



**MARUDHAR KESARI JAIN COLLEGE FOR WOMEN
(AUTONOMOUS)**

Vaniyambadi – 635 751

PG Department of Psychology

for

Undergraduate Programme

Bachelor of Science in Psychology

From the Academic Year 2024-25

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1. Preamble

The B.Sc Curriculum in Psychology spans three academic years, focusing on understanding human behavior and mental processes and their application across various domains. It aims to provide students with subject-matter knowledge, engage them in relevant material, and prepare them for college. The syllabus was developed by faculty members in consultation with specialists, Department Professors, alumni, and with consideration of the Parent University and other universities' curricula.

Psychology is the scientific study of the mind and behavior and the life skills are applied in the context of health and social events. The practical aspects of psychology involve evaluating people's talents since it is an experimental discipline. Furthermore, abilities related to administering tests, scoring, analyzing, interpreting, conducting interviews, observing, and taking case histories are included. The study of behavior and cognitive processes is known as psychology. Biology and philosophy, two more established subjects, gave rise to psychology. Psychotherapy and nerve-cell activity tracking are just two of the many activities that make up psychology. As the science of the soul, Psychology was founded, and that was all that existed until 1920. John Watson later reinterpreted Psychology as the study of behavior that may be seen.

Psychology became the science of behavior and mental processes because it could encompass both the outwardly visible behavior and the interior ideas and feelings. This is the state of psychology nowadays. Psychology is a subject that combines theory and practice. Sub-disciplines in psychology arise as the field develops as a scientific discipline. There are numerous subfields within it, including social psychology, industrial and organizational psychology, educational psychology, clinical psychology, counseling psychology, and developmental psychology.

It includes numerous subfields that focus on various facets of human behavior, such as clinical psychology, counseling psychology, educational psychology, cognitive psychology, industrial and organizational psychology, social psychology, and developmental psychology. Students who study psychology are more equipped to work with the community and promote societal well-being. Career options for the students include positions as trainers, psychologists, clinical practitioners, counselors, HR managers, and instructors in both the public and private sectors.

Every syllabus unit has a clear definition. It also states how many hours are needed to finish each unit. At the end of each semester's syllabus copy is a list of reference books / recommended books which can be utilized for understanding the clear concept of each subject.

PROGRAMME OUTCOMES (PO)

Programme	B.Sc., Psychology
Programme Code	US14
Duration	3 years [UG]
Programme Outcomes	<p>PO1: Disciplinary Knowledge: Acquire knowledge in Psychology and trade to apply the knowledge in their day-to-day life for betterment of self and society.</p> <p>PO2: Critical Thinking, Problem Solving & Analytical Reasoning: Develop critical, analytical thinking and problem-solving skills.</p> <p>PO3: Research Related Skills / Scientific Reasoning & Reflective thinking: Develop research related skills in defining the problem, formulate and test the hypothesis, analyze, interpret, and draw conclusion from data.</p> <p>PO4: Multicultural Competence & Leadership readiness : Address and develop solutions for societal and environmental needs of local, regional and national development.</p> <p>PO5: Self Directed / Life Long learning: Work independently and engage in lifelong learning and enduring proficient progress.</p> <p>PO6: Communication Skills & teamwork : Provoke employability and entrepreneurship among students along with ethics and communication skills.</p> <p>PO7: Moral & Ethical Awareness: Understand the importance of ethical behavior in business contexts and be able to recognize and address ethical dilemmas they may encounter in their professional careers.</p> <p>PO8: Information / Digital Literacy: Prepared for lifelong learning and professional development, including the ability to adapt to changes in technology, business practices, and economic conditions throughout their careers.</p>

<p>Programme Specific Outcomes:</p>	<p>PSO1 – Placement: Prepare for employment in government, clinical, educational, organizational, industrial research institutes, NGOs, and to function in roles such as entrepreneurs, life coaches., influencers, trainers and counselors, teachers.</p> <p>PSO2 - Entrepreneur & Contribution to business world: Ability to continuously develop oneself professionally and to provide an opportunity to extend the knowledge base to the world of practice with a view to promote a healthy interface between academia and society.</p> <p>PSO3 – Research / Development & Contribution to the Society: Formulate research problems, construct new ideas and opportunities by using core concepts and knowledge central to the field of psychology and develop effective communication to obtain and convey psychological knowledge both in written and oral format to both scientific and common people.</p>
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Eligibility for Admission:

Candidates for admission to the first year of the Bachelor of Science Degree of Psychology course shall be required to have passed the Higher Secondary Examinations by the Government of TamilNadu or any equivalent.

Methods of Evaluation and Assessment

Methods of Evaluation		
Internal Evaluation		25 Marks
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	

Semester - I						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA11 / 24UFUR11 / 24UFHI11	Language - 1	4	1	0	0	3
24UFEN11	English-1	4	1	0	0	3
24UPSC11	CC-1 Basic Psychology I	4	2	0	0	5
24UPSC12	CC-2 Developmental Psychology I	3	1	0	0	3
24UPSA11	EC1-AL-Biological Psychology I	3	1	0	0	3
24UPSS11	SEC1-NM-Personality Development	1	0	1	0	2
24UPSS12	SEC2-Psychological FirstAid	1	0	1	0	2
24UPSF11	FC- Psychology for Effective Living	2	0	0	0	2
TOTAL					30	23

Semester - II						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA21 / 24UFUR21 / 24UFHI21	Language -2	4	1	0	0	3
24UFEN21	English-2	4	1	0	0	3
24UPSC21	CC-3 Basic Psychology II	4	2	0	0	5
24UPSC22	CC - 4 Developmental Psychology II	4	1	0	0	4
24UPSA21	EC-2AL- Biological Psychology II	4	1	0	0	4
24UPSS21	SEC3- Cross cultural Psychology	1	0	1	0	2
24UAEC21	AEC-1 Life Skill for Yoga	1	1	0	0	2
TOTAL					30	23

L-Lecture T-Tutorial P-Practical S-Seminar C-Credit

Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, or Nanmulalvan within the fifth semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2*.

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC11	Core Course -1 Basic Psychology - I	Core	4	2	0	0	5	6	25	75	100
Learning Objectives											
LO1	Understand the origin, goals, research methods and fields of specialization in Psychology.										
LO2	Gain Knowledge on the basic principles of sensation for vision, hearing, smell, taste and bodily senses.										
LO3	Acquire wide knowledge on the principles of perception and illusion.										
LO4	Understand the aspects of emotions and its theoretical perspectives.										
LO5	Gain knowledge on the theoretical approaches to motivation.										
Unit	Content										Hours
1	INTRODUCTION TO PSYCHOLOGY: Definition, The Origins of Psychology: Influence of Philosophy, Influence of Physiology, Schools of Thought, Contemporary Psychology, Psychology in India, Goals, Research Methods and Fields of Specialization in Psychology.										18
2	SENSATION: Basic principles of sensation – sensory thresholds – sensory adaptation; Vision- The nature of light, the human visual system, The Retina, The blind spot, visual processing in the retina, From eye to brain. Hearing – The nature of sound, the path of sound; Chemical and body senses–Smell, Taste, skin and body senses.										18
3	ATTENTION AND PERCEPTION: Attention- Definition, Selective Attention and Auditory Attention. Perception: Definition. Perceptual organization: Gestalt laws of organization, Top down and bottom up processing, The Perception of Shape, Depth Perception, Errors in perception, Perceptual Constancies. Pattern perception, Distance Perception, Perception of Motion and Illusion, Factors that influence perception.										18
4	EMOTION: Definition. Functions of emotion. Components of Emotion: The Subjective Experience of Emotion, The Neuroscience of Emotion, The Expression of Emotion. Theories of emotion –James-Lange Theory of emotion, Cannon-Bard theory of emotion, Cognitive Theories of Emotion – Schachter and Singer’s two-factor theory. Richard Lazarus Cognitive Mediational theory; Facial expression and emotion – the facial feedback hypothesis										18

5	MOTIVATION: Definition. Motivational Concepts and Theories. Motives and types of motives. Approaches to Motivation-Instinct Theories, Drive Theories, Incentive Motivation, Arousal Theory, Humanistic Approaches: Maslow's hierarchy of needs and Deci and Ryan's self – determination theory. Competence and Achievement Motivation.	18
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CO	Course Outcomes
CO1	Acquire knowledge on the history, methods and special areas in the field of psychology.
CO2	Explain sensory systems through which information processing happens.
CO3	Relate the process of attention to perception and infer how we make sense of the world around us.
CO4	Gain insight into complex emotional experiences of human being and analyze the experience of self in day to day life .
CO5	Summarize and point out factors that drive human behaviour.

Textbooks:

1	Baron, R.A.&Misra, G. (2017)Psychology Indian Subcontinent Edition(5 th ed.) India, U.P. : Pearson India Inc.
2	Ciccarelli, S.K., & White, J.N. Psychology 5 th ed. (2018). Adapted Misra, G.Noida: Pearson India Education Services Pvt Ltd
3	Hockenbury, D. H. & Hockenbury, S. E. (2003). Psychology (3rd ed.) New York: Worth Publishers
4	Khatoon, N. (2012) General Psychology. Dorling Kindersley (India) Pvt. Ltd.
5	Passer, M. W & Smith R.E. (2007) Psychology The Science of Mind and Behavior (3 rd ed.) New Delhi: Tata McGraw- Hill Publishing Company Ltd.

Reference Books:

1	Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: McgrawHill.
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 .

Web resources:

1	https://www.slideshare.net/Lecyar17/sensation-and-perception-psychology-43683338
2	https://www.verywellmind.com/what-is-memory-2795006
3	https://www.simplypsychology.org/memory.html
4	https://www.verywellmind.com/what-is-attention-2795009
5	https://www.jaypeedigital.com/eReader/chapter/9789352501571/ch1

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	3	2	2	3	2	3
CO2	2	2	2	2	2	2	3	2	2	2	2
CO3	3	2	3	3	2	2	2	2	2	2	2
CO4	3	3	3	3	3	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	2	3	3
Total	12	11	12	12	11	11	12	11	11	11	12
Average	2.4	2.2	2.4	2.4	2.2	2.2	2.4	2.2	2.2	2.2	2.4

3 – Strong, 2- Medium, 1- Low

1ST YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC12	Core Course 2- Developmental Psychology I	Core	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	Understand the prenatal development, the birth process and postpartum period										
LO2	Gain knowledge on the characteristic developmental tasks in infancy										
LO3	Acquire wide knowledge on the physiological development of babyhood.										
LO4	Understand the developmental tasks, physiological habits and emotions in early childhood										
LO5	Understand the progression and development from early childhood to late childhood.										
Unit	Content									Hours	
1	CONCEPTION THROUGH BIRTH: Life span Periods - 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.									12	
2	INFANCY : Postnatal development - Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.									12	
3	BABYHOOD : 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.									12	
4	EARLY CHILDHOOD : 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.									12	
5	LATE CHILDHOOD : 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.									12	

CO	Course Outcomes
CO1	Classify the different stages, dynamics and processes of human development, especially during birth.
CO2	Explain the significance of development in various domains of infancy
CO3	Examine the influence of speech development and socialization during babyhood.
CO4	Analyze physical development, Language Acquisition, Intellectual and moral Development during childhood stages
CO5	Explain the personality changes, emotional problems at late childhood
Textbooks:	
1	Hurlock E.B. (2010) Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd.
2	Papalia, D. E, Olds, S.W, & Feldman, R. D. (2004). Human Development (9 th ed.). Chennai: McGraw Hill Education (India) Pvt Limited.
3	Santrock, J. W. (2011). Life Span Development (13 th ed.). New Delhi: Tata McGraw Education Private Limited.
4	Berndt, T.J. (1997). Child development (2nd ed.). Madison, WI: Brow & Benchmark Publishers.
5	Smith, Barry D. (1998). Psychology Science and Understanding The McGraw Hill Company.
Reference Books:	
1	Bee, H. & Boyd, D. The Developing Child (10 th ed.). Delhi: Pearson Education.
2	Berk, L. E (2013). Child Development (9 th ed.). New Delhi: PHI Learning Pvt. Limited.
3	Feldman, R.S., & Babu, N. (2019). Child Development (8th ed.). Noida: Pearson.
4	Feldman, R.S. (2015). Development across the lifespan (7th ed). Delhi: Pearson.
5	Hurlock, E.B. (1978). Child Development. (6 th ed). New Delhi: Tata McGraw-Hill Publishing Company Limited.
Web resources:	
1	https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content
2	https://study.com/academy/lesson/intro-to-developmental-psychology.html
3	https://www.encyclopedia.com/medicine/psychology/psychology-and-psychiatry/developmental-psychology
4	https://www.scribd.com/document/480833423/Development-Psychology-Note-1-20200213053728
5	https://en.m.wikipedia.org/wiki/Developmental_psychology

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	3	2	2	3	2	3
CO2	2	2	2	2	2	2	3	2	2	2	2
CO3	3	2	3	3	2	2	2	2	2	2	2
CO4	3	3	3	3	3	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	2	3	3
Total	12	11	12	12	11	11	12	11	11	11	12
Average	2.4	2.2	2.4	2.4	2.2	2.2	2.4	2.2	2.2	2.2	2.4

3 – Strong, 2- Medium, 1- Low

1ST YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSA11	Allied / Generic - 1 Biological Psychology - I	Elective	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	Place emphasis on the perspectives and research methods of Biological Psychology.										
LO2	Examine the structure and Communication of the cells of the nervous system.										
LO3	Understand the transfer of electrical impulses occurring through synaptic transmission.										
LO4	Understand the complicate process occurring through the nervous system										
LO5	Examine the nature and functions of the endocrine glands.										
Unit	Content										Hours
1	INTRODUCTION TO BIOLOGICAL PSYCHOLOGY: Definition of Biological Psychology. Biological Explanations of Behavior. Research Methods of Biological Psychology: Methods of Studying the Nervous system: Methods of Visualizing and Stimulating the Living Human Brain. Recording Human Physiological Activity. Invasive Physiological Research Methods.										12
2	BASICS OF NERVOUS SYSTEM & NEUROTRANSMISSION: The Cells of the Nervous System: Anatomy of Neurons and Glia. The Blood Brain Barrier, Nourishment of the Vertebrate Neurons. The Nerve Impulse: The Resting Potential of the Neuron, The Action Potential, Propagation of the Action Potential, Myelin Sheath and Saltatory Conduction. Local Neurons.										12
3	COMMUNICATION BETWEEN NEURONS: The Properties of Synapses. Relationship among EPSP, IPSP and Action Potentials. Chemical Events at the Synapse: The Discovery of Chemical Transmission at Synapses. The Sequence of Chemical Events at a Synapse.										12
4	THE CENTRAL NERVOUS SYSTEM: Structure of the Vertebrate Nervous System: Terminology to describe the Nervous system. The Hindbrain. The Midbrain. The Forebrain. The Ventricles. The Cerebral Cortex: Organization of the Cerebral Cortex. The Occipital Lobe, The Parietal Lobe, The Temporal Lobe and The Frontal Lobe. The Peripheral Nervous System- Autonomic Nervous System: Sympathetic and Parasympathetic Fibers, Cranial Nerves. The Spinal Cord: Ascending Fibers in the Spinal Cord, Descending Fibers in the Spinal Cord.										12
5	HORMONES AND BEHAVIOR: 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.										12

CO	Course Outcomes
CO1	Describe recent research methods and perspectives on the emerging field of behavioural neuroscience.
CO2	Understand anatomy and functions of the basic cell of the nervous system.
CO3	Explain the process of communication between neurons.
CO4	Describe the complex orchestrated functioning of the nervous system.
CO5	Understand the function of endocrine glands and relate the knowledge to understanding various human behaviour.

Textbooks:

1	Bremnar, J.D. (2005) Brain Imaging Handbook. New York: W.W Norton & Company Inc.
2	Kalat, J.W., (2015), Biological Psychology (11 th ed.) New Delhi : Cengage Learning India Private Limited.
3	Levinthal, C.F., (2003), Introduction to Physiological Psychology. (3 rd ed.). New Delhi: Pearson Education, Inc.
4	Pinel, J.P.J., (2007). Biopsychology. (6 th ed.). New Delhi : Pearson Education, Inc.
5	Rosenweig, M.R., Leiman, A.L., Breedlove, S.M. (1999). Biological Psychology : A Introduction to Behavioral, Cognitive and Clinical Neuroscience. (2 nd ed.) U.S.A. : Sinauer Associates, Inc.

Reference Books:

1	Barnes, J. (2013). Essentials of Biological Psychological. New Delhi : Sage Publications Pvt. Ltd
2	Carlson, N.R. (2001). Physiology of Behavior. (7 th ed.). Massachusetts: Pearson Education.
3	Carlson, N. R. (2005). Foundations of Physiological Psychology (6 th ed.). New Delhi: Pearson.
4	Pinel, J.P.J & Barnes, J.S. (2018). Introduction to Biopsychology (9 th Ed). Uttar Pradesh: Pearson India Education Services Pvt Ltd. 5. Bremnar, J.D. (2005). Brain Imaging Handbook. New York: W.W Norton & Company Inc.
5	Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3 rd edition, Sinaven Associate, Inc

Web resources:

1	https://ca01001129.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=18161&dataid=33673&FileName=3-1-neuron.pdf
2	http://14.139.155.233/lessons/31/HC%20PSY%201.2%20Biological%20Basis%20of%20Behaviour.pdf
3	https://www.slideshare.net/HelpingPsychology/an-introduction-to-biopsychology
4	https://slideplayer.com/slide/4171493/
5	https://docs.google.com/presentation/d/1nyeSQFGA9JmXgA6c100uvwUW5CoMBwCGPwbZQe_oGt0/edit?usp=drivesdk

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2	2	2	2	2
CO4	2	2	2	2	2	2	2	2	3	3	3
CO5	2	3	3	3	2	2	3	3	3	3	3
Total	11	12	12	12	11	11	12	12	13	13	13
Average	2.2	2.4	2.4	2.4	2.2	2.2	2.4	2.4	2.6	2.6	2.6

3 – Strong, 2- Medium, 1- Low

1ST YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS11	SEC (NME) - 1 Personality Development	SEC - NME 1	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	Understand the larger issues of life & living.										
LO2	Learn the importance of goal setting and the various skills needed for life.										
LO3	Understand the need for developing interpersonal skills.										
LO4	Understand the need for the management of stress.										
LO5	Gain knowledge on the various aspects of time management.										
Unit	Content										Hours
1	SELF AWARENESS AND LEADERSHIP DEVELOPMENT: Meaning of self-awareness-Components-Improving Self Awareness Benefits of understanding self - Meaning and Importance - Types of Leadership Styles - Theories of Leadership.										6
2	GOAL SETTING: Meaning of Goal & Goal Setting - Short, Medium & Long Term Goals - Importance of goal setting - Choices/Selection of setting goals - Steps for goal setting - SMART goals. Meaning of Creativity - Difference with Innovation - Barriers to Creativity- Understanding and importance of human values - Difference with Ethics, Ideals in life- Becoming a Role Model.										6
3	INTERPERSONAL SKILLS: Meaning of Interpersonal Skills Need for Developing Interpersonal Skills Components of interpersonal Skills - Techniques required to improve skills - Benefits of Effective Interpersonal Skills.										6
4	STRESS MANAGEMENT: Meaning of Stress - Factors causing stress- Positive and Negative types of stress - Effects of stress on body and mind - Stress Removal Techniques.										6
5	TIME MANAGEMENT: What and why of Time Management - Necessity and benefits of Time Management - Tools of Time Management - How to manage time Wisely.										6

CO	Course Outcomes
CO1	Describe the benefits of understanding oneself for leadership development.
CO2	Enumerate human values, ethics, and their importance in becoming a role model.
CO3	Explain the benefits of having strong interpersonal skills.
CO4	Elucidate the importance of stress management for overall well-being.
CO5	Acquire skills for effective time management in personal and professional life.

Textbooks:	
1	Elizabeth B. Hurlock (2007). Personality Development. Tata McGraw Hill: New Delhi.
2	R.M. Omkar (2008). Personality Development and Career Management. S.Chand & Co. Ltd.
3	Barun K. Mitra (2012). Personality Development and Soft Skills. Oxford University Press.
4	Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). Theories of Personality. Tata McGraw Hill
5	Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson
Reference Books:	
1	Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell
2	David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
3	Kuebel M.A (2016). Living Learning – Third Edition. Kottayam: Ripples Forum for Creative Interventions.
4	Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.
5	Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
Web resources:	
1	https://www.verywellmind.com/personality-development-2795425
2	https://www.javatpoint.com/personality-development
3	https://www.studocu.com/in/document/central-university-of-tamil-nadu/personality-development/personality-development-mba-notes/39738163
4	https://www.theknowledgeacademy.com/blog/what-is-personality-development/
5	https://www.scribd.com/document/546537415/LECTURE-NOTES-Personal-Development

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	3	2	2	2	3	2	2	2
CO2	2	2	3	2	3	2	3	2	2	3	3
CO3	3	2	3	2	3	2	2	2	2	3	3
CO4	3	2	3	3	2	3	2	2	2	3	2
CO5	3	2	2	3	2	3	3	2	3	2	2
Total	13	11	14	13	12	12	12	11	11	13	12
Average	2.4	2.2	2.8	2.6	2.4	2.4	2.4	2.2	2.2	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1ST YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS12	SEC - 2 Psychological First Aid	SEC - 2	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	Learn and apply psychological first aid as and when required.										
LO2	Manage psychological crisis reactions.										
LO3	Understand the goals and principles of PFA										
LO4	Understand and implement self-care practice										
LO5	Manage psychological crisis situations.										
Unit	Content										Hours
1	INTRODUCTION TO PFA: Introduction to Psychological First Aid (PFA) – Concept and Development of PFA - Core Competencies of PFA.										6
2	ASSESSMENT: The RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition).										6
3	GOALS AND ETHICS: Four Basic Standards of Psychological First Aid - Goals of Psychological First Aid - Five Components of Psychological First Aid - What Makes a PFA Practitioner Effective - Dos and Don'ts of Psychological First Aid - Ethical Guidelines.										6
4	SELFCARE : Self-Care - Practising Good Self-Care - Consequences of Poor SelfCare - Symptoms of Burnout - Vicarious Trauma - Helping Yourself During a Mental Health Crisis.										6
5	EVALUATION: Team Care – Seeking support - People Who Likely Need Special Attention – Evaluation.										6
CO	Course Outcomes										
CO1	Gain knowledge about the signs and symptoms of psychological distress.										
CO2	Learn basic crisis intervention techniques to provide immediate support to individuals in crisis situations.										
CO3	Develop an understanding of cultural differences in coping mechanisms and responses to trauma.										
CO4	Develop empathy and learn active listening skills to deal with those with psychological crisis.										
CO5	Explore ethical considerations related to providing psychological first aid.										

Textbooks:	
1	American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author.
2	Ersine, R. G. (2015). Relational Patterns, Therapeutic Presence : Concepts and Practice of Integrative Psychotherapy. London: Routledge.
3	American Counseling Association. (2014). The ACA Encyclopedia of Counseling. Hoboken: American Counseling Association.
4	Kosslyn. S.M (2006). Psychology in context, 3rd edn. New Delhi: Pearson Education.
5	Weiten, W. (2013). Psychology: Themes and variations, 9th ed. New York: Brooks/Cole Publishing Co.
Reference Books:	
1	Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. http://www.nationalregister.org/trr.html .
2	Dijltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines. PloS one, 9(12), e114714. https://doi.org/10.1371/journal.pone.0114714
3	Everly, G. S., Jr. (1999). Toward a model of psychological triage. International Journal of Emergency Mental Health, 1, 151–154.
4	Everly, G. S., Jr., & Lating, J. M. (2013). A clinical guide to the treatment of the human stress response (3rd ed.). New York, NY: Springer.
5	Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology: Gateways to mind and behavior, (11th ed.). (Indian Edition). New Delhi: Thomson Wadsworth
Web resources:	
1	https://www.health.state.mn.us/communities/ep/behavioral/pfa.html#:~:text=Psychological%20First%20Aid%20(PFA)%20is,or%20even%20a%20personal%20crisis
2	https://relief.unboundmedicine.com/relief/view/PTSD-National-Center-for-PTSD/1230010/all/Introduction_and_Overview
3	https://en.m.wikipedia.org/wiki/Psychological_first_aid
4	https://pscentre.org/resource/pfa-a-short-introduction/
5	https://www.futurelearn.com/info/blog/psychological-first-aid

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	3	2	2	2	3	2	2	2
CO2	2	2	3	2	3	2	3	2	2	3	3
CO3	3	2	3	2	3	2	2	2	2	3	3
CO4	3	2	3	3	2	3	2	2	2	3	2
CO5	3	2	2	3	2	3	3	2	3	2	2
Total	13	11	14	13	12	12	12	11	11	13	12
Average	2.4	2.2	2.8	2.6	2.4	2.4	2.4	2.2	2.2	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1ST YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSF11	FC - 1 Psychology for effective living	FC	2	0	0	0	2	2	25	75	100

Learning Objectives

LO1	Understand the components of self-concept, including self-image, ideal self, and multiple selves.	
LO2	Examine the concept of mastery and personal control and its impact on individual well-being.	
LO3	Understand the role of personal motivation in achieving goals and fulfillment.	
LO4	Understand the nature of emotions, including experiencing, expressing, and managing them effectively.	
LO5	Recognize the potential for personal growth and resilience through effective stress management techniques.	
Unit	Content	Hours
1	SEEKING SELFHOOD: Self-Concept, Self-Image, Ideal Self, Multiple Selves; Core Characteristics of Self-Concept: Self-Consistency, Self-Esteem, Self-Enhancement and Self Verification.	6
2	PERSONAL CONTROL: Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Personal Resolve and Decision Making: The Process of Decision Making, Decisions and Personal Growth.	6
3	MANAGING MOTIVES AND EMOTIONS: Needs and Motivation: Psychosocial Motives, Personal Motivation; Understanding Emotions: Experiencing Emotions, Expressing Emotions, Managing Emotions.	6
4	MAKING AND KEEPING FRIENDS: Impression formation, Mistaken Impressions, difficulty in making and maintaining friends, Self-Disclosure.	6
5	MANAGING STRESS: Managing Stress: Modifying Your Environment, Altering Your Life Style; Using Stress for Personal Growth.	6

CO	Course Outcomes
CO1	Differentiate between self-concept, self-image, ideal self, and multiple selves.
CO2	Apply learned techniques to overcome challenges and obstacles in personal growth and development.
CO3	Identify strategies for aligning personal motives with aspirations and managing emotional responses effectively.
CO4	Analyze the process of impression formation and its significance in social interactions and relationship development.
CO5	Explore the potential for personal growth and resilience through effective stress management techniques.

Textbooks:

1	Budhiraja, G.D (2007), The Art of Happy Living, Pustak Mahal Delhi
2	Walker, V; Brokaw, L (1995), 7th Ed., Becoming Aware, Kendall/Hunt Publishing Co.
3	Kuebel M.A (2016). Living Learning – Third Edition. Kottayam: Ripples Forum for Creative Interventions.
4	S. Sunder (2002). Textbook of Rehabilitation, 2nd edition, Jaypee Brothers, New Delhi.
5	Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). Developing Soft Skills- Fourth edition. New Delhi: Pearson Education.

Reference Books:

1	Eastwood Atwater (1993). Psychology for Living: Adjustment, Growth, and Behavior Today 5th Edition, Prentice Hall College Division.
2	Weiben, W; Lloyd A.M (2004), 7th Ed., Psychology Applied to Modern Life, Thomson & Wadsworth
3	Kaul, A (2005). The effective presentation: Talk your way to success. New Delhi:Response Books.
4	Abraham. T and Scharer. M (2018). The Butterfly Effect. Kottayam: Ripples Forum for Creative Interventions.
5	Robert J. Gatchel, Andrew Baum & David S. Krantz. Psychology, 2 nd edition., McGraw Hill.

Web resources:

1	https://www.studocu.com/in/course/pondicherry-university/psychology-for-effective-living/4995907
2	https://www.verywellmind.com/ways-psychology-can-help-live-a-better-life-2795615
3	https://www.slideshare.net/DHANANJAYKUMARDHANI/measuring-of-happiness-psychology-for-effective-living-pptx
4	https://positivepsychology.com/good-life/
5	https://therapist.com/self-development/positive-psychology/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	2	2	2	2	3	2	2
CO2	3	2	2	3	2	2	2	3	2	3	2
CO3	3	2	3	3	2	2	3	2	2	2	2
CO4	2	2	3	3	3	2	2	2	2	2	2
CO5	3	3	3	3	3	3	3	3	3	3	3
Total	13	13	14	14	12	11	12	12	12	12	11
Average	2.6	2.6	2.8	2.8	2.4	2.2	2.4	2.4	2.4	2.4	2.2

3 – Strong, 2 - Medium, 1 - Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC21	Core Course -3 Basic Psychology - II	Core	4	2	0	0	5	6	25	75	100
Learning Objectives											
LO1	To examine the various spectrum of Cognition like – Problem Solving and Decision Making.										
LO2	To understand the way memory works and stages of memory.										
LO3	To analyze the various characteristics of learning with respect to conditioning.										
LO4	To understand the aspects of intelligence and various theoretical approaches related to it.										
LO5	To understand the underlying concept of personality and how it is applied in different settings and emphasis on the measurement of practical applications of personality.										
Unit	Content										Hours
1	COGNITION: 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 – Steps - Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes - Morphemes – Syntax - Semantics – Pragmatics.										18
2	MEMORY: 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.										18
3	LEARNING: Definition – Nature – Association Learning: Classical conditioning (Pavlov) - Operant Conditioning (B.F Skinner) – Trial and Error (Thorndike) - Conditioning – Insight learning (Kohler) – Social and Cognitive learning: Latent Learning – Observational learning.										18
4	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.										18
5	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 techniques.										18

CO	Course Outcomes
CO1	To understand the difference types of cognition and thinking process and to analyse the steps in problem solving and decision making.
CO2	To summarize and compare the various functions and memory processes involved in memory and forgetting.
CO3	To understand the various learning concepts related to association, social and cognition.
CO4	To explain the various theories of intelligence and the ways to assess intelligence.
CO5	To explore the various theories of personality and examine the uses of personality assessments.
Textbooks:	
1	Ciccarelli, S.K., & White, J.N. Psychology 5 th ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd.
2	Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5th ed.) India, U.P.: Pearson India Inc.
3	Passer, M.W. & Smith R.E. (2007) Psychology- The Science of mind and Behaviour (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd
4	Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3 rd ed.) New York: Worth Publishers.
5	Khatoon, N. (2012) <i>General Psychology</i> . Dorling Kindersley (India) Pvt Ltd
Reference Books:	
1	Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.
2	Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7 th Edition. Singapore: McGraw- Hill.
3	Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.
4	Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
5	Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co
Web resources:	
1	Judgment and Decision making (http://journal.sjdm.org/)
2	https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/
3	https://www.simplypsychology.org/operant-conditioning.html
4	https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf
5	http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

Mapping with Programme Outcomes & Program Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	3	3	2	3	3
CO2	2	3	2	2	2	3	3	3	2	3	2
CO3	3	3	3	3	3	3	2	3	2	2	3
CO4	3	2	3	3	2	2	2	2	3	3	2
CO5	3	3	3	2	2	2	2	2	3	2	2
Total	13	13	13	13	11	13	12	13	12	13	12
Average	2.6	2.6	2.6	2.6	2.2	2.6	2.4	2.6	2.4	2.6	2.4

3 – Strong, 2- Medium, 1- Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSC22	Core Course 4 - Developmental Psychology II	Core	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	Understand the growth, body changes and effects of puberty changes.										
LO2	Gain knowledge on the physical and emotional changes during, along with changes in morality, sex interest and family relationships in adolescence.										
LO3	Acquire wide knowledge on the hazards, vocational and marital adjustments during early adulthood.										
LO4	Understand the developmental tasks, physiological changes, social changes and hazards of middle age.										
LO5	Understand the progression and development from middle age to the old age.										
Unit	Content										Hours
1	PUBERTY : Physical Development : Puberty in girls - puberty in boys -body image - Age – Growth spurt – Body changes – Effects of puberty changes - Cognitive Development : Piagetian Approach to cognitive development. Motor Development : Speed - Movement - Dexterity - Coordination.										15
2	ADOLESCENCE : Defining adolescence - Physical Development : Adolescents' growth spurt - Primary and secondary sexual characteristics – Signs of sexual maturity - Cognitive Development : Language development - Vocabulary - Grammar - Syntax - Pragmatics - Social Speech - Delayed language development - Motor Development : Gross - Fine motor skills – Brain Development - Balance and Coordination Skills - Manipulative Skills.										15
3	EARLY ADULTHOOD: Physical Development : Initiation into adulthood - Physical Changes - Sensory and Psychomotor functioning - Sexuality and reproductive functioning - Cognitive Development : Emotional Intelligence - The distinctiveness of adult cognition - Post-formal thoughts - Perry's approach - Schaie's stages of development - Motor Development : Motor functioning - fitness and health - Development of motor abilities and skills.										15
4	MIDDLE AGE: Physical Development : Height - Weight - Strength -The senses - Sexuality - The female climacteric and menopause - Male climacteric - Cognitive Development : Changes in crystallized and fluid intelligence - - The role of expertise - integrative thought - problem solving - creativity - memory - Erickson's stages of generativity VS stagnation - Building on Erickson's views, Midlife crisis - Stability and change in the big five personality traits - Motor Development : Decline in motor skills - dexterity - agility- speed.										15

5	OLD AGE: Physical Development : Physical transitions in older people -Factors influencing aging - Developmental tasks - The senses - Vision - hearing, taste and smell - Health and wellness - Approaches to aging - Cognitive Development : Intelligence in older people - Memory changes in old age - Continuity and change in personality during late adulthood – Erickson, Peck, Levinson, Neugarten - Motor Development : Loss of motor activities - Diseases of musculoskeletal system.	15
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CO	Course Outcomes
CO1	Classify the different stages, dynamics and processes of human development, especially during puberty.
CO2	To describe and discuss the various physical changes and emotionality during adolescence.
CO3	To discuss and evaluate the personal and social hazards of early adulthood.
CO4	To analyze physical and mental changes, social adjustments approaching during the middle age.
CO5	To assess the physical, psychological changes and living arrangements for elderly hazards.

Textbooks:

1	Hurlock E.B. (2010)Developmental Psychology: A Life Span Approach, Tata McGraw, Hill Education Pvt Ltd.
2	Papalia, D. E, Olds, S.W, & Feldman, R. D. (2004). Human Development (9 th ed.).Chennai: McGraw Hill Education (India) Pvt Limited.
3	Santrock, J. W. (2011). Life Span Development (13 th ed.). New Delhi: Tata McGraw Education Private Limited.
4	Shaffer D.R. & Kipp K. (2007) Developmental Psychology – Childhood and Adolescence (7th Ed.) Haryana: Thomson Wadsworth.
5	Feldman R.S. (2015) Development across the lifespan (7 th Ed.) Delhi: Pearson.

Reference Books:

1	Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.
2	Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd.
3	Birren, J.E. & Schaie,W.(1996). Handbook of Psychology of Aging. New York: Academic Press
4	Shaffer D.R. (1996) Developmental Psychology – Childhood and Adolescence (4th Ed.) California: Brooks/Cole Publishing Company.
5	Sigelman C.K. & Shaffer D.R. (1995) Life span Development (2nd Ed.) California: Brooks/Cole Publishing Company.

Web resources:	
1	Journal of Youth and Adolescence (https://link.springer.com/journal/10964)
2	https://socialsci.libretexts.org/Bookshelves/Human_Development/Lifespan_Development%3A_A_Psychological_Perspective_4e_(Lally_and_Valentine-French)/08%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood
3	https://www.cliffsnotes.com/studyguides/psychology/development-psychology/psychosocialdevelopment-age-4565/crisis-in-middle-adulthood-age-4565
4	https://www.cliffsnotes.com/studyguides/psychology/development-psychology/physicalcognitive-development-65/physical-development-age-65
5	https://en.m.wikipedia.org/wiki/Developmental_psychology

Mapping with Programme Outcomes & Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	3	2	2	2	2	2
CO2	2	2	2	2	3	2	2	3	3	3	3
CO3	2	2	3	3	2	3	3	2	2	2	2
CO4	3	3	3	2	2	3	3	2	2	3	3
CO5	2	3	2	2	2	2	3	3	2	2	2
Total	11	12	13	11	11	13	13	12	11	12	12
Average	2.2	2.4	2.6	2.2	2.2	2.6	2.6	2.4	2.2	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSA21	Allied / Generic - 2 Biological Psychology - II	Elective	4	1	0	0	4	5	25	75	100
Learning Objectives											
LO1	Understand how the nervous system develops and how neuroplasticity influences learning and behavior.										
LO2	Explore the mechanisms of sleep, the nature of dreaming, and the role of circadian rhythms in regulating sleep patterns and overall health.										
LO3	Understand the biological basis and mechanisms of thirst and hunger.										
LO4	Acquaint students with the knowledge related to neurophysiology & genetic basis of behavior.										
LO5	Understand the aspects of motor control, causes of brain damage and its effect on behaviour.										
Unit	Content										Hours
1	BRAIN DEVELOPMENT & NEUROPLASTICITY: Phases of neurodevelopment - postnatal development in Human Infants - Neuro-plasticity in Adults - Disorders of Neurodevelopment - Autism and Williams' Syndrome - Causes of Brain damage - neuro plastic responses to nervous system damage - treatment of nervous system damage.										15
2	SLEEP, DREAMING AND CIRCADIAN RHYTHM: Physiological and behavioral events of sleep - REM sleeping and dreaming - Circadian sleep cycles - effects of sleep deprivation - four areas of brain involved in sleep - Circadian clock: Neural and Molecular mechanisms - psychopharmacology - Bio psychological theories of Addiction - intra cranial stimulation and the pleasure centres of the brain.										15
3	BIOLOGICAL BASIS OF THIRST AND HUNGER: Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger - Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.										15
4	GENETIC BASIS OF BEHAVIOR: Mendelian Genetics: Laws of Inheritance Structure of RNA & DNA - Human Genome Project: Population Genetics - Hardy Weinberg Equilibrium - Genetic Drift.										15
5	MOTOR CONTROL AND BRAIN DAMAGE: Bernstein's model – Gentile's model – Motor control and movement – Cognitive aspects of motor control - Different views - control of movements - disruption of movement by disorders of muscles - spinal cord or brain- Causes of Brain damage - Neurodegenerative diseases - Stress and illness.										15

CO	Course Outcomes
CO1	Understand the various phases of neurodevelopment and the effects of neuroplasticity on behavior and learning.
CO2	Comprehend the processes of sleep, the basis of dreaming, and the impact of circadian rhythms on sleep patterns and overall well-being.
CO3	Understand the triggers of thirst and hunger mechanisms and biological basis of eating disorders.
CO4	A sound understanding of the genetic basis of human behavior and population.
CO5	Understand the complex orchestrated functioning of the nervous system and manifestation of biological deficits in behaviour.
Textbooks:	
1	Carlson, N.R. (2007). Foundations of Physiological Psychology (6 th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2	Kalat, J.W., (2011), Biopsychology. Delhi, India: Cengage Learning India Private Limited.
3	Rosenzweig. R. Mark, Breedlove. S. Mark, Leiman.L.Arnold (2002) Biological Psychology, 3rd Edition, Sinauer Associates, Inc., Sunderland.
4	Levinthal, C.F., (2003), Introduction to Physiological Psychology. (3 rd ed.). New Delhi: Pearson Education, Inc.
5	Rosenweig, M.R., Leiman, A.L., Breedlove, S.M. (1999). Biological Psychology: An Introduction to Behavioral, Cognitive and Clinical Neuroscience. (2 nd ed.) U.S.A. : Sinauer Associates, Inc.
Reference Books:	
1	Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i> . New York: W.W Norton & Company Inc.
2	Barnes, J. (2013) <i>Essentials of Biological Psychological</i> . New Delhi: Sage Publications Pvt Ltd
3	Carlson, N. R. (2005). Foundations of Physiological Psychology (6 th ed.). New Delhi: Pearson.
4	Pinel, J.P.J & Barnes, J.S. (2018). Introduction to Biopsychology (9th Ed). Uttar Pradesh: Pearson India Education Services Pvt Ltd.
5	Purves, D., Brannon, E., Huetel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). Principles of Cognitive Neurosciences. Sunderland, MA: Sinauer Associates, Inc. Publishers.
Web resources:	
1	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3222570/
2	https://www.studeersnel.nl/nl/document/universiteit-twente/sociale-psychologie/chapter-7-sleep-dreaming-and-circadian-rhythms/935086
3	https://link.springer.com/chapter/10.1007/978-3-642-82598-9_10
4	https://www.sciencedirect.com/journal/biological-psychology/vol/84/issue/3
5	https://www.slideshare.net/slideshow/learningmemory-and-amnesia/73219132

Mapping with Programme Outcomes & Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	2	3	3	2	2	3	2	2	2
CO2	2	3	2	2	2	2	3	2	3	2	2
CO3	3	2	2	2	2	2	2	2	3	2	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	3	2	2	2	3
Total	12	12	11	12	11	11	13	12	13	11	12
Average	2.4	2.4	2.2	2.4	2.2	2.2	2.6	2.4	2.6	2.2	2.4

3 – Strong, 2- Medium, 1- Low

1ST YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UPSS21	SEC (ME) - 3 Cross Cultural Psychology	SEC - ME 3	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	Discuss the definitions of culture and to understand the principles, concepts and issues associated with the study of cross – cultural psychology.										
LO2	Understand the relationship between culture and cognition										
LO3	Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.										
LO4	Examine the role of culture in various development aspects of human development process and emotionality.										
LO5	Explore gender sensitisation in view of cultural spectrum.										
Unit	Content										Hours
1	INTRODUCTION TO CULTURE AND PSYCHOLOGY: Definition of Culture - Interface between Psychology and culture - Origins of Culture - Contents of Culture, Pan Cultural Principles - Etics and Emics methods of understanding culture.										6
2	CULTURE AND PERCEPTION: Perception and Experience - influence of culture on visual perception - Cognition and culture: Holistic Cognitive Style and Analytic Cognitive Style.										6
3	SOCIALIZATION & ENCULTURATION : Definition - Bronfenbrenner model - Culture & Parenting - Parenting Goals & Beliefs - Baumrind parenting theory - Culture & Peer – Margaret Mead socialization theory - Social and cultural factors that influence math's achievement.										6
4	CULTURE, LANGUAGE AND COMMUNICATION: Structure of language - Language differences across cultures - Components of communication – Non Verbal Communication - Role of culture in the communication process - Intracultural vs. intercultural communication-- Barna's obstacles in communication - Improving intercultural communication.										6
5	CULTURE AND GENDER : Definition of terms - Gender differences- Hofstede's Masculinity vs. Femininity - Cognitive differences - Gender stereotypes - Gender role ideology - Future research.										6

CO	Course Outcomes
CO1	Describe the interface between psychology and culture, and the various theoretical orientations that describe cultural differences.
CO2	Enumerate the influence of culture on cognitions citing empirical evidence.
CO3	To analyze and discuss the ways in which different cultures influence our socialization and enculturation process.
CO4	To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
CO5	To examine the role of culture in the understanding gender roles, stereotypes and ideology development

Textbooks:

1	Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-Being, Medicine and Traditional Health Care. New Delhi: Sage Publications India.
2	Kakar, S. (1997). Culture and Psyche. Delhi: Oxford University Press.
3	Kakar, S. 1982. Shamans, Mystics & Doctors. Delhi: Oxford University Press
4	Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 th Ed.). Belmont, CA: Wadsworth Cengage Learning.
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Reference Books:

1	Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2 nd Ed.) John Wiley & Sons Ltd.
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4	Berry, J. W.; Y. H. Poortinga; M. H. Segall; and P. R. Dasen. 2002. Cross Cultural Psychology: Research and Applications. New York: Cambridge University Press
5	Hazel Rose Markus, & Shinobu Kitayama. (1991). Culture and the self: Implications for cognition, emotion, and motivation.

Web resources:

1	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Ikr76qw2h+vltP6ZdaFVbg==
2	https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/4/_UG_B.Sc._Psychology_119%2043_Cross%20Cultural%20Psychology_Binder_3338.pdf
3	https://www.eolss.net/sample-chapters/c04/e6-27-07-02.pdf
4	https://www.verywellmind.com/what-is-cross-cultural-psychology-2794903
5	https://thebooknotes.in/introduction-to-cross-cultural-psychology/

Mapping with Programme Outcomes & Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	2	2	3	3	2	3	3	2
CO2	3	2	2	3	3	2	2	2	2	2	3
CO3	2	3	3	2	3	2	3	3	2	2	2
CO4	2	2	2	2	2	3	3	2	3	2	3
CO5	2	2	2	3	2	2	2	2	2	3	2
Total	12	11	12	12	12	12	13	11	12	12	12
Average	2.4	2.2	2.4	2.4	2.4	2.4	2.6	2.2	2.4	2.4	2.4

3 – Strong, 2- Medium, 1- Low