SRI KRISHNA ARTS AND SCIENCE COLLEGE

An Autonomous College Affiliated to Bharathiar University
Coimbatore - 641008, Tamil Nadu, India.
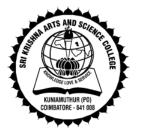
LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF)

B.Sc. Psychology

For 2023-24 admitted students

DEPARTMENT OF PSYCHOLOGY

SRI KRISHNA ARTS AND SCIENCE COLLEGE
COIMBATORE – 641008

DEPARTMENT OF PSYCHOLOGY

(2023-2024)

I. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)	
PEO 1	Prepare graduates equipped with skills and knowledge to get employment across various sectors and serve the domestic and global community with the requisite behavioural skills
PEO 2	Disseminate the conceptual knowledge in the concerned discipline for societal development and transformation.
PEO 3	Graduates will be capable to work in a team become leaders, entrepreneurs, professionals with ethical responsibility.
PEO 4	Graduates will become competent to persuade higher education in various universities across the globe with a passion for lifelong learning.

II. PROGRAMME LEARNING OUTCOMES (PLOs)	
No.	**The Graduates of B.Sc. Psychology Programme will be able to:**
PLO1	Describe the basic concepts of psychology and to gain wider **knowledge** in the study of cognition and behaviour.(Cognitive)
PLO2	Understand and learn the theoretical approaches in different fields of psychology using **critical thinking** skills.(Cognitive)
PLO3	Develop the ability to identify the problem, formulate case studies and its associated Intervention in the areas of Clinical, Counselling, Industrial and Educational setting through **practical** skills..(Psychomotor)
PLO4	Work effectively in a team with clients and professionals from various backgrounds, with the essential **teamwork** skills.(Affective)
PLO5	**Communicate** effectively with clients of various backgrounds and to understand their problem.(Affective)
PLO6	Incorporate various **digital** methods for the purpose of assessments, awareness and promoting mental health among the society..(Affective)
PLO7	Apply the **numerical**, quantitative, qualitative data and statistical skills to conduct research and analyze its outcomes.(Cognitive)
PLO8	Demonstrate the effective **leadership** skills in leading a team, meeting their needs and provide the necessary solutions.(Affective)
PLO9	Exhibit the skills and principles of **lifelong learning** in academics and profession.(Affective)
PLO10	Enhance in individual specialization which nurtures the individual's growth and **Entrepreneurial** skills to become an independent counsellor in the society.(Affective)
PLO11	Understand the **professional and ethical responsibility** and work accordingly in the respective fields.Affective)

III. PROGRAMME LEARNING OUTCOMES VS GRADUATE ATTRIBUTES VSTAXONOMY OF VERBS

PLO	Knowledge	Critical Thinking	Practical Skills	Team work	Communication skills	Digital skills	Numeracy	Leadership skills	Lifelong learning	Entrepreneurial skills	Ethics & Professionalism	Cognitive	Psychomotor	Affective
1	√											√		
2		√										√		
3			√										√	
4				√										√
5					√									√
6						√								√
7							√					√		
8								√						√
9									√					√
10										√				√
11											√			√

IV. PROGRAMME LEARNING OUTCOMES VS PROGRAMME EDUCATIONAL OBJECTIVES

PLO	PEO 1	PEO 2	PEO 3	PEO 4
PLO 1	√			
PLO 2	√			
PLO 3		√		
PLO 4			√	
PLO 5			√	
PLO 6		√		
PLO 7		√		
PLO 8			√	
PLO 9				√
PLO 10				√
PLO 11		√		

V. ADDITIONAL PROGRAMME OUTCOMES (APOs)

APO 1	Graduates will have the ability to literally collaborate.
APO 2	Graduates will have the ability to effectively use social media for protective purposes
APO 3	Graduates will have critical thinking & innovative skills to perform the given task in a profession
APO 4	Graduates will have a good digital footprint
APO 5	Graduates will have the good ability in IQ and EQ (Intelligence Quotient and Emotional Quotient)

VI. PROGRAMME SPECIFIC OUTCOMES (PSO's)	
PSO 1	Ability to understand the concepts and methodologies in the field of psychology and apply them in Clinical, Counselling, Educational and Industrial areas
PSO 2	Ability to use emerging technical tools of computational science in the root of psychology to provide real time solutions for latest applications

VII. Curriculum Structure for B.Sc Psychology

Course Components, Credits & Marks Distribution

Part No	Group	Basic Structure: Distribution of Courses	Number of Courses	Total Marks	Total Credits
I - III	1	AEC – Ability Enhancement Courses	10	1000	24
III & IV	2	DSC – Discipline Specific Courses	15	1500	60
	3	DSE – Discipline Specific Electives	10	1000	40
	4	GEC – Generic Elective Courses	4	400	12
	5	SEC – Skill Enhancement Courses	2	100	4
IV	6	ANCC I & II – Audit Non-Credit Courses	3	-	-
V		ANCC III – Audit Non-Credit Courses	1	Completed	
-	7	DTC – Drive Through Courses (SWAYAM-NPTEL, Coursera, Any courses certified by statutory bodies, etc)	Any number	-	Addl. Credits
Total				**4000**	**140**

Group 1. Ability Enhancement Courses (AECs) (I & II Semesters)

AEC are the courses based upon the content that leads to knowledge enhancement. Ability Enhancement Courses (AEC) are the following:

S. No.	Course Code	Course Title	Semester	Ownership Department	Contact Hours	Credits	Marks
1	23AEC02/ 23AEC07/ 23AEC11	**AEC Part I: Language – I:** Tamil - I - Tamil Aazhi / Hindi-I/ French-I	I	Language Dept.	6	3	100
2	23AEC22	**AEC Part II: English-I:** English for Professional Communication	I	English Dept.	4	3	100

3	23AEC04/ 23AEC08/ 23AEC12/	**AEC Part I: Language – II:** Tamil-II - Sudar Tamil / Hindi-II/ French-II	II	Language Dept.	6	3	100
4	23AEC24	**AEC Part II: English – II:** Campus to Corporate	II	English Dept	4	3	100
5	23AEC39	**AEC Part III:** Academic Skills for Psychology	II	Psychology Dept.	2	2	100

Group 2. Discipline Specific Courses (DSCs) (I & II Semesters)

These courses are to be studied compulsorily by the students as a core requirement. The students are required to take DSCs across six semesters. The courses designed under this category aim to cover the basics that a student is expected to imbibe in the particular discipline. It includes Major project.

S. No.	Course Code	Course Title	Semester	Contact Hours	Credits	Marks
1	23PSU01A	Fundamentals of Psychology (T)	I	3	2	50
	23PSU01B	Fundamentals of Psychology- Practical		2	2	50
2	23PSU02	Child Psychology (T)	I	5	3	100
3	23PSU03	Social Psychology (T)	I	4	4	100
4	23PSU04A	Principles of General Psychology(T)	II	3	2	50
	23PSU04B	Principles of General Psychology- Practical		2	2	50
5	23PSU05	Adolescent & Adult Psychology	II	5	4	100
6	23PSU06	Biological Psychology (T)	II	5	4	100
7	23PSU07	Experimental Psychology I Practical	II	3	2	100

Group 3. Discipline Specific Elective (DSEs) (I & II Semesters)

Discipline Specific Elective courses offered under the main discipline of study which may be specialized or advanced or supportive to the discipline of study. Students can choose any TEN courses.

Group 4. Generic Elective Courses (GECs) (I & II Semesters)

Generic Elective Courses are interdisciplinary in nature. They are additional courses based on expertise, specialization, requirements, scope, and need of the department. The student has to subscribe any 4 courses in the following list:

Sl. No.	Course Code	Course Title	Semester	Ownership Department	Contact Hours	Credits	Marks	SD/ EM/ EN	G/L/R/N
1	23GEU17	Office Automation Lab	I	Computer Science	2	2	100	SD	G

Group 5 : Skill Enhancement Courses(SEC)

SEC I : Compulsory Course : Talent Enhancement Course : Career Guidance

SEC II : A Bucket of Skill based Courses are offered for the Under Graduate programmes aimed at imparting advanced skill. A Student has to subscribe one course from list offered by the department.

Courses Offered by Nan Mudhalvan Scheme/Certification in Core Area/Department offered Certification Course.

Group 6. Audit Non-Credit Courses (ANCC)

Non-Credit Courses are intended for students who want to gain general knowledge, learn a new skill, upgrade existing skills, enrich their understanding of a wide range of topics, or develop personal interests. A student has to complete any two courses during Semester I and II.

Part IV- ANCC		
S. No.	**Course Code**	**Course Name**
Semester I - ANCC 1		
1.	23ANC01	Environmental Studies
Semester II - ANCC 2 - Values & Ethics		
2.	23ANC02	Human Rights
3.	23ANC03	Women's Rights
4.	23ANC04	Yoga for Human Excellence
5.	23ANC05	Indian Culture and Heritage
6.	23ANC06	Introduction to Cyber Security
7.	23ANC07	Consumer Protection
8.	23ANC08	Constitution of India
9.	23ANC09	Waste Management
10.	23ANC10	Cyber Ethics

Group 7.
i) Drive-Through Course (DTC)I & II– Additional Credits

These courses are intended to bring out and promote the self-learning initiative of the students – where their own motivation is what drives them to complete the course and not

external compulsions. This fosters the habit of keeping oneself updated always by means of self-study. It gives opportunities to the students to explore new areas of interest and earn additional credits. Students can take any number of courses under this cafeteria system. The credits will not be taken for CGPA calculation. Additional 4 credits per Course will be given on submission of certificate.

1. SWAYAM-NPTEL
- 4 Additional Credits will be given on submission of the certificate.

2. Coursera
- 4 Additional Credits will be given on completion of Specialization Course with 7 – 8 modules
- 3 Additional Credits will be given on completion of Specialization Course with 5 – 6 modules
- 2 Additional Credits will be given on completion of Specialization Course with 3 – 4 modules

3. Any courses certified by statutory bodies.

ii) Drive-Through Course (DTC – III) – To be Completed
Internship Training/Mini Project/ Spoken Tutorial/Economic Talent test etc.

Students individually or with the maximum of four members per batch should take up either Internship training or mini project for a period of fifteen days during IV Semester vacation. The report will be evaluated and viva-voce examination will be conducted during 5th semester. Otherwise, the students have to complete one spoken tutorial course or any certification course suggested by the department.

VIII. Semester-wise Scheme

Semester I										
Course Code	**Course Title**	**T/P/E**	**ESE Dur. Hrs**	**Ins. Hrs/ Week**	**CIA Marks**	**ES Marks**	**Total Marks**	**Credits**	**SD/ EM/ EN**	**G/ L/ R/ N**
23AEC02/ 23AEC07/ 23AEC11	**AEC Part I: Language – I:** Tamil - I – Tamil Aazhi / Hindi-I/ French-I	T	3	6	25	75	100	3	SD	L/ N/ G/ R
23AEC22	**AEC Part II: English-I:** English for Professional Communication	T	3	4	25	75	100	3	SD	G
23AEC39	**AEC Part III:** Academic Skills for Psychology	P	3	2	100	-	100	2	SD	G
23PSU01A	**DSC 1A:** Fundamentals of Psychology (T)	E	3	3	10	40	50	2	EM	G

Course Code	Course Title	T/P/E	ESE Dur. Hrs	Ins. Hrs/ Week	CIA Marks	ES Marks	Total Marks	Credits	SD/ EM/ EN	G/ L/ R/ N
23PSU01B	**DSC 1B:** Fundamentals of Psychology- Practical		3	2	10	40	50	2	SD	G
23PSU02	**DSC 2:** Child Psychology (T)	T	3	5	25	75	100	3	EM	G
23PSU03	**DSC 3:** Social Psychology (T)	T	3	4	25	75	100	3	EM	G
23GEU17	**GEC 1:** Office Automation Lab - Practical	P	3	2	40	60	100	2	SD	G
DTC - I - Additional Credit Courses (NPTEL/Coursera)										
23ANC01	**ANCC-1** Environmental Studies	T	-	2	-	-	Completed		SD	G
Total				30			700	20		

Semester II										
Course Code	**Course Title**	**T/P/E**	**ESE Dur. Hrs**	**Ins. Hrs/ Week**	**CIA Marks**	**ES Marks**	**Total Marks**	**Credits**	**SD/ EM/ EN**	**G/ L/ R/ N**
23AEC04/ 23AEC08/ 23AEC12/	**AEC Part I: Language – II:** Tamil-II - Sudar Tamil / Hindi-II/ French-II	T	3	6	25	75	100	3	SD	L/ N/ G/ R
23AEC24	**AEC PART II: English II :** Campus to Corporate	T	3	4	25	75	100	3	SD	G
23PSU04A	**DSC 4A:** Principles of General Psychology (T)	E	3	3	10	40	50	2	EM	G
23PSU04B	**DSC 4A:** Principles of General Psychology- Practical		3	2	10	40	50	2	SD	G
23PSU05	Adolescent & Adult Psychology (T)	T	3	5	25	75	100	4	EM	G
23PSU06	Biological Psychology (T)	T	3	5	25	75	100	4	EM	G
23PSU08	Experimental Psychology I - Practical	P	3	3	40	60	100	2	SD	G
DTC II : Additional Credit Courses (NPTEL/Coursera)										
23ANC09	**ANCC2:** Waste Management	T	-	2	-	-	Completed		EN	R
Total				30			600	20		

Drive-Through Course (DTC): Courses offered in SWAYAM-NPTEL, Coursera OR Any courses certified by statutory bodies.	Additional 4 credits per Course will be given on submission of Certificate	During Semester I to Semester VI		

The Courses focuses the following needs:				
Needs	**G- Global**	**N -Regional**	**R-Regional**	**L-Local**
SD	Skill Development			
EM	Employability			
EN	Entrepreneurship			

Semester-wise Distribution of Marks and Credits:

Semester	Total Marks	Total Credits
I	700	20
II	600	20

OFFERED BY (I & II Semesters)

List of Courses Offered by Computer Science Department

Semester	Course Code	Course Name	Programme	T/P / E	Ins. hrs	CIA	ES	Total Marks	Credit
I	23GEU17	Office Automation Lab	BSc Psychology	P	2	40	60	100	2

1	Name of the Course	ACADEMIC SKILLS FOR PSYCHOLOGY	
2	Course Code	23AEC39	
3	Course Type	Skill Based	Focus On- **Skill Development**
4	Synopsis/Rationale of the Module	This course has three credits dedicated to provide the students a strong foundation on Psychology. It also enables the students to know necessary skills in the field of psychology	
5	Semester and Year Offered	I Semester I Year	
6	Credit Value	2	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	Internal 100%	

9	Course Learning Outcomes (write the statement of the course learning outcomes)				
	CLO	Statements	Level of Taxonomy	Teaching Method	Mode of Assessments
	CLO 1	Present the need and importance of academic and Psychological skills	A2-Responding to Phenomena – Affective Domain	Tutorial	1.Poster presentation
	CLO 2	Propose a case study based on the basic and advanced level of skills	A3 – Valuing – Affective Domain	Case Study/ Project/ Tutorial	2. Role Play
					3. Case Study
	CLO 3	Formulate a learning model for enhancement and development of skills	A4 – Organizing Values – Affective Domain	Case Study/ Project/ Group Work/PBL	4. Field Work
					5.Final Portfolio

10	Mapping CLO's with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 5 etc.,)										
CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1					3						
CLO 2									3		
CLO 3				2							3

11	Transferable skills	1	Communication Skills
		2	Lifelong Learning Skills
		3	Team Work Skills
		4	Ethics and Professionalism Skills

12	Distribution of Student Learning Time-(*SLT-Students Learning Time; L- Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F-Face to Face; NF2F-Non Face to Face									
	Course Content outline	**CLO**	**Teaching-Learning Activities**							**SLT**
			Guided Learning (F2F)					Guided Learning (NF2F) **E-Learning**	Independent Learning (NF2F)	
			L	**T**	**P**	**O**	**Total**			
Unit I	**INTRODUCTION** • About Psychology • Academic skills • Academic skills for psychology • Need for academic skills • Importance of academic skills	1	1	2	-	2	5	-	10	**15**
Unit II	**BASIC SKILLS FOR PSYCHOLOGISTS** • Active Listening • Understanding • Empathy • Communication • Open-mindedness • Unconditional Positive regard • Trust • Patience • Observational Skill • Being Ethical	2	-	3	-	1	4		4	**8**
Unit III	**ADVANCED SKILLS** • Scientific Outlook • Perspective Talking • Critical Thinking • Analytical Thinking • Technical Skills (digital) • Research Skills • Boundary setting • Passion & Curiosity • Organization • Writing a case study analysis	2	-	-	-	5	5		10	**15**

Unit	Topic									
	• Preparing the case, • Drafting the case, • Finalizing the case.									
Unit IV	**Time management** – goal setting, deadline keeping, calendar making. • Review documentation – title writing; writing references in APA format; facts and points writing; conclusion drafting. • Group discussion – do's & don'ts; body language; dress code; etiquette.	3	-	2	-	2	4		4	8
Unit V	**SCOPE OF PSYCHOLOGY** Sub fields of Psychology • School • Institution • Hospital • Industrial	3	-	3	-	1	4		4	8
							22		32	54

13	**Continuous Assessment**	**Percentage (%)**	**F2F (hours)**	**NF2F (hours)**	**SLT**
	Poster presentation - CLO 1	20%	1	3	4
	Role Play - CLO 2	20%	1	3	4
	Case Study - CLO 2	20%	-	3	3
	Field Work-CLO 3	20%	-	5	5
	Final Portfolio -CLO 3	20%	-	6	6
14	Continuous Internal Assessment/Formative Assessment	100%	3	9	12
				TOTAL	34
	Grand Total - TSLT (12+13+14)				88
15	**Identify special requirements to deliver the course (Software, simulation room, computer lab etc.,)**	NIL			
16	**References**	Wiley J (2021), Handbook of Psychology, John Wiley & sons, Inc. Singh. A. J & Kaur. R (2021) Psychological Skills Training for Human Wellness, SAGE Publications.			

17	**Additional References**	Richard Nelson- Jones (2021), Basic Counselling Skills, A helper's Manual, 3rd Edition, SAGE South Asia
18	**Recommended by BOS**	**Date: 06.05.2023**
19	**Approved by Academic Council**	**Resolution No:** **Date:**

Course Co-ordinators:

1. Seethalakshmy.A

2. Santhosh Kumar .S

BOARD CHAIRMAN

(SEAL & SIGNATURE)

1	Name of the Course	FUNDAMENTALS OF PSYCHOLOGY	FUNDAMENTALS OF PSYCHOLOGY - PRACTICAL
2	Course Code	THEORY - 23PSU01A	PRACTICAL - 23PSU01B
3	Course Type	Theory and Practical – **Embedded**	Focus On – <mark>Employability</mark>/ <mark>Entrepreneurship</mark>/<mark>Skill Development</mark>
4	Synopsis/Rationale of the Module	This course has four credits dedicated to provide the students a basic understanding of different subfields of psychology and also the basic concepts of learning & memory.	
5	Semester and Year Offered	I Semester; Year I	
6	Credit Value	4	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	Internal 20%; External 80%	

9	Course Learning Outcomes (write the statement of the course learning outcomes)

At the end of the course the students will be able to:

CLO	Statements	Level of Taxonomy	Teaching Method	Mode of Assessments
CLO 1	**Understand** the basic concepts of psychology(C2)	C2- Understand- Cognitive Domain	Lecture	**CIA & ESE**
CLO 2	**Discuss** the classification of the schools of psychology (A2)	A2- Responding to Phenomena	Case study Assignments/ Group Discussion	1. Presentation
CLO 3	**Sketch** the use and concepts of various theories relating to practical life situations (C3).	C3- Apply- Cognitive Domain	Lecture	**CIA & ESE**
CLO 4	**Explain** the various principles of learning(A3)	A3-Value- Affective Domain	Group Discussion	2. Assignment
CLO 5	**Show** the procedure for each apparatus & administer the assessment tool. (P2)	P2- Set- Psychomotor Domain	Practical/ Demonstration	3.Practical Tests 1

10	Mapping CLO's with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 4 etc.,)

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	3									

CLO 2				3
CLO 3	2	3		
CLO 4				3
CLO 5			3	

Note: CLO 4 also has a value of 2 in a later column.

11	**Transferable skills**	1	Critical Thinking Skills
		2	Teamwork Skill
		3	Lifelong Learning Skill
		4	Communication Skill
		5	Practical Skills

12		**Distribution of Student Learning Time-(*SLT-Students Learning Time; L-Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F-Face to Face; NF2F-Non Face to Face**							
	Course Content outline	**CLO**	**Teaching-Learning Activities**							**SLT**
			Guided Learning (F2F)				Total	Guided Learning (NF2F) **E-Learning**	Independent Learning (NF2F)	
			L	**T**	**P**	**O**				
Unit I	**INTRODUCTION** • Definition of Psychology • Methods of psychology- the work of psychologists • Major sub fields of Psychology • Early Schools of Psychology: Structuralism, Gestalt Psychology, Functionalism, Behaviourism. Modern Perspectives: Behavioural,	1	5	-	-	-	5	-	5	10

Unit	Topic									
	Biological, Cognitive, Social, Developmental, Humanistic and Psychoanalytic Perspectives.									
	SENSORY PROCESSES & PERCEPTION • Sensory Channels • Sensory Processes: Vision, Hearing, Smell, Taste and Skin senses. • Perceptual Processes: Characteristics • Attention, Form Perception, Visual Depth perception, Constancy • Movement Perception, Plasticity and individual differences	1	6	-	-	-	6	-	6	**12**
	PRINCIPLES OF LEARNING: • Classical Conditioning- • Elements • Pavlov's experiment	1	6	-	-	-	6	-	12	**18**

Unit	Topic									
	• Conditioned emotional Response • Operant Conditioning • Principle of reinforcement • Punishment • Multiple Response Learning • Cognitive Learning: Latent Learning • Insight Learning & Imitation									
	Detail psychology from the perspective of various schools	2				2	2			**2**
Unit IV	**MEMORY** • Memory-Definitions-Functions • Model of memory • Information Processing Theories • Level of Processing Theory • Long-term Memory-its Organization & process	3	6	-	-	-	6	-	6	**12**
Unit V	**FORGETTING** • Forgetting-Definition of Forgetting • Types of Forgetting • Causes of Forgetting • Amnesia:	3	6	-	-	-	6	-	6	**12**

	Psychological and Biological Amnesias • Improving memory								
	Discuss the process of learning as per various learning process	4	-	-	-	2	2			2
Experiment 1	Multifactorial Memory Questionnaire/		-	-	3	-	3	-	-	3
Experiment 2	Wechsler Memory Scale		-	-	3	-	3	-	-	3
Experiment 3	Learning Style Inventory	5	-	-	3	-	3	-	-	3
Experiment 4	Achievement Motivation Scale		-	-	3	-	3	-	-	3
Experiment 5	Span of Immediate Memory Test		-	-	3	-	3	-	-	3
Experiment 6	Attention- D2 test		-	-	4	-	4	-	2	6
Experiment 7	Immediate Memory Test		-	-	3	-	3	-	-	3
TOTAL							55		37	92

13	**Continuous Assessment**	**Percentage (%)**			**F2F (hours)**	**NF2F (hours)**	**SLT**
	Group Assignment((1000 words about schools of psychology)-CLO2	10%				3	3
	Presentation – CLO 4	10%			2	3	5
	Assignment (1000 words about learning theories & 500 words about memory) CLO 4	20%			-	6	6
	CIA 1	30%			2	6	8
	CIA 2	30%			2	6	8
	Total	100%			Total Converted to CIA Marks		

	Practical Tests – CLO5 (Practical's)	20%	2	5	7
	Record-CLO3 (Practical's)	20%		6	6
	CIA 1	30%	2	6	8
	CIA 2	30%	2	6	8
	Total	<mark>100%</mark>	Total Converted to CIA Marks		
	Continuous Internal Assessment/ Formative Assessment	20%			
14	End Semester Exam / Summative Assessment/	80%	3	9	12
	Grand Total - SLT (12+13+14)				163
15	**Identify special requirements to deliver the course (Software, simulation room, computer lab etc.,)**		PSYCHOLOGY LAB		
16	**References**		Lally, M. & Valentine, S. (2018). Introduction to Psychology. College of Lake County Foundation. Atkinson & Hilgard's Introduction to Psychology (2019),16th Edition, Cengage Learning textbooks		
17	**Additional References**		Kantowitz, B. H., & Elmes, D.G. (2019). Experimental Psychology.10th Edition. Cengage Learning. Myers, A. (2018). Experimental Psychology (7th Ed). Wadsworth, Inc.		
18	**Recommended by BOS**		**Date: 6.5.2023**		
19	**Approved by Academic Council**		**Resolution No: Date:**		

Course Co-ordinator :
1. Seethalakshmy.A
2. Santhosh Kumar.S

Board Chairman Seal & Signature

1	Name of the Course	CHILD PSYCHOLOGY	
2	Course Code	23PSU02	
3	Course Type	Theory	Focus On – <mark>Employability</mark>
4	Synopsis/Rationale of the Module	This course has three credits dedicated to provide the students a basic understanding of developmental stages from infancy to childhood. It enables students to understand the psychological States at different growth levels.	
5	Semester and Year Offered	I Semester; Year I	
6	Credit Value	3	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	25% Internal 75% External	

9	Course Learning Outcomes (write the statement of the course learning outcomes) At the end of the course the students will be able to:				
	CLO	**Statements**	**Level of Taxonomy**	**Teaching Method**	**Mode of Assessments**
	CLO 1	**Explain** the different stages of lifespan of an individual (C2)	C2-Understand-Cognitive Domain	Lecture/Tutorial	**CIA & ESE**
	CLO 2	**Label** the developmental tasks of the various stages of development. (A2)	A2-Respond – Affective Domain	Group Discussion	1. Group Assignment 2. Presentation
	CLO 3	**Classify** the characteristics of child development from babyhood to early childhood (C3)	C3-Understand-Cognitive Domain	Lecture/Tutorial	**CIA & ESE**
	CLO4	**Assist** each other & work in harmony to showcase the period of Child development in detail. (A3)	A3-Value – Affective Domain	Group discussion/ Group work	3. Role Play

10	Mapping CLO's with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 4 etc.,)										
CLO	**PLO 1**	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**	**PLO 11**
CLO 1	2	3									
CLO 2				3	2						
CLO 3	2	3									
CLO 4					3				1		

11	Transferable skills	1	Critical Thinking skills
		2	Teamwork Skills
		3	Communication Skill
		4	Lifelong learning Skills

| 12 | Distribution of Student Learning Time-(*SLT-Students Learning Time; L- Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F-Face to Face; NF2F-Non Face to Face |

	Course Content outline	CLO	Guided Learning (F2F)					Guided Learning (NF2F) E-Learning	Independent Learning (NF2F)	SLT
			L	T	P	O	TOTAL			
Unit I	**DEVELOPMENTAL PSYCHOLOGY** • Meaning • Developmental changes-meaning • Significant facts about development • The life span: Conditions influencing longevity • Subdivisions of life span • Stages in the life span Developmental tasks during the life span	1	11	-	-	-	11	-	-	11
Unit II	**PRENATAL PERIOD** • Characteristics of the prenatal period. • How life begins Importance of Conception • Periods of prenatal development	1	8	2	-	-	10		10	20

Unit	Topic								
	• Attitudes of significant people • Hazards during the prenatal period.								
Unit III	**INFANCY** • Characteristics of infancy • Major adjustments of infancy • Conditions influencing adjustment to postnatal life • Characteristics of the infant • Hazards of infancy.	1	10	-	-		10	-	-	10
	Detail the developmental during the prenatal stages and the possible hazards with special cases	2			2	2				2
Unit IV	**BABYHOOD** • Babyhood – Characteristics of babyhood • Physical development • Physiological Functions • Muscle control • Speech development • Beginnings of interest in play • Development of understanding • Personality development • Hazards	3	10	-		10		-		10

Unit V	EARLY CHILDHOOD • Characteristics • Physical development • Skills -Speech Development • Emotional development • Social development • Play • Moral development • Personality development • Hazards	3	10	-	-		10	-	10	**20**
	Detail the Characteristics of skill/ personality/ moral/emotional development stress the cons if blocked	4			2	2				**2**
	TOTAL		-	-	-	-	55		20	**75**

13	**Continuous Assessment**	**Percentage (%)**	**F2F (hours)**	**NF2F (hours)**	**SLT**
	Assignment (1000 Pictorial representation and writings of life stages) –CLO2	20%		6	10
	Presentation-CLO2	10%	3	5	8
	Role Play –CLO4	10%	4	4	8
	CIA 1	30%	3	6	9
	CIA 2	30%	3	7	10
	Total	100%	Total Converted to CIA Marks		
	Continuous Internal Assessment/ Formative Assessment	25%			
14	End Semester Exam / Summative Assessment/	75%	3	9	12
				TOTAL	57

	Grand Total - TSLT (12+13+14)	132
15	**Identify special requirements to deliver the course (Software, simulation room, computer lab etc.,)**	NIL
16	**References**	Burman, E. (2019). *Deconstructing Developmental Psychology (3*rd Ed). T&F INDIA. Lally, M. & Valentine, S. (2019). *Lifespan Development: A Psychological Perspective.* Second Edition. College of Lake County.
17	**Additional References**	Santrock, J. E. (2019). *Child Development.* Tata McGraw Hill Publications, (2nd Ed).
18	**Recommended by BOS**	**Date: 6.5.2023**
19	**Approved by Academic Council**	**Resolution No: Date:**

Course Co-ordinators:

1. Smitha.C.M

2. Dr. P.T.Saleendran

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(SEAL & SIGNATURE)

1	Name of the Course	SOCIAL PSYCHOLOGY	
2	Course Code	23PSU03	
3	Course Type	Theory	Focus On – <mark>Employability</mark>
4	Synopsis/Rationale of the Module	This course has four credits dedicated to provide the students an in-depth knowledge in social factors that influence human behavior.	
5	Semester and Year Offered	I Semester; Year I	
6	Credit Value	4	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	25% Internal 75% External	

9	Course Learning Outcomes (write the statement of the course learning outcomes) At the end of the course the students will be able to:				
	CLO	**Statements**	**Level of Taxonomy**	**Teaching Method**	**Mode of Assessments**
	CLO 1	**Compare** the various perspectives of Social Psychology and associate with social Cognition and examine the formation of Self presentation, Attitude and Prejudice (C4)	C4- Analyse- Cognitive Domain	Lecture/Tutorial	**CIA & ESE**
	CLO 2	**Illustrate** the Non-Verbal Communication and Dissect Self countering the effects of Prejudice	A4-Organize – Affective Domain	Lecture/Tutorial/Case Study	1.Assignment
					2. Case Study
	CLO 3	**Examine** the process of relationships, social influence, aggression, prosocial behaviour in groups (A4)	C4- Analyse – Cognitive Domain	Lecture/Tutorial	**CIA & ESE**
	CLO 4	**Identify** the Socially influencing personalities and examine the prosocial behaviour expressed through online Portals	A4- Organize – Affective Domain	Group discussion/ Group work	3. Portfolio

10	Mapping CLO's with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 4 etc.,)

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	3									
CLO 2										3	
CLO 3	2	3									
CLO 4									3		

11	Transferable skills	1	Critical Thinking Skills
		2	Entrepreneurial Skills
		3	Lifelong learning Skills

12	Distribution of Student Learning Time-(*SLT-Students Learning Time; L- Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F-Face to Face; NF2F-Non Face to Face

Course Content outline	CLO	Teaching-Learning Activities					Guided Learning (NF2F) E-Learning	Independent Learning (NF2F)	SLT
		Guided Learning (F2F)							
		L	T	P	O	TOTAL			
Unit I • Social Psychology: Definition, Overview: Scientific in Nature-Causes of Social Behavior • Cognitive, Multi-cultural and Evolutionary perspectives of social Psychology • Social Cognition: Definition, Schemas • Potential sources of error in social cognition-cognition and affect	1	8	-	-	-	8		12	**20**
Unit II • Social Perception: Non-verbal Communication-Deception • Attribution: Attribution Theory- Sources of error	1	6	2			8		12	**20**

	• Impression formation- Impression management. • Self: Self presentation- Self-knowledge- Self esteem • Social comparison: Self-serving bias and unrealistic optimism								
<mark>Unit III</mark>	• Attitudes: Attitude Formation; Attitude influence behavior • How attitudes are changed: persuasion- cognitive process underlying persuasion • Resisting persuasion- cognitive dissonance • Prejudice: Meaning- Origin- techniques for countering the effects of prejudice.	1	6	2		8		12	**20**
	Detail the Non-Verbal Communication on your Neighborhood	2			2	2		-	**2**

Unit	Topics									
Unit IV	• Interpersonal Attraction: Meaning-Internal and External sources of attraction-factors based on social interaction • Close relationships: Relationship with family-friendship-romantic relationships and love- Jealousy • Social influence: Conformity-Compliance-Obedience to authority	3	6	3	-		9		18	27
Unit V	• Prosocial Behavior: Motives-understanding bystander effect-factors that increase/decrease the helping tendency • Aggression: Theories- Causes: Social, cultural, personal and situational factors-prevention and control of aggression. • Groups: Group formation-social facilitation-social loafing-group decision making-leadership.	3	6	1	-	-	7	-	14	21
	Discuss the Social influence of few personalities stressing Conformity-Compliance-Obedience to authority	4			2	2			-	2
	TOTAL		-	-	-	-	44		68	112

13	Continuous Assessment	Percentage (%)	F2F (hours)	NF2F (hours)	SLT
	Assignment (1500 word on Formation theories)–CLO2	10%	-	8	8
	Case Study –CLO2	10%		9	9
	Portfolio of various personalities and analyze their social influence-CLO4	20%		9	9
	CIA 1	30%	3	6	9
	CIA 2	30%	3	6	9
	Total	100%	Total Converted to CIA Marks		
	Continuous Internal Assessment/ Formative Assessment	25%			
14	End Semester Exam / Summative Assessment/	75%	3	10	13
				TOTAL	57
	Grand Total - TSLT (12+13+14)				169
15	Identify special requirements to deliver the course (Software, simulation room, computer lab etc.,)	NIL			
16	References	Baron, R.A. & Branscomb, N.R. (2018). Social Psychology, 14th ed. New Delhi: Pearson Education. Myers, D. G., & Twenge, J. M. (2021). Exploring social psychology. New Delhi: McGraw Hill Education (India) Pvt. Ltd.			
17	Additional References	S.S Mathur, (2019): Social Psychology Shri Vinod Pustak Mandir Publishers, New Delhi: Pearson Education.			
18	Recommended by BOS	Date: 6-05-2023			
19	Approved by Academic Council	Resolution No: Date:			

Course Co-ordinators:

1. Smitha.C.M

2. Santhosh Kumar.S

BOARD CHAIRMAN

(SEAL & SIGNATURE)

SEMESTER-II

1	Name of the Course	PRINCIPLES OF GENERAL PSYCHOLOGY	PRINCIPLES OF GENERAL PSYCHOLOGY –PRACTICAL
2	Course Code	THEORY - 23PSU04A	PRACTICAL - 23PSU04B
3	Course Type	Theory and Practical – **Embedded**	Focus On – ==Employability==/ Skill Development
4	Synopsis/Rationale of the Module	This course has four credits dedicated to provide the students a basic understanding of different subfields of psychology and also the basic concepts of learning & memory.	
5	Semester and Year Offered	II Semester; Year I	
6	Credit Value	4	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	External 80% Internal 20%	

9	Course Learning Outcomes (write the statement of the course learning outcomes)				
	At the end of the course the students will be able to:				
	CLO	**Statements**	**Level of Taxonomy**	**Teaching Method**	**Mode of Assessments**
	CLO 1	**Describe** the basic concepts of psychology and the various basic psychological theories of emotions, cognition and motivation(C2)	C2-Understand-Cognitive Domain	Lecture	**CIA & ESE**
	CLO 2	**Discuss** the theoretical classification of the motivation in various sectors (A2)	A2-Responding to Phenomena	Case study Assignments/ Group Discussion	1.Assignment
	CLO 3	**Demonstrate** the various basic psychological theories. (C3)	C3-Apply-Cognitive Domain	Lecture	**CIA & ESE**
	CLO 4	**Explain** the various theories of Personality(A3)	A3-Value-Affective Domain	Group Discussion	2.Case Study Assignment
	CLO 5	**Show** the procedure for each apparatus & assessment tool. (P2)	P2- Set-Psychomotor Domain	Group discussion/ Group work	3.Practical Tests 1

10	Mapping CLO's with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 4 etc.,)											
	CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	CLO 1	3	2									
	CLO 2				3							
	CLO 3		2							3		
	CLO 4				3							
	CLO 5			3								

11	Transferable skills	1	Critical Thinking Skills
		2	Teamwork Skill
		3	Lifelong Learning Skill
		4	Practical Skills

12		Distribution of Student Learning Time-(*SLT-Students Learning Time; L- Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F- Face to Face; NF2F-Non Face to Face								
	Course Content outline	CLO	Teaching-Learning Activities							SLT
			Guided Learning (F2F)					Guided Learning (NF2F) **E-Learning**	Independent Learning (NF2F)	
			L	T	P	O	TOTAL			
Unit I	THINKING AND LANGUAGE: • Definition – Thinking process – Concepts • Problem Solving • Decision making • Creative Thinking • Language Communication - Summary	1	5	-	-	-	5		10	**15**

Unit	Topic									
Unit II	**MOTIVATION:** • Definition • Motives • Explanations • Predictors • **Theories of Motivation** • Drive theories • Incentive theories Opponent-process theory Optimal level theories • Biological Motivation • Social Motives- Motives to know and to be effective Frustration – Conflicts	1	6	-	-	-	6	-	6	12
Unit III	**EMOTION AND STRESS:** • Definition- Expression and Perception of emotions • Physiology of Emotion • Stress- General Adaptation Syndrome • Theories of Emotion	1	6	-	-	-	6		6	12
	Detail motivation across various applied fields of life	2				2	2	-	-	2

Unit	Topic								
Unit IV	**INTELLIGENCE AND ASSESSMENT:** • Definition • Psychological tests • Nature • Assessing Intelligence. Individual Differences in Intelligence • Testing for Special Aptitudes • Behavior Assessment	3	6	-	-	-	6		-	**6**
Unit V	**PERSONALITY**: • Definition • Type and Trait theories • Theories of Personality • Psychoanalytic • Neo Freudian • Jung • Adler • Karen Horney theories. • Behavioral Theories • Humanistic Theories. • Issues and controversies in Personality theory and Research	3	6	-	-	-	6		1 2	**18**
	Detail the methods used in personality assessments and commonly used intelligence tests	4			2	2	-			2
Experiment 1	Decision Making Style		-	-	3	-	3	-	-	**3**
Experiment 2	Students Stress Scale		-	-	3	-	3	-	-	**3**
Experiment 3	Adolescent Anger Rating Scale		-	-	3	-	3	-	-	**3**

Experiment 4	Eysenck Personality Questionnaire	5	-	-	3	-	3	-	-		**3**
Experiment 5	Big Five Inventory		-	-	3	-	3	-	-		**3**
Experiment 6	16PF		-	-	4	-	4	-	-		**4**
Experiment 7	Problem solving-kohl block design test		-	-	3	-	3	-	-		**3**
		TOTAL		-	-	-	-	55			34	**89**

13	**Continuous Assessment**	Percentage (%)	F2F (hours)	NF2F (hours)	SLT
	Assignment(1000 words related to cognition)-CLO2	20%	-	6	6
	Case Study Assignment-(1500 words on various personality cases)CLO4	20%	-	9	9
	CIA 1	30%	2	6	8
	CIA 2	30%	2	6	8
	Total	100%	Total Converted to CIA Marks		
	Practical Tests –CLO5 (Practical's)	20%	2	6	8
	Record-CLO5 (Practical's)	20%		8	8
	CIA 1	30%	2	6	8
	CIA 2	30%	2	6	8
	Total	100%	Total Converted to CIA Marks		
	Continuous Internal Assessment/ Formative Assessment	20%			
14	Final/Summative Assessment/End Semester Exam	80%	3	9	12
				Total	75
	Grand Total - SLT (12+13+14)				164
15	**Identify special requirements to deliver the course (Software, simulation room, computer lab etc.,)**	PSYCHOLOGY LAB			
16	**References**	Lally, M. & Valentine, S. (2018). Introduction to Psychology. College of Lake County Foundation. Atkinson & Hilgard's Introduction to Psychology (2019),16th Edtion, Cengage Learning textbooks			

17	**Additional References**	Kantowitz, B. H., & Elmes, D.G. (2019). Experimental Psychology.10th Edition. Cengage Learning. Myers, A. (2018). Experimental Psychology (7th Ed). Wadsworth, Inc.
18	**Recommended by BOS**	**Date: 6-05-2023**
19	**Approved by Academic Council**	**Resolution No:** **Date:**

Course Co-ordinators:

1. Seethalakshmy.A

2. Santhosh Kumar .S

BOARD CHAIRMAN

(SEAL & SIGNATURE)

1	Name of the Course	ADOLESCENT & ADULT PSYCHOLOGY	
2	Course Code	23PSU05	
3	Course Type	Theory	Focus On – **Employability**
4	Synopsis/Rationale of the Module	This course has four credits dedicated to provide the students a basic understanding of developmental stages from adolescent to adult. It enables students to understand the psychological states at different growth levels.	
5	Semester and Year Offered	II Semester; Year I	
6	Credit Value	4	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	25% Internal, 75% External	

	Course Learning Outcomes (write the statement of the course learning outcomes) At the end of the course the students will be able to:				
	CLO	**Statements**	**Level of Taxonomy**	**Teaching Method**	**Mode of Assessments**
9	**CLO 1**	**Describe** the different development from late childhood to adult. (C2)	C2-Understand-Cognitive Domain	Lecture/Tutorial	**CIA & ESE**
	CLO 2	**Discuss** the various areas of development during adolescence stressing Physical & Psychological Hazards of Adolescence (A2)	A2-Respond - Affective Domain	Group discussion	1.Technical Presentation
	CLO 3	**Demonstrate** the developmental changes during middle and old age of a human life. (C3)	C3-Apply-Cognitive Domain	Lecture/Tutorial	**CIA & ESE**
	CLO 4	**Explain** the hazards in each stage of lifespan development. (A3)	A3-Value – Affective Domain	Group discussion/ Group work	2. Assignment
					3. Poster Presentation

10	Mapping CLO's with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 4 etc.,)											
	CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	CLO 1	3	1									
	CLO 2				3	2						
	CLO 3		3							2		
	CLO 4					2				3		

11	Transferable skills	1	Critical Thinking skills
		2	Teamwork Skills
		3	Communication Skills
		4	Lifelong learning Skills

12	Distribution of Student Learning Time-(*SLT-Students Learning Time; L-Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F-Face to Face; NF2F-Non Face to Face									
	Course Content outline	CLO			Teaching-Learning Activities					SLT
				Guided Learning (F2F)				Guided Learning (NF2F) E-Learning	Independent Learning (NF2F)	
			L	T	P	O	TOTAL			
Unit I	**LATE CHILDHOOD** Introduction Characteristics of Late Childhood - Speech Improvement in Childhood - Emotional Expression in Childhood - Social Behavior in Childhood - Moral development in Childhood - Hazards of Childhood	1	11	-	-	-	11	-	11	22

Unit										
Unit II	**ADOLESCENCE** • Introduction • Characteristics of Adolescence • Development Tasks of Adolescence • Physical change in Adolescence • Social and Morality Change in Adolescence • Sex- Role typing in Adolescence • Family Relationships in Adolescence • Physical & Psychological Hazards of Adolescence	1	8	2	-	-	10	-	10	**20**
Unit III	**ADULTHOOD** • Introduction • Characteristics of Early & Late Adulthood • Developmental Tasks of Early & Late Adulthood • Personal & Social Hazards of Early Adulthood • Vocational & Family Adjustment in Early Adulthood • Marital Adjustment in Adulthood • Hazards of Adulthood	1	10	-	-	-	10	-	20	**30**

Unit	Topic									
	Discuss the life changes during the adult hood stressing family , marital and personal adjustments	2	-	-	-	2	2		-	**2**
Unit IV	**MIDDLE AGE** • Introduction • Characteristics of Middle Age • Developmental Tasks of Middle Age • Adjustment to Mental Changes • Adjustment to Social Changes • Vocational Adjustment in Middle Age • Family Adjustment • Hazards of Middle Age	3	10	-	-	-	10	-	10	**20**
Unit V	**OLD AGE** • Introduction • Characteristics of Old Age • Problems Unique to Old Age • Physical Adjustment • Adjustment to Motor Ability • Mental Adjustment • Vocational Adjustment • Adjustment to Retirement • Coping with Family Life • Hazards of Old Age	3	10	-	-	-	10	-	10	**20**
	Demonstrate the adjustments and discomforts during old age with the	4				2	2			**2**

	psychological relevance									
	TOTAL		-	-	-	-	55	-	61	**116**

13	**Continuous Assessment**	Percentage	F2F	NF2F	TOTAL	
	Assignment (1000 WORDS on speech/language/moral development) –CLO2	20%	1	9	10	
	Technical Presentation-CLO2	10%	1	9	10	
	Poster Presentation-CLO4	10%	1	3	4	
	CIA 1	30%	2	6	8	
	CIA 2	30%	2	6	8	
	Total	100%	Total Converted to CIA Marks			
	Continuous Internal Assessment/ Formative Assessment	25%				
14	End Semester Exam / Summative Assessment/	75%	3	9	12	
					TOTAL	**52**
Grand Total - SLT (12+13+14)						**168**
15	**Identify special requirements to deliver the course (Software, simulation room, computer lab etc.,)**	NIL				
16	**References**	Burman, E. (2019). Deconstructing Developmental Psychology (3rd Ed). T&F INDIA. Lally, M. & Valentine, S. (2019). Lifespan Development: A Psychological Perspective. Second Edition. College of Lake County.				
17	**Additional References**	Santrock, J. E. (2018). Child Development. Tata McGraw Hill Publications, (13th Ed). Reprint				
18	**Recommended by BOS**	**Date: 06-05-2023**				
19	**Approved by Academic Council**	**Resolution No:** **Date:**				

Course Co-ordinators:

1. Smitha.C.M

2. Dr. P.T. Saleendran

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(SEAL & SIGNATURE)

1	Name of the Course	BIOLOGICAL PSYCHOLOGY	
2	Course Code	23PSU06	
3	Course Type	Theory	Focus On – ==Employability==/
4	Synopsis/Rationale of the Module	This course has four credits dedicated to provide the students a basic understanding of the Brain, nervous system and its functions	
5	Semester and Year Offered	II Sem; Year I	
6	Credit Value	4	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	==75% External and 25% Internal==	

9	Course Learning Outcomes (write the statement of the course learning outcomes)

At the end of the course the students will be able to:

CLO	Statements	Level of Taxonomy	Teaching Method	Mode of Assessments
CLO 1	Reproduce the different parts of the brain along with its mechanism and the various glands, its functions & its role in psychological aspects. (C1)	C1- Remember- Cognitive Domain	Lecture/Tutorial	CIA & ESE
CLO 2	Present the various brain parts and associated behaviour/ Hormones and associated Behaviour(A2)	A2- Respond to Phenomena - Affective Domain	Case study Assignments / Group Discussion	1. Group Assignments
CLO 3	Demonstrate the nervous system and the transmission of nerve impulses stressing the role of neurotransmitters(C3)	C3- Apply- Cognitive Domain	Lecture/Tutorial	CIA & ESE
CLO 3	Explain the nerve connection, neural impulses & its relationship with the nervous system. (A3)	A3- Valuing - Affective Domain	Group Discussion/ Group work	3. Poster Presentation

10	Mapping CLO's with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 4 etc.,)											
	CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	CLO 1	3										
	CLO 2				3							
	CLO 3	2	3									
	CLO 4	3	2									

11	Transferable skills	1	Critical Thinking Skills
		2	Teamwork Skills
		3	Communication Skills
		4	Lifelong learning Skills

12		Distribution of Student Learning Time-(*SLT-Students Learning Time; L-Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F-Face to Face; NF2F-Non Face to Face								
	Course Content outline	CLO	**Teaching-Learning Activities**							SLT
			Guided Learning (F2F)				Total	Guided Learning (NF2F) E-Learning	Independent Learning (NF2F)	
			L	T	P	O				
Unit I	Unit I INTRODUCTION • Definition • Nature • Relation with other Branches METHODS OF STUDY • Ablation • Recording • Electrical and Chemical Stimulation • Clinical and Anatomical Methods • Implications of physiological psychology	1	11	-	-	-		-	-	11

Unit	Content									
Unit II	BRAIN AND BEHAVIOUR • General plan of brain structure • Brain - Hindbrain, Mid Brain, and Fore Brain • Functional organization of the brain • CNS circulation • Blood- brain Barrier • Psychophysiology of emotions • Brain damage and Impairment • Role of hippocampus, amygdala and frontal lobe	1	8	2	-	-		10	10	**20**
Unit III	HORMONES & BEHAVIOUR • Endocrine Glands • Characteristics of Endocrine • Methods of investigation • Mechanisms of hormones • Hormones of the Hypothalamus	1	10	-	-	-	10	-	10	**20**
	Discuss some various brain parts and associated behaviour or any Hormones and associated Behaviour	2			2	2				**2**
Unit IV	NERVOUS SYSTEM • Anatomy • Types of neurons • Methods for studying neurons • The Peripheral Somatic Nervous System: The Structure	3	10	-	-	-	10	-	20	**30**

Unit	Content									
	and Function. • Autonomic Nervous System: Structure and Function. • Central Nervous System, Structure and Function.									
Unit V	NEURAL IMPULSE • Nerve Impulse Transmission • Graded Potentials • Spike Potentials • EPSP • IPSP • Resting Potential • Action Potential • Neurotransmitters and the Nervous System • Acetylcholine • Dopamine • Norepinephrine • Serotonin • GABA.	3	10	-	-	-	10	-	10	**20**
	Detail the transmission of nerve impulse through nerves with any Neuro-transmitters role	4				2	2			**2**
			26	10		8		34	40	118

13	Continuous Assessment	Percentage (%)			F2F (hours)	NF2F (hours)	SLT
	Group Assignments (CLO2	20 %			2	9	11
	Case Study Assignment -CLO2	10 %			2	9	11
	Poster Presentation- CLO4	10 %			1	3	4
	CIA 1–CLO	30 %			2	8	10
	CIA 2–CLO	30 %			2	7	9
	Total	100%			Total Converted to CIA Marks		
	Continuous Internal Assessment/ Formative Assessment	25%					

14	End Semester Exam / Summative Assessment/	75%	3	9	12
	Grand Total - SLT (12+13+14)				157
15	**Identify special requirements to deliver the course (Software, simulation room, computer lab etc.,)**		NIL		
16	**References**		Pinel, J. P. J., & Barnes, S. J. (2018). Biopsychology (10th Ed). Pearson Education. Carlson, N. R., & Birkett, M. A. (2019). Physiology of Behaviour (13th Ed). Pearson Education		
17	**Additional References**		Leukel, F (2020). Introduction to Physiological Psychology, (4thEd). CBS Publishers and Distributors, New Delhi		
	Recommended by BOS		**Date:6.5.2023**		
	Approved by Academic Council		**Resolution No: Date:**		

Course Co-ordinator :
1. Jerin J.
2. Manish Kaarthick Y.

Board Chairman Seal & Signature

1	Name of the Course	EXPERIMENTAL PSYCHOLOGY- I	
2	Course Code	23PSU07	
3	Course Type	PRACTICAL	Focus On –**Skill Development**
4	Synopsis/Rationale of the Module	This course has three credits dedicated to provide the students a basic understanding of physiological process of behaviour	
5	Semester and Year Offered	II Semester; Year I	
6	Credit Value	2	
7	Pre-requisite (if any)	NA	
8	Assessment Strategy	**75% External and 25% Internal**	

9 Course Learning Outcomes (write the statement of the course learning outcomes)

At the end of the course the students will be able to:

CLO	Statements	Level of Taxonomy	Teaching Method	Mode of Assessments
CLO 1	**Begin** to use the apparatus and tools in Psychology (P2)	P2 - Set - Psychomotor Domain	Practical/ Demonstration	Practical Tests
CLO 2	**Explain** the sensory abilities in relations to the behaviour (P2)	P2 - Set - Psychomotor Domain	Practical/ Demonstration	Practical Tests
CLO 3	**Show** the psychomotor abilities in relations to the behaviour. (P2)	P2 - Set - Psychomotor Domain	Practical/ Demonstration	Practical Tests

10 Mapping CLOs with PLO's (select the learning domain for each CLO's and map it with PLO's; for example, CLO 1- Knowledge- PLO 1; CLO 2- Communication skills; PLO 4 etc.,)

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1			3			1					
CLO 2			3			2					
CLO 3			3			1					

11	Transferable skills	1	Practical Skills
		2	Digital Skills

12		Distribution of Student Learning Time-(*SLT-Students Learning Time; L-Lecture; T-Tutorial; P-Practical (Lab & Demonstration); O-Others i.e. case study, Problem based learning, Group discussion learning etc.,)** F2F-Face to Face; NF2F-Non-Face to Face									
		Course Content outline	**CLO**	**Teaching-Learning Activities**					**E-Learning**	**Independent Learning (NF2F)**	**SLT**
				Guided Learning (F2F)							
				L	**T**	**P**	**O**	**Total**			
Experiment 1		Ishihara colour Deficiency	1	-	-	4	-	4	-	2	**8**
Experiment 2		Muller Lyre Illusion		-	-	4	-	4	-	2	**8**
Experiment 3		Tweezer Dexterity		-	-	3	-	3	-	1	**6**
Experiment 4		Reaction Time	2	-	-	3	-	3	-	1	**6**
Experiment 5		Electrical Maze Learning	3	-	-	3	-	3	-	1	**6**
Experiment 6		Size Constancy		-	-	4	-	4	-	2	**8**
Experiment 7		Depth Perception		-	-	3	-	3	-	1	**9**
Experiment 8		Phi phenomena		-	-	3	-	3	-	1	**9**
Experiment 9		Aesthesiometer		-	-	3	-	3	-	1	**6**
Experiment 10		Minnesota Dexterity Test		-	-	3	-	3	-	1	**6**
		TOTAL		-	-	-	-	33	-	13	**46**

13	Continuous Assessment	Percentage (%)	F2F (hours)	NF2F (hours)	SLT
	Sensation/ Perception real time model	20%	-	3	3
	Record	10%	-	3	3
	Attendance	10%	-	-	-
	CIA-1	30%	3	9	12
	CIA-2	30%	3	9	12
	Total	100%	6	24	30
	Continuous Internal Assessment/Formative Assessment	40%	Total Converted to CIA Marks		
14	Final / Summative Assessment/End Semester Practical Exam	60%	3	9	12
	Total				**42**
	Grand Total - SLT (12+13+14)				**88**
15	**Identify special requirements to deliver the course**	Psychology Lab			

	(Software, simulation room, computer lab etc.,)	
16	**References**	Anastasi and Urbina (2018). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.
17	**Additional References**	Rajamanickam (2020). Experimental Psychology, Vol 1 & Vol II, New Delhi: Concept Publishing Company
18	**Recommended by BOS**	**Date: 06.05.2023**
19	**Approved by Academic Council**	**Resolution No:** **Date:**

Course Co-ordinators:

1. Seethalakshmy. A

2. Santhosh Kumar. S

BOARD CHAIRMAN

(SEAL & SIGNATURE)