



**MOTHER TERESA WOMEN'S UNIVERSITY**  
**KODAIKANAL-624101**



**B.Sc. Psychology**

## **Curriculum Framework, Syllabus and Regulations**

**(Based on TANSICHE Syllabus under Choice Based Credit System CBCS)**



**(For the candidates to be admitted from the academic year 2023-2024)**

**MOTHER TERESA WOMEN'S UNIVERSITY  
KODAIKANAL**

**CURRICULUM FRAMEWORK, SYLLABUS AND REGULATIONS  
(Based on TANSCHÉ Syllabus under Choice Based Credit System CBCS)**

**B.Sc Psychology**

**1. About the Programme**

Psychology is the scientific study of mind and behaviour. It is a broad and diverse field with many career options for the students. This course forms the foundation for the students aspiring to specialize in various fields such as education, hospital, industrial, forensic, and many more. The key core areas of study in Psychology include general psychology, developmental psychology, social psychology, abnormal psychology and experimental psychology. This programme helps learners in building a solid foundation for higher studies in Psychology. In addition students are equipped with skills that facilitate employment.

The Bachelor's Degree, B.Sc. Psychology is awarded to the students on the basis of knowledge, understanding, skills, attitudes, values and academic achievements expected to be acquired by learners at the end of the Programme. Learning outcomes of Psychology are aimed at facilitating the learners to acquire these attributes, keeping in view of their preferences and aspirations for gaining knowledge of Psychology.

**2. Programme Educational Objectives**

|             |   |
|-------------|---|
| <b>PEO1</b> | To develop broad knowledge in Psychology in addition to understanding of Key concepts, principles and theories  |
| <b>PEO2</b> | To employ critical thinking and scientific knowledge to design, carryout, record and analyze the Psychological principles.  |
| <b>PEO3</b> | To develop students' ability and skill to acquire expertise in solving problems.  |
| <b>PEO4</b> | To provide knowledge and skill to the students' thus enabling them to undertake further studies in Psychology related areas or multidisciplinary Areas that can be helpful for self- employment/entrepreneurship. |
| <b>PEO5</b> | Inculcate the reflective thinking in the students.  |

### 3. Eligibility

- i. Candidates should have passed the Higher Secondary Examination conducted by the Board of Higher Secondary Examination, Govt. of Tamil Nadu or any other Examination accepted by the syndicate as equivalent.
- ii. Candidate should have secured at least 50% in major subjects.
- iii. A relaxation of 10% in the total percentage will be given to SC, ST candidates.

### 4. General Guidelines for UG Programme

- a. **Duration:** The programme shall extend through a period of 6 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- b. **Medium of Instruction:** English
- c. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

| Evaluation Pattern | Theory |     | Practical |     |
|--------------------|--------|-----|-----------|-----|
|                    | Min    | Max | Min       | Max |
| Internal           | 10     | 25  | 10        | 25  |
| External           | 30     | 75  | 30        | 75  |

- Internal (Theory): Test (15)+Assignment(5)+Seminar/Quiz(5) : 25
- External Theory :75

#### d. Question Paper Pattern for External examination for all course papers

Max.Marks:75

Time:3 Hrs

| S.No        | Part | Type  | Marks |
|-------------|------|---|-------|
| 1           | A    | 10*1Marks=10<br>Multiple Choice Questions (MCQs):2 questions from each Unit       | 10    |
| 2           | B    | 5*4=20<br>Two questions from each Unit with Internal Choice (either/or)           | 20    |
| 3           | C    | 3*15=45<br>Open Choice: Any three questions out of 5: one question from each unit | 45    |
| Total Marks |      |   | 75    |

**\*Minimum credits required to pass:140**

**e. Project Report**

A student should carry out and submit the Project Report at the end of the fifth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5linespace.

**f. Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva):75 Marks).

**5. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/ Paper)**

| Range of Marks | Grade Points | Letter Grade | Description  |
|----------------|--------------|--------------|--------------|
| 90 – 100       | 9.0 – 10.0   | O            | Outstanding  |
| 80-89          | 8.0 – 8.9    | D+           | Excellent    |
| 75-79          | 7.5 – 7.9    | D            | Distinction  |
| 70-74          | 7.0 – 7.4    | A+           | Very Good    |
| 60-69          | 6.0 – 6.9    | A            | Good         |
| 50-59          | 5.0 – 5.9    | B            | Average      |
| 40-49          | 4.0 – 4.9    | C            | Satisfactory |
| 00-39          | 0.0          | U            | Re-appear    |
| ABSENT         | 0.0          | AAA          | ABSENT       |

**6. Attendance**

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

**7. Maternity Leave**

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

**8. Any Other Information**

In addition to the above mentioned regulations, any other common regulations pertaining to the UG Programmes are also applicable for this Programme.

**PROGRAMME OUTCOMES (POs)**

|                                      |   |
|--------------------------------------|---|
| <b>PO1: Disciplinary Knowledge</b>   | Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study   |
| <b>PO2: Communication Skills</b>     | Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.       |
| <b>PO3: Critical thinking</b>        | Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development. |
| <b>PO4: Problem solving Capacity</b> | to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.  |
| <b>PO5: Analytical reasoning</b>     | Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.  |
| <b>PO6: Research-related skills</b>  | A sense of inquiry and capability for asking relevant/appropriate questions, problem arising,   |

|   |  |
|---|--|
|   | synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation |
| <b>PO7: Cooperation/Team work</b>                   | Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team  |
| <b>PO8: Scientific reasoning</b>                    | Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.   |
| <b>PO9: Reflective thinking</b>                     | Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.   |
| <b>PO10 Information/digital Literacy</b>            | Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.  |
| <b>PO 11 Self-directed learning</b>                 | Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.  |
| <b>PO 12 Multicultural Competence</b>               | Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.  |
| <b>PO 13: Moral and ethical awareness/reasoning</b> | Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical   |

|  |   |
|--|---|
|  | behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.   |
| <b>PO 14: Leadership readiness/qualities</b> | Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.  |
| <b>PO 15: Lifelong learning</b>              | Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling. |

**PROGRAMME SPECIFIC OUTCOMES (PSOs)**

|              |  |
|--------------|--|
| <b>PSO1</b>  | To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.                |
| <b>PSO 2</b> | To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment. |
| <b>PSO 3</b> | To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.   |
| <b>PSO 4</b> | Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.                                |
| <b>PSO 5</b> | Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.  |

|              | <b>PO 1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> |
|--------------|-------------|------------|------------|------------|------------|------------|------------|------------|
| <b>PSO 1</b> | Y           | Y          | Y          | Y          | Y          | Y          | Y          | Y          |
| <b>PSO 2</b> | Y           | Y          | Y          | Y          | Y          | Y          | Y          | Y          |
| <b>PSO3</b>  | Y           | Y          | Y          | Y          | Y          | Y          | Y          | Y          |
| <b>PSO 4</b> | Y           | Y          | Y          | Y          | Y          | Y          | Y          | Y          |
| <b>PSO 5</b> | Y           | Y          | Y          | Y          | Y          | Y          | Y          | Y          |

**3 – Strong, 2- Medium, 1- Low**



## SYLLABUS FRAMEWORK FOR B.Sc Psychology

(As per TANSCHÉ from 2023-24)

| SEMESTER I   |             |   |           |             |
|--------------|-------------|---|-----------|-------------|
| Part         | Course Code | List of Courses   | Credit    | No.of Hours |
| Part-1       | U23TAL11    | Language-1–Tamil  | 3         | 6           |
| Part-2       | U23ENL21    | Language-2 –English                                     | 3         | 6           |
| Part-3       | U23PST11    | Core-I: Introduction to Psychology I                    | 5         | 5           |
|              | U23PST12    | Core-II: Biological Psychology                          | 5         | 5           |
|              | U23PSE11    | Elective-1: Building Psychological Capital              | 3         | 4           |
| Part-4       | U23PSS11    | Skill Enhancement Course-1: Psychological Experiments-I | 2         | 2           |
|              | U23PSF11    | Foundation Course FC- Careers and Ethics in Psychology  | 2         | 2           |
| <b>Total</b> |             |   | <b>23</b> | <b>30</b>   |

| SEMESTER II  |             |   |           |             |
|--------------|-------------|---|-----------|-------------|
| Part         | Course Code | List of Courses   | Credit    | No.of Hours |
| Part-1       | U23TAL12    | Language-1–Tamil  | 3         | 6           |
| Part-2       | U23ENL22    | Language-2 –English   | 3         | 6           |
| Part-3       | U23PST23    | Core-III: Introduction to Psychology II   | 5         | 5           |
|              | U23PSC24    | Core-IV: Psychology of Childhood  | 5         | 5           |
|              | U23PSE21    | Elective-2: Cross Cultural Psychology   | 3         | 4           |
| Part-4       | U23PSS21    | Skill Enhancement Course – 2:<br>Soft Skills  | 2         | 2           |
|              | U23PSS22    | Skill Enhancement Course – 3: (Discipline / Subject Specific) – Psychological First Aid | 2         | 2           |
| <b>Total</b> |             |   | <b>23</b> | <b>30</b>   |

|                                 |      |  |                 |                     |              |                    |          |
|---------------------------------|------|--|-----------------|---------------------|--------------|--------------------|----------|
| <b>Title of the Course</b>      |      | <b>Introduction to Psychology I</b>  |                 |                     |              |                    |          |
| <b>Paper Number</b>             |      | Core I   |                 |                     |              |                    |          |
| <b>Category</b>                 | Core | <b>Year</b>  | I               | <b>Credits</b>      | 4            | <b>Course Code</b> | U23PST11 |
|                                 |      | <b>Semester</b>  | I               |                     |              |                    |          |
| <b>Instructional Hours</b>      |      | <b>Lecture</b>   | <b>Tutorial</b> | <b>Lab Practice</b> | <b>Total</b> |                    |          |
| <b>Per week</b>                 |      | 4  | 1               | --                  | 5            |                    |          |
| <b>Pre-requisite</b>            |      | Higher Secondary   |                 |                     |              |                    |          |
| <b>Objectives of the Course</b> |      | <ul style="list-style-type: none"> <li>● To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology.</li> <li>● The basic principles of sensation for vision, hearing, smell, taste and bodily senses.</li> <li>● The principles of Perception and Illusion.</li> <li>● Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.</li> <li>● Emotions and theoretical perspectives of emotions.</li> </ul>   |                 |                     |              |                    |          |
| <b>Course Outline</b>           |      | <p><b>Unit I: Introduction to Psychology:</b> Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.</p> <p><b>Unit II: Scope of Psychology:</b> Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.</p> <p><b>Unit III: Attention, Sensation &amp; Perception:</b> Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP</p> <p><b>Unit IV: Learning:</b> Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura) – Principles Involved, Significance.</p> |                 |                     |              |                    |          |

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|  | <b>Unit V:Emotion:</b> Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter - Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.  |
| <b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b> | Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–<br>CSIR/GATE/TNPSC/otherstobesolved<br>(To be discussed during the Tutorial hour)   |
| <b>Skills acquired from this course</b>  | Knowledge, Problem Solving, Analyticalability, Professional Competency, Professional Communication and Transferrable Skill   |
| <b>Recommended Text</b>  | <ol style="list-style-type: none"> <li>1. Passer, M.W. &amp; Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd</li> <li>2. Baron, R.A. &amp; Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5<sup>th</sup>ed.) India, U.P.: Pearson India Inc.</li> <li>3. Ciccarelli, S.K., &amp; White, J.N. <i>Psychology</i> 5<sup>th</sup>ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd</li> <li>4. Hockenbury, D. H. &amp; Hockenbury, S. E. (2003). <i>Psychology</i> (3<sup>rd</sup> ed.) New York: Worth Publishers.</li> <li>5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd</li> </ol> |
| <b>Reference Books</b>   | <ol style="list-style-type: none"> <li>1. Morgan, C.T., King, R.A., Weisz, J.R., &amp; Schopler, J.(2007). <i>Introduction to Psychology</i>,7<sup>th</sup> Edition. Singapore: Mcgraw-Hill.</li> <li>2. Myers, D.G. (2004). <i>Psychology</i>.5th Edition, Worth Publishers: New York.</li> <li>3. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8th Edition, Wordsworth Pub.Co.</li> <li>4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) <i>Introduction To Psychology</i>.14th Edition Wordsworth Pub. Co</li> <li>5. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi</li> </ol>   |

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| <p><b>Website and e-Learning Source</b></p> | <ol style="list-style-type: none"> <li>1. Frontiers in Psychology<br/>(<a href="https://www.frontiersin.org/journals/psychology">https://www.frontiersin.org/journals/psychology</a>)</li> <li>2. Archives of Scientific Psychology<br/>(<a href="https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1">https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1</a>)</li> <li>3. BMC PSYCHOLOGY<br/>(<a href="https://bmcpyschology.biomedcentral.com/">https://bmcpyschology.biomedcentral.com/</a>)</li> <li>4. <a href="https://www.psywww.com/careers/specialt.html">https://www.psywww.com/careers/specialt.html</a>www.worthpublishers.com/hockenbury</li> <li>5. <a href="https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/">https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/</a></li> </ol> |
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**Course Outcomes:**

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

- **CO1 (K1)** Acquire knowledge on the history, methods and special areas in the field of Psychology
- **CO2 (K3)** Explain sensory systems through which information processing happens
- **CO3 (K4)** Relate the process of attention to perception and infer how we make sense of the world around us
- **CO4 (K5)** Critically examine the process of learning
- **CO5 (K1, K4)** Gain insight into complex emotional experiences of human being and analyse the experience of self in day to day life.

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             |     |     |     | √   |     |     |
| CO2             | √   |     |     |     | √   |     |
| CO3             | √   |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     | √   |     | √   | √   |

|                                 |             |   |                 |                     |              |                    |          |
|---------------------------------|-------------|---|-----------------|---------------------|--------------|--------------------|----------|
| <b>Title of the Course</b>      |             | <b>Biological Psychology</b>  |                 |                     |              |                    |          |
| <b>Paper Number</b>             |             | <b>Core II</b>  |                 |                     |              |                    |          |
| <b>Category</b>                 | <b>Core</b> | <b>Year</b>   | I               | <b>Credits</b>      | 4            | <b>Course Code</b> | U23PST12 |
|                                 |             | <b>Semester</b>   | I               |                     |              |                    |          |
| <b>Instructional Hours</b>      |             | <b>Lecture</b>  | <b>Tutorial</b> | <b>Lab Practice</b> | <b>Total</b> |                    |          |
| <b>Per week</b>                 |             | 4   | 1               | --                  | 5            |                    |          |
| <b>Pre-requisite</b>            |             |   |                 |                     |              |                    |          |
| <b>Objectives of the Course</b> |             | <ul style="list-style-type: none"> <li>● To place emphasis on the perspectives and research methods of Biological Psychology.</li> <li>● To examine the structure and Communication of the cells of the nervous system and synaptic transmission.</li> <li>● To understand the role of brain in regulating temperature, thirst and hunger</li> <li>● To examine the nature and functions of the endocrine glands.</li> <li>● To examine the causes of brain damage and its effect on behaviour</li> </ul>   |                 |                     |              |                    |          |
| <b>Course Outline</b>           |             | <p><b>UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR</b><br/>Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.</p> <p><b>UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION</b><br/>Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.</p> <p><b>UNIT III: REGULATION OF INTERNAL BODY STATES</b><br/>Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.</p> <p><b>UNIT IV: HORMONES AND BEHAVIOUR</b><br/>Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.</p> |                 |                     |              |                    |          |

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|   | <p><b>UNIT V: BRAIN DAMAGE</b><br/>Causes of Brain damage, Neurodegenerative diseases, Stress and illness.</p>   |
| <p><b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b></p> | <p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)</p>   |
| <p><b>Skills acquired from this Course</b></p>  | <p>Knowledge, Analytical ability, Professional Competency, and Transferrable Skill</p>   |
| <p><b>Recommended Text</b></p>  | <ol style="list-style-type: none"> <li>1. Kalat, J.W. (2011). <i>Biopsychology</i>. Delhi, India: Cengage Learning India Private Limited.</li> <li>2. Pinel, J. (2007). <i>Biopsychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.</li> </ol>   |
| <p><b>Reference Books</b></p>   | <ol style="list-style-type: none"> <li>1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc</li> <li>2. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.</li> <li>3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rd ed.) Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi</li> <li>4. Barnes, J. (2013) <i>Essentials of Biological Psychological</i>. New Delhi: Sage Publications Pvt Ltd</li> <li>5. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i>. New York: W.W Norton &amp; Company Inc.</li> </ol>   |
| <p><b>Website and e-Learning Source</b></p>   | <ol style="list-style-type: none"> <li>1. Behavioural and Brain Functions (<a href="https://behavioralandbrainfunctions.biomedcentral.com/">https://behavioralandbrainfunctions.biomedcentral.com/</a>)</li> <li>2. Biological Psychology (<a href="https://www.journals.elsevier.com/biological-psychology">https://www.journals.elsevier.com/biological-psychology</a>)</li> <li>3. <a href="http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf">http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf</a></li> <li>4. <a href="https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function">https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function</a></li> <li>5. <a href="https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse">https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse</a></li> </ol> |

**COURSE OUTCOMES**

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

**CO1 (K2)** Describe recent research methods and perspectives on the emerging field of

Behavioural neuroscience and the reciprocal relationship between brain and behaviour

**CO2 (K2)** Understand anatomy and functions of the basic cell of the nervous system and

explain the process of communication between neurons

**CO3 (K4)** To understand and analyse the regulations of internal body states.

**CO4 (K1, K4)** To understand the function of endocrine glands and relate the knowledge to

Analyse various human behaviour.

**CO5 (K2)** Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             | √   |     |     | √   |     |     |
| CO2             |     | √   |     |     | √   |     |
| CO3             |     |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     |     |     | √   | √   |

|  |          |  |                 |                     |              |                    |          |
|--|----------|--|-----------------|---------------------|--------------|--------------------|----------|
| <b>Title of the Course</b>   |          | <b>Building Psychological Capital</b>  |                 |                     |              |                    |          |
| <b>Paper Number</b>  |          | Elective I (Discipline specific)   |                 |                     |              |                    |          |
| <b>Category</b>  | Elective | <b>Year</b>  | I               | <b>Credits</b>      | 3            | <b>Course Code</b> | U23PSE11 |
|  |          | <b>Semester</b>  | I               |                     |              |                    |          |
| <b>Instructional Hours</b>   |          | <b>Lecture</b>   | <b>Tutorial</b> | <b>Lab Practice</b> | <b>Total</b> |                    |          |
| <b>Per week</b>  |          | 3  | 1               | --                  | 4            |                    |          |
| <b>Pre-requisite</b>   |          |  |                 |                     |              |                    |          |
| <b>Objectives of the Course</b>  |          | <ul style="list-style-type: none"> <li>● To offer the students a comprehensive overview of positive psychology and Psychological capital.</li> <li>● The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance.</li> <li>● The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope.</li> <li>● To understand the various spectrums of optimism and locus of control.</li> <li>● To examine Resilience and 7 C's Model of resilience.</li> </ul>   |                 |                     |              |                    |          |
| <b>Course Outline</b>  |          | <p><b>UNIT1: INTRODUCTION</b><br/>The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance</p> <p><b>UNIT 2: PSYCAP EFFICACY</b><br/>Definition, key ingredients of efficacy, ways to strengthen efficacy</p> <p><b>UNIT 3: PSYCAP HOPE</b><br/>Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope</p> <p><b>UNIT 4: PSYCAP OPTIMISM</b><br/>Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style</p> <p><b>UNIT 5: PSYCAP RESILIENCE</b><br/>Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON.</p> |                 |                     |              |                    |          |
| <b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b> |          | Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)  |                 |                     |              |                    |          |
| <b>Skills acquired from this course</b>  |          | Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill  |                 |                     |              |                    |          |



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|-------------------------|---|
| <b>Recommended Text</b> | <ol style="list-style-type: none"> <li>1. Fred Luthans., Carolyn, M. Youssef— Morgan. &amp; Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press.</li> <li>2. Snyder, C.R. &amp; Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York.</li> <li>3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.</li> </ol> |
| <b>Reference Books</b>  | <ol style="list-style-type: none"> <li>1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press.</li> <li>2. Singh, A.(2013).Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt ltd.</li> </ol>  |

**COURSE OUTCOMES**

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

- **CO1 (K4)** – To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.
- **CO2 (K2)** – To understand the role of self-efficacy and ways to improve it.
- **CO3 (K2)** – To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.
- **CO4 (K2)** – To distinguish the ways to build optimism and locus of control for better performance.
- **CO5 (K3, K4)** – To analyse and apply7C’s Model of Resilience.

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             | √   |     |     | √   |     |     |
| CO2             |     | √   |     |     | √   |     |
| CO3             |     |     | √   | √   | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     |     |     | √   | √   |

| Title of the Course   |       | Psychological Experiments-I  |          |              |       |             |          |
|---|-------|--|----------|--------------|-------|-------------|----------|
| Paper Number  |       | SEC-I  |          |              |       |             |          |
| Category  | SEC-I | Year   | I        | Credits      | 2     | Course Code | U23PSS11 |
|   |       | Semester   | I        |              |       |             |          |
| Instructional Hours   |       | Lecture  | Tutorial | Lab Practice | Total |             |          |
| Per week  |       | 2  | 1        | --           | 5     |             |          |
| Pre-requisite   |       | Higher Secondary   |          |              |       |             |          |
| Objectives of the Course  |       | The students are able to <ul style="list-style-type: none"> <li>● Acquire practical training in Psychological Experiments</li> <li>● Understand the various experiments in Psychology</li> <li>● Develop skills in Psychological Experiments</li> <li>● Apply in Psychological Testing</li> <li>● Interpret the results of Psychological Testing</li> </ul>                                    |          |              |       |             |          |
| Course Outline  |       | <b>Unit –I: Perception:</b><br>Horizontal and Vertical Illusion, Muller Lyer Illusion  |          |              |       |             |          |
|   |       | <b>Unit –II: Suggestion:</b><br>Size Weight Illusion, Progressive Weight Illusion  |          |              |       |             |          |
|   |       | <b>Unit –III: Attention:</b><br>Span of Attention, Division of Attention   |          |              |       |             |          |
|   |       | <b>Unit –IV: Learning:</b><br>Insight Learning, Trial and Error, Mirror Drawing  |          |              |       |             |          |
|   |       | <b>Unit –V: Emotion:</b><br>Emotional Maturity Scale, Emotional Intelligence Scale   |          |              |       |             |          |
| Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper) |       | Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–<br>CSIR/GATE/TNPSC/other to be solved<br>(To be discussed during the Tutorial hour)   |          |              |       |             |          |
| Skills acquired from this course  |       | Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill  |          |              |       |             |          |
| Recommended Text  |       | <b>Text Book:</b> <ol style="list-style-type: none"> <li>1. Anastasi. A. &amp; Urbina, S. (1999), Psychological Testing, 7<sup>th</sup> Edition, Prentice Hall Private Ltd, New Delhi.</li> </ol> <b>Reference Book:</b> <ol style="list-style-type: none"> <li>1. Woodworth &amp; Schlosberg (2000), Experimental Psychology, Revised Edition, Khosla Publishing House, New Delhi.</li> </ol> |          |              |       |             |          |

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|  | 2. Robert M. Kaplan & Dennis P. Saccuzzo (2007), Psychological Testing-Principle, Applications and Issues, 6 <sup>TH</sup> Edition, Thomson and Wads worth, India. |
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**Course Outcomes:**

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

- **CO1 (K1)** Acquire knowledge on the practical training in Psychological Experiments
- **CO2 (K3)** Explain various experiments in Psychology
- **CO3 (K4)** Develop skills in Psychological Experiments
- **CO4 (K5)** Critically Apply in Psychological Testing
- **CO5 (K1, K4)** Gain insight into Interpret the results of Psychological Testing

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             |     |     |     | √   |     |     |
| CO2             | √   |     |     |     | √   |     |
| CO3             | √   |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     | √   |     | √   | √   |

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|---------------------------------|--------------------------|---|-----------------|----------------|---------------------|--------------------|----------|
| <b>Title of the Course</b>      |                          | <b>Careers and Ethics in Psychology</b>   |                 |                |                     |                    |          |
| <b>Paper Number</b>             |                          | <b>Foundation Course</b>  |                 |                |                     |                    |          |
| <b>Category</b>                 | <b>Foundation Course</b> | <b>Year</b>   | I               | <b>Credits</b> | 2                   | <b>Course Code</b> | U23PSF11 |
|                                 |                          | <b>Semester</b>   | I               |                |                     |                    |          |
| <b>Instructional Hours</b>      |                          | <b>Lecture</b>  | <b>Tutorial</b> |                | <b>Lab Practice</b> | <b>Total</b>       |          |
| <b>Per week</b>                 |                          | 2   | 1               |                | --                  | 5                  |          |
| <b>Pre-requisite</b>            |                          | Higher Secondary  |                 |                |                     |                    |          |
| <b>Objectives of the Course</b> |                          | <ul style="list-style-type: none"> <li>● Comprehend careers in psychology for social development and their the roles, responsibility and accountability</li> <li>● Understand careers in psychology for promoting physical and mental health and their the roles, responsibility and accountability</li> <li>● Appreciate the roles, responsibility and accountability of careers in psychology for education</li> <li>● Recognize and comprehend ethics in practicing psychology</li> <li>● Demonstrate and reflect Ethical Principles and Standards of psychologist</li> </ul>  |                 |                |                     |                    |          |
| <b>Course Outline</b>           |                          | <p><b>Unit I-Careers in Psychology for Social Development:</b><br/>           Psychology for Social Development - Community Psychologists - Developmental Psychologists- - Environmental Psychologists - Evolutionary Psychologists- Industrial /Organizational Psychologists - Forensic Psychologists – Consultants in medical settings, legal settings, and business - Ethical considerations and accountability</p> <p><b>Unit II- Careers in Psychology for Promoting Physical and Mental Health:</b><br/>           Psychology for Promoting Physical and Mental Health - Clinical Psychologists- Counseling Psychologists - Experimental Psychologists- Health Psychologists- Neuro Psychologists- Behavioral Psychologists - Rehabilitation Psychologists- Sports Psychologists – Telepsychologist - Psychological Practice with reference to Girls, Women and Elderly persons – Family therapist - Ethical considerations and accountability</p> <p><b>Unit III- Careers in Psychology for Education</b><br/>           Psychology in Education - Cognitive Psychologists- Educational Psychologists- Engineering Psychologists - School Psychologists - Mental Health Professionals in Academia – Consultants in schools (behavioural and primary care), higher education - Ethical considerations and accountability</p> <p><b>Unit IV: Ethical Practice of Psychology</b><br/>           Ethics - Core Ethical Principles - Competence - Personal Fitness - Qualification and Training - Confidentiality, Human Relations, Privacy and Record Keeping – Professional relationships - Relationships with Colleagues, Supervisors, Students and Employee - Ethical Code –Regulations and Enforcement – Ethical decision making and steps – Ethics in usage of technology</p> |                 |                |                     |                    |          |

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|  | (computer, mobiles)  |
|  | <p><b>Unit V: Ethical Principles and Standards of Psychologist</b><br/>           American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct- Introduction- a Preamble- Five General Principles (A-E) – Ethical Standard – Ethics of being culturally competent Psychologist - Integrate ethical concepts in the context of practice - Ethical challenges of the 21st Century: practicing in the age of Email, texting, Facebook, Skype and twitter</p>  |
| <b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b> | <p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC– CSIR/GATE/TNPSC/other to be solved<br/>           (To be discussed during the Tutorial hour)</p>   |
| <b>Skills acquired from this Course</b>  | <p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>   |
| <b>Recommended Text</b>  | <p><b>Text Book</b><br/>           1. Koocher, G. P. &amp; Keith-Spiegel, P. (2016). Ethics in psychology and the mental health professions: Standards and cases (4th Ed.). New York: Oxford</p> <p><b>Reference Book:</b><br/>           1. American Psychological Association, " Ethical Principles of Psychologists and Code of Conduct" Adopted August 3, 2016, Effective January 1, 2017.<br/>           2. American Psychological Association, " Careers in Psychology"<br/>           3. Barnett, J. E., Behnke, S. H., Rosenthal, S. L., &amp; Koocher, G. P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. Professional Psychology: Research and Practice, 38, 7-12<br/>           4. Pope, K. S., &amp; Vasquez, M. J. T. Steps in ethical decision-making. <a href="http://kspope.com/memory/ethics.php">http://kspope.com/memory/ethics.php</a>.</p> |

**Course Outcomes:**

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

- **CO1 (K1)** Acquire knowledge on the careers in psychology for social development and their the roles, responsibility and accountability
- **CO2 (K3)** Explain the roles, responsibility and accountability of careers in psychology for education
- **CO3 (K4)** Examine the roles, responsibility and accountability of careers in psychology for education
- **CO4 (K5)** Critically Recognize and comprehend ethics in practicing psychology

**CO5 (K1, K4)** Gain insight into Demonstrate and reflect Ethical Principles and Standards of psychologist

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             |     |     |     | √   |     |     |
| CO2             | √   |     |     |     | √   |     |
| CO3             | √   |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     | √   |     | √   | √   |

|                                 |      |   |                 |                     |              |                    |          |
|---------------------------------|------|---|-----------------|---------------------|--------------|--------------------|----------|
| <b>Title of the Course</b>      |      | <b>Introduction to Psychology II</b>  |                 |                     |              |                    |          |
| <b>Paper Number</b>             |      | <b>Core III</b>   |                 |                     |              |                    |          |
| <b>Category</b>                 | Core | <b>Year</b>   | I               | <b>Credits</b>      | 4            | <b>Course Code</b> | U23PST21 |
|                                 |      | <b>Semester</b>   | II              |                     |              |                    |          |
| <b>Instructional Hours</b>      |      | <b>Lecture</b>  | <b>Tutorial</b> | <b>Lab Practice</b> | <b>Total</b> |                    |          |
| <b>Per week</b>                 |      | 4   | 1               | --                  | 5            |                    |          |
| <b>Pre-requisite</b>            |      |   |                 |                     |              |                    |          |
| <b>Objectives of the Course</b> |      | <ul style="list-style-type: none"> <li>● To examine the various spectrum of Cognition like problem – solving and Decision making.</li> <li>● To understand the way memory works and stages of memory.</li> <li>● It provides an overview of theories of motivation and its implication on behaviour.</li> <li>● To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence.</li> <li>● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality.</li> </ul>   |                 |                     |              |                    |          |
| <b>Course Outline</b>           |      | <p><b>Unit I: Cognition:</b> Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.</p> <p><b>Unit II: Memory:</b> Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval</p> <p><b>Unit III: Motivation:</b> Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories</p> <p><b>Unit IV: Intelligence:</b> Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell.</p> |                 |                     |              |                    |          |

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|  | <p>Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.</p> <p><b>Unit V: Personality:</b> Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective</p>   |
| <b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b> | <p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)</p>  |
| <b>Skills acquired from this course</b>  | <p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>  |
| <b>Recommended Text</b>  | <ol style="list-style-type: none"> <li>1. Passer, M.W. &amp; Smith R.E. (2007) <i>Psychology- The Science of mind and Behaviour</i> (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd</li> <li>2. Baron, R.A. &amp; Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5<sup>th</sup> ed.) India, U.P.: Pearson India Inc.</li> <li>3. Ciccarelli, S.K., &amp; White, J.N. <i>Psychology</i> 5<sup>th</sup> ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd</li> <li>4. Hockenbury, D. H. &amp; Hockenbury, S. E. (2003). <i>Psychology</i> (3<sup>rd</sup> ed.) New York: Worth Publishers.</li> <li>5. Khatoun, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd</li> </ol> |
| <b>Reference Books</b>   | <ol style="list-style-type: none"> <li>1. Morgan, C.T., King, R.A., Weisz, J.R., &amp; Schopler, J. (2007). <i>Introduction to Psychology</i>, 7<sup>th</sup> Edition. Singapore: McGraw- Hill.</li> <li>2. Myers, D.G. (2004). <i>Psychology</i>. 5<sup>th</sup> Edition, Worth Publishers: New York.</li> <li>3. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8<sup>th</sup> Edition, Wordsworth Pub.Co.</li> <li>4. Hilgard, E.R., Atkinson, R.L., R.C., (2003) <i>Introduction To Psychology</i>. 14<sup>th</sup> Edition Wordsworth Pub. Co</li> <li>5. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6<sup>th</sup> Edition, Tata McGraw Hill, New Delhi</li> </ol>  |
| <b>Website and e-Learning Source</b>   | <ol style="list-style-type: none"> <li>1. Judgment and Decision making (<a href="http://journal.sjdm.org/">http://journal.sjdm.org/</a>)</li> <li>2. <a href="https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/">https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/</a></li> <li>3. <a href="http://ncert.nic.in/ncerts/l/kepy108.pdf">http://ncert.nic.in/ncerts/l/kepy108.pdf</a></li> </ol>   |



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|  | 4. <a href="https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf">https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf</a> |
|  | 5. <a href="http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf">http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf</a> |

**COURSE OUTCOMES**

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

- **CO1 (K2, K4)** To Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.
- **CO2 (K4)** To summarize and compare the various functions and memory processes involved in memory and forgetting.
- **CO3 (K1)** To outline the various theories of motivation and to understand the implications of it.
- **CO4 (K3)** To explain the theories of intelligence and the ways to assess intelligence.
- **CO5 (K3)** To explore the various theories of Personality and examine the uses of personality assessments.

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             |     | √   |     | √   |     |     |
| CO2             |     | √   |     |     | √   |     |
| CO3             | √   |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     | √   |     | √   | √   |

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|-------------------------------------|------|--|-----------------|---------------------|--------------|--------------------|----------|
| <b>Title of the Course</b>          |      | <b>Psychology of Childhood</b>   |                 |                     |              |                    |          |
| <b>Paper Number</b>                 |      | <b>CORE IV</b>   |                 |                     |              |                    |          |
| <b>Category</b>                     | Core | <b>Year</b>  | I               | <b>Credits</b>      | 4            | <b>Course Code</b> | U23PST22 |
|                                     |      | <b>Semester</b>  | II              |                     |              |                    |          |
| <b>Instructional Hours Per week</b> |      | <b>Lecture</b>   | <b>Tutorial</b> | <b>Lab Practice</b> | <b>Total</b> |                    |          |
|                                     |      | 4  | 1               | --                  | 5            |                    |          |
| <b>Pre-requisite</b>                |      |  |                 |                     |              |                    |          |
| <b>Objectives of the Course</b>     |      | <ul style="list-style-type: none"> <li>● To provide an overview of the human development stages from conception to babyhood.</li> <li>● To understand the characteristics of early childhood at physiological domain.</li> <li>● To analyse the emotional development of childhood and socialization process.</li> <li>● To examine the characteristics of late childhood at physiological domain, challenges of development.</li> <li>● To provide various perspectives to explain cognitive and personality development in early childhood.</li> </ul>   |                 |                     |              |                    |          |
| <b>Course Outline</b>               |      | <p><b>UNIT I – HUMAN DEVELOPMENT</b><br/>Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.</p> <p><b>UNIT II – EARLY CHILDHOOD</b><br/>Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.</p> <p><b>UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD</b><br/>Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.</p> <p><b>UNIT IV – LATE CHILDHOOD</b><br/>Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.</p> <p><b>UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD</b><br/>Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concrete operations, Information Processing Approach of memory development,</p> |                 |                     |              |                    |          |

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|  | Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority.   |
| <b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b> | Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC– CSIR/GATE/TNPSC/other to be solved<br>(To be discussed during the Tutorial hour)   |
| <b>Skills acquired from this course</b>  | Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill   |
| <b>Recommended Text</b>  | <ol style="list-style-type: none"> <li>1. Papalia D. E, Olds S. W. &amp; Feldman R.D. (2004) <i>Human Development</i> (9<sup>th</sup> Ed.) Chennai: McGraw-Hill Education (India) Private Limited.</li> <li>2. Santrock J.W. (2011) <i>Life-Span Development</i> (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.</li> <li>3. Santrock J.W. (2013) <i>Child Development</i> (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.</li> <li>4. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd</li> </ol>  |
| <b>Reference Books</b>   | <ol style="list-style-type: none"> <li>1. Berndt, T.J. (1997). <i>Child development</i>, Madison, WI: Brown &amp; Benchmark Publishers.</li> <li>2. Smith, Barry D. (1998). <i>Psychology Science and Understanding The McGraw-Hill Company</i>.</li> <li>3. Bee H. &amp; Boyd D. <i>The Developing Child</i> (10<sup>th</sup> Ed.) Delhi: Pearson Education.</li> <li>4. Berk L.E. (2013) <i>Child Development</i> (9<sup>th</sup> Ed.) New Delhi: PHI Learning Pvt Limited.</li> <li>5. Feldman R.S. &amp; Babu N. (2019) <i>Child Development</i> (8<sup>th</sup> Ed.) Noida: Pearson.</li> </ol>  |
| <b>Website and e-Learning Source</b>   | <ol style="list-style-type: none"> <li>1. Genes and Environment (<a href="https://genesenvironment.biomedcentral.com/">https://genesenvironment.biomedcentral.com/</a>)</li> <li>2. Developmental psychology commons (<a href="http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/">http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/</a>)</li> <li>3. <a href="https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/">https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/</a></li> <li>4. <a href="https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development">https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development</a></li> </ol> |

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|  | 5. <a href="https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding">https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding</a> |
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**COURSE OUTCOMES**

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

- **CO1(K2)** – To explicate the developmental stage of conception through birth.
- **CO2 (K1, K2)**– To elucidate the developmental tasks of early childhood.
- **CO3 (K2)**– To describe the various emotions and socialization patterns of early childhood.
- **CO4 (K4)** – To distinguish the hazards and happiness of late childhood
- **CO5 (K4)**– To critically analyze the cognitive and personality development in childhood.

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             | √   |     |     |     |     |     |
| CO2             |     | √   |     |     | √   |     |
| CO3             |     |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     |     | √   | √   | √   |

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|-------------------------------------|----------|---|-----------------|---------------------|--------------|--------------------|----------|
| <b>Title of the Course</b>          |          | <b>Cross Cultural Psychology</b>  |                 |                     |              |                    |          |
| <b>Paper Number</b>                 |          | <b>Elective II (Discipline specific)</b>  |                 |                     |              |                    |          |
| <b>Category</b>                     | Elective | <b>Year</b>   | I               | <b>Credits</b>      | 3            | <b>Course Code</b> | U23PSE21 |
|                                     |          | <b>Semester</b>   | II              |                     |              |                    |          |
| <b>Instructional Hours Per week</b> |          | <b>Lecture</b>  | <b>Tutorial</b> | <b>Lab Practice</b> | <b>Total</b> |                    |          |
|                                     |          | 3   | 1               | --                  | 4            |                    |          |
| <b>Pre-requisite</b>                |          |   |                 |                     |              |                    |          |
| <b>Objectives of the Course</b>     |          | <ul style="list-style-type: none"> <li>● Introduce the principles, concepts and issues associated with the study of cross-cultural psychology.</li> <li>● Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.</li> <li>● Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives.</li> <li>● Examine the role of Culture in various development aspects of human development process and emotionality.</li> <li>● Explore gender sensitisation in view of cultural spectrum.</li> </ul>   |                 |                     |              |                    |          |
| <b>Course Outline</b>               |          | <p><b>UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY</b><br/>           Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics &amp; Emics.</p> <p><b>UNIT II: SOCIALIZATION &amp; ENCULTURATION</b><br/>           Definition, Bronfen brenner model, Culture &amp; Parenting - Parenting Goals &amp; Beliefs, Baumrind parenting theory, Culture &amp; Peer – Margaret Mead socialization theory, Social and cultural factors that influence math’s achievement.</p> <p><b>UNIT III: CULTURE AND DEVELOPMENTAL PROCESS –TEMPERAMENT</b><br/>           Three major categories of temperaments Thomas &amp; Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby’s (1969) evolutionary theory of attachment, Ainsworth’s <i>Classification System</i> of Attachment; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality.</p> <p><b>UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION</b><br/>           Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs.</p> |                 |                     |              |                    |          |

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|   | <p>intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.</p> <p><b>UNIT V: CULTURE AND GENDER</b><br/>                     Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research</p>   |
| <p><b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b></p> | <p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC – CSIR/GATE/TNPSC/other to be solved<br/>                     (To be discussed during the Tutorial hour)</p>  |
| <p><b>Skills acquired from this course</b></p>  | <p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>   |
| <p><b>Recommended Text</b></p>  | <p>1. Matsumoto, D., &amp; Juang, L. (2013). Culture and Psychology (5<sup>th</sup> Ed.). Belmont, CA: Wadsworth Cengage Learning.</p>   |
| <p><b>Reference Books</b></p>   | <p>1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2<sup>nd</sup> Ed.) John Wiley &amp; Sons Ltd.<br/>                     2. Segall, M. H., Dasen, P. R., Berry, J. W., &amp; Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press.<br/>                     3. Shiraev, E. B., &amp; Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.</p> |

### COURSE OUTCOMES

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

- **CO1 (K2)** - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- **CO2 (K4)** - To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.
- **CO3 (K6)** - To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.
- **CO4 (K2, K4)**- To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
- **CO5 (K3)** - to examine the role of culture in the understanding gender roles, stereotypes and ideology development.

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             |     | √   |     | √   |     |     |
| CO2             |     | √   |     |     | √   |     |
| CO3             | √   |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     | √   | √   | √   | √   |

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|--|----------|--|-----------------|---------------------|--------------|--------------------|----------|
| <b>Title of the Course</b>   |          | <b>Psychological First Aid</b>   |                 |                     |              |                    |          |
| <b>Paper Number</b>  |          | <b>Skill Enhancement Course</b>  |                 |                     |              |                    |          |
| <b>Category</b>  | Elective | <b>Year</b>  | I               | <b>Credits</b>      | 2            | <b>Course Code</b> | U23PSS22 |
|  |          | <b>Semester</b>  | II              |                     |              |                    |          |
| <b>Instructional Hours Per week</b>  |          | <b>Lecture</b>   | <b>Tutorial</b> | <b>Lab Practice</b> | <b>Total</b> |                    |          |
|  |          | 2  | 1               | --                  | 3            |                    |          |
| <b>Pre-requisite</b>   |          |  |                 |                     |              |                    |          |
| <b>Objectives of the Course</b>  |          | <ul style="list-style-type: none"> <li>• Facilitate the students to Learn and apply psychological first aid</li> <li>• Explore to manage psychological crisis reactions</li> <li>• Practice self-care</li> </ul>   |                 |                     |              |                    |          |
| <b>Course Outline</b>  |          | <p><b>Unit: I Introduction to Psychological First Aid</b><br/>                     Concept and Development of Psychological First Aid- Who, When and Where of Psychological First Aid- Things to say and do- Supporting those who need special attention-Core competencies of Psychological First Aid</p> <p><b>Unit II- Crisis Events</b><br/>                     Crisis events – both large scale and individual, nature of traumatic events (major and minor), common physical, psychological, behavioral and social reaction after crisis/disaster</p> <p><b>Unit III- Coping with Death</b><br/>                     Death and Bereavement- Stages of death and bereavement by Kubler Ross- Stress and basic stress management for disaster survivors, disaster management</p> <p><b>Unit IV- Action Principle</b><br/>                     Basic communication techniques for PFA, Action principles, Recognition of basic human needs- Working with children and adolescents, older adults, Resilience, Protective factors for Psychological resilience in children and youth, strategies for promoting resilience in children and youth.</p> <p><b>Unit: V Practicing the Art of Psychological First Aid</b><br/>                     Rapport and Reflective Listening -Assessment of Needs – Prioritization- Intervention- Disposition</p> |                 |                     |              |                    |          |
| <b>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</b> |          | Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC– CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)   |                 |                     |              |                    |          |
| <b>Skills acquired from this Course</b>  |          | Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill  |                 |                     |              |                    |          |



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|-------------------------|---|
| <b>Recommended Text</b> | <ol style="list-style-type: none"> <li>1. Burke, S. &amp; Richardson, J. (2009). Psychological first aid: An Australian aid. The Australian Psychological Society Ltd.</li> <li>2. Everly, G.S. Jr., &amp; Lating, J.M. (2017). The Johns Hopkins guide to psychological first aid. John Hopkins University Press.</li> <li>3. Winch, G. (2013). Emotional first aid: Healing, rejection, guilt, failure and other everyday hurts. NY, USA: Hudson Street Press.</li> </ol> |
| <b>Reference Books</b>  | <ol style="list-style-type: none"> <li>1. Miller, L.B. (2019). Psychological First Aid. ISBN: 978-1794767188</li> </ol>   |

### COURSE OUTCOMES

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

- **CO1 (K2)** - To learn and apply psychological first aid
- **CO2 (K4)** - To Explore to manage psychological crisis reactions
- **CO3 (K6)** - To Practice self-care

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| CO1             |     | √   |     | √   |     |     |
| CO2             |     | √   |     |     | √   |     |
| CO3             | √   |     | √   |     | √   |     |
| CO4             |     | √   |     |     | √   |     |
| CO5             |     |     | √   | √   | √   | √   |