



CHRIST COLLEGE
(A U T O N O M O U S) I R I N J A L A K U D A - K E R A L A

PG DEPARTMENT OF PSYCHOLOGY

BACHELOR OF PSYCHOLOGY

COURSE PLAN

2019

ODD SEMESTER

HOD: NIMY P G

FIRST SEMESTER							
Sl.NO	Course	Title	Contact Hours	Credits	Internal	External	Total Marks
1	Core course	PSY1B01 Basic themes in psychology I	4	3	15	60	75
2	Complimentary	PSG1C01 Human physiology I	4	3	15	60	75

THIRD SEMESTER							
Sl.NO	Course	Title	Contact Hours	Credits	Internal	External	Total Marks
1	Core	PSY5B04 Psychologic al Counseling	3	3	15	60	75
2	Complimentary.	PSG3C01 Human physiology III	5	3	15	60	75

FIFTH SEMESTER

Sl.NO	Course	Title	Contact Hours	Credits	Internal	External	Total Marks
1	Core	PSY5B01 Abnormal psychology I	4	3	15	60	75
2	Core	PSY5B02 Social psychology	4	2	15	60	75
3	Core	PSY5B03 Developmental psychology I	3	3	15	60	75
4	Core	PSY5B04 Psychological counselling	3	3	15	60	75
5	Core	PSY5B05 Health Psychology	3	3	15	60	75

SEMESTER I

PSY1B01 BASIC THEMES IN PSYCHOLOGY- I

Lecture Hours per week: 4, Credits: 3, Internal: 15, External: 60

OBJECTIVES:

1. To describe the basic concepts of Psychology.
2. To illustrate the Psychological principles with real life examples.
3. To analyze various aspects of Psychological processes.
4. To assess the knowledge about major concepts of attention, learning and consciousness.
5. To examine the importance of the concept of perception.
6. To distinguish various types of learning theories and principles.

Module 1 Introduction (16 hours)

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas of Descartes, Locke.

Biological origins; Darwin, Genetics. Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation;

Interview methods-structured, semi structured and unstructured interviews; Surveys; case study; Questionnaires;

Correlational studies; experimental method.

Module 2 Attention and Perception (16 hours)

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Sensation and perception: Difference between sensation and perception: sensory threshold; absolute threshold; difference threshold; just noticeable differences; subliminal perception.

Perceiving forms, patterns and objects: perceptual set, feature analysis, bottom-up processing, top-down processing. Perceptual organization; Gestalt principles, figure and ground segregation, phi-phenomenon.

Perceptual constancies: size, shape, brightness constancies. Visual illusions; Theories of color vision; Theories of auditory perception.

Module 3 States of Consciousness (14 hours)

Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders -Dreams: psychodynamic, physiological and cognitive views. Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.

Module 4 Learning (18 hours)

Concept of learning, Nature of learning, learning curve.

Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning. Classical conditioning: Basic experiment and basic terms; Principles of Classical Conditioning-Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination. Applications of classical conditioning. Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning.

Cognitive learning: Cognitive map; latent learning; sign learning. Observational learning/ Modeling

REFERENCES

- Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
- Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: Mc Graw Hill Inc.
- Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
- Coon, D.& Mitterer,J.O.(2013)Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning
- Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
- Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

Additional References:

- Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
- Mishra, B.K. (2008). Psychology: *The study of Human Behavior*. New Delhi

OBJECTIVES

- a) *To examine the importance of Psychology in daily life.*
- b) *To describe the basic concept of the field of Psychology with an emphasis on the applications of Psychology in everyday life*
- c) *To summarize the basics of various theories in Psychology*
- d) *To assess basic knowledge about systems and processes like cognition, memory, motivation and emotion.*
- e) *To analyze different branches and scope of psychology*

LESSON PLAN

Unit/ session/ hours (time Required)	Topics for student preparation (input)	Procedure (process) Student centric Method of teaching	Activity	Learning outcome (output)	Assessment
Module 1 Introduction (16hours)	Origin and brief history of modern scientific psychology. School of thoughts. Branches and Scope of Psychology. Methods of psychology.	<ul style="list-style-type: none"> • Discussion • Lecture • Participative learning through roleplay 	<ul style="list-style-type: none"> • Presentations • Group Discussion • Roleplay • Assignment 	Understand the origin, history, branches scope and different research methods in Psychology.	Evaluation through MCQ and class test
Module-2 Attention and Perception (16hours)	Selective and sustained attention. Factors and Phenomena. Sensation and perception, Threshold, subliminal perception. Perceptual organization; Perceptual constancies; Theories of color vision and auditory perception.	<ul style="list-style-type: none"> • Lecture • Discussion • Videos 	<ul style="list-style-type: none"> • Real-life experience discussion • Group discussion • Attention and perception games and activities 	Understand the attention and perception processes.	Evaluation through Viva and class test
Module-3 States of	Nature of consciousness.	<ul style="list-style-type: none"> • Lecture • Discussion • Presentation 	<ul style="list-style-type: none"> • Discussion about recent researches 	Understand the concept of Consciousness	Evaluation through class Test and Viva

	Biological rhythms: circadian rhythms;		• Question	and sleep patterns	
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consciousness (14 hours)	Sleep and waking cycle; sleep disorders -Dreams: psychodynamic, physiological and cognitive views. Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs.		paper		
MODULE 4 Learning (18 hours)	Concept, Nature and Types of learning. Associative learning (Classical and operant conditioning) and Cognitive learning. Classical conditioning and Operant conditioning. Cognitive learning.	<ul style="list-style-type: none"> • Lecture • Discussion • Videos 	<ul style="list-style-type: none"> • Real-life experience discussion • Question paper discussion • Learning style analysis 	Understand the concept of learning.	Evaluation Through MCQ and class test

Course outcomes

CO1	Describe the basic concepts of Psychology
CO2	Illustrate the Psychological principles with real life examples
CO3	Analyze various aspects of Psychological processes
CO4	Assess the knowledge about major concepts attention, learning and consciousness

UNIT WISE BREAK UP

LECTURE HOURS: 64

Module Number	Topic	No. of Lecture Hours	Pre- class activity	Pedagogy (in class)	Out of class assignment
Module 1	Introduction	16			
Unit 1	Psychology: A working definition. Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.	4	Read the concept before coming to the class.	Lecture method, Group Discussion and activity.	Home work: Activity to write the quality you possess to become a Psychologist
Unit 2	Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.	4	To re-collect the previous knowledge	Lecture method, Group Discussion and book references.	Home work: Roleplay preparation
Unit 3	Branches of Psychology, Scope of Psychology.	3	To write the assignment on scope of psychology	Lecture method, Group Discussion, Presentation	Homework: To find the recent development in the emerging fields of Psychology
Unit 4	Methods of psychology: Observation; Interview methods; Surveys; case study; Questionnaires;	5	To read about different methods of research in psychology	Lecture method, Group Discussion, Demo	Read more about Research methods in psychology

	Correlational studies; experimental method.				
Module 2	Attention and Perception	16 hours			
Unit 1.	Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.	4	Read about attention and related concepts	Lecture method and discussion	Home work: To find methods to improve attention skill
Unit 2.	Sensation and perception: Difference between sensation and perception: sensory threshold; absolute threshold; difference threshold; just noticeable differences; subliminal perception.	4	Watch videos related to perception	Lecture and discussion	To make elaborative notes on Sensation and perception
Unit 3	Perceiving forms, patterns and objects: perceptual set, feature analysis, bottom-up processing, top-down processing. Perceptual organization; Gestalt principles, figure and ground segregation, phi-phenomenon.	4	Read about perception	Lecture and discussion	Note preparation
Unit 4	Perceptual constancies: size, shape, brightness constancies. Visual illusions; Theories of color vision; Theories of auditory perception.	4	Read about different types of illusions	Lecture and video session	Write about more theories on perception

Module 3	States of Consciousness	14 hours			
Unit 1	Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders.	5	To understand consciousness and sleep patterns	Lecture, recent researches discussion	Viva, test, And note preparation
Unit 2	Dreams: psychodynamic, physiological and cognitive views.	4	To read about dream	Lecture and discussion, learn through videos	Viva, unit test, extra notes
Unit 3	Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.	5	To understand the altered states of consciousness	Lecture and discussion, learn through activity	Viva, unit test extra notes
Module 4	Learning	18 hours			
	Concept of learning, Nature of learning, learning curve.	2	Discussion on different types of learning	Lecture and discussion, learn through self analysis	Viva, unit test extra notes
	Types of Learning; Associative learning (Classical and	3	To realize the theories in learning	Lecture and discussion, learn through videos	Test

	operant conditioning) and Cognitive learning				
	Classical conditioning: Basic experiment and basic terms; Principles; Applications of classical conditioning.	5	Find real life examples of types of learning	Lecture and discussion, Role play	Viva
	Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning.	5	Find more applications of operant conditioning techniques	Lecture and presentation	Presentation
	Cognitive learning: Cognitive map; latent learning; sign learning. Observational learning/ Modeling	3	Read about cognitive learning	Lecture and discussion	Assignment

Teacher-in-charge : Ms. Aarsha Ajayan

Sl. No.	Course	Title	Contact hours	Credits	Internal	External	Total marks
1	B.Sc. Psychology (First Semester)	PSG1C01 - Human Physiology I	72	3	15	60	75

SEMESTER I

HUMAN PHYSIOLOGY I – Code No: PSG1C01 – Credit: 3

Lecture hours per week – 4, Examination hours – 2.5 hours

Objectives: This course familiarizes the student of Psychology with the most essential and fundamental aspects of cell biology and basics of genetics that are essential for understanding the anatomy and physiology of the nervous system in general and of the CNS that they are to master in the following semesters.

MODULE 1. CELLULAR ORGANIZATION (20 HOURS)

Cell Structure
Plasma membrane
Cell Inclusions
Cell theory
Tissues

MODULE 2. GENES AND CHROMOSOMES (14 HOURS)

Structure of DNA
DNA replication
Concept of a gene
Morphology and kinds of chromosomes
Linkage and crossing over

MODULE 3. CELL DIVISION (12 HOURS)

Cell cycle
Mitosis
Meiosis

MODULE 4. ELEMENTS OF HEREDITY AND VARIATION (12 HOURS)

Mendel's work and laws of inheritance
Brief description of other patterns of inheritance

MODULE 5. MUTATIONS AND GENETIC DISORDERS (14 HOURS)

Gene mutation and kinds of mutation
Autosomal anomalies
Sex chromosomal anomalies

References

- Dewitt-Saunders, Biology of the cell.
 - Strickberger W.M-Mac Millon, Genetics.
 - Gerald Karp, Cell and Molecular Biology: Concept and Experiments.
 - Roothwell, Human Genetics, Prentice Hall.
 - Lodish;Verk; et.al; Molecular Cell Biology, W.H. Freeman publishers.
 - De Robertis, E. D. P. and De Robertis, E. M. F., Cell and molecular Biology, 7 Edn, Hol-Saunders International Editions.
 - Molecular Biology of the Gene by James D. Watson; Michael Levine; Tania A. Baker; Alexander Gann; Stephen P. Bell.
 - Molecular Cell Biology, by Harvey Lodish, Arnold Berk, S Lawrence Zipursky, Paul Matsudaira, David Baltimore, and James Darnell.
 - Cell and Molecular Biology by E.D.P . De Robertis and E.M.F. De Robertis Jr.

LESSON PLAN

UNIT/SESSION/HOURS (Time required)	TOPICS FOR STUDENT PREPARATION (INPUT)	PROCEDURE – Method of Teaching	ACTIVITY	LEARNING OUTCOME (OUTPUT)	ASSESSMENT
MODULE 1. CELLULAR ORGANIZATION (20 HOURS)	<ol style="list-style-type: none"> 1. Cell Structure 2. Plasma membrane 3. Cell Inclusions 4. Cell theory 5. Tissues 	Offline class using projector and black board	Question paper discussion	To understand the cellular organization	Evaluation through MCQ and class test
MODULE 2. GENES AND CHROMOSOMES (14 HOURS)	<ol style="list-style-type: none"> 1. Structure of DNA 2. DNA replication 3. Concept of a gene 4. Morphology and kinds of chromosomes 5. Linkage and crossing over 	Offline class using projector and black board	Question paper discussion	To understand the genes and chromosomes	Evaluation through MCQ and class test
MODULE 3. CELL DIVISION (12 HOURS)	<ol style="list-style-type: none"> 1. Cell cycle 2. Mitosis 3. Meiosis 	Offline class using projector and black board	Question paper discussion	To understand the cell cycle	Evaluation through MCQ and class test
MODULE 4. ELEMENTS OF HEREDITY AND VARIATION (12 HOURS)	<ol style="list-style-type: none"> 1. Mendel's work and laws of inheritance 2. Brief description of other patterns of inheritance 	Offline class using projector and black board	Question paper discussion	To understand the elements of heredity and variation	Evaluation through MCQ and class test
MODULE 5. MUTATIONS AND GENETIC DISORDERS (14 HOURS)	<ol style="list-style-type: none"> 1. Gene mutation and kinds of mutation 2. Gene mutation disorders 3. Autosomal anomalies 4. Sex chromosomal anomalies 	Offline class using projector and black board	Question paper discussion	To understand the mutations and genetic disorders	Evaluation through MCQ and class test

UNIT WISE BREAK UP - LECTURE HOURS – 72

Unit	Topic	Lecture hours	Pre-class activity	Pedagogy	Out of class assignment
Module 1. CELLULAR ORGANIZATION (20 hours)					
Unit 1	Cell structure	5	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Cell inclusions	4			
Unit 3	Cell theory	3			
Unit 4	Unicellularity to multicellularity	5			
Unit 5	Tissues	3			
Module 2. GENES AND CHROMOSOMES (14 HOURS)					
Unit 1	Structure of DNA & replication	5	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Concept of a gene	3			
Unit 3	Morphology of chromosomes	3			
Unit 4	Linkage and crossing over	3			
Module 3. CELL DIVISION (12 HOURS)					
Unit 1	Cell cycle	3	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Mitosis	4			
Unit 3	Meiosis	5			
Module 4. ELEMENTS OF HEREDITY AND VARIATION (12 HOURS)					
Unit 1	Mendel's work and laws of inheritance	6	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Brief description of other patterns of inheritance	6			
Module 5. MUTATIONS AND GENETIC DISORDERS (14 HOURS)					
Unit 1	Gene mutation and kinds of mutation	4	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Gene mutation disorders	4			
Unit 3	Autosomal anomalies	4			
Unit 4	Sex chromosomal anomalies	2			

COURSE OUTCOME

1	To describe the most essential and fundamental aspects of Cell Biology
2	To discuss the basics of genes and chromosomes
3	To define the fundamental aspects of heredity and variation
4	To define gene mutation
5	To give examples of gene mutation disorders

Teacher-in-charge: Dr. Suresh K. Govind

PSY3B01 Credits: 3 PSYCHOLOGICAL MEASUREMENT AND TESTING
Lecture Hours per week: 3, Credits: 3 Internal: 15, External: 60

Objectives:

- Explain basic concepts of Psychological measurement
- Rate the importance of tools and techniques in Psychology
- Make aware of ethical principles in Psychological testing
- Justify the importance of research methods
- Discuss the methods of test construction
- Develop skills for Psychological assessment

Module 1: Introduction to Measurement and Scaling Techniques 12 Hours

Definition of measurement, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Distinction between psychological measurement and physical measurement, Problems in psychological measurements. Concepts of psycho physics: Absolute threshold, Difference threshold, Weber's law, Fechner's law, Psychophysical/ psychological scaling methods- Method of Average Error, Method of Minimal Changes, Method of Constant Stimuli, Method Of Pair Comparison, Method Of Rank Order.

Module 2: Nature and Use of Psychological Tests 10 Hours

Definition of psychological test, Historical perspective of psychological testing
Uses of psychological test, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, ethical issues in psychological testing, Factors influencing Test Administration- Examiner, Testing Conditions, Test Taker. Classification of psychological tests: Speed test and power test, Individual and group tests, Verbal, Non-verbal and performance tests, culture specific and culture free tests, Objective and subjective tests.

Module 3: Test Construction and Administration 12 Hours

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardization, Meaning of Reliability, Types of reliability, Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity, Concept of Norms –norm referenced and criterion- referenced norms, types of norms- percentile, standard score, age equivalent, grade equivalent and T-score.

Module 4: Basics of Psychological research 14 Hours

Meaning and characteristics of scientific research, types of research: historical, basic versus applied research, experimental versus descriptive/non experimental. Research Process- identifying the problem-types of problems, hypothesis- types of hypothesis, variables- dependent, independent, extraneous variables, formulating research design, reviewing the literature-sources of review, Sampling- fundamentals of sampling, Data collection techniques-questionnaire and schedule, interview, content analysis, observation, rating scale, carrying out statistical analysis-difference between descriptive and inferential statistics, drawing conclusions.

Structure of a research report, APA style of writing research report

REFERENCES

- Singh, A.K.(2008). Tests, Measurements and research Methods in Behavioural Sciences(3rd ed.). Patna: Bharati Bhawan Publishers
- Chadha.N.K.,(2009).Applied Psychometry. New Delhi: Sage Publications India Pvt Ltd.
- Anastasi, A., & Urbina, S. (2005). Psychological Testing (7th ed.).New Delhi: Prentice –Hall Of India.
- Kaplan R. M.& Saccuzzo D. P,(2007), Psychological Testing –Principles, Applications And Issues. (6th Edition).New Delhi Thomson And Warsworth.
- Additional references
- Kothari, C. R. (2009). Research Methodology- Methods & Techniques. (2nd ed.). India: Repro India Limited
- Goodwin.C J.(2002). Research in Psychology: Methods and design (3rd ed.) New York: john iley 7Sons,

Inc

Evans, A. N & Rooney, B. F. (2008).Methods in Psychological Research. USA: Sage Publication

OBJECTIVES

- a. To make aware of ethical principles in testing
- b. To offer foundation on psychological measurements
- c. To familiarize the uses of psychological tests and testing

Unit/ session/ hours (time Required)	Topics for student preparation (input)	Procedure (process) Student centric Method of teaching	Activity	Learning outcome (output)	Assessment
Module 1 Introduction to Measurement and Scaling Techniques 12Hours	Definition Levels of measurement Properties of scales of measurement Distinction between psychological measurement and physical measurement Problems in psychological measurements Concepts of psychophysics Psychophysical/ psychological scaling methods	Participative learning Lecture	Question paper discussion Open discussion Seminar presentations Assignment	Explain basic concepts of Psychological measurements understand the levels of measurements in psychological testing. Make aware of ethical principles in Psychological testing. Examine the difference between psychological measurement and physical measurement	Evaluation through class tests Every day or alternative question answer
Module-2 : Nature and Use of Psychological 10 Hours	Definition of psychological test Historical perspective of psychological testing Uses of psychological test Characteristics of a good test ethical issues in psychological testing Factors influencing Test administration Classification of psychological tests	Lecture Discussion Seminar presentation	Question paper discussion Open discussion Seminar Presentations Assignments	Understand nature and use of psychological tests Examine the use of psychological test. Make aware of the characteristics of a good test. Make aware of the classification of psychological tests.	Evaluation through class tests Every day or alternative question answer

<p>Module 3 Test Construction and Administration 12 Hours</p>	<p>steps of test construction Meaning and types of Reliability Meaning and aspects of Validity Concept of Norms T-score.</p>	<p>Lecture Open discussion Seminar presentations Assignments</p>	<p>Question paper discussion Open discussion Seminar presentations Assignment</p>	<ul style="list-style-type: none"> • Examine the steps of test construction • Analyze the concept of norm • Make aware of the difference between reliability and validity. • Understand the meaning and purpose of item analysis. 	<p>Evaluation through class tests Every day or alternative question answer</p>
<p>Module 4 Basics of psychological research 14 Hours</p>	<p>Meaning & characteristics of scientific research Types of research Research Process Types of problems Hypothesis Variables formulating research design reviewing the literature Sampling Data collection techniques difference between descriptive and inferential statistics drawing conclusions Structure of a research report APA style of writing research report</p>	<p>Lecture Open discussion Seminar presentations Assignments</p>	<p>Question paper discussion Open discussion Seminar presentations Assignment</p>	<ul style="list-style-type: none"> • Examine the basics of psychological research. • Make aware of the meaning and characteristics of scientific research. • Examine the research process. • Make aware of the data collection techniques. <p>Understand the structure of a research report.</p>	<p>Evaluation through class tests Every day or alternative question answer</p>

Course outcomes

CO1	Explain basic concepts of Psychological measurement
CO2	Rate the importance of tools and techniques in Psychology
CO3	Make aware of ethical principles in Psychological testing
CO4	Justify the importance of research methods
CO5	Discuss the methods of test construction
CO6	Develop skills for Psychological assessment

Sl. No.	Course	Title	Contact hours	Credits	Internal	External	Total marks
1	B.Sc. Psychology (Third Semester)	PSG3C01 - Human Physiology III	90	3	15	60	75

SEMESTER III

HUMAN PHYSIOLOGY III – Code No: PSG3C01 – Credit: 3 **Lecture hours per week – 5, Examination hours – 2.5 hours**

Objectives: This course familiarizes the student of Psychology with the sensory systems, pathways and perception of various senses. It also introduces the student to the endocrine system.

MODULE 1. THE VISUAL SYSTEM (18 HOURS)

Structure of human eye
Functioning of the eye
Visual defects

MODULE 2. AUDITORY SYSTEM (16 HOURS)

Anatomy of the auditory system
Auditory pathways
Stato-receptors

MODULE 3. GUSTATORY AND OLFACTORY SYSTEMS (16 HOURS)

Anatomy of taste buds
Taste pathways
Organization of olfactory membrane
Olfactory pathway

MODULE 4. CUTANEOUS SENSATION (20 HOURS)

Mechano-receptive somatic senses
Sensory pathways
Thermal sensation

Pain sensation

MODULE 5. ENDOCRINE SYSTEM (20 HOURS)

Introduction to endocrinology and mode of action of hormones

Major endocrine glands

References

- Lehninger Albert, Biochemistry, Kalyani publications, N. Delhi.
- Guyton and Hall – Text Book of Medical Physiology, 12th Edition, Saunders
- K.K. Sebastain – Animal Physiology, Madonna Publications
- Kalat J.W. and Wadsworth C.A., Biological Psychology
- Sembulingam K. and Prema S., Essentials of Medical Physiology, Jaypee brothers Medical Publishers

LESSON PLAN

UNIT / SESSION / HOURS (Time required)	TOPICS FOR STUDENT PREPARATION (INPUT)	PROCEDURE – Method of Teaching	ACTIVITY	LEARNING OUTCOME (OUTPUT)	ASSESSMENT
MODULE 1. THE VISUAL SYSTEM (18 HOURS)	1. Structure of human eye 2. Functioning of the eye 3. Visual defects	Offline class using projector and black board	Question paper discussion	To understand the visual system	Evaluation through MCQ and class test
MODULE 2. AUDITORY SYSTEM (16 HOURS)	1. Anatomy of the auditory system 2. Auditory pathways 3. Stato-receptors	Offline class using projector and black board	Question paper discussion	To understand the auditory system	Evaluation through MCQ and class test
MODULE 3. GUSTATORY AND OLFATORY SYSTEMS (16 HOURS)	1. Anatomy of taste buds 2. Taste pathways 3. Organization of olfactory membrane 4. Olfactory pathway	Offline class using projector and black board	Question paper discussion	To understand the gustatory and olfactory system	Evaluation through MCQ and class test
MODULE 4. CUTANEOUS SENSATION (20 HOURS)	1. Mechano-receptive somatic senses 2. Sensory pathways 3. Thermal sensation 4. Pain sensation	Offline class using projector and black board	Question paper discussion	To understand the cutaneous sensation	Evaluation through MCQ and class test
MODULE 5. ENDOCRINE SYSTEM (20 HOURS)	1. Introduction to endocrinology and mode of action of hormones 2. Major endocrine glands	Offline class using projector and black board	Question paper discussion	To understand the endocrine system	Evaluation through MCQ and class test

UNIT WISE BREAK UP
LECTURE HOURS – 90

Unit	Topic	Lecture hours	Pre-class activity	Pedagogy	Out of class assignment
MODULE 1. THE VISUAL SYSTEM (18 HOURS)					
Unit 1	Structure of human eye	8	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Functioning of the eye	8			
Unit 3	Visual defects	2			
MODULE 2. AUDITORY SYSTEM (16 HOURS)					
Unit 1	Anatomy of the auditory system	6	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Auditory pathways	6			
Unit 3	Stato-receptors	4			
MODULE 3. GUSTATORY AND OLFATORY SYSTEMS (16 HOURS)					
Unit 1	Anatomy of taste buds	5		Lecture	

Unit 2	Taste pathways	3	To ask them to refer respective books		Ask them to draw important diagrams
Unit 3	Organization of olfactory membrane	5			
Unit 4	Olfactory pathway	3			
MODULE 4. CUTANEOUS SENSATION (20 HOURS)					
Unit 1	Mechano-receptive somatic senses	5	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Sensory pathways	5			
Unit 3	Thermal sensation	5			
Unit 4	Pain sensation	5			
MODULE 5. ENDOCRINE SYSTEM (20 HOURS)					
Unit 1	Introduction to endocrinology and mode of action of hormones	7	To ask them to refer respective books	Lecture	Ask them to draw important diagrams
Unit 2	Major endocrine glands	13			

COURSE OUTCOME

1	To describe the visual system
2	To discuss the auditory system
3	To explain gustatory and olfactory system
4	To describe the somatic sensation
5	To discuss the endocrine system

Teacher-in-charge: Dr. Suresh K. Govind

PSY5B03 DEVELOPMENTAL PSYCHOLOGY I

Lecture Hours per week: 3, Credits: 3

Internal: 15, External: 60

Objectives

- Make awareness about the major stages in psychological development
- Discuss the basic theories of psychological development
- Describe the importance of cognitive development
- Assess the psychological perspectives in human development
- Define the basic prenatal developmental processes

Module 1: Introduction and theories to Life Span Development 10 hours

Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social learning, Vygotsky, Periods of Development and Erikson's Theory. Developmental tasks of each stage of development.

Module 2: Prenatal Development 14 hours

Fertilization- Germinal Period, Embryonic Period, Fetal Period- Effect of long term & short-term use of Teratogens- Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects. Post-partum period- physical, emotional adjustment.

Module 3: Physical Development 10 hours

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early & middle adulthood.

Module 4: Cognitive Development 14hours

Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage. Language development: Pre-linguistic, Phonological, Semantic, Grammatical and Pragmatic Development. Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development, Sternberg -Cognitive Development of middle adulthood.

REFERENCE

Berk, L.E (2003) Child Development (3rd de). New Delhi: Pearson Education Pvt Ltd.

Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company.

Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.

Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company.

OBJECTIVES

- a. *To study historical foundation of developmental psychology.*
- b. *To learn about the basic theoretical perspectives of developmental psychology.*
- c. *To understand the prenatal development.*
- d. *To make aware about the physical and cognitive development of individuals*

LESSON PLAN

Unit/ session/ hours (time Required)	Topics for student preparation (input)	Procedure (process) Student centric Method of teaching	Activity	Learning outcome (output)	Assessment
<p>Module 1 Introduction and theories to Life Span Development 10 Hours</p>	<p>Historical foundation Growth and development Basic theories of development Periods of development Developmental tasks</p>	<p>Participative learning Lecture</p>	<p>Question paper discussion Open discussion Seminar presentations Assignment</p>	<ul style="list-style-type: none"> • To understand the historical foundation of developmental psychology • To study the basic theories of development. • To know about the developmental milestones of development. 	<p>Evaluation through class tests Every day or alternative question answer</p>

Module-2 Prenatal Development 14 Hours	Stages of prenatal development Effect of Teratogens	Lecture Discussion Seminar presentation	Question paper discussion Open discussion Seminar	<ul style="list-style-type: none">To learn about the stages of prenatal developmen t	Evaluation through class tests Every day or alternative question answer
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	<p>Birth Process Prenatal and perinatal diagnostic tests Birth Complication and their effects. Post- partum period</p>		<p>Presentations Assignment</p>	<ul style="list-style-type: none"> • To understand the adverse effect of teratogens • To study about birth process and methods • To learn about different medical tests • To understand the birth complications • To study about post-partum period. 	
<p>Module 3 Physical Development 10 Hours</p>	<p>Newborn reflexes. Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early & middle adulthood</p>	<p>Lecture Open discussion Seminar presentations n Assignments</p>	<p>Question paper discussion Open discussion Seminar presentations Assignment</p>	<ul style="list-style-type: none"> • To understand about physical and motor development • To learn about the perceptual development • To aware of the physical and health conditions in adulthood 	<p>Evaluation through class tests Every day or alternative question answer</p>

Unit/ session/ hours (time Required)	Topics for student preparation (input)	Procedure (process) Student centric Method of teaching	Activity	Learning outcome (output)	Assessment
Module 4 Cognitive Development 14 Hours	Piaget's theory of Cognitive Development Language development: pre-linguistic and linguistic development Cognitive changes in early adulthood Cognitive development of middle adulthood	Lecture with the help of power Point presentation Seminar presentations	Question paper discussion Open discussion Seminar presentations Assignments	<ul style="list-style-type: none"> To learn about the changes in late adulthood To understand the different theories of ageing To study about the different adjustments to late adulthood 	Evaluation through class tests Every day or alternative question answer

Course outcomes

CO1	Make awareness about the major stages in psychological development
CO2	Discuss the basic theories of psychological development

CO3	Describe the importance of cognitive development
CO4	Assess the psychological perspectives in human development
CO5	Define the basic prenatal developmental processes

UNIT WISE BREAK UP

LECTURE HOURS: 48

Module Number	Topic	No. of Lecture Hours	Pre- class activity	Pedagogy (in class)	Out of class assignment
Module 1:	Introduction and theories to Life Span Development	10			
Unit 1.	History of development	1	Check the knowledge in emotional aspects and various theories of emotion	Lecture and Discussion	Viva seminar
Unit 2	Growth and development	1			
Unit 3	Psychoanalytical theory	2			
Unit 4	Behaviorist and social learning theories	3			
Unit 5	Theory of Vygotsky	1			
Unit 6	Theory of Erik Erikson	1			
Unit 7	Developmental task	1			
Module 2	Prenatal Development	14	To read about the	Lecture	Viva Assignments
Unit 1.	Prenatal development	4	topics	Discussion Seminar presentations	
Unit 2	Effect of teratogen	3			

Unit 3	Birth Process: Types	2			
Unit 4	Methods of child birth	1			
Unit 5	prenatal and perinatal diagnostic tests	1			
Unit 6	Birth Complication	2			
Unit 7	Post-partum period	1			
Module 3	Physical Development	10			
Unit 1	Newborn reflexes	2	To refer different books	Lecture Open discussion Seminar presentation Assignments	Open discussions Viva
Unit 2	Gross and fine motor skills	1			
Unit 3	Perceptual development in infancy	2			
Unit 4	Physical development from childhood to adolescence	3			
Unit 5	Physical condition and health issues in early & middle adulthood.	2			
Module 4	Cognitive Development	14			
Unit 1.	Piaget's theory of Cognitive Development	4	Check the knowledge in late adulthood	Lecture with the help of power Point presentation Seminar presentations	Open discussions
Unit 2	Pre-linguistic development	2			
Unit 3	Linguistic development	3			
Unit 4	Cognitive changes in early adulthood	2			
Unit 5	Cognitive Development of middle adulthood	3			

Teacher in Charge: ANN MARIA VINCENT

PSY5B05 HEALTH PSYCHOLOGY

Internal: 15, External: 60

Lecture Hours per week: 3, Credits: 3

OBJECTIVES

- Describe the management of different terminal illnesses
- Identify bio-psycho-social factors in health care system
- Assess the influence of stress and coping in health
- Describe the levels of prevention of chronic illness
- Explain different models of health psychology

MODULE 1: INTRODUCTION TO HEALTH PSYCHOLOGY 12 hours

Definition of Health Psychology, Mind Body Relationship, Need and Significance of Health Psychology, Biopsychosocial Model V/S Biomedical Model

MODULE 2: HEALTH BEHAVIOUR AND PRIMARY PREVENTION 12 hours

Health Behaviours, Changing Health Habits-Attitude Change, Cognitive Behavioural Approach-Health Belief Model, Theory of Planned Behaviour, Trans Theoretical Model, Protection Motivation Theory, Social Cognitive Theory and Attribution Theory, Models of Prevention

MODULE 3: STRESS AND COPING 12 hours

Stress, Theoretical Contributions to Stress-Fight-Flight, Selye's General Adaptation Syndrome, tend – Befriend, Psychological Appraisal & Stress, Coping: Moderators of Coping-Personality, Social Support, Other Life Stressors, Stress Management Programmes

MODULE 4: PSYCHOSOCIAL ISSUES AND MANAGEMENT OF ADVANCING AND TERMINAL ILLNESS 12 hours

Emotional Responses to Chronic Illness, Psychosocial Issues —Continued Treatment, Issue of Non-Traditional Treatment, Stages to Adjustment to Dying, Psychological Management of Terminal Illness, Medical Staff and Terminal Ill Patient, Individual Counselling, Family Therapy, Management of Terminal Illness in Children

REFERENCES

Taylor E. S. (2006). Health Psychology (6TH EDITION), MC Graw Hill Companies, California

ADDITIONAL REFERENCE

Naima Khaton (2012). Health Psychology, Dorling kindersley (INDIA) Pvt. Ltd.

Marks, F.D., Murray M., Evans B., and Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition). Sage Publications India Pvt. Ltd.

Unit/ session / hours (Time required)	TOPICS FOR STUDENT PREPARATION (INPUT)	PROCEDURE – Method of Teaching	ACTIVITY	LEARNING OUTCOME	ASSESSMENT
Module-1 INTRODUCTION TO HEALTH PSYCHOLOGY 12 hours	Definition of Health Psychology Mind Body Relationship Need and Significance of Health Psychology Biopsychosocial Model Biomedical Model	Giving lecture and discussion through Google Meet	Question paper discussion	<ul style="list-style-type: none"> •To understand the concept of health psychology •Develop a knowledge regarding its need and significance •To study about different models 	Evaluation through MCQ and class test

<p>Module- 2: HEALTH BEHAVIOUR AND PRIMARY PREVENTION 12 hours</p>	<p>Health Behaviours Changing Health Habits Attitude Change Cognitive Behavioural Approach Health Belief Model Theory of Planned Behaviour Trans Theoretical Model Protection Motivation Theory Social Cognitive Theory Attribution Theory Models of Prevention</p>	<p>Giving lecture and discussion through Google Meet</p>	<p>Question paper discussion</p>	<ul style="list-style-type: none"> •To study various theories •To understand the models of prevention 	<p>Evaluation through MCQ and class test</p>
<p>Module 3 : STRESS AND COPING 12 hours</p>	<p>Stress Theoretical Contributions to Stress Fight-Flight Selye's General Adaptation Syndrome tend –Befriend Psychological Appraisal & Stress Coping Moderators of Coping Personality Social Support Other Life Stressors Stress Management Programmes</p>	<p>Giving lecture and discussion through Google Meet</p>	<p>Question paper discussion</p>	<ul style="list-style-type: none"> •To study about stress and its major concepts •To know about coping and management programs 	<p>Evaluation through MCQ and class test</p>
<p>Module 4 : PSYCHOSOCIAL ISSUES AND MANAGEMENT</p>	<p>Emotional Responses to Chronic Illness Psychosocial Issues —Continued Treatment Issue of Non-Traditional Treatment Stages to Adjustment to Dying</p>	<p>Giving lecture and discussion through Google Meet</p>	<p>Question paper discussion</p>	<ul style="list-style-type: none"> •To know about psychosocial issues •To understand the advanced and terminal illness 	<p>Evaluation through MCQ and</p>

NT OF ADVANCING AND TERMINAL ILLNESS 12 hours	Psychological Management of Terminal Illness Medical Staff and Terminal Ill Patient Individual Counselling Family Therapy Management of Terminal Illness in Children				class test
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LESSON PLAN

Objectives

- a) *To enhance the knowledge in health psychology*
- b) *To make aware about the preventive aspects of chronic illness*
- c) *To know more about psychological management of terminal illness*

Course outcomes

CO1	Describe the management of different terminal illnesses
CO2	Identify bio-psycho-social factors in health care system
CO3	Assess the influence of stress and coping in health
CO4	Describe the levels of prevention of chronic illness
CO5	Explain different models of health psychology

UNIT WISE BREAK UP

LECTURE HOURS: 48 hours

Module Number	Topic	No. of Lecture Hours	Pre- class activity	Pedagogy (in class)	Out of class assignment
Module 1 :		12			
Unit 1.	Definition of Health Psychology, Mind Body Relationship,	5	Check the knowledge in health psychology	Lecture and Discussion	To make short notes on need and significance of health psychology
Unit 2.	Need and Significance of Health Psychology, Biopsychosocial Model V/S Biomedical Model	7			
Module 2		12			
Unit 1.	Health Behaviours, Changing Health Habits-Attitude Change, Cognitive Behavioural Approach	6	To know more about health habits	Lecture and Illustrations	Unit test
Unit 2.	Health Belief Model, Theory of Planned Behaviour, Trans Theoretical Model, Protection Motivation Theory, Social Cognitive Theory and Attribution Theory, Models of Prevention	6	To learn about different models	Illustrations and discussions	To make a short note trans theoretical model
Module 3		12			
Unit 1	Stress, Theoretical Contributions to Stress-Fight-Flight, Selye's General Adaptation Syndrome, tend – Befriend, Psychological Appraisal & Stress	4	To understand stress and its theoretical contributions	Illustrations and lecture	Class test

Unit 2	Coping: Moderators of Coping- Personality	4	To read on the concept of coping and its interventions	Illustrations and discussion	viva
Unit 3	Social Support, Other Life Stressors, Stress Management Programmes	4	To realize the techniques of stress management	Demonstration and lecture	Unit test
Module 4		12			
Unit 1.	Emotional Responses to Chronic Illness, Psychosocial Issues — Continued Treatment, Issue of Non-Traditional Treatment	5	To realize the emotional aspects of chronic illness	Illustrations	Class test
Unit 2.	Stages to Adjustment to Dying, Psychological Management of Terminal Illness, Medical Staff and Terminal Ill Patient	3	To understand the management of terminal illness	Lecture	Essay on psychological management of terminal illness
Unit 3.	Individual Counselling, Family Therapy, Management of Terminal Illness in Children	4	To realize the applications of different therapies in chronic illness	Discussion and lectures	Short note on Importance of terminal illness in children

Teacher in Charge: BETTY PAUL

PSY5B01 ABNORMAL PSYCHOLOGY-I

TOTAL HOURS: 48 Lecture Hours per week: 3, Credits: 3

Internal: 15, External: 60, Examination 2 Hours

Module 1: Basic concepts 8 hours

Mental disorder, classification, Historical views of abnormal behavior, causal factors- Biological- psychosocial and socio cultural (**8 Hours, 15 Marks**)

Module2: Stress disorders and anxiety disorders 10 hours

Stress and stressors- Coping strategies, stress disorders: adjustment disorder-Post traumatic stress disorder; anxiety disorder: specific phobia, social phobias, Generalized Anxiety disorders, obsessive-compulsive disorder. Causal factors (**10 hours, 20 marks**)

Module 3: Somatoform and dissociative disorder 16 hours

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID). causal factors (**16 hours, 10 marks**)

Module 4: Personality disorders 14 hours

Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder. Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder. Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal Factors. (**14 Hours, 15 Marks**)

Reference

Butcher, J. N.,Hooley, J. M.,&Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S. A: Pearson Education, Inc.

Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10thed.). Newyork: Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). *Abnormal Psychology* (4th ed.). New York: W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry* (11th ed.). U.S.A: Wolters Kluwer.

OBJECTIVES

- *To familiarize student with the concepts, history and various types of abnormalities.*
- *To make an understanding about anxiety, stress, somatoform, dissociative and different clusters of personality disorders*
- *To enable student to identify the various causal factors, management and treatment of mental abnormalities.*

LESSON PLAN

Unit/ session/ hours (Time Required)	Topics for student preparation (input)	Procedure (process) Student centric Method of teaching	Activity	Learning outcome (output)	Assessment
Module 1: Basic concepts 8 hours	Concepts of normal and abnormal- Nature- historical views-classification- causal factors of abnormality	<ul style="list-style-type: none"> • Lectures • Discussion • Participative learning 	Peer Group Discussion on different causes and concepts of abnormality	To understand About abnormal behaviours, historical views, classification & Causal factors of such problems	Evaluation Through class test/viva
Module 2: Stress disorders and anxiety disorders 10 hours	Anxiety-Stress-Types- anxiety disorders- stress disorders- causes – treatment	<ul style="list-style-type: none"> • Lecture • Discussion • Problem solving 	<ul style="list-style-type: none"> • Peer group Discussion • Case study analysis • Diagnosis training 	To understand Symptoms and types of schizophrenia and other psychotic disorders	Unit test Case study presentation
Module 3: Somatoform and dissociative disorders 16 hours	Diagnostic criteria- somatoform and dissociative disorders types- causes and treatment	<ul style="list-style-type: none"> • Lecture • Discussion • Experiential Learning 	<ul style="list-style-type: none"> • Case Study • Flash cards 	To understand the clinical features, criteria, types and causal factors of somatoform and dissociative disorders	Evaluation through tests and viva
Module 4: personality	Clusters of personality disorders- clinical	<ul style="list-style-type: none"> • Lecture • Assignments • Discussions 	<ul style="list-style-type: none"> • Assignments and seminars • Discussion 	To identify the various types of personality disorders	Quizzes, unit tests

disorders 14 hours	features- causes	• Participative learning	•	and causes	
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Course outcomes

CO1	To enable students to understand the basic concepts and classification of abnormal behavior
CO2	To acquaint the students with different views and causal factors of psychological disorders
CO3	To introduce the students about the types of anxiety and stress disorders
CO4	To acquire knowledge about the various types of somatoform and dissociative disorders
CO5	To know about types of personality disorders

UNIT WISE BREAK UP

LECTURE HOURS: 48

Module Number	Topic	No. of Lecture Hours	Pre- class activity	Pedagogy (in class)	Out of class assignment
Module 1:	Basic concepts	8	Check the knowledge in basic concepts of normality and abnormality, and mental disorders	Lecture and Discussion	To make short notes on the concepts, classification, causes and treatment of various disorders
Unit 1.	Mental disorder	1			
Unit 2.	classification	2			
Unit 3	Historical views of abnormal behaviour	2			
Unit 4	causal factors- Biological- psychosocial and socio cultural	3			

Module 2	Stress disorders and anxiety disorders	10			
Unit 1.	Stress and stressors- Coping strategies	2	To read about anxiety, fear and stress To understand various symptoms of stress, anxiety and definitions	Lecture Illustrations Case study discussions	<ul style="list-style-type: none"> • Short case study presentation by PLG • Make flash cards
Unit 2.	stress disorders: adjustment disorder-Post traumatic stress disorder	2			
Unit 3	Anxiety disorder: specific phobia, social phobias, Generalized Anxiety disorders, obsessive-compulsive disorder-causes	6			
Module 3	Somatoform and dissociative disorder	16			
Unit 1	Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder	6	To understand about psychosomatic Symptoms To read on the concept of different forms of dissociative experiences and other disorders	Lectures Illustrations Case discussions	Case study presentations Short symptom card preparation
Unit 2	Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID)	7			
Unit 3	Causal factors	3			
Module 4	Personality disorders	14			
Unit 1.	Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder	4	To understand different abnormal personality traits, Symptoms and types of disorders	Lectures Illustrations Case discussions	Case study presentations Short symptom card preparation
Unit 2.	Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder.	6			
Unit 3.	Cluster C Personality Disorders - Avoidant Personality Disorder,	4			

Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal Factors.					
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Teacher-in-charge: Ms. Nimy P. G.

PSY5B04 PSYCHOLOGICAL COUNSELLING

Lecture Hours per week: 4, Credits: 3, Internal: 15, External: 60

48 hours

Objectives

- To acquire theoretical knowledge in the areas of psychological counseling
- To understand the applications of counseling in various settings
- To practice counseling techniques through role plays

Module 1: 16 hours

Counseling and Helping. Definition and scope of Counseling. Goals of counseling. Conditions facilitating effective counselling. Counsellor and counsellee characteristics. Characteristics of an effective counsellor.

An overview of Egan’s Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Module 2: 8 hours

Approaches to counselling: Person-centered counselling, Psychoanalytic counselling, Cognitive counselling, Behavioral counselling, Eclectic approach

Module 3: 14 hours

Counseling Skills and Techniques

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Rapport building. Listening techniques - Active listening, forms of poor listening

Open-ended questions, Silence, Focusing, Empathic responding, Paraphrasing and reflecting, Probing and Summarising, Structuring

Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy

Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills

Module 4: 10 Hours

Applications of Counselling in various settings (briefly): School counselling, Career Counseling and Guidance, College counselling, Premarital counselling, HIV/AIDS counselling, counselling for terminally ill. Group counselling. Values in counselling. Ethics in counselling. Legal aspects in counselling. Professional codes.

Note: A few major skills like active listening, paraphrasing and reflecting are to be practiced through role plays in the class.

Reference:

Capuzzi, D. (2007). *Counselling and psychotherapy: Theories and intervention*. New Delhi: Dorling Kindsley.

Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. Thomson Brooks/Cole Publishing Co.

Jones, R.N. (2008). *Basic Counselling Skills- A helper’s manual*. New Delhi: Sage Publishers.

LESSON PLAN

Objectives

1. *To enhance the knowledge in counseling*
2. *To make awareness about counselling skills*
3. *To know more about different psychological counseling approaches*

Unit/session/ hours (Time required)	TOPICS FOR STUDENT PREPARATION (INPUT)	PROCEDURE– Method of Teaching	ACTIVITY	LEARNING OUTCOME	ASSESSMEN T
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<p>Module-1 introduction to counseling</p> <p>16 hours</p>	<p>Definition Scope Goals Conditions facilitating effective counselling. Counsellor and counselee characteristics. Characteristics of an effective counsellor. Egan's Model</p>	<p>Giving lecture and discussion through Google Meet</p>	<p>Discussion on skills needed for a counselor</p>	<ul style="list-style-type: none"> •To understand the meaning and goal of counseling. •To understand and practice characteristics of a good counselor •Develop a knowledge regarding strategies in counseling. •To study about different models 	<p>Evaluation through MCQ and class test</p>
<p>Module- 2: Approaches to counselling:</p> <p>8 hours</p>	<p>Approaches to counselling: Person-centered counselling, Psychoanalytic counselling, Cognitive counselling, Behavioral counselling, Eclectic approach</p>	<p>Giving lecture and discussion through Google Meet</p>	<p>Discussion and practice of different techniques of approaches in counseling</p>	<ul style="list-style-type: none"> •To study various approaches of counseling •To understand the different techniques in counseling 	<p>Evaluation through MCQ and class test</p>
<p>Module 3 : Counselling Skills and Techniques</p> <p>14 hours</p>	<p>Counselling Skills and Techniques Opening Techniques Listening techniques Acceptance techniques Structuring techniques Leading techniques Reassurance and suggestion methods Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Terminating skills</p>	<p>Giving lecture and discussion through Google Meet</p>	<p>Question paper discussion</p>	<ul style="list-style-type: none"> •To study about opening techniques in counseling •To know about verbal and nonverbal skills in counseling To study leading techniques in counseling 	<p>Evaluation through MCQ and class test</p>
<p>Module 4 : Applications of Counselling in various settings</p> <p>10hours</p>	<p>Applications of Counselling in various settings (briefly): School counselling, Career Counseling and Guidance, College counselling, Premarital counselling, HIV/AIDS counselling, counselling for terminally ill. Group counseling</p> <p>Values and Ethics in counselling. Legal</p>	<p>Giving lecture and discussion through Google Meet</p>	<p>Question paper discussion</p>	<ul style="list-style-type: none"> •To know about the application of counseling in various settings •To understand the values in counseling To understand the legal aspects in counselling 	<p><i>Evaluation through MCQ and class test</i></p>

	aspects in counselling. Professional codes.				
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COURSE OUTCOME

CO1	Identify basic concept of counselling
CO2	Make aware of the theoretical perspectives of counselling
CO3	Develop basic counselling skills
CO4	Compare different approaches of counselling
CO5	Practice different techniques through role play

UNIT WISE BREAK UP

LECTURE HOURS: 48 hours

Module Number	Topic	No. of Lecture Hours	Pre- class activity	Pedagogy (in class)	Out of class assignment
Module 1 :		16			

Unit 1.	Counselling and Helping. Definition and scope of Counselling. Goals of counseling. Conditions facilitating effective counselling. Counsellor and counsellee characteristics.	6	analyzing counseling skills in students	Lecture and Discussion	To make short notes on scope of counseling
Unit 2.	Characteristics of an effective counsellor. An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping	4	read about the models in counseling	lecture and discussion	To refer more regarding the models
Unit 3	Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation	6	To learn about stages	lecture and illustration	class test
Module 2		8			
Unit 1.	Approaches to counselling: Person-centered counselling, Psychoanalytic counselling,	4	To know more about counseling approaches	Lecture and Illustrations	refer and make notes
Unit 2.	Cognitive counselling, Behavioral counselling, Eclectic approach	4	To learn about cognitive counselling	Illustrations and discussions	To make a short note on behavioural counseling
Module 3		12			
Unit 1	Counselling Skills and Techniques Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Rapport building.	3	To understand techniques	Illustrations and lecture	Class test

unit 2	Listening techniques - Active listening, forms of poor listening Open-ended questions, Silence, Focusing, Empathic responding, Paraphrasing and reflecting, Probing and Summarising, Structuring	3	To understand listening techniques	illustration and lecture	make notes on listening techniques
Unit 3	Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy Divergent thinking,	3	To understand acceptance techniques	Illustrations and discussion	viva
Unit 4	Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills	3	To know more about strategies in counselling	Demonstration and lecture	Unit test
Module 4		10	Module 4		10
Unit 1.	Applications of Counselling in various settings (briefly): School counselling, Career Counseling and Guidance,	3	To realize the different areas of applying counselling	Illustrations	Class test
Unit 2.	College counselling, Premarital counselling, HIV/AIDS counselling, counselling for terminally ill	3	To understand the counselling steps to specific groups	Lecture	refer and write extra notes on topics
Unit 3.	. Group counseling Values in counselling. Ethics in counselling. Legal aspects in counselling. Professional codes.	4	To realize the applications of counselling in group and its legal aspects	Discussion and lectures	Short note on ethical code of counseling

Teacher-in-charge: Christina Tony

PSY6B02 SOCIAL PSYCHOLOGY

Lecture Hours per week: 4, Credits 2 Internal: 15 External

- Explain psychological aspects of various social phenomena
- Make awareness about the management of human behaviour in group setting
- Describe human behaviour in various social setting
- Illustrate the importance of social influence in different setting
- Analyze the various theories in social psychology
- Identify the underlying principles and tactics in relationships

Module 1: Introduction to Social Psychology 10 hours

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Methods of social psychology

Module 2: Social perception and Attitudes 13 hours

Social Perception-Definition, Non-Verbal Communication- facial expression, gazes, stares, body language, touching, deception and micro expressions.

Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors.

Attitude and behavior - Definition, nature, components, functions and formation of attitudes.

Module 3: Group, Leadership and Social Influence 13 hours

Groups: nature and functions. Types and theories of leadership. Social facilitation, social loafing.

Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Obedience and destructive obedience

Module 4: Interpersonal attraction and prosocial behavior 12hours

Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants-Love- Triangular Model of love.

Prosocial behavior -Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism

REFERENCES

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). Social Psychology, 12 th ed. New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). Social Psychology, 10th ed. New Delhi: Pearson Education.

Chaube, S.P., & Chaube, A. (2006). Groundwork for Social Psychology (Vol.1).Hyderbad: Neelkamal Publications Pvt.Ltd.

Feldman, R.S. (2001). Social Psychology, 3rd ed. N J. Pearson Education.

Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). Social Psychology. Australia: Thomson Wadsworth Publication.

Myers, D.G. (1999). Social Psychology, 7 thed. New Delhi : Pearson Education

Lesson plan

Objective

- *To enable the student to understand social behavior*
- *Understand and explain behavior in social settings*
- *Explain the psychological aspects of various social phenomena*
- *To create awareness about the management of human behavior in group settings*

Unit/ session/ hours (Time Required)	Topics for student preparation (input)	Procedure (process) Student centric Method of teaching	Activity	Learning outcome (output)	Assessment
Module 1 introduction social psychology 10 hours	Definition historical context Nature, Goal and Scope of Social Psychology Theories Social psychology and related disciplines methods of social psychology	Online Discussion Lecture Participative learning	discussion, Question paper discussion	To understand the nature, historical background, related discipline and methods of social psychology	Evaluation Through MCQ and class test
Module-2 Social perception and Attitudes 13 hours	Social Perception- Definition, Non-Verbal Communication Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors. Attitude and behavior - Definition, nature, components, functions and formation of attitudes	Lecture Discussion	Real-life experience discussion, Question paper discussion	To understand how social perception happens, importance of nonverbal communication, how people attribute and its theories. How attitudes are formed	Evaluation Through MCQ and class test
Module-3 Group, Leadership and Social Influence 13 hours	Groups: nature and functions. Types and theories of leadership. Social facilitation, social loafing. Social influence: Conformity Factors affecting conformity. Compliance:	Lecture Discussion Real life experience discussion	Case Study Question paper discussion	To understand the concept of group, theories of leadership, what makes a person to confirm to others, tactics.	Evaluation through class tests

	Underlying Principles and tactics. Obedience and destructive obedience				
MODULE 4 Interpersonal attraction and prosocial behavior 12hours	Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted-situational determinants- Love- Triangular Model of love. Prosocial behavior - Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism	<ul style="list-style-type: none"> • Lecture Discussion 	Real-life experience discussion, Question paper discussion	To understand the factors affecting attraction To understand how people respond to the emergency situation, what make a person to show altruistic behavior	Evaluation Through MCQ and class test

Course outcome

CO1	Explain psychological aspects of various social phenomena
CO2	Make awareness about the management of human behavior in group setting
CO3	Describe human behaviour in various social setting
CO4	Illustrate the importance of social influence in different setting
CO5	Analyse the various theories in social psychology
CO6	Identify the underlying principles and tactics in relationships

Unit Wise Breakup

Module number	Topic	No of lecture hour	Pre-class activity	Pedagogy (in class)	Out of the class assignment
Module 1	introduction to social psychology	10 hours			
Unit 1	Origin and development of social psychology	4 hours	Discuss the changes/developments in the field of social psychology	Lecture and discussion	Make short note on the lecture. Graphical representation of important years in origin of social psychology
Unit 2	Definition, nature, and scope of social psychology	2hours	Discuss the nature of social psychology		Collection of upcoming fields in social psychology
Unit 3	Methods of social psychology	4 hours	Check the knowledge of statistical method students already learned	Lecture and discussion, real life example of methods in sp	Make a note on methods in sp
Module 2	Social perception and attitude	13 hours			
Unit 1	Definition of	1 hour	Discuss the general		

	Social perception		information on social perception		
Unit 2	Nonverbal communication	4 hours	Discuss about the experience where students feel the importance of nonverbal communication	Lecture and discussion, real life experiences of social perception	Make note the lecture and add real life examples
Unit 3	Attribution theories, application of the theories and errors in attribution	4 hours	Discussion on how we generally attribute the events in day today life	Lecture and discussion, real life experiences of attribution, application and errors	
Unit 4	Attitude , definition nature and component Formation of attitude	4 hours	Discuss how we form attitude about anything when we face an event or meet a person	Lecture and discussion, real life experiences of attitude formation	
Module 3	Group, leadership and social influence	13 hours			
Unit 1	Nature and functions of group	3 hours	Discuss about the groups or clubs that students belong and make them aware of the nature of each group they belong to	Lecture and discussion	Make short note on group
Unit 2	Types and theories of leadership	4 hours	Discus about the types of groups they already know	Lecture and discussion	
Unit 3	Social facilitation and social loafing	1 hours	Discuss the real-life experience	Lecture and discussion	Make a note the topic
Unit 4	Social influence	4 hours			
Unit 5	Obedience and destructive obedience	1 hour			
Module 4	Interpersonal attraction and pro social behavior	12 hours			
Unit 1	Interpersonal attraction, beginning, proximity, emotion and affiliation need	4 hours	Discuss the real-life experience how people attract to others	Lecture and discussion, real life experience sharing	Make a short note on beginning of attraction

Unit 2	Love and triangular model of love	4hours	Discuss the real-life experience on types of love		Make a short note
Unit 3	Pro social behavior, responding to emergency	1 hour	Discuss the life experience how people will response to emergency situation	Lecture and discussion, real life experience sharing	Make note with example
Unit 4	Models of prosocial behavior	3 hours	Discuss how we help others and connect that with theories		Make short note

Teacher in Charge: Durga K S

