

B.Sc., PSYCHOLOGY

REVISED SYLLABUS

**FROM THE ACADEMIC YEAR
2023-2024**

**TAMIL NADU STATE COUNCIL FOR
HIGHER EDUCATION
CHENNAI-600005.**

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1. Introduction

B.Sc. Psychology: Programme Outcome, Programme Specific Outcome and Course Outcome

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 learner to acquire these attributes, keeping in view of their preferences and aspirations for gaining knowledge of Psychology.

LEARNING OUTCOMES- BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDERGRADUATE PROGRAMME	
Programme:	U.G.
Programme Code:	
Duration:	3 years [UG]
Programme Outcomes:	<p>PO1: Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study</p> <p>PO2: Communication Skills: 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.</p> <p>PO3: Critical thinking: Capability to apply analytic thought to</p>

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.

PO4: Problem solving: Capacity 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.

PO5: Analytical reasoning: 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.

PO6: Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problematising, 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

PO7: Cooperation/Teamwork: 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 team in the interests of a common cause and work efficiently as a member of a team

PO8: Scientific reasoning: 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.

PO9: Reflective thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

PO10 Information/digital literacy: 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.

PO11 Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

PO12 Multicultural competence: 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.

PO13: Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life,

	<p>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 behaviours 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.</p> <p>PO14: Leadership readiness / qualities: 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 their destination, in a smooth and efficient way.</p> <p>PO15: Lifelong learning: 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 trends and demands of work place through knowledge / skill development / reskilling.</p>
<p>Programme Specific Outcomes:</p>	<p>PSO1: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p>PSO 2: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p>PSO3: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p>PSO4: Evaluate various social and economic problems in the society and develop answers to the problems as global citizens.</p> <p>PSO5: Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PSO1	Y	Y	Y	Y	Y	Y	Y	Y
PSO2	Y	Y	Y	Y	Y	Y	Y	Y
PSO3	Y	Y	Y	Y	Y	Y	Y	Y
PSO4	Y	Y	Y	Y	Y	Y	Y	Y
PSO5	Y	Y	Y	Y	Y	Y	Y	Y

3-Strong, 2-Medium, 1-Low

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations.
The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of-Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest- Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/Benefits
I	<p>Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.</p>	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I,II,III,IV	<p>Skill Enhancement Programs (Discipline centric /Generic/ Entrepreneurial)</p>	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with the essential skills to make them employable <hr/> <ul style="list-style-type: none"> ➤ Training on language and communications skills enable the students gain knowledge and exposure in the competitive world. <hr/> <ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.

III,IV,V&VI	Electivepapers	<ul style="list-style-type: none"> ➤ Strengtheningthedomai nknowledge ➤ Introducing thestakeholderstotheState- ofArttechniquesfromthe streams ofmulti- disciplinary,crossdisciplin aryandinter disciplinarynature ➤ Emergingtopicsinhighere ducation/industry/comm unicationnetwork/health sectoretc.are introducedwithhands-on- training.
IV	ElectivePapers	<ul style="list-style-type: none"> ➤ Exposure toindustrymouldsstudents intosolutionproviders ➤ Generates Industryreadygraduates ➤ Employment opportunitiesenhanced
VSemester	Electivepapers	<ul style="list-style-type: none"> ➤ Self- learningisenhanced ➤ Applicationoftheconcepttore alsituation is conceived resultingintangibleoutcome
VISemester	Electivepapers	<ul style="list-style-type: none"> ➤ Enrichesthestudybeyond thecourse. ➤ Developingaresearchframew orkand presenting thei rindependent an dintellectual idea seffectively.

<p>Extra Credits: For Advanced Learners/Honors degree</p>	<p>➤ To cater to the needs of peer learners/ research aspirants</p>
<p>Skills acquired from the Courses</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>

CreditDistributionforUGProgrammes

SemI	Credit	H	SemII	Credit	H	SemIII	Credit	H	SemIV	Credit	H	SemV	Credit	H	SemVI	Credit	H
Part1. Language -Tamil	3	6	Part..1. Language -Tamil	3	6	Part..1. Language -Tamil	3	6	Part..1. Language -Tamil	3	6	5.1Core Course -\CCIX	4	5	6.1Core Course -CCXIII	4	6
Part.2English	3	6	Part..2 English	3	6	Part..2English	3	6	Part..2 English	3	6	5.2Core Course -CCX	4	5	6.2Core Course -CCXIV	4	6
1.3CoreCourse-CCI	5	5	2..3CoreCourse - CCIII	5	5	3.3CoreCourse-CCV	5	5	4.3CoreCourse-CCVIICore Industry Module	5	5	5.3.CoreCourseCC -XI	4	5	6.3 CoreCourse - CCXV	4	6
1.4CoreCourse-CCII	5	5	2.4CoreCourse-CCIV	5	5	3.4CoreCourse-CCVI	5	5	4.4Core Course-CCVIII	5	5	5.4.CoreCourse -/ Project with viva-voce CC-XII	4	5	6.4 Elective-VII Generic/ Discipline Specific	3	5
1.5ElectiveIGeneric/ Discipline Specific	3	4	2.5 Elective IIGeneric/ Discipline Specific	3	4	3.5Elective IIIGeneric/ Discipline Specific	3	4	4.5ElectiveIVGeneric/ Discipline Specific	3	3	5.5 ElectiveV Generic/ Discipline Specific	3	4	6.5 ElectiveVIIIGeneric/ Discipline Specific	3	5
1.6Skill Enhancement CourseSEC-1	2	2	2.6Skill Enhancement CourseSEC-2	2	2	3.6Skill Enhancement CourseSEC-4,(Entrepreneurial Skill)	1	1	4.6Skill Enhancement Course SEC-6	2	2	5.6 ElectiveVIGeneric/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7Skill Enhancement - (Foundation Course)	2	2	2.7Skill Enhancement Course-SEC-3	2	2	3.7Skill Enhancement CourseSEC-5	2	2	4.7Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7Professional Competency Skill	2	2
						3.8E.V.S.	-	1	4.8E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	23	30		23	30		22	30		25	30		26	30		21	30
Total-140 Credits																	

**ChoiceBasedCreditSystem(CBCS),LearningOutcomesBasedCurriculumFramework(LOCF)GuidelineBasedCreditandHoursDistributionSystemforallUGcoursesincludingLabHours
FirstYear–Semester-I**

Part	ListofCourses	Credit	No.of Hours
Part-1	Language–Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses&ElectiveCourses[inTotal]	13	14
Part-4	SkillEnhancementCourseSEC-1	2	2
	FoundationCourse	2	2
		23	30

Semester-II

Part	ListofCourses	Credit	No.of Hours
Part-1	Language–Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses&ElectiveCourses[inTotal]	13	14
Part-4	SkillEnhancementCourse-SEC-2	2	2
	SkillEnhancementCourse-SEC-3(Discipline/ SubjectSpecific)	2	2
		23	30

***Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the undergraduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand / Comprehend (K2)	MCQ, True / False, Short essays, Concept explanations, Short summary or overview	
Application (K3)	Suggest idea / concept with examples, Suggest formulae, Solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
Evaluate (K5)	Longer essay / Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Illustration for B.Sc Psychology Curriculum Design
First year Semester-I**

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language-Tamil	3	6
Part -II	English	3	6
Part -III	Introduction to Psychology I	5	5
	Biological Psychology	5	5
	Building Psychological Capital	3	4
Part -IV	Skill Enhancement Course – Stress Management	2	2
	Foundation Course FC- Careers and Ethics in Psychology	2	2
		23	30

Semester-II

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language-Tamil	3	6
Part-II	English	3	6
Part -III	Introduction to Psychology II	5	5
	Developmental Psychology I	5	5
	Cross Cultural Psychology	3	4
Part -IV	Skill Enhancement Course – Personality Development	2	2
	Skill Enhancement Course (Discipline / Subject Specific) – Psychological First Aid	2	2
		23	30

PART III - CORE PAPERS

Title of the Course		Introduction to Psychology I					
Paper Number		CORE I					
Category	Core	Year	I	Credits	5	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. • The basic principles of sensation for vision, hearing, smell, taste and bodily senses. • The principles of Perception and Illusion. • Learning theories highlighting on the principle of Classical and Operant Conditioning and Observational Learning. • Emotions and theoretical perspectives of emotions. 					
Course Outline		<p>Unit I: Introduction to Psychology: 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>Unit II: Scope of Psychology: 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>Unit III: Attention, Sensation & Perception: 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>UnitIV:Learning: 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>
	<p>UnitV:Emotion: 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.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</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>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5th ed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5th ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D.H. & Hockenbury, S.E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers 5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd

Reference Books	<ol style="list-style-type: none"> 1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7th Edition. Singapore: McGraw-Hill. 2. Myers, D.G. (2004). Psychology. 5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub. Co. 4. Hilgard, E.R., Atkinson, R.L., R.C., (2003) Introduction To Psychology. 14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (https://bmcpublishing.biomedcentral.com/) 4. https://www.psywww.com/careers/special.html www.worthpublishers.com/hockenbury 5. https://courses.lumenlearning.com/wsusandbox/chapter/gestalt-principles-of-perception/

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)** Explains sensory systems through which information processing happens
- **CO3(K4)** Relates 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 beings and analyse the experience of self in day-to-day life.

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

Title of the Course		Biological Psychology				
Paper Number		CORE II				
Category	Core	Year	I	Credits	5	Course Code
		Semester	I			
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total	
		4	1	--	5	
Pre-requisite						
Objectives of the Course		<ul style="list-style-type: none"> • To place emphasis on the perspectives and research methods of Biological Psychology. • To examine the structure and Communication of the cells of the nervous system and synaptic transmission. • To understand the role of brain in regulating temperature, thirst and hunger • To examine the nature and functions of the endocrine glands. • To examine the causes of brain damage and its effect on behaviour 				
Course Outline		<p>UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.</p> <p>UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION 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>UNIT III: REGULATION OF INTERNAL BODY STATES Temperature – Homeostasis, Allostasis, Temperature regulation 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>UNIT IV: HORMONES AND BEHAVIOUR Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication</p>				

	<p>cation. Hormones: Classification by Chemical Structure.</p>
	<p>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> <p>UNIT V: BRAIN DAMAGE Causes of Brain damage, Neurodegenerative diseases, Stress and illness.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</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>Skills acquired from this course</p>	<p>Knowledge, Analytical ability, Professional Competency, and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Kalat, J.W. (2011). <i>Biopsychology</i>. Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). <i>Biopsychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Rosenweig, Breedlov, Leiman (2002): <i>Biological psychology</i>, 3rd edition, Sinaven Associate, Inc 2. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). <i>Introduction to Physiological Psychology</i> (3rd ed.) Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi 4. Barnes, J. (2013) <i>Essentials of Biological Psychological</i>. New Delhi: Sage Publications Pvt Ltd 5. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i>. New York: W.W Norton & Company Inc.

Website and e-Learning Source	<ol style="list-style-type: none"> 1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology) 3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function 5. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse
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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		√			√	33
CO3			√		√	
CO4		√			√	
CO5					√	√

Title of the Course		Building Psychological Capital				
Paper Number		ELECTIVE I (Discipline specific)				
Category	Elective	Year	I	Credits	3	Course Code
		Semester	I			
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total	
		3	1	--	4	
Pre-requisite						
Objectives of the Course		<ul style="list-style-type: none"> To offer the students a comprehensive overview of positive psychology and Psychological capital. The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance. The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope. To understand the various spectrum of optimism and locus of control. To examine Resilience and 7 C's Model of resilience. 				
Course Outline		<p>UNIT 1: INTRODUCTION The need for a different approach, positive vs negative approach, contribution of positive psychology, psychcap in relation to job satisfaction motivation and performance</p> <p>UNIT 2: PSYCAPEFFICACY Definition, key ingredients of efficacy, ways to strengthen efficacy</p> <p>UNIT 3: PSYCAPHOPE Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope</p> <p>UNIT 4: PSYCAPOPTIMISM Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style</p> <p>UNIT 5: PSYCAPRESILIENCE Definition, ways to develop resilience 7C's model of resilience, qualities of a resilient PERSON.</p>				

<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</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>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Fred Luthans., Carolyn, M. Youssef—Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A. (2013). Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt Ltd.
<p>Website and e-Learning Source</p>	<p>Online Resources available in the net</p>

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 apply 7C's Model of Resilience.

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

Title of the Course		Introduction to Psychology II					
Paper Number		CORE III					
Category	Core	Year	I	Credits	5	Course Code	
	Semester	II					
Instructional Hours per week	Lecture	Tutorial	Lab Practice	Total			
	4	1	--	5			
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • To examine the various spectrum of Cognition like problem-solving and Decision making. • To understand the way memory works and stages of memory. • It provides an overview of theories of motivation and its implication on behaviour. • To understand what is intelligence and various theoretical approaches to it and to know how to assess Intelligence. • 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. 					

Course Outline	<p>Unit I: Cognition: Meaning – Cognitive Psychology-Types of cognition:– Mental Imagery– Concept, Problem solving-Steps- Barrier 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>Unit II: Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, level 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>Unit III: Motivation: 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>Unit IV: Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. 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>Unit V: Personality: 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>
Extended Professional Component (is a part of internal component only, Not to be included in the External	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)

Examination question paper)	
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill
Recommended Text	<ol style="list-style-type: none"> 6. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behaviour</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 7. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5th ed.) India, U.P.: Pearson India Inc. 8. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5th ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 9. Hockenbury, D.H. & Hockenbury, S.E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers 10. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). <i>Introduction to Psychology</i>, 7th Edition. Singapore: McGraw-Hill. 7. Myers, D.G. (2004). <i>Psychology</i>. 5th Edition, Worth Publishers: New York. 8. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8th Edition, Wordsworth Pub. Co. 9. Hilgard, E.R., Atkinson, R.L., R.C., (2003) <i>Introduction To Psychology</i>. 14th Edition Wordsworth Pub. Co 10. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf 4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf 5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

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			√		√	√

Title of the Course		Developmental Psychology I				
Paper Number		CORE IV				
Category	Core	Year	I	Credits	5	Course Code
		Semester	II			
Instructional Hours per week	Lecture	Tutorial	Lab Practice	Total		
	4	1	--	5		
Pre-requisite						
Objectives of the Course		<ul style="list-style-type: none"> • To provide an overview of the human development stages from conception to babyhood. • To understand the characteristics of early childhood at physiological domain. • To analyse the emotional development of childhood and socialization process. • To examine the characteristics of late childhood at physiological domain, challenges of development. • To provide various perspectives to explain cognitive and personality development in early childhood. 				

Course Outline	<p>UNIT I: CONCEPTION THROUGH BIRTH</p> <p>Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age. Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of child Birth - Types of child birth – Attitudes of significant people – Prenatal hazards & complications of low birth weight.</p>
	<p>UNIT II: INFANCY</p> <p>Characteristics of Infancy, developmental tasks – Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.</p>
	<p>UNIT III: BABYHOOD</p> <p>Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development - Emotional behaviour – Socialization – Interest in Play Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.</p>
	<p>UNIT IV: EARLY CHILDHOOD</p> <p>Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.</p>
	<p>UNIT V: LATE CHILDHOOD</p> <p>Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.</p>

<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</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>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Hurlock, E. (1980). <i>Developmental psychology</i>. New Delhi, India: Tata McGraw Hill Publishing Co. 2. Santrock, J. W. (1999). <i>Life span development</i> (7th ed.). New York, NY: McGraw Hill. 3. Papalia D. E, Olds S. W. & Feldman R. D. (2004) <i>Human Development</i> (9th Ed.) Chennai: McGraw-Hill Education (India) Private Limited. 4. Santrock J. W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 5. Santrock J. W. (2013) <i>Child Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 6. Hurlock E. B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd

Reference Books	<ol style="list-style-type: none"> 1. Berndt, T.J. (1997). <i>Child development</i> (2nd ed.). Madison, WI: Brown & Benchmark Publishers. 2. Papalia, D.E., & Olds, S.W. (1994). <i>Human development</i> (5th ed.). New York, NY: Tata McGraw Hill. 3. Berk, C.L. (1996). <i>Child development</i> (3rd ed.). New Delhi, India: Prentice-Hall of India (Pvt) Ltd. 4. Berndt, T.J. (1997). <i>Child development</i>, Madison, WI: Brown & Benchmark Publishers. 5. Smith, Barry D. (1998). <i>Psychology: Science and Understanding</i> The McGraw-Hill Company. 6. Bee H. & Boyd D. <i>The Developing Child</i> (10th Ed.) Delhi: Pearson Education. 7. Berk L.E. (2013) <i>Child Development</i> (9th Ed.) New Delhi: PHI Learning Pvt Limited. 8. Feldman R.S. & Babu N. (2019) <i>Child Development</i> (8th Ed.) Noida: Pearson.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/wm-open-psychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development 5. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding

COURSE OUTCOMES

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

- **O1(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				√	√	√

Title of the Course		Cross Cultural Psychology					
Paper Number		ELECTIVE II (Discipline specific)					
Category	Elective	Year	I	Credits	3	Course Code	
	Semester	II					
Instructional Hours per week		Lecture	Tutorial	Lab Practice		Total	
		3	1	--		4	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. • Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations. • Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. • Examine the role of Culture in various development aspects of human development process and emotionality. • Explore gender sensitisation in view of cultural spectrum. 					
Course Outline		UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY Definition of Culture, Origin of Culture, Content of Culture, Pan-cultural Principles Ethics & Emics.					

	<p>UNITII:SOCIALIZATION&ENCULTURATION Definition,Bronfenbrennermodel, Culture&Parenting- ParentingGoals&Beliefs,Baumrindparenting theory,Culture&Peer- Margaret Meadsocializationtheory,Socialandculturalfacto rsthat influencemath'sachievement.</p> <p>UNITIII:CULTUREANDDEVELOPMENTALPROC ESS –TEMPERAMENT ThreemajorcategoriesoftemperamentsThomas &Chess,1977,Goodnessoffit-Cross- CulturalresearchonTemperament;Attachment- Bowlby's(1969)evolutionarytheoryofattachmen t,Ainsworth's <i>Classification</i> SystemofAttachment;Moralreasoning- Kohlberg'sTheoryofMorality, Criticism:Kohlberg'sTheoryofMorality.</p> <p>UNITIV:CULTURE,LANGUAGEA NDCOMMUNICATION Structureoflanguage,Languagedifferencesacross cultures,Culture,language,andcognition– Sapir- Whorf hypothesis support and Criticisms,</p>
	<p>Bilingualism and culture, Components of commu nication – Non Verbal Communication, Role of culture in the communication process, Intra cult ural vs. intercultural communication-- Barna's obstacles in communication, Improving intercult ural communication.</p> <p>UNITV:CULTUREANDGENDER Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitivediffere nces, Gender stereotypes, Gender role ideology, Future research</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</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>Skills acquired fro m this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Profes sional Competency, Professional Communicatio n and Transferrable Skill</p>

Recommended Text	1. Matsumoto, D., & Juang, L. (2013). <i>Culture and Psychology</i> (5 th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	<ol style="list-style-type: none"> 1. Kenneth D. Keith (2019) <i>Cross-Cultural Psychology: Contemporary Themes and Perspectives</i> (2nd Ed.). John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). <i>Human behavior in global perspective: An introduction to cross-cultural psychology</i>. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i>. Routledge.
Website and e-Learning Source	

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 of gender roles, stereotypes and ideology development.

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

PART IV

Title of the Course		Stress Management					
Paper Number		Part IV					
Category	Skill Enhancement Course (Non Major Elective)	Year	I	Credits	2	Course Code	
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab	Practical	Total	
		2	----	--		2	
Pre-requisite							
Objectives of The Course		<ul style="list-style-type: none"> • Understand the nature and meaning of stress. • Comprehend stress responses • Understand the effects of coping on stress experiences. • Learn the body related stress relaxation techniques. • Know the mind related relaxation techniques. 					
Course Outline		<p>UNIT-I: STRESS: MEANING AND NATURE Definition, Nature of stress- types of stress and stressors.</p> <p>UNIT - II: STRESS RESPONSES General Adaptation Syndrome – Body’s stress response – Physiological, Emotional, Cognitive and Behavioural – Stress and immune system.</p> <p>UNIT - III: STRESS AND COPING Types of coping: task oriented and emotion oriented. Reframing, assertiveness and fixing boundaries.</p> <p>UNIT - IV: BODY RELATED RELAXATION TECHNIQUES The art of breathing-diaphragmatic breathing, Massage therapy and yoga.</p> <p>UNIT -V: MIND RELATED RELAXATION TECHNIQUES Meditation – Types, Mental Imagery and Self Hypnosis.</p> <p>Reference</p> <ol style="list-style-type: none"> 1. Seaward, B.L. (2016). Essentials of managing stress. Jones & Bartlett Publishers. 2. Palmer, Sand Cooper, C. (2007). How to deal with Stress. New Delhi, Kogan Page India. Pvt Lt 					

3. Epstein, R. (2006). *The Big Book of Stress-Relief Games*. New Delhi: Tata McGraw-Hill Publishing Company.

COURSE OUTCOME:

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

- **CO1 (K1, K2):** Understand the nature of stress
- **CO2 (K2):** Understand how stress influences adaptation of an organism.
- **CO3 (K2):** Understand the coping mechanism of stress.
- **CO4 (K2):** Acquire knowledge on body related relaxation techniques
- **CO5 (K2, K3):** Appreciate and apply mind related relaxation techniques.

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

Title of the Course		Careers and Ethics in Psychology					
Paper Number		Part IV					
Category	Foundation Course	Year	I	Credits	2	Course Code	
		Semester	I				
Instructional Hours per week	Lecture	Tutorial	Lab	Practical	Total		
	2	----	--		2		
Pre-requisite							
Objectives of The Course		<ul style="list-style-type: none"> • Understand the nature of fields in psychology • Comprehend core fields in psychology • Understand applied fields in psychology • Learn the emerging fields of psychology • Know ethical concerns of psychology 					
Course Outline		UNIT I: INTRODUCTION Introduction to Psychology – Difference between core, applied and emerging fields.					
		UNIT II: CORE FIELDS IN PSYCHOLOGY Abnormal Psychology – Cognitive Psychology – Development Psychology – Health Psychology					
		UNIT III: APPLIED FIELDS IN PSYCHOLOGY Clinical Psychology – Counselling Psychology – Educational Psychology – Experimental Psychology – Industrial/Organizational Psychology – Rehabilitation Psychology					

<p>UNIT IV: EMERGING FIELDS IN PSYCHOLOGY Engineering Psychology – Environmental Psychology – Evolutionary Psychology – Forensic Psychology– Sports Psychology</p>
<p>UNIT V: ETHICS IN PSYCHOLOGY Informed consent, debrief, protection of participants, deception, confidentiality, and withdrawal from an investigation</p>
<p>Reference:</p> <ol style="list-style-type: none"> 1. Kuther,T.L and Morgan,R.D (2019) Careers in Psychology: Opportunities in a Changing World. SAGE Publications, Inc; Fifth edition 2. APA MANUAL 3. ONLINE SOURCES

COURSE OUTCOME:

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

- **CO1(K1,K2):** Understand Psychology
- **CO2 (K2):** Understand the core fields of Psychology
- **CO3 (K2):** Understand the applied fields of Psychology
- **CO4(K2):** Acquire knowledge and emerging fields of Psychology
- **CO5(K2,K3):** The importance of ethical practices in Psychology.

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

Title of the Course		Personality Development				
Paper Number		Part IV				
Category	Skill Enhancement Course (Non Major Elective)	Year	I	Credits	2	Course Code
		Semester	II			
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total	
		2	----	--	2	
Pre-requisite						
Objectives of The Course		<ul style="list-style-type: none"> • Understand the nature and meaning of Personality • The understand the ways of enriching personality • Understand the meaning of motivation • Learn the meaning of success • Know the relationships and personality 				

Course Outline	<p>UNIT– I: MEANING AND NATURE OF PERSONALITY Personality: Definitions, Meanings, Elements of personality, Types of Personality, Determinants of personality, Personality SWOT Analysis</p>
	<p>UNIT–II: PERSONALITY ENRICHMENT Self-esteem, Self-concept, Advantages of high self-esteem, Characteristics of people with high and low self-esteem, Steps to building positive self-esteem, Attitude, Factors that determine our attitude., Benefits of a positive attitude and consequence of a negative attitude, Steps to building a positive attitude.</p>
	<p>UNIT–III: MOTIVATION Motivation: Meaning and nature, The difference between inspiration and motivation, Motivation redefined, External motivation vs. Internal motivation, Achievement motivation</p>
	<p>UNIT–IV: SUCCESS Defining success- Real or imagined obstacles to success, Qualities that make a person successful, Reasons for failure- Interpersonal skills, Dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.</p>
	<p>UNIT– V: POSITIVE RELATIONSHIPS & PERSONALITY Positive Relationships- Factors that prevent building and maintaining positive relationships, the difference between ego and pride, the difference between selfishness and self-interest, Steps for building a positive personality, Body language: understanding body language, Projecting positive body language.</p>
	<p>Reference</p> <ol style="list-style-type: none"> 1. Nathan Dorman (2004). Personality Development. Abishek Publication, New Delhi. 2. Jafar Mahmud (2004). Introduction to Psychology. APH Publishing Corporation, New Delhi. 3. Zig Ziglar (2000). See You at the Top. Magna Publishing Co. Ltd., Mumbai. 4. Shiv Khera (1998). You can win. MacMillan India Ltd., New Delhi. 5. Walter Doyle Staples (2000). Think Like a Winner. Magna Publishing Co. Ltd., Mumbai.

COURSE OUTCOME:

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

- **CO1(K1,K2):** Understand Nature of Personality development
- **CO2 (K2):** Understand ways of personality enrichment
- **CO3 (K2):** Understand the importance of motivation
- **CO4(K2):** Acquire the meaning of success
- **CO5(K2,K3):** The importance of positive relationships for personality development.

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

Title of the Course		Psychological First Aid					
Paper Number		Part IV					
Category	Skill Enhancement Course (Discipline Specific)	Year	I	Credits	2	Course Code	
		Semester	II				
Instructional Hours per week	Lecture	Tutorial	Lab	Practi	ce	Total	
	2	----	--			2	
Pre-requisite							
Objectives of The Course		<ul style="list-style-type: none"> • Understand the nature and meaning of Psychological First Aid (PFA) • To understand the techniques of PFA • To understand the intervention techniques. • To know the self care techniques of PFA • To distinguish between PFA and Psychological Debriefing. 					
Course Outline		UNIT-I: INTRODUCTION Meaning and Importance – 3Ls of PFA – Look, Listen and Link					
		UNIT-II: TECHNIQUES OF PFA Approach the person in need of help, Introduce yourself. Pay attention and listen actively, Understand the other person's feelings, Calm the person in crisis. Ask about their needs and concerns, Help the person in crisis with their immediate needs and try to solve their issue. Reflective and active listening					
		UNIT-III: INTERVENTION safety; calm & comfort; connectedness; self-empowerment; and hope					

	<p>UNIT-IV:SELFCARE TECHNIQUES Physical (the body) – to live, move, and breath. Emotional (heart) – to love, care, and be in relationship with yourself and others. Psychological (the mind) – to learn, think, and grow. Spiritual (the spirit) – to connect with essence, purpose, and meaning.</p>
	<p>UNIT-V:DIFFERENCE BETWEEN PFA AND PSYCHOLOGICAL DEBRIEFING PFA – Immediate stress reduction and to promote coping. Psychological Debriefing – structured discussion of events.</p>
	<p>Reference</p> <ol style="list-style-type: none"> 1. Everly, G.S and Lating,J.M. (2017) The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press, UK. 2. Online materials

COURSEOUTCOME:

Onsuccessfulcompletionofthecourse,thestudentwillbeableto

- **CO1(K1,K2):** Understand Nature of PFA
- **CO2 (K2):** Understand various techniques of PFA
- **CO3 (K2):**Understandthe interventional aspects of PFA
- **CO4(K2):**Acquire self care techniques
- **CO5(K2,K3):**Knowing the difference between PFA and Psychological debriefing

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