K- Level)
CO1:	Relate the basic aspects of thinking and behavior	K2
CO2	Demonstrate the process of motivation and frustration	K3
CO3:	Explain the underlying principles of physiological of emotion and stress	K1
CO4:	Elaborate on the attributes of creativity and Intelligence	K3
CO5:	Compare and contrast the various approaches of personality	K2
CO6:	Infer the problem solving and decision making process	K2
CO7:	Interpret the concepts of conflicts and frustration.	K2

UNIT I: MEMORY AND FORGETTING

Memory: Definition –Memory Process: Encoding – Storage – Retrieval – The information processing model – Sensory memory – Short term memory – Long term memory – Forgetting: Meaning – Forgetting curve-Theories of forgetting - Causes – Memory and Brain – Improvingmemory.

UNIT II: COGNITION

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

UNIT III: MOTIVATION

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs , Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.

UNIT IV: EMOTION AND STRESS

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.

UNIT V: INTELLIGENCE AND CREATIVITY

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people Creativity tests.

Textbook:

1. Cicarelli, K. S., Meyer, E. G. & Misra.(2008) *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited

Reference:

1. Baron, R. A. (2010) *Psychology* (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	3	2	3	2	2.28	3	2	2	3	3	3	2	2.57
CO2	3	3	1	3	2	2	1	2.14	2	2	3	2	3	2	2	2.29
CO3	3	3	2	3	2	3	2	2.57	3	3	2	3	3	2	2	2.57
CO4	3	3	2	3	2	2	1	2.28	2	2	2	3	2	2	3	2.29
CO5	3	2	1	3	2	3	2	2.28	3	3	2	2	2	2	2	2.29
CO6	3	3	2	3	2	2	2	2.42	2	2	2	2	2	3	2	2.14
CO7	2	3	2	3	1	2	1	2	3	2	2	3	2	2	3	2.43
Mean Overall Score								2.28	Mean Overall Score							2.37
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

BIOLOGICAL PSYCHOLOGY - II (CORE THEORY)

SUBJECT CODE: SY202

COURSE OBJECTIVES:

5 Hours Per Week

1. To explore the biological basis of sleep and dream
2. To comprehend the brain mechanism involved in regulating thirst and hunger
3. To know the biological basis of emotions
4. To understand the biological basis of sleep & dream and various sleep disorders
5. To identify the brain areas associated with learning and memory

COURSE OUTCOMES:

S. No	Description	Cognition Level (K- Level)
CO1:	Explain the biological basis of sleep & dream and various sleep disorders	K2
CO2:	Elucidate brain development and neuro plasticity	K1
CO3:	Summarize the brain mechanism involved in regulating thirst and hunger	K2
CO4:	Comprehend the various type of eating disorders	K2
CO5:	Illustrate the biological basis of emotions	K2
CO6:	Recognize the attack behavior and escape behavior of fear and anxiety	K1
CO7:	Identify the brain areas associated with learning & memory	K1

UNIT I: CIRCADIAN RHYTHMS, SLEEP AND DREAMING

Sleep: Stages of sleep, Brain activity during sleep; why do we sleep; Physiological mechanisms of sleep and waking: Neural control of sleep, arousal, wake transitions and neural control of transition to REM. Disorders of sleep: Insomnia, Narcolepsy, REM sleep behavior disorder, problems associated with slow-wave sleep. Biological clocks: Circadian rhythms and Zeitgebers, the suprachiasmatic nucleus, control of seasonal rhythms, the pineal gland and melatonin, changes in circadian rhythms: shift work and jet lag

UNIT II: BRAIN DEVELOPMENT AND PLASTICITY

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.

UNIT III: BIOLOGICAL BASIS OF THIRST AND HUNGER

Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long-term regulation of feeding-Brain mechanisms - Eating Disorders.

UNIT IV: BIOLOGICAL BASIS OF EMOTIONS

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- The functions of emotions. Attack and Escape Behaviors: Attack behavior - Escape - Fear and anxiety- Stress and Health

UNIT V: BIOLOGICAL BASIS OF LEARNING AND MEMORY

Memory: Localized representations of memory- Types of memory- The hippocampus- Theories on the function of the hippocampus- Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

Text books:

1. Carlson, N. R. (2007). *Foundations of physiological psychology* (6th ed.). New Delhi, India: Pearson India Education Services PvtLtd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.

References:

1. Pinel, J. (2007). *Biopsychology* (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Purves, D., Brannon, E., Huettel, S.A., LaBar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

Mapping of COs with PSOs and POs

CO	PO								PSO								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean	
CO1	3	3	2	3	2	3	2	2.57	3	2	2	3	3	3	2	2.57	
CO2	3	2	2	3	2	3	1	2.28	2	2	3	2	3	2	2	2.29	
CO3	3	3	1	2	2	3	2	2.28	3	3	2	3	3	2	2	2.57	
CO4	3	2	2	2	3	2	1	2.14	3	2	2	3	2	2	3	2.43	
CO5	3	3	1	3	2	3	2	2.14	3	3	2	2	2	2	2	2.29	
CO6	3	3	2	3	2	3	1	2.42	3	2	2	2	2	3	2	2.29	
CO7	3	3	2	3	2	3	1	2.42	3	2	2	3	2	2	2	2.29	
Mean Overall Score								2.32	Mean Overall Score								2.4
Result								High	Result								High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER-III

DEVELOPMENT PSYCHOLOGY - I (CORE THEORY)

SUBJECT CODE: SY316

COURSE OBJECTIVES:

5 Hours Per Week

1. To relate the developmental stages from conception till birth
2. To tell about human Physical growth through birth
3. To introduce the developmental stages of infancy and babyhood
4. To know about the developmental process in early and late childhood
5. To understand the stages of socialization, family relations and personality development

COURSE OUTCOMES:

S. No	Description	Cognition Level (K- Level)
CO1:	Outline the developmental stage of conception through birth	K2
CO2:	Gain knowledge on human physical growth and development across life-span	K1
CO3:	Explain the developmental stage of infancy and babyhood	K1
CO4:	Gain knowledge on the various developmental process of early and late childhood	K1
CO5:	Relate various developmental stages of socialization, family relations and personality development	K2
CO6:	Describe the hazards in developmental stages.	K1
CO7:	Identify the specific skills in childhood.	K1

UNIT I: CONCEPTION THROUGH BIRTH

Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues–Conception of Age.

Characteristics of the Prenatal Period– How Life begins – Importance of Conception –Periods of Conception – Periods of Prenatal development – Stages of child Birth - Types of child birth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.

UNIT II: INFANCY

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to postnatal life– Characteristics of the Infant– Hazards of Infancy.

UNIT III: BABY HOOD

Characteristics of Babyhood – Developmental tasks of babyhood – Physical development –Physiological development – Muscle Control – Speech development – Emotional behavior –Socialization – Interest in Play – Development of Understanding – Beginnings of Morality –Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.

UNIT IV: EARLY CHILDHOOD

Characteristics of Early Childhood–Developmental tasks–Physical development–Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions –Socialization – Play – Development of Understanding– Moral development– Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

UNIT V: LATE CHILDHOOD

Characteristics of Late Childhood – Developmental tasks – Physical development – Skills –Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behavior – Play interest and activities – Increase in Understanding – Moral attitudes and behavior – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes –Hazards and Happiness.

Text Books:

1. Hurlock,E.(1980). *Developmental psychology*. New Delhi, India:Tata McGraw Hill Publishing Co.
2. Santrock, J.W.(1999).*Life span development* (7thed.).New York,NY: McGraw Hill.

References:

1. Berndt,T.J.(1997).*Child development* (2nded.). Madison, WI:Brow &Benchmark Publishers.
2. Papalia,D.E.,&Olds,S.W.(1994).*Human development*(5thed.).New York,NY: TataMcGraw Hill.
3. Berk, C. L. (1996).*Child development* (3rd ed.). New Delhi, India: Prentice- Hall of India (Pvt)Ltd.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	2	1	3	2	2	3	2	2	3	3	3	2	2.57
CO2	3	3	1	2	2	3	1	2.14	3	2	3	2	3	2	2	2.43
CO3	3	2	2	3	1	3	1	2.14	3	3	2	3	3	3	2	2.57
CO4	3	2	2	2	2	3	2	2.28	2	2	2	3	2	2	3	2.29
CO5	3	2	2	1	2	3	2	2.14	3	3	2	2	2	2	2	2.29
CO6	3	1	2	3	2	3	1	2.14	2	2	3	2	2	3	2	2.14
CO7	3	3	1	3	2	3	1	2.28	3	2	2	3	2	2	2	2.43
Mean Overall Score								2.16	Mean Overall Score							2.39
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

INTRODUCTION TO THEORIES OF PERSONALITIES (CORE THEORY)

SUBJECT CODE: SY317

COURSE OBJECTIVES:

5 Hours Per Week

1. To relate the concepts, assessment, measurement and research methods pertaining to personality.
2. To know the various psychoanalytic perspective of personality
3. To understand the life span and trait perspective of personality
4. To gain knowledge about existential humanistic perspective of psychology
5. To gain about behavioral, cognitive and social perspective of personality

COURSE OUTCOMES:

S. No	Description	Cognition Level (K- Level)
CO1:	Describe the concepts, assessment, measurement and research methods pertaining to Personality	K2
CO2:	Outline the various psychoanalytic perspectives of Personality	K4
CO3:	Summarize the life span and trait perspective of Personality	K2
CO4:	Illustrate the existential humanistic perspective of Personality	K1
CO5:	Explain Behavioral, Cognitive and Social perspectives of personality	K1
CO6:	Classify the personality factor	K2
CO7:	Demonstrate the Psychological type, ego crises, personality disposition	K2

UNIT I: CONCEPT, ASSESSMENT, AND MEASUREMENT AND RESEARCH METHODS

Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioral Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.

UNIT II: PSYCHOANALYTIC THEORIES

Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

UNIT III: LIFE-SPAN AND TRAIT PERSPECTIVES ON PERSONALITY

Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System

UNIT IV: EXISTENTIAL- HUMANISTIC PERSPECTIVES ON PERSONALITY

Roots in Gestalt – Kurt Lewin's Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One's Self.

UNIT V: BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE ON PERSONALITY

Albert Bandura: Social-Cognitive Learning Theory - Self-System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory

Text Books:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality* (4th ed.). Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). *Theories of personality* (10th ed.). Delhi, India: Cengage Learning.

References:

1. Friedman, H. S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research* (6th ed.). Boston, MA: Pearson/ Allyn and Bacon.
2. Larsen, R. J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature* (6th ed.). Boston, MA: McGraw-Hill.

3. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	3	2	3	2	2.28	3	3	2	3	3	3	2	2.71
CO2	3	3	2	3	2	3	1	2.42	2	3	3	2	3	2	2	2.43
CO3	3	3	2	3	2	3	1	2.42	2	3	2	3	3	2	2	2.43
CO4	3	2	1	3	2	3	2	2.28	2	2	2	3	2	2	3	2.29
CO5	3	3	2	3	2	3	1	2.42	2	3	2	2	2	2	2	2.14
CO6	3	2	1	3	2	3	2	2.28	3	3	2	2	2	2	2	2.29
CO7	3	2	1	2	1	3	1	1.85	2	2	2	3	2	2	2	2.14
Mean Overall Score								2.27	Mean Overall Score							2.35
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER-IV

DEVELOPMENTAL PSYCHOLOGY - II (CORE THEORY)

SUBJECT CODE: SY416

COURSE OBJECTIVES:

5 Hours Per Week

1. To know the developmental process of puberty and adolescence.
2. To analyze various developmental process of young adulthood
3. To know the developmental tasks of middle age
4. To define the problem related to old age
5. To Gain knowledge about hazards and happiness in human life-span

COURSE OUTCOMES:

SL. No	Description	Cognition Level (K- Level)
CO1:	Explain the developmental process of puberty and adolescence	K2
CO2:	Relate the various development process of young adulthood	K4
CO3:	Explain the developmental tasks of middle age	K1
CO4:	Identify problems related to old age	K1
CO5:	Gain knowledge about hazards and happiness in human life-span	K1
CO6:	Relate the growth spurt and body changes in puberty	K2
CO7:	Explain the hazards of puberty till old age	K1

UNIT I: PUBERTY

Meaning - Characteristics – Criteria – Causes –Age – Growth spurt– Body changes –Effects of puberty changes– Hazards & Happiness.

UNIT II: ADOLESCENCE

Characteristics– Developmental tasks–Physical change– Emotional changes– Social change– Interest– Morality–Sex interest and Behavior–Family relationships–Personality change–Hazards &Happiness.

UNIT III: YOUNGADULthood

Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood –Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

UNIT IV: MIDDLE AGE

Characteristics–Developmental tasks– Adjustment to physical changes and mental changes- Social Adjustment – Vocational Adjustment – Adjustment to changed family patterns –Being single – loss of a spouse – Adjustment to approaching retirement – Vocational and Marital Hazards-Adjustment to approaching old age.

UNIT V: OLD AGE

Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities -Changes in interests – Vocational Adjustment – Retirement – Changes in family life–loss of a spouse–Living arrangement for elderly hazards.

TextBooks:

1. Hurlock,E.(1980).*Developmental Psychology*.NewDelhi: Tata McGraw Hill Publishing Co.
2. Santrock, J.W.(1999).*Life span Development (7thed.)*. McGraw Hill.

References:

1. Berndt,T.J.(1997).*Child development (2nded.)*.Madison,WI: Brow & Benchmark Pub.
2. Papalia, D.E.,Olds,S.W.(1994).*Child development(5th ed.)*.NewYork, NY:Tata McGraw Hill.
3. Berk, L.C.(1996).*Child development(3rded.)*.Delhi, India: Prentice-Hall of India (Pvt)Ltd.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	3	2	3	2	2.28	3	2	2	3	3	3	2	2.57
CO2	3	3	2	2	1	3	1	2.14	3	2	3	2	3	2	2	2.43
CO3	3	2	1	3	1	3	2	2.14	3	3	2	3	3	3	2	2.57
CO4	3	2	2	3	2	2	2	2.28	2	2	2	3	2	2	3	2.29
CO5	3	3	3	3	2	3	2	2.71	3	3	2	2	2	2	2	2.29
CO6	3	2	1	3	2	3	1	2.14	2	2	3	2	2	3	2	2.14
CO7	3	2	2	3	2	3	1	2.28	3	2	2	3	2	2	2	2.43
Mean Overall Score								2.28	Mean Overall Score							2.39
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER-IV

ABNORMAL PSYCHOLOGY - I (CORE THEORY)

SUBJECT CODE: SY417

COURSE OBJECTIVES:

5 Hours Per Week

1. To know about abnormal behavior, DSM-V and ICD- 11
2. To relate between normal and abnormal behavior
3. To explain about the clinical features and causes of neuro developmental disorders
4. To know the clinical features and causal factors of anxiety related disorder
5. To understand clinical features and causal factors of somatic and dissociative disorder

COURSE OUTCOMES:

S. No	Description	Cognition Level (K-Level)
CO1:	Gain knowledge about abnormal behavior, DSM-V and ICD- 11	K1
CO2:	Distinguish between normal & abnormal behavior and outline the historical background and need for classification	K4
CO3:	Identify clinical features and causes of neurodevelopmental disorder, conduct disorder & neuro-cognitive disorder	K1
CO4:	Explain the clinical features and causal factors of anxiety related disorder	K1
CO5:	Outline the clinical features and causal factors of somatic and dissociative disorder	K3
CO6:	Demonstrate the models of abnormality.	K2
CO7:	Explain the somatic disorder and dissociative disorder.	K1

UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVE.

Defining Abnormal Behavior-Causes of Abnormal Behavior: Necessary, Predisposing, Precipitating and Reinforcing causes, Historical views of abnormal behavior- Brief note on DSMV and ICD 11 classification system.

UNIT II: MODELS OF ABNORMALITY

Biological–Psychodynamic–Behavior–Cognitive–Humanistic - Existential, Interpersonal perspective – Bio-cultural.

UNIT III: NEURODEVELOPMENT DISORDERS

Intellectual disability: Definition, Clinical types and Causal factor, Autism Spectrum disorder: Clinical Picture and Causal Factors, Specific Learning disorder: Clinical Picture and Causal factors, Attention Deficit/Hyperactivity disorder, Conduct Disorder, Neuro cognitive Disorder.

UNIT IV: ANXIETY RELATED DISORDERS

Meaning- Types - Brief description with Causal factors and Treatment: Generalized Anxiety Disorders- Phobic Disorder–Post Traumatic Stress Disorder – Obsessive Compulsive Disorder – Panic Disorders

UNIT V: SOMATIC DISORDER AND DISSOCIATIVE DISORDER

Somatic Symptoms and related disorders (SSD): Complex Somatic Symptom Disorder-Illness Anxiety Disorder–Functional Neurological Disorder, Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and De-realization Disorder–Causal factors and Treatment.

Text Books:

1. Butcher, J.N., Hooley, J.M., Mineka, S., Dwivedi, C.B. (2017). *Abnormal psychology* (16th ed.). New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology* (5th ed.). Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.

References:

1. Davison, G.C., Neale, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). Marblehead, MA: John Wiley & Sons Inc.
2. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill pubg Co
3. Cutting, J. (1997). *Principles of psychopathology*. New York, NY: Oxford University Press

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	3	1	3	3	3	1	2.42	3	3	2	3	3	3	2	2.71
CO2	3	2	1	3	3	3	2	2.42	3	3	2	2	3	2	2	2.43
CO3	3	3	1	2	3	2	1	2.14	3	3	3	3	3	2	2	2.71
CO4	3	3	2	2	3	2	2	2.42	3	2	2	3	2	2	3	2.43
CO5	3	2	2	2	3	2	1	2.14	3	3	2	2	2	2	2	2.29
CO6	3	2	1	2	3	3	2	2.28	3	3	2	2	2	2	2	2.29
CO7	3	3	1	2	3	3	1	2.28	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.3	Mean Overall Score							2.45
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER V

ABNORMAL PSYCHOLOGY - II (CORE THEORY)

SUBJECT CODE: SY501

COURSE OBJECTIVES:

5 Hours Per Week

1. To describe about the causes of mood disorder and treatment
2. To know the clinical features causal factor and treatment of schizophrenia
3. To explain the types, causes and treatment of personality disorders
4. To introduce types, causal and treatment of substance related disorder
5. To gain knowledge about the prevention and learn the different models of therapies.

COURSE OUTCOMES:

S. No	Description	Cognition Level (K-Level)
CO1:	Explain the causes of mood disorder and treatment	K2
CO2:	Outline the clinical feature, causal factor and treatment of schizophrenia and other psychotic disorder.	K4
CO3:	Gain knowledge about the types, causes and treatment of personality disorders.	K1
CO4:	Explain the types, causal and treatment of substance related disorder	K1
CO5:	Identify the different types of prevention and summarize the different models of therapies.	K1
CO6:	Explain about suicide and its causes.	K1
CO7:	Illustrate the prevention and treatment of disorders.	K2

UNIT I: MOOD DISORDERS

Unipolar mood disorder: Biological - Psychosocial - Socio- cultural Causal factors, Bipolar disorders: Biological – Psychosocial - Socio- cultural Causal Factors – Treatment, Suicide: causes-prevention

UNIT II: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.

Schizophrenia: Meaning-Clinical features positive symptoms – negative symptoms–Causes treatment-Subtypes, Other Psychotic Disorders: Causal Factors- Treatment

UNIT III: PERSONALITY DISORDER

Cluster A disorders: Meaning - types- causes- treatment, Cluster B disorders: Meaning-types-causes-treatment, Cluster C disorders: Meaning-types-causes-treatment.

UNIT IV: SUBSTANCE RELATED DISORDERS

Psychoactive drugs: Meaning–types, Concepts: Substance Abuse-Tolerance- Dependence- Addiction - withdrawal symptoms. Addiction Disorders: Alcohol Abuse and Dependence –Drug Abuse and Drug Dependence- Causal factors-Treatment.

UNIT V: PREVENTION AND TREATMENT

Perspectives on Prevention - Primary, Secondary and Tertiary Prevention, Psychological approaches to treatment: Psychodynamic therapy- Behavior therapy- Cognitive and Cognitive Behavioral therapies- Humanistic and Existential therapies- Family and Marital Therapy-Eclecticism and Integration- Indigenous systems: Yoga and Meditation.

Text Books:

1. Butcher, J.N., Hooley, J. M., Mineka, S., & Dwivedi, C.B. (2017). *Abnormal psychology* (16th ed.). New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). *Abnormal psychology and case book in abnormal psychology*, (5th ed.). Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.

References:

1. Davison, G.C., Neale, J.M., & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). Malden, MA: John Wiley & Sons Inc.
2. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill publishing Co.
3. Cutting J. (1997) *Principles of Psychopathology*. New York, NY: Oxford University Press.

Mapping of COs with PSOs and POs

CO	PO								PSO								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean	
CO1	3	3	1	2	3	3	1	2.28	3	3	2	3	3	3	2	2.71	
CO2	3	3	1	2	3	3	2	2.24	3	3	2	2	3	2	2	2.43	
CO3	3	2	2	3	3	3	2	2.57	3	3	3	3	3	2	2	2.71	
CO4	3	3	2	3	3	2	1	2.24	3	2	2	3	2	2	3	2.43	
CO5	3	3	2	3	3	2	1	2.24	3	3	2	2	2	2	2	2.29	
CO6	3	2	3	2	2	2	1	2.14	3	3	2	2	2	2	2	2.29	
CO7	3	3	1	2	3	3	2	2.24	3	2	2	3	2	2	2	2.29	
Mean Overall Score								2.27	Mean Overall Score								2.45
Result								High	Result								High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SOCIAL PSYCHOLOGY - I (CORE THEORY)

SUBJECT CODE: SY502

COURSE OBJECTIVES:

5 Hours Per Week

1. To learn the nature, history, principles and scope of social psychology
2. To understand the significance of self- presentation behaviors
3. To classify the interconnections between attitude and behavior
4. To understand the dynamics behind conformity, compliance and obedience
5. To know about the social belief and judgement.

COURSE OUTCOMES:

S.No	Description	Cognition Level (K- Level)
CO1:	Explain the nature, history, principles and scope of social psychology and methods used in social psychology research	K2
CO2:	Demonstrate the significance of self- presentation behaviors in relation to the multifaceted development of the self	K3
CO3:	Elaborate on the interconnections between attitude and behavior	K1
CO4:	Compare and contrast the dynamics behind conformity, compliance and obedience	K2
CO5:	Summarize the conditions promoting helping behavior	K2
CO6:	Discover the attitudes, self presentation and self-justification.	K3
CO7:	Identify the altruism and pro social behavior.	K1

UNIT I: INTRODUCTION

Definition of Social Psychology –Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense-Research Methods.

UNIT II: THE SELF

Self-Presentation: Self-Other accuracy in predicting behavior- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer's standpoint, Personal identity versus social identity: the importance of the social context and others' treatment

Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on well-being-overcoming the effects of stereotype threat.

UNIT III: SOCIAL BELIEFS AND JUDGEMENTS

Judging the social world: Perceiving the social world- Explaining the social world–Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behavior and Attitudes: Conditions When Attitudes Determine Behavior – Conditions When Behavior Determines Attitudes- Explaining Why Behavior Affect Attitudes, Self-presentation: Impression Management, Self-justification: Cognitive Dissonance-Self-perception: Comparing the theories.

UNIT IV: CONFORMITY, COMPLIANCE AND OBEDIENCE

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.

UNIT V: HELPING BEHAVIOR

Altruism and pro-social behavior: Theoretical perspectives- By Stander Effect, Helping: Reasons for Helping– Conditions Governing Helping–Characteristics of People Who Help Increasing Helping Behavior.

Text Books:

1. Myers,D.G.&Twenge,J.M.(2017):*Social psychology*(12thed.).NewYork,NY: McGraw–Hill Education.
2. Branscombe,N.R.,Baron,R.A.&Kapur,P.(2017).*Social psychology*(14thed.).Chennai, India: Pearson India Education Services Pvt. Limited.

References:

1. Myers,D.G.(2002).*Social psychology*(7thed.). NewYork, NY: McGraw Hill Book Company.
2. Baron, A., & Byrne, D. (2002).*Social psychology* (10th ed.). New Delhi, India: Prentice-Hall of India.
3. Baron,A.,Branscombe,N.,Byrne,D.,& Bhardwaj,G.(2009).*Social psychology*(12thed.).New Delhi, India: Dorling Kindersley (India) Private Limited

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	2	3	2	3	2	2.42	3	2	2	3	3	3	2	2.57
CO2	3	3	2	3	1	2	1	2.14	2	2	2	2	3	3	2	2.29
CO3	3	2	1	2	1	3	2	2	3	3	3	3	3	2	2	2.71
CO4	3	2	3	2	2	2	2	2.28	2	2	2	3	2	2	3	2.29
CO5	3	2	3	3	2	2	1	2.28	3	3	2	2	2	3	2	2.43
CO6	3	3	2	3	2	2	1	2.28	3	3	2	2	2	3	2	2.43
CO7	3	2	3	3	1	2	1	2.14	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.22	Mean Overall Score							2.43
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

INTRODUCTION TO RESEARCH METHODOLOGY - (CORE THEORY)

SUBJECT CODE: SY503

COURSE OBJECTIVES:

6 Hours Per Week

1. To describe the importance and process of research
2. To classify research problems and formulate hypothesis
3. To compare and contrast the different types of sampling
4. To elaborate on the methods used in data collection
5. To demonstrate an understanding of writing a research report

COURSE OUTCOMES:

S. No	Description	Cognition Level (K-Level)
CO1:	Explain the needs, objectives, importance, problem and process of research based on a view of literature	K1
CO2:	Identify research problems and formulate hypothesis	K1
CO3:	Compare and contrast the different types of sampling	K3
CO4:	Elaborate on the methods used in data collection	K1
CO5:	Illustrate diagrammatic and graphic representation of data.	K2
CO6:	Demonstrate an understanding of writing a research report	K3
CO7:	Examine the process of research methodology by undertaking a research	K1

UNIT I: RESEARCH METHODOLOGY: AN INTRODUCTION

Definition- Need and Importance of psychological Research- Objectives of Research – Types of Research - The Research Process - Principles of a Good Research - Problems encountered by researchers in India.

UNIT II: RESEARCH PROBLEM, HYPOTHESIS AND REVIEW OF LITERATURE

Research Problem: Meaning and characteristics of a problem - ways in which a problem is manifested- Types of Problems, Hypothesis: Meaning and characteristics of a good hypothesis – Types - Sources and Functions of Hypotheses, Reviewing the Literature: Purpose of Review-Sources of Review.

UNIT III: SAMPLING

Meaning and Need for sampling - Fundamentals of sampling- Factors influencing decision to sample- Types of Sampling: Probability and Non-probability- Probability Sampling: Simple random, stratified random and area cluster sampling- Non probability sampling: Quota, Accidental, Judgmental or purposive, systematic and snowball sampling

UNIT IV: METHODS OF DATA COLLECTION

Primary data: Questionnaire and schedule – Interview - Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation –Rating Scale, Secondary data: Sources.

UNIT V: WRITING A RESEARCH REPORT

Meaning- General purpose of writing a research report- of a research report, Styles of writing a research report-Types of research reports- Precautions in writing research report

Text Books:

1. McBurney,D.H.(2007).*Research methods*;NewDelhi,India:ThomsonWadsworth
2. Singh,A.K.(2012).*Tests, measurements and research methods in behavioral sciences*. (5thed.). Patna, India :B.B.Printers.
3. Zechmeister,J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). *Essentials of research methods in psychology*. New Delhi, India: Tata McGraw-Hill Education Private Limited.

References:

1. Haslam,A.S.,& McGarty,C.(2003).*Research methods and statistics in psychology*. New Delhi, India: Sage Publications.

2. Ramadass,P.,& Aruni,W.A.(2009):*Research and writing across the disciplines*; Chennai, India: MJP Publishers.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	2	3	2	1	2	3	3	2	3	3	3	2	2.71
CO2	3	2	1	3	3	3	1	2.28	3	3	2	3	3	3	2	2.71
CO3	3	2	2	3	3	2	2	2.42	3	3	3	3	3	2	2	2.71
CO4	3	2	2	2	3	2	2	2.28	3	2	2	3	2	2	3	2.43
CO5	3	2	1	3	2	2	1	2	3	3	2	3	3	3	2	2.71
CO6	3	3	1	3	3	3	1	2.42	3	3	2	3	3	3	2	2.71
CO7	3	3	2	3	3	3	2	2.71	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.30	Mean Overall Score							2.61
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

EXPERIMENTAL PSYCHOLOGY- I (PRACTICALS)

SUBJECT CODE: PSY501

COURSE OBJECTIVES:

6 Hours Per Week

1. To learn the psychological testing and purposes.
2. To know the need for the psychological testing or experiments.
3. To learn practical exposure to various psychological concepts.
4. To conduct psychological experiments to measure individual's Attention, Perception, Learning, Motivation & Emotion, Psychomotor abilities and Intelligence
5. To Assess, diagnose and interpret the tests and its related results

COURSE OUTCOME:

S. No	Description	Cognition Level (K- Level)
CO1:	Have knowledge about psychological testing and purposes.	K1
CO2:	Identify the need for the psychological testing or experiments.	K2
CO3:	Review the concepts of psychology through the mediums of the experiments.	K5
CO4:	Enhance the experimental knowledge of psychology	K6
CO5:	Gain practical exposure to various psychological concepts such as Attention, Perception, Learning, Motivation & Emotion, Psychomotor abilities and Intelligence Tests.	K1
CO6:	Conduct psychological experiments to measure individual's Attention, Perception, Learning, Motivation & Emotion, Psychomotor abilities and Intelligence	K5
CO7:	Assess, diagnose and interpret the tests and its related results	K4

CONCEPT

- Attention
- Perception
- Learning
- Motivation & Emotion
- Psychomotor abilities
- Intelligence tests

EVALUATION

INTERNAL	MARKS	EXTERNAL	MARKS
Conduction	5	Conduction	10
Interpretation	10	Interpretation	25
Practical Notebook	25	Viva Voce	25
Total	40	Total	60

Actual Conduction of Practicals and reporting it in the practical note book in the prescribed format (internal assessment) carries 40 marks. The Term End Practical Examination including Viva Voce (External Assessment) carries 60 marks. Total marks for practical examination will be 100 marks (Internal 40 marks and External 60 marks).

Reference

- A. Anastasi & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
1. Aiken, L. R. (1997). Psychological testing and assessment. Allyn & Bacon.
 2. Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (1996). Psychological testing and assessment: An introduction to tests and measurement. Mayfield Publishing Co.
 3. Cronbach, L.J. Essentials of Psychological Testing.
 4. Fernandez-Ballestros, R. 1st edition (2003) Encyclopaedia of Psychological Assessment. Vol I and II. Sage Publications. New Delhi.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	2	3	2	2	2.14	3	3	2	3	3	3	2	2.71
CO2	3	2	1	3	3	2	1	2.14	3	3	2	3	3	3	3	2.86
CO3	3	2	1	3	3	2	1	2.14	3	3	3	3	3	2	2	2.71
CO4	3	3	2	3	3	2	2	2.57	3	2	2	3	2	2	3	2.43
CO5	3	3	2	3	3	2	1	2.42	3	3	2	3	3	3	2	2.71
CO6	3	3	2	3	3	2	1	2.42	3	3	2	3	3	3	3	2.86
CO7	3	3	2	3	2	3	2	2.57	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.3	Mean Overall Score							2.65
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

POSITIVE PSYCHOLOGY- (ELECTIVE I)

SUBJECT CODE: SY504A

COURSE OBJECTIVES:

6 Hours Per Week

1. To know the basics of positive psychology and its association
2. To identify the basic concepts related to positive emotions, well being and happiness
3. To gain knowledge about self control, regulation and personal goal setting
4. To know the importance of positive cognitive states and processes
5. To create positive environment.

COURSE OUTCOMES:

S. No	Description	Cognition Level (K- Level)
CO1:	Explain the basics of Positive psychology and how Positive psychology is associated to the other branches of psychology	K1
CO2:	Define basic concepts related to positive emotions, wellbeing and happiness	K2
CO3:	Elaborate on Self Control, Regulation and Personal Goal Setting	K2
CO4:	Summarize the importance of positive cognitive states and processes	K2
CO5:	Develop skills to create a positive environment	K6
CO6:	Explain positive schooling	K1
CO7:	Describe optimism, pessimism, spirituality	K2

UNIT I: INTRODUCTION

Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical Psychology

UNIT II: POSITIVE EMOTIONS, WELL-BEING AND HAPPINESS

Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness-hedonic and Eudaimonic; Well-being: negative vs. positive functions; Subjective well-being: Emotional, social and psychological well-being; Model of complete mental life

UNIT III: SELF CONTROL, REGULATION AND PERSONAL GOAL SETTING

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

UNIT IV: POSITIVE COGNITIVE STATES AND PROCESSES

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

UNIT V: APPLICATIONS OF POSITIVE PSYCHOLOGY

Positive schooling: Components; Positive coping strategies; Gainful employment

Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives.

Text Books:

1. Baumgardner, S.R & Crothers, M.K. (2010). *Positive Psychology*. U.P: Dorling Kindersley Pvt Ltd.

References:

1. Snyder, C.R. & Lopez, S.J. (2002). *Hand book of positive psychology*. (eds.). New York: Oxford University Press.
2. Carr, A. (2004). *Positive psychology, The science of happiness and human strengths*. New York: Routledge.
3. Singh, A. (2013). *Behavioral science: Achieving behavioral excellence for success*. New Delhi: Wiley India Pvt Ltd.

Mapping of COs with PSOs and POs

CO	PO								PSO								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean	
CO1	3	3	2	2	2	2	2	2.28	3	2	2	3	3	3	2	2.57	
CO2	3	2	1	3	2	3	1	2.14	2	2	3	2	3	2	2	2.29	
CO3	3	3	2	3	2	3	1	2.42	3	3	2	3	3	2	2	2.57	
CO4	3	2	1	3	1	3	1	2	2	2	2	3	2	2	3	2.29	
CO5	3	3	2	3	2	3	2	2.57	3	3	2	2	2	2	2	2.29	
CO6	3	2	1	3	2	3	1	2.14	2	2	2	2	2	3	2	2.14	
CO7	3	3	2	3	1	2	2	2.28	3	2	2	3	2	2	3	2.43	
Mean Overall Score								2.26	Mean Overall Score								2.37
Result								High	Result								High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

FORENSIC PSYCHOLOGY- (ELECTIVE I)

SUBJECT CODE: SY504B

COURSE OBJECTIVES:

6 Hours Per Week

1. To describe the Psychology and law
2. To identified the major influences on the accuracy of eyewitness memory
3. To summarize the Psychology of confession
4. To outline the Psychology of Investigation
5. To know the Criminological Psychology and Psychological profile of violence

COURSE OUTCOMES:

S. No	Description	Cognition Level (K-Level)
CO1:	Explain the Psychology and law	K1
CO2:	Identified the major influences on the accuracy of eyewitness memory	K1
CO3:	Summarize the Psychology of confession	K2
CO4:	Outline the Psychology of Investigation	K3
CO5:	Demonstrate the profiling and common characteristics of offender	K2
CO6:	Describe Criminological Psychology and Psychological profile of violence	K2
CO7:	Summarize the characteristics of violent offenders and their related behaviors.	K3

UNIT I

Introduction The meaning of forensic- The origins of legal psychology

UNIT II

Eyewitness Memory An early model of memory- Acquisition- Retention retrieval- The strength and validity of the Evidence

UNIT III

The Psychology Of Confession Voluntary false confessions- Interrogational tactics, coerced false confessions- Coerced compliance and coerced internalization

UNIT IV

The Psychology of Investigation The cognitive interview- Detecting lies and deceit- Offender profiling – Profiling- historical and political figures, profiling criminals from the crime scene, profiling- common characteristics of known offenders

UNIT V

Criminological Psychology Violent offenders – Development of violent behavior- Psychological profile of violence, Role of Anger, Moral reasoning, Working with offenders – Using meta-analysis to inform Treatment programmes – offending behavior programmes

References

1. Goldstein, A.M.(2003). Handbook of Psychology (Vol 11), Forensic Psychology USA : John Wiley & Sons, Inc.
2. Bartol, C.R, & Bartol, A.M (2005) History of Forensic Psychology. In I.B. Weiner & A.K.Hess (Ed), The Handbook of Forensic Psychology (pp 1-27), Hoboken, NJ:Wiley.
3. DeMatteo, D., Marczyk, G., Krauss, D., & Burl, J. (2009). Educational and training models in forensic psychology. Training and Education in Professional Psychology, 3(3), 184-191. doi: 10.1037/a0014582
4. Franklin, K. (2014). Forensic psychology: Is it the career for me? Psychology Today. Retrieved from
5. <http://www.psychologytoday.com/blog/witness/201409/forensic-psychology-is-it-the-career-me>
6. Weiner, I. B., & Goldstein, A. M. (2003). Handbook of Psychology, Forensic Psychology. Hoboken, New Jersey: John Wiley and Sons.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	2	2	1	2	1	1.85	3	3	2	3	3	3	2	2.71
CO2	3	2	3	3	1	2	2	2.28	3	3	2	3	3	3	2	2.71
CO3	3	1	2	3	2	2	2	2.14	3	3	3	3	3	2	2	2.71
CO4	3	2	2	3	1	2	1	2	3	2	2	3	2	2	3	2.43
CO5	3	1	1	3	2	3	2	2.14	3	3	2	3	3	3	2	2.71
CO6	3	1	2	3	1	2	2	2	3	3	2	3	3	3	3	2.86
CO7	3	2	2	2	1	2	2	2	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.1	Mean Overall Score							2.63
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

BEHAVIOUR MODIFICATION- (ELECTIVE I)

SUBJECT CODE: SY504C

COURSE OBJECTIVES:

6 Hours Per Week

1. To know the basic concepts of behavior modification
2. To learn the basic principles of behavior modification
3. To understand the measurement of behavior and behavior change
4. To transmit knowledge and develop skills needed for applying behavior modification techniques.
5. To understand the cognitive behavior modification

COURSE OUTCOMES :

S. No	Description	Cognition Level (K-Level)
CO1:	Explain the basic concepts of behavior modification	K1
CO2:	Demonstrate the basic principles of behavior modification	K2
CO3:	Use the reward system for modifying behavior	K3
CO4:	Identify the measurement of behavior and behavior change	K2
CO5:	Develop knowledge and skills needed for applying behavior modification techniques.	K6
CO6:	Describe the cognitive behavior modification	K2
CO7:	Use therapies for changing their behavior	K3

UNIT I

Introduction to Behavior Modification: Human Behavior: Meaning - Behavior Modification: Meaning - Characteristics - Historical Roots - Areas of Application: Developmental Disabilities - Mental illness – Education- - Rehabilitation - Community - Business, Industry, and Human Services - Self Management- Child Management – Sports.

UNIT II

Basic Principles of Behavior Modification: Reinforcement: Factors Influencing the Effectiveness of Reinforcement- Schedules of Reinforcement – Extinction: Factors Influencing Extinction – Punishment: Factors Influencing the Effectiveness of Punishment - Stimulus Control: Discrimination and Generalization - Shaping - Modeling.

UNIT III

Measurement of Behavior and Behavior Change: Target Behavior: Definition - Observing and Recording Behavior- - The Logistic of Recording - The Observer- Principles and methods of Recording - Recording Instrument – Graphing Behavior and Measuring Change.

UNIT IV

Behavior Modification Techniques: Systematic Desensitization Process- Application- Basic Techniques: JPMR – REBT Aversive techniques - Flooding- Modeling- Shaping- Prompting - Fading- Chaining Token Economy- Time Out.

UNIT V

Cognitive Behavior Modification: Cognitive Behavior Modification: Cognitive Therapy- Cognitive Restructuring- Self Management methods. Risk Factor Modification - Lifestyle Management - Interventions for Chronic Illness.

References:

1. Miltenberger, R. G ., (2000). Behavior Modification (2nd ed). Library of Congress Cataloging-in-Publication Data.
2. Martin,G; Pear, J (2007). Behavior Modification: What it is and how to do it (8th ed). Upper Saddle River, NJ: Pearson Prentice Hall,
3. Wolpe.J., (1972). The Practice of Behavior Therapy. NJ: Pearson Prentice Hall. Introduction Behavior Modification.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	2	2	2	2	2	3	2	2	3	3	3	2	2.57
CO2	3	2	2	3	1	2	1	2	2	2	3	2	3	3	2	2.43
CO3	3	2	1	3	2	2	1	2	3	3	2	3	3	2	2	2.57
CO4	3	2	2	2	2	3	1	2.14	2	2	2	3	2	2	3	2.29
CO5	3	3	2	3	2	2	1	2.28	3	3	2	2	3	3	2	2.57
CO6	3	2	1	3	1	3	1	2	2	2	2	2	3	3	3	2.43
CO7	3	3	2	3	2	3	1	2.42	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.12	Mean Overall Score							2.45
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SEMESTER VI

HEALTH PSYCHOLOGY (CORE THEORY)

SUBJECT CODE: SY601

COURSE OBJECTIVES:

5 Hours Per Week

1. To know the basics of Health Psychology and health behavior
2. To understand the changing health habits using theoretical models
3. To gain the knowledge about the chronic illness and pain
4. To summarize the concept of stress and coping
5. To understand the Promoting health behavior

COURSE OUTCOMES:

S. No	Description	Cognition Level (K- Level)
CO1:	Explain the basics of Health Psychology and health behavior	K1
CO2:	Illustrate the changing health habits using theoretical models	K2
CO3:	Gain the knowledge about the chronic illness and pain	K1
CO4:	Use techniques and psychosocial interventions for illness and pain	K3
CO5:	Summarize the concept of stress and coping	K2
CO6:	Explain theoretical models and its contributions	K1
CO7:	Express the need to promote health behavior	K2

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY- HEALTH BEHAVIOR

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

UNIT II: MODELS OF HEALTH BEHAVIOR

Changing health habits using theoretical models: Health belief model, Theory of planned behavior, Cognitive behavioral approaches to change health behavior, Trans-theoretical model of behavior change, Avenues for health habit modification

UNIT III: CHRONIC ILLNESS AND PAIN

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

UNIT IV: STRESS AND COPING

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

UNIT V: PROMOTING HEALTH BEHAVIOR

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

Text Books:

1. Boyer, B., & Paharia, I. (2008). *Comprehensive handbook of clinical health psychology*. Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.

References:

1. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
2. Branmon, L., & Frist, J. (2010). *Introduction to health psychology*; New Delhi, India: Cengage Learning India Pvt Ltd.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	1	2	2	2	2	2	3	2	3	3	3	3	2	2.71
CO2	3	2	2	3	2	3	2	2.42	3	2	3	2	3	3	2	2.57
CO3	3	2	1	3	2	2	2	2.14	3	3	3	3	3	2	2	2.71
CO4	3	2	2	3	1	2	2	2.14	3	2	3	3	2	2	3	2.57
CO5	3	2	1	3	2	3	1	2.14	3	3	2	2	3	3	2	2.57
CO6	3	2	1	2	1	3	2	2.14	3	2	2	2	3	3	2	2.43
CO7	3	2	3	3	2	3	2	2.57	3	2	3	3	2	2	2	2.43
Mean Overall Score								2.22	Mean Overall Score							2.57
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SOCIAL PSYCHOLOGY- II (CORE THEORY)

SUBJECT CODE: SY602

COURSE OBJECTIVES:

5 Hours Per Week

1. To get introduced to the theories of persuasion
2. To learn about the group behaviors in relation to individual's performance
3. To know about the nature, sources and consequences of prejudice
4. To understand the theories of aggression and strategies to regulate aggression .
5. To know the dynamics of intimate relationships in relation to internal and external sources of attraction

COURSE OUTCOMES:

S.No	Description	Cognition Level (K- Level)
CO1:	Comprehend the theories of persuasion and illustrate the factors in resisting persuasion	K4
CO2:	Explain the influence of various group behaviors in relation to individual's performance	K1
CO3:	Outline the nature, sources and consequences of prejudice and illustrate methods to counteract effects of prejudice	K2
CO4:	Summarize the theories of aggression and strategies to regulate aggression	K2
CO5:	Identify the dynamics of intimate relationships in relation to internal and external sources of attraction.	K1
CO6:	Define the concept of aggression and its type	K2
CO7:	Classify the love, liking and close relationship	K2

UNIT I: PERSUASION

Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion-Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.

UNIT II: GROUP INFLUENCE:

Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing group think, group problem solving, The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.

UNIT III: PREJUDICE

Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice -Discrimination- prejudice inaction- Techniques for countering the effects of prejudice.

UNIT IV: AGGRESSION

Aggression: Definition - Hurting Others – Theories of Aggression – Media violence – Sexual violence- Strategies to reduce Aggression.

UNIT V: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS

Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction-Close relationships-foundations of social self-Divorce& the detachment process.

Text Books:

1. Myers,D.G.,&Twenge,J.M.(2017).*Socialpsychology*(12thed.).NewYork,NY:McGraw–Hill Education.
2. Branscombe,N.R.,Baron,R.A.&Kapur,P.(2017).*Socialpsychology*(14thed.).Chennai,India:PearsonIndia Education Services Private Limited.

References:

1. Myers,D.G.(2002).*SocialPsychology*(7thed.).NewYork,NY:McGrawHillBookCompany.
2. Baron,A.,&Byrne,D.(2002).*SocialPsychology*(10thed.).NewDelhi,India:Prentice-HallofIndia.
3. Baron,A.,Branscombe,N., Byrne,D.,& Bhardwaj,G.(2009).*Social Psychology* (12thed.).New Delhi, India: Dorling Kindersley (India) Private Ltd.

Mapping of COs with PSOs and POs

CO	PO								PSO								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean	
CO1	3	1	2	3	2	3	2	2.28	3	2	2	3	3	3	2	2.57	
CO2	3	2	3	3	2	3	2	2.57	2	2	3	2	3	2	2	2.29	
CO3	3	2	3	3	2	2	2	2.42	3	3	2	3	3	2	2	2.57	
CO4	3	2	3	2	1	3	2	2.28	2	2	2	3	2	2	3	2.29	
CO5	3	2	2	2	1	2	2	2	3	3	2	2	2	2	2	2.29	
CO6	3	2	2	3	1	2	2	2.14	2	2	2	2	2	3	2	2.14	
CO7	3	1	2	3	1	2	2	1.71	3	2	2	3	2	2	3	2.43	
Mean Overall Score								2.2	Mean Overall Score								2.37
Result								High	Result								High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

GUIDANCE AND COUNSELLING PSYCHOLOGY- (CORE THEORY)

SUBJECT CODE: SY603

COURSE OBJECTIVES:

6 Hours Per Week

1. To know the basics of Counseling and Guidance
2. To learn the different approaches to counselling and its Process
3. To gain the knowledge about the Psychological testing and Diagnosis methods
4. To acquire knowledge about qualities and responsibilities of counsellor and ethical consideration
5. To understand the Special areas in counselling

COURSE OUTCOMES:

S. No	Description	Cognition Level (K- Level)
CO1:	Explain the basics of Counselling and Guidance	K1
CO2:	Compare the different approaches to counselling and its Process	K2
CO3:	Develop and acquire skills in problem solving and decision making	K6
CO4:	Gain the knowledge about the Psychological testing and Diagnosis methods	K1
CO5:	Implement the applications of various psychological tests	K3
CO6:	Acquire knowledge about qualities and responsibilities of counsellor and ethical consideration	K1
CO7:	Identify the Special areas in counselling	K2

UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING

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

UNIT II: APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS

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

UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS

Use of psychological tests in guidance and counseling - Types of psychological tests – Nature of a good psychological test - Test interpretation in counseling - Limitations of psychological tests –Diagnosis and its limitations.

UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES

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

UNIT V: SPECIAL AREAS IN COUNSELLING

Family group consultation - Counseling Families Concerning Children - Counseling with Parents- Counseling the Delinquent – Marriage Counseling – Premarital Counseling –Counseling the Handicapped – Career Counseling – Adolescent Counseling-Role of Counselor in developing Good Mental Health.

Text Books:

1. Rao,N.(2013).*Counselling and Guidance*. Chennai, India: Tata Mc Graw Hill.
2. Gladding,S.T.(2017).*Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson,R.L.,& Mitchell,M.H.(2007).*Introduction to counseling and guidance* (7th ed.).Upper Saddle River,NJ: Prentice Hall.

References:

1. Nayak,A.K.(2007):*Guidance and counseling*.New Delhi,India:APHPublishing.
2. Barki, B.G.,&Mukhopadhyay,B.(2008):*Guidance and counseling manual*. New Delhi, India: Sterling.
3. Kochhar,S.K.(1984).*Guidance and counseling in colleges and universities*. New Delhi, India: Sterling.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	2	3	2	3	2	2.42	3	2	2	3	3	3	3	2.71
CO2	3	2	1	3	2	3	2	2.28	3	2	3	3	3	2	3	2.71
CO3	3	2	2	3	1	3	2	2.28	3	3	3	3	3	2	3	2.86
CO4	3	2	1	3	2	3	2	2.28	3	2	3	3	3	2	3	2.71
CO5	3	2	2	3	1	3	2	2.28	3	3	3	3	3	2	3	2.86
CO6	3	2	3	3	2	3	2	2.57	3	2	3	3	3	3	3	2.86
CO7	3	3	1	2	2	3	2	2.28	3	2	2	3	3	2	3	2.57
Mean Overall Score								2.34	Mean Overall Score							2.76
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SUBJECT CODE: SY604A**COURSE OBJECTIVES:**

6 Hours Per Week

1. To learn the need, importance and research methods in sports psychology
2. To understand and apply psychological techniques and theories.
3. To understand the nature, measurement of attitude towards sports behavior
4. To classify various abilities and skills
5. To explain the prevalence, etiology and intervention of alcohol and drug use among athletes

COURSE OUTCOME:

S. No	Description	Cognition Level (K- Level)
CO1:	Explain the need, importance and research methods in sports psychology	K1
CO2:	Apply psychological techniques and theories.	K2
CO3:	Relate physical activity and mental health	K2
CO4:	Discuss the nature, measurement of attitude towards sports behavior	K2
CO5:	Develop physical activity and psychological principles of human performance	K6
CO6:	Classify various abilities and skills required for sports person	K2
CO7:	Explain the prevalence, etiology and intervention of alcohol and drug use among athletes	K1

UNIT I: NATURE AND DEFINITION OF SPORT PSYCHOLOGY- A brief history and development of sport psychology– Research methods used in sports Psychology–Role of sports psychologists–Need and importance of sports psychology.

UNIT II: PHYSICAL ACTIVITY AND MENTAL HEALTH- Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.

UNIT III: ATTITUDES TO SPORT- The nature of attitudes -Measuring attitudes - The formation of attitudes to sport-Attitudes to competition-Attitudes to sport and sporting behavior

UNIT IV: SKILL ACQUISITION AND EXPERTISE- Definitions - Classifying abilities and skills -Two linked issues: the existence of super ability- and the nature–nurture debate in sport –Stages of skill acquisition- The information – processing approach to skills

UNIT V: ALCOHOL AND DRUG USE AMONG ATHLETES: PREVALENCE, ETIOLOGY AND INTERVENTIONS - Prevalence of Alcohol among athletes– Recreational drugs – Ergogenic drugs–Pain killers drugs–Stimulants–Prevention and treatment

References

1. MattJarvis(2006).*Sports Psychology–A student’s Hand book*, Rutledge Publication.
2. D.F.Shaw,T.Gorely & R.M.Corban(2005).*Sports and Exercise Psychology*,BIOS Publisher.
3. Gershon Tenenbaum and Robert C. Eklund.(2007).*Handbook of Sports Psychology*, John Wiley & Sons,Inc.
4. ArnoldLeUnes(2011).*Introducing Sports Psychology–A practical Guide*, Icon book Publication.
5. Gangopadhyaya,S.R.(2008).*Sports Psychology*, Publications - NewDelhi.
6. Gurbakhsh S. Sandhu (2002). *Psychology in Sports - A Contemporary Approach*, Friends Publishers, NewDelhi.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	3	3	2	2	2	2.27	3	3	2	2	3	3	3	2.71
CO2	3	2	3	3	2	3	2	2.57	3	2	3	2	3	2	2	2.43
CO3	3	2	3	3	2	3	1	2.42	2	3	3	2	3	2	2	2.43
CO4	3	2	3	2	3	3	2	2.28	3	2	3	3	3	2	3	2.71
CO5	3	2	3	3	2	3	2	2.57	3	3	3	2	3	2	3	2.71
CO6	3	2	3	3	2	3	2	2.57	3	2	3	3	3	3	2	2.71
CO7	3	1	3	3	3	2	2	2.42	3	2	2	3	3	2	2	2.43
Mean Overall Score								2.49	Mean Overall Score							2.59
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

HUMAN RESOURCE MANAGEMENT- (ELECTIVE- II)

SUBJECT CODE: SY604B

COURSE OBJECTIVES:

6 Hours Per Week

1. To learn the basic concepts of human resource management
2. To understand the need of job analysis in relation to Human Resource Planning and Recruiting
3. To learn strategies for analyze training needs and developing employees
4. To explain the techniques of performance appraisal
5. To understand the importance of Employee motivation in organization

COURSE OUTCOME:

S. No	Description	Cognition Level (K- Level)
CO1:	Outline the basic concepts of human resource management	K3
CO2:	Identify the need of job analysis in relation to Human Resource Planning and Recruiting	K2
CO3:	List strategies for analyze training needs and developing employees	K4
CO4:	Explain the techniques of performance appraisal	K1
CO5:	Examine current issues, trends, practices, and processes in human resource management	K5
CO6:	Relate the importance of Employee motivation in organization	K2
CO7:	Acquire knowledge in managing the workforce of the organization	K1

UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (HRM)

Nature and scope of HRM – Difference between Personnel Management and HRM Functions of HRM- Environment of HRM- Strategic HRM, High – performance work systems, Evidence-based human resource management, Managing ethics, HR qualifications

UNIT II: JOB ANALYSIS AND HUMAN RESOURCE PLANNING AND RECRUITING

The basics of job analysis, Job analysis in a worker empowered world, The recruitment and selection process, Planning and forecasting, The need for effective recruiting, Internal sources of candidates, Outside sources of candidates, Recruiting a more diverse work force

UNIT III: TRAINING AND DEVELOPING EMPLOYEES

Introduction to orienting and training employees, Analyzing training needs and designing the program, Implementing training programs, Implementing Management Development programs, Managing organizational change programs, Evaluating the training effort

UNIT IV: PERFORMANCE MANAGEMENT AND APPRAISAL

Basic concepts in performance management and appraisal, Techniques for appraising performance, dealing with performance appraisal problems, appraisal interview, performance management.

UNIT V: EMPLOYEE EMOTIVATION

Stress management in organization, Conflict management in organization, Providing incentives, empowerment of employees, attention to women related issues.

References

1. Dessler,G.,&Varkkey,B.(2011).*Human Resource Management*. Dorling Kindersley (India) Pvt. Ltd: NewDelhi.
2. Aswathappa,K.(2012).*Human Resource Management– Text and Cases*. Tata McGraw Hill: NewDelhi
3. Cascio,W.F.,&Nambudiri,R.(2010).*Managing Human Resources – Productivity, Quality of Work Life, Profits*. Tata McGraw Hill: New Delhi

Web resources

<https://www.coursera.org/learn/ai-for-everyone>

<https://www.coursera.org/learn/the-science-of-well-being>

<https://www.classcentral.com/course/introduction-to-engagement-and-motivation-at-work-13193>

<https://www.classcentral.com/course/managing-people-motivation-12718>

<https://www.udemy.com/courses/personal-development/>

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	3	2	3	2	3	2	2.57	3	2	2	3	3	3	3	2.71
CO2	3	3	2	3	3	3	2	2.71	2	2	3	2	3	2	3	2.43
CO3	3	3	2	3	3	3	2	2.71	3	3	2	3	3	2	3	2.71
CO4	3	2	2	3	3	3	2	2.57	2	2	2	3	2	2	3	2.29
CO5	3	2	3	3	3	3	2	2.71	3	3	2	2	2	2	2	2.29
CO6	3	2	3	3	3	2	2	2.57	2	2	2	2	2	3	2	2.14
CO7	3	2	3	3	3	2	2	2.57	3	2	2	3	2	2	3	2.43
Mean Overall Score								2.63	Mean Overall Score							2.43
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

ENVIRONMENTAL PSYCHOLOGY- (ELECTIVE- II)

SUBJECT CODE: SY604C

COURSE OBJECTIVES:

6 Hours Per Week

1. To learn the basic concepts of environmental psychology and research methods in environmental psychology
2. To understand the ecology and development
3. To describe the environmental perception and effect of environment on behavior
4. To know the features and effects of crowding on animals and human beings
5. To explain the changing behavior to save the environment

COURSE OUTCOME:

S. No	Description	Cognition Level (K- Level)
CO1:	Explain the basic concepts of environmental psychology and research methods in environmental psychology	K1
CO2:	Relate the ecology and development	K2
CO3:	Implement the various theoretical concepts	K3
CO4:	Describe the environmental perception and effect of environment on behavior	K1
CO5:	Identify and analyze environmental problems as well as the risks associated with these problems	K1
CO6:	Relate the features and effects of crowding on animals and human beings	K2
CO7:	Explain the changing behavior to save the environment	K1

UNIT I

Environmental Psychology Nature and Characteristics; Classification of Environment. Indian Perspective on Human environment Relationship, World view in Psychology and Environmental Psychology, Environment Behavior theories: Arousal, Environmental Load, adaptation level. Behavior constraints, Ecological and Environmental Stress Approach. Research Methods in Environmental Psychology: Experimental, Simulation, Methods of Data Collection: Self-report, Naturalistic Observation, Field Survey, Interview and Questionnaire, experimental, correlation and descriptive methods of data collection in environmental Research,

UNIT II

Ecology and Development: Human Nature and Environmental Problems; Prosocial and Pro-environmental Behaviors, Ecosystems and Their Components: Ecology, Demography, Mortality and Fertility. Resource Use: Common Property Resources, Sustainable Developments, Acculturation and Psychological adaptation. Environmental Stress: Nature and Characteristics. Types of Stress: Natural Disasters, Technological Catastrophe, Noise and Air-pollution, Nature and characteristics: Natural disasters, Technological catastrophe. Noise, Heat and Air pollution: Nature, characteristics and their influences on behavior with special reference to Indian conditions.

UNIT III

Environmental Perception, Cognition and Attitudes Nature and Characteristics of Environmental Perception: Social and Cultural Influences. Environmental Cognition and Cognitive Mapping. Acquisition of Environmental Attitudes, Perception of movement, adaptation and change; Effect of Environment on Behavior: Personal Space and Territoriality: Nature Functions and Determinants of Personal Space, Consequences of Personal Space Invasion Territoriality Functions and Types; Personal Space: Nature, measurement, determinants, consequences of personal space invasion.

UNIT IV

Crowding Nature and Characteristics, Features and Effects of Crowding on Animals and Human Beings, Concept, physiological and behavioral consequences, theories of crowding, overload, arousal, density intensify, behavior constraints, control. Environmental Psychology and Saving the Environment: Environmental Education, Prompts and Reinforcement Techniques in Indian Context.

UNIT V

Environmental psychology and community Quality of life, social process and socialites, preventive intervention; social support and personal control: areas of intervention; Residential neighborhood and urban environments. Changing behavior to save the environment: environmental education, prompt, reinforcement, techniques, specific environmental problems: Littering energy conservation, transportation and vandalism.

References:

1. Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA.
2. Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala
3. Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.

4. Stokols, D. and Atmann, I. (Eds) (1987).Handbook of Environmental Psychology. New York: Wiley.
5. Tewari, P. S. N. (2000). ParyavaraniyaManovigyan. New Delhi: MotiLalBanarsi Das. Sahoo, F.M.
6. Mishra P.K. &Pinta, R.S. (1985) Environment and Behavior: Ecology Perspective. New Delhi: Akshat Publications.
7. Bell, P.A. Fisher, J.D. & Loomis, R.J. (1973) Environmental Psychology, Philadelphia W.B. Sannders.

Mapping of COs with PSOs and POs

CO	PO								PSO							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	2	2	3	2	3	2	2.42	3	2	2	3	3	3	2	2.57
CO2	3	2	3	3	2	3	2	2.28	2	2	3	2	3	2	2	2.29
CO3	3	2	3	3	2	3	1	2.42	3	3	2	3	3	2	2	2.57
CO4	3	2	3	3	2	3	2	2.57	2	2	2	3	2	2	2	2.14
CO5	3	2	3	3	2	3	1	2.42	3	3	2	2	2	2	2	2.29
CO6	3	2	3	3	2	3	1	2.42	2	2	2	2	2	3	2	2.14
CO7	3	2	3	3	2	3	2	2.57	3	2	2	3	2	2	3	2.43
Mean Overall Score								2.44	Mean Overall Score							2.35
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)

SUBJECT CODE: PSY601**COURSE OBJECTIVES:**

6 Hours Per Week

1. To learn the need for the psychological testing or experiments.
2. To analyze and apply the understanding of psychological testing
3. To gain practical exposure to various psychological concepts
4. To assess, diagnose and interpret the tests and its related results
5. To interpret and assess the role of psychological testing in various field

COURSE OUTCOME:

S. No	Description	Cognition Level (K- Level)
CO1:	Have knowledge about psychological testing and purposes.	K1
CO2:	Identify the need for the psychological testing or experiments.	K2
CO3:	Analyze and apply the understanding of psychological testing	K4
CO4:	Gain practical exposure to various psychological concepts such as Personality, Aptitude, Interest, Achievement tests, Stress and coping, Attitudes and behavior and Creativity	K1
CO5:	Conduct psychological experiments to measure individual's Personality, Aptitude, Interest, Achievement tests, Stress and coping, Attitudes and behavior and Creativity	K5
CO6:	Assess, diagnose and interpret the tests and its related results	K5
CO7:	Interpret and assess the role of psychological testing in various field	K2

Concepts:

- Personality
- Aptitude
- Interest
- Achievement tests
- Stress and coping
- Attitudes and behavior
- Creativity

A minimum of 10 experiments should be conducted per semester

Atleast one experiment from each concept should be chosen

EVALUATION

INTERNAL	MARKS	EXTERNAL	MARKS
Conduction	5	Conduction	10
Interpretation	10	Interpretation	25
Practical Notebook	25	Viva Voce	25
Total	40	Total	60

Actual Conduction of Practicals and reporting it in the practical note book in the prescribed format (internal assessment) carries 40 marks. The Term End Practical Examination including Viva Voce (External Assessment) carries 60 marks. Total marks for practical examination will be 100 marks (Internal 40 marks and External 60 marks).

References

1. A. Anastasi & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
2. Aiken, L. R. (1997). Psychological testing and assessment. Allyn & Bacon.
3. Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (1996). Psychological testing and assessment: An introduction to tests and measurement. Mayfield Publishing Co.

4. Cronbach, L.J. Essentials of Psychological Testing.

5. Fernandez-Ballestros, R.1st edition (2003) Encyclopaedia of Psychological Assessment.Vol I and II.Sage Publications. New Delhi.

Mapping of COs with PSOs and POs

CO	PO								PSO							
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	Mean	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	Mean
CO1	3	3	2	3	3	3	1	2.57	3	3	2	3	3	3	2	2.71
CO2	3	3	1	3	3	3	2	2.57	3	3	2	3	3	3	3	2.86
CO3	3	3	2	3	3	3	1	2.57	3	3	3	3	3	2	2	2.71
CO4	3	3	2	3	3	3	2	2.71	3	2	2	3	2	2	3	2.43
CO5	3	3	2	3	3	3	2	2.71	3	3	2	3	3	3	2	2.71
CO6	3	3	2	3	2	3	1	2.42	3	3	2	3	3	3	3	2.86
CO7	3	3	2	3	2	3	2	2.57	3	2	2	3	2	2	2	2.29
Mean Overall Score								2.58	Mean Overall Score							2.65
Result								High	Result							High

High – (2.1 – 3), Medium – (1.1 – 2), Low – (0 – 1)