



**PSGR
Krishnammal College for Women**



(College of Excellence)

**Autonomous Institution. Affiliated to Bharathiar University. Accredited with 'A++' grade by NAAC
(4th cycle) 6th rank -NIRF-2022**

DEPARTMENT OF PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM (CBCS)

&

LEARNING OUTCOMES- BASED CURRICULAR FRAMEWORK (LOCF)

(Semester – I to IV)

**BACHELOR OF PSYCHOLOGY (B Sc Psy)
2021-2024 BATCH**



BACHELOR OF PSYCHOLOGY

PROGRAMME LEARNING 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 field work and industry

BACHELOR OF PSYCHOLOGY

PROGRAMME SPECIFIC OUTCOMES

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

- 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

	IV	NME19B2/ A2	Basic Tamil/Advanced Tamil	AEC	-	-	-	-	-	-	-	Grade	
	IIIB	NM12GAW	Foundation Course –1 (General awareness)		Self-study (Online)				-	-		Grade	
	V	21PELS1	Professional English (Life Science)	AEC	3	45	3	-	50	50	100	2	
III	I	TAM2103/ HIN2103/ FRE2103/ MAL2103	Language: T/ H/ F/ M - Paper – III	Lang uage	6	86	4	3	40	60	100	3	
	II	ENG2103	English paper – III	Eng lish	5	71	4	3	40	60	100	3	
	IIIA	PY21C05	Core V Abnormal Psychology I	CC	5	71	4	3	40	60	100	5	
	IIIA	PY21CP1	Core Practical - I Experimental Psychology I	CC	4	60	-	3	20	30	50	2	
	IIIA	PY21A03	Allied - III Statistics in Psychology	GE	5	71	4	3	20	55	75	4	
	IV	PY21SBP1/ PY21SBCE	Basics of SPSS for Social Science Research/ Coursera Course – Introduction to Psychology & Mental Health: Practice and Advocacy	SBS Practical	3	45	1	2	50	50	100	-	
	IIIB	NM10EVS	Foundation Course-II (Environmental Studies)		Self-study				-	100	-	100	Grade
	IIIB	NM22VHR	Foundation Course-III (Universal Human Values and Human Rights)	AEC	2	26	4	-	100	-	100	2	
	VI	JOB1994	Job Oriented Course		After 12.30 PM 60 h				GRADE				
IV	I	TAM2104/ HIN2104/ FRE2104/ MAL2104	Language: T/ H/ F/ M - Paper – IV	Lang uage	5	71	4	3	40	60	100	3	
	II	ENG2104	English paper – IV	Eng lish	6	86	4	3	50	50	100	3	
	IIIA	PY21C06	Core VI Abnormal Psychology II	CC	5	71	4	3	40	60	100	4	
	IIIA	PY21CP2	Core Practical – II Experimental Psychology II	CC	4	60	-	3	20	30	50	2	
	IIIA	PY21A04	Allied - IV Research Methodology	GE	5	71	4	3	20	55	75	4	
IV	PY22SBP1	Skill Based Practical-II Microskills of Counseling	SBS Practical	3	45	-	3	50	50	100	2		
A	NM21DTG	Design Thinking	FS	2	26	4	2	100	-	100	2		

V	-	Extension Activities NSS/ NCC/YRC/ Sports and Games/ Ecowatch/ YiNet/ Rotract/ WBCC/	-	-	-	-	100	-	100	1
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CC – Core Courses

GE – Generic Elective

AEC – Ability Enhancing Course

CA – Continuous Assessment

ESE – End Semester Examination

FS – Finishing School

QUESTION PAPER PATTERN

CORE & ALLIED PAPERS

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)

Theory 50 : 50 = 100 pattern (Part I, II & III)

INTERNAL COMPONENT	50 / 50 = 100 Marks
THEORY	
CIA I	7
CIA II	7
MODEL EXAM	10
ASSIGNMENT	4
SEMINAR	5
QUIZ	4
CLASS PARTICIPATION	5
APPLICATION OF KNOWLEDGE, INNOVATION AND CREATIVITY	5
ATTENDENCE	3
TOTAL	50 Marks

20 – 55 =75 PATTERN (Allied with practical)

50/50 pattern is followed and converted to 30/45

**UNIVERSAL HUMAN VALUES AND HUMAN RIGHTS /ENTREPRENEURSHIP /
ENVIRONMENTAL STUDIES/**

Continuous Internal Assessment: 50 Marks

SECTION	MARKS	TOTAL
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.

DESIGN THINKING – FINISHING SCHOOL

Continuous Internal Assessment: 100 Marks

CIA I and II		
SECTION	MARKS	TOTAL
A – 3 / 5 X 5 Marks	15	25
B – 1 / 2 X 10 Marks	10	

PROJECT 50 MARKS		
STAGE	MARKS	TOTAL
Stage 1 – Empathize	10	50
Stage 2 – Define	10	
Stage 3 – Ideate	10	
Stage 4 – Prototype	10	
Stage 5 – Test	10	

INTERNAL COMPONENTS MARKS	
CIA I	25
CIA II	25
PROJECT	50
TOTAL	100

FIELD TRAINING – 100 Marks

The students have the option to select any field out of Clinical, School, Forensic, Industrial 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.

MODE OF EVALUATION	MARKS	TOTAL
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 3-5 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 Vth 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

Plagiarism

The above contents should not exceed 50 pages

Internal Assessment: 20 Marks

Review	Mode of Evaluation	Marks	Total
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

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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21C01	CORE-I - GENERAL PSYCHOLOGY-I	THEORY	71	4	-	4

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 and memory
- understand the concepts in the process learning and forgetting
- equip themselves with basic operating technological skills required for Industry 4.0 and 5.0

Course Learning Outcomes

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

CO Number	CO Statement	Knowledge Level
CL01	Summarize the history and perspectives in Psychology	K1
CL02	Understand and relate the actions of sensation, perception and Attention	K2
CL03	Cognize consciousness and its natural and altered states, understand, apply and analyze the process of memory.	K3
CL04	Apply and analyze systems and practices of learning, understand, apply and analyze the process and causes of forgetting	K4
CL05	Understand the recent trends in information technology	K4

Mapping with Programme Outcomes

CLO1	PLO1	PLO2	PLO3	PLO4	PLO5
CL02	H	M	H	H	H
CL03	H	H	H	M	H
CL04	H	H	H	M	H
CL05	H	H	H	H	H
CL01	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–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 –Research Methods in Psychology-Basic and Applied psychology.

Industry 4.0 – Meaning and introduction – Definition – Goals and Design Principles Understanding it from psychology perspective- Challenges and opportunities.

UNIT II

(16 Hrs)

SENSATION, PERCEPTION AND ATTENTION

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

Industry 4.0 – Sensors for IoT: Sensor, Smart and IOT sensor. Classification and characteristics of sensors – motion and optical sensor.

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.

Industry 4.0 – Application of AI for sleep monitoring – Emerging sleep sensing technologies - Classification of sleep-wake cycle: ML perspective.

**UNIT IV
LEARNING****(13 Hrs)**

Learning: Definition and Nature - Classical conditioning – Some basic Principles – Acquisition – Delay Conditioning – Trace Conditioning – Simultaneous conditioning – Backward conditioning – Extinction – reconditioning spontaneous recover – 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.

Industry 4.0 – Sensors and machine learning - Map learning

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

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.

Industry 4.0 – Types of memory : AI Tasks and models

Text Book				
Sl. No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 Second Impression
2.	P. Kaliraj & T. Devi,	Higher Education for Industry 4.0 and Transformation to Education 5.0	e-content	
Reference Books				
Sl. No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L	Introduction to Psychology	New Delhi: Oxford and IBH Publishing Co	2003

2	Ciccarelli, Sandra K., White, J. Noland	Psychology	Pearson India Education Services Pvt., Ltd	2017
3	Feldman, R. S	Understanding Psychology	New Delhi: McGraw Hill Education (India) Ltd.	2014
4	Morgan, C.T., King R.A., Weisz, J.R. and Schopler, J	Introduction to Psychology	New Delhi: Tata McGraw Hill	2008

Online Content:

1.	Introduction to Industry 4.0 and Industrial Internet of Things by Prof. Sudip Mishra, IIT Kharagpur.
2.	A Complete Guide to Industry 4.0-Udemy
3.	Industry 4.0- Future of Sleep Health: https://www.nature.com/articles/s41746-020-0244-4
4.	https://nptel.ac.in/courses/109/104/109104105/
5.	https://www.coursera.org/learn/introduction-psychology

Pedagogy:

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

Course Designers:

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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21C02	CORE-II – DEVELOPMENTAL PSYCHOLOGY-I	THEORY	71	4	-	4

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 Learning Outcomes

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

CO Number	CO Statement	Knowledge Level
CLO1	Specify Growth and Decline and recognize important facts of life span development.	K1
CLO2	Understands evolution of human life from conception	K2
CLO3	Relate physiological, psychological changes and analyse hazards of babyhood	K3
CLO4	Associate and analyze physiological, psychological changes and explore hazards in Early Childhood	K4
CLO5	Relate and analyze physiological, psychological changes and study hazards in Late Childhood	K4

Mapping with Programme Outcomes

CLO1	PLO1	LO2	PLO3	PLO4	PLO5
CLO2	H	H	M	M	H
CLO3	H	H	H	H	H
CLO4	H	H	H	H	H
CLO5	H	H	H	H	H
CLO1	H	H	H	H	H

S-Strong; 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 – Theories of Development – Erikson – Piaget – Kohlberg’s Moral Development.

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.

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Hurlock, Elizabeth B	Developmental Psychology: A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt Ltd	1981

Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Rathus, Spencer A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016
2.	Baron, R.A. & Misra, Girishwar	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 nd Impression
3.	Berk, Laura	Child Development	New Delhi: Pearson Education, Inc.	2013
4.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2011
5.	Feldman, Robert S and Babu, Nandita	Discovering the Life Span	New Delhi: Pearson Education, Inc.	2011
6.	Papalia, Diane E., Olds, Sally Wendkos., and Felman, Ruth Duskin	Human Development	McGraw Hill Education, Chennai	9 th Edition, 2004
7.	Hurlock, Elizabeth B,	Child Development	New Delhi: Tata McGraw Hill Education Pvt Ltd	1997

Pedagogy

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

Course Designers:

1. Mrs. K. S. Paviyazhini
2. Mrs. Gaja Lakshmi S

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21A01	ALLIED-I – BIOLOGICAL PSYCHOLOGY-I	THEORY	86	4	-	5

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 Learning Outcomes

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

CO Number	CO Statement	Knowledge Level
CLO1	Explain basics of behavioural neuroscience and basic mechanism of nervous system	K1
CLO2	Understand and categorize the structure and functions of nervous and endocrine systems	K2
CLO3	Identify and relate visual system and its functions.	K3
CLO4	Classify and analyze auditory, vestibular, body and chemical senses and its Functions	K4
CLO5	Recognize and study control of movements	K4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PO4	PLO5
CLO1	M	H	H	M	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	H
CLO4	H	M	H	H	H
CLO5	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.

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Carlson, Neil R. and Birkett, Melissa 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, Neil.R.	Foundations of Behavioural Neuroscience	India, Pearson Education, Inc	2014
2.	Pinel, John P.J, & Barnes, Steven J, India,	Introduction to Biopsychology	Pearson Education, Inc,	2015
3.	Green, Simon,	Principles of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994
4.	Khosla, Meetu, NewDelhi,	Physiological Psychology An Introduction	SAGE Publications India Pvt Ltd.,	2017
5.	Baron, R.A. & Misra,	Psychology: Indian	New Delhi: Pearson	2015

Pedagogy

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

Course Designers:

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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21C03	CORE–III-GENERAL PSYCHOLOGY-II	THEORY	71	4	-	4

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 Learning Outcomes

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

CO Number	CO Statement	Knowledge Level
CLO1	Understand and apply the nature of thinking and problem solving	K1
CLO2	Comprehend motivation and analyze concepts of emotions	K2
CLO3	Recognize and relate the differences in intelligence	K3
CLO4	Understand and analyze personality and methods of assessing personality.	K4
CLO5	Apply the concepts and analyze the practices of health and well-being	K4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	M
CLO4	H	H	H	H	H
CLO5	H	H	H	H	H

S-Strong; 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.

Industry 4.0 – Bridging AI and Cognition

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

Industry 4.0 Explanation: Chatbots with Emotion – Humanoid – Shame: Emotion in Digital Worlds and the Fourth Industrial Revolution.

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

Industry 4.0 – Artificial Intelligence: meaning – application in healthcare - Artificial intelligence versus emotional intelligence

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

Industry 4.0 – Personality trait classification from textual content – Machine learning and Deep learning approaches.

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.

Industry 4.0 – Industry 4.0 Applications for Medical/Healthcare Services

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 2 nd Impression

Reference Books

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

Pedagogy

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

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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21C04	CORE-IV – DEVELOPMENTAL PSYCHOLOGY-II	THEORY	71	4	-	4

Preamble

To enable the students to:

- identify and realize how human life unfolds at Puberty.
- understand the importance of adolescent period is 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 Learning Outcomes

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

CO Number	CO Statement	Knowledge Level
CLO1	Remember and recall how human life develops physically and mentally at Puberty.	K1
CLO2	Cognize the importance of adolescence in human life span.	K2
CLO3	Recognize and associate Personal, Social, Vocational and Family Adjustments in Early Adulthood	K3
CLO4	Concede and classify the Personal, Social, Vocational and Family Adjustments in Middle Age.	K4
CLO5	Understand and categorize the Personal, Social, Vocational and Family Adjustments in Old Age	K4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	H
CLO4	H	H	H	H	H
CLO5	H	H	H	H	H

H-High; M-Medium; L-Low

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..

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Hurlock, Elizabeth B,	Developmental Psychology : A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt Ltd	1981

Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Rathus, Spencer A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016
2.	Baron, R.A. & Misra, Girishwar	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 nd Impression
3.	Berk, Laura	Child Development	New Delhi: Pearson Education, Inc.	2013
4.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2011
5.	Feldman, Robert S and Babu, Nandita	Discovering the Life Span	New Delhi: Pearson Education, Inc.	2011
6.	Papalia, Diane E., Olds, Sally Wendkos., and Felman, Ruth Duskin	Human Development	McGraw Hill Education, Chennai	9 th Edition, 2004
7.	Hurlock, Elizabeth B,	Child Development	New Delhi: Tata McGraw Hill Education Pvt Ltd	1997

Pedagogy

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

Course Designers:

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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21A02	ALLIED-II – BIOLOGICAL PSYCHOLOGY II	THEORY	86	4	-	5

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 Learning Outcomes

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

CO Number	CO Statement	Knowledge Level
CLO1	Cognize Sleep and its biological Rhythms	K1
CLO2	Understand the biological aspects of Emotional responses and expressions	K2
CLO3	Associate the knowledge of ingestive behaviours.	K3
CLO4	Apply and analyze the biological concepts related to learning and memory	K4
CLO5	Relate and compare production and comprehension of language and disorders associated with it	K4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	H	H	H	M	H
CLO2	H	H	H	H	H
CLO3	H	H	H	M	H
CLO4	H	H	H	H	H
CLO5	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, Neil R. and Birkett, Melissa 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, Neil.R.	Foundations of Behavioural Neuroscience	India, Pearson Education, Inc	2014
2.	Pinel, John P.J, & Barnes, Steven J	Introduction to Biopsychology	Pearson Education, Inc, India	2015
3.	Green, Simon,	Principles of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994
4.	Khosla, Meetu, NewDelhi,	Physiological Psychology An Introduction	SAGE Publications India Pvt Ltd.,	2017
5..	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 nd Impression

Pedagogy

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

Course Designers:

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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21C05	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 process of diagnosis, causes and risk factors
- know the symptoms, causes and treatment of trauma and anxiety related disorders
- know the causes and symptoms of somatic and dissociative disorders; mood disorders and schizophrenia and other psychotic disorders

Course Learning Outcomes

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

CLO Number	CLO Statement	CLO Number
1	Defining and identifying the parameters abnormal behavior; Highlighting the major historical events in the development of abnormality concept	CLO1
2	Understand the epidemiology and causal factors of abnormal behaviors and mental disorders	CLO2
3	Apply the knowledge of symptoms in the diagnosis of various mental disorders	CLO3
4	Analyze the modality and effectiveness of psychological and pharmacological interventions of various mental disorders	CLO4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	H	M	H	H	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	H
CLO4	H	H	H	H	H

H-High; M-Medium; L-Low

CORE – I – ABNORMAL PSYCHOLOGY – I

(71 Hrs)

Syllabus

UNIT I

(15 Hrs)

ABNORMALITY: CONCEPT, CAUSES AND CLINICAL ASSESSMENT

Abnormality definition – Indicators; Historical perspectives; Incidence and prevalence; Causal factors: Risk factors – Diathesis stress model – Biological: genetic vulnerabilities – brain dysfunctions – hormonal and neurotransmitter imbalances – temperament; Psychological: Psychodynamic – Behavioral – Cognitive behavioral perspectives; Social: Early deprivation and trauma – parenting styles – economic status – peer relations – family conditions; Assessment and diagnosis: clinical interviews and observation – psychological tests – Neuropsychological and neurological assessments; Diagnostic classifications: advantages and disadvantages - DSM 5 TR and ICD 11.

UNIT II

(14 Hrs.)

TRAUMA, ANXIETY AND OBSESSIVE COMPULSIVE OR RELATED DISORDERS

Symptoms, Epidemiology and Causes: Post-traumatic stress disorder and acute stress disorder; Anxiety disorders: specific phobia, social phobia, panic disorder; agoraphobia and generalized anxiety disorders; Obsessive-compulsive disorder – Body dysmorphic disorder – Hoarding disorder – Trichotillomania; Treatments – pharmacological and psychological.

UNIT III

(14 Hrs.)

SOMATIC SYMPTOM AND DISSOCIATIVE DISORDERS

Symptoms, Epidemiology and Psychological theories: somatic symptom disorder; Illness anxiety disorder; Functional neurological symptom disorder; Factitious disorder; Dissociative disorders: Dissociative identity disorder – Dissociative amnesia – Depersonalization/ Derealization disorder; Controversies in dissociative disorders; Treatment.

UNIT IV

(14 Hrs.)

MOOD DISORDERS AND SUICIDE

Symptoms, Epidemiology and Causes: Depressive disorder: Major depressive disorder and its subtypes – Persistent depressive disorder – premenstrual dysphoric disorder – Bipolar disorder I and II; Treatments: Biological and psychological
Suicide: Influence of gender and age; Causal factors; Treatment and prevention.

UNIT V

(14 Hrs.)

SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS

Symptoms: Positive and negative symptoms – cognitive deficits; Diagnosis; Prognosis; Other psychotic disorders: Schizoaffective disorder – Schizophreniform disorder – Brief psychotic disorder – Delusional disorder – Schizotypal personality disorder; Causes: Biological – Psychosocial; Treatments: Biological – Psychological and Social treatments

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Nolen- Hoeksema, S	Abnormal Psychology	McGraw-Hill Education, New York	8th Edition, 2020
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 nd Edition 2018
2	Irwin, G. S & Barbara, R. S.	Abnormal Psychology: The Problem Of Maladaptive Behavior	Pearson Education Inc. New Delhi	11 th Edition, 2017
3	Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M.	Abnormal Psychology	Pearson Education Inc. India	13 th Edition 2013

Web References:

1	https://www.psychiatry.org/
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Pedagogy

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

Course Designers:

- Dr Jereesh K Elias
- Mr. V. Gobinath

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
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PY21CP1	CORE PRACTICAL-I EXPERIMENTAL PSYCHOLOGY-I	PRACTICAL	60		2
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Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Remember and recall the psychological concepts used in Experimental Psychology	CLO1
2	Understanding the use of getting trained with the standard methods and techniques in Experimental Psychology	CLO2
3	Perform and practice application of psychological experiments	CLO3
4	Analyzing the consequences and realizing the probable bio-psychological changes associated with conduct of the Experiments	CLO4

Mapping with Programme Outcomes

CLOs	PO1	PO2	PO3	PO4	PO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	H
CLO4	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

PerceptionMuller

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 th 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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21A03	ALLIED IV – STATISTICS IN PSYCHOLOGY	THEORY	71	4	-	4

Preamble

To enable the students to:

- Define the basic concepts of statistics in psychology
- Understand the concepts in social science statistics and infer it significantly
- Learn to identify and relate research problems and investigate over the problem
- Gain knowledge to analyze both parametric and non-parametric methods.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Acquire knowledge about the basic concepts in psychological statistics	CLO1
2	Understand and explore the basic concepts in social science statistics	CLO2
3	Acquire knowledge to identify and relate research problems and investigate over the problem	CLO3
4	Calculate, analyze and interpret descriptive and inferential statistics	CLO4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	M
CLO3	H	H	H	H	M
CLO4	H	H	H	H	H

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.

UNIT II

(14 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.

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.

UNIT IV

(15 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 - ANOVA. Concepts of Level of significance and 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 – Kruskal - Wallis H test - Precautions of the use of non-parametric tests. Features of non-parametric tests.

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Gravetter, Frederick J., and Wallnau, Larry B	Statistics for the Behavioural Sciences	Cengage Learning, Delhi	9th Edition, 2013
2	Garrett, Henry E.	Statistics in Psychology and Education	Surjeet Publication, Delhi	2014

Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Coolican, Hugh	Research Methods and Statistics in Psychology	Routledge New York	7 th Edition 2018
2	Dash, P C., and Biswal, Bhabhagrahi	Statistics in Education and Psychology	Dominant Publishers and Distributors Pvt Ltd, New Delhi	2017
3	Belhekar, Vivek M	Statistics for Psychology Using R	SAGE Publications India Pvt Ltd, New Delhi	2016
4	Hollander, Myles., Wolfe, Douglas A., Chicken, Eric	Nonparametric statistical Methods	John Wiley and Sons	3 rd Edition 2014
5	Howell, D	Statistical method for psychology	Cengage Learning, Delhi	8th Edition, 2012
6	King, Bruce M., and Minium, Edward W	Statistical Reasoning in the Behavioural Sciences	John Wiley and Sons, New Delhi	5 th Edition 2008

Web References:

1	https://statisticsbyjim.com/
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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. Dr. Jereesh K Elias

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21SBP1	SBS - I BASICS OF SPSS FOR SOCIAL SCIENCE RESEARCH	PRACTICAL	45	-	-	3

Preamble

To enable the students to:

- Get acquainted with the basic elementary concepts in SPSS
- Understand the process of SPSS
- Learn to identify and relate uses of SPSS and selecting the right applications
- Get familiar to examine the results derived from SPSS.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Remember the concepts and construction processes in SPSS	CLO1
2	Understand the importance and purpose of SPSS	CLO2
3	Get skilled in the applying and using the SPSS Software	CLO3
4	Know how to interpret and analyze the results from SPSS	CLO4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	M
CLO3	H	H	H	H	M
CLO4	H	H	H	H	H

H-High; M-Medium; L-Low

SBS - I Basics of SPSS for Social Science Research – Practical (45 Hrs)

Syllabus

UNIT I (8 Hrs)

INTRODUCTION

Various Software; Meaning of Statistical Package for the Social Sciences

Objectives and purpose

Accessing SPSS in computer

Introduction to the SPSS screen and its Menu tabs

UNIT II (7 Hrs)

ACCESS TO SPSS

Understanding the elementary concepts in SPSS

Saving the file and output

Accessing a saved data

UNIT III (10 Hrs)

PRACTICAL DATA SET I

Measures of Central

Tendency Measures of

Dispersion Normality

Check

UNIT IV (10 Hrs)

PRACTICAL DATA SET 2

Graphs: Bar Charts, Pie Charts, and Histograms

Scatterplots Quantiles: Quartile – Quintile - Decile -

Percentile

Prediction and Association: Pearson r - Spearman Correlation

UNIT V (10 Hrs)

PRACTICAL DATA SET 3

Application of Parametric test: t-test and ANOVA

Application of Non-Parametric test: Wilcoxon - U test – H test

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Aldrich, James O., Cunningham, James B.	Using IBM SPSS statistics: An Interactive hands-on Approach	SAGE Publications India Pvt. Ltd, New Delhi	2 nd Edition 2016

Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Gravetter, Frederick J., and Wallnau, Larry B	Statistics for the Behavioural Sciences	Cengage Learning, Delhi	9th Edition, 2013

Web References:

1	https://statisticsbyjim.com/
2	https://www.researchgate.net/publication/290613658_Statistical_Software_for_the_Social_Sciences

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:

3. Mrs. K. S. Paviyazhini
4. Dr. Jereesh K Elias

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21C06	CORE - VI – ABNORMAL PSYCHOLOGY-II	THEORY	71	4	-	4

Preamble

To enable the students to:

- gain knowledge related to various debilitating disorders
- create awareness about the epidemiology of the disorders
- know the different ways in which a disorder can manifest
- generate understanding towards how disorders can be treated

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Define and identify disorders based on the diagnostic criteria and symptoms	CLO1
2	Understand the epidemiology and causal factors of abnormal behaviours and mental disorders	CLO2
3	Apply the knowledge of disorders and understand the experience of the patient	CLO3
4	Analyse the modality and effectiveness of psychological and pharmacological interventions of various mental disorders	CLO4

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	H
CLO4	H	H	H	H	H

H-High; M-Medium; L-Low

CORE – IV – ABNORMAL PSYCHOLOGY – II

(71 Hours)

Syllabus

UNIT I

(15 Hours)

PERSONALITY DISORDERS

General definition of Personality Disorder - Symptoms, Epidemiology and Causes: Cluster A – Odd-Eccentric Personality disorder – Paranoid, Schizoid Schizotypal PD; Cluster B – Dramatic – Emotional Personality - Borderline, Histrionic, Narcissistic PD; Cluster C- Anxious Fearful Personality Disorders- Avoidant PD – Dependent PD, Obsessive Compulsive PD – Alternative DSM – 5 Model Personality Disorders; Treatment.

UNIT II

(14 Hours)

NEURO-DEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS

Symptoms, Epidemiology and Factors: Attention-Deficit/ Hyperactivity Disorder – Autism Spectrum Disorder – Intellectual Disability – Learning, Communication, and Motor disorder – Specific Learning Disorder – Communication Disorder – Motor Disorder – Major and Mild Neurocognitive Disorder – Impact of Gender, Culture, Education on Neurocognitive Disorder – Delirium; Treatment.

UNIT III

(12 Hours)

OTHER DISORDERS OF CHILDHOOD AND ADOLESCENCE

Disruptive, Impulse-Control and Conduct Disorders Symptoms, Epidemiology and Contributors: Conduct disorder and Oppositional Defiant Disorder – Antisocial Personality Disorder – Intermittent Explosive Disorder; Treatment. Eating disorders: Characteristics of Eating disorders – Anorexia nervosa – Bulimia nervosa – Bing eating Disorder – Other Specified Feeding or Eating disorder – Obesity – Understanding eating disorders – Factors: Biological, psychological and socio-cultural; Treatment.

UNIT IV

(16 Hours)

SEXUAL DISORDERS AND GENDER DIVERSITY

Sexual disorders: Sexuality and Gender along a continuum – Sexual dysfunctions – Disorders of Sexual Interest/ Desire and Arousal – Disorders of Orgasm or Sexual Pain – Causes and Treatment. Considerations for Gay, Lesbian, and Bisexual People - Paraphilic disorders: Fetishistic and Transvestic Disorder – Sexual Sadism and Masochism – Voyeuristic, Exhibitionistic, and Frotteuristic Disorder – Pedophilic Disorder; Causes and Treatment. Gender Dysphoria – Contributors and Treatment.

UNIT V

(14 Hours)

SUBSTANCE USE AND GAMBLING DISORDERS

Substance use along the continuum – Definition – Depressants - Stimulants - Opioids – Hallucinogens and PCP – Cannabis – Inhalants – Other drugs of Abuse – Theories of Substance Use Disorders – Factors – Biological, Psychological, Socio-cultural, Gender differences; Treatment – Biological – Psychosocial – Comparing treatments – Prevention Programs – Gambling Disorder.

Text Books

Sl. No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Nolen-Hoeksema, S	Abnormal Psychology	McGraw-Hill Education, New York	8th Edition, 2020

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	2nd Edition 2018
2.	Irwin, G. S & Barbara, R. S.	Abnormal Psychology: The Problem Of Maladaptive Behavior	Pearson Education Inc. New Delhi	11th Edition, 2017
3.	Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M.	Abnormal Psychology	Pearson Education Inc. India	13th Edition 2013

Pedagogy

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

Course Designers:

3. Ms. Guru Prapanna Sri. A.S
4. Mrs. K. S. Paviyazhini

SESSION PLAN

Module No	Topic	No. of Periods	Content delivery methods	Participatory Learning	CLO
Unit I	PERSONALITY DISORDERS	15			
1.	General definition of Personality Disorder - Symptoms, Epidemiology and Causes	3	PPT & Lecture		CLO1
2.	Cluster A – Odd- Eccentric Personality disorder – Paranoid, Schizoid Schizotypal PD	3	PPT & Lecture	Case discussion	CLO2
3.	Cluster B – Dramatic – Emotional Personality - Borderline, Histrionic, Narcissistic PD, Antisocial Personality Disorder, Juvenile Delinquency	4	PPT & Lecture	Case Discussion	CLO2
4.	Cluster C- Anxious Fearful Personality Disorders- Avoidant PD – Dependent PD, Obsessive Compulsive PD	3	PPT & Lecture	Case discussion	CLO2
5.	Alternative DSM – 5 Model Personality Disorders; Treatment.	2	PPT & Lecture		CLO4
Unit II	NEURO-DEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS	14			
1	Symptoms, Epidemiology and Factors: Attention-Deficit/ Hyperactivity Disorder – Autism Spectrum Disorder – Intellectual Disability	5	PPT & Lecture	Case Discussion	CLO2
2.	Learning, Communication, and Motor disorder – Specific Learning Disorder – Communication Disorder – Motor Disorder –	5	PPT & Lecture	Case discussion	CLO2
3.	Major and Mild Neurocognitive Disorder – Impact of Gender, Culture, Education on Neurocognitive Disorder – Delirium; Treatment.	4	PPT & Lecture	Assignment	CLO3
Unit III	CONDUCT AND EATING DISORDERS	13			
1.	Conduct Disorder: Disruptive, Impulse and Conduct Disorders Symptoms - Epidemiology and Contributors - Oppositional Defiant Disorder — Intermittent Explosive Disorder; Treatment.	5	PPT & Lecture	Seminar	CLO2
2.	Eating disorders: Characteristics of Eating disorders – Anorexia nervosa – Bulimia nervosa – Bing eating Disorder – Other Specified Feeding or Eating disorder	5	PPT & Lecture	Case discussion	CLO2
3.	Obesity – Understanding eating disorders – Factors: Biological, psychological and socio-cultural; Treatment.	3	PPT & Lecture		CLO3
Unit IV	SEXUAL DISORDERS AND GENDER DIVERSITY	15			
1.	Sexual disorders: Sexuality and Gender along a	2	PPT &	Quiz	CLO2

	continuum – Sexual dysfunctions –		Lecture		
2.	Disorders of Sexual Interest/ Desire and Arousal – Disorders of Orgasm or Sexual Pain – Causes and Treatment. Considerations for Gay, Lesbian, and Bisexual People -	5	PPT & Lecture		CLO2
3.	Paraphilic disorders: Fetishistic and Transvestic Disorder – Sexual Sadism and Masochism – Voyeuristic, Exhibitionistic, and Frotteuristic Disorder – Pedophilic Disorder; Causes and Treatment.	5	PPT & Lecture	Case discussion	CLO2
4.	Gender Dysphoria – Contributors and Treatment	3	PPT & Lecture		CLO3
Unit V	SUBSTANCE USE AND GAMBLING DISORDERS	14			
1.	Substance use along the continuum – Definition – Depressants - Stimulants - Opioids – Hallucinogens and PCP – Cannabis – Inhalants – Other drugs of Abuse –	4	PPT & Lecture	Seminar	CLO1
2.	Theories of Substance Use Disorders – Factors – Biological, Psychological, Socio-cultural, Gender differences;	5	PPT & Lecture	Group discussion	CLO2
3.	Treatment– Biological – Psychosocial – Comparing treatments – Prevention Programs	2	PPT & Lecture		CLO4
4.	Gambling Disorder	3	PPT & Lecture	Case discussion	CLO2

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY19A03	ALLIED-III- RESERCH METHODOLOGY	THEORY	71	4	-	3

Preamble

To enable the students to:

- Know the fundamental concepts and terms used in research
- Understand the step by step process in conducting a research
- Apply and select the appropriate research techniques at each stage of research
- Analyze and interpret the research findings following ethics and principles of research

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
1	Remember the basics concepts and terms associated in research	CLO1
2	Recognize the stages involved in the process of research	CLO2
3	Cognizing and applying the appropriate research tools at different stages of research	CLO3
4	Critically think and interpret the findings of the research following the theoretical application, ethics and principles.	CLO4

Mapping with Programme Outcomes

CLOs	PO1	PO2	PO3	PO4	PO5
CLO1	H	M	H	H	H
CLO2	H	H	H	M	H
CLO3	H	H	H	M	H
CLO4	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**CONSTRUCTING HYPOTHESIS AND RESEARCH DESIGNS****(15 Hrs)**

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	Fourth Edition, 2014
2 (Unit V)	Kothari, C. R & Garg, G	Research Methodology Methods and Techniques	New Age International Publishers, New Delhi	4 th 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	Second 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	https://isbs.webs.com/-%20New%20Folder/Research%20Methodology%20in%20Social%20Sciences.pdf
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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. Dr. Jereesh K Elias
2. Mrs. K. S. Paviyazhini

SESSION PLAN

Module No	Topic	No. of Periods	Content delivery methods	Participatory Learning	CLO
Unit I	INTRODUCTION	13			
1.	Definition and Meaning of Research. Need for research: Professional practice – Evidence gathering for practice.	1	PPT & Lecture		CLO1
2.	Research applications from different perspectives: Service provider – Administrator or manager – Consumer – Professional.	2	PPT & Lecture		CLO2
3.	Characteristics of Research Process: Controlled – Rigorous – Systematic – Valid and Verifiable – Empirical – Critical.	2	PPT & Lecture		CLO2
4.	Types of Research: Based on Application: Pure Research – applied research;	2	PPT & Lecture	Seminar	CLO3
5.	Based on Objectives: Descriptive research – Exploratory Research – Correlational Research – Explanatory Research;	2	PPT & Lecture		CLO3
6	Based on Enquiry Mode: Quantitative Research – Qualitative Research.	2	PPT & Lecture	Assignment	CLO3
7	Problems encountered by researches in India	2	PPT & Lecture	Group Discussion	CLO4
Unit II	LITERATURE REVIEW AND RESEARCH PROBLEM FORMULATION	15			
1	Importance of Reviewing Literature. Steps in Literature Review: Search for existing literature	2	PPT & Lecture		CLO1
2.	Reviewing the selected literature - Developing a theoretical framework	2	PPT & Lecture		CLO2
3.	Developing a conceptual framework. Outline of Literature review.	2	PPT & Lecture		CLO3
4	Research Problem: Meaning and characteristics of a problem.	2	PPT & Lecture		CLO1
5	Sources of Problem: People –Problems – Programs – Phenomena.	2	PPT & Lecture		CLO2
6	Considerations in selecting a problem: Interest – Magnitude – Measurement of Concepts – Level of Expertise – Relevance – Availability of Data – Ethical issues.	2	PPT & Lecture	Group Discussion	CLO4
7	Steps in research problem formulation: Identifying a broad field or subject – Dissect to subareas – Select the interesting area – Raise research questions – Formulate objectives – Asses objectives – Double check	3	PPT & Lecture	Assignment	CLO3

Unit III	CONSTRUCTING HYPOTHESIS AND RESEARCH DESIGNS	15			
1.	Hypothesis: Definitions and functions. Process of hypothesis testing: formulating assumption – collecting data – analyzing and inferring.	2	PPT & Lecture	Seminar	CLO2
2	Characteristics of hypothesis: simple, specific and clear – verifiability – Relation to existing body of knowledge – Operationalizable.	2	PPT & Lecture	Case discussion	CLO1
3	Types of hypotheses: research and alternative hypothesis.	2	PPT & Lecture		CLO3
4	Errors in hypothesis testing: Type I and II errors.	2	PPT & Lecture		CLO4
5	Research designs: Definitions and functions. Types of research designs: Based on number of contacts: Cross-sectional – Before and After – Longitudinal studies;	2	PPT & Lecture		CLO4
6	Based on Reference period: Retrospective – Prospective – Mixed;	2	PPT & Lecture		CLO4
7	Based on Nature of the investigation: Experimental – Non-experimental and semi-experimental	3	PPT & Lecture		CLO4
Unit IV	DATA COLLECTION AND SAMPLING	15			
1	Data collection: Primary source data collection methods: Observation – Interviewing – Survey.	2	PPT & Lecture		CLO2
2	Types of observation: Participant and non-participant. Types of interview methods: structured and unstructured.	2	PPT & Lecture		CLO2
3	Survey methods: Questionnaires and attitudinal scales. Secondary source data: Documents.	2	PPT & Lecture	Case discussion	CLO2
4	Sampling: Basic concepts and principles. Types of sampling: Probability sampling: Simple random sampling –	2	PPT & Lecture		CLO3
5	Stratified random sampling and cluster sampling;	2	PPT & Lecture	Quiz	CLO4
6	Non-probability sampling: Quota sampling – Judgmental – Accidental – Snowball –	2	PPT & Lecture	Assignment	CLO4
7	Expert sampling; Mixed sampling: Systematic sampling. Calculation of sample size	3	PPT & Lecture	Group Discussion	CLO4
Unit V	DATA PROCESSING, INTERPRETATION AND REPORT WRITING	13			
1.	Data processing steps: Editing: ways of editing – Coding: stages in coding:	2	PPT & Lecture		CLO1
2	Developing a code book – Pretesting a code book – coding the data –	2	PPT & Lecture		
3	verifying the coded data; Frame of Analysis – Analyzing the Data.	2	PPT & Lecture	Group discussion	CLO2

4	Interpretation: Meaning of interpretation - Techniques in interpretation – Precautions in interpretation.	2	PPT & Lecture		CLO4
5	Report writing: meaning of report writing– Significance and purpose of writing a research report-	2	PPT & Lecture	Case discussion	CLO2
6	Styles and Layout of writing a research report- Steps in Writing Report - Types of research reports- Precautions in writing research report -	2	PPT & Lecture		CLO3
7	Guidelines for Reviewing Draft – Report Format – Oral Presentation	1	PPT & Lecture	Assignment	CLO4

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21CP2	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:

CLO Number	CO Statement	Knowledge Level
1	Remember the principles of Experimental Psychology	CLO1
2	Understand experiments in psychology and its practices	CLO2
3	Perform and practice application of experiments	CLO3
4	Analyse the changes in behaviour by conditioning	CLO4

Mapping with Programme Outcomes

CLOs	PO1	PO2	PO3	PO4	PO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	H
CLO4	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
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. & 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 th 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

COURSE NUMBER	COURSE NAME	Category	L	T	P	Credit
PY21SBP2	SBS-PRACTICAL – MICROSKILLS OF COUNSELING	PRACTICAL	45			2

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 Learning Outcomes

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

CO Number	CO Statement	Knowledge Level
1	Gain knowledge about the basic skills required in psychological counseling	CLO1
2	Relate the practical challenges in dealing with compliance	CO2
3	Get trained with the essential skills in counseling	CO3
4	Analyse the changes and development in the process of counseling	CO4

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

H-High; M-Medium; L-Low

SBS PRACTICAL – MICROSKILLS OF COUNSELING SKILLS**(45 Hours)****Syllabus**

Each student is required to demonstrate a minimum of 7 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. Problem Solving Skills
2. Progressive Muscle Relaxation
3. Internal Frame of Work
4. Questioning Skills
5. Improving Self-Talk
6. Expressing Attention and Interest
7. Reflection and Paraphrasing
8. Enhancing Compliance to Homework
9. Offering challenges and feedback
10. Making a referral to other professionals

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	Third Edition, 2012
2	Evans, Gail	Counselling Skills for Dummies	Wiley India Pvt Ltd	Second Edition, 2014
3	Gibson, R. L & Mitchell, M. H.	Introduction to Counseling and Guidance	Pearson India Education Services Pvt. Ltd	Seventh Edition, 2019
4	McLeod, J & McLeod J	Counseling Skills: A practical guide for counselors and helping professionals	McGraw-Hill Education	Second Edition, 2011

Pedagogy

- Practical Observation and Learning, learning by Doing, Role Play, Video, e- content, Social Interaction, Discussions

Course Designers:

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