



**PSGR**  
**Krishnammal College for Women**



**DEPARTMENT OF PSYCHOLOGY**

**CHOICE BASED CREDIT SYSTEM & OUTCOME  
BASED EDUCATION SYLLABUS**

**BACHELOR OF PSYCHOLOGY (B Sc Psy) 2020-2023 BATCH**



## **BACHELOR OF PSYCHOLOGY**

### **PROGRAMME OUTCOMES**

After completion of the programme the students will be able to: -

- PLO1: Gain foundation in applying the psychological principles to personal, social and organizational issues.
- PLO2: Attain critical and creative thinking, problem solving skills to solve problems related to behavior and mental processes
- PLO3: Carry-out research projects and case studies by applying basic research methods in psychology, using psychometric tools and psychological statistics.
- PLO4: Integrate psychological concepts and apply to other disciplines related to their passion.
- PLO5: Scientifically manifest the ethical practice of psychological knowledge in the fieldwork and industry

### **BACHELOR OF PSYCHOLOGY PROGRAMME SPECIFIC OUTCOMES**

The students at the time of graduation will

- PSO1: A thorough knowledge about various sub-specialties in the field of psychology and to appreciate and decide on the scope and application of those fields
- PSO2: Possess skills in carrying out non-clinical psychological tests, identification of psychopathologies and handling the day-to-day minor issues of the service seekers
- PSO3: Application of research knowledge in constructing new psychological tests; exploring various psychological constructs and testing the effectiveness of psychological intervention
- PSO4: A foundation level knowledge in using the statistical software for carrying out the research analysis



**DEPARTMENT OF PSYCHOLOGY**

**CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION  
SYLLABUS & SCHEME OF EXAMINATION  
BACHELOR OF PSYCHOLOGY 2020-2023 BATCH (SEMESTER I - VI)**

SEM	Part	Subject Code	Title of the Paper	Instruction	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
								CA	ESE	TOTAL	
I	I	TAM2001/ HIN2001/ FRE2001/ MAL1701	Language T/H/F/M - Paper I	6	86	4	3	40	60	100	3
	II	ENG2001/ ENG20F1	English Paper-I/ Functional English Paper -I	6	86	4	3	40	60	100	3
	IIIA	PY20C01	Core I General Psychology I	5	71	4	3	40	60	100	4
	IIIA	PY20C02	Core I Developmental Psychology I	5	71	4	3	40	60	100	4
	IIIA	PY20A01	Allied I Biological Psychology - I	6	86	4	3	20	55	75	5
	IV	NME16B1/ NME16A1/ NME18ES	Basic Tamil/Advanced Tamil / Introduction to Entrepreneurship	2/2 /2	28/ 26/ 26	2/4/4	-/2/-	50/ 50/ 100	50/ 50/-	100/ 100/ 100	2
II	I	TAM2002/ HIN2002/ FRE2002/ MAL1702	Language T/H/F/M - Paper - II	6	86	4	3	40	60	100	3
	II	ENG2002/ ENG20F2	English Paper-II / Functional English Paper -II	6	86	4	3	40	60	100	3
	IIIA	PY20C03	Core III General Psychology II	5	71	4	3	40	60	100	4
	IIIA	PY20C04	Core IV Developmental Psychology II	5	71	4	3	40	60	100	4
	IIIA	PY20A02	Allied II Biological Psychology -II	6	86	4	3	20	55	75	5
	IV	-	Online courses	-	Self-Study	-	-	-	-	-	-

	IV	NME16B2/A2	Basic Tamil/Advanced Tamil	-	Self-Study	2	-	-	-	-	
	VI	REG16EE	Effective English Communication	2	30					100	2
	IIIB	NM12GAW	Foundation Course –1 (General awareness)	Self-study (Online)			100	-	Grade		
III	I	TAM2003/ HIN2003/ FRE2003/ MAL1703	Language T/H/F/M - Paper III	6	86	4	3	40	60	100	3
	II	ENG2003/ ENG20F3	English paper III/ Functional English paper III	5	71	4	3	40	60	100	3
	IIIA	PY20C05	Core V Abnormal Psychology I	5	71	4	3	40	60	100	5
	IIIA	PY20CP1	Core Practical - I Experimental Psychology I	4	60	-	3	20	30	50	2
	IIIA	PY20A03	Allied - III Statistics in Psychology	5	71	4	3	20	55	75	4
	IV	PY20SB01	Skill Based Subject - I Counseling Psychology	3	29	1	-	-	-	-	-
	IV	PY20SBP1	Skill Based Subject Practical - I Fundamentals of Counseling Skills		15	-	-	-	-	-	-
	IIIB	NM10EVS	Foundation Course-II (Environmental Studies)	Self-study			-	-	-	-	-
	IIIB	NM14VHR	Foundation Course-III (Value Education and Human Rights)	2	26	4	-	-	-	100	2
	VI	JOB1994	Job Oriented Course	After 12.30 PM 60 h			GRADE**				
IV	I	TAM2004/ HIN2004/ FRE2004/ MAL1704	Language T/H/F/M- Paper – IV	5	71	4	3	40	60	100	3
	II	ENG2004/ ENG20F4	English paper IV/ Functional English paper IV	6	86	4	3	40	60	100	3
	IIIA	PY20C06	Core VI Abnormal Psychology II	5	71	4	3	40	60	100	4
	IIIA	PY20CP2	Core Practical – II Experimental Psychology II	4	60	-	3	20	30	50	2
	IIIA	PY20A04	Allied - IV Research Methodology	5	71	4	3	20	55	75	4
	IV	PY20SB01	Skill Based Subject - I Counseling Psychology	3	14	1	2	25	75	100	4

	IV	PY20SBP1	Skill Based Subject Practical - Fundamentals of Counseling Skills		30	-	2	40	60	100	2
	IIIB	NM10EVS	Foundation Course-II (Environmental Studies)	2	26	4	2	-	-	100	2
	V	-	Extension Activities NSS/ NCC/YRC/ Sports and Games/ Ecowatch/ YiNet/ Rotract/ WBCC/					-	100	100	1
V	IIIA	PY20C07	<b>Core VII</b> Social Psychology I	3	42	3	3	40	60	100	3
	IIIA	PY20C08	<b>Core VIII</b> Health Psychology	4	56	3	3	40	60	100	4
	IIIA	PY20C09	<b>Core IX</b> Forensic Psychology**	5	71	4	3	40	60	100	5
	IIIA	PY20E01	<b>Elective: I</b> Gender Psychology	5	71	4	3	40	60	100	5
	IIIA	PY20E02	<b>Elective: II (optional)</b> Life Skills and Personality		71	4	3	40	60	100	
	IV	PY20SBC E/ PY20SBP3	Coursera Course – Introduction to Psychology and Mental Health: Practice and Advocacy/Basic of Psychological Test Construction	3	45	-	2	40	60	100	3
	IIIA	PY19AC1	<b>#Advanced Learners' Course I –(OPTIONAL)</b> Psychology of Language	Self-study		-	3	25	75	100*	*5
	IIIA	PY19AC2	<b>#Advanced Learners' Course II -</b> Psychology of Adjustment								
	IIIA	PY19CP3	<b>Core Practical III:</b> Experimental Psychology III	4	60	-	3	20	30	50	2
	IIIA	PY19Proj	<b>Group Project Viva voce</b>	4	-	-	-	20	80	100	5
	VI	NM13IS1	Information security	2	26	4	-	-	-	Grade	-
	VI A		Comprehensive Examination	-	-	-	1	-	100	Grade	-
	VI		Supportive Course	-	-	-	-	-	-	-	-
VI		Personality Development	-	-	-	-	-	-	-	-	
VI		<b>Internship (Clinical / Industrial /School)</b>	<b>Two weeks</b>		-	-	-	<b>100</b>	2		
VI	IIIA	PY20C10	Core X Social Psychology II	6	86	4	3	40	60	100	5
	IIIA	PY20C11	Core XI Industrial and Organizational Psychology	6	86	4	3	40	60	100	5
	IIIA	PY20C12	Core XII Environmental Psychology	6	86	4	3	40	60	100	5
	IIIA	PY20E03	Elective: III Fundamentals of Yoga and Indian Psychology	5	71	4	3	40	60	100	5
	IIIA	PY20E04	Elective: IV (OPTIONAL) Consumer Behaviour								

IV	PY20SBP 4	Skill Based Practical Psychological Testing	3	45	-	2	40	60	100	3
IIIA	PY19AC 3	#Advanced Learners' CourseIII Emotional Intelligence	Self-Study			3	25	75	100	5 *
IIIA	PY19AC 4	#Advanced Learners' Course IV Positive Psychology								
IIIA	PY20CP 4	Core Practicals IV Experimental Psychology IV	4	60	-	3	20	30	50	2

\* Not considered for GPA and Grand Total

\*\*Accredited Course in tie up with SIFS Institute

## QUESTION PAPER PATTERN

### CORE & ALLIED PAPERS

#### **Continuous Internal Assessment: 50 Marks**

BLOOM'S CATEGORY	SECTION	MARKS	TOTAL
K <sub>1</sub>	A – 5 X 2 Marks	10	50
K <sub>1</sub> , K <sub>2</sub>	B – 4 X 5 Marks	20	
K <sub>3</sub> , K <sub>4</sub>	C - 2/3 X 10 Marks	20	

#### **End Semester Examination: 100 Marks (Semesters I-II)**

BLOOM'S CATEGORY	SECTION	WORD LIMIT	MARKS	TOTAL
K <sub>1</sub>	A-12/15 X 2 Marks	One or two sentences	24	100
K <sub>1</sub> , K <sub>2</sub>	B - 6/8 X 6 Marks	250	36	
K <sub>3</sub> , K <sub>4</sub>	C - 4/6 X 10 Marks	500	40	

#### **End Semester Examination: 100 Marks (Semesters III-VI)**

BLOOM'S CATEGORY	SECTION	WORD LIMIT	MARKS	TOTAL
K <sub>1</sub> , K <sub>2</sub>	A-11/13 X 2 Marks	One or Two Sentences	22	100
K <sub>1</sub> , K <sub>2</sub>	B -5/7 X 6 Marks	300	30	
K <sub>3</sub> , K <sub>4</sub>	C - 4/6 X 12Marks	600-800	48	

### Question Paper Pattern (SEM V)

#### **CIA Question Paper Pattern: 2 x 25 = 50 Marks**

One question from each unit with each question comprising of

- Two questions with a weightage of 2 marks (no choice)
- Two questions with a weightage of 6 marks (no choice)
- One question with weightage of 9 marks (Internal Choice at the same CLO level)

#### **ESE Question Paper Pattern: 5 x 20 = 100 Marks**

One question from each unit with each question comprising of

- One question with a weightage of 2 marks (no choice)
- One question with a weightage of 6 marks (Internal Choice at the same CLO level)
- One question with weightage of 12 marks (Internal Choice at the same CLO level)

**ADVANCED LEARNERS COURSE (ALC)****Continuous Internal Assessment: 25 Marks**

<b>BLOOM'S CATEGORY</b>	<b>SECTION</b>	<b>MARKS</b>	<b>TOTAL</b>
K3, K4	A – 4 / 6 X 4 Marks	16	25
K4, K5	B – 1 / 2 X 9 Marks	9	

**End Semester Examination: 75 Marks**

<b>BLOOM'S CATEGORY</b>	<b>SECTION</b>	<b>MARKS</b>	<b>TOTAL</b>
K3, K4	A-5/8X5=25 Marks	25	75
K4, K5	B – 5/8X10=50 Marks	50	

**VALUE EDUCATION AND HUMAN RIGHTS / ENTREPRENEURSHIP / ENVIRONMENTAL STUDIES****Continuous Internal Assessment: 50 Marks**

<b>SECTION</b>	<b>MARKS</b>	<b>TOTAL</b>
A – 4 / 6 X 5 Marks	20	50
B – 2 / 3 X 15 Marks	30	

**Value Education and Human Rights & Environmental Studies two internal tests will be conducted for 50 marks each and the total marks secured will be equated to a maximum of 75 marks. In addition, 25 marks are allotted for project / group discussion / presentation of a report.**

**INFORMATION SECURITY****Continuous Internal Assessment: 40 Marks**

<b>SECTION</b>	<b>MARKS</b>	<b>TOTAL</b>
A – 5 / 8 X 2 Marks	10	40
B – 6 / 8 X 5 Marks	30	



## **FIELD TRAINING – 100 Marks**

The students have the option to select any field out of Clinical, School, Forensic and Counseling in consultation with the staff co-ordinator & HoD. The students are to undergo training for a period of two weeks – one month at the end of semester IV during vacation. The students must maintain a work diary and prepare report of the training undergone and submit the same to the HoD. At the beginning of the semester V, a viva voce will be conducted by the internal examiners on a predetermined day.

<b>MODE OF EVALUATION</b>	<b>MARKS</b>	<b>TOTAL</b>
Attendance	10	100
Work Diary	15	
Report	50	
Viva-voce	25	

## **PROJECT**

### **Group Project and Viva Voce**

Students will be assigned to different groups with each group constituting of 5 members. Each group will be guided by a faculty. A topic for project work will be identified by the students in consultation with the faculty in-charge. The topic/area of work will be finalized at the end of IV semester, allowing scope for the students to gather relevant literature during the vacation. Data collection would be carried out during the V<sup>th</sup> semester. A Viva Voce/presentation will be conducted by a panel comprising of HOD and internal examiners. A power point presentation by the student group will be evaluated on the basis of students' response to the questions.

### **Overall outline**

**Each project should contain the following**

**Introduction of the topic**

**Review of Literature**

**Methodology**

**Results and Discussions – evidences in the form of figures, tables and photographs**

**Conclusion / Summary**

**References**

**The above contents should not exceed 50 pages**

**Internal Assessment: 20 Marks**

<b>Review</b>	<b>Mode of Evaluation</b>	<b>Marks</b>	<b>Total</b>
I	Selection of the field of study, Topic & Literature Collection	5	20
II	Research Design and Data Collection	10	
III	Analysis & Conclusion, Preparation of rough draft	5	

**External Assessment: 80 Marks**

<b>Mode of Evaluation</b>	<b>Marks</b>	<b>Total</b>
<b>Project Report</b>		
Relevance of the topic to academic / society	10	60
Objectives	10	
Research Design	20	
Interpretation of Results and Discussion	20	
<b>Viva Voce</b>		
Presentation	10	20
Discussion	10	

## CONTINUOUS INTERNAL ASSESSMENT

### Theory

	<b>CIA I</b>	<b>CIA II</b>	<b>Model Exam</b>	<b>Assignment/ Class Notes</b>	<b>Seminar</b>	<b>Quiz</b>	<b>Participation n</b>	<b>Library Usage</b>	<b>Attendance</b>	<b>Max. Marks</b>
<b>Core / Allied</b>	5	5	6	4	5	4	5	3	3	40
<b>SBS</b>	5	5	15	-	-	-	-	-	-	25
<b>ALC</b>		10	15	-	-	-	-	-	-	25
<b>Information Security</b>	40	40		10		10				100

### Practical

	<b>Model Exam</b>	<b>Lab Performance</b>	<b>Regularity in Record Submission</b>	<b>Attendance</b>	<b>Maximum Marks</b>
<b>Core / SBS</b>	12	20	5	3	40

## RUBRICS

### Assignment/ Seminar

Maximum - 20 Marks (converted to 4 marks)

Criteria	4 Marks	3 Marks	2 Marks	1 Mark
<b>Focus</b> Purpose	Clear	Shows awareness	Shows little awareness	No awareness
<b>Main idea</b>	Clearly presents a main idea.	Main idea supported throughout	Vague sense	No main idea
<b>Organization:</b> Overall	Well planned	Good overall organization	There is a sense of organization	No sense of organization
<b>Content</b>	Exceptionally well presented	Well presented	Content is sound	Not good
<b>Style:</b> Details and Examples	Large amounts of specific examples and detailed description	Some use of examples and detailed descriptions	Little use of specific examples and details	No use of examples

## CLASS PARTICIPATION

Maximum - 20 Marks (converted to 5 marks)

Criteria	5 Marks	4 Marks	3 Marks	2 Marks	1 Mark	Points scored
<b>Level of Engagement in Class</b>	Student proactively contributes to class by offering ideas and asks questions more than once per class.	Student proactively contributes to class by offering ideas and asks questions once per class	Student contributes to class and asks questions occasionally	Student rarely contributes to class by offering ideas and asking no questions	Student never contributes to class by offering ideas	
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student listens when others talk in groups and in class occasionally	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
<b>Behavior</b>	Student almost never	Student rarely displays	Student occasionally displays	Student often displays	Student almost always	

	displays disruptive behavior during class	disruptive behavior during class	disruptive behavior during class	disruptive behavior during class	displays disruptive behavior during class	
<b>Preparation</b>	Student is almost always prepared for class with required class materials	Student is usually prepared for class with required class materials	Student is occasionally prepared for class with required class materials	Student is rarely prepared for class with required class materials	Student is almost never prepared for class.	
					<b>Total</b>	

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C01</b>	<b>CORE-I - GENERAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

#### **Preamble**

To enable the students to:

- know the history and perspectives in Psychology
- learn the processes of sensation, perception and attention
- understand the nature of consciousness
- understand the process of learning
- learn the process of memory and the causes of forgetting

#### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Summarize the history and perspectives in Psychology	K1
<b>CO2</b>	Relate the actions of sensation, perception and attention	K3, K4
<b>CO3</b>	Cognize consciousness and its natural and altered states	K2
<b>CO4</b>	Apply and analyze systems and practices of learning	K3, K4
<b>CO5</b>	Understand, apply and analyze the process of memory and causes of forgetting	K2, K3, K4

#### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	M	H	H	H
<b>CO2</b>	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H-High; M-Medium; L-Low

## **CORE – I – GENERAL PSYCHOLOGY – I**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(15 Hrs)**

##### **INTRODUCTION TO PSYCHOLOGY**

Definition of Psychology – Nature of Psychology - Brief history– Psychology in India - Ancient Roots and Modern Developments- Modern Psychology–Structuralism – Functionalism- Behaviorism - Challenges to Behaviorism – Grand Issues and Key Perspectives in Psychology – Major perspectives of Modern Psychology – Behavioral - Cognitive - Biological - Evolutionary - Developmental - Psychodynamic - Social and Cultural – Feminist – Humanistic - Constructionist– Contemporary Psychology: Trends in the Twenty-First century-Major Subfields of Psychology - Psychology and Diversity : The Multicultural Perspective – The Exportation of Psychology from Science to Practice – Psychology and the Scientific Method – The Role of Theory in the Scientific Method - Advantages of the Scientific Method – Confirmation bias – Availability Heuristic Rational Versus Intuitive Thought – Critical Thinking – Research Methods in Psychology – Ethical Issues in Psychological Research.

#### **UNIT II**

**(16 Hrs)**

##### **SENSATION, PERCEPTION AND ATTENTION**

Meaning of the word Sensation and Definition: Sensory receptors – Transduction - Sensory Thresholds–Psychophysical Procedures–Sensory Adaptation–Signal detection Theory– Difference Threshold–Stimuli Below Threshold–Basic sensation–Vision–Light: Hearing–Touch and other Skin Senses–Smell and Taste : Chemical Senses– Kinesthesia and Vestibular Sense.

Meaning and Definition of Perception –Nature of Perception – Types of Perception, - Various Process in perception - Organizing Principles and Laws – Law of Whole – Principle or law of figure and background – Theories of perception – Illusion – Types - Hallucinations – Types - Extra Sensory Perception. - Factors that influence perception – Depth perception Errors in perception–Perceptual Constancies- Attention: Meaning–Types–Determinants–Time Perception

#### **UNIT III**

**(13 Hrs)**

##### **CONSCIOUSNESS**

Biological Rhythms: Tides of Life and Conscious Experience – Definition of Consciousness - Nature of consciousness, Biological Rhythms - Circadian Rhythms – Waking states of consciousness – Controlled and Automatic Processing - Sleep – Effects of Sleep Deprivation – Sleep Disorders – Dreams –Natural State of Consciousness and Altered State of Consciousness - Hypnosis - Consciousness altering drugs – Meditation – Other Altered States.

#### **UNIT IV**

**(13 Hrs)**

##### **LEARNING**

Learning: Definition and Nature - Classical conditioning – Some basic Principles – Acquisition – Delayed Conditioning – Trace Conditioning – Simultaneous conditioning – Backward conditioning – Extinction – reconditioning - spontaneous recovery – generalization and discrimination - Operant conditioning – Reinforcement – Premack Principle – Punishment – Schedules of Reinforcement - Social and Cognitive Learning: Latent Learning – Insight Learning -Observational Learning – Basic Principles - Key Factors - Skill learning.



**UNIT V****(14 Hrs)****MEMORY AND FORGETTING**

Definition of Memory - Human Memory: Influential Views – Kinds of Information stored in memory - Working Memory –Memory for factual Information: Episodic and Semantic Memory – Memory for skills: Procedural Memory.

Forgetting – Meaning and Definition : Views – Forgetting as a result of Interference – Forgetting and retrieval inhibition - Memory Distortion and Memory Construction – Memory in Everyday Life – Autobiographical Memory - Memory for emotionally laden events Memory Disorder – Memory and the brain.

<b>Text Book</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression
<b>Reference Books</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Mishra, Braj Kumar	Psychology : The study of Human Behaviour	PHI Learning Private Limited, Delhi	2 <sup>nd</sup> Edition, 2018
2	Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L	Introduction to Psychology	New Delhi: Oxford and IBH Publishing Co	2003
3	Dash, B.N and Tripathy G. M,	Essentials of General Psychology	Delhi: HS Offset Printers	2017
4	Feldman, R. S	Understanding Psychology	New Delhi: McGraw Hill Education (India) Ltd.	2014
5	Morgan, C.T., King R.A., Weisz, J.R. & Schopler, J	Introduction to Psychology	New Delhi: Tata McGraw Hill	2008

**Pedagogy:**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar and Observational Learning

**Course Designers:**

1. Dr. P. Paramanandam
2. Mrs. K. S. Paviyazhini

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C02</b>	<b>CORE-II – DEVELOPMENTAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

#### **Preamble**

To enable the students to:

- gain knowledge of Growth and Decline and significant facts of life span development.
- create awareness on the evolution of human life from conception.
- generate awareness on the physiological, psychological changes and hazards in babyhood.
- increase knowledge on the physiological, psychological changes and hazards in Early Childhood.
- generate understanding on the physiological, psychological changes and hazards in Late Childhood.

#### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Specify Growth and Decline and recognize important facts of life span development.	K1
<b>CO2</b>	Understands evolution of human life from conception	K2
<b>CO3</b>	Relate physiological, psychological changes and analyse hazards of babyhood	K2, K3
<b>CO4</b>	Associate physiological, psychological changes and explore hazards in Early Childhood	K2, K3
<b>CO5</b>	Relate physiological, psychological changes and study hazards in Late Childhood	K2, K3

#### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	M	M	H
<b>CO2</b>	M	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **CORE – II – DEVELOPMENTAL PSYCHOLOGY – I**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **INTRODUCTION**

An Orientation of Lifespan Development – How Culture, Ethnicity and Race Influence Development – Determining the Nature and Nurture of Lifespan Development – Stages of Development of an individual - Growth and decline – Definition and Meaning of Developmental Changes-significant facts about development–Recent Focus of Interest in the Life Span- Obstacles in Studying life span Development – Happiness and unhappiness during the life span

#### **UNIT II**

**(15 Hrs)**

##### **PRENATAL DEVELOPMENT AND INFANCY**

Prenatal Period: Characteristics of Prenatal Period – How life Begins - Maturation-Ovulation-Fertilization – Importance of Conception – Hereditary Endowment-Gender-Number of Offspring-Ordinal Position– Some Common Characteristics Associated with Ordinal Positions - Periods of Prenatal Development, Attitudes of Significant People – Hazards during Prenatal Period – Physical Hazard – Psychological Hazard.

Infancy : Characteristics of Infancy – Major Adjustments – Conditions influencing Adjustment to Postnatal Life – Kinds of Birth – Conditions that affect parental Attitudes towards the Infant – Characteristics and Activities of Infant – Sensory Capacities of Infants – Hazards of Infancy - Physical Hazard – Psychological Hazard

#### **UNIT III**

**(15 Hrs)**

##### **BABYHOOD**

Characteristics of Babyhood – Developmental Tasks of Babyhood – Physical Development – Physiological Functions – Muscle Control – Speech Development - Emotional Behaviour in Babyhood – Developments in Socialization – Beginnings of Interest in Play – Development of understanding – Beginnings of Morality – Beginning of Sex Role Typing – Family Relationships – Personality Development in Babyhood – Hazards and Happiness in Babyhood

#### **UNIT IV**

**(15 Hrs)**

##### **EARLY CHILDHOOD**

Characteristics of Early Childhood – Developmental Tasks of Early Childhood – Physical Development – Physiological Habits – Skills of Early Childhood – Improvements in Speech during early childhood – Emotions of early childhood – Socialization and play in Early Childhood – Development of Understanding – Moral Development in Early Childhood – Common Interest in Early Childhood – Sex Role Typing – Family Relationships – Personality Development – Hazards and Happiness in Early Childhood..

**UNIT V****(13 Hrs)****LATE CHILDHOOD**

Characteristics – Developmental Tasks – Physical Development –Skills –Speech Improvement– Emotions and Emotional Expressions in Late Childhood - Social Groupings and Social Behaviour – Play Interests and Activities – Increase in Understanding – Moral Attitudes and Behavior –Interests in late childhood – Sex Role Typing – Changes in Family Relationships and Personality changes – Hazards and Happiness in Late Childhood..

<b>Text Books</b>				
<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Hurlock, E. B	Developmental Psychology: A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt Ltd	1981
<b>Reference Books</b>				
<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Rathus, S. A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016
2.	Baron, R.A. & Misra, G.	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression
3.	Berk, L.	Child Development	New Delhi: Pearson Education, Inc.	2013
4.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2011
5.	Feldman, R. S & Babu, N	Discovering the Life Span	New Delhi: Pearson Education, Inc.	2011
6.	Hurlock, E. B.	Human Development	McGraw Hill Education, Chennai	9 <sup>th</sup> Edition, 2004
7.	Baron, R.A. & Misra, G.	Child Development	New Delhi: Tata McGraw Hill Education Pvt Ltd	1997

**Pedagogy**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, OnlineGroup Discussions, Videos, Assignment, Quiz, Seminar and Observational Learning

**Course Designers:**

- Mrs. K. S. Paviyazhini
- Mr. Gobinath V

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20A01</b>	<b>ALLIED-I – BIOLOGICAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

#### **Preamble**

To enable the students to:

- understand foundations of behavioural neuroscience and basic mechanism of nervous system
- identify structure and functions of nervous and endocrine systems.
- understand and realize visual system and its functions.
- comprehend auditory, vestibular, body and chemical senses and its functions
- gain knowledge on control of movements.

#### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Explain basics of behavioural neuroscience and basic mechanism of nervous system	K1, K2
<b>CO2</b>	Understand and categorize the structure and functions of nervous and endocrine systems	K3, K4
<b>CO3</b>	Identify and analyze visual system and its functions.	K2
<b>CO4</b>	Classify auditory, vestibular, body and chemical senses and its Functions	K3, K4,
<b>CO5</b>	Recognize and study control of movements	K3

#### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	H	H	M	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	M	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

**Syllabus****UNIT I****(20Hrs.)****INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE AND BASIC COMPOSITION OF NERVOUS SYSTEM**

Foundations of Behavioral Neuroscience–Goals of Research–Biological Roots of Behavioral Neuroscience -Natural Selection and evolution – Functionalism and Inheritance of Traits–Darwin’s Theory–Mutations – Selective Advantage- Evolution of Large Brains –Factors involved in evolution- Ethical Issues in research with humans and other animals- future of neuroscience–careers in neuroscience and strategies for learning behavioral neuroscience–Overview of nervous system - Cells of nervous system - Neurons–Supporting Cells–Blood-Brain Barrier–Communication within a neuron–Neural Communication–Measuring Electrical Potentials of Axons –Membrane Potential–Action Potential - Conduction of Action Potential–Communication between neurons–Structure of Synapses–Release of Neurotransmitters–Activation of Receptors – Postsynaptic Potentials–Termination of Postsynaptic Potential– Effects of Postsynaptic Potentials : Neural Integration–Auto receptors–Other types of Synapses – Other forms of Chemical Communication.

**UNIT II****(17Hrs.)****STRUCTURE AND FUNCTION OF NERVOUS AND ENDOCRINE SYSTEMS**

Basic features of nervous system - Anatomical Directions – Meninges –Ventricular System and Production of CSF - Structure and Functions of Central Nervous System– Forebrain – Midbrain – Hindbrain – Spinal Cord –Structure and Function of peripheral nervous system – Cranial Nerves – Spinal Nerves –Autonomic Nervous System– Endocrine glands – Pituitary – Thyroid – Parathyroid – Adrenals - Pineal body - Ovaries and Testes.

**UNIT III****(17Hrs.)****SENSORY SYSTEM – VISION**

The Eye–The Stimulus; Light–Anatomy of Eye– Photoreceptors - Transduction– Central and Peripheral Vision–Optic Nerves and Visual Pathway–Brain regions involved in visual processing- Lateral Geniculate Nucleus–Striate Cortex – Extra striate Cortex - perception of color–Role of The retinal Ganglion Cells in Light/ Dark Perception–Role of the Retina in color perception–Role of the Striate Cortex and Extra striate Cortex in color perception–Perception of form–Role of Striate Cortex and Extra striate Cortex - Perception of spatial location–Role of Retina, Striate Cortex and Extra striate Cortex - perception of orientation and movement- Role of Striate Cortex and Extra striate Cortex

**UNIT IV****(16Hrs.)****SENSORY SYSTEM – AUDITION, BODY AND CHEMICAL SENSES**

Audition–The stimulus–Anatomy of the ear–Auditory Hair cells and the transduction of auditory information– the auditory pathway–Perception of Pitch, Loudness, Timbre, Spatial Location, Complex Sounds and Music -Vestibular system–Anatomy of vestibular Apparatus–Vestibular Pathway – Somatosenses – The stimuli –Anatomy of skin and its Receptive organs–Perception of Cutaneous Stimulation –Somatosensory Pathways– Perception of pain–Gestation–The Stimuli–Anatomy of the Taste Buds and Gustatory Cells–Perception of Gustatory Information–Gustatory Pathway–Olfaction–Stimulus and Anatomy of the Olfactory Apparatus – Transduction of Olfactory Information –Perception of Specific Odors.

**UNIT V****(16Hrs.)****CONTROL OF MOVEMENT**

Skeletal Muscle–Anatomy –Physical Basis of Muscular Contraction– Sensory Feedback from Muscles - Control of movement by the spinal cord –The Monosynaptic Stretch Reflex –The Gamma Motor System–Polysynaptic Reflexes - Control of movement by the brain– Cortical Structures, control of movement : Descending Pathways – Planning and initiating movements :Role of the motor association cortex–Sub-cortical structures–reticular formation-cerebellum- basal ganglia- Complex motor behaviour–Imitating and Comprehending Movements : Role of the Mirror Neuron System–Control of Reaching and Grasping : Role of the Parietal Cortex - Deficits of skilled movements : The Apraxia–Limb Apraxia and Constructional Apraxia.

<b>Text Books</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Carlson, N. R. & Birkett, M. A	Physiology of Behaviour	Pearson Education, Inc, India	2017
<b>Reference Books</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Carlson, N.R.	Foundations of Behavioural Neuroscience	India, Pearson Education, Inc	2014
2.	Pinel, J. P.J, & Barnes, S. J,	Introduction to Biopsychology	Pearson Education, Inc,	2015
3.	Green, S.	Principles of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994
4.	Khosla, M	Physiological Psychology An Introduction	SAGE Publications India Pvt Ltd.,	2017
5.	Baron, R.A. & Misra, G.	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression

**Pedagogy:**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Video, Assignment, Quiz, Seminar and Observational Learning.

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Mr. Gobinath V

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C03</b>	<b>CORE–III-GENERAL PSYCHOLOGY-II</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### **Preamble**

To enable the students to:

- understand the nature of thinking and problem solving
- learn the theories of motivation and nature of emotions
- know the differences in intelligence
- understand personality and methods of assessing personality
- learns concepts and practices of health and well-being

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Understand and apply the nature of thinking and problem solving	K2, K3
<b>CO2</b>	Comprehend motivation and analyze concepts of emotions	K2, K4
<b>CO3</b>	Recognize and analyze the differences in intelligence	K1, K4
<b>CO4</b>	Understand personality and methods of assessing personality.	K2
<b>CO5</b>	Apply the concepts and practices of health and well-being	K3

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	H	H	H	H	H
<b>CO2.</b>	H	H	H	H	H
<b>CO3.</b>	H	H	H	H	M
<b>CO4.</b>	H	H	H	H	H
<b>CO5.</b>	H	H	H	H	H

H- High; M-Medium; L-Low



## **CORE – III – GENERAL PSYCHOLOGY – II**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **COGNITION**

Thinking: Forming Concepts and Reasoning to Conclusions – Basic Elements of Thought: Concepts, Propositions, Images – Making Decisions: Choosing among Alternatives–Heuristics-Framing and Decision Strategy – Escalation of Commitment–Emotions and Decision making - Problem Solving – Methods – Facilitating Effective Problem Solving – Factors that interfere with effective problem solving – artificial intelligence – Language – Development of language – language and Thought – Language in other species.

#### **UNIT II**

**(15 Hrs)**

##### **MOTIVATION AND EMOTIONS**

Definition of Motivation – Characteristics – Nature – Motivation: Activation and Persistence of behaviour - Definition and Function of Motives – Classification of Motives - Physiological Motives - Psychological Motives – Principles of Human Motivation - Theories of Motivation.

Emotions: Definition, Nature, Components, Characteristics–Biological Basis of Emotions-External Expression of Emotions – Emotion and Cognition – Subjective Well-being – Feelings and Emotions – Types or kinds of emotions – Theories of emotion

#### **UNIT III**

**(15 Hrs)**

##### **INTELLIGENCE**

Definition of Intelligence - Intelligence: Contrasting views of its Nature – Unitary or multifaceted – Theories of Intelligence - Measuring Intelligence - Concept of IQ – Extremities of Intelligence – Tests of Intelligence – Human Intelligence: Role of Heredity and Environment – Evidence and Factors - Group Differences in Intelligence Test Scores – Gender Difference in Intelligence - Emotional Intelligence : The Feeling side of intelligence – Major Components of Emotional Intelligence – Creativity: Generating the Extraordinary

#### **UNIT IV**

**(15 Hrs)**

##### **PERSONALITY**

Personality: Definition – Theories of Personality - The Psychoanalytic approach - Neo Freudian- Adler, Erikson, Jung and Horney - Humanistic Theories : Emphasis on Growth - Trait Theories of Personality – Big Five Factors - Learning Approaches to Personality – Social Cognitive Theory – Modern view and evaluation of learning approach – Measuring personality – Self-Report Tests – Questionnaires – Projective Measures – other measures – Personality and Health – Personality and Behaviour

**UNIT V****(13 Hrs)****HEALTH, STRESS AND COPING**

Health Psychology - Stress: Causes, Effects and Control – Basic Nature – Major Causes and Effects – Understanding and communicating our Health Needs – Health Beliefs – Interactions – Behavioural and Psychological Correlates of Illness: The effects of thoughts and actions on health – smoking – Diet and Nutrition – Alcohol Consumption – Emotions and Health – AIDS - Health and Well Being - Promoting Wellness : Developing a Healthier Lifestyle – Primary Prevention – Secondary Prevention – Indigenous Model of Health and Well-Being.

<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Baron, R.A. & Misra, G.	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression
<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Mishra, B. K.	Psychology : The study of Human Behaviour	PHI Learning Private Limited, Delhi	2 <sup>nd</sup> Edition, 2018
2	Hilgard, E.R., Atkinson, R.C. & Atkinson, R.L	Introduction to Psychology	New Delhi: Oxford and IBH Publishing Co	2003
2	Dash, B.N & Tripathy G M,	Essentials of General Psychology	Delhi: HS Offset Printers	2017
4	Feldman, R. S	Understanding Psychology	New Delhi: McGraw Hill Education (India) Ltd.	2014
5	Morgan, C.T., King R.A., Weisz, J.R. & Schopler, J	Introduction to Psychology	New Delhi: Tata McGraw Hill	2008

**Pedagogy**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Videos, Assignment, Quiz, Seminar and Observational Learning.

**Course Designers:**

1. Dr. P. Paramanandam
2. Mrs. K. S. Paviyazhini

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C04</b>	<b>CORE-IV – DEVELOPMENTAL PSYCHOLOGY-II</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

#### **Preamble**

To enable the students to:

- identify and realize how human life unfolds at Puberty
- understand the importance of adolescent period in the development of human life span
- know the Personal, Social, Vocational and Family Adjustments in Early Adulthood
- create knowledge of Personal, Social, Vocational and Family Adjustments in Middle Age
- realize the Personal, Social, Vocational and Family Adjustments in Old Age

#### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Understand and explore how human life develops physically and mentally at Puberty.	K2, K4
<b>CO2</b>	Cognize the importance of adolescence in human life span.	K2
<b>CO3</b>	Recognize and organize Personal, Social, Vocational and Family Adjustments in Early Adulthood	K1, K2
<b>CO4</b>	Concede and classify the Personal, Social, Vocational and Family Adjustments in Middle Age.	K2, K4
<b>CO5</b>	Understand and categorize the Personal, Social, Vocational and Family Adjustments in Old Age	K2

#### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	M	H
<b>CO2</b>	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H
<b>CO4</b>	H	H	H	M	H
<b>CO5</b>	H	H	H	M	H

H-High; M-Medium; L-Low

## **CORE – IV – DEVELOPMENTAL PSYCHOLOGY – II**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **PUBERTY**

Characteristics of Puberty – Criteria and Causes of Puberty – Age of Puberty – Conditions responsible for puberty changes - Growth Spurt and Body Changes – Changes in Body Proportions – Primary and Secondary Sex Characteristics - Effects of Puberty Changes- Physical Well-Being and on Attitudes and Behaviour– Effects of Deviant Maturing – Sources of Concern - Hazards of Puberty – Physical and Psychological Hazards – Effects of Endocrine Imbalance at Puberty - and Unhappiness at Puberty

#### **UNIT II**

**(15 Hrs)**

##### **ADOLESCENCE**

Adolescence years – Characteristics of Adolescence – Developmental tasks – Physical Changes – Emotionality – Social Changes – Some Adolescent Interests – Recreational-Social Interest-Factors Influencing Adolescent Attitudes toward Education-Religious Interest- Changes in Morality – Sex Interests and Sex Related Behavior – Approved Sex Roles – Family Relationships – Common Causes of Family Friction during Adolescence - Personality changes – Common Obstacles to making transition to maturity - Hazards and Happiness in Adolescence

#### **UNIT III**

**(13 Hrs)**

##### **EARLY ADULTHOOD**

Early Adulthood: Personal and Social Adjustments – Characteristics – Developmental Tasks – Changes in Interests – Social Mobility – Sex Role Adjustments – Personal and Social Hazards.

Vocational and Family Adjustments – Marital Adjustments – Adjustment to Parenthood – Assessment of Marital Adjustment – Adjustment to Singlehood - Hazards of Vocational and Marital Adjustments during Early Adulthood – Success of Adjustment

#### **UNIT IV**

**(15 Hrs)**

##### **MIDDLE AGE**

Personal and Social Adjustments – Characteristics – Developmental Tasks – Adjustments to Physical Changes – Assessment of Adjustment to Physical Changes - Adjustment to Mental Changes and Changed Interests – Social Adjustments – Personal and Social Hazards of Middle Age.

Vocational and Family Adjustments – Adjustment to Changed Family Patterns, Singlehood, Loss of a Spouse, Approaching Retirement, Approaching Old Age – Vocational and Marital Hazards of Middle Age – Assessment of Adjustment.

**UNIT V**  
**OLD AGE****(15 Hrs)**

Personal and Social Adjustments – Characteristics – Developmental Tasks - Adjustment to Physical Changes – Changes in Motor and Mental Abilities – Changes in Interests in Old Age – Hazards to Personal and Social Adjustments in Old Age

Vocational and Family Adjustments – Adjustment to Retirement, Changes in Family Life and Loss of a Spouse – Remarriage – Cohabitation – Adjustment to Singlehood in Old Age – Living Arrangements for the Elderly – Geographic Mobility – Vocational and Family Life Hazards of Old Age – Assessment of Adjustments to Old Age..

<b>Text Book</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Hurlock, E. B,	Developmental Psychology : A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt.Ltd	1981
<b>Reference Books</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Rathus, S. A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016
2.	Baron, R.A. & Misra, G.	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression
3.	Berk, L	Child Development	New Delhi: Pearson Education, Inc.	2013
4.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2011
5.	Feldman, R. S & Babu, N	Discovering the Life Span	New Delhi: Pearson Education, Inc.	2011
6.	Papalia, D. E., Olds, S W. & Felman, R. D	Human Development	McGraw Hill Education, Chennai	9 <sup>th</sup> Edition, 2004
7.	Hurlock, E. B	Child Development	New Delhi: Tata McGraw Hill Education Pvt Ltd	1997

**Pedagogy:**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar and Observational Learning

**Course Designers:**

1. Dr. P. Paramanandam
2. Mrs. K. S. Paviyazhini

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20A02</b>	<b>ALLIED-II – BIOLOGICAL PSYCHOLOGY II</b>	<b>THEORY</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

**Preamble:**

To enable the students to:

- understand Sleep and Biological Rhythms of Sleep
- know the biological aspects of Emotional responses and expressions
- gain knowledge of Ingestive behaviours
- acquire knowledge of biological concepts related to learning and memory
- understand human communication and disorders associated with it

**Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Cognize Sleep and its biological Rhythms	K2
<b>CO2</b>	Recognize biological aspects of Emotional responses and expressions	K1, K2
<b>CO3</b>	Understand and analyse knowledge of Ingestive behaviours.	K2, K4
<b>CO4</b>	Apply and analyze the biological concepts related to learning and memory	K3, K4
<b>CO5</b>	Realize production and comprehension of language and disorders associated with it	K2

**Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	M	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	M	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

**Syllabus****UNIT I****(17Hrs.)****SLEEP AND BIOLOGICAL RHYTHMS**

Sleep and its stages – Brain activity during sleep–functions of slow–wave sleep, REM sleep–sleep and learning–Physiological mechanisms of sleep and waking–neural control of sleep, arousal, sleep/wake transitions, transition to REM -Disorders of sleep–Insomnia–Narcolepsy–REM Sleep Behaviour Disorder–Problems Associated with Slow-Wave Sleep–Biological clocks Circadian Rhythms and Zeitgebers–Suprachiasmatic Nucleus–Control of Seasonal Rhythms: Pineal Gland and Melatonin–Changes in Circadian Rhythms: Shift Work and Jet Lag.

**UNIT II****(17Hrs.)****EMOTION**

Fear- Components of emotional response – research with laboratory animals and humans–Aggression–research with laboratory animals and humans–Hormonal Control of aggressive behaviour–Impulse control – role of the vmPFC–Brain Development and Impulse Control – Crime and Impulse Control–Serotonin and Impulse Control–Moral Decision Making–Communication of Emotions–Facial Expression of emotions – Innate Responses–Neural Basis of Communication of emotions: Recognition and Expression – Feelings of Emotions–James-Lange Theory–Feedback from Emotional Expressions

**UNIT III****(17 Hrs.)****INGESTIVE BEHAVIOUR**

Drinking–Physiological Regulatory Mechanisms–Two Types of Thirst–Neural Mechanism of Thirst–Eating: Metabolism–Short-Term Reservoir–Long-Term Reservoir–Fasting Phase–Absorptive phase–Eating: Signals to start a Meal–Signals from Digestive System –Metabolic Signals – Eating: Signals to Stop a Meal–Short-term Satiety–Signals from Environmental Factors–Sensory Factors–Gastric Factors–Intestinal Factors–Liver Factors–Insulin–Long-term Satiety: Signals from Adipose Tissue–Brain Mechanism–Brain Stem–Hypothalamus–Obesity–Possible Causes–Treatment–Eating Disorder–Possible Causes–Treatment

**UNIT IV****(17 Hrs.)****LEARNING AND MEMORY**

Overview of learning and memory- Types of Learning and Memory– Stimulus-Response Learning – Classical and Operant conditioning– Motor learning– Role of the Cortex and Basal Ganglia – Perceptual Learning–Role of Cortex and Retaining Perceptual Information in short-term memory–Relational Learning–Role of hippocampus and Cortex–Amnesia–Role of hippocampus–stimulus-response learning – motor learning – perceptual learning – relational learning - Long term potentiation– induction of long-Term potentiation - Role of NMDA receptors – Role of AMPA Receptors – Role of Synaptic changes.

**UNIT V****(18Hrs.)****HUMAN COMMUNICATION**

Language Production and Comprehension: Brain Mechanisms – Lateralization – Language Production – Language Comprehension – Bilingualism – Prosody – Recognition of People’s Voices – Disorders of Language Production and Comprehension – Broca’s Aphasia - Wernicke’s Aphasia – Conduction Aphasia – Aphasia in People who are Deaf – Stuttering – Disorders of Reading and Writing – Relation to Aphasia – Pure Alexia–Toward an Understanding of Reading–Toward an Understanding of Writing.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Carlson, N. R. & Birkett, M. A	Physiology of Behaviour	Pearson Education, Inc, India	2017

**Reference Books**

Sl. No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Carlson, N. R	Foundations of Behavioural Neuroscience	India, Pearson Education, Inc	2014
2.	Pinel, J. P.J, & Barnes, S. J	Introduction to Biopsychology	Pearson Education, Inc, India	2015
3.	Green, S.	Principles of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994
4.	Khosla, M.	Physiological Psychology An Introduction	SAGE Publications India Pvt Ltd.,	2017
5..	Baron, R.A. & Misra, G.	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression

**Pedagogy**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Video, Quiz, Seminar and Observational Learning

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Mr. Gobinath V



COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY19C05	CORE-V- ABNORMAL PSYCHOLOGY-I	THEORY	71	4	-	5

### Preamble

To enable the students to:

- know the historical and current views of abnormal psychology
- learn the causes and risk factors involved
- realize the nature of diagnosis in clinical process
- know the causes and symptoms of mood disorders
- know the causes and symptoms of somatic and dissociative disorders

### Course Outcomes

On the successful completion of the course, students will be able to:

CO Number	CO Statement	Knowledge Level
CO1	Having an insight on the views of abnormal psychology.	K1, K2
CO2	Understand and analyse the causes and risk factors.	K2, K4
CO3	Acquire knowledge of the nature of diagnosis in clinical process.	K1, K2
CO4	Analyse the causes and symptoms of mood disorders and application of therapy.	K3, K4
CO5	Analyse the causes and symptoms of somatic and dissociative disorders and application of therapy.	K2, K3, K4

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	H	M	H	H	H
CO2	H	H	H	H	H
CO3	H	H	H	H	H
CO4	H	H	H	H	H
CO5	H	H	H	H	H

H-High; M-Medium; L-Low

## **CORE – I – ABNORMAL PSYCHOLOGY – I**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(15 Hrs)**

##### **HISTORICAL AND CONTEMPORARY VIEWS OF ABNORMAL BEHAVIOUR**

Meaning of Abnormality-DSM-5 and Definition of Mental Disorder-Need to Classify Mental Disorders-Thinking Critically about DSM-5: Amendment- Disadvantages of Classification- Reduce Prejudicial Attitudes Toward the Mentally Ill - Cultural Affect of being Abnormal -Culture- Specific Disorders-Common Mental Disorders-Prevalence and Incidence - Prevalence Estimates for Mental Disorders-Treatment-Mental Health-Historical Views-Demonology, Gods, and Magic- Hippocrates' Early Medical Concepts- developments in Thinking: melancholia through the ages - Early Philosophical Conceptions of Consciousness-Later Greek and Roman Thought- Early Views of Mental Disorders in China-Views of Abnormality During Middle Ages-Toward Humanitarian Approaches-Resurgence of Scientific Questioning in Europe-Establishment of Early Asylums-Humanitarian Reform-Nineteenth-Century Views of the Causes and Treatment of Mental Disorders-Changing Attitudes Toward Mental Health in the Early Twentieth Century- Mental Hospital Care in the Twentieth Century-Emergence of Contemporary Views of Abnormal Behaviour-Biological Discoveries: Establishing the Link Between the Brain and Mental Disorder-Development of a Classification System-Development of Psychological Basis of Mental Disorder- developments in Research: search for medications to cure mental Disorders.

#### **UNIT II**

**(14 Hrs.)**

##### **CAUSAL FACTORS AND VIEWPOINTS**

Causes and Risk Factors for Abnormal Behaviour-Necessary, Sufficient, and Contributory Causes-Feedback and Bi-directionality-Diathesis-Stress Models- Viewpoints for Understanding the Causes-Biological Viewpoint and Biological Causal Factors-Imbalances of Neurotransmitters and Hormones - Genetic Vulnerabilities-developments in Thinking: Nature, Nurture, and Psychopathology-Temperament -Brain Dysfunction and Neural Plasticity - Impact of Biological Viewpoint-Psychological Viewpoints-Psychodynamic Perspectives-Behavioural Perspective- developments in Thinking: the humanistic and existential Perspectives -Cognitive-Behavioural Perspective-Adoption of a Perspective- Psychological Causal Factors-Early Deprivation or Trauma-Inadequate Parenting Styles-Marital Discord and Divorce-Maladaptive Peer Relationships-Socio-cultural Viewpoint-Uncovering Socio-cultural Factors through Cross- Cultural Studies-Socio-cultural Causal Factors-Low Socio-economic Status and Unemployment- Prejudice and Discrimination in Race, Gender, and Ethnicity-culture and attachment relationships-Social Change and Uncertainty-Impact of the Socio-cultural Viewpoint.

#### **UNIT III**

**(13 Hrs.)**

##### **CLINICAL ASSESSMENT AND DIAGNOSIS**

Basic Elements in Assessment-Relationship Between Assessment and Diagnosis-Taking a Social or Behavioural History-Ensuring Culturally Sensitive Assessment Procedures-Influence of Professional Orientation - Reliability, Validity and Standardization-Trust and Rapport Between the Clinician and Client-Assessment of Physical Organism- General Physical Examination- Neurological and Neuropsychological Examination-Psycho-social Assessment-Assessment Interviews-Clinical Observation of Behaviour-Psychological Tests-Developments in Practice- Automated Practice-use of computer in Psychological testing-Integration of Assessment Data- Ethical Issues in Assessment-Classification-Differing Models -Formal Diagnostic Classification of Mental Disorders.

**UNIT IV****(16 Hrs.)****MOOD DISORDERS AND SUICIDE**

Mood Disorders: An Overview- Types - Criteria for Major Depressive Disorder - Criteria for Manic Episode-Prevalence of Mood Disorders-Unipolar Depressive Disorders -Other Forms of Depression -Premenstrual Dysphoric Disorder-Dysthymic Disorder (Persistent Depressive Disorder)-Criteria for Persistent Depressive Disorder (Dysthymic)-Major Depressive Disorder-Causal Factors in Unipolar Mood Disorders-Biological Causal Factors- Psychological Causal Factors -Bipolar and Related Disorders-Cyclothymic Disorder- Criteria for Cyclothymic Disorder-Bipolar Disorders (I and II) -Causal Factors in Bipolar Disorders - Biological Causal Factors- Psychological Causal Factors-Socio-cultural Factors Affecting Unipolar and Bipolar disorders-Treatments and Outcomes - Pharmacotherapy-Alternative Biological Treatments - Psychotherapy-Suicide: Clinical Picture and the Causal Pattern– attempts and suicide victims - Suicide in Children - Suicide in Adolescents and Young Adults -Other Psychosocial Factors Associated with Suicide - Warning signs for student suicide-Biological Causal Factors-Socio- cultural Factors-Suicidal Ambivalence-Communication of Suicidal Intent - Suicide Notes- Suicide Prevention and Intervention-Treatment of Mental Disorders -Crisis Intervention-Focus on High-Risk Groups and Other Measures.

**UNIT V****(13 Hrs.)****SOMATIC SYMPTOMS AND DISSOCIATIVE DISORDERS**

Somatic Symptom and Related Disorders - Somatic Symptom Disorders - Hypochondriasis - Criteria for Somatic Symptom Disorder - Somatization Disorder - Pain Disorder - Conversion Disorder (Functional Neurological Symptom Disorder) - Criteria for Illness Anxiety Disorder - Criteria for Conversion disorder - Distinguishing Somatization, Pain, and Conversion Disorders from Malingering and Factitious Disorder- Criteria for Factitious Disorder - Factitious Disorder imposed on another (Munchausen’s syndrome by Proxy) - Dissociative Disorders-Depersonalization/ Derealization Disorder- Criteria for Depersonalization/ Derealization Disorder-Dissociative Amnesia and Dissociative Fugue - Criteria for Dissociative Amnesia - Dissociative Identity Disorder (DID)-Criteria for DID-Socio-cultural Factors in Dissociative Disorders-Treatment and Outcomes in Dissociative Disorders.

**Text Books**

<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Butcher, J. N., Hooley, J. M. & Mineka, S Adapted by Preeti Kapur	Abnormal Psychology	Pearson Education Inc. New Delhi	17th Edition2019
2.	Hooley, J. M., Butcher, J. N., Nock, M K., & Mineka S.	Abnormal Psychology	Pearson Education Limited England	17th Edition Global Edition. 2019

**Reference Books**

<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Rosenberg, R. S. & Kosslyn, S. M.	Abnormal Psychology	Worth Publishers, New York	2 <sup>nd</sup> Edition 2018
2	Irwin, G. S & Barbara, R. S.	Abnormal Psychology: The Problem Of Maladaptive Behavior	Pearson Education Inc. New Delhi	11 <sup>th</sup> Edition, 2017
3	Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M.	Abnormal Psychology	Pearson Education Inc. India	13 <sup>th</sup> Edition 2013

**Pedagogy**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Video, Assignment, Quiz, Seminar and Observational Learning

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Mr. V. Gobinath

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20CP1</b>	<b>CORE PRACTICAL-I – EXPERIMENTAL PSYCHOLOGY-I</b>	<b>PRACTICAL</b>	<b>60</b>			<b>2</b>

### **Preamble**

To enable the students to:

- know the use of experiments in psychology and its practices.
- gain practical knowledge of applying the experiments.
- identify and realize the possible bio-psychological changes after experiments.
- practice typical methods and techniques employed in psychological assessments.
- formation and development of critical thinking skills.

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Understand uses of experiments in psychology and its practices	K2
<b>CO2</b>	Perform and practice application of experiments	K3
<b>CO3</b>	Analyzing the consequences and realizing the probable bio-psychological changes.	K3, K4
<b>CO4</b>	Getting trained with the standard methods and techniques in Psychology	K3
<b>CO5</b>	Gain critical thinking skills to apply and analyse in future	K3, K4

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

**CORE PRACTICAL – I – EXPERIMENTAL PSYCHOLOGY – I****(60 Hrs)****Syllabus**

Each student is required to conduct a minimum of 10 experiments out of the following and record of experiments should be submitted for evaluation at the end of the semester.

**Perception**

Depth Perception

Muller Lyre

Size Constancy

Kinesthetic Figural After Effect

**Sensory and Motor Test**

Finger Maze

Finger Dexterity

Tweezers Dexterity

Minnesota Rate of Manipulation test (MRMT)

**Association**

Free Association Test (Word list method)

Free Association Test (Chain method)

Colour Preference

Controlled Association Test

**Thinking and Problem Solving**

Concept Formation (Yerkes's Multiple Choice)

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)

**Other Questionnaires**

Study Habit Inventory

Academic Resilience Scale

Mobile Phone Addiction Scale

Environmental Ethics Scale

Problem Behaviour Scale

Global Adjustment Scale

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Woodworth, R. S. & Scholosberg, H	Experimental Psychology	Oxford and IBH Publishers New Delhi	Revised Edition 2018

2	Anastasi, A. & Urbina, S.	Psychological Testing	PHI Learning Pvt. Ltd New Delhi	7 <sup>th</sup> Ed. 2010
3	Rajamanickam	Experimental Psychology, Vol 1	Concept Publishing Company New Delhi	2005
4	Rajamanickam	Experimental Psychology, Vol II	Concept Publishing Company New Delhi	2005

### **Pedagogy**

- Practical Observation and Learning, Learning by Doing, Video, e-content, Social Interaction, Discussions, Lecture by digital whiteboard or chalk & talk, Power Point Presentation.

### **CourseDesigners:**

1. Mrs. K. S. Paviyazhini
2. Mr. V. Gobinath
3. Dr. Jereesh K Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20A03</b>	<b>ALLIED IV – STATISTICS IN PSYCHOLOGY</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

#### **Preamble**

To enable the students to:

- Understand the basis of statistics in psychology
- Comprehend and analyse frequency distribution and variability
- Infer the curve of distribution and find out the relationship of variables.
- Learn to identify and relate research problems and investigate over the problem
- Gain knowledge over non-parametric methods.

#### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Acquire basic knowledge of the importance of psychological statistics	K1, K2
<b>CO2</b>	Understand and explore frequency distribution and variability	K3, K4
<b>CO3</b>	Identify and analyze curve of distribution and the relationship of variables	K4
<b>CO4</b>	Acquire knowledge to identify and relate research problems and investigate over the problem	K3, K4,
<b>CO5</b>	Recognize and study non-parametric methods	K2, K4

#### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	M
<b>CO3</b>	H	H	H	H	M
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	M

H-High; M-Medium; L-Low



## **ALLIED IV – STATISTICS IN PSYCHOLOGY**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **INTRODUCTION TO THE STATISTICS**

Meaning of statistics. Importance of Statistics in Psychology. Parameters and Estimates. Descriptive statistics. Inferential statistics. Variables and Constants. Scales and levels of measurement: Nominal Scale - Ordinal Scale - Interval Scale - Ratio Scale. Frequency tables: Making a frequency table - Frequency tables for nominal variables - Grouped frequency tables. Frequency Graphs: Histogram - Frequency Polygon - Choosing between Histogram and Polygon - Factors affecting shape of graphs.

SPSS Practice: SPSS described. Accessing SPSS in computer. Initial screen: Data view and variable view. Entering the variables and data. Saving the file and output. Accessing a saved data.

#### **UNIT II**

**(16 Hrs)**

##### **CENTRAL TENDENCY AND VARIABILITY**

Central Tendency: Mean – Median – Mode. Properties and comparison of Mean – Median – Mode. Computation of central tendency measures for both grouped and ungrouped data: Mean – Median – Mode. Use of assumed mean method. Guidelines for the Use of Central Tendencies.

Variability: Range - Semi interquartile range – Variance – Standard deviation – Average deviation. Properties of various measures of variability. Computation of measures of variability: Range – Semi interquartile range – Variance – Standard deviation – Average deviation. Concept and computation of: Quartiles – Deciles - Percentiles. Computation of Standard Deviation from Assumed Mean.

SPSS Practice: Creating tables and graphs. Descriptive statistics: Frequency – Percentages – Measure of central tendency and variability.

#### **UNIT III**

**(13 Hrs)**

##### **THE NORMAL DISTRIBUTION AND CORRELATION**

The Normal Distribution: Nature and properties - Areas under the normal curve- Importance of normal distribution. Skewness – Kurtosis - Importance of measures of skewness and kurtosis. Computation of skewness and kurtosis. The Correlation: Concept of Correlation. Scatter Plot - the Product Moment Correlation- Computation of Product Moment Correlation- Spearman's Rank-Difference Correlation Co-efficient- Properties of correlation co-efficient.

SPSS Practice: Finding normality of a distribution: Kolmogorov- Smirnov test – Shapiro Wilk test. Computation of correlation: Pearson's correlation – Spearman's rho – Scatter diagram.

#### **UNIT IV**

**(13 Hrs)**

##### **THE HYPOTHESIS TESTING AND THE INFERENTIAL STATISTICS**

Hypothesis Testing: The Core logic of Hypothesis Testing. The Hypothesis Testing Process. One Tailed and Two Tailed Hypothesis Tests. Decision Errors: Type I Error- Type II Error. Inferential Statistics: 't' tests- 't' test for a single sample- 't' test for a dependent means. Assumptions of single sample and the t' test for dependent means. The t' test for Independent Means: The Distribution of Differences between Means- Hypothesis Testing with a 't' test for Independent Means. Concepts of Level of significance and confidence interval.

SPSS Practice: Basic inferential statistics: Related *t* test – Unrelated *t* test. Estimation of confidence interval.

**UNIT V****(16 Hrs)****NON-PARAMETRIC METHODS**

The Chi-square: Test of difference of more than two proportions – Test of independence of attributes – Alternative formula – Yates' correlation – Magnitude of association – Coefficient of contingency – Test of goodness of fit – Goodness of fit test for normal distribution. Interpretation of the outcome of a chi-square test. Assumptions in use of the theoretical distribution. Caution in using chi square tests – Problems. Non-parametric methods: One sample sign test – Two samples sign test – Wilcoxon signed rank sum test for single population – Mann Whitney U test – Run test - Precautions of the use of non-parametric tests. Features of non-parametric tests.

SPSS Practice: Chi-square test – Wilcoxon test – Mann – Whitney U test

<b>Text Books</b>				
<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Gravetter, F. J. & Wallnau, L. B.	Statistics for the Behavioural Sciences	Cengage Learning, Delhi	9th Edition, 2013
2	Howell, D	Statistical method for psychology	Cengage Learning, Delhi	8th Edition, 2012
3	Mangal, S K.	Statistics in Psychology and Education	PHI Learning Private Limited, New Delhi	2 <sup>nd</sup> Edition, 2018
<b>Reference Books</b>				
<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Kaplan, R. M. & Saccuzzo, D. P.	Psychological Testing Principles, Applications and Issues	Cengage Learning India Private Limited	9 <sup>th</sup> Edition, 2019
2	Kothari, C. R & Garg, G	Research Methodology Methods and Techniques	New Age International Publishers, New Delhi	4 <sup>th</sup> Multi Colour Edition 2019
3	Dash, P C. & Biswal, B.	Statistics in Education and Psychology	Dominant Publishers and Distributors Pvt Ltd, New Delhi	2017
4	Belhekar, V. M.	Statistics for Psychology Using R	SAGE Publications India Pvt Ltd, New Delhi	2016
5	King, B. M. & Minium, E. W	Statistical Reasoning in the Behavioural Sciences	John Wiley and Sons, New Delhi	5 <sup>th</sup> Edition 2008

**Web References:**

1	<a href="https://statisticsbyjim.com/">https://statisticsbyjim.com/</a>
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**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**CourseDesigners:**

1. Mrs. K. S. Paviyazhini
2. Mr. V. Gobinath
3. Dr. Jereesh K Elias

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY19ST1	SBS-THEORY – COUNSELLING PSYCHOLOGY	THEORY	43	2	-	4

#### Preamble

To enable the students to:

- realize the fundamental in counseling and ethical accountability
- learn the approaches and process incounseling
- understand the mechanism of groupcounseling
- understand the process and procedure in educational and career counseling
- learn the process and procedure of other special areas in counseling

#### Course Outcomes

On the successful completion of the course, students will be able to:

CO Number	CO Statement	Knowledge Level
C01	Realize the fundamental in counseling and ethical accountability	K1, K2
C02	Understand the approaches in counseling and relate it with process.	K2, K3
C03	Cognize the mechanism of group counseling	K3, K4
C04	Apply and analyze counseling techniques in educational and vocational areas.	K3, K4
C05	Apply and analyze counseling techniques in other special areas.	K3, K4

#### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
C01	H	H	H	H	H
C02	H	H	H	H	H
C03	H	H	H	H	H
C04	H	H	H	H	H
C05	H	H	H	H	H

H-High; M-Medium; L-Low

**SBS – THEORY –COUNSELLING PSYCHOLOGY****(43 Hrs)****Syllabus****UNIT I****(7 Hrs)****INTRODUCTION**

Meaning – Definition – Historic Perspective – Trends in Counseling – Nature and Scope – Need and Functions of Guidance and Counseling –Types of Counseling Services– Emergence and Goals - Role of Counselor - Ethical Responsibilities.

**UNIT II****(10 Hrs.)****COUNSELLING: APPROACHES, PROCESS AND RELATIONSHIP**

Psychoanalytic approach – Humanistic approach – Roger’s Self Theory – Behavioural approach – Existential Approach – Eclectic Approach. – Reciprocal inhibition Technique - Counseling Process – Preparation and Steps in the counseling process- Building counseling relationships – Factors that influence the counseling process – Seriousness of the presenting problem, structure, initiative, the physical setting, client qualities and counselor qualities – Types of initial interviews - Conducting the initial interview – Exploration and the identification of goals.

**UNIT III****(7 Hrs.)****GROUP COUNSELING**

History of Groups - Emerging field of Group counseling – Benefits and drawbacks of groups – Stages in groups - Structuring groups – Mechanics of Group Counseling – Types of groups – Psycho educational groups, counseling groups, psychotherapy groups and task/wok groups – Process of Group Counseling – Similarities and Differences between individual and Group Counseling

**UNIT IV****(10 Hrs.)****EDUCATION AND CAREER COUNSELING**

School Counseling and guidance from elementary to secondary – Issues and challenges in school mental health – counseling higher education students – college counseling. Meaning of Career - Importance of career counseling – Scope of career and information – Career development theories and counseling – Trait and factor theory – Developmental theories and social cognitive theory – Career counseling with diverse populations.

**UNIT V****(9 Hrs.)****SPECIAL AREAS IN COUNSELLING**

Family and Marital Counseling – Counseling families concerning children – Counseling with parents – Premarital counseling- Counseling Anti socials and addicts – Crisis intervention and Trauma counseling – Theories – Types – Steps and Methods of Crisis Intervention - Hospice care – Counseling the handicapped.

**Text Books**

<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Nelson- Jones, R	Theory and Practice of Counselling and Therapy	SAGE South Asia Edition New Delhi	5 <sup>th</sup> Edition 2012

2	Gibson, R. L & Mitchell, M. H.	Introducing to Counseling and Guidance	Pearson Education India Pvt Ltd, New Delhi	7 <sup>th</sup> Edition 2019
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#### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Ranganathan, N. & Wadhwa, T.	Guidance and Counselling for Children and Adolescents in Schools	SAGE Publications India Pvt Ltd, New Delhi	2017
2	Nelson- Jones, R	Basic Counselling Skills A Helper's Manual	SAGE South Asia Edition	3 <sup>rd</sup> Edition, 2012
3	Neukrug, E	Counseling Theory and Practice	Cengage Learning, USA	International Edition, 2011

#### Pedagogy

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Video, Assignment, Quiz, Seminar and Observational Learning

#### Course Designers:

1. Mrs. K. S. Paviyazhini
2. Mr. V. Gobinath

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY19SP1</b>	<b>SBS PRACTICAL – FUNDAMENTALS OF COUNSELING SKILLS</b>	<b>PRACTICAL</b>	<b>45</b>			<b>2</b>

#### **Preamble**

To enable the students to:

- acquire knowledge of basic skills required in the process of psychological counseling.
- know and realize the practical challenges in dealing with compliance.
- gain practical knowledge to analyze and interpret the changes through counseling.
- practice application of essential counseling skills.
- formation and development of critical thinking skills.

#### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Understand the basic skills required in psychological counseling	K2
<b>CO2</b>	Understand the practical challenges in dealing with compliance	K2, K3
<b>CO3</b>	Analyse the changes and development in the process of counseling	K4
<b>CO4</b>	Getting trained with the essential skills in counseling	K2, K3
<b>CO5</b>	Gain critical thinking skills required in counseling	K3, K4

#### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H-High; M-Medium; L-Low

**SBS PRACTICAL – FUNDAMENTALS OF COUNSELING SKILLS****(45 Hrs)****Syllabus**

Each student is required to demonstrate a minimum of 10 counseling proficiencies from the below list and record of these by narrating the process and procedure should be submitted for evaluation at the end of the semester.

1. Identifying internal frame of reference
2. Attention and interest
3. Paraphrasing and reflecting feelings
4. Starting, structuring and summarizing
5. Questioning skills
6. Monitoring
7. Offering challenges and feedback
8. Self-disclosing
9. Resistances management and making referrals
10. Problem solving skills
11. Coaching, demonstrating and rehearsing
12. Training clients in relaxation,
13. Improving clients' self-talk and perceptions
14. Dealing with Compliance of Client' Home Assignment
15. Conducting middle sessions and terminating helping

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Nelson- Jones, R	Basic Counselling Skills A Helper's Manual	SAGE South Asia Edition	3 <sup>rd</sup> Edition, 2012
2	Gibson, R. L & Mitchell, M. H.	Introduction to Counseling and Guidance	Pearson India Education Services Pvt. Ltd	7 <sup>th</sup> Edition, 2019
3	McLeod, J & McLeod J	Counseling Skills: A practical guide for counselors and helping professionals	McGraw-Hill Education	2 <sup>nd</sup> Edition, 2011

**Pedagogy**

- Practical Observation and Learning, Learning by Doing, Lecture by chalk & talk, Video, e-content, Social Interaction, Discussions

**Course Designers:**

1. Mrs.K. S. Paviyazhini
2. Mr.V. Gobinath



<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>JOB1994</b>	<b>HOLISTIC GUIDANCE AND COUNSELLING USING TRANSACTIONAL ANALYSIS AND TAI CHI PRINCIPLES AND TOOLS</b>	<b>JOC</b>	<b>60</b>			<b>Grade</b>

## **Syllabus**

### **UNIT I (12 HOURS)**

#### **INTRODUCTION TO COUNSELLING**

Counselling – Meaning, Skills –Qualities and Characteristics of a competent and effective Counsellor– Counselling Competencies – Balancing Self / Other / Context –NG Holistic Model- Neuroscience- Emotional Intelligence –Role Concept - Boundaries –Contracts & Contracting

### **UNIT II (12 HOURS)**

#### **TRANSACTIONAL ANALYSIS-TA 101 – PART 1**

Transactional Analysis Counselling: Philosophy, Principles, Structural Analysis, Functional Fluency Model, Transactional Analysis Proper & Game Analysis; Berne’s Therapeutic Interventions in Counselling

### **UNIT III (12 HOURS)**

#### **TRANSACTIONAL ANALYSIS – TA 101 – PART 2**

Transactional Analysis Counselling - Racket Analysis, Scripts –Counselling process –Beginning - Introduction –Contracting –Interventions –Planning –Evaluating - Concluding –Closure; Counselling Evaluation –Self-evaluation –Feedback - Peers Supervision –Process Supervision

### **UNIT IV (12 HOURS)**

#### **INTRODUCTION TO TAI CHI**

Tai Chi – Types – Guidelines, Dr. Paul Lam’s Tai Chi, Principles-Warming Up - Breathing – Forms – Cooling Down – Po.E.Wa (Grooming)

### **UNIT V (12 HOURS)**

#### **VALUES AND ETHICS IN COUNSELLING.**

Consolidation, Crystallization & Expression: Values, Ethics & Legal issues in Counselling - Value Clarification and building a value base -Permission –Protection –Potency Strategies - Discussing Specializations & fields – Stages of People-Work practice - Positive Psychology.

## **Reference Books**

<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Guru, N.	World Education Manifesto	Varkala, India	1975
2.	Stewart, I	Transactional Analysis Counselling in Action	Sage Books	1990
3.	Berne, E	Transactional Analysis in Psychotherapy	New York: Grove Press	1961

4.	Lam, P	Born Strong	Tai Chi Productions, NSW, Australia	2015
5.	Steiner, C M	Scripts People Live	New York Grave Press	1974

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY19C06	CORE-VI- ABNORMAL PSYCHOLOGY-II	THEORY	71	4	-	5

### Preamble

To enable the students to:

- learn and identify various types of personality disorders.
- know and analyse substance related disorders
- understand schizophrenia and other psychotic disorders
- understand neurocognitive disorders
- learn the effects of applying psychological therapy and treatments

### Course Outcomes

On the successful completion of the course, students will be able to:

CO Number	CO Statement	Knowledge Level
C01	Summarize and identify various types of personality disorders	K1, K2
C02	Understand and relate substance related disorders	K2, K4
C03	Cognize schizophrenia and other psychotic disorders	K2, K3
C04	Apply and analyze neurocognitive disorders	K3, K4
C05	Understand psychological therapy and analyse effects of it	K2, K4

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
C01	H	H	H	H	H
C02	H	H	H	H	H
C03	H	H	H	H	H
C04	H	H	H	H	H
C05	H	H	H	H	H

H-High; M-Medium; L-Low

**Syllabus****UNIT I****(18Hrs.)****PERSONALITY DISORDERS**

Clinical Features of Personality Disorders - Difficulties Doing Research-Difficulties in Diagnosing Personality Disorders -Difficulties in Studying the Causes- Cluster A Personality Disorders - Paranoid Personality Disorder (PPD)- Criteria for PPD- Schizoid Personality Disorder (SzPD)- Criteria for SzPD- Schizotypal Personality Disorder (STPD) - Criteria for STPD - Cluster B Personality Disorders - Histrionic Personality Disorder (HPD) - Narcissistic Personality Disorder (NPD)- Criteria for HPD - Criteria for NPD – Anti-social Personality Disorder (ASPD)- Borderline Personality Disorder (BPD) - Criteria for BPD - Cluster C Personality Disorders - Avoidant Personality Disorder (AVPD) - Criteria for AVPD - Dependent Personality Disorder (DPD)- Obsessive-Compulsive Personality Disorder (OCD)- Criteria for DPD - Criteria for OCD - General Socio-cultural Causal Factors for Personality Disorders - Treatments and Outcomes for Personality Disorders - Adapting Therapeutic Techniques to Specific Personality Disorders - Treating BPD - Treating Other Personality Disorders - Criteria for ASPD - ASPD and Psychopathy - The Clinical Picture in Psychopathy and ASPD - Causal Factors in Psychopathy and ASPD - Successful Psychopaths - Developmental Perspective on Psychopathy and Antisocial Personality - Treatments and Outcomes in Psychopathic and Antisocial Personality developments in Practice: Prevention of Psychopathy and antisocial Personality Disorder

**UNIT II****(13Hrs)****SUBSTANCE RELATED DISORDERS**

Alcohol Related Disorders - The Prevalence, Comorbidity, and Demographics of Alcohol Abuse and Dependence - Criteria for Alcohol Use Disorder - The Clinical Picture of Alcohol Related Disorders - Biological Causal Factors in the Abuse of and Dependence on Alcohol - Psychosocial Causal Factors in Alcohol Abuse and Dependence-Binge Drinking in college - Socio-cultural Causal Factors-Treatment of Alcohol-Related Disorders-Drug Abuse and Dependence-Opium and Its Derivatives (Narcotics)-Cocaine and Amphetamines (Stimulants)- Methamphetamine - Barbiturates (Sedatives)- Hallucinogens: LSD and Related Drugs - Ecstasy - Marijuana- Stimulants: Caffeine and Nicotine -Gambling Disorder - Criteria for Gambling Disorder.

**UNIT III****(13Hrs)****SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS**

Schizophrenia-Origins of the Schizophrenia Construct-Epidemiology-Clinical Picture-Delusions -Criteria for Schizophrenia - Hallucinations - Disorganized Speech and Behaviour -Positive and Negative Symptoms-Subtypes of Schizophrenia-Other Psychotic Disorders- Criteria for Schizoaffective Disorder-Criteria for Schizophreniform Disorder- Criteria for Delusional Disorder- Criteria for Brief Psychotic Disorder - Risk and Causal Factors- Genetic Factors- Prenatal Exposures Genes and Environment in Schizophrenia: Synthesis-Neuro-developmental Perspective-Structural and Functional Brain Abnormalities- Psychosocial and Cultural Factors- Diathesis-Stress Model of Schizophrenia-Treatments and Outcomes- Clinical Outcome - Pharmacological Approaches - Psychosocial Approaches.

**UNIT IV****(13Hrs)****NEUROCOGNITIVE DISORDERS**

Brain Impairment in Adults-Clinical Signs of Brain Damage-Diffuse Versus Focal Damage- The Neurocognitive/Psychopathology Interaction- Delirium- Clinical Picture-Criteria for Delirium - Treatments and Outcomes - Major Neurocognitive Disorder (Dementia) -Criteria for Major Neurocognitive Disorder (Dementia)-Parkinson's Disease - Huntington's Disease -Alzheimer's Disease-Neurocognitive Disorder Associated with HIV-1 Infection- Neurocognitive Disorder Associated with Vascular Disease-Amnesic Disorder-Disorders Involving Head Injury-Clinical Picture -Damage in Professional athletes-Treatments and Outcomes.

**UNIT V****(14Hrs)****THERAPY**

Therapy - Overview of Treatment –Need for Therapy- Psychotherapeutic Services providers - The Therapeutic Relationship-Measuring Success in Psychotherapy-Objectifying and Quantifying Change-Changes and Therapy-Harmfulness and Therapy-Therapeutic Approaches-Evidence-Based Treatment -Medication or Psychotherapy-Combined Treatments - Psychosocial Approaches to Treatment - Behaviour Therapy-Cognitive and Cognitive-Behavioural Therapy-Humanistic-Experiential Therapies-Psychodynamic Therapies - Couple and Family Therapy-Eclecticism and Integration-Socio-cultural Perspectives - Social Values and Psychotherapy-Psychotherapy and Cultural Diversity- Biological Approaches to Treatment-Antipsychotic Drugs- Antidepressant Drugs- Anti-anxiety Drugs - Lithium and Other Mood-Stabilizing Drugs- Electroconvulsive Therapy – Neurosurgery.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Butcher, J. N., Hooley, J. M. & Mineka, S Adapted by Preeti Kapur	Abnormal Psychology	Pearson Education Inc. New Delhi	17th Edition 2019
2.	Hooley, J. M., Butcher, J. N., Nock, M K., & Mineka S.	Abnormal Psychology	Pearson Education Limited England	17th Edition Global Edition. 2019

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Rosenberg, R. S. & Kosslyn, S. M.	Abnormal Psychology	Worth Publishers, New York	2 <sup>nd</sup> Edition 2018
2	Irwin, G. S & Barbara, R. S.	Abnormal Psychology: The Problem Of Maladaptive Behavior	Pearson Education Inc. New Delhi	11 <sup>th</sup> Edition, 2017

3	Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M.	Abnormal Psychology	Pearson Education Inc. India	13 <sup>th</sup> Edition 2013
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**Pedagogy**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Video, Assignment, Quiz, Seminar and Observational Learning

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Mr. V. Gobinath

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20A04</b>	<b>ALLIED-III- RESEARCH METHODOLOGY</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### Preamble

To enable the students to:

- Know the fundamental concepts of research
- Gain knowledge of research problems and analyzing literature review
- Learn the process of hypothesis construction and choosing research designs
- Know the methods of data collection and apply sampling methods
- Learn to analyze the data, interpret and present the report

### Course Outcomes

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Summarize and understand the key concepts in research	K1, K2
<b>CO2</b>	Understand and relate research problems and review of literature	K2, K4
<b>CO3</b>	Learn the process of hypothesis construction and choosing the research designs.	K3, K4
<b>CO4</b>	Application and Analysis in the process of sampling and data collection	K2, K4
<b>CO5</b>	Cognizing to process the data, interpret the obtained results and present an effective report.	K2, K3, K4

### Mapping with Programme Outcomes

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	M	H	H	H
<b>CO2</b>	H	H	H	M	H
<b>CO3</b>	H	H	H	M	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H-High; M-Medium; L-Low

**Syllabus****UNIT I****(13 Hrs)****INTRODUCTION**

Definition and Meaning of Research. Need for research: Professional practice – Evidence gathering for practice. Research applications from different perspectives: Service provider – Administrator or manager – Consumer – Professional. Characteristics of Research Process: Controlled – Rigorous – Systematic – Valid and Verifiable – Empirical – Critical. Types of Research: Based on Application: Pure Research – applied research; Based on Objectives: Descriptive research – Exploratory Research – Correlational Research – Explanatory Research; Based on Enquiry Mode: Quantitative Research – Qualitative Research. Problems encountered by researchers in India.

**UNIT II****(15 Hrs)****LITERATURE REVIEW AND RESEARCH PROBLEM FORMULATION**

Importance of Reviewing Literature. Steps in Literature Review: Search for existing literature – Reviewing the selected literature – Developing a theoretical framework – Developing a conceptual framework. Outline of literature review.

Research Problem: Meaning and characteristics of a problem. Sources of Problem: People – Problems – Programs – Phenomena. Considerations in selecting a problem: Interest – Magnitude – Measurement of concepts – Level of Expertise – Relevance – Availability of Data – Ethical issues. Steps in research problem formulation: Identifying a broad field or subject – Dissect to subareas – Select the interesting area – Raise research questions – Formulate objectives – Assess objectives – Double check.

**UNIT III****(15 Hrs)****CONSTRUCTING HYPOTHESIS AND RESEARCH DESIGNS**

Hypothesis: Definitions and functions. Process of hypothesis testing: formulating assumption – collecting data – analyzing and inferring. Characteristics of hypothesis: simple, specific and clear – verifiability – Relation to existing body of knowledge – Operationalizable. Types of hypotheses: research and alternative hypothesis. Errors in hypothesis testing: Type I and II errors.

Research designs: Definitions and functions. Types of research designs; Based on number of contacts: Cross-sectional – Before and After – Longitudinal studies; Based on Reference period: Retrospective – Prospective – Mixed; Based on Nature of the investigation: Experimental – Non-experimental and semi-experimental.

**UNIT IV****(15 Hrs)****DATA COLLECTION AND SAMPLING**

Data collection: Primary source data collection methods: Observation – Interviewing – Survey. Types of observation: Participant and non-participant. Types of interview methods: structured and unstructured. Survey methods: Questionnaires and attitudinal scales. Secondary source data: Documents.

Sampling: Basic concepts and principles. Types of sampling: Probability sampling: Simple random sampling – stratified random sampling and cluster sampling; Non-probability sampling: Quota sampling – Judgmental – Accidental – Snowball – Expert sampling; Mixed sampling: Systematic sampling. Calculation of sample size



**UNIT V****(13 Hrs)****DATA PROCESSING, INTERPRETATION AND REPORT WRITING**

Data processing steps: Editing; ways of editing – Coding: Stages in Coding: Developing a code book – pretesting a code book – coding the data – verifying the coded data; Frame of Analysis – Analyzing the Data.

Interpretation: Meaning of interpretation–Techniques in interpretation–Precautions in interpretation. Report writing: meaning of report writing–Significance and purpose of writing a research report–Styles and Layout of writing a research report–Steps in Writing Report–Types of research reports–Precautions in writing research report–Guidelines for Reviewing Draft–Report Format–Oral Presentation.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1 (Units I–IV)	Kumar, R	Research Methodology: A Step by Step Guide for Beginners	SAGE Publications India Pvt Ltd, New Delhi	4 <sup>th</sup> Edition, 2014
2 (Unit V)	Kothari, C. R & Garg, G	Research Methodology Methods and Techniques	New Age International Publishers, New Delhi	4 <sup>th</sup> Multi Colour Edition 2019

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Panneerselvam, R.	Research Methodology	PHI Learning Private Limited, Delhi	2 <sup>nd</sup> Edition 2018
2	Tucker, Veena	Research Methods in Social Sciences	Pearson Education, Inc, India	2020
3	Giri, Arunangshu., and Biswas, Debasish	Research Methodology for Social Sciences	SAGE Publications India Pvt Ltd, New Delhi	2019
5	O’Leary, Zina	The Essential Guide to Doing your Research Project	SAGE Publications India Pvt Ltd, New Delhi	South Asia Edition, 2011

**Web References:**

1	<a href="https://isbs.webs.com/-%20New%20Folder/Research%20Methodology%20in%20Social%20Sciences.pdf">https://isbs.webs.com/-%20New%20Folder/Research%20Methodology%20in%20Social%20Sciences.pdf</a>
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**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

1. Dr. Jereesh K Elias
2. Mrs. K. S. Paviyazhini

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY19CP2	CORE PRACTICAL-II – EXPERIMENTAL PSYCHOLOGY-II	PRACTICAL	60			2

#### Preamble

To enable the students to:

- know the theoretical concepts through experiments
- acquire skills in explaining and performing experiments
- analyse the impact of experiments in behaviour through conditioning
- know the formation of memory and learning process
- observe and practice the application of experiments and reaction time

#### Course Outcomes

On the successful completion of the course, students will be able to:

CO Number	CO Statement	Knowledge Level
CO1	Understand experiments in psychology and its practices	K2
CO2	Perform and practice application of experiments	K3
CO3	Analyse the changes in behaviour by conditioning	K3, K4
CO4	Understand memory formation and process involved in learning	K3
CO5	Gain practical experience in applying experiments and reaction time.	K3, K4

#### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	H	H	H	H	H
CO2	H	H	H	H	H
CO3	H	H	H	H	H
CO4	H	H	H	H	H
CO5	H	H	H	H	H

H-High; M-Medium; L-Low

## CORE PRACTICAL – II – EXPERIMENTAL PSYCHOLOGY – II

(60 Hrs)

### Syllabus

Each student is required to conduct a minimum of 10 experiments out of the following and record of experiments should be submitted for evaluation at the end of the semester.

#### Fatigue

Ergograph-Measuring Physical Fatigue  
Mental Fatigue  
Gripdynamometer Steadiness Tester

#### Learning and Conditioning

Winking Reflex/Air Puff: Classical Conditioning Demonstration  
Habit Interference Board/Card Sorting Tray  
Phi-Phenomenon  
Retroactive Inhibition

#### Attention

Span of attention  
Distraction of Attention  
Division of Attention  
MCDougall Disc

#### Memory and Reaction Time

Mirror Drawing  
Memory Drum  
Rational Learning  
Vernier Chronoscope for Simple, Choice and Discriminative R.T. (Both Auditory & Visual)

#### Questionnaires and Scales

Happiness Scales  
Inventory for Factors Influencing Sports Career  
Career Decision Making Scale  
WHO Quality of Life – BREF  
Student Resilience Survey  
Mood and Feelings Questionnaire – Long Version  
Mood and Feelings Questionnaire – Short Version  
The Multidimensional Students' Life Satisfaction Scale  
Patient Health Questionnaire  
WHO (Five) Well-Being Index  
Eating Disorder Examination for Adolescents  
Eating Disorder Examination Questionnaire

### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Woodworth, R. S. & Scholoberg, H	Experimental Psychology	Oxford and IBH Publishers New Delhi	Revised Edition 2018

2	Anastasi, A. & Urbina, S.	Psychological Testing	PHI Learning Pvt. Ltd New Delhi	7 <sup>th</sup> Ed. 2010
3	Rajamanickam	Experimental Psychology, Vol 1	Concept Publishing Company New Delhi	2005
4	Rajamanickam	Experimental Psychology, Vol II	Concept Publishing Company New Delhi	2005

### **Pedagogy**

- Practical Observation and Learning, Learning by Doing, Video, e- content, Social Interaction, Discussions, Lecture by digital whiteboard or chalk & talk, Power Point Presentation.

### **Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Mr. V. Gobinath
3. Dr. Jereesh K Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C07</b>	<b>CORE VII- SOCIAL PSYCHOLOGY - I</b>	<b>THEORY</b>	<b>43</b>	<b>3</b>	<b>-</b>	<b>3</b>

### **Preamble**

To enable the students to:

- Gain knowledge about the history and future of Social Psychology
- Know the concepts related to social cognition, social perception and attribution
- Know the nature and effects of stereotyping, prejudice and discrimination
- Acquire knowledge and interpret interpersonal attraction and close relationships

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>1</b>	Defining and understand the history and future of Social Psychology	<b>CLO1, CLO2</b>
<b>2</b>	Understand the processes involved in social cognition, concepts associated with social perception and the term attribution and its theories.	<b>CLO2</b>
<b>3</b>	Apply and Analyse the nature and consequences of stereotyping, prejudice and discrimination.	<b>CLO3, CLO4</b>
<b>4</b>	Analyze the process of interpersonal attraction and decode intimacy in relationships, attachment styles and threats to relationships.	<b>CLO4</b>

### **Mapping with Programme Outcomes**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CLO1</b>	H	H	H	H	H
<b>CLO2</b>	H	H	H	H	H
<b>CLO3</b>	H	H	H	H	H
<b>CLO4</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **CORE VII – SOCIAL PSYCHOLOGY I**

**(43 Hrs)**

### **Syllabus**

#### **UNIT I**

**(7 Hrs)**

##### **INTRODUCTION**

Social Psychology: Meaning and definition-Advances at the boundaries-Historical roots of social psychology-Core concerns of social psychology-Scope of social psychology-Relation of social psychology to other fields-Theoretical perspectives in Social Psychology. Research in Social Psychology.

#### **UNIT II**

**(10 Hrs)**

##### **SOCIAL COGNITION AND SOCIAL PERCEPTION**

Social Cognition: Heuristics–Schemas–Automatic and controlled processing- Two basic modes of social thought –Potential sources of error in social cognition–Affect and cognition–Emotions and social cognition. Social Perception: Perceiving and understanding others-Nonverbal Communication-Emotions and social perception. Attribution: Situational and dispositional causes; Theories of attribution: Jones and Davis's theory-Kelley's theory–Impression formation and impression management-Attribution errors–Attribution of causality.

#### **UNIT III**

**(6 Hrs)**

##### **THE SELF**

The Self: Defining the self- Self presentation- Self-knowledge- Thinking about the self - Personal versus social identity- Self-Esteem - Attitudes towards self - Emotions and the self - Social comparison – Evaluation of Self - Self as target of prejudice.

#### **UNIT IV**

**(10 Hrs)**

##### **STEREOTYPING, PREJUDICE AND DISCRIMINATION**

Stereotyping: Nature and origin-Prototypes-Beliefs about social groups-Gender stereotyping – Stereotypes and glass ceiling effect-Stereotypes and glass cliff effect–Influence of Stereotypes in behaviour-Operations of stereotypes and changes. Prejudice-Nature and origin–Contrasting perspectives–Social identity theory–Emotions and prejudice. Discrimination: Feelings and action toward social groups-Techniques for countering its effects– Common in-group identity model.

#### **UNIT V**

**(10 Hrs)**

##### **INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS**

Attraction: Internal sources and external sources of attraction – Role of needs and emotions – Emotions and attraction. Factors based on social interaction: Similarity and mutual liking – Balance theory – Social comparison theory. Close relationships: Foundations of social life – Relationship with family members – Attachment styles - Relationship beyond family – Romantic relationships – Kinds of love – Sternberg's triangular model of love - Threat to relationships.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Branscombe, N. R. & Baron, R. A.	Social Psychology	Pearson Education, Inc.	13 <sup>th</sup> Edition, 2012

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Branscombe, N. R., Baron, R. A. & Kapur, P.	Social Psychology	Pearson India Education Services Pvt. Ltd	14 <sup>th</sup> Edition, 2019
2	Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. Adapted by Tucker, V.	Social Psychology	Pearson India Education Services Pvt. Ltd, Noida	9 <sup>th</sup> Edition, 2017
3	Shetgovekar, S.	An Introduction to Social Psychology	SAGE Publications India Pvt. Ltd, New Delhi	2018
4	Schnedider, F. W., Gruman, J. A., & Coutts, L. M	Applied Social Psychology: Understanding and Addressing Social and Practical Problems	SAGE Publications India Pvt. Ltd, New Delhi	South Asia Edition, 2012

**Web References:**

1	<a href="https://www.mooc-list.com/course/introduction-social-psychology-edx">https://www.mooc-list.com/course/introduction-social-psychology-edx</a>
2	<a href="https://www.mooc-list.com/course/social-psychology-coursera-0">https://www.mooc-list.com/course/social-psychology-coursera-0</a>

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

- Mrs. K. S. Paviyazhini
- Dr. Jereesh K Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C08</b>	<b>CORE VIII – HEALTH PSYCHOLOGY</b>	<b>THEORY</b>	<b>56</b>	<b>3</b>	<b>-</b>	<b>4</b>

#### **Preamble**

To enable the students to:

- know the foundations of Health psychology
- learn the impact of stress and pain on physical and mental health
- realize the effect of behavior on chronic diseases
- know the relation between behavior and health
- identify the future challenges and research methods in Health Psychology

#### **Course Learning Outcomes**

On the successful completion of the course, students will be able to:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>1</b>	Define and know about the health and various diseases	<b>CLO1</b>
<b>2</b>	Understand about the causes and risk factors of various diseases and their prevention	<b>CLO2</b>
<b>3</b>	Apply a systematic approach and interventions to prevent diseases and improve healthy life style	<b>CLO3</b>
<b>4</b>	Analyze the effective methods to improve adherence behavior and to reduce the future challenges to health psychology	<b>CLO4</b>

#### **Mapping with Programme Outcomes**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CLO1</b>	H	H	H	H	H
<b>CLO2</b>	H	H	H	H	H
<b>CLO3</b>	H	H	H	H	H
<b>CLO4</b>	M	H	H	H	H

H- High; M-Medium; L-Low



## **CORE VIII – HEALTH PSYCHOLOGY**

**(56 Hrs)**

### **Syllabus**

#### **UNIT I**

**(11 Hrs)**

##### **FOUNDATIONS OF HEALTH PSYCHOLOGY**

Introducing Health Psychology: Definition of health - The profession of health psychology. Seeking and receiving health care: Illness behavior - Seeking medical information from non-medical sources - Receiving medical care. Adhering to healthy behavior: Issues in adherence – Non-adherence - Barriers to adherence - Factors predicting adherence. Theories of health behavior: Continuum theory of health behavior - Stage theory of health behavior. The intention behavior gap: Behavioral willingness - Implementational intentions.

#### **UNIT II**

**(11 Hrs)**

##### **STRESS AND COPING**

Defining, measuring, and managing stress - Theories of stress: Selye's view - Lazarus's view. Sources of stress - Measurement of stress - Coping with stress - Personal resources that influence coping. Behavioral interventions for managing stress: Relaxation training - Cognitive behavioral therapy - Emotional disclosure - Mindfulness. Understanding stress, immunity and disease: Physiology of the immune system - Organs of the immune system - Function of the immune system - Immune system disorders - Psychoneuroimmunology - Stress and psychological disorders.

#### **UNIT III**

**(11 Hrs)**

##### **BEHAVIOUR AND CHRONIC DISEASE**

Behavioral factors in cardiovascular disease: Risk factors in cardiovascular disease - Inherent risk factors - Physiological conditions - Behavioral factors - Psychosocial factors - Reducing cardiovascular risks. Behavioral factors in cancer: Risk factors for cancer - Environmental - Behavioral - Psychosocial risk factors - Living with cancer - Adjusting to a diagnosis of cancer - Social support for cancer patients - Psychological interventions for cancer patients. Living with chronic illness: The impact of chronic disease - Impact on the patient - Impact on the family.

#### **UNIT IV**

**(11 Hrs)**

##### **BEHAVIORAL HEALTH**

Smoking: Tobacco smoking and the respiratory system - Dangerous components in smoke - Reasons for smoking - Health consequences of tobacco use - Interventions for reducing smoking - Detering smoking - Quitting smoking - Relapse prevention - Becoming healthier - Effects of quitting - Quitting and weight gain - Health benefits of quitting. Exercising: Types of physical activity - Reasons for exercising - Health benefits of physical activity - Psychological benefits of physical activity - Hazards of physical activity - Improving adherence to physical activity.

#### **UNIT V**

**(12 Hrs)**

##### **FUTURE CHALLENGES AND RESEARCH IN HEALTH PSYCHOLOGY**

Challenges for healthier people: Increasing the span of healthy life - Reducing health disparities. Outlook for health psychology: Progress in health psychology. Future challenges for healthcare: Future areas of growth in health psychology. Making health psychology personal: Understanding risks - Cultivating a healthy lifestyle. Conducting health research: Treatment and the placebo - Correlational studies - Cross-sectional and longitudinal studies - Observational methods - Randomized controlled trials - Meta-analysis - Experimental designs – Ex-post facto designs.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition/ Year of Publication
1.	Linda B., Updegraff, J. A. & Jess, F	Health Psychology: An Introduction to Behavior and Health	Cengage Learning 20 Channel Center Street Boston, MA 02210 USA	Ninth Edition, 2017

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Regan A. R. Gurung	Health psychology - Well-Being in a Diverse World	SAGE Publications India Pvt. Ltd. Mathura Road, New Delhi 110 044	4th Edition, 2019
2.	Jane, O	Health Psychology -Tata McGraw - Hill Edition	Tata McGraw - Hill Education Private Limited New Delhi - 110008	6th Edition, 2019
3.	Shelley, E.T	Health Psychology - Indian Edition	Tata McGraw - Hill Education Private Limited Alapakkam, Chennai - 600116	10th Edition, 2018

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

- 1.Mr. V.Gobinath
- 2.Dr. Jereesh K Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C09</b>	<b>CORE THEORY IX – FORENSIC PSYCHOLOGY</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To enable the students to:

- have an understanding of the role of psychologists in forensic setting
- have an orientation to the application of psychology in the legal system
- gain a basic knowledge about the various methods used for interrogation and confession
- gain basic knowledge about the assessment and profiling methods used in the forensic setting

### **Course Learning Outcomes**

On the successful completion of the course, students will be able to:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>1</b>	Remember and recall the background and scope of forensic psychology	<b>CLO1</b>
<b>2</b>	Understand the psychological principles associated with use of Forensic Psychology from an Indian context	<b>CLO2</b>
<b>3</b>	Apply a systematic approach to offender profiling and risk assessment	<b>CLO3</b>
<b>4</b>	Critically analyze the legal status of various interrogation and confession methods	<b>CLO4</b>

### **Mapping with Programme Outcomes**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CLO1</b>	H	H	H	H	H
<b>CLO2</b>	H	H	H	H	H
<b>CLO3</b>	H	H	H	H	H
<b>CLO4</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **CORE IX – FORENSIC PSYCHOLOGY**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **INTRODUCTION AND OVERVIEW OF FORENSIC PSYCHOLOGY**

Nature, definition, scope, and history - Forensic psychology in India. Career and scope in major areas: Criminal law – Civil law – Negligence. Significance of psychology in forensic science. Role of a forensic psychologist: Actuarial – Advisory – Clinical/assessment – Experimental role. Limitations. Ethical & legal issues in forensic practice

#### **UNIT II**

**(14 Hrs)**

##### **PSYCHOLOGY AND LEGAL SYSTEM**

Introduction and history. Role of psychologist: Advisors – Reformers – Evaluators. Psychological pathways influencing the legal system: Expert testimony – Cross disciplinary training – Amicus curiae briefs – Board dissemination of research finding – Legislatures and public policy. Structure of the legal system. Psychology and law relationship. Conflicts of psychology. Inspection of evidence: Cognitive and clinical psychology. Associated concepts: Responsibility – Retribution – Deterrence – Racial bias and procedural justice.

#### **UNIT III**

**(14 Hrs)**

##### **INTEROGATION AND CONFESSION**

Interviewing and interrogation: Criminal - Terrorism investigation. Power of a confession. False confessions: Types of false confession - Problems of false confession - Possible solution for false confession. Polygraph: process of polygraphing - Limitation of polygraphing - Legal status of polygraphing. Video recording of interrogation. Polygraph based guilty knowledge test (GKT). Expert testimony on interrogation and confession. Legal and ethical issues surrounding interrogations

#### **UNIT IV**

**(15 Hrs)**

##### **ASSESSMENT AND PROFILING**

Psychological assessment: Hypothesis formulation - Data gathering – Interviews - Psychometric assessment - Test theory - Data analysis - Report format. Risk assessment: principles and approaches - Limitations – Effective risk assessment communication - Managing risks - Risk avoidance - Risk reduction - Risk retention - Risk transfer - Risk management framework.

Assessments in special areas: Child custody evaluations – Malingering – Competency to stand trial. Offender profiling: Schools of thought – Assumptions – evaluation of offender profiling.

#### **UNIT V**

**(15 Hrs)**

##### **VICTIMOLOGY**

Introduction: What is victimology – Role of a victimologist – Purpose of victimology. Vulnerability factors: In interpersonal crimes of violence and theft – Murders – Robberies – Burglaries – Identity theft. Controversy of shared responsibility: Victim facilitation – Precipitation and provocation. Reducing risks. Psychology of the victim in violent and sexual offender. Victimized children. Psychology of the victim from cultural and social context. Psychological victimization

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Howitt, D	Introduction to Forensic and Criminal Psychology	Pearson Education Limited, Harlow CM17 9NA, United Kingdom	6 <sup>th</sup> edition, 2018

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Ackerman, M. J	Essentials of Forensic Psychological Assessment	John Wiley & Sons, Hoboken, New Jersey	2 <sup>nd</sup> edition, 2010
2.	Davies, G. M. & Beech, A. R.	Forensic Psychology: Crime, Justice, Law Interventions	John Wiley & Sons, Hoboken, New Jersey	3 <sup>rd</sup> edition, 2018
3.	Costanzo, M & Krauss, D	Forensic and Legal Psychology: Psychological Science Applied to Law	Worth Publishers, 41 Madison Avenue, New York	2014
4.	Taylor, S	Forensic Psychology: The Basics	Routledge, 711 Third Avenue, New York	2015

**Web References**

1	<a href="https://www.apa.org/ed/precollege/psn/2013/09/forensic-psychology">https://www.apa.org/ed/precollege/psn/2013/09/forensic-psychology</a>
2	<a href="http://indianmentalhealth.com/pdf/2018/vol5-issue2/Viewpoint_Article_Forensic_Psychology.pdf">http://indianmentalhealth.com/pdf/2018/vol5-issue2/Viewpoint_Article_Forensic_Psychology.pdf</a>

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

1. Ms. Afreen Tarannum
2. Dr. Jereesh K. Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20E01</b>	<b>ELECTIVE I – GENDER PSYCHOLOGY</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To enable the students to:

- Learn the concepts and history of the psychology of gender
- Comprehend the theories in exploring gender differences.
- Discover the ways in which social issues (race, education, health, economy, politic) influence women's issues and also to understand the development of gender identity and its impact at various stages and the sources of differences.
- Understand and apply the use of gender analysis framework as tools for gender assessment in the context developmental issues.

### **Course Learning Outcomes**

On the successful completion of the course, students will be able to:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>1</b>	Define the concepts related to gender and know the history of gender psychology	<b>CLO1</b>
<b>2</b>	Understand Social psychological theories exploring the sex and gender differences	<b>CLO2</b>
<b>3</b>	Application of Gender Identity, Media Portrayal of Gender and gender relations in different spheres	<b>CLO3</b>
<b>4</b>	Analyse the psychological problems related to gender and learn to use gender analysis framework as tools for gender assessment in the context developmental issues	<b>CLO4</b>

### **Mapping with Programme Outcomes**

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO1</b>	H	M	M	M	M
<b>CLO2</b>	M	M	H	M	M
<b>CLO3</b>	H	M	M	M	M
<b>CLO4</b>	M	H	M	H	H

H- High; M-Medium; L-Low

## **ELECTIVE I – GENDER PSYCHOLOGY**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(15 Hrs)**

##### **CONCEPTS AND HISTORY OF THE PSYCHOLOGY OF GENDER**

Basic concepts and definition: Sex – Gender - Sex related behaviour - Gender role – Masculine - Féminine. Inter-role conflict. Engaging in gender. Role incongruent behaviour. Gender dysphoria. Cultural differences in construction of gender. Philosophical and political issues surrounding gender. History of the psychology of gender: Sex difference in intelligence (1894-1936) – Masculinity - Feminity as a global personality trait (1936-1954) - Sex typing and androgyny (1954-1982) - Present gender as a social category (1982). Gender role attitudes: Toward men's and women's roles- Toward lesbian, gay, bisexual and transgender persons. Cognitive components: Gender - Role stereotyping - Altering gender role stereotyping.

#### **UNIT II**

**(15 Hrs)**

##### **GENDER- RELATED COMPARISONS: OBSERVATIONS AND THEORIES**

Observations: Maccoby and Jacklin's psychology of sex differences- Sex comparisons in cognitive abilities - Sex comparisons in social domains - Sex comparisons in moral development – Sex comparisons in social development - Sex similarities hypothesis revisited. Theories: biological theories of sex differences - Evolutionary theory and sociobiology - Psychoanalytic theory - Social learning theory - Gender role socialization theory - Cognitive development theory - Gender schema theory.

#### **UNIT III**

**(15 Hrs)**

##### **DEVELOPING GENDER IDENTITY**

Gender Identity: Development during childhood - Later development - Influences on gender identity development - Biological factors and gender development - Family environment and gender development - Peers and gender development - Media and gender development. Intelligence and cognitive abilities: Verbal performance - Mathematical and quantitative performance - Spatial performance. Source of the difference: Biological evidence for gender differences in cognitive abilities – Evidence for other sources of gender differences. Implication of gender related differences.

#### **UNIT IV**

**(13 Hrs)**

##### **GENDER RELATION AND POWER**

Gender in the experience and expression of emotion: Myths of maternal instinct - The prominence of male aggression. Achievement: Individual difference factors - Social factor. Communication: Interaction styles in childhood - Interaction styles in adulthood – Language - Leadership and influenceability - Sex differences in communication. Friendships: Nature - Barriers to closeness - Conflict in friendship - Cross sex friendship – Cross race friendship – GLBT friendship - Friendship at work. Relationship: Love relationships - Marriage and committed relationships.

#### **UNIT V**

**(13 Hrs)**

##### **SEX DIFFERENCES AND HEALTH**

Sex differences in mortality and morbidity - Sex differences in health – Artifacts - Health behaviours - men and women social roles. Relationships and health: Marital transitions and health - Parenting and health - Rape and other forms of sexual coercion. Women employment and health: Family role - Work role – Discrimination - Sexual harassment. Mental health: Sources of stress for men and women - Coping resources and strategies - Gender inequality in the diagnosis of mental disorders. Gender comparisons in psychopathology: Depression – Anxiety disorders.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Vicki S. Helgeson	Psychology of Gender 5 <sup>th</sup> Edition	Routledge	2018

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Linda Brannon	Gender Psychological Perspective 7 <sup>th</sup> Edition	Routledge	2017
2	Rudman, L. A. & Glick	The Social Psychology of Gender	New York: Guilford Press	2008
3	Vivien Burr	Gender and social Psychology	New York: Routledge	2002
4	Vicki S. Hegelson.	The Psychology of Gender.4th Edition	New Jersey: Pearson	2012
5	Sandhya. K.P	General Psychology, 3rd Edition,	An Vi Composers, Delhi	2013

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

1. Dr. M. Jayamala
2. Dr. Jereesh K. Elias



<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20E02</b>	<b>ELECTIVE II- LIFE SKILLS AND PERSONALITY</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>		<b>5</b>

### **Preamble**

To enable the students to:

- know the significance of hard and soft skills for life
- learn the impact of communication on interpersonal relationships
- realize the areas of preparation needed to face interviews
- get into healthy discussions for decision making
- Work as a team and acquire the leadership qualities

### **Course Learning Outcomes**

On the successful completion of the course, students will be able to:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>1</b>	Identify the role of hard and soft skills in enhancing life	<b>CLO1</b>
<b>2</b>	Critically analyze the influence of communications on interpersonal relationships	<b>CLO2</b>
<b>3</b>	Cognize the impact of preparation and presentation in forming impressions	<b>CLO3</b>
<b>4</b>	Understand and analyze the nuances in decision making while working as a group	<b>CLO4</b>

### **Mapping with Programme Outcomes**

<b>CLOs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CLO1</b>	H	H	H	H	H
<b>CLO2</b>	H	H	H	H	H
<b>CLO3</b>	H	H	H	H	H
<b>CLO4</b>	M	H	H	H	H

H- High; M-Medium; L-Low

## **ELECTIVE II – LIFE SKILLS AND PERSONALITY**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **SKILLS FOR LIFE: AN INTRODUCTORY OVERVIEW**

Need for soft skill development: Comparison of hard skills and soft skills - The process of soft skill development -Importance of soft skill development - Measuring soft skills. Self-discovery and goal setting: Difference between wishes, dreams and goals - Setting goals - Using positive affirmations in goal setting - Belief, values, attitude and virtue - Positive thinking and attitude. Motivation: Meaning - Needs and motivation - Work - Motivation approaches - Content theories - Maslow's hierarchy of needs - Alderfer's erg theory - Herzberg's two-factor theory - Mclelland's acquired needs theory - Process theories.

#### **UNIT II**

**(14 Hrs)**

##### **INTERPERSONAL RELATIONS AND COMMUNICATIONS**

Elements of interpersonal relationships: Communication skills - Functions of communication - Types of communication - Communication models - Tools of communication - Team communication and interpersonal competence - Barriers to effective communication. Developing interpersonal relationships through effective communication: Body language- Elements of body language - Public speaking. Effective presentation skills: Strategies for an effective presentation- Presentations - Presentation skills - Types of presentations - Audience analysis - Essentials of a presentation - Ways to overcome nervousness.

#### **UNIT III**

**(14 Hrs)**

##### **GETTING READY FOR AN EFFECTIVE INTERVIEW**

Interview: Concept - The interviewer - The interviewee - Etiquette and manners - Time management. Personality development: Meaning and definition of personality - Importance of studying personality - Determinants of personality - Characteristics of personality - Stages of personality development - Different theoretical models of personality. Developing emotional intelligence: Salient features of emotional intelligence - Multiple intelligences theory, IQ and EQ: A comparison -Components of emotional intelligence - Intrapersonal development - Strategies to develop emotional intelligence.

#### **UNIT IV**

**(15 Hrs)**

##### **GROUP DISCUSSIONS AND DECISION MAKING**

Importance of group discussions: Planning a group discussion - Skills assessed during a group discussion - Discussion as an 'argument' - Effectively disagreeing with others' point of view - Techniques for initiating a group discussion and making the first impression - Summarizing a discussion - Understanding your objective in a group discussion session - Concluding thoughts. Decision-making: Types of decision-making - Models of decision-making - Group decision-making - Approaches to ethical decision-making - Problems and dilemmas in decision making.

**UNIT V****(15 Hrs)****TEAMWORK AND LEADERSHIP**

Concept of Team and Teamwork: Moving towards teamwork - Building an effective team. Conflict and conflict management: Types of conflict - Nature, Issues and characteristics of conflicts - Dialectics of conflict - Genesis and causes of conflict - Methods of conflict resolution. Teamwork and leadership: Qualities of a good leader - Leadership and power - Leaders and managers - Leadership theories - Types of leaders - Leadership behaviour.

**Text Books**

Sl. No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Ghosh, B. N.	Managing Soft Skills for Personality Development	Tata McGraw Hill Education Private Limited, New Delhi	2012

**Reference Books**

Sl. No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Sherfield, R.M., Montgomery, R.J. & Moody, P.G	Developing Soft Skills	Pearson Education: NewDelhi	4th Edition, 2009
2	Jones,R.N.	Life coaching skills-how to develop skilled clients	Sage Publications: NewDelhi	2007
3	Lata, P & Kumar, S	Communicate or collapse	Prentice Hall India Pvt. Limited: NewDelhi	2007
5	Shephard , K.	Presenting at Conferences, Seminars and Meetings	Response Books: NewDelhi	2005

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

1. Mr. V. Gobinath
2. Dr. Jereesh K. Elias

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY19AC1	ADVANCED LEARNER'S COURSE I - PSYCHOLOGY OF LANGUAGE (OPTIONAL)	THEORY	Self-Study			5

### Preamble

To enable the students to:

- have a historical overview of development of languages
- understand the foundations of language and basic linguistic principles
- have an understanding of visual word recognition and reading
- identify the neuroscience underlying language comprehension and usage
- learn the process of perception and production of Language

### Course Outcomes

On the successful completion of the course, students will be able to:

CO Number	CO Statement	Knowledge Level
CO1	Critically analyze the historical context of Psycho-linguistics	K1, K4
CO2	Demonstrate critical understanding of the empirical findings obtained from animal language learning and discuss their implications for human language.	K2, K3, K4
CO3	Critically evaluate the processes involved in language perception	K1, K2
CO4	Describe the biological foundations and usage of language	K2, K3
CO5	Critically evaluate and analyze the biopsychological processes involved in language production	K2, K3, K4

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	H	H	H	H	H
CO2	H	H	H	H	H
CO3	H	H	M	H	H
CO4	H	H	H	H	H
CO5	H	H	H	H	H

H- High; M-Medium; L-Low

## **ALC I – PSYCHOLOGY OF LANGUAGE**

### **Syllabus**

#### **UNIT I**

##### **INTRODUCTION TO STUDY OF LANGUAGE**

The study of language: Need for studying language - Difficulties in studying language - Defining language - Change of language over time - purpose of language. Psycholinguistics: The history of psycholinguistics - The methods of psycholinguistics - Different Models in psycholinguistics - Psycholinguistics and information processing. Language and the brain: Themes and controversies. Describing language: Describing speech sounds - Consonants - Vowels - Syllables - Linguistic approaches to syntax.

#### **UNIT II**

##### **THE BIOLOGICAL AND DEVELOPMENTAL BASES OF LANGUAGE**

The foundations of language: Origin of language - Animal language. The biological basis of language: Critical period for language development - The cognitive basis of language - The social basis of language - The language development of visually and hearing-impaired children. Relation between language and thought: Language development - Drives for language development - The language acquisition device - Development of language in children. Phonological development: Lexical and semantic development - Syntactic development - Bilingualism and second language acquisition.

#### **UNIT III**

##### **WORD RECOGNITION**

Recognizing visual words: Attentional processes in visual word recognition - Meaning based facilitation of visual word recognition - Processing morphologically complex words - Models of visual word recognition - Coping with lexical ambiguity. Reading: The processes of normal reading - The neuroscience of adult reading disorders. Models of word naming: Connectionist models of dyslexia - Comparison of models. Learning to read and spell: Development of normal reading - Phonological awareness - Learning to spell. Understanding speech: Recognizing speech - Models of speech recognition - The neuroscience of spoken word recognition.

#### **UNIT IV**

##### **MEANING AND USING LANGUAGE**

Understanding the structure of sentences: Dealing with structural ambiguity - Early work on parsing - Processing structural ambiguity- Gaps, traces, and unbounded dependencies - The neuroscience of parsing. Word meaning: Classic approaches to semantics - Semantic networks - Semantic features - Family resemblance models - Combining concepts - Figurative language - The neuroscience of semantics - Connectionist approaches to semantics. Comprehension: Memory for text and inferences - Reference and ambiguity - Models of text processing - Individual differences in comprehension skills - The neuroscience of text processing.

## UNIT V

### PRODUCTION AND OTHER ASPECTS OF LANGUAGE

Language production: Slips of the tongue - Syntactic planning - Lexicalization - Phonological encoding - The analysis of hesitations - The neuroscience of speech production. Writing and agraphia: Usage of language. Making inferences in conversation: The structure of conversation - Collaboration in dialogue - Sound and vision. The structure of the language system: modules of language - lexicons. Language and short-term memory: New directions - Themes in psycholinguistics revisited.

#### Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Trevor, A. H.	The Psychology of Language. From data to theory.	Psychology Press, 711 Third Avenue, New York,	4th edition, 2014

#### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	David, C. L.	The Psychology of Language: An Integrated Approach	SAGE Publications, Inc	1st edition, 2015
2	Shelia, K.	Psychology of Language: Theory and Applications	Red Globe Press; MacMillan International Higher Education	1st edition, 2019
3	David, W. C.	Psychology of Language	Thomson Higher Education, Belmont, USA	5th edition, 2008

#### Pedagogy

- Self- Learning.

#### Course Designers:

1. Mr. V. Gobinath
2. Dr. Jereesh K. Elias

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY19AC2	ADVANCED LEARNER'S COURSE II - PSYCHOLOGY OF ADJUSTMENT	THEORY	Self-Study			5

#### Preamble

To enable the students to:

- identify the nature of psychological adjustment and the key theories of personality
- understand and apply the key concepts of stress, its effects and coping strategy
- gaining knowledge about the meaning and basic principles of self-concept
- explore and understand the variables involved in friendship and love
- familiarize and understand the concept of career and work

#### Course Outcomes

On the successful completion of the course, students will be able to:

CO Number	CO Statement	Knowledge Level
CO1	Recognize the nature and importance of psychological adjustment; distinguish the major personality theories and its objectives	K1, K2
CO2	Be proficient in understanding the different types, causes of stress strategies to cope with these stressors.	K2, K3
CO3	Understand key concept related to self and Methods of Self-Enhancement	K2, K3
CO4	Gain scientific reasoning to interpret psychological phenomena behind friendship and love	K2, K3
CO5	Acquire the knowledge of choosing the career, women's career development and enhancing coping skills to overcome occupational hazards	K2, K3

#### Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	H	H	H	H	H
CO2	H	H	H	H	H
CO3	H	H	H	H	H
CO4	H	H	H	H	H
CO5	H	H	H	H	H

H- High; M-Medium; L-Low

## **ALC II - PSYCHOLOGY OF ADJUSTMENT**

### **Syllabus**

#### **UNIT I**

##### **ADJUSTING TO MODERN LIFE AND THEORIES OF PERSONALITY**

The psychology of adjustment: Nature of psychology and adjustment - The scientific approach to behavior. The commitment to empiricism - Advantages of the scientific approach - Experimental research looking for causes - Correlation research: Looking for links. The roots of happiness: an empirical analysis. The nature of personality and personality traits - The five-factor model of personality. Psychodynamic perspectives - Behavioral perspectives - Humanistic perspectives - Biological perspectives.

#### **UNIT II**

##### **STRESS ITS EFFECTS AND COPING PROCESSES**

The nature of stress - Major sources of stress - Responding to stress: Emotional Responses- Physiological responses. The potential effects of stress - Factors influencing stress tolerance.

The concept of coping -The nature of constructive coping - Appraisal focused constructive coping: Ellis's Rational Thinking - Humor as a stress reducer - Positive reinterpretation. Problem-focused constructive coping: Using systematic problem solving - Seeking help - Improving time management. Emotion-focused constructive coping: Enhancing Emotional Intelligence - Expressing emotions.

#### **UNIT III**

Self-concept: The nature of the self-concept - Self-discrepancies - Factors shaping the self-concept. Self-esteem: The importance of self-esteem - The development of self-esteem – Ethnicity - Gender, and self-esteem. Basic principles of self-perception: Cognitive processes, Self-attributions explanatory style - Motives guiding self- Understanding - Methods of self-enhancement. Self-regulation: Self-efficacy - Self-defeating behavior. Self-presentation: Impression management - Self-monitoring

#### **UNIT IV**

##### **FRIENDSHIP AND LOVE**

The ingredients of close relationships: Relationship development – Initial encounters - Getting acquainted - Established relationships. Friendship: Nature of good friend - Gender and sexual - Orientation issues - Conflict in friendships. Romantic love: Sexual orientation and love gender differences - Theories of love - The course of romantic love. The internet and relationships: Developing close relationships - Online building - Online intimacy - Moving beyond online relationships

#### **UNIT V**

##### **CAREER AND WORK**

Choosing a career: Examining personal characteristics and family influences - Researching job characteristics - Using psychological tests for career decisions - Taking important considerations into account. Models of career choice and development: Holland's person-environment fit model - Super's developmental model - Women's career development. The changing world of work: Workplace trends- Education and earnings - The changing workforce. Coping with occupational hazards: Job stress - Sexual harassment – Unemployment. Balancing work and other spheres of life: Workaholism - Work and family - Roles leisure and recreation



**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Weiten, W., Dunn, D. S. & Hammer, E. Y.	Psychology Applied to Modern Life Adjustment in the 21st Century	Cengage Learning,	Eleventh Edition 2014

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Atwater, E.	Psychology of Adjustment	New Jersey: Prentice Hall Inc	Second Edition 1983
2	Kearns, T & Lee, D.	Psychological Adjustment	Round Nine Textbook Transformation Grant.	2018
3	Kirsh, S. J. & Duffy, K. G.	Psychology for Living: Adjustment, Growth, and Behavior today	Pearson Indian Education Services Pvt, Lit	Eleventh Edition 2015

**Web References:**

1	<a href="https://www.pdfdrive.com/psychology-applied-to-modern-life-adjustment-in-the-21st-century-e157939272.html">https://www.pdfdrive.com/psychology-applied-to-modern-life-adjustment-in-the-21st-century-e157939272.html</a>
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**Pedagogy**

- Self-Learning.

**Course Designers:**

1. Mrs. Gaja Lakshmi S.
2. Dr. Jereesh K. Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY19CP3</b>	<b>CORE PRACTICAL III- EXPERIMENTAL PSYCHOLOGY-III</b>	<b>PRACTICAL</b>	<b>60</b>			<b>2</b>

### **Preamble**

To enable the students to:

- know the use of various psychological tests
- gain practical knowledge of applying the psychological assessment tools
- identify and realize the possible ways of assessing individual differences
- formation and development of scientific understanding of individual differences

### **Course Learning Outcomes**

On the successful completion of the course, students will be able to:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>1</b>	Describe the psychological attributes of a person	<b>CLO1</b>
<b>2</b>	Understanding the process of assessing various psychological constructs	<b>CLO2</b>
<b>3</b>	Utilization of the test results to make recommendations in terms of psychological growth and interventions	<b>CLO3</b>
<b>4</b>	Comparison of individual differences so as to facilitate recruitment and prediction of vulnerability to psychopathy	<b>CLO4</b>

### **Mapping with Programme Outcomes**

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO1</b>	H	H	H	H	H
<b>CLO2</b>	H	H	H	H	H
<b>CLO3</b>	H	H	H	H	H
<b>CLO4</b>	H	H	H	H	H

H- High; M-Medium; L-Low

**CORE PRACTICAL – III – EXPERIMENTAL PSYCHOLOGY – III****(60 Hrs)****Syllabus**

Each student is required to conduct a minimum of 10 experiments out of the following and record of experiments should be submitted for evaluation at the end of the semester.

**Intelligence**

- Binet Kamat Intelligence Test
- Raven's Standard Progressive Matrices
- Raven's Advanced Progressive Matrices

**Personality**

- 16 P.F. Questionnaire (Indian Adaptation)
- NEO-FFI-3 Adolescent Form
- Eysenck's Personality Questionnaire-R (EPQ-R)

**Memory**

- P.G.I Memory Scale (PGIMS)

**Career Guidance**

- David Battery of Differential Abilities (DBDA)
- Career Preference Record (CPR) (12th Class Students)

**Adjustment**

- Bell's Adjustment Inventory

**Questionnaires, Scales and Inventories**

- Irrational Procrastination Scale
- Procrastination Assessment Scale for Students
- Appearance Anxiety inventory
- The Assertiveness Inventory
- The PERMA Profiler
- The Workplace PERMA Profiler

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Anastasi, A. & Urbina, S.	Psychological Testing	PHI Learning Pvt. Ltd New Delhi	7 <sup>th</sup> Ed. 2010
2	Cohen, R. J & Swerdik, M. E.	Psychological Testing and Assessment: An Introduction to Tests and Measurement	Mc Graw Hill Education, 2 Penn Plaza, New York	9th Edition, 2018
3	Gregory, R. J.	Psychological Testing, History, Principles and Applications	Pearson Education Limited, Harlow CM17 9NA, United Kingdom	7 <sup>th</sup> Edition, 2015

**Pedagogy**

- Practical Observation and Learning, Learning by Doing, Video, e- content, Social Interaction, Discussions, Lecture by digital whiteboard or chalk & talk, Power Point Presentation

**Course Designers:**

1. Dr. Jereesh K. Elias
2. Mrs. Gaja Lakshmi S.

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY20C10	CORE X – SOCIAL PSYCHOLOGY II	THEORY	86	4	-	5

### Preamble

To enable the students to:

- Explore and associate concepts of conformity, compliance and obedience.
- Identify attitudes, its components and influences, develop and relate prosocial behaviour.
- Generate awareness of aggressive behaviours and associated theories.
- Examine and explore the notions of Group and Leadership.
- Gain knowledge about the applications of social psychology

### Course Outcomes

On the successful completion of the course, students will be able to:

CO Number	CO Statement	Knowledge Level
CO1	Explore concepts of conformity, compliance, obedience and associate it with related experiments.	K2, K4
CO2	Understand attitudes, its components and influences over behaviour, associate the efficacy of pro-social behaviour.	K1, K2, K3
CO3	Identify and analyse aggressiveness in behaviour and theories of aggression	K2, K4
CO4	Analyse and interpret concepts and theories related to Group and Leadership.	K1, K4
CO5	Acquire knowledge about the applications of social psychology in legal system, health care, work, community and education settings	K2, K3

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	H	H	H	H	H
CO2	H	H	H	H	H
CO3	H	H	H	H	H
CO4	H	H	H	H	H
CO5	H	H	H	H	H

H- High; M-Medium; L-Low

## **CORE X – SOCIAL PSYCHOLOGY II**

**(86 Hrs)**

### **Syllabus**

#### **UNIT I**

**(18 Hrs)**

##### **SOCIAL INFLUENCE: CONFORMITY, COMPLIANCE, OBEDIENCE**

Conformity: Group influence in action - Asch's and Sherif's experiments of conformity - Factors affecting conformity –Descriptive and injunctive social norms – Social foundations of conformity. Compliance: Cialdini's basic principles of compliance – Tactics based on commitment or consistency, reciprocity and Scarcity- Foot-in the-Door technique – Lowball technique - Door-in-the-Face technique- That's-Not-All technique – Playing hard to get and the deadline technique. Obedience: Obedience to authority – Milgram's experiment- Defying social pressure.

#### **UNIT II**

**(18 Hrs)**

##### **ATTITUDES AND PROSOCIAL BEHAVIOR**

Attitudes: Nature and ABC components of attitude - Attitude formation-Influence on behavior- Emotions and attitude formation-Attitude guides behavior-Fine art of persuasion- Attitude change - Resisting persuasion attempts-Cognitive dissonance. Prosocial behaviour: Motives- Empathy and altruism-Dealing with emergencies-Bystanders-Understanding bystanders' effect- Darley and Latane's study of the bystander effect-External and internal factors that influence helping behavior-Emotions and prosocial behaviour-Long term commitment to prosocial acts.

#### **UNIT III**

**(17 Hrs)**

##### **AGGRESSION**

Aggression: Meaning and perspectives on aggression. Theories of Aggression: Drive theory of aggression, motivation to harm others - Modern theory of aggression – General aggression model. Causes of human aggression: Social, Cultural, Personal and Situational–Emotions and aggression- Excitation transfer theory. Aggression in ongoing relationship: bullying and aggression at work. The prevention and control of aggression: some useful techniques.

#### **UNIT IV**

**(18 Hrs)**

##### **GROUPS AND LEADERSHIP**

Groups: Key components - Benefits of joining a group - Effects of the presence of others: From task performance to behavior in crowds – Group dynamics - Social facilitation - Social loafing: Letting others do the work –Coordination in groups- Perceived fairness in groups: Its nature and effects- Decision making by groups – Theories of intergroup relations and conflicts. Definition of leadership - Types and styles of leadership – Effectiveness – Introduction to theories of leadership.

#### **UNIT V**

**(15 Hrs)**

##### **APPLICATION OF SOCIAL PSYCHOLOGY**

Applying Social Psychology to the interpersonal aspects of the legal System–The testimony of eye witnesses - Problems and solutions – Social psychology aspects of health care-Processing health related information–Social psychology and work settings-World of work-Job satisfaction- Happiness- social psychology in community and education settings

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Branscombe, Nyla R., and Baron, Robert A.	Social Psychology	Pearson Education, Inc.	13 <sup>th</sup> Edition, 2012

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Branscombe, Nyla R., Baron, Robert A. and Kapur, Preeti	Social Psychology	Pearson India Education Services Pvt. Ltd	14 <sup>th</sup> Edition, 2019
2	Aronson, Elliot., Wilson, Timothy D., Akert, Robin M., and Sommers, Samuel R. Adapted by Tucker, Veena	Social Psychology	Pearson India Education Services Pvt. Ltd, Noida	9 <sup>th</sup> Edition, 2017
3	Shetgovekar, Suhas	An Introduction to Social Psychology	SAGE Publications India Pvt. Ltd, New Delhi	2018
4	Schnedider, Frank W., Gruman, Jamie A., and Coutts, Larry M	Applied Social Psychology: Understanding and Addressing Social and Practical Problems	SAGE Publications India Pvt. Ltd, New Delhi	South Asia Edition, 2012

**Web References:**

1	<a href="https://www.mooc-list.com/course/introduction-social-psychology-edx">https://www.mooc-list.com/course/introduction-social-psychology-edx</a>
2	<a href="https://www.mooc-list.com/course/social-psychology-coursera-0">https://www.mooc-list.com/course/social-psychology-coursera-0</a>

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Dr. Jereesh K Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C11</b>	<b>CORE XI – INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY</b>	<b>THEORY</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To enable the students to:

- Gain knowledge about the field of Industrial and Organizational Psychology
- Create, analyse and evaluate objectives and descriptions of employment profiles.
- Know the process of recruitment and selection; apply and assess training for development.
- Apply better performance appraisal techniques and understand group behaviour in organization.
- Apply and analyse the importance of motivation, leadership and organizational communication.

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Understand the field of Industrial and organizational psychology and its differences, opportunities and scope of I-O Psychologist.	K1, K2
<b>CO2</b>	Assign, analyse and evaluate objectives and descriptions of employment profiles.	K3, K4
<b>CO3</b>	Gain knowledge about the process of recruitment and selection, apply and assess training for development of the employee and the organization.	K2, K4
<b>CO4</b>	Exploit healthier performance appraisal methods, reduce biases and understand group behaviour, teams and conflicts in group.	K2, K3
<b>CO5</b>	Relate and evaluate the need for motivation in an organization, importance of leadership and organizational communication.	K3, K4

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low



## **CORE XI–INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY**

**(86 Hrs)**

### **Syllabus**

#### **UNIT I**

**(15 Hrs)**

##### **INTRODUCTION**

Industrial and Organizational Psychology: Definition – The field of Industrial and Organizational (I-O) psychology – Differences between I-O and business programs – Major fields of I-O psychology– Historical roots of I-O Psychology. Career: Employment of I-O Psychologist – Educational Requirements and types of programs – career workshop-Getting into gradual school – Research in I-O Psychology – Ethics in I-O psychology.

#### **UNIT II**

**(17 Hrs)**

##### **JOB ANALYSIS AND JOB EVALUATION**

Job analysis: Meaning - Importance of job analysis – Writing a good job description – Employment profile – Preparing a for a job analysis – Conducting a job analysis – The job-oriented approach - The person-oriented approach -Purposes of job analysis - Process of job analysis - Methods of job analysis. Job evaluation: Meaning- Need for job evaluation - Psychological employment assessment – Determining Internal Pay Equity –Determining External Pay Equity – Determining Gender and Race Equity – Career Workshops- Negotiating Salary.

#### **UNIT III**

**(18 Hrs)**

##### **RECRUITMENT, SELECTION AND TRAINING**

Recruitment: Definition of recruitment-Employee recruitment- Employee selection principles and techniques- Employee preferences–Recruitment process–Objectives-Current trends–Realistic job preview. Sources: Internal and external sources. Selection: Definition-Selection Techniques- Characteristics of effective selection techniques. Training: Definition and meaning of training– Objectives– Importance and scope of organizational training–Goals of organizational training–Pre- training environment - Psychological factors in training–Methods of training–Off the job training and on the job training– Designing the training programme–Evaluating organizational training programs– Career development and planning.

#### **UNIT IV**

**(18 Hrs)**

##### **PERFORMANCE APPRAISAL AND GROUP BEHAVIOUR**

Performance Appraisal: Determining the reason for evaluation–Need and objectives. Techniques: Objective Performance Appraisal Methods–Judgmental Performance Appraisal Methods–Performance Appraisal for Managers–Bias in Performance Appraisal–Improving Performance Appraisals–The Post appraisal Interview. Group Behaviour: Group dynamics-Definition-Reasons for joining groups. Factors affecting group performance: Group cohesiveness-Group ability and confidence-Personality of group members-Communication structure-Group roles-Presence of others-Social facilitation and inhibition - Individual dominance-Groupthink. Individual versus group performance: Teams-Work team-Types of teams-Team development. Group Conflict: Types of conflict-Causes of conflict-Conflict styles.

**UNIT V****(18 Hrs)****MOTIVATION, LEADERSHIP AND ORGANIZATIONAL COMMUNICATION**

Employee motivation: Personality-Self-esteem–Intrinsic motivation-Needs for achievement and power. Values and expectations of employees-Employee Reward -Reward vs. punishment. Organizational Communication: Meaning. Types of organizational communication-Upward - Downward - Business - Informal -Interpersonal - Improving Employee Communication Skills. Leadership: Leader emergence and performance -Leader and situation-Situational favorability - Organizational climate -Subordinate ability-Relationships with subordinates. Specific leader skills: Leadership through vision- Transformational leadership-Leadership through authenticity - Cultural differences in Leadership.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1. (Units 1 - 3)	Bulger, Carrie A., Schultz, Duane P., and Schultz, Sydney Ellen.	Psychology and Work Today	Routledge	11th Edition, 2020
2. (Units 4 - 5)	Michael G. Aamodt	Industrial and Organizational Psychology: An Applied Approach	Cengage Learning	2015

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Spector, Paul E.	Industrial and Organizational Psychology Research and Practice	John Wiley and Sons, Inc.	6 <sup>th</sup> Edition, 2012
2	Schultz, D. and Schultz, E. Sydney	Psychology and Work Today: An Introduction to Industrial and Organizational Psychology	Dorling Kindersley (India) Pvt. Ltd.	2004

**Web References:**

1	<a href="https://www.mooc-list.com/course/industrialorganizational-psychology-saylororg">https://www.mooc-list.com/course/industrialorganizational-psychology-saylororg</a>
2	<a href="https://iitway.com/course/view.php?id=11#section-1">https://iitway.com/course/view.php?id=11#section-1</a>
3	<a href="https://courses.aiu.edu/Introduction%20to%20Industrial%20Organizational%20Psychology.html">https://courses.aiu.edu/Introduction%20to%20Industrial%20Organizational%20Psychology.html</a>

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Dr. Jereesh K. Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20C12</b>	<b>CORE XII – ENVIRONMENTAL PSYCHOLOGY</b>	<b>THEORY</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To enable the students to:

- understand the history, trends, and future perspectives of environmental psychology
- comprehend and relate the climate changes, environmental stress and its effect
- understand the concepts related to nature and health, its measurements and benefits
- explore the Environment, Quality of Life and its objective as well as Subjective measures
- comprehend and analyze issues related to environment

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Gain knowledge about the history, scope, methods, trends, and future perspectives of environmental psychology.	K1, K2
<b>CO2</b>	Interpret and associate changes in climate, environmental stress and its effects.	K2, K3
<b>CO3</b>	Get acquainted with the concepts related to nature and health, its measurements and benefits.	K1, K2
<b>CO4</b>	Gain knowledge about Environment and Quality of Life, objective as well as Subjective measures of QoL and urban environmental quality.	K1, K4
<b>CO5</b>	Understand and analyze environmental issues in low and middle-income countries, residential environment and well-being and behaviour changes related to environmental issues.	K2, K4

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **ELECTIVE II – ENVIRONMENTAL PSYCHOLOGY**

**(86 Hours)**

### **Syllabus**

#### **UNIT I**

**(18 Hrs)**

##### **INTRODUCTION AND ENVIRONMENTAL RISK PERCEPTION**

History: Architectural psychology- Green psychology - Current scope and characteristics - Main research methods in environmental psychology - Trends and future perspectives in environmental psychology - Challenges for future research - Heuristics and Biases in Risk Judgements - Temporal Discounting of Environmental Risks - The Psychometric Paradigm - Values - Morality and Ethics - Emotional reactions to environmental risks.

#### **UNIT II**

**(16 Hrs)**

##### **CLIMATE CHANGE AND ENVIRONMENTAL STRESS**

Public understanding of climate change - Assessing the risk of climate change - Detecting a problem - Interpretations of problems - Accepting responsibility and taking action. Environmental stress - Conceptualizations of stress - Cannon Theory- Selye Theory - Lazarus theory - McEwen Theory - Effects of environmental stress - Noise - Crowding - Poor housing quality - Poor neighborhood quality - Traffic congestion on Physical and Mental health

#### **UNIT III**

**(18 Hrs)**

##### **NATURE AND HEALTH BENEFITS**

Meaning – Health, nature and its measurements - Nature and clinical health - Green space and public health - Mechanisms linking nature to health - restorative environments - recent theoretical and empirical approaches - restorative building designs - Childhood experiences with nature: Nature and children's health and well-being - Childhood nature experiences and adult environmentalism - Applications and implications related to children and natural environment.

#### **UNIT IV**

**(18 Hrs)**

##### **ENVIRONMENT AND QUALITY OF LIFE (QOL)**

QoL: Objective and subjective measures - Environment and QoL: Most important aspects of QoL - QoL and varying environmental conditions – Influence of QoL on environmental transformations - Urban environmental quality - Urban settings as a source of stress and discomfort - Urban settings as a source of well-being and restoration - Residential satisfaction - Multi-component concept - Multidimensional approach - The multi-place approach.

#### **UNIT V**

**(16 Hrs)**

##### **ENCOURAGING PRO ENVIRONMENTAL BEHAVIOR IN THIRD WORLD COUNTRIES**

Environmental Issues in Low- and middle-income countries - Environmental risk perception, Environmental concern and climate change perception - Residential environment and well-being: Behavior and behavior change related to environmental issues - use of rewards and penalties in promoting pro environmental behavior - Negative Versus Positive Consequences - Monetary Versus Non Monetary Consequences.

**Text Books**

Sl. No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Steg, L. & deGroot, J. I. M.	Environmental Psychology: An Introduction	John Wiley & Sons Ltd	2019

**Reference Books**

Sl. No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Bell, P. A	Environmental Psychology	Psychology Press	2011
2	Scott, B. A., Koger, S. M., Winter, Deborah D., Amel, E. L. & Manning, C.	The Psychology of Environmental Problems: Psychology for Sustainability	Psychology Press	2015

**Web References:**

1	Environmental Issues: <a href="https://ncert.nic.in/textbook/pdf/lebo116.pdf">https://ncert.nic.in/textbook/pdf/lebo116.pdf</a>
2	Psychology and life: <a href="https://ncert.nic.in/textbook/pdf/lepy108.pdf">https://ncert.nic.in/textbook/pdf/lepy108.pdf</a>

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

- Mrs. K. S. Paviyazhini
- Mr. V. Gobinath

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20E03</b>	<b>Elective: III Fundamentals of Yoga and Indian Psychology</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To enable the students to:

- Acquire the basic knowledge in Indian Psychology
- Understand the nature and application of Indian Psychology
- Learn the types and paths of yoga
- Know the human body, mind and personality
- familiarize with the Indian systems of Yogic Psychotherapy and Techniques

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Gaining the knowledge in history, Scope, Substance, and Methods of Study in Indian Psychology	K1, K2
<b>CO2</b>	Application of Indian psychology and understanding the various levels of Consciousness	K2, K3,
<b>CO3</b>	Gaining knowledge in basics and types of Yoga	K1, K2
<b>CO4</b>	Understand the human body, mind and personality from the perspective of yoga Psychology	K1, K2
<b>CO5</b>	Understand, apply and analyze the Yogic Psychotherapy	K3, K4,

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **ELECTIVE III –FUNDAMENTALS OF YOGA AND INDIAN PSYCHOLOGY (71 Hrs)**

### **Syllabus**

#### **UNIT I (15 Hrs)**

##### **INTRODUCTION TO INDIAN PSYCHOLOGY**

Indian Psychology and Psychology in Indian - Indian Psychology and Indigenous Psychology – A model of Indian psychology – Met theoretical base – Scope and subject matter. Sources of Indian psychology. Methods of study: On the nature of research in psychology - Research methods in Indian psychology - Experimental methods – Phenomenological methods- Other methods of relevance.

#### **UNIT II (15 Hrs)**

##### **CENTRALITY OF CONSCIOUSNESS AND APPLIED INDIAN PSYCHOLOGY**

Consciousness in Indian psychology - Advaita metaphysics of consciousness - Buddhist phenomenology of consciousness - Elements of consciousness. Four planes of consciousness. Forms of consciousness - Psychology of consciousness in Sāṃkhya-yoga. Applied Indian psychology - Indian model of applied psychology. Implications: For human development - Pedagogic implications - Therapeutic implications - Exploring extraordinary humanexperience. Applications: Mental health and hygiene - Prevention of illness – Cure - Serving the system - Indian psychology and positive psychology

#### **UNIT III (12 Hrs)**

##### **INTRODUCTION TO YOGA**

Introduction to yoga - Its meaning and definitions -Traditions of yoga – Jnana yoga – Bhakti yoga Karma yoga – Raja yoga. Introduction to Patanjali yoga sutra: Introduction - Yoga, it's meaning and purpose - Nature of Patanjali yoga sutra. Samadhi pada: Types - Nature of samadhi; Sadhana pada: concept of Kriya yoga of Patanjali - Vibhuti and Kaivalya pada. Introduction of: Dharana - Dhyana - Samadhi - Samyama and siddhis - Four types of karmas. Introduction to hatha yoga: Asanas in hatha -Pranayama in hatha - Bandha, mudra and other practices: Cconcept, definition of bandha and mudras - Relationship between hatha yoga and raja yoga - Goal of hatha yoga - Relevance of hatha yoga in contemporary times.

#### **UNIT IV (14 Hrs)**

##### **YOGIC CONCEPT AND PSYCHOLOGY**

Foundation of yoga psychology. Concept of Yogic Psychology - Seven psychic centers in human body Five sheaths of human body. Concept of citta and its modifications - Citta-vritti-nirodha through yoga - Yogic psychology and concept of Bhagavad Gita: General introduction to Bhagavad Gita, - Definitions of yoga - Relevance and scope - Personality types according to: Yoga - According to Ayurveda and yogic theory – Tamas - Rajas and Sattva. Three body types: Kapha - Pitta and Vata - Personality transformation through yoga. Applications of yoga psychology - Psychological practices.

#### **UNIT V (15 Hrs)**

##### **YOGIC PSYCHOTHERAPY AND TECHNIQUES**

Meaning and definition of psychotherapy - Nature and basics of yogic psychotherapy. Prayer: As faith healing. Mantra sadhana: Behavioral technique to control mind. Spiritual counselling: A cognitive therapy - Yajna therapy. Meditation: Mind controlling technique. Pranayama: A behavioral technique to control the self. Nada yoga: Music therapy. Trataka: Concentration technique. Bandha and mudras: Prana controlling technique. Sankirtana: Catharsis technique to release emotions. Svadhyaya: A cognitive therapy. Satsanga: A cognitive therapy. Worship: A faith

and emotion therapy. Pranic healing – Anushthana: Behavioral control. Prayashcitta sadhanas: Penance.

### Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1. (Units I - II)	Rao, K. R. & Paranjpe, A. C.	Psychology in the Indian Tradition	Springer New Delhi	2016
2. (Units III - V)	Kumar, K	Yoga Psychology A Handbook of Yogic Psychotherapy	Uttarakhand Sanskrit University, Haridwar, India	2013

### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Swami Abedananda	Yoga Psychology	Ramakrishna Mutt, Calcutta.	1999
2	Coward, H	yoga and psychology	State university of new York press	2002
3	Cornelissen, R. M., Misra, G. & Varma, S.	Foundations of Indian psychology volume 1 Theories and concepts	Imprint: New Delhi : Dorling Kindersley	2011
4	Safaya, R	Indian Psychology: A Critical and Historical Analysis of the Psychological Speculations in Indian Philosophical Literature	Munshiram Manoharla New Delhi	1975

### Web References

1.	Indian Psychology: <a href="https://www.pdfdrive.com/psychology-in-the-indian-tradition-e157959243.html">https://www.pdfdrive.com/psychology-in-the-indian-tradition-e157959243.html</a>
2.	Yoga Psychology: <a href="https://pdfcoffee.com/yoga-and-psychology-pdf-free.html">https://pdfcoffee.com/yoga-and-psychology-pdf-free.html</a>
3.	<a href="https://pdfcoffee.com/yoga-and-psychology-pdf-free.html">https://pdfcoffee.com/yoga-and-psychology-pdf-free.html</a>

### Pedagogy

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Videos, Assignment, Quiz, Seminar and Observational Learning.

### Course Designers:

1. Mrs. Gaja Lakshmi S.
2. Dr. Jereesh K. Elias



<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20E04</b>	<b>ELECTIVE IV – CONSUMER BEHAVIOUR</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To enable the students to:

- Understand the meaning and key concepts of consumer behaviour.
- Gain knowledge and analyse motivation, personality, perception and learning of consumers
- Identify and relate the social and cultural effects on consumer behaviour.
- Examine and explore the role of communication in consumer behaviour.
- Associate and analyze the application of decision making process of consumers.

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Explore the key concepts of consumer behaviour and Market Segmentation, Strategic Targeting and Positioning	K1, K2
<b>CO2</b>	Equire knowledge and evaluate the influences of motivation, personality, perception and learning of consumer behaviour.	K2, K4
<b>CO3</b>	Comprehend and associate the social and cultural influences over consumer behaviour	K1, K2
<b>CO4</b>	Knowledge about the essentials of communication in consumer behaviour a analyse its impacts.	K1, K4
<b>CO5</b>	Correlate and compare the application of decision making process in the behaviour of consumers.	K3, K4

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **ELECTIVE IV – CONSUMER BEHAVIOUR**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(15 Hrs)**

##### **INTRODUCTION**

Consumer behaviour: Meaning-Definition-Meeting changes and challenges. Development of marketing concept. Consumer research process. Market segmentation, Strategic targeting and positioning: STP process-bases for segmentation –Implementing-Segment strategies-Targeting-Criteria for effective targeting-Marketing mix–Consumer behavior and brand success-Providing consumers with value-Ensuring customer satisfaction–Consumer trust–Consumer retention.

#### **UNIT II**

**(15 Hrs)**

##### **MOTIVATION, PERSONALITY, PERCEPTION AND LEARNING OF CONSUMER**

Consumer motivation: Motivation as a psychological force. Consumer personality: Nature of personality–Personality and understanding–Consumer behavior–Brand personality. Consumer perception: Perceptual selection and organization, Factors that distort individual perception, Price perceptions, Perceived product and service quality, Consumer risk perceptions- Consumer imagery. Learning of consumer: Consumer involvement and passive learning–Outcomes and measures of consumer learning.

#### **UNIT III**

**(13 Hrs)**

##### **SOCIAL AND CULTURAL EFFECTS OF CONSUMER BEHAVIOUR**

Family: The changing family – Socialization and related roles of family members – Family decision making and consumption related roles – Family life cycle; Social class: Measurement-Selected consumer behavior applications of social class. Culture, sub-culture and cross culture: Cultural aspects of emerging markets–Cross cultural consumer analysis–Alternative multinational strategies.

#### **UNIT IV**

**(15 Hrs)**

##### **COMMUNICATION AND CONSUMER BEHAVIOUR**

Consumer communication and marketing communication: Sources of communication-Message initiator-Receivers as target audience–Media as channels for transmitting messages-Barriers to communication-Selective exposure to messages-Psychological noise-Feedback and communication- Message attention- Interpretation and recall-Psychological measures-Attitudinal measures-Consumer communication and implications for marketers.

#### **UNIT V**

**(13 Hrs)**

##### **DECISION MAKING PROCESS**

Decision making: Consumer decision making - Levels of consumer decision making- Buying roles - Consumer decision making process. Stages in consumer decision making process: Need recognition or problem recognition-Pre-purchase information search-Evaluation of alternatives-Purchase decision- Post-purchase outcome and reactions. Implications for a marketer.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Schiffman., Leon,G., Kanuk., and Lazar, L.	Consumer Behaviour	Dorling Kindersley (India) Pvt. Ltd.	10 <sup>th</sup> Edition, 2010

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Sethna, Zubin and Blythe, Jim	Consumer Behaviour	SAGE Publications Ltd;	2019
2	Loudon, D. L., Della, B., and Albert, J.	Consumer Behaviour, Concepts and Applications	Tata McGraw Hill Education Pvt Ltd	2008

**Web References:**

1	<a href="https://nptel.ac.in/courses/110/105/110105029/">https://nptel.ac.in/courses/110/105/110105029/</a>
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**Pedagogy:**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Online Group Discussions, Videos, Assignment, Quiz, Seminar, case discussion, Observational Learning and Journaling.

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Dr. Jereesh K. Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>SKILL BASED PRACTICAL II- PSYCHOLOGICAL TESTING AND ASSESSMENT</b>	<b>PRACTICAL</b>	<b>45</b>			<b>2</b>

### **Preamble**

To enable the students to:

- acquire knowledge of constructing questionnaires and psychological tests
- know and apply the procedures for making a test psychometrically sound
- gain practical knowledge of developing norms for psychological tests
- practice application of essential interview skills to elicit psychopathology

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Gain a knowledge in creating item pools and the process of selecting appropriate items and response formats	K2, K4
<b>CO2</b>	Analyzing the discriminatory ability and difficulty levels of items in a psychological test	K3
<b>CO3</b>	Application of reliability indexes and its interpretation	K3
<b>CO4</b>	Learn to develop basic norms for a psychological test	K2, K4
<b>CO5</b>	Gain knowledge and apply the interview skills needed for the preliminary evaluation of psychopathology	K3, K4

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H - High; M-Medium; L-Low

## **SBS II PRACTICAL – PSYCHOLOGICAL TESTING AND ASSESSMENT (45 Hours)**

### **Syllabus**

Each student is required to demonstrate a minimum of 7 practicals with minimum one from each section. Proficiencies from the below list and record of these by narrating the process and procedure should be submitted for evaluation at the end of the semester.

#### **Section 1.** Item writing (a questionnaire based on any topic)

- a. Dichotomous format
- b. Likert format

#### **Section 2.** Performing item analysis:

- c. Item difficulty index
- d. Item discriminatory index

#### **Section 3.** Finding the reliability index:

- e. Kuder Richardson KR20 formula
- f. Chronbach's alpha

#### **Section 4.** Development of norms

- g. Calculating Z scores
- h. Calculating T Scores

#### **Section 5.** Psychopathology assessment

- i. Case history
- j. Mental Status Examination
- k. PROMIS Emotional Distress – Anxiety – Short Form
- l. PROMIS – Sleep Disturbance – Short Form
- m. PROMIS Emotional Distress – Anger – Short Form
- n. Positive Mental Health Inventory

### **Reference Books**

<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Kaplan, R. M. & Saccuzzo, D. P.	Psychological Testing and Assessment	Cengage Learning India Pvt. Ltd 418 F.I.E. Patparganj New Delhi - 110092	Indian Edition, 2009
2	Geisinger, K. F.	APA Handbook of Testing and Assessment in Psychology	American Psychological Association, 750 First Street, Washington, DC	Volume 1, 2013

3	Singh, A. K.	Tests, Measurements and Research Methods in Behavioural Sciences	Bharati Bhawan Publishers & Distributors, New Delhi	5 <sup>th</sup> Edition, 2017
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**Pedagogy**

- Practical Observation and Learning, learning by Doing, Video, e-content, Social Interaction, Discussions, Power Point Presentation.

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Dr. Jereesh K. Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY19AC3</b>	<b>ADVANCED LEARNER'S COURSE III EMOTIONAL INTELLIGENCE</b>	<b>PRACTICAL</b>	<b>Self-Study</b>			<b>5</b>

### **Preamble**

To enable the students to:

- Understand the concepts and components of Emotional Intelligence
- Acquire knowledge of the skills to build emotional intelligence
- Application and analysis of EI in workplace
- Associate emotional intelligence skills in relationships
- Identify the obstacles in developing Emotional Quotient

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Gain knowledge about the key concepts of emotional intelligence and its basic elements	K1, K2
<b>CO2</b>	Enhance the emotional intelligence skills of self- management, self -confidence, resilience, self-awareness, empathy	K3
<b>CO3</b>	Application and analysis of emotional intelligence in work place and strategies to improve emotional competencies.	K3,K4
<b>CO4</b>	Relate and apply emotional intelligence in intimate relationships	K3
<b>CO5</b>	Realize and recognize the strategies to develop emotional quotient	K2,K3

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **ALCIII – EMOTIONAL INTELLIGENCE**

### **Syllabus**

#### **UNIT I**

##### **INTRODUCTION**

Introduction to Emotional Intelligence (EI): Nature of emotional intelligence – Emotions: primary and secondary emotions: Fear -Sadness - Surprise - ,Joy -Zest -Contentment - Pride -Optimism -Enthrallment - Relief -Anger -Rage and Love. Five Elements of EI: Self-awareness – Self-management – Self-motivation – Empathy - Social skills- Difference between EQ and IQ.

#### **UNIT II**

##### **DEVELOPING EMOTIONAL SKILLS**

Emotional Intelligence and mental health: Self-management – The effect of self- confidence on emotional intelligence: Lowself-confidence – Emotional Intelligence and Emotional Resilience–Self-awareness. Empathy:Ways to improve empathy –Developing social skills.

#### **UNIT III**

##### **EMOTIONAL INTELLIGENCE IN WORK PLACE**

Emotional Intelligence in work place. Strategies to boost emotional quotient(EQ) in jobs: Develop communication and social skills- Improve empathy-Be receptive to feedback - Identify stressors and itsmanagement -Maintain enthusiasm -Constantly evaluate motives and approach to situations that develop self -awareness.

#### **UNIT IV**

##### **EMOTIONAL INTELLIGENCE IN RELATIONSHIPS**

Application of emotional intelligence in normal life: Friendship- Parent – Child relationship, Sibling. Emotional intelligence in relationship: Unmet emotional needs - Emotional abuse in relationships. Intimate relationship:Marriage – Living together. Emotional intelligence in overcoming grief.

#### **UNIT V**

##### **EMOTIONAL QUOTIENT**

Skills for the development of EQ: Reduce negative Emotions - Be mindful of use of words -Be mindful of things that stress you out - Be assertive - Be open to the opinion of others - Be patient.Obstacle to the improvement of EQ: Not realizing the need to change - Not being ready to chance - Accepting defeat -The wrong company - Trying to be perfect - Not giving room for growth - Letting every opinion matter - Being a destructive critic -Getting stuck in the past.



**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Goleman, D.	Working with Emotional Intelligence	Bloomsbury Publication	1998
2.	Goleman, D.	Emotional Intelligence Why it Can Matter More Than IQ (EQ 2.0)	E- BOOK	2020

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Lynn, A.B	The EQ Difference: A Powerful Plan for Putting Emotional Intelligence to Work	American Management Association, Newyork	2004
2	Goleman, D.	Emotional Intelligence: Why It Can Matter More Than IQ ...	Bloomsbury Publication	1995
3	Bradberry, T. & Greaves, J	Emotional Intelligence 2.0	Talentsmart, Inc	2009

**Web Reference:**

1	<a href="https://www.pdfdrive.com/emotional-intelligence-e38104783.html">https://www.pdfdrive.com/emotional-intelligence-e38104783.html</a>
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**Pedagogy**

- Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online GroupDiscussions, Videos, Assignment, Quiz, Seminar and Observational Learning.

**Course Designers**

1. Mrs. Gaja Lakshmi S.
2. Dr. Jereesh K. Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY19AC4</b>	<b>ADVANCED LEARNER'S COURSE - IV – POSITIVE PSYCHOLOGY</b>	<b>THEORY</b>			<b>Self-Study</b>	<b>5</b>

### **Preamble**

To enable the students to:

- Explore and understand the historical roots, current trends and future directions of Positive Psychology
- Gain knowledge about the meaning and measures of happiness
- Understand and relate positive emotions, wellbeing and positive traits
- Apply and analyse Personal Wellness Goals for Balanced Life
- Understand and interpret the meaning of life above zero and Contours of a positive life.

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Acquainted with the historical roots of Positive Psychology and recognize the current trends and future directions in the field.	K1, K2
<b>CO2</b>	Understand and recognize the meaning of happiness and compare hedonic and eudaimonic views of happiness in life.	K2, K4
<b>CO3</b>	Enhance knowledge of positive emotions, wellbeing and develop positive traits in personality.	K2
<b>CO4</b>	Identify and explore Personal Wellness Goals to lead a Balanced Life	K3, K4
<b>CO5</b>	Gain knowledge and interpret about the meaning of Life above Zero and Contours of a positive life.	K2, K4

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

## **ALC IV –POSITIVE PSYCHOLOGY**

### **Syllabus**

#### **UNIT I**

Positive psychology: Definition and meaning–Principles of positive psychology. Traditional psychology. Eastern and western perspectives on positive psychology. Assumptions and goals of positive psychology-Philosophical foundations. History and development of positive psychology: Positive psychology, Positive prevention, and positive therapy. Future and current trends of the field -Indian perspectives of positive psychology.

#### **UNIT II**

##### **MEANING AND MEASURE OF HAPPINESS**

Psychology of well-being and happiness: Subjective well-being- the hedonic basis of happiness - Self- realization-the eudaimonic basis of happiness-Comparison of hedonic and eudaimonic views of happiness-Measuring Subjective Wellbeing- Life Satisfaction – Positive Affect, Negative Affect and Happiness - Psychological Wellbeing – Need fulfillment and self-determination theory Happiness and the facts of life: Happiness across the life span- Gender and happiness- Marriage and happiness-Other facts of life. Money, Happiness and Culture: The paradox of affluence- Doing better but feeling worse- The paradox of choice money and happiness-Culture and wellbeing.

#### **UNIT III**

##### **POSITIVE EMOTIONS, WELL-BEING AND POSITIVE TRAITS**

Positive emotions: Positive emotions and health resources - Positive emotions and well-being- Cultivating positive emotions. Positive traits: Personality, emotions and biology - Positive beliefs. Resilience: Meaning and definition of resilience – Resilience intervention for youth - Virtue and strength of character. Wisdom: Meaning - Theories of wisdom -wisdom in action. Courage: Meaning - Types of courage-Being and becoming courageous.

#### **UNIT IV**

##### **PERSONAL WELLNESS GOALS FOR BALANCED LIFE**

Personal wellness goals for balanced life: Personal wellness goals as windows to well-being- The search for universal human motives- The need for setting personal wellness goals - The personalization of goals in self-concept - Goals that contribute most to well-being - Materialism and its discontents. Self-regulation and self-control: The value of self-control- Personal goals and self-regulation-Goals that create self-regulation problems- everyday explanations for self-control failure - Goal disengagement.

#### **UNIT V**

##### **LIFE ABOVE ZERO**

Life above zero: Positive psychology revisited -Interconnections of the good and the bad - Contours of a positive life - meaning and means. Seligman: Components of a happy life – Seligman’s PERMA model of well-being. Mindfulness: Practice of mindfulness-mindfulness and well-being. Positive psychology and the status Quo.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Edition and Year of Publication
1.	Baumgardner, Steve and Crothers, Marie	Positive Psychology	Pearson Education, Inc.	2015

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Synder, C.R., Lopez, S. J., and Pedrotti, J.T	Positive Psychology–The scientific and practical explorations of human strengths	Sage Publications, New Delhi	2nd Ed 2011
2	Synder, C. R., Lopez, Shane J.	Handbook of Positive Psychology	Oxford University Press	2002
3	Lopez, Shane J.	The Encyclopedia of Positive Psychology- Volume I	Blackwell Publishing Ltd	2009
4	Burns, George W	101 Stories for Enhancing Happiness and Well-Being: Using Metaphors in Positive Psychology and Therapy	Routledge	2017

**Web References:**

1	Positive Psychology: <a href="https://nptel.ac.in/courses/109/102/109102157/">https://nptel.ac.in/courses/109/102/109102157/</a>
2	<a href="https://www.mooc-list.com/course/positive-psychology-applications-and-interventions-coursera">https://www.mooc-list.com/course/positive-psychology-applications-and-interventions-coursera</a>

**Pedagogy**

- Lecture by digital whiteboard or chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Videos, Assignment, Quiz, Seminar, Role Play, Observational Learning and Journaling.

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Dr. Jereesh K Elias

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY20CP4</b>	<b>CORE PRACTICAL IV – EXPERIMENTAL PSYCHOLOGY-IV</b>	<b>PRACTICAL</b>			<b>60</b>	<b>2</b>

### **Preamble**

To enable the students to:

- identify the basic concepts in use of experiments in psychology
- practice typical techniques employed in psychological assessments.
- gain practical knowledge of applying the experiments.
- realize the possible psychological changes after experiments.
- develop critical thinking skills.

### **Course Outcomes**

On the successful completion of the course, students will be able to:

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Demonstrate standard methods in conducting psychological experiments	K1, K2
<b>CO2</b>	Understand uses of experiments in psychology	K2
<b>CO3</b>	Practice application of psychological experiments	K2, K3
<b>CO4</b>	Analyze the consequences and realize the probable psychological changes.	K4
<b>CO5</b>	Gain critical thinking skills to apply and analyze in future	K3, K4

### **Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	H	H	H	H	H
<b>CO3</b>	H	H	H	H	H
<b>CO4</b>	H	H	H	M	H
<b>CO5</b>	H	H	H	H	H

H- High; M-Medium; L-Low

**CORE PRACTICAL – IV – EXPERIMENTAL PSYCHOLOGY – IV****(60 Hrs)****Syllabus**

Each student is required to conduct a minimum of 10 experiments out of the following and a record of experiments should be submitted for evaluation at the end of the semester.

**Social Psychology**

Social Skills Problem Behaviour Checklist  
 Bem Sex Role Inventory  
 Self-concept Questionnaire  
 Social Adjustment Inventory  
 Social Intelligence Scale  
 Perceived Loneliness Scale

**Positive Psychology**

Psychological wellbeing scale  
 Psychological Resilience Scale for Youth  
 Enright Forgiveness Inventory  
 Learned Optimism

**Scale Health Psychology**

Five Factor Wellness Inventory  
 Wellness Evaluation of Lifestyle Pain Questionnaire  
 Optimum Health Scale  
 Menopausal Problem Scale  
 Indian and Yoga Psychology Spiritual Intelligence Scale  
 Yoga Attitude Scale  
 Assessment of the 'Guna' trait described in 'Bhagawad Geetha'  
 Spiritual Quotient  
 Emotional Intelligence  
 Seven Fold Emotional Intelligence Scale  
 Emotional Competence Scale

**Testing and Assessment**

Bhatia's Battery - Short form

**Reference Books**

Sl. No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Woodworth, R. S. & Scholosberg, H.	Experimental Psychology	Oxford and IBH Publishers New Delhi	Revised Edition 2018
2	Anastasi, A. and Urbina, S.	Psychological Testing	PHI Learning Pvt. Ltd New Delhi	7 <sup>th</sup> Ed.2010
3	Rajamanickam	Experimental Psychology, Vol 1	Concept Publishing Company New Delhi	2005
4	Rajamanickam	Experimental Psychology, Vol II	Concept Publishing Company New Delhi	2005

**Pedagogy**

- Practical Observation and Learning, Learning by Doing, Video, e- content, Social Interaction, Discussions, Lecture by digital whiteboard or chalk & talk, Power Point Presentation.

**Course Designers:**

1. Ms. Guru Prapanna Sri A. S
2. Mrs. K. S. Paviyazhini