



PSGR Krishnammal College for Women



College of Excellence, **nirf** 2021-6<sup>th</sup> Rank  
Autonomous and Affiliated to Bharathiar University  
Reaccredited with A<sup>++</sup> grade by NAAC, An ISO 9001:2015 Certified Institution  
Peelamedu, Coimbatore-641004

## DEPARTMENT OF PSYCHOLOGY

**CHOICE BASED CREDIT SYSTEM (CBCS)  
&  
LEARNING OUTCOMES- BASED CURRICULAR FRAMEWORK (LOCF)  
(Semester - I & II)**

**BACHELOR OF PSYCHOLOGY  
2021 – 2024 BATCH**



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## BACHELOR OF PSYCHOLOGY

### PROGRAMME LEARNING OUTCOMES (PLO's)

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

- PLO1:** Gain foundation in applying the psychological principles to personal, social and organizational issues.
- PLO2:** Attain critical and creative thinking, problem solving skills to solve problems related to behavior and mental processes
- PLO3:** Carry-out research projects and case studies by applying basic research methods in psychology, using psychometric tools and psychological statistics.
- PLO4:** Integrate psychological concepts and apply to other disciplines related to their passion.
- PLO5:** Scientifically manifest the ethical practice of psychological knowledge in the field work and industry.

## **PROGRAMME SPECIFIC OUTCOME (PSO's)**

The students at the time of graduation will

**PSO1:** Gain strong foundations in applying psychological principles to personal, social and organizational issues.

**PSO2:** Equip them with solving problems related to behaviour and mental processes using critical and creative thinking in a scientific way.

**PSO3:** Systematically carry out research and projects by applying the skills of developing, administering and interpreting the psychological tools and statistics.

**PSO4:** Acquire skills to comprehend the integration of psychology in trans-disciplinary and interdisciplinary fields like computer, sociology, political science, linguistics, economics etc.

**PSO5:** Application of the knowledge in scientific and ethical ways in the field work and industry.

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DEPARTMENT OF PSYCHOLOGY  
 CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME BASED CURRICULAR  
 FRAMEWORK (LOCF)  
 BACHELOR OF PSYCHOLOGY – 2021-2024 BATCH

Sem	Part	Subject code	Title of the Paper		Instruction Hours/Week	Contact Hours	Tutorial	Duration of Examination	Examination Marks			Credits
									CA	ESE	Total	
I	I	TAM2101/ HIN2101/ FRE2101 MAL2101	Language T/H/F/M Paper I	Language	6	86	4	3	50	50	100	3
	II	ENG2101	English Paper I	English	6	86	4	3	50	50	100	3
	III A	PY21C01	General Psychology I	CC	5	71	4	3	50	50	100	4
	III A	PY21C02	Developmental Psychology I	CC	5	71	4	3	50	50	100	4
	III A	PY21A01	Allied I Biological Psychology I	GE	6	86	4	3	30	45	75	5
	IV	NME19B1/ NME19A1/ NME21ES	Basic Tamil / Advanced Tamil / Introduction to Entrepreneurship	AEC	2/2 / 2	28/26/ 26	2/4 /4	- /2/-	50/ 50/ 100	50/ 50/ -	100/ 100/ 100	2
II	II	TAM2102/ HIN2102/ FRE2102/ MAL2102	Language T/H/F/M Paper – II	Language	6	86	4	3	50	50	100	3
	II	ENG2102	English Paper II	English	5	71	4	3	50	50	100	3
	III A	PY21C03	General Psychology II	CC	5	71	4	3	50	50	100	4
	III A	PY21C04	Developmental Psychology II	CC	5	71	4	3	50	50	100	4

	III A	PY21A02	Allied II Biological Psychology II	GE	6	86	4	3	30	45	75	5	
	IV		Open Course - Self Study Online Courses		-	-	-	-	-	-	-	-	
	IV	NME19B2/ A2	Basic Tamil/Advanced Tamil	AEC	-	-	-	-	-	-	-	-	
	III A	NM12GAW	Foundation Course –1 (General Awareness)		Self study (Online)								Gr ade
	V	21PELS1	Professional English (Life science)	AEC	3	45	3		50	50	100	2	

CC – Core Courses  
GE – Generic Elective  
AEC – Ability Enhancing Course

CA – Continuous Assessment  
ESE - End Semester Examination

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY21C01</b>	<b>CORE-I - GENERAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

#### **Preamble**

To enable the students to:

- know the history and perspectives in Psychology
- learn the processes of sensation, perception and Attention
- understand the nature of consciousness and memory
- understand the concepts in the process learning and forgetting
- equip themselves with basic operating technological skills required for Industry 4.0 and 5.0

#### **Course Learning Outcomes**

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

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

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

<b>CLO1</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO2</b>	S	M	S	S	S
<b>CLO3</b>	S	S	S	M	S
<b>CLO4</b>	S	S	S	M	S
<b>CLO5</b>	S	S	S	S	S
<b>CLO1</b>	S	S	S	S	S

S-Strong; M-Medium; L-Low

## **CORE – I – GENERAL PSYCHOLOGY – I**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(15 Hrs)**

##### **INTRODUCTION TO PSYCHOLOGY**

Definition of Psychology – Nature of Psychology - Brief history– Psychology in India - Ancient Roots and Modern Developments- Modern Psychology–Structuralism – Functionalism- Behaviorism - Challenges to Behaviorism – Grand Issues and Key Perspectives in Psychology – Major perspectives of Modern Psychology – Behavioral - Cognitive - Biological - Evolutionary - Developmental - Psychodynamic - Social and Cultural – Feminist – Humanistic - Constructionist–The Multicultural Perspective. - The Exportation of Psychology from Science to Practice – Psychology and the Scientific Method – The Role of Theory in the Scientific Method - Advantages of the Scientific Method – Research Methods in Psychology-Basic and Applied psychology.

Industry 4.0 – Meaning and introduction – Definition – Goals and Design Principles Understanding it from psychology perspective- Challenges and opportunities.

#### **UNIT II**

**(16 Hrs)**

##### **SENSATION, PERCEPTION AND ATTENTION**

Meaning of the word Sensation and Definition: Sensory receptors – Transduction -Sensory Thresholds–Sensory Adaptation–Signal detection Theory– Difference Threshold–Stimuli Below Threshold–Basic sensation–Vision–Light: Hearing–Touch and other Skin Senses–Smell and Taste : Chemical Senses– Kinesthesia and Vestibular Sense.

Meaning and Definition of Perception –Nature of Perception –Various Process in perception - Theories of perception - Factors that influence perception- Organizing Principles and Laws – Law of Whole – Principle or law of figure and background - Errors in perception: Illusion – Types - Hallucinations – Types - Extra Sensory Perception – Depth perception - Time Perception – Perceptual Constancies- Attention: Meaning–Types–Determinants.

Industry 4.0 – Sensors for IoT: Sensor, Smart and IOT sensor. Classification and characteristics of sensors – motion and optical sensor.

#### **UNIT III**

**(13 Hrs)**

##### **CONSCIOUSNESS**

Biological Rhythms: Tides of Life and Conscious Experience – Definition of Consciousness - Nature of consciousness, Biological Rhythms - Circadian Rhythms – Waking states of consciousness – Controlled and Automatic Processing - Sleep – Effects of Sleep Deprivation – Sleep Disorders – Dreams –Natural State of Consciousness and Altered State of Consciousness - Hypnosis - Consciousness altering drugs – Meditation – Other Altered States.

Industry 4.0 – Application of AI for sleep monitoring – Emerging sleep sensing technologies - Classification of sleep-wake cycle: ML perspective.

**UNIT IV  
LEARNING****(13 Hrs)**

Learning: Definition and Nature - Classical conditioning – Some basic Principles – Acquisition – Delay Conditioning – Trace Conditioning – Simultaneous conditioning – Backward conditioning – Extinction – reconditioning spontaneous recover – generalization and discrimination - Operant conditioning – Reinforcement – Premack Principle – Punishment – Schedules of Reinforcement - Social and Cognitive Learning: Latent Learning – Insight Learning -Observational Learning – Basic Principles - Key Factors - Skill learning.

Industry 4.0 – Sensors and machine learning - Map learning

**UNIT V  
MEMORY AND FORGETTING****(14 Hrs)**

Definition of Memory - Human Memory: Influential Views – Kinds of Information stored in memory - Working Memory –Memory for factual Information: Episodic and Semantic Memory – Memory for skills: Procedural Memory.

Forgetting – Meaning and Definition : Views – Forgetting as a result of Interference – Forgetting and retrieval inhibition - Memory Distortion and Memory Construction – Memory in Everyday Life – Autobiographical Memory - Memory for emotionally laden events Memory Disorder – Memory and the brain.

Industry 4.0 – Types of memory : AI Tasks and models

<b>Text Book</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression
2.	P. Kaliraj & T. Devi,	Higher Education for Industry 4.0 and Transformation to Education 5.0	e-content	
<b>Reference Books</b>				
<b>Sl. No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L	Introduction to Psychology	New Delhi: Oxford and IBH Publishing Co	2003
2	Ciccarelli, Saundra K., White, J. Noland	Psychology	Pearson India Education Services Pvt., Ltd	2017
3	Feldman, R. S	Understanding Psychology	New Delhi: McGraw Hill Education (India) Ltd.	2014
4	Morgan, C.T., King R.A., Weisz, J.R. and Schopler, J	Introduction to Psychology	New Delhi: Tata McGraw Hill	2008



### Online Content:

1.	Introduction to Industry 4.0 and Industrial Internet of Things by Prof. Sudip Mishra, IIT Kharagpur.
2.	A Complete Guide to Industry 4.0-Udemy
3.	Industry 4.0- Future of Sleep Health: <a href="https://www.nature.com/articles/s41746-020-0244-4">https://www.nature.com/articles/s41746-020-0244-4</a>
4.	<a href="https://nptel.ac.in/courses/109/104/109104105/">https://nptel.ac.in/courses/109/104/109104105/</a>
5.	<a href="https://www.coursera.org/learn/introduction-psychology">https://www.coursera.org/learn/introduction-psychology</a>

### Pedagogy:

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

### Course Designers:

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

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY21C02</b>	<b>CORE-II – DEVELOPMENTAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### Preamble

To enable the students to:

- gain knowledge of Growth and Decline and significant facts of life span development.
- create awareness on the evolution of human life from conception.
- generate awareness on the physiological, psychological changes and hazards in babyhood.
- increase knowledge on the physiological, psychological changes and hazards in Early Childhood.
- generate understanding on the physiological, psychological changes and hazards in Late Childhood.

### Course Learning Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Specify Growth and Decline and recognize important facts of life span development.	K1
<b>CLO2</b>	Understands evolution of human life from conception	K2
<b>CLO3</b>	Relate physiological, psychological changes and analyse hazards of babyhood	K3
<b>CLO4</b>	Associate and analyze physiological, psychological changes and explore hazards in Early Childhood	K4
<b>CLO5</b>	Relate and analyze physiological, psychological changes and study hazards in Late Childhood	K4

### Mapping with Programme Outcomes

<b>CLO1</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO2</b>	S	S	M	M	S
<b>CLO3</b>	S	S	S	S	S
<b>CLO4</b>	S	S	S	S	S
<b>CLO5</b>	S	S	S	S	S
<b>CLO1</b>	S	S	S	S	S

S-Strong; M-Medium; L-Low

**Syllabus****UNIT I****(13 Hrs)****INTRODUCTION**

An Orientation of Lifespan Development – How Culture, Ethnicity and Race Influence Development – Determining the Nature and Nurture of Lifespan Development – Stages of Development of an individual - Growth and decline – Definition and Meaning of Developmental Changes-significant facts about development–Recent Focus of Interest in the Life Span- Obstacles in Studying life span Development – Happiness and unhappiness during the life span – Theories of Development – Erikson – Piaget – Kohlberg’s Moral Development.

**UNIT II****(15 Hrs)****PRENATAL DEVELOPMENT AND INFANCY**

Prenatal Period: Characteristics of Prenatal Period – How life Begins - Maturation-Ovulation-Fertilization – Importance of Conception – Hereditary Endowment-Gender-Number of Offspring- Ordinal Position– Some Common Characteristics Associated with Ordinal Positions - Periods of Prenatal Development, Attitudes of Significant People – Hazards during Prenatal Period – Physical Hazard – Psychological Hazard.

Infancy : Characteristics of Infancy – Major Adjustments – Conditions influencing Adjustment to Postnatal Life – Kinds of Birth – Conditions that affect parental Attitudes towards the Infant – Characteristics and Activities of Infant – Sensory Capacities of Infants – Hazards of Infancy - Physical Hazard – Psychological Hazard

**UNIT III****(15 Hrs)****BABYHOOD**

Characteristics of Babyhood – Developmental Tasks of Babyhood – Physical Development – Physiological Functions – Muscle Control – Speech Development - Emotional Behaviour in Babyhood – Developments in Socialization – Beginnings of Interest in Play – Development of understanding – Beginnings of Morality – Beginning of Sex Role Typing – Family Relationships – Personality Development in Babyhood – Hazards and Happiness in Babyhood

**UNIT IV****(15 Hrs)****EARLY CHILDHOOD**

Characteristics of Early Childhood – Developmental Tasks of Early Childhood – Physical Development – Physiological Habits – Skills of Early Childhood – Improvements in Speech during early childhood – Emotions of early childhood – Socialization and play in Early Childhood – Development of Understanding – Moral Development in Early Childhood – Common Interest in Early Childhood – Sex Role Typing – Family Relationships – Personality Development – Hazards and Happiness in Early Childhood..

**UNIT V****(13 Hrs)****LATE CHILDHOOD**

Characteristics – Developmental Tasks – Physical Development –Skills –Speech Improvement– Emotions and Emotional Expressions in Late Childhood - Social Groupings and Social Behaviour – Play Interests and Activities – Increase in Understanding – Moral Attitudes and Behavior –Interests in late childhood – Sex Role Typing – Changes in Family Relationships and Personality changes – Hazards and Happiness in Late Childhood.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Hurlock, Elizabeth B	Developmental Psychology: A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt Ltd	1981

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Rathus, Spencer A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016
2.	Baron, R.A. & Misra, Girishwar	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression
3.	Berk, Laura	Child Development	New Delhi: Pearson Education, Inc.	2013
4.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2011
5.	Feldman, Robert S and Babu, Nandita	Discovering the Life Span	New Delhi: Pearson Education, Inc.	2011
6.	Papalia, Diane E., Olds, Sally Wendkos., and Felman, Ruth Duskin	Human Development	McGraw Hill Education, Chennai	9 <sup>th</sup> Edition, 2004
7.	Hurlock, Elizabeth B,	Child Development	New Delhi: Tata McGraw Hill Education Pvt Ltd	1997

**Pedagogy**

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

**Course Designers:**

1. Mrs. K. S. Paviyazhini
2. Mrs. Gaja Lakshmi S

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY21A01</b>	<b>ALLIED-I – BIOLOGICAL PSYCHOLOGY-I</b>	<b>THEORY</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

#### **Preamble**

To enable the students to:

- understand foundations of behavioural neuroscience and basic mechanism of nervous system
- identify structure and functions of nervous and endocrine systems.
- understand and realize visual system and its functions.
- comprehend auditory, vestibular, body and chemical senses and its functions
- gain knowledge on control of movements.

#### **Course Learning Outcomes**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Explain basics of behavioural neuroscience and basic mechanism of nervous system	K1
<b>CLO2</b>	Understand and categorize the structure and functions of nervous and endocrine systems	K2
<b>CLO3</b>	Identify and relate visual system and its functions.	K3
<b>CLO4</b>	Classify and analyze auditory, vestibular, body and chemical senses and its Functions	K4
<b>CLO5</b>	Recognize and study control of movements	K4

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

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PO4</b>	<b>PLO5</b>
<b>CLO1</b>	M	S	S	M	S
<b>CLO2</b>	S	S	S	S	S
<b>CLO3</b>	S	S	S	S	S
<b>CLO4</b>	S	M	S	S	S
<b>CLO5</b>	S	S	S	S	S

S-Strong; M-Medium; L-Low

**Syllabus****UNIT I (20Hrs.)****INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE AND BASIC COMPOSITION OF NERVOUS SYSTEM**

Foundations of Behavioral Neuroscience–Goals of Research–Biological Roots of Behavioral Neuroscience -Natural Selection and evolution – Functionalism and Inheritance of Traits–Darwin’s Theory–Mutations – Selective Advantage- Evolution of Large Brains –Factors involved in evolution- Ethical Issues in research with humans and other animals- future of neuroscience–careers in neuroscience and strategies for learning behavioral neuroscience–Overview of nervous system - Cells of nervous system - Neurons–Supporting Cells–Blood-Brain Barrier-Communication within a neuron–Neural Communication–Measuring Electrical Potentials of Axons –Membrane Potential–Action Potential - Conduction of Action Potential-Communication between neurons–Structure of Synapses–Release of Neurotransmitters–Activation of Receptors – Postsynaptic Potentials–Termination of Postsynaptic Potential– Effects of Postsynaptic Potentials : Neural Integration-Auto receptors–Other types of Synapses – Other forms of Chemical Communication.

**UNIT II (17Hrs.)****STRUCTURE AND FUNCTION OF NERVOUS AND ENDOCRINE SYSTEMS**

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

**UNIT III (17Hrs.)****SENSORY SYSTEM – VISION**

The Eye-The Stimulus; Light–Anatomy of Eye– Photoreceptors - Transduction– Central and Peripheral Vision–Optic Nerves and Visual Pathway-Brain regions involved in visual processing- Lateral Geniculate Nucleus–Striate Cortex – Extra striate Cortex - perception of color-Role of The retinal Ganglion Cells in Light/ Dark Perception–Role of the Retina in color perception–Role of the Striate Cortex and Extra striate Cortex in color perception-Perception of form–Role of Striate Cortex and Extra striate Cortex - Perception of spatial location–Role of Retina, Striate Cortex and Extra striate Cortex - perception of orientation and movement- Role of Striate Cortex and Extra striate Cortex

**UNIT IV (16Hrs.)****SENSORY SYSTEM – AUDITION, BODY AND CHEMICAL SENSES**

Audition-The stimulus–Anatomy of the ear–Auditory Hair cells and the transduction of auditory information– the auditory pathway–Perception of Pitch, Loudness, Timbre, Spatial Location, Complex Sounds and Music -Vestibular system–Anatomy of vestibular Apparatus–Vestibular Pathway – Somatosenses – The stimuli –Anatomy of skin and its Receptive organs–Perception of Cutaneous Stimulation –Somatosensory Pathways– Perception of pain–Gestation–The Stimuli–Anatomy of the Taste Buds and Gustatory Cells–Perception of Gustatory Information–Gustatory Pathway–Olfaction–Stimulus and Anatomy of the Olfactory Apparatus – Transduction of Olfactory Information –Perception of Specific Odors.

**UNIT V****(16Hrs.)****CONTROL OF MOVEMENT**

Skeletal Muscle–Anatomy –Physical Basis of Muscular Contraction– Sensory Feedback from Muscles - Control of movement by the spinal cord –The Monosynaptic Stretch Reflex –The Gamma Motor System–Polysynaptic Reflexes - Control of movement by the brain– Cortical Structures, control of movement : Descending Pathways – Planning and initiating movements :Role of the motor association cortex–Sub-cortical structures–reticular formation-cerebellum- basal ganglia- Complex motor behaviour–Imitating and Comprehending Movements : Role of the Mirror Neuron System–Control of Reaching and Grasping : Role of the Parietal Cortex - Deficits of skilled movements : The Apraxia–Limb Apraxia and Constructional Apraxia.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Carlson, Neil R. and Birkett, Melissa A	Physiology of Behaviour	Pearson Education, Inc, India	2017

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Carlson, Neil.R.	Foundations of Behavioural Neuroscience	India, Pearson Education, Inc	2014
2.	Pinel, John P.J, & Barnes, Steven J, India,	Introduction to Biopsychology	Pearson Education, Inc,	2015
3.	Green, Simon,	Principles of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994
4.	Khosla, Meetu, NewDelhi,	Physiological Psychology An Introduction	SAGE Publications India Pvt Ltd.,	2017
5.	Baron, R.A. & Misra,	Psychology: Indian	New Delhi: Pearson	2015

**Pedagogy**

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

**Course Designers:**

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

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY21C03</b>	<b>CORE-III-GENERAL PSYCHOLOGY-II</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### Preamble

To enable the students to:

- understand the nature of thinking and problem solving
- learn the theories of motivation and nature of emotions
- know the differences in intelligence
- Understand personality and methods of assessing personality.
- Learns concepts and practices of health and well-being.

### Course Learning Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Understand and apply the nature of thinking and problem solving	K1
<b>CLO2</b>	Comprehend motivation and analyze concepts of emotions	K2
<b>CLO3</b>	Recognize and relate the differences in intelligence	K3
<b>CLO4</b>	Understand and analyze personality and methods of assessing personality.	K4
<b>CLO5</b>	Apply the concepts and analyze the practices of health and well-being	K4

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO1</b>	S	S	S	S	S
<b>CLO2</b>	S	S	S	S	S
<b>CLO3</b>	S	S	S	S	M
<b>CLO4</b>	S	S	S	S	S
<b>CLO5</b>	S	S	S	S	S

S-Strong; M-Medium; L-Low



## **CORE – III – GENERAL PSYCHOLOGY – II**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **COGNITION**

Thinking: Forming Concepts and Reasoning to Conclusions – Basic Elements of Thought: Concepts, Propositions, Images – Making Decisions: Choosing among Alternatives–Heuristics-Framing and Decision Strategy – Escalation of Commitment–Emotions and Decision making - Problem Solving – Methods – Facilitating Effective Problem Solving – Factors that interfere with effective problem solving – artificial intelligence – Language – Development of language – language and Thought – Language in other species.

Industry 4.0 – Bridging AI and Cognition

#### **UNIT II**

**(15 Hrs)**

##### **MOTIVATION AND EMOTIONS**

Definition of Motivation – Characteristics – Nature – Motivation: Activation and Persistence of behaviour - Definition and Function of Motives – Classification of Motives - Physiological Motives - Psychological Motives – Principles of Human Motivation - Theories of Motivation.

Emotions: Definition, Nature, Components, Characteristics–Biological Basis of Emotions- External Expression of Emotions – Emotion and Cognition – Subjective Well-being – Feelings and Emotions – Types or kinds of emotions – Theories of emotion

Industry 4.0 Explanation: Chatbots with Emotion – Humanoid – Shame: Emotion in Digital Worlds and the Fourth Industrial Revolution.

#### **UNIT III**

**(15 Hrs)**

##### **INTELLIGENCE**

Definition of Intelligence - Intelligence: Contrasting views of its Nature – Unitary or multifaceted – Theories of Intelligence - Measuring Intelligence - Concept of IQ – Extremities of Intelligence – Tests of Intelligence – Human Intelligence: Role of Heredity and Environment – Evidence and Factors - Group Differences in Intelligence Test Scores – Gender Difference in Intelligence - Emotional Intelligence : The Feeling side of intelligence – Major Components of Emotional Intelligence – Creativity: Generating the Extraordinary

Industry 4.0 – Artificial Intelligence: meaning – application in healthcare - Artificial intelligence versus emotional intelligence

#### **UNIT IV**

**(15 Hrs)**

##### **PERSONALITY**

Personality: Definition – Theories of Personality - The Psychoanalytic approach - Neo Freudian-Adler, Erikson, Jung and Horney - Humanistic Theories : Emphasis on Growth - Trait Theories of Personality – Big Five Factors - Learning Approaches to Personality – Social Cognitive Theory – Modern view and evaluation of learning approach – Measuring personality – Self-Report Tests – Questionnaires – Projective Measures – other measures – Personality and Health – Personality and Behaviour

Industry 4.0 – Personality trait classification from textual content – Machine learning and Deep learning approaches.

## UNIT V

(13 Hrs)

### HEALTH, STRESS AND COPING

Health Psychology - Stress: Causes, Effects and Control – Basic Nature – Major Causes and Effects – Understanding and communicating our Health Needs – Health Beliefs – Interactions – Behavioural and Psychological Correlates of Illness: The effects of thoughts and actions on health – smoking – Diet and Nutrition – Alcohol Consumption – Emotions and Health – AIDS - Health and Well Being - Promoting Wellness : Developing a Healthier Lifestyle – Primary Prevention – Secondary Prevention – Indigenous Model of Health and Well-Being.

Industry 4.0 – Industry 4.0 Applications for Medical/Healthcare Services

#### Text Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression

#### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1	Mishra, Braj Kumar	Psychology : The study of Human Behaviour	PHI Learning Private Limited, Delhi	2 <sup>nd</sup> Edition, 2018
2	Hilgard, E.R., Atkinson, R.C., and Atkinson,R.L	Introduction to Psychology	New Delhi: Oxford and IBH Publishing Co	2003
2	Dash, B.N and Tripathy G M,	Essentials of General Psychology	Delhi: HS Offset Printers	2017
4	Feldman, Robert S	Understanding Psychology	New Delhi: McGraw Hill Education (India) Ltd.	2014
5	Morgan, C.T., King R.A., Weisz, J.R. and John Schopler	Introduction to Psychology	New Delhi: Tata McGraw Hill	2008

#### Pedagogy

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

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

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY21C04</b>	<b>CORE-IV – DEVELOPMENTAL PSYCHOLOGY-II</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### Preamble

To enable the students to:

- identify and realize how human life unfolds at Puberty.
- understand the importance of adolescent period is in the development of human life span.
- know the Personal, Social, Vocational and Family Adjustments in Early Adulthood.
- create knowledge of Personal, Social, Vocational and Family Adjustments in Middle Age.
- realize the Personal, Social, Vocational and Family Adjustments in Old Age.

### Course Learning Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Remember and recall how human life develops physically and mentally at Puberty.	K1
<b>CLO2</b>	Cognize the importance of adolescence in human life span.	K2
<b>CLO3</b>	Recognize and associate Personal, Social, Vocational and Family Adjustments in Early Adulthood	K3
<b>CLO4</b>	Concede and classify the Personal, Social, Vocational and Family Adjustments in Middle Age.	K4
<b>CLO5</b>	Understand and categorize the Personal, Social, Vocational and Family Adjustments in Old Age	K4

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO1</b>	S	S	S	M	S
<b>CLO2</b>	S	S	S	M	S
<b>CLO3</b>	S	S	S	M	S
<b>CLO4</b>	S	S	S	M	S
<b>CLO5</b>	S	S	S	M	S

S-Strong; M-Medium; L-Low

## **CORE – IV – DEVELOPMENTAL PSYCHOLOGY – II**

**(71 Hrs)**

### **Syllabus**

#### **UNIT I**

**(13 Hrs)**

##### **PUBERTY**

Characteristics of Puberty – Criteria and Causes of Puberty – Age of Puberty – Conditions responsible for puberty changes - Growth Spurt and Body Changes – Changes in Body Proportions – Primary and Secondary Sex Characteristics - Effects of Puberty Changes- Physical Well-Being and on Attitudes and Behaviour– Effects of Deviant Maturing – Sources of Concern - Hazards of Puberty – Physical and Psychological Hazards – Effects of Endocrine Imbalance at Puberty - and Unhappiness at Puberty

#### **UNIT II**

**(15 Hrs)**

##### **ADOLESCENCE**

Adolescence years – Characteristics of Adolescence – Developmental tasks – Physical Changes – Emotionality – Social Changes – Some Adolescent Interests – Recreational-Social Interest-Factors Influencing Adolescent Attitudes toward Education-Religious Interest- Changes in Morality – Sex Interests and Sex Related Behavior – Approved Sex Roles – Family Relationships – Common Causes of Family Friction during Adolescence - Personality changes – Common Obstacles to making transition to maturity - Hazards and Happiness in Adolescence

#### **UNIT III**

**(13 Hrs)**

##### **EARLY ADULTHOOD**

Early Adulthood: Personal and Social Adjustments – Characteristics – Developmental Tasks – Changes in Interests – Social Mobility – Sex Role Adjustments – Personal and Social Hazards.

Vocational and Family Adjustments – Marital Adjustments – Adjustment to Parenthood – Assessment of Marital Adjustment – Adjustment to Singlehood - Hazards of Vocational and Marital Adjustments during Early Adulthood – Success of Adjustment

#### **UNIT IV**

**(15 Hrs)**

##### **MIDDLE AGE**

Personal and Social Adjustments – Characteristics – Developmental Tasks – Adjustments to Physical Changes – Assessment of Adjustment to Physical Changes - Adjustment to Mental Changes and Changed Interests – Social Adjustments – Personal and Social Hazards of Middle Age.

Vocational and Family Adjustments – Adjustment to Changed Family Patterns, Singlehood, Loss of a Spouse, Approaching Retirement, Approaching Old Age –Vocational and Marital Hazards of Middle Age – Assessment of Adjustment.

**UNIT V  
OLD AGE****(15 Hrs)**

Personal and Social Adjustments – Characteristics – Developmental Tasks - Adjustment to Physical Changes – Changes in Motor and Mental Abilities – Changes in Interests in Old Age – Hazards to Personal and Social Adjustments in Old Age

Vocational and Family Adjustments – Adjustment to Retirement, Changes in Family Life and Loss of a Spouse – Remarriage – Cohabitation – Adjustment to Singlehood in Old Age – Living Arrangements for the Elderly – Geographic Mobility – Vocational and Family Life Hazards of Old Age – Assessment of Adjustments to Old Age..

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Hurlock, Elizabeth B,	Developmental Psychology : A Life-Span Approach	New Delhi: Tata McGraw Hill Education Pvt Ltd	1981

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Rathus, Spencer A	HDEV Human Lifespan Development	Delhi: Cengage Learning India Private Limited	2016
2.	Baron, R.A. & Misra, Girishwar	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression
3.	Berk, Laura	Child Development	New Delhi: Pearson Education, Inc.	2013
4.	Santrock, J.W.	Life Span Development	New Delhi: McGraw Hill Education	2011
5.	Feldman, Robert S and Babu, Nandita	Discovering the Life Span	New Delhi: Pearson Education, Inc.	2011
6.	Papalia, Diane E., Olds, Sally Wendkos., and Felman, Ruth Duskin	Human Development	McGraw Hill Education, Chennai	9 <sup>th</sup> Edition, 2004
7.	Hurlock, Elizabeth B,	Child Development	New Delhi: Tata McGraw Hill Education Pvt Ltd	1997

**Pedagogy**

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

**Course Designers:**

1. Dr. P. Paramanandam
2. Mrs. K. S. Paviyazhini

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>PY21A02</b>	<b>ALLIED-II – BIOLOGICAL PSYCHOLOGY II</b>	<b>THEORY</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### Preamble

To enable the students to:

- understand Sleep and Biological Rhythms of Sleep.
- know the biological aspects of Emotional responses and expressions,
- gain knowledge of Ingestive behaviours.
- acquire knowledge of biological concepts related to learning and memory.
- understand human communication and disorders associated with it

### Course Learning Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Cognize Sleep and its biological Rhythms	K1
<b>CLO2</b>	Understand the biological aspects of Emotional responses and expressions	K2
<b>CLO3</b>	Associate the knowledge of ingestive behaviours.	K3
<b>CLO4</b>	Apply and analyze the biological concepts related to learning and memory	K4
<b>CLO5</b>	Relate and compare production and comprehension of language and disorders associated with it	K4

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO1</b>	S	S	S	M	S
<b>CLO2</b>	S	S	S	S	S
<b>CLO3</b>	S	S	S	M	S
<b>CLO4</b>	S	S	S	S	S
<b>CLO5</b>	S	S	S	S	S

S-Strong; M-Medium; L-Low

**Syllabus****UNIT I****(17Hrs.)****SLEEP AND BIOLOGICAL RHYTHMS**

Sleep and its stages – Brain activity during sleep–functions of slow–wave sleep, REM sleep–sleep and learning–Physiological mechanisms of sleep and waking–neural control of sleep, arousal, sleep/wake transitions, transition to REM -Disorders of sleep–Insomnia–Narcolepsy–REM Sleep Behaviour Disorder–Problems Associated with Slow-Wave Sleep–Biological clocks Circadian Rhythms and Zeitgebers–Suprachiasmatic Nucleus–Control of Seasonal Rhythms: Pineal Gland and Melatonin–Changes in Circadian Rhythms: Shift Work and Jet Lag.

**UNIT II****(17Hrs.)****EMOTION**

Fear- Components of emotional response – research with laboratory animals and humans–Aggression–research with laboratory animals and humans–Hormonal Control of aggressive behaviour–Impulse control – role of the vmPFC–Brain Development and Impulse Control – Crime and Impulse Control–Serotonin and Impulse Control–Moral Decision Making–Communication of Emotions–Facial Expression of emotions – Innate Responses–Neural Basis of Communication of emotions: Recognition and Expression – Feelings of Emotions–James-Lange Theory–Feedback from Emotional Expressions

**UNIT III****(17 Hrs.)****INGESTIVE BEHAVIOUR**

Drinking–Physiological Regulatory Mechanisms–Two Types of Thirst–Neural Mechanism of Thirst–Eating: Metabolism–Short-term Reservoir–Long-Term Reservoir–Fasting Phase–Absorptive phase–Eating : Signals to start a Meal–Signals from Digestive System –Metabolic Signals – Eating : Signals to Stop a Meal–Short-term Satiety–Signals from Environmental Factors–Sensory Factors–Gastric Factors–Intestinal Factors–Liver Factors–Insulin–Long-term Satiety: Signals from Adipose Tissue–Brain Mechanism–Brain Stem–Hypothalamus–Obesity–Possible Causes–Treatment–Eating Disorder–Possible Causes–Treatment

**UNIT IV****(17 Hrs.)****LEARNING AND MEMORY**

Overview of learning and memory- Types of Learning and Memory– Stimulus-Response Learning – Classical and Operant conditioning– Motor learning– Role of the Cortex and Basal Ganglia – Perceptual Learning–Role of Cortex and Retaining Perceptual Information in short-term memory–Relational Learning–Role of hippocampus and Cortex–Amnesia–Role of hippocampus–stimulus-response learning – motor learning – perceptual learning – relational learning - Long term potentiation– induction of long-Term potentiation - Role of NMDA receptors – Role of AMPA Receptors – Role of Synaptic changes.

**UNIT V****(18Hrs.)****HUMAN COMMUNICATION**

Language Production and Comprehension : Brain Mechanisms – Lateralization – Language Production – Language Comprehension – Bilingualism – Prosody – Recognition of People’s Voices – Disorders of Language Production and Comprehension – Broca’s Aphasia Wernicke’s Aphasia – Conduction Aphasia – Aphasia in People who are Deaf – Stuttering – Disorders of Reading and Writing – Relation to Aphasia – Pure Alexia–Toward an Understanding of Reading–Toward an Understanding of Writing.

**Text Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Carlson, Neil R. and Birkett, Melissa A	Physiology of Behaviour	Pearson Education, Inc, India	2017

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year of Publication
1.	Carlson, Neil.R.	Foundations of Behavioural Neuroscience	India, Pearson Education, Inc	2014
2.	Pinel, John P.J, & Barnes, Steven J	Introduction to Biopsychology	Pearson Education, Inc, India	2015
3.	Green, Simon,	Principles of Biopsychology	NY: Psychology Press. Taylor & Francis Group	1994
4.	Khosla, Meetu, NewDelhi,	Physiological Psychology An Introduction	SAGE Publications India Pvt Ltd.,	2017
5..	Baron, R.A. & Misra, Girishwar,	Psychology: Indian Subcontinent Edition,	New Delhi: Pearson Education	2015 2 <sup>nd</sup> Impression

**Pedagogy**

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

**Course Designers:**

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