



PSGR  
Krishnammal College for Women



*(College of Excellence)*

Autonomous Institution. Affiliated to Bharathiar University. Accredited with 'A++' grade by NAAC  
(4th cycle), 7th rank -NIRF-2024

**DEPARTMENT OF PSYCHOLOGY**

**CHOICE-BASED CREDIT SYSTEM (CBCS)**

**&**

**LEARNING OUTCOME-BASED CURRICULAR FRAMEWORK (LOCF)**

**(Semester I to IV)**

**BACHELOR OF PSYCHOLOGY**

**2023-2026 BATCH**



## BACHELOR OF PSYCHOLOGY

### PROGRAMME OUTCOMES

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

- PLO1:** Gain a foundation in applying 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 them to other disciplines related to their passion.
- PLO5:** Scientifically manifest the ethical practice of psychological knowledge in the field work and industry.

### PROGRAMME SPECIFIC OUTCOMES

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

- PSO1:** A thorough knowledge of 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 of statistical software for research analysis.



**DEPARTMENT OF PSYCHOLOGY  
CHOICE-BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME-BASED  
CURRICULAR FRAMEWORK (LOCF)  
BACHELOR OF PSYCHOLOGY  
CURRICULUM AND SCHEME OF EXAMINATION 2023-2026 BATCH**

Semester	Part	Course Code	Title of the Course	Course Type	Instruction Hours	Contact Hours	Tutorial	Duration of Examination	Examination marks			Credits
									CA	ESE	TOTAL	
I	I	TAM2301/ HIN2301/ FRE2301	Tamil Paper - I Hindi Paper - I French Paper - I	L	6	88	2	3	25	75	100	3
	II	ENG2301	English Paper-I	E	6	88	2	3	25	75	100	3
	III	PY23C01	Core I: General Psychology I	CC	5	73	2	3	25	75	100	4
		PY23C02	Core II: Developmental Psychology I	CC	5	73	2	3	25	75	100	4
		PY23A01	Allied I: Biological Psychology I	GE	6	88	2	3	20	55	75*	5
	<b>Non-Tamil Students</b>											
	IV	NME23B1 / NME23A1	Basic Tamil I / Advance Tamil I	AEC	2	28	2	-	100	-	100	2
	<b>Students with Tamil as Language</b>											
IV	NME23ES	Introduction to Entrepreneurship	AEC	2	30	-	-	100	-	100		
II	I	TAM230/ HIN2302/ FRE2302	Tamil Paper – II Hindi Paper – II French Paper – II	L	6	88	2	3	25	75	100	3
	II	ENG2302	English Paper-II	E	5	73	2	3	25	75	100	3
	III	PY23C03	General Psychology II	CC	5	73	2	3	25	75	100	4
		PY23C04	Developmental Psychology II	CC	6	88	2	3	25	75	100	4
		PY23A02	Biological Psychology II	GE	6	73	2	3	20*	55*	75	5
	IV	-	Online courses	-	-	SS	-	-	-	-	-	G r.
		NME23B2/ NME23A2	Basic Tamil II / Advance Tamil II Outside class hours	AEC	2**	SS	-	-	100	-	100	G r.
23PELSI		Professional English	AEC	2	25	5	-	100	-	100	2	

			Personality Development Programme	-	-	-	-	-	-	-	-	Gr.
	III	NM23GAW	General Awareness	-	-	SS	-	-	100	-	-	Gr.
III	I	TAM2303/ HIN2303/ FRE2303	Tamil Paper – III Hindi Paper – III French Paper – III	L	6	88	2	3	25	75	100	3
	II	ENG2303	English Paper III	E	5	73	2	3	25	75	100	3
	III	PY23C05	Abnormal Psychology I	CC	5	73	2	3	25	75	100	5
		PY23CP1	Experimental Psychology I	CC	4	60	-	3	25	25	50	2
		PY23A03	Statistics in Psychology	GE	5	73	2	3	20	55*	75	4
III - IV	III	CE23SCE1/ CS23SBGP	Skill Based Course Coursera - Introduction to Psychology and mental health: Practice and Advocacy/ <b>GEN-AI</b>	SEC	3	45/ 44	- /1	-	100	-	100	3
III	IV	NM23DTG	Design Thinking	AEC	2	30	-	-	100	-	100	2
		NM22UHR	Universal Human Values and Human Rights#	AEC	2	30	-	-	100	-	100	Gr.
		JOB1994	Job Oriented Course	JOC	After Class Hours – 60hr							-
I-V	VI	16BONL1 16BONL2	Online Course 1 Online Course 2	ACC	-	-	-	-	-	-	-	-
IV	I	TAM2304/ HIN2304/ FRE2304/	Tamil Paper – IV Hindi Paper – IV French Paper - IV	L	5	73	2	3	25	75	100	3
	II	ENG2304	English Paper – IV	E	6	88	2	3	25	75	100	3
	III	PY23C06	Abnormal Psychology II	CC	5	73	2	3	25	75	100	4
	III	PY23CP2	Experimental Psychology II	CC	4	60	-	3	15*	35*	50*	2
	III	PY23A04	Research Methodology	GE	5	73	2	3	20#	55#	75#	4
	III	CE23SCE1/ CS23SBGP	Introduction to Psychology and mental health: Practice and Advocacy/ GEN - AI	SEC	3	45	-	-	100	-	100	3
	IV	NM23EII	Entrepreneurship and Innovation (Ignite X)	AECC	2	30	-	-	100	-	100	2
	IV	NM23EVS	Environmental Studies	AECC	SS	-	-	-	100	-	100	Gr.
	V	COCOACT	Co-curricular Activities	GC	-	-	-	-	100	-	100	1
I-IV	VI	COM15SER	Community Service (30 Hours)	GC	-	-	-	-	-	-	-	-
I-V		16BONL1 16BONL2	Online Course 1 Online Course 2	ACC	-	-	-	-	-	-	-	-

**SS – Self Study**

**L – Language**

**CC – Core Courses**

**GE – Generic Elective**

**AEC – Ability Enhancement Course**

**ACC – Additional Credit Course**

**Gr. – Grade**

**E – English**

**CA – Continuous Assessment**

**ESE – End Semester Examination**

**SEC – Skill Enhancement Course**

**AECC – Ability Enhancement Compulsory Course**

## GC – General Course

**\*\*After regular class hour**

**\* CA conducted for 25 and converted to 15, ESE conducted for 75 converted to 35**

**# CA conducted for 25 and converted to 20, ESE conducted for 75 converted to 55**

### EXAMINATION SYSTEM

One test for continuous assessment will be conducted on pre-determined dates i.e., commencing on the 50<sup>th</sup> day from the date of reopening. The Model exam will be conducted after completing 85<sup>th</sup> working days. Marks for ESE and CA with reference to the maximum for the courses will be as follows:

#### CA Question Paper Pattern and distribution of marks Language and English

Section A	5 x 1 (No choice)	:	5 Marks
Section B	4 x 5 (4 out of 6)	:	20 Marks (250 words)
Section C	2 x 10 (2 out of 3)	:	20 Marks (500 words)
<b>Total</b>			<b>: 45 Marks</b>

#### Core and Allied - (First 3 Units)

##### *CA Question from each unit comprising of*

One question with a weightage of 2 Marks	:	2 x 3 = 6
One question with a weightage of 5 Marks (Internal Choice at the same CLO level)	:	5 x 3 = 15
One question with a weightage of 8 Marks (Internal Choice at the same CLO level)	:	8 x 3 = 24
<b>Total</b>		<b>: 45 Marks</b>

#### ALC

Section A (Paragraph answer) (4 out of 6) 4 x 4	:	16 Marks
Section B (Essay type) 1 out of 2	:	9 Marks
<b>Total</b>		<b>: 25 Marks</b>

#### End Semester Examination – Question Paper Pattern and Distribution of Marks

##### Language and English

Section A	10 x 1 (10 out of 12)	:	10 Marks
Section B	5 x 5 (5 out of 7)	:	25 Marks (250 words)
Section A	4 x 10 (4 out of 6)	:	40 Marks (600 - 700 words)
<b>Total</b>			<b>: 75 Marks</b>

#### Core and Allied courses:

##### ESE Question Paper Pattern: 5 x 15 = 75 Marks

Questions from each unit comprising of

One question with a weightage of 2 Marks	:	2 x 5 = 10
One question with a weightage of 5 Marks (Internal Choice at the same CLO level)	:	5 x 5 = 25
One question with a weightage of 8 Marks (Internal Choice at the same CLO level)	:	8 x 5 = 40
<b>Total</b>		<b>: 75 Marks</b>

#### Continuous Internal Assessment Pattern Theory

CIA Tet	:	5 marks (Conducted for 45 marks after 50 days – 3 Unit)
Model Exam	:	7 marks (Conducted for 75 marks after 85 days (Each Unit 15 Marks))
Seminar/Assignment/Quiz	:	5 marks
Class Participation	:	5 marks
Attendance	:	3 marks (Attendance 75-80%: 1Mark, 81-90%: 2 marks, 91-100%: 3 Marks)

**Total : 25 Marks**

**Practical**

Lab Performance : 7 marks  
Regularity : 5 marks  
Model Exam : 10 marks  
Attendance : 3 marks  
**Total : 25 Marks**

**ESE Practical Pattern**

The End Semester Examination will be conducted for a maximum of 75 marks respectively with a maximum 15 marks for the record and other submissions if any.

**Evaluation of Individual / Group Project & Viva Voce**

I Review - Selection of the field of study, Topic & literature collection : 5 Marks  
II Review - Research Design & Data Collection : 10 Marks  
III Review - Analysis & Conclusion Preparation of rough draft : 10 Marks  
**Total : 25 Marks**

**End semester examination:**

Evaluation of the project : 25 Marks  
Viva Voce : 50 Marks  
**Total : 75Marks**

**Part IV**

**Introduction to Entrepreneurship/Women Studies/Value education / Environmental Studies / Design Thinking**

Quiz : 50 marks  
Assignment : 25 marks  
Project/Case study : 25 marks  
**Total : 100 Marks**

**Professional English**

The course offered in alignment with TANSCHÉ norms with 2 credits.

Quiz (5 x 20 Marks): 100 Marks

**Cyber Security I & II**

Quiz : **60 Marks**  
Case Study : 20 Marks  
Poster : 20 Marks

**Entrepreneurship and Innovation (Ignite X)**

<b>Components</b>	<b>Marks</b>
3 Quizzes (25 questions in each quiz):	50 marks
30 Venture Activities (Assignment) :	30 marks
Milestone 3 (pitch deck presentation):	20 marks
<b>Total :</b>	<b>100 Marks</b>

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY23C01	GENERAL PSYCHOLOGY-I	THEORY	73	2	-	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:

CLO Number	CLO Statement	Knowledge Level
CLO1	Remember the history and important perspectives of Psychology	K1
CLO2	Understand and infer various cognitive and sensory processes	K2
CLO3	Apply the various sensory perceptions, learning, memory process in daily life	K3
CLO4	Analyze and examine the various processes of cognition and sensation	K4

### Mapping with Programme Learning Outcomes

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

S-Strong; M-Medium;

**UNIT I****(15 Hours)****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 Hours)****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****(14 Hours)****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****(14 Hours)****LEARNING**

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

(14 Hours)

### 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.

Industry 4.0 – Types of memory: AI Tasks and models

Text Books				
Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1.	Ciccarelli, Sandra K., White, J. Noland	Psychology	Pearson India Education Services Pvt., Ltd	2017 5 <sup>th</sup> Edition
2.	P. Kaliraj & T. Dev	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 & Edition
1	Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L	Introduction to Psychology	New Delhi: Oxford and IBH Publishing Co	2003 16 <sup>th</sup> Edition
2	Baron, R.A. & Misra, Girishwar	Psychology	New Delhi: Pearson Education	2015 Indian Subcontinent Edition
3	Feldman, R. S	Understanding Psychology	New Delhi: McGraw Hill Education (India) Ltd.	2014 11 <sup>th</sup> Edition
4	Morgan, C.T., King R.A., Weisz, J.R. and Schopler, J	Introduction to Psychology	New Delhi: Tata McGraw Hill	2008 7 <sup>th</sup> Edition
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: <a href="https://www.nature.com/articles/s41746-020-0244-4">https://www.nature.com/articles/s41746-020-0244-4</a>
4.	<a href="https://nptel.ac.in/courses/109/104/109104105/">https://nptel.ac.in/courses/109/104/109104105/</a>
5.	<a href="https://www.coursera.org/learn/introduction-psychology">https://www.coursera.org/learn/introduction-psychology</a>

### **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. A.S

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23C02</b>	<b>DEVELOPMENTAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>4</b>

### **Preamble**

To enable the students to:

- Gain knowledge on growth, decline and significant facts of life span development.
- Gain knowledge on the evolution of human life from conception.
- Know the physiological, psychological changes and hazards in babyhood.
- Know the physiological, psychological changes and hazards in Early and Late Childhood.

### **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>CLO1</b>	Specify growth and decline and recognize important facts of life span development.	<b>K1</b>
<b>CLO2</b>	Understands evolution of human life from conception	<b>K2</b>
<b>CLO3</b>	Relate physiological, psychological changes and analyse hazards of babyhood	<b>K3</b>
<b>CLO4</b>	Associate and analyze physiological, psychological changes and explore hazards in Early and Late Childhood	<b>K4</b>

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

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

S-Strong; M-Medium.

## **DEVELOPMENTAL PSYCHOLOGY – I (PY23C02)**

**(73 Hours)**

### **Syllabus**

#### **UNIT I**

**(14 Hours)**

##### **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 Hours)**

##### **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 Hours)**

##### **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 Hours)**

##### **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**

**(14 Hours)**

##### **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 & Edition
1.	Hurlock, Elizabeth B	Developmental Psychology: A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt Ltd	2017 5 <sup>th</sup> Edition

### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1.	Rathus, Spencer A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016 5 <sup>th</sup> Edition
2.	Berk, Laura	Child Development	New Delhi: Pearson Education, Inc.	2017 9 <sup>th</sup> Edition
3.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2013 18 <sup>th</sup> Edition
4.	Feldman, Robert S and Babu, Nandita	Discovering the Life Span	New Delhi: Pearson Education, Inc.	2011 11 <sup>th</sup> Edition
5.	Papalia, Diane E., Olds, Sally Wendkos., and Felman, Ruth Duskin	Human Development	McGraw Hill Education, Chennai	2004 9 <sup>th</sup> Edition

### 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 CODE	COURSE NAME	Category	L	T	P	Credit
PY23A01	BIOLOGICAL PSYCHOLOGY-I	THEORY	88	2	-	5

### Preamble

To enable the students to:

- Understand foundations of biological psychology and its relations to behavior
- Identify structure and functions of neuronal units in central nervous system
- Gain knowledge of central nervous system and endocrine systems
- Understand various methods for studying brain and familiarize with research approaches
- Gain knowledge on biological mechanisms of learning and memory

### Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Remember the various parts of nervous system and neurons	K1
CLO2	Understand the functioning of nervous and endocrine systems and ways to study the brain	K2
CLO3	Apply the knowledge of nervous system to interpret research findings	K3
CLO4	Analyze the neurological processes involved in memory and learning	K4

### Mapping with Programme Learning Outcomes

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

S-Strong; M-Medium;

**Syllabus****UNIT I****(17 Hours)****INTRODUCTION OF BIOLOGICAL PSYCHOLOGY**

Definition of Biological Psychology- Understanding Human Consciousness:– Blind spot – Split Brain – Biological explanations of Behaviour – Biological roots of Physiological psychology- Mind – Body Relationship – dualism - monism– Scope of Biological Psychology- Fields of specialization – Evolution of behaviour

**UNIT II****STRUCTURE AND FUNCTION OF NEURONS****(17 Hours)**

Cells of nervous system - Neurons–Supporting Cells–Blood-Brain Barrier-Communication within a neuron: Neural Communication–Membrane Potential–Action Potential - Conduction of Action Potential Communication between neurons: Structure of Synapses– Neurotransmitters–Activation of Receptors – Postsynaptic Potentials–Termination of Postsynaptic Potential

**UNIT III****(18 Hours)****NERVOUS SYSTEM AND ENDOCRINE SYSTEM**

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

**UNIT IV****METHODS FOR STUDYING THE BRAIN****(18 Hours)**

Correlating brain anatomy with behavior: Experimental ablation – CAT- MRI– Recording brain activity: EEG-MEG- PET - fMRI – Effects of brain damage: victims of stroke –lesion- ablation – TBI effect of falls – Effects of brain stimulation: rTMS – Brain and Intelligence – Goals of Research - Research approaches - Ethical Issues in research with humans and other animals

**UNIT V****LEARNING AND MEMORY****(18 Hours)**

Motor learning – Perceptual learning - Learning and Hebbian Synapse- Long-term Potentiation in Mammals – Physiology of memory - Localized representations of memory – Engrams- Hippocampus and Amnesia: individual differences, theories of function- memory consolidation – Other types of brain damage and Amnesia: Korsakoff's syndrome, Prefrontal Damage, Alzheimer's Disease.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1.	Kalat, James W.	Biological Psychology	Cengage Publishing	2023 14 <sup>th</sup> Edition
2.	Carlson, Neil R. and Birkett, Melissa A	Physiology of Behaviour	n Education, Inc, India	2017 12 <sup>th</sup> Edition

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1.	Carlson, Neil.R.	Foundations of Behavioural Neuroscience	earson Education, Inc	2021 10 <sup>th</sup> Edition
2.	Pinel, John P.J, Barnes, Steven J, India	Introduction to Biopsychology	Pearson Education, Inc,	2017 9 <sup>th</sup> Edition
3.	Green, Simon	Principals of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994 1 <sup>st</sup> Edition
4.	Khosla, Meetu, New Delhi,	Physiological Psychology An Introduction	E Publications India Pvt Ltd.,	2017 1 <sup>st</sup> Edition

**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. Ms. Guru Prapanna Sri. A.S
2. Mr. Gobinath V



<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23C03</b>	<b>GENERAL PSYCHOLOGY-II</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>4</b>

### **Preamble**

To enable the students to:

- Remember the basic concepts of Thinking, Motivation, Emotions and Personality
- Understand the various underlying importance of Personality, Motivation and Emotions
- Relate and interpret the various Cognitive functions and its importance on daily life
- Analyze the ways to deal Stress with various coping strategies

### **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>CLO1</b>	Recognize the basic concepts of Cognition, Motivation, Emotions, Intelligence, Personality and Health	<b>K1</b>
<b>CLO2</b>	Understand the various Process and Functions involved in the various Cognitive components and Personality of an Individual.	<b>K2</b>
<b>CLO3</b>	Apply and interpret the various theories of Motivation, Cognition, Stress and Intelligence in everyday life	<b>K3</b>
<b>CLO4</b>	Analyze the methods to measure Personality, Stress, Motivation and Intelligence	<b>K4</b>

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

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

S-Strong; M-Medium; L-Low

**Syllabus****UNIT I****(14 Hours)****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 Hours)****MOTIVATION AND EMOTIONS**

Definition of Motivation – Characteristics – Nature – Motivation: Activation and Persistence of behavior – 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 Hours)****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 Hours)****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

(14 Hours)

### 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 – Behavioral 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 Book				
Sl. No.	Author Name	Title of the Book	Publisher	Year & Edition
1	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 Second Impression
Reference Books				
Sl. No.	Author Name	Title of the Book	Publisher	Year & Edition
1	Mishra, Braj Kumar	Psychology: The study of Human Behaviour	PHI Learning Private Limited, Delhi	2018 Second Edition
2	Hilgard, E.R., Atkinson, R.C., and Atkinson,R.L	Introduction to Psychology	New Delhi: Oxford and IBH Publishing Co	2016 Sixth Edition
3	Dash, B.N and Tripathy G M,	Essentials of General Psychology	Delhi: HS Offset Printers	2017 First Edition
4	Feldman, Robert S	Understanding Psychology	New Delhi: McGraw Hill Education	2014 Tenth Edition

## Online Course

1	Artificial intelligence- <a href="https://www.coursera.org/learn/mind-machine-artificial-intelligence">https://www.coursera.org/learn/mind-machine-artificial-intelligence</a>
2	Emotional intelligence- <a href="https://www.udemy.com/course/emotional-intelligence-practitioner-certification/">https://www.udemy.com/course/emotional-intelligence-practitioner-certification/</a>
3	Psychology of Stress, health, and well-being- <a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSGaIkOj1wAg_t3JGkj6qGnoz2VV6CSyo04YP1Z3cADZuq-dKFa9CmCv-BovtryfZxntI9Rj9fPWIXa/pubhtml?urp=gmail_link">https://docs.google.com/spreadsheets/d/e/2PACX-1vSGaIkOj1wAg_t3JGkj6qGnoz2VV6CSyo04YP1Z3cADZuq-dKFa9CmCv-BovtryfZxntI9Rj9fPWIXa/pubhtml?urp=gmail_link</a>

## 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. Mrs. K. S. Paviyazhini
4. Ms. Guru Prapanna Sri

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY23C04	DEVELOPMENTAL PSYCHOLOGY-II	THEORY	88	2	-	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 lifespan.
- Know the Personal, Social, Vocational and Family Adjustments in Early Adulthood.
- Create knowledge of Personal, Social, Vocational and Family Adjustments in Middle Age and Old Age.

### Course Learning Outcomes

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

CLO Number	CLO 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

### Mapping with Programme Learning Outcomes

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

S-Strong; M-Medium; L-Low

**Syllabus****UNIT I****(16 Hours)****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****(18 Hours)****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****(18 Hours)****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****(18 Hours)****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****(18 Hours)****OLD AGE**

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 & Edition
1.	Hurlock, Elizabeth B	Developmental Psychology: A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt Ltd	2017 Fifth Edition

#### Reference Books

Sl. No.	Author Name	Title of the Book	Publisher	Year & Edition
1.	Rathus, Spencer A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016 Fifth Edition
2.	Berk, Laura	Child Development	New Delhi: Pearson Education, Inc.	2017 Ninth Edition
3.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2017 Thirteenth Edition
4.	Feldman, Robert S and Babu, Nandita	Discovering the life Span	New Delhi: Pearson Education, Inc.	2011 Eleventh Edition
5.	Papalia, Diane E., Olds, Sally Wendkos., and Felman, Ruth Duskin	Human Development	McGraw Hill Education, Chennai	2004 Ninth Edition
6.	Hurlock, Elizabeth B,	Child Development	New Delhi: Tata McGraw Hill Education Pvt Ltd	2017 Sixth Edition
7	Baron, R.A. & Misra, Girishwar	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 2 <sup>nd</sup> 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:

- Mrs. K. S. Paviyazhini
- Mrs. Gaja Lakshmi S

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23A02</b>	<b>BIOLOGICAL PSYCHOLOGY II</b>	<b>THEORY</b>	<b>88</b>	<b>2</b>	<b>-</b>	<b>5</b>

### **Preamble**

To enable the students to:

- Remember the physiological terms and concepts related to sensation, movement, sleep and emotions,
- Understand the biological functions and gain theoretical knowledge about internal system of humans,
- Relate and interpret the functional pathways and theories involved in biopsychology,
- Analyze the associated theories and biological mechanism in the human brain and body.

### **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>CLO1</b>	Recognize the basic concepts related to physiology of sensory system, movement, sleep and biological rhythm, internal regulatory mechanisms and human emotions.	<b>K1</b>
<b>CLO2</b>	Theoretically understand the various process and functions involved in the internal system of human beings.	<b>K2</b>
<b>CLO3</b>	Connect with the internal pathways and associated theories in biological psychology.	<b>K3</b>
<b>CLO4</b>	Examine the association and efficacy of the theories and physiological mechanism involved in the human system.	<b>K4</b>

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

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PO4</b>	<b>PLO5</b>
<b>CLO1</b>	S	S	S	S	S
<b>CLO2</b>	S	S	S	S	S
<b>CLO3</b>	S	S	S	S	S
<b>CLO4</b>	S	S	S	S	S

S-Strong; M-Medium; L-Low.



**Syllabus****UNIT I****(16 Hours)****SENSORY SYSTEMS**

Vision: General principals of Perception - The Stimulus; Light-- Anatomy of Eye -Eye and its connection to the Brain- Visual receptors – Overview of mammalian visual system - Perception of Form, Colour, Movement, Depth and Spatial location. Audition: Sound and ear – Pitch perception – Auditory cortex – Sound localization. Mechanical Senses: Vestibular sensation – Somatosensation – Pain and Itch. Chemical senses: Taste and Olfaction – Pheromones.

**UNIT II****(13 Hours)****MOVEMENT**

Skeletal Muscle–Anatomy- Muscles and their movement - Units of Movement- Physical Basis of Muscular Contraction – Brain areas related to movement – Cerebral cortex – Cerebellum – Basal Ganglia –Movement disorders – Parkinson’s Disease – Huntington’s Disease - Deficits of skilled movements - The Apraxia–Limb Apraxia and Constructional Apraxia - Possible Causes- Treatment.

**UNIT III****(14 Hours)****SLEEP AND BIOLOGICAL RHYTHMS**

Sleep: Stages of Sleep- Brain mechanism of Wakefulness, Arousal, and Sleep – Paradoxical or REM Sleep- Slow wave sleep – Functions of sleep - Functions of REM and slow wave sleep – Sleep and Learning – Biological Perspectives on Dreaming. REM Sleep Disorder - Problems Associated with Slow-Wave Sleep - Possible Causes -Treatment - Other interruptions in consciousness. Endogenous rhythms: Setting and Resetting the Biological Clock – Mechanisms of the Biological Clock.

**UNIT IV****(13 Hours)****INTERNAL REGULATION**

Temperature Regulation – Homeostasis and Allostasis – Controlling Body Temperature. Thirst: Mechanisms of water regulation – Osmotic thirst – Hypovolemic thirst and Sodium-specific hunger. Hunger: Influence of digestive system on Food selection – Short and Long term Regulation of Feeding Brain Mechanisms – Eating Disorders- Possible Causes-Treatment

**UNIT V****(17 Hours)****EMOTION AND HUMAN COMMUNICATION**

Emotion: Emotion and Autonomic Arousal – Brain areas associated with emotions – Functions. Emotions – Communication of Emotions–Facial Expression of emotions – Innate Responses- Neural Basis of Communication of emotions: Recognition and Expression. Communication: Brain Mechanisms in Language production and comprehension – Lateralization – Speech Production - Speech Comprehension - Bilingualism – Prosody – Recognition of People’s Voices — Disorders. of Communication – Aphasia – Alexia – Dyslexia.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1.	Kalat, James W.	Biological Psychology	Cengage Publishing	2019 Thirteenth Edition
2.	Carlson, Neil R. and Birkett, Melissa A	Physiology of Behaviour	Pearson Education, Inc, India	2017 Twelfth Edition

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1.	Carlson, Neil.R.	Foundations of Behavioural Neuroscience	India, Pearson Education, Inc	2021 Tenth Edition
2.	Pinel, John P.J, Barnes, Steven J, India	Introduction to Biopsychology	Pearson Education, Inc,	2015 Eighth Edition
3.	Green, Simon	Principles of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994 First Edition

**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. Ms. Guru Prapanna Sri. A.S
2. Mr. Gobinath

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23C05</b>	<b>ABNORMAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>5</b>

### **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:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Defining and identifying the parameters abnormal behavior; Highlighting the major historical events in the development of abnormality concept	<b>K1</b>
<b>CLO2</b>	Understand the epidemiology and causal factors of Abnormal behaviors and mental disorders	<b>K2</b>
<b>CLO3</b>	Apply the knowledge of symptoms in the diagnosis of various mental disorders	<b>K3</b>
<b>CLO4</b>	Analyze the modality and effectiveness of psychological and pharmacological interventions of various mental disorders	<b>K4</b>

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

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

S-Strong; M-Medium

**Syllabus****UNIT I****(15 Hours)****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****(15 Hours)****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****(15 Hours)****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 Hours)****MOOD DISORDERS AND SUICIDE**

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

**UNIT V****(14 Hours)****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 & Edition
1	Nolen Hoeksema, S	Abnormal Psychology	McGraw-Hill Education, New York	2020 Eighth Edition

2	Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka S.	Abnormal Psychology	Pearson Education Limited, England	2019 Seventeenth Edition
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#### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1	Rosenberg, R. S. & Kosslyn, S. M.	Abnormal Psychology	Worth Publishers, New York	2018 Second Edition
2	Irwin, G. S & Barbara, R. S.	Abnormal Psychology: The Problem of Maladaptive Behavior	Pearson Education Inc. New Delhi	2017 Eleventh Edition
3	Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M.	Abnormal Psychology	Pearson Education Inc. India	2013 Thirteenth Edition

#### Web References:

1	<a href="https://www.psychiatry.org/">https://www.psychiatry.org/</a>
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#### Pedagogy

- Lecture by 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 Jereesh K Elias
2. Mr. V. Gobinath

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23CP1</b>	<b>EXPERIMENTAL PSYCHOLOGY-I</b>	<b>PRACTICAL</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>2</b>

### **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:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Remember and recall the psychological concepts used in Experimental Psychology	<b>K1</b>
<b>CLO2</b>	Understanding the use of getting trained with the standard methods and techniques in Experimental Psychology	<b>K2</b>
<b>CLO3</b>	Perform and practice application of psychological experiments	<b>K3</b>
<b>CLO4</b>	Analyzing the consequences and realizing the probable bio psychological changes associated with conduct of the Experiments	<b>K4</b>

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

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

S-Strong

**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 Lyer  
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 & Edition
1	Woodworth, R. S. & Scholoberg, H	Experimental Psychology	Oxford and IBH Publishers New Delhi	2018 Revised Edition
2	Anastasi, A. & Urbina, S.	Psychological Testing	PHI Learning Pvt. Ltd New Delhi	2010 Seventh Edition

3	Rajamanickam	Experimental Psychology, Vol 1	Concept Publishing Company New Delhi	2005 First Edition
4	Rajamanickam	Experimental Psychology, Vol II	Concept Publishing Company New Delhi	2005 First Edition

### **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 CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23A03</b>	<b>STATISTICS IN PSYCHOLOGY</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>4</b>

### 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:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Acquire knowledge about the basic concepts in psychological statistics	<b>K1</b>
<b>CLO2</b>	Understand and explore the basic concepts in social science statistics	<b>K2</b>
<b>CLO3</b>	Acquire knowledge to identify and relate research problems and investigate over the problem	<b>K3</b>
<b>CLO4</b>	Calculate, analyze and interpret descriptive and inferential statistics	<b>K4</b>

### Mapping with Programme Learning Outcomes

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

S-Strong; M-Medium.

**Syllabus****UNIT I****(14 Hours)****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 Hours)****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****(14 Hours)****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 Hours)****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 Hours)****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 signtest-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.

*\*Problem Question only from the concepts in italics\**

<b>Text Books</b>				
<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year &amp; Edition</b>
1	Gravetter, Frederick J., and Wallnau, Larry B	Statistics for the Behavioural Sciences	Cengage Learning, Delhi	2013 Ninth Edition
2	Garrett, Henry E.	Statistics in Psychology and Education	Surjeet Publication, Delhi	2019 Sixth Edition

<b>Reference Books</b>				
<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year &amp; Edition</b>
1	Coolican, Hugh	Research Methods and Statistics in Psychology	Routledge New York	2018 Seventh Edition
2	Dash, P C., and Biswal, Bhabhagrahi	Statistics in Educationand Psychology	Dominant Publishers and Distributors Pvt Ltd, NewDelhi	2017 First Edition
3	Belhekar, Vivek M	Statistics for Psychology Using R	SAGE Publications India Pvt Ltd, New Delhi	2016 First Edition
4	Hollander, Myles., Wolfe, Douglas A., Chicken, Eric	Nonparametric statistical Methods	John Wiley and Sons	2014 Third Edition
5	Howell, D	Statisticalmethod for psychology	Cengage Learning, Delhi	2012 Eighth Edition
6	King, Bruce M., and Minium, Edward W	Statistical Reasoning in the Behavioural Sciences	John Wiley and Sons, New Delhi	2008 Fifth Edition

<b>Web References</b>	
1	<a href="https://statisticsbyjim.com/">https://statisticsbyjim.com/</a>

**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

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>CS23BA1</b>	<b>Gen-AI</b>	<b>THEORY</b>	<b>44</b>	<b>1</b>	<b>-</b>	<b>3</b>

### **Preamble**

The objective of this course is to understand the breadth and depth of Generative Artificial Intelligence (Gen AI) and to impart knowledge on its ethical implications, practical applications, and emerging trends.

### **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>CLO1</b>	Understand the fundamental concepts and ethical considerations of Generative AI.	<b>K1</b>
<b>CLO2</b>	Apply AI principles in practical settings using basic AI tools and platforms	<b>K2</b>
<b>CLO3</b>	Develop advanced skills in specialized AI applications such as text analysis, natural language processing, and image recognition.	<b>K3</b>
<b>CLO4</b>	Explore emerging trends in AI, integrating advanced AI tools into diverse professional practices.	<b>K4</b>

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

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

S-Strong; M-Medium.

**Syllabus****UNIT I****(9 Hours)****INTRODUCTION TO GEN AI**

Understanding Gen AI: Definition and scope of Gen AI - Overview of its applications in various fields - Introduction to essential skills needed for Gen AI. Ethical Considerations: Discussion on ethical guidelines and responsible use of AI - Understanding the impact of AI on society and individuals.

**Hands-on Activity: Exploring AI Tools**

- Working with appropriate content creation Gen-AI tools to engage with ChatGPT to explore various subjects, simulate interviews, or create imaginative written content.
- Working with appropriate writing and rephrasing Gen-AI tools to drafting essays on designated topics and refining the content with improved clarity, coherence, and correctness.

**UNIT II****(8 Hours)****BASIC AI CONCEPTS**

Introduction to AI: Basic concepts and terminology of artificial intelligence - Examples of AI in everyday life - Real-world examples of AI applications in different domains. Machine Learning Basics: Understanding the principles of machine learning - Overview of supervised and unsupervised learning.

**Hands-on Activity: Simple AI Projects**

- Working with appropriate educational content creation Gen-AI tools to generate quizzes and flashcards based on classroom material.
- Working with appropriate language learning Gen-AI tools to practice and enhance language skills through interactive exercises and games across multiple languages.

**UNIT III****(9 Hours)****AI IN PRACTICE**

Text Analysis and Natural Language Processing (NLP): Introduction to NLP concepts and techniques - Hands-on exercises analyzing text data and extracting insights. Image Recognition and Processing: Basics of image recognition algorithms and techniques - AI Tools for Text and Image Processing

**Hands-on Activity: Text and Image Projects**

- Working with appropriate image processing Gen-AI tools to experiment with AI-generated images.
- Working with appropriate object recognition Gen-AI tools to identify various objects such as text, images, products, plants, animals, artworks, barcodes, and QR codes.

**UNIT IV****(9 Hours)****AI FOR PRODUCTIVITY AND CREATIVITY**

AI-enhanced Productivity and creativity Tools: Overview of productivity and creativity tools enhanced with AI capabilities - Tips for integrating AI into daily tasks and workflows. AI and Jobs: Exploring how AI impacts jobs and industries - Discussion on opportunities and challenges - Exploration of AI-powered creative tools and applications.

**Hands-on Activity: Productivity and Creativity**

- Working with appropriate content creation Gen-AI tools to generate interactive videos / blog posts / art / drawing / music and storytelling experience.

- Working with appropriate resume generation Gen-AI tools to create professional resumes efficiently.

## **UNIT V**

**(9 Hours)**

### **FUTURE OF GEN AI AND FINAL PROJECT**

Emerging Trends in Gen AI - Applications of Generative AI - Ethical and Societal Impact of Gen AI - Future Directions and Challenges - Case Studies in Generative AI.

#### **Hands-on Activity: Trends in Gen AI**

- Working with appropriate speech generation Gen-AI tools to customize synthetic speech for virtual assistance across different applications.
- Working with appropriate data analysis Gen-AI tools to perform data analysis, visualization, and predictive modeling tasks.
- Working with appropriate Gen-AI design tools to simplify the creation of visually appealing presentations.
- Working with appropriate website builder Gen-AI tools to develop professional websites with AI assistance.

#### **Pedagogy**

Demonstration of AI Tools, Lectures and Case studies.

#### **Course Designers**

1. Mrs. S. Ponmalar

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23C06</b>	<b>ABNORMAL PSYCHOLOGY-II</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>4</b>

### **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:

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Define and identify disorders based on the diagnostic criteria and symptoms	<b>K1</b>
<b>CLO2</b>	Understand the epidemiology and causal factors of abnormal behaviours and mental disorders	<b>K2</b>
<b>CLO3</b>	Apply the knowledge of disorders and understand the experience of the patient	<b>K3</b>
<b>CLO4</b>	Analyse the modality and effectiveness of psychological and pharmacological interventions of various mental disorders	<b>K4</b>

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

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

S-Strong;

**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 Disorder-Avoidant PD - Dependent PD, Obsessive Compulsive PD - Alternative DSM-5 Model Personality Disorders; Treatment.

**UNIT II****(16 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 & Edition
1	Nolen Hoeksema, S	Abnormal Psychology	McGraw-Hill Education, New York	2020 Eighth Edition

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year & Edition
1	Rosenberg, R. S. & Kosslyn, S. M.	Abnormal Psychology	Worth Publishers, New York	2018 Second Edition
2	Irwin, G. S & Barbara, R. S.	Abnormal Psychology: The Problem of Maladaptive Behavior	Pearson Education Inc. New Delhi	2017 Eleventh Edition
3	Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M.	Abnormal Psychology	Pearson Education Inc. India	2013 Thirteenth Edition

**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

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23CP2</b>	<b>EXPERIMENTAL PSYCHOLOGY-II</b>	<b>PRACTICAL</b>	<b>60</b>	-	-	<b>2</b>

### 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 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>CLO1</b>	Remember the principles of Experimental Psychology	<b>K1</b>
<b>CLO2</b>	Understand experiments in psychology and its practices	<b>K2</b>
<b>CLO3</b>	Perform and practice application of experiments	<b>K3</b>
<b>CLO4</b>	Analyse the changes in behaviour by conditioning	<b>K4</b>

### Mapping with Programme Learning Outcomes

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

S-Strong

**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 Muscular 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 & Edition
1	Woodworth, R. S. & Scholosberg, H	Experimental Psychology	Oxford and IBH Publishers New Delhi	2018 Revised Edition
2	Anastasi, A. & Urbina, S.	Psychological Testing	PHI Learning Pvt. Ltd New Delhi	2010 Seventh Edition
3	Rajamanickam	Experimental Psychology, Vol 1	Concept Publishing Company New Delhi	2005 First Edition
4	Rajamanickam	Experimental Psychology, Vol II	Concept Publishing Company New Delhi	2005 First Edition

## 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

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

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY23A04</b>	<b>RESEARCH METHODOLOGY</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>4</b>

### Preamble

To enable the students to:

- Know the fundamental concepts and terms used in research
- Understand the step-by-step process in conducting 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 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>CLO1</b>	Remember the basics concepts and terms associated in research	<b>K1</b>
<b>CLO2</b>	Recognize the stages involved in the process of research	<b>K2</b>
<b>CLO3</b>	Cognizing and applying the appropriate research tools at different stages of research	<b>K3</b>
<b>CLO4</b>	Critically think and interpret the findings of the research following the theoretical application, ethics and principles.	<b>K4</b>

### Mapping with Programme Learning Outcomes

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

S-Strong; M-Medium.

**Syllabus****UNIT I (15 Hours)****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 Hours)****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 Hours)****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 Hours)****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 Hours)****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 & Edition
1 (Units I – IV)	Kumar, R	Research Methodology: A Step by Step Guide for Beginners	SAGE Publications India Pvt Ltd, New Delhi	2014 Fourth Edition
2 (Unit V)	Kothari, C. R & Garg, G	Research Methodology Methods and Techniques	New Age International Publishers, New Delhi	2019 Fourth Multi Colour Edition

**Reference Books**

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

**Web References**

- <https://usq.pressbooks.pub/socialscienceresearch/>
- <https://library.achievingthedream.org/herkimerresearchmethodsforsocialscience/>

**Pedagogy**

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

**Course Designers**

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

