



**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)

(Semesters – I to VI)

**BACHELOR OF PSYCHOLOGY
2022-2025 BATCH**



BACHELOR OF PSYCHOLOGY

PROGRAMME OUTCOMES

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

- PO1:** Gain a foundation in applying psychological principles to personal, social, and organizational issues.
- PO2:** Attain critical and creative thinking, problem-solving skills to solve problems related to behavior and mental processes
- PO3:** Carry out research projects and case studies by applying basic research methods in psychology, using psychometric tools and psychological statistics.
- PO4:** Integrate psychological concepts and apply them to other disciplines related to their passion.
- PO5:** 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 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.

	IV	NME22B2/ A2	Basic Tamil/Advanced Tamil	AEC	-	-	-	-	-	-	-	Gr.
	IIIB	NM12GAW	Foundation Course –1 (General Awareness)	AEC	SS	-	-	-	100	-	100	Gr.
	V	22PELS1	Professional English (Life Science)	AEC	3	45	3	-	50	50	100	2
III	I	TAM2203/ HIN2203/ FRE2203/ MAL2203	Tamil/ Hindi/ French/ Malayalam Paper – III	L	6	86	4	3	50	50	100	3
	II	ENG2103	English paper – III	E	5	71	4	3	50	50	100	3
	IIIA	PY22C05	Abnormal Psychology I	CC	5	71	4	3	50	50	100	5
	IIIA	PY22CP1	Experimental Psychology I	CC	4	60	-	3	25	25	50	2
	IIIA	PY22A03	Statistics in Psychology	GE	5	71	4	3	20	55	75	4
	IV	PY22SBP1/ PY22SBSE	SBS Practical – I Statistical Analytical Tool / Introduction to Psychology and Mental Health: Practice and Advocacy	SEC	3	41/4 5	4/ -	-	100	-	100	3
	IIIB	NM10EVS	Foundation Course-II (Environmental Studies)	AEC	SS	-	-	-	100	-	100	Gr.
	IIIB	NM22UHR	Foundation Course-III (Universal Human Values and Human Rights)	AEC	2	30	-	-	100	-	100	2
	I-V	JOB1994	Job Oriented Course (after class hours)	-	-	-	-	-	-	-	-	-
IV	I	TAM2204/ HIN2204/ FRE2204/ MAL2204	Tamil/ Hindi/ French/ Malayalam Paper – IV	L	5	71	4	3	50	50	100	3
	II	ENG2104	English paper – IV	E	6	86	4	3	50	50	100	3
	IIIA	PY22C06	Abnormal Psychology II	CC	5	71	4	3	50	50	100	4
	IIIA	PY22CP2	Experimental Psychology II	CC	4	60	-	3	25*	25*	50*	2
	IIIA	PY22A04	Research Methodology	GE	5	71	4	3	30 [#]	45 [#]	75 [#]	4
	IVA	PY22SBP1/ PY22SBSE	SBS Practical – I Statistical Analytical Tool / Introduction to	SEC	3	41/4 5	4/ -	-	100	-	100	3

			Psychology and Mental Health: Practice and Advocacy									
	IVA	NM22DTG	Design Thinking	FS	2	30	-	-	100	-	100	2
	V	-	Extension Activities NSS/ NCC/YRC/ Sports and Games/ Ecowatch/ YiNet/ Rotract/ WBCC/		-	-	-	-	100	-	100	1
V	III	PY21C07	Social Psychology I	CC	3	43	2	3	50	50	100	3
	III	PY21C08	Health Psychology	CC	4	57	2	3	50	50	100	4
	III	PY21C09	Forensic Psychology	CC	5	73	2	3	50	50	100	5
	III	PY21E01/ PY21E02	Gender Psychology / Life Skills and Personality	GE	5	73	2	3	50	50	100	5
	III	PY21CP3	Experimental Psychology III	CP	4	60	-	3	25**	25**	50	2
	III	PY22SBP2	SBS Practical: Microskills in Counselling	SEC	3	45	-	3	100	-	100	3
	III	PY21AC1/ PY21AC2	Psychology of Language / Psychology of Adjustments	ACC	SS	-	-	3	25	75	100	5
	III	PY21PROJ	Group Project and Viva voce	DSE	4	-	-	-	50	50	100	5
	IV	NM21CS1	Cyber Security	AECC	2	30	-	-	100	-	100	Gr.
	VI	COM15SER	Community Services 30 Hours	-	-	-	-	-	-	-	-	-
	VI	PY22COM	Comprehensive Examination	GC	-	-	-	-	-	100	100	Gr.
IV	PY22INST	Internship / Field Work (One Month)	DSE	-	-	-	-	-	-	100	2	
VI	16BONL1/ 16BONL2	Online Course - 1 Online Course - 2	ACC	-	-	-	-	-	-	-	-	
VI	III	PY21C10	Social Psychology II	CC	6	88	2	3	50	50	100	5
		PY21C11	Industrial and Organizational Psychology	CC	6	88	2	3	50	50	100	5
		PY22C12	Environmental Psychology	CC	6	88	2	3	50	50	100	4

		PY21E03/ PY21E04	Fundamentals of Yoga and Indian Psychology/ Consumer Behaviour	DSE	5	73	2	3	50	50	100	5
III		PY21CP4	Experimental Psychology IV	CC	4	60	-	3	25**	25**	50	3
		PY22SBP3	Psychological Assessment	SEC	3	41	4	-	100	-	100	3
		PY21AC3/ PY21AC4	ALC - Emotional Intelligence / Positive Psychology	ACC	SS	-	-	3	25	75	100	5
			Total I - VI								3800 +ALC	140 +ALC

SS – Self Study

L – Language

CC – Core Courses

GE – Generic Elective

AEC – Ability Enhancement Course

ACC – Additional Credit Course

GC – General Course

Gr. – Grade

E – English

CA – Continuous Assessment

ESE – End Semester Examination

SEC – Skill Enhancement Course

AECC – Ability Enhancement Compulsory Course

4th SEM * CA conducted for 50 converted to 25, ESE conducted for 100 converted to 25

4th SEM # CA conducted for 50 converted to 30, ESE conducted for 100 converted to 45

5th & 6th SEM ** CA 50, ESE conducted for 100 converted to 25

**** CA conducted for 50 and converted to 25, ESE conducted for 100 converted to 25**

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

EXAMINATION SYSTEM

CA Question Paper Pattern and distribution of marks

Question Paper Pattern and distribution of marks - Language and English

Section A	6 x 2 (No choice)	:	12 Marks
Section B	4 x 6 (4 out of 6)	:	24 Marks (250 words)
Section C	2 x 12 (2 out of 3)	:	24 Marks (500 words)
Total		:	60 Marks

Core and Allied - (First 3 Units) Question from each unit comprising of

One question with a weightage of 2 Marks	:	2 x 3 = 6
One question with a weightage of 6 Marks (Internal Choice at the same CLO level):	6 x 3 = 15	
One question with a weightage of 12 Marks (Internal Choice at the same CLO level):	12 x 3 = 36	
Total	:	60 Marks

ALC

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

End Semester Examination – Question Paper Pattern and Distribution of Marks

Language and English

Section A	11 x 2 (11 out of 13)	:	22 Marks
Section B	5 x 6 (5 out of 7)	:	30 Marks (250 words)
Section C	4 x 12 (4 out of 6)	:	48 Marks (600 - 700 words)
Total		:	100 Marks

Core and Allied courses:

ESE Question Paper Pattern: 5 x 20 = 100 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 6 Marks (Internal Choice at the same CLO level):	6 x 5 = 30	
One question with a weightage of 12 Marks (Internal Choice at the same CLO level):	12 x 5 = 60	
Total	:	100 Marks

End Semester - Advance Learner Courses

Section A : 5 questions out of 8 - open choice	5x5	:	25 marks
Section B : 5 questions out of 8-open choice	5x10	:	50 marks
Total		:	75 marks

: 75 marks Total : 100 marks

CA pattern Theory

CIA Test	:	10 marks (Conducted for 60 marks after 50 days)
Model Exam	:	20 marks (Conducted for after 85 days 100 marks (Each Unit 20 Marks))
Seminar/Assignment/Quiz	:	10 marks

Class Participation	:	7 marks
Attendance	:	3 marks
Total	:	50 Marks

Skill Based Subject : 100 Marks

Test 1 (Practical)	:	50 marks
Test 2 (Practical)	:	50 marks
Total	:	100 Marks

Part IV

Value education / Environmental Studies / Design Thinking

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

Cyber Security I & II

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY22C01	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:

CLO Number	CLO Statement	Knowledge Level
CLO1	Summarize the history and perspectives in Psychology	K1
CLO2	Understand and relate the actions of sensation, perception and Attention	K2
CLO3	Cognize consciousness and its natural and altered states, understand, apply and analyze the process of memory.	K3
CLO4	Apply and analyze systems and practices of learning, understand, apply and analyze the process and causes of forgetting	K4
CLO5	Understand the recent trends in information technology	K4

Mapping with Programme Outcomes

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

H-High; M-Medium; L-Low

GENERAL PSYCHOLOGY – I (PY22C01)

(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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22C02	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:

CLO Number	CLO 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

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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22A01	BIOLOGICAL PSYCHOLOGY-I	THEORY	86	4	-	5

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:

CLO Number	CLO 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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22C03	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:

CLO Number	CLO 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

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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22C04	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:

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
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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22A02	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:

CLO Number	CLO 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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22C05	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	K1
2	Understand the epidemiology and causal factors of abnormal behaviors and mental disorders	K2
3	Apply the knowledge of symptoms in the diagnosis of various mental disorders	K3
4	Analyze the modality and effectiveness of psychological and pharmacological interventions of various mental disorders	K4

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

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 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 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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22CP1	EXPERIMENTAL PSYCHOLOGY-I	PRACTICAL	60			2

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	K1
2	Understanding the use of getting trained with the standard methods and techniques in Experimental Psychology	K2
3	Perform and practice application of psychological experiments	K3
4	Analyzing the consequences and realizing the probable bio-psychological changes associated with conduct of the Experiments	K4

Mapping with Programme Outcomes

CLOs	PLO 1	PLO 2	PLO3	PLO4	PLO 5
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

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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22A03	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	K1
2	Understand and explore the basic concepts in social science statistics	K2
3	Acquire knowledge to identify and relate research problems and investigate over the problem	K3
4	Calculate, analyze and interpret descriptive and inferential statistics	K4

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

STATISTICS IN PSYCHOLOGY (PY22A03)

(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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22SBP1	SBS PRACTICAL- I STATISTICAL ANALYTICAL TOOL	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	K1
2	Understand the importance and purpose of SPSS	K2
3	Get skilled in the applying and using the SPSS Software	K3
4	Know how to interpret and analyze the results from SPSS	K4

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 PRACTICAL- I STATISTICAL ANALYTICAL TOOL (PY22SBP1) (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:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY22C06	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	K1
2	Understand the epidemiology and causal factors of abnormal behaviours and mental disorders	K2
3	Apply the knowledge of disorders and understand the experience of the patient	K3
4	Analyse the modality and effectiveness of psychological and pharmacological interventions of various mental disorders	K4

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

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:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY22A04	RESEARCH METHODOLOGY	THEORY	71	4	-	4

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:

CLO Number	CLO Statement	Knowledge Level
1	Remember the basics concepts and terms associated in research	K1
2	Recognize the stages involved in the process of research	K2
3	Cognizing and applying the appropriate research tools at different stages of research	K3
4	Critically think and interpret the findings of the research following the theoretical application, ethics and principles.	K4

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 researches 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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY22CP2	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	CLO Statement	Knowledge Level
1	Remember the principles of Experimental Psychology	K1
2	Understand experiments in psychology and its practices	K2
3	Perform and practice application of experiments	K3
4	Analyse the changes in behaviour by conditioning	K4

Mapping with Programme Outcomes

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
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

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 CODE	COURSE NAME	Category	L	T	P	Credit
PY22SBP1/ PY22SBSE	SBS PRACTICAL- I STATISTICAL ANALYTICAL TOOL/ INTRODUCTION TO PSYCHOLOGY AND MENTAL HEALTH: PRACTICE AND ADVOCACY	PRACTICAL	-	-	41/ 45	3

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 the 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	CLO Statement	Knowledge Level
1	Gain knowledge about the basic skills required in psychological counseling	K1
2	Relate the practical challenges in dealing with compliance	K2
3	Get trained with the essential skills in counseling	K3
4	Analyse the changes and development in the process of counseling	K4

Mapping with Programme Outcomes

COs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
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- I STATISTICAL ANALYTICAL TOOL/ INTRODUCTION TO PSYCHOLOGY AND MENTAL HEALTH:

PRACTICE AND ADVOCACY (PY22SBP1/PY22SBSE)

(45 Hours)

Syllabus

Each student is required to demonstrate a minimum of 7 counseling proficiencies from the below list and a 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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21C07	SOCIAL PSYCHOLOGY - I	THEORY	43	2	-	3

Preamble

To enable the students to:

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

Course Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Defining and understanding the history and future of Social Psychology	K1
2	Understand the processes involved in social cognition, concepts associated with social perception, and the term attribution and its theories.	K2
3	Apply and Analyse the nature and consequences of stereotyping, prejudice, and discrimination.	K3
4	Analyze the process of interpersonal attraction and decode intimacy in relationships, attachment styles, and threats to relationships.	K4

Mapping with Programme Outcomes

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
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

UNIT I**(7 Hrs)****INTRODUCTION**

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

UNIT II**(10 Hrs)****SOCIAL COGNITION AND SOCIAL PERCEPTION**

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

UNIT III**(6 Hrs)****THE SELF**

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

UNIT IV**(10 Hrs)****STEREOTYPING, PREJUDICE AND DISCRIMINATION**

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

UNIT V**(10 Hrs)****INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS**

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

Text Books

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

Reference Books

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

Web References:

1	https://www.mooc-list.com/course/introduction-social-psychology-edx
2	https://www.mooc-list.com/course/social-psychology-coursera-0

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21C08	HEALTH PSYCHOLOGY	THEORY	57	3	-	4

Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Define and know about the health and various diseases	K1
2	Understand the causes and risk factors of various diseases and their prevention	K2
3	Apply a systematic approach and interventions to prevent diseases and improve a healthy lifestyle	K3
4	Analyze the effective methods to improve adherence behavior and to reduce the future challenges to health psychology	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	M	H	H	H	H

H- High; M-Medium; L-Low

Syllabus**UNIT I****(11 Hrs)****FOUNDATIONS OF HEALTH PSYCHOLOGY**

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

UNIT II**(11 Hrs)****STRESS AND COPING**

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

UNIT III**(11 Hrs)****BEHAVIOUR AND CHRONIC DISEASE**

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

UNIT IV**(11 Hrs)****BEHAVIORAL HEALTH**

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

UNIT V**(12 Hrs)****FUTURE CHALLENGES AND RESEARCH IN HEALTH PSYCHOLOGY**

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

Text Books

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

Reference Books

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

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21C09	FORENSIC PSYCHOLOGY	THEORY	73	4	-	5

Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Remember and recall the background and scope of forensic psychology	K1
2	Understand the psychological principles associated with the use of ForensicPsychology from an Indian context	K2
3	Apply a systematic approach to offender profiling and risk assessment	K3
4	Critically analyze the legal status of various interrogation and confession methods	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

H- High; M-Medium; L-Low

Syllabus**UNIT I****(13 Hrs)****INTRODUCTION AND OVERVIEW OF FORENSIC PSYCHOLOGY**

Nature, definition, scope, and history – Forensic psychology in India; Career and scope – Major areas: Criminal law – Civil law – Negligence; Significance of Psychology in Forensic Science; role of a forensic psychologist: Actuarial – Advisory – Clinical/assessment – experimental role; Limitations; Ethical and legal issues in forensic practice

UNIT II**(14 Hrs)****PSYCHOLOGY AND LEGAL SYSTEM**

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

UNIT III**(14 Hrs)****INTERROGATION AND CONFESSION**

Introduction; Interviewing and Interrogation: Criminal Investigation - Terrorism Investigation; Power of a Confession; False Confessions: Types of False Confession - Problems of False Confession - Possible Solution for False Confession; Polygraph: Process of Polygraphing - Limitation of Polygraphing - Legal Status of Polygraphing; Video Recording of Interrogation; Polygraph Based Guilty Knowledge Test (GKT); Expert Testimony on Interrogation and Confession; Legal and Ethical Issues Surrounding Interrogations

UNIT IV**(15 Hrs)****ASSESSMENT AND PROFILING**

Psychological Assessment: Hypothesis Formulation - Data Gathering – Interviews - Psychometric Assessment - Test Theory - Data Analysis - Report Format; Risk Assessment: Principle and Approaches to Risk Assessment - Limitations of Risk Assessment - Communicating Risk Assessment Effectively - Managing Risks - Risk Avoidance - Risk Reduction - Risk Retention - Risk Transfer - Risk Management Framework;

Assessments in special areas: Child custody evaluations – Malingering – Competency to stand trial; Offender profiling: Schools of thought – Assumptions and evaluations – Evaluation of effectiveness of offender profiling

UNIT V**(15 Hrs)****VICTIMOLOGY**

Introduction – What is victimology – Role of a victimologist – Purpose of victimology; Vulnerability factors in interpersonal crimes of violence and theft – Murders – Robberies – Burglaries – Identity theft; Controversy of shared responsibility – Victim facilitation – precipitation and provocation; Reducing risks; Psychology of the Victim in Violent and Sexual Offender; Victimized children; Psychology of the Victim from Cultural and Social Context; Psychological Victimization.

Text Books

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

Reference Books

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

Web References

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

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21E01	GENDER PSYCHOLOGY	THEORY	73	4	-	5

Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Define the concepts related to gender and know the history of gender psychology	K1
2	Understand Social psychological theories exploring sex and gender differences.	K2
3	Application of Gender Identity, Media Portrayal of Gender, and genderrelations in different spheres	K3
4	Analyse the psychological problems related to gender and learn to use gender analysis framework as tools for gender assessment in the context of developmental issues	K4

Mapping with Programme Outcomes

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

H- High; M-Medium; L-Low

Syllabus**UNIT I****(15 Hrs)****CONCEPTS AND HISTORY OF THE PSYCHOLOGY OF GENDER**

Basic concepts and definition: Sex – Gender - Sex related behaviour - Gender role – Masculine - Feminine. Inter-role conflict. Engaging in gender. Role incongruent behaviour. Gender dysphoria.

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

UNIT II**(15 Hrs)****GENDER- RELATED COMPARISONS: OBSERVATIONS AND THEORIES**

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

UNIT III**(15 Hrs)****DEVELOPING GENDER IDENTITY**

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

UNIT IV**(13 Hrs)****GENDER RELATION AND POWER**

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

UNIT V**(13 Hrs)****SEX DIFFERENCES AND HEALTH**

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

Text Books

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

Reference Books

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

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21E02	LIFE SKILLS AND PERSONALITY	THEORY	73	4		5

Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Identify the role of hard and soft skills in enhancing life	K1
2	Critically analyze the influence of communications on interpersonal relationships	K2
3	Cognize the impact of preparation and presentation in forming impressions	K3
4	Understand and analyze the nuances in decision making while working as a group	K4

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO 3	PLO4	PLO5
CLO1	H	H	H	H	H
CLO2	H	H	H	H	H
CLO3	H	H	H	H	H
CLO4	M	H	H	H	H

H- High; M-Medium; L-Low

UNIT I**(13 Hrs)****SKILLS FOR LIFE: AN INTRODUCTORY OVERVIEW**

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

UNIT II**(14 Hrs)****INTERPERSONAL RELATIONS AND COMMUNICATIONS**

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

UNIT III**(14 Hrs)****GETTING READY FOR AN EFFECTIVE INTERVIEW**

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

UNIT IV**(15 Hrs)****GROUP DISCUSSIONS AND DECISION MAKING**

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

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

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

Text Books

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

Reference Books

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

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21AC1	PSYCHOLOGY OF LANGUAGE (OPTIONAL)	THEORY	Self-Study			5

Preamble

To enable the students to:

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

Course Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Critically analyze the historical context of Psycho-linguistics	K1
CLO2	Demonstrate critical understanding of the empirical findings obtained from animal language learning and discuss their implications for human language.	K2
CLO3	Critically evaluate the processes involved in language perception	K3
CLO4	Describe the biological foundations and usage of language	K4
CLO5	Critically evaluate and analyze the biopsychological processes involved in language production	K5

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	M	H	H
CLO4	H	H	H	H	H
CLO5	H	H	H	H	H

H- High; M-Medium; L-Low

PSYCHOLOGY OF LANGUAGE (PY21AC1)

Syllabus

UNIT I

INTRODUCTION TO STUDY OF LANGUAGE

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

UNIT II

THE BIOLOGICAL AND DEVELOPMENTAL BASES OF LANGUAGE

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

UNIT III

WORD RECOGNITION

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

UNIT IV

MEANING AND USING LANGUAGE

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

UNIT V

PRODUCTION AND OTHER ASPECTS OF LANGUAGE

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

Text Books

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

Reference Books

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

Pedagogy

- Self- Learning.

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21AC2	PSYCHOLOGY OF ADJUSTMENT	THEORY	Self-Study			5

Preamble

To enable the students to:

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

Course Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Recognize the nature and importance of psychological adjustment; distinguish the major personality theories and its objectives	K1
CLO2	Be proficient in understanding the different types, causes of stress strategies to cope with these stressors.	K2
CLO3	Understand key concept related to self and Methods of Self-Enhancement	K3
CLO4	Gain scientific reasoning to interpret psychological phenomena behind friendship and love	K4
CLO5	Acquire the knowledge of choosing the career, women's career development and enhancing coping skills to overcome occupational hazards	K5

Mapping with Programme Outcomes

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

H- High; M-Medium; L-Low

PSYCHOLOGY OF ADJUSTMENT (PY21AC2)

Syllabus

UNIT I

ADJUSTING TO MODERN LIFE AND THEORIES OF PERSONALITY

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

UNIT II

STRESS ITS EFFECTS AND COPING PROCESSES

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

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

UNIT III

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

UNIT IV

FRIENDSHIP AND LOVE

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

UNIT V

CAREER AND WORK

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

Text Books

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

Reference Books

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

Web References:

1	https://www.pdfdrive.com/psychology-applied-to-modern-life-adjustment-in-the-21st-century-e157939272.html
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Pedagogy

- Self-Learning.

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21CP3	EXPERIMENTAL PSYCHOLOGY-III	PRACTICAL	60			2

Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
1	Describe the psychological attributes of a person	K1
2	Understanding the process of assessing various psychological constructs	K2
3	Utilization of the test results to make recommendations in terms of psychological growth and interventions	K3
4	Comparison of individual differences so as to facilitate recruitment and prediction of vulnerability to psychopathy	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

H- High; M-Medium; L-Low

EXPERIMENTAL PSYCHOLOGY – III (PY21CP3)**(60 Hrs)****Syllabus**

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

Intelligence

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

Personality

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

Memory

- P.G.I Memory Scale (PGIMS)

Career Guidance

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

Adjustment

- Bell's Adjustment Inventory

Questionnaires, Scales and Inventories

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

Reference Books

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

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21C10	SOCIAL PSYCHOLOGY II	THEORY	88	4	-	5

Preamble

To enable the students to:

- Memorize the concepts related to social influence, attitude, aggression, groups and leadership
- Identify attitudes, its components and influences, develop and relate prosocial behaviour.
- Generate awareness of aggressive behaviours and associated theories.
- Examine and explore the notions of Group, Leadership and the applications of social psychology

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Remember the major concepts related to social influence, attitude, prosocial behaviour, aggression, groups and leadership.	K1
CLO2	Understand attitudes, its components, and influences over behaviour, associate the efficacy of pro-social behaviour.	K2
CLO3	Identify and related aggressiveness in behaviour and theories of aggression	K3
CLO4	Analyse and interpret concept, theories related to Group, Leadership and the applications of social psychology in legal system, health care, work, community and education settings	K4

Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; L-Low

SOCIAL PSYCHOLOGY II (PY21C10)

(88 Hrs)

Syllabus

UNIT I

(18 Hrs)

SOCIAL INFLUENCE: CONFORMITY, COMPLIANCE, OBEDIENCE

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

UNIT II

(18 Hrs)

ATTITUDES AND PROSOCIAL BEHAVIOR

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

UNIT III

(18 Hrs)

AGGRESSION

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

UNIT IV

(18 Hrs)

GROUPS AND LEADERSHIP

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

UNIT V

(16 Hrs)

APPLICATION OF SOCIAL PSYCHOLOGY

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

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year and edition
1.	Branscombe, Nyla R., and Baron, Robert A.	Social Psychology	Pearson Education, Inc.	2012, Thirteenth edition

Reference Books

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

Web References:

1	https://www.mooc-list.com/course/introduction-social-psychology-edx
2	https://www.mooc-list.com/course/social-psychology-coursera-0

Pedagogy

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

Course Designers :

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21C11	INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY	THEORY	88	2	-	5

Preamble

To enable the students to:

- Define the concepts related to Industrial and Organizational Psychology.
- Understand the process of recruitment and selection and group behaviour in organization;
- Apply techniques of performance appraisal, motivation, leadership and organizational communication.
- Critically evaluate objectives and descriptions of employment profiles, training and development.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Recognize the field of Industrial and organizational psychology and its differences, opportunities, and scope of I-O Psychologist.	K1
CLO2	Gain knowledge about the process of recruitment and selection, Groups and the behaviour in organization.	K2
CLO3	Employ healthier performance appraisal methods, reduce biases and understand group behaviour, teams and conflicts in group.	K3
CLO4	Relate and evaluate the need for motivation in an organization, importance of leadership and organizational communication.	K4

Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; L-Low

UNIT I**(15 Hrs)****INTRODUCTION**

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

UNIT II**(17 Hrs)****JOB ANALYSIS AND JOB EVALUATION**

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

UNIT III**(19 Hrs)****RECRUITMENT, SELECTION AND TRAINING**

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

UNIT IV**(18 Hrs)****PERFORMANCE APPRAISAL AND GROUP BEHAVIOUR**

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

UNIT V**(19 Hrs)****MOTIVATION, LEADERSHIP AND ORGANIZATIONAL COMMUNICATION**

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

Text Books

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

Reference Book

s

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

Web References:

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

Pedagogy

:

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

Course Designers

:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY22C12	ENVIRONMENTAL PSYCHOLOGY	THEORY	88	2	-	4

Preamble

To enable the students to:

- Remember the history, trends, and future perspectives of environmental psychology
- Understand and relate the climate changes, environmental stress and its effect.
- Apply the concepts related to nature and health in their measurement.
- Comprehend and analyze issues related to environment.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Memorize the trends and future perspectives of environmental psychology	K1
CLO2	Understand the changes in climate, environmental stress and their relationship.	K2
CLO3	Application of the concepts related to nature and health, in measurements and benefits.	K3
CLO4	Analyze environmental issues in low and middle-income countries, residential environment and well-being and behaviour changes related to environmental issues.	K4

Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; L-Low

ENVIRONMENTAL PSYCHOLOGY (PY22C12)

(88 Hours)

Syllabus

UNIT I

(18 Hrs)

INTRODUCTION AND ENVIRONMENTAL RISK PERCEPTION

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

UNIT II

(17 Hrs)

CLIMATE CHANGE AND ENVIRONMENTAL STRESS

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

UNIT III

(18 Hrs)

NATURE AND HEALTH BENEFITS

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

UNIT IV

(18 Hrs)

ENVIRONMENT AND QUALITY OF LIFE (QOL)

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

UNIT V

(17 Hrs)

ENCOURAGING PRO ENVIRONMENTAL BEHAVIOR IN THIRD WORLD COUNTRIES

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

Text Books

Sl. No.	Author Name	Title of the Book	Publisher	Year and edition
1.	Steg, L. & deGroot, J. I. M.	Environmental Psychology: An Introduction	John Wiley & Sons Ltd	2017 Second edition

Reference Books

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

Web References:

1	Environmental Issues: https://ncert.nic.in/textbook/pdf/lebo116.pdf
2	Psychology and life: https://ncert.nic.in/textbook/pdf/lepy108.pdf

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21E03	FUNDAMENTALS OF YOGA AND INDIAN PSYCHOLOGY	THEORY	73	2	-	5

Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Gaining the knowledge in history, Scope, Substance, and Methods of Study in Indian Psychology	K1
CLO2	Gaining knowledge in basics and types of Yoga and Understand the human body, mind and personality from the perspective of yoga Psychology	K2
CLO3	Application of Indian psychology and understanding the various levels of Consciousness.	K3
CLO4	Apply and analyze the Yogic Psychotherapy	K4

Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; L-Low

FUNDAMENTALS OF YOGA AND INDIAN PSYCHOLOGY (PY21E03)

(73 Hrs)

Syllabus

UNIT I

(15 Hrs)

INTRODUCTION TO INDIAN PSYCHOLOGY

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

UNIT II

(15 Hrs)

CENTRALITY OF CONSCIOUSNESS AND APPLIED INDIAN PSYCHOLOGY

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

UNIT III

(15 Hrs)

INTRODUCTION TO YOGA

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

UNIT IV

(14 Hrs)

YOGIC CONCEPT AND PSYCHOLOGY

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

UNIT V**(14 Hrs)****YOGIC PSYCHOTHERAPY AND TECHNIQUES**

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

Text Book

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

Reference Book

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

Web References

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

Pedagogy

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

Course Designers:

- Mrs. Gaja Lakshmi S.
- Dr. Jereesh K. Elias

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21E04	CONSUMER BEHAVIOUR	THEORY	73	2	-	5

Preamble

To enable the students to:

- Understand the meaning and key concepts of consumer behaviour.
- Identify and associate the social and cultural effects on consumer behaviour.
- Associate the application of decision-making process of consumers.
- Examine and explore the role of communication in consumer behaviour.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Memorize the key concepts of consumer behaviour and Market Segmentation, Strategic Targeting and Positioning.	K1
CLO2	Comprehend the social and cultural influences over consumer behaviour	K2
CLO3	Correlate and compare the application of decision-making process in the behaviour of consumers.	K3
CLO4	Critically evaluate about the essentials of communication in consumer behaviour a analyse its impacts	K4

Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; L-Low

Syllabus**UNIT I (15 Hrs)****INTRODUCTION**

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

UNIT II (15 Hrs)**MOTIVATION, PERSONALITY, PERCEPTION AND LEARNING OF CONSUMER**

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

UNIT III (14 Hrs)**SOCIAL AND CULTURAL EFFECTS OF CONSUMER BEHAVIOUR**

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

UNIT IV (15 Hrs)**COMMUNICATION AND CONSUMER BEHAVIOUR**

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

UNIT V (14 Hrs)**DECISION MAKING PROCESS**

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

Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year and edition
1.	Schiffman., Leon,G., Kanuk., and Lazar, L.	Consumer Behaviour	Dorling Kindersley (India) Pvt. Ltd.	2010, Tenth Edition

Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year and edition
1	Sethna, Zubin and Blythe, Jim	Consumer Behaviour	SAGE Publications Ltd;	2019, Second edition
2	Loudon, D. L., Della, B., and Albert, J.	Consumer Behaviour, Concepts and Applications	Tata McGraw Hill Education Pvt Ltd	2005, Tenth edition

Web References:

1	https://nptel.ac.in/courses/110/105/110105029/
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Pedagogy:

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY22SBP3	PSYCHOLOGICAL ASSESSMENT	PRACTICAL	41	2		3

Preamble

To enable the students to:

- Familiarize students with the principles and methods of psychological assessment.
- Develop skills in administering, scoring, and interpreting standardized psychological tests.
- Emphasize ethical practices and cultural sensitivity in psychological testing.
- Prepare students for applications of psychological assessments in real-world contexts.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Relate psychological tests across various domains (cognitive, personality, behavioral).	K1
CLO2	Understand the scoring norms and interpretation of various assessments accurately.	K2
CLO3	Write professional psychological test reports.	K3
CLO4	Understand and analyse the ethical considerations in psychological assessment.	K4

Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; L-Low

Syllabus

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

Psychopathology assessment

- Case history
- Mental Status Examination
- Positive Mental Health Inventory

Cognitive, Intelligence and personality assessment

- Raven's Progressive Matrices
- Bhatia's Battery of Performance Tests
- Minnesota Multiphasic Personality Inventory (MMPI)
- Projective Tests (e.g., Rorschach Inkblot Test)

Behavioural and emotional assessment

- PROMIS Emotional Distress – Anxiety – Short Form
- PROMIS – Sleep Disturbance – Short Form
- PROMIS Emotional Distress – Anger – Short Form

Aptitude and Achievement Testing

- Differential Aptitude Test (DAT)
- Scholastic Aptitude Test (SAT)
- Wide Range Achievement Test (WRAT)

Methods, Report writing and Interpretation

- Preparing test reports: Format, clarity, and clinical relevance
- Integrating findings from multiple assessments
- Case-based interpretation exercise.

Reference Books

Sl. No.	Author Name	Title of the Book	Publisher	Year and edition
1	Kaplan, R. M. & Saccuzzo, D. P.	Psychological Testing and Assessment	Cengage Learning India Pvt. Ltd 418 F.I.E. Patparganj New Delhi - 110092	Indian Edition, 2009
2	Geisinger, K. F.	APA Handbook of Testing and Assessment in Psychology	American Psychological Association, 750 First Street, Washington, DC	Volume 1, 2013, First edition
3	Anastasi, A., & Urbina, S.	Psychological Testing	Pearson	2017, Seventh Edition

Pedagogy

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

Course Designers:

1. Ms. Nivethithaa P
2. Mrs. K. S. Paviyazhini

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21AC3	EMOTIONAL INTELLIGENCE	THEORY	Self-Study			5

Preamble

To enable the students to:

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

EMOTIONAL INTELLIGENCE (PY21AC3)

Syllabus

UNIT I

INTRODUCTION

Introduction to Emotional Intelligence (EI): Nature of emotional intelligence – Emotions: primary and secondary emotions: Fear -Sadness - Surprise - ,Joy -Zest -Contentment - Pride -Optimism

-Enthrallment - Relief -Anger -Rage and Love. Five Elements of EI: Self-awareness – Self-management – Self-motivation – Empathy - Social skills- Difference between EQ and IQ.

UNIT II

DEVELOPING EMOTIONAL SKILLS

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

UNIT III

EMOTIONAL INTELLIGENCE IN WORK PLACE

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

UNIT IV

EMOTIONAL INTELLIGENCE IN RELATIONSHIPS

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

UNIT V

EMOTIONAL QUOTIENT

Skills for the development of EQ: Reduce negative Emotions - Be mindful of use of words - Bemindful of things that stress you out - Be assertive - Be open to the opinion of others - Be

patient. Obstacle to the improvement of EQ: Not realizing the need to change - Not being ready to chance - Accepting defeat - The wrong company - Trying to be perfect - Not giving room for growth - Letting every opinion matter - Being a destructive critic - Getting stuck in the past.

Text Books

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

Reference Books

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

Web Reference:

1	https://www.pdfdrive.com/emotional-intelligence-e38104783.html
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Pedagogy

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

Course Designers

- Mrs. Gaja Lakshmi S.
- Dr. Jereesh K. Elias

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21AC4	POSITIVE PSYCHOLOGY	THEORY	Self-Study			5

Preamble

To enable the students to:

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

POSITIVE PSYCHOLOGY (PY21AC4)

Syllabus

UNIT I

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

UNIT II

MEANING AND MEASURE OF HAPPINESS

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

UNIT III

POSITIVE EMOTIONS, WELL-BEING AND POSITIVE TRAITS

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

UNIT IV

PERSONAL WELLNESS GOALS FOR BALANCED LIFE

Personal wellness goals for balanced life: Personal wellness goals as windows to well-being- The search for universal human motives- The need for setting personal wellness goals - The personalization of goals in self-concept - Goals that contribute most to well-being -

Materialism and its discontents. Self-regulation and self-control: The value of self-control- Personal goals and self-regulation-Goals that create self-regulation problems- everyday explanations for self-control failure - Goal disengagement.

UNIT V

LIFE ABOVE ZERO

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

Text Books

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

Reference Books

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

Web References:

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

Pedagogy

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

Course Designers:

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

COURSE CODE	COURSE NAME	Category	L	T	P	Credit
PY21CP4	EXPERIMENTAL PSYCHOLOGY-IV	PRACTICAL	-	-	60	3

Preamble

To enable the students to:

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Memorize the concepts in experimental psychology	K1
CLO2	Understand the uses of experiments in psychology.	K2
CLO3	Practice the application of psychological experiments and demonstrate standard methods in conducting psychological experiments	K3
CLO4	Gain critical thinking skills to apply and analyze in future	K4

Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; L-Low

Syllabus

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

Social Psychology

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

Positive Psychology

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

Health Psychology

Five Factor Wellness Inventory Wellness Evaluation
 of Lifestyle Pain Questionnaire
 Optimum Health Scale Menopausal Problem
 Scale

Indian and Yoga Psychology Spiritual

Intelligence Scale Yoga Attitude Scale
 Assessment of the 'Guna' trait described in 'Bhagawad Geetha' Spiritual Quotient Emotional Intelligence
 Seven Fold Emotional Intelligence Scale Emotional Competence
 Scale

Testing and Assessment

Bhatia's Battery - Short form

Reference Books

Sl. No.	Author Name	Title of the Book	Publisher	Year and edition
1	Woodworth, R. S. & Scholoberg, H.	Experimental Psychology	Oxford and IBH Publishers New Delhi	2018, Revised edition
2	Anastasi, A. and 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. Ms. Guru Prapanna Sri A. S
2. Mrs. K. S. Paviyazhini