

# **B.Sc. Psychology**

## **Programme Code – UPS**



## **Programme outcome-PO (Aligned with Graduate Attributes)- Bachelor of Science (B.Sc.)**

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### **Scientific Knowledge and Critical Thinking**

Apply the knowledge of Life Science, Physical and Chemical Science, Mathematics, statistics, Computer science and humanities for the attainment of solutions to the problems that come across in our day-to-day life/activities.

### **Problem Solving**

Identify and analyze the problem and formulate solutions for problems using the principles of mathematics, natural sciences with appropriate consideration for the public health, safety and environmental considerations.,

### **Communication and Computer Literacy**

Communicate the fundamental and advanced concepts of their discipline in written and oral form. Able to make appropriate and effective use of information and information technology relevant to their discipline

### **Life-Long Learning**

Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

### **Ethical, Social and Professional Understanding**

Commitment to principles, codes of conduct and social responsibility in order to behave consistently with personal respect. Acquire the responsibility to contribute for the personal development and for the development of the community. Respect the ethical values, social responsibilities and diversity.

### **Innovative, Leadership and Entrepreneur Skill Development**

Function as an individual, and as a member or leader in diverse teams and in multidisciplinary settings. Become an entrepreneur by acquiring technical, communicative, problem solving, and intellectual skills.



**THIAGARAJAR COLLEGE (AUTONOMOUS), MADURAI – 625 009**  
**(Re-Accredited with ‘A++’ Grade by NAAC)**  
**B.Sc., Psychology**  
**Programme Code - UPS**

**Vision:**

- Empower the student community to realize their true potential by acquiring core subject knowledge and time relevant psychological skills, that enables them to achieve success in their professional careers.

**Mission:**

- To provide a foundation for the scientific understanding of behaviour and mental processes.
- To foster a conducive environment where students and faculty collaborate in basic and applied research to advance scientific knowledge.
- To inspire the students to resonate and channelize their thoughts and encourage them to choose their areas of interest from the different fields of Psychology.
- To develop sensitivity to psychological dynamics for better individual and societal wellbeing.

**Programme Educational Objectives (PEOs)**

The objectives of this programme are to equip/prepare the students:

<b>PEO1</b>	To recognize a suitable career in the field of Psychology and achieve self-growth with a rewarding professional experience.
<b>PEO2</b>	To realize that they are a part of larger society and it is their rightful duty to serve the community by offering psychological support through proficient counselling and therapy.
<b>PEO3</b>	To comprehend and appreciate the importance of research and to come up with novel concepts and ideas across the fields of Psychology
<b>PEO4</b>	Lead a fulfilling and satisfying personal life by imbibing the true essence of psychological principles and be a role model to the society.
<b>PEO5</b>	To be an inspiration to the next generation of growing psychologists.

**Program Specific Outcomes (PSOs)**

On the successful completion of B.Sc., Psychology Programme, the students will

<b>PSO1</b>	Impart in-depth knowledge and critical thinking in various fields of Psychology
<b>PSO2</b>	Able to collect, analyse and interpret the data in an applied or laboratory setting
<b>PSO3</b>	Analyse the causes and concerns behind the major psychological issues
<b>PSO4</b>	Comprehend the core concepts, methods and practices in Psychology
<b>PSO5</b>	Possess knowledge on vast application and use of psychological concepts through means like advertisement, social media, marketing strategies etc.



**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**(Re-Accredited with ‘A’ Grade by NAAC)**  
**Department of Psychology**  
**Bachelor of Science-Psychology - Course Structure**  
**(w.e.f. 2020 batch onwards)**  
**Programme code: UPS**  
**Semester – I**

Course	Code No	Subjects	Hrs/ week	Credit	Total Hrs	Max Marks CA	Max Marks SE	Total
Part – I	U20P111	இக்கால இலக்கியம்	6	3	90	25	75	<b>100</b>
Part – II	U20EN11	English Comm. I for	6	3	90	25	75	<b>100</b>
Core – I	UPS20C11	Basic psychological processes	5	5	90	25	75	<b>100</b>
Core – II	UPS20C12	Health psychology	5	5	75	25	75	<b>100</b>
Generic Elective: I	UPS20GE11	Physiological Psychology	6	5	90	25	75	<b>100</b>
AECC1	U20ES11	Environmental Studies	2	2	30	15	35	<b>50</b>
<b>Total</b>			<b>30</b>	<b>23</b>				

**Semester – II**

Course	Code No	Subjects	Hrs /we ek	Credits	Total Hrs	Max Marks CA	Max Marks SE	Total
Part – I	U20P121	பக்தி இலக்கியமும் சிற்றிலக்கியமும்	6	3	90	25	75	<b>100</b>
Part – II	U20EN21	English	6	3	90	25	75	<b>100</b>
Core – III	UPS20C21	Advanced Psychological Processes	6	5	90	25	75	<b>100</b>
Core Lab I	UPS20CL21	Experimental Psychology-1	4	2	60	40	60	<b>100</b>
Generic Elective: II	UPS20GE21	Social Psychology	6	5	90	25	75	<b>100</b>
AECC2	U20VE21	Value education	2	1	30	15	35	<b>50</b>
<b>Total</b>			<b>30</b>	<b>19</b>				

**Semester – III**

Course	Code No.	Subjects	Hrs/week	Credits	Total Hrs	Max Marks CA	Max Marks SE	Total
Part – I	U20P131	Tamil	6	3	90	25	75	<b>100</b>
Part – II	U20EN31	English for Comm. III	6	3	90	25	75	<b>100</b>
Core – IV	UPS20C31	Educational Psychology	5	5	75	25	75	<b>100</b>
Core – V	UPS20C32	Developmental Psychology – I	5	5	75	25	75	<b>100</b>
Generic Elective: III	UPS20GE31	Marketing and Consumer Behaviour	6	5	90	25	75	<b>100</b>
NME I	UPS20NE31	Stress and Stress Management	2	2	30	15	35	<b>50</b>
<b>Total</b>			<b>30</b>	<b>23</b>				

**Semester – IV**

Course	Code No.	Subjects	Hrs/week	Credits	Total Hrs	Max Marks CA	Max Marks SE	Total
Part – I	U20P141	Tamil	6	3	90	25	75	<b>100</b>
Part – II	U20EN41	English for Comm. IV	6	3	90	25	75	<b>100</b>
Core – VI	UPS20C41	Developmental Psychology – II	6	6	75	25	75	<b>100</b>
Core Lab – II	UPS20CL41	Psychological Assessment	4	2	45	40	60	<b>100</b>
Generic Elective: IV	UPS20GE41	Research Methodology and Statistics	6	5	90	25	75	<b>100</b>
NME II	UPS20NE41	Mindfulness and Well Being	2	2	30	15	35	<b>50</b>
<b>Total</b>			<b>30</b>	<b>21</b>				

### Semester-V

Course	Code No.	Subjects	Hrs/ week	Credits	Total Hrs	Max Marks CA	Max Marks SE	Total
Core VII	UPS20C51	Psychopathology -I	6	6	90	25	75	<b>100</b>
Core VIII	UPS20C52	Criminal Psychology	5	4	75	25	75	<b>100</b>
Core IX	UPS20C53	Organizational Behaviour	5	4	75	25	75	<b>100</b>
Core X	UPS20C54	Perspectives on Personality	6	6	75	25	75	<b>100</b>
Core elective I	UPS20CE51	Gender Psychology	6	5	75	25	75	<b>100</b>
SEC I	UPS20SE51 (A/B/C)	Basics of computer applications/ Internet Security/Social Media Psychology	2	2	30	15	35	<b>50</b>
<b>Total</b>			<b>30</b>	<b>27</b>				

### Semester-VI

Course	Code No	Subjects	Hrs/ week	Credits	Total Hrs	Max Marks CA	Max Marks SE	Total
Core-XI	UPS20C61	Psychopathology -II	6	6	90	25	75	<b>100</b>
Core-XII	UPS20C62	Sports Psychology	5	4	75	25	75	<b>100</b>
Core-XIII	UPS20C63	Psychological Assessment	5	4	75	25	75	<b>100</b>
Core -XIV	UPS20C64	Counselling and Psychotherapy	5	4	75	25	75	<b>100</b>
Project	UPS20PJ61	Experimental Psychology-III	2	1	30	40	60	<b>100</b>
Core Elective II	UPS20CE61	Positive Psychology	5	5	75	25	75	<b>100</b>
SEC II	UPS20SE61 (A/B/C)	Life skills/ Transactional analysis/ Human Resource Management	2	2	30	15	35	<b>50</b>
<b>Total</b>			<b>30</b>	<b>26</b>				
<b>Part V</b>		<b>NSS/PE/YRC/VE</b> ....	<b>-</b>	<b>1</b>		<b>75</b>	<b>25</b>	<b>100</b>

## Consolidation of contact hours and credits :UG

Semester	Contact Hrs/ Week	Credits
I	30 hrs.	23
II	30 hrs.	19
III	30 hrs.	23
IV	30 hrs.	21
V	30 hrs	27
VI	30 hrs.	26
Part V	---	01
<b>Total</b>	<b>180</b>	<b>140</b>

### A) Curriculum Credits :Part wise

		No of Papers	Credits per papers	Total Credits
<b>Part I</b>	<b>Tamil</b>	<b>4</b>	<b>3</b>	<b>12</b>
<b>Part II</b>	<b>English</b>	<b>4</b>	<b>3</b>	<b>12</b>
			<b>Sub Total</b>	<b>24</b>
<b>Part III</b>	<b>Core Theory</b>	<b>14</b>	<b>4/5</b>	<b>68</b>
	<b>Core lab</b>	<b>3</b>	<b>2</b>	<b>06</b>
	<b>Core elective Theory</b>	<b>2</b>	<b>5</b>	<b>10</b>
	<b>Generic elective Theory</b>	<b>4</b>	<b>5</b>	<b>20</b>
			<b>Sub Total</b>	<b>104</b>
<b>Part IV</b>	<b>AECC</b>	<b>2</b>	<b>2+1</b>	<b>03</b>
	<b>NME</b>	<b>2</b>	<b>2</b>	<b>04</b>
	<b>SEC</b>	<b>2</b>	<b>2</b>	<b>04</b>
			<b>Sub Total</b>	<b>11</b>
<b>Part V (NSS/NCC/ PE)</b>				<b>01</b>
<b>Grand Total</b>				<b>140</b>

### NOTE

A project work will be undertaken by the students during the VI semester for a period of 6 weeks in an industry/educational institution/mental health clinics. Out of the maximum 100 marks allotted for the project report submitted by the students, 60 marks are allocated for the report to be evaluated by the respective supervisor and 40 marks for viva-voce examination to be conducted by the department

**Thiagarajar College (Autonomous), Madurai – 625 009****Department of Psychology**

(For those joined B.Sc. Psychology on or after June 2020)

**Program code: UPS**

Course Code	Course Title	Category	L	T	P	Credit
UPS20C31	Educational Psychology	Core IV	5	-	-	5

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Third	25	75	100

**Preamble**

Facilitates students to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan.

**Course Outcomes**

On the completion of the course the student will be able to

	Course outcomes	Expected Proficiency	Expected Attainment
CO1	Recognize the importance and application of Psychology to education	70	70
CO2	Explain the importance of guidance in schools	70	70
CO3	Outline the importance of special education for exceptional children	70	70
CO4	Identify the role of motivation in learning	70	70
CO5	Apply the basic concepts of mental health and social learning for social development	70	70

**Mapping of Course Outcomes with Programme Specific Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	L	M	-
CO2	M	-	-	M	-
CO3	S	-	S	L	S
CO4	M	M	L	L	M
CO5	M	L	S	L	S

**Mapping of Course Outcomes with Programme Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	L	L	M	L	-
CO2	M	L	-	S	L	L
CO3	M	M	-	M	M	-
CO4	M	-	M	S	-	M
CO5	M	L	-	M	S	L

## Bloom's taxonomy: Assessment Pattern

	CA		End of Semester
	First	Second	
<i>Knowledge</i>	40%	40%	40%
<i>Understand</i>	40%	40%	40%
<i>Apply</i>	20%	20%	20%

## Course Title: Educational Psychology

### Unit – 1: Basic Concepts of Educational Psychology

Meaning, Nature, Scope, and Functions of Educational Psychology – Methods of studying behaviour: Introspection, Observation, Case Study, Interview, and Experimental – Professional needs of Teachers.

### Unit – 2: Guidance

Concept – Guidance: Personal, Educational, and Vocational – Importance of Guidance: in schools, during adolescence and towards life goals – Guidance needs related to Education: Learning Problems, Problems concerning Vocational Future, and Problems of Sex and Interpersonal relations.

### Unit – 3: Special Education

Maturation and Readiness for Learning – Special Education for Exceptional Children: Intellectually Gifted, Slow Learners, Mentally Retarded, Physically Handicapped, and Culturally Deprived.

### Unit – 4: Learning and Motivation

**Learning:** Nature and Importance of Learning – Principles of Learning: Exercise, Readiness, Effect – S-R view – Applications of behaviour principles in classroom – Analyses of modeling process – Humanistic view of learning – Mastery Learning – Individualized Instruction – Classroom Applications; **Motivation:** Concept, Definition, Types: Intrinsic and Extrinsic – Rewards – Interests and Aspirations – Emotional Factors – Set in Learning – Knowledge of Results – Success and Failure – Objections to the use of punishment

### Unit – 5: Mental health and Social learning

Fostering Mental Health and School Development – Characteristics of Mental Health – Home and Mental Health – School and Mental Health – Social learning in the classroom – Social development – Self-concept and behaviour – Cognitive Development: Piaget's Theory-Stages and Important Concepts – Teacher's guidance of self and social development

### Text Book:

- Narayana Rao. (2002). Educational Psychology, Wiley Eastern Publishers, Chennai.
- Roxano Moreno. (2009). Educational Psychology, Wiley Publishers, India
- Bhatia, H. R. (1905). A Textbook of Educational Psychology, P.S. Jayasinghe Asia Publishing House, Bombay.

### Reference Book:

- Skinner C. E. (2006). Educational Psychology, Prentice Hall of India Pvt. Ltd, New Delhi.
- Mangal. S. K. (2005). Advanced Educational Psychology, Educational Psychology, Prentice Hall of India Pvt. Ltd, New Delhi.

**COURSE DESIGNER: Dr. K. Magaveera Nagappa**

**Thiagarajar College (Autonomous), Madurai – 625 009**  
**Department of Psychology**  
 (For those joined B.Sc. Psychology on or after June 2020)  
**Program code: UPS**

Course code	Course title	Category	L	T	P	Credit
UPS20C32	Developmental Psychology – I	Core -V	5	-	-	5

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Third	25	75	100

### Preamble

- Perceive the Nature and Context of development, as well as the Research Methods used to study Human Development
- Examines the Biological, Cognitive, Social, Emotional, and Moral aspects of Development through various Theoretical Models. The Major emphasis is on typical Growth and Development.

### Course Outcomes

As a result of successfully completing this course, the student will be able to the following:

	Course Outcomes	Expected proficiency	Expected Attainment
CO1	Describe Main Characteristics variations in Human Development and the most important Developmental Mechanisms.	80	70
CO2	Explain the most important Conditions that influence Development in different areas of Childhood	75	70
CO3	Outline the Main Theoretical points of View in Different Development areas and Document Knowledge of key Empirical Studies.	70	70
CO4	Acknowledging of Development as a Complex Interaction between Biological Conditions and Social Cultural Experience	80	70
CO5	Able to read Critically and Think Independently about the Development of Children and Pre- Pubescent Under Different Conditions	80	70

## Mapping of Course Outcomes with Program Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	L	M	S	L
CO2	M	L	M	M	S
CO3	S	M	M	L	S
CO4	S	L	M	M	S
CO5	S	S	M	M	S

## Mapping of Course Outcomes with Program Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	M	-	M	L	L
CO2	S	S	L	M	M	L
CO3	S	S	L	S	M	M
CO4	S	S	L	M	L	M
CO5	L	S	-	M	L	S

## Bloom Taxonomy : Assessment Pattern

	CA		End of semester
	First	second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

## Course Title: Developmental Psychology – I

### Unit I

#### Introduction

The Life Span Perspective - The Importance of Studying Life Span Development, Characteristics of Life Span Development; Nature of Development - Periods of Development, Biological, Cognitive and Socio-emotional Process, The Significance of Age; Research in Life Span Development - Methods for Collecting Data, Research Design, Time Span of Research.

### Unit II

#### Beginnings

Prenatal Development - The course of Prenatal Development, Teratology and Hazards of Prenatal Development; Birth - The Birth Process, Assessing the New Born, Preterm and Low Birth Weight Infants; The Postpartum Period – Physical Adjustment, Emotional and Psychological Adjustments, Bonding.

### Unit III

#### Infancy

Physical Development in Infancy - Physical Growth and Development in Infancy, Motor Development, Sensory and Perceptual Development; Cognitive Development – Piaget Theory of Cognitive Development - Sensory Motor Stage, Language Development; Socio-emotional Development – Emotional and Personality Development, Social Orientation and Attachment.

#### **Unit IV**

##### **Early Childhood**

Physical and Cognitive Development – Physical changes, Cognitive Changes – Piaget Operational stage and Vygotsky's Theory, Language Development; Socio-emotional Development – Self development, Moral development, Gender Identity, Parenting – Child Maltreatment, Peer relations, Play, Television.

#### **Unit V**

##### **Middle and Late Childhood**

Physical Changes and Health, Motor Development, Cognitive changes - Piaget Operational stage, Language Development - Speech Improvement in Late Childhood, Emotion and Emotional Expression, Moral Development, Social Groupings and Behaviour, Play Interests and Activities in Late childhood.

#### **Text Books:**

- Papilla, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human Development* (11<sup>th</sup> ed.): McGraw-Hill, India.
- Berk, L.C. (1996). *Child Development*. (3<sup>rd</sup> ed.): Prentice Hall Pvt Ltd, India.
- John W. Santrock (2017). *Life Span Development* (16<sup>th</sup> ed.): McGraw-Hill Education, India.

#### **References:**

- Hetherington and Park. (1999). *Developmental Psychology*.(5<sup>th</sup> ed.). McGraw Hill Publication, India.
- Hurlock, E. B. (2001). *Developmental Psychology* (6<sup>th</sup> ed.): McGraw-Hill Education, India.

**COURSE DESIGNER: Ms.Haritha .S**

**Thiagarajar College (Autonomous), Madurai – 625 009**  
**Department of Psychology**  
 (For those joined B.Sc. Psychology on or after June 2020)

**Program code: UPS**

Course Code	Course Title	Category	L	T	P	Credit
UPS20GE31	Marketing and Consumer Behaviour	Generic Elective: III	5	1	-	5

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Third	25	75	100

**Preamble**

Enlighten the perceptive underlying concepts and issues of consumer behaviour in marketing.

**Course Outcomes**

**On the completion of the course the student will be able to**

	Course outcomes	Expected Proficiency	Expected Attainment
CO1	Discuss about the nature, scope and role of consumer behaviour in marketing	80	60
CO2	Analyse the decision-making patterns and sources of influences across various types of consumers	75	70
CO3	Analyse the influence of various marketing strategies in reaching out the consumers	75	70
CO4	Demonstrate the art of persuasion in consumer decision making	85	70
CO5	Apply ethical principles in marketing strategies	80	70

**Mapping of Course Outcomes with Programme Specific Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	-	S	S	L
CO2	-	M	-	-	-
CO3	L	M	M	-	M
CO4	-	-	L	-	L
CO5	M	L	-	M	S

**Mapping of Course Outcomes with Programme Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	-	S	S	L	-
CO2	-	M	-	-	-	L
CO3	L	M	M	-	M	-
CO4	-	-	-	-	-	M
CO5	M	L	-	M	S	-

**Blooms taxonomy: Assessment Pattern**

	CA		End of Semester
	First	Second	
<i>Knowledge</i>	40%	40%	40%
<i>Understand</i>	40%	40%	40%
<i>Apply</i>	20%	20%	20%

**UNIT I: CONSUMER BEHAVIOUR, CONSUMERS, AND MARKETING**

Consumer Behaviour: Nature and scope of Consumer Behaviour, Consumer Research and Marketing Segmentation. Technology driven consumer behaviour: The marketing concept, consumer research, market segmentation, targeting and positioning, the marketing mix, socially responsible marketing. Customer value, satisfaction and retention. Consumer Behaviour is Interdisciplinary.

**UNIT II: SEGMENTATION, TARGETING, AND POSITIONING**

Market segmentation and effective targeting, bases for segmentation: Demographics, Geo-demographics, Green Consumers, Personality Traits, Benefit Segmentation, Usage Occasion Segmentation. Behavioural targeting, positioning and repositioning: Umbrella Positioning, Positioning against Competition.

**UNIT III: THE CONSUMER AS AN INDIVIDUAL**

Consumer motivation & personality – the dynamics of motivation, systems of needs, measurement of motives. The Nature and Theories of Personality: The Facets of Personality, Theories of Personality. Personality traits and consumer behaviour, product & brand personification, the self and self-image. Customer perception – elements of perception, perceptual selection, perceptual organization, perceptual interpretation: stereotyping, customer imagery, perceived quality & risk.

**UNIT IV: COMMUNICATION AND CONSUMER BEHAVIOUR**

Persuading consumers – the communication process, broadcasting versus narrowcasting, designing persuasive messages, persuasive advertising appeals, measures of message effectiveness. Reference groups & word-of-mouth – source credibility and reference groups, types of reference groups, consumption related reference groups, factors affecting reference group influence, Strategic Applications of Word-of-Mouth.

**UNIT V: CONSUMER DECISION MAKING, MARKETING ETHICS, AND CONSUMER RESEARCH**

Consumer decision making model, consumer gifting behavior, diffusion and adoptions of innovations. Marketing ethics and social responsibility–exploitative marketing, crafty promotional messages, provocative marketing promoting social causes. Consumer research – collecting secondary data, designing primary research – qualitative research and quantitative research.

**Text Book**

- Schiffman, L.G., Wisenblit, J. & Kumar, S.R. (2018). Consumer Behaviour (11th edn). Pearson, Noida, India.

**Reference Books**

- Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective 1st Edition. Dreamtech Press, New Delhi.
- Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9th edition, Prentice-Hall of India Pvt Ltd, New Delhi, India.
- Loudon, D.L., & Bitta, A.J.D. (2006). Consumer Behaviour (4th ed). Tata McGraw-Hill Publishing Company Ltd, New Delhi
- Schiffman, L.G., & Kanuk, L.L. (2005). Consumer Behaviour (8th ed).: *Prentice-Hall of India Pvt Ltd*. New Delhi
- Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour – Text and Cases, Excel Books, A45, Naraina, Phase I, New Delhi, India

**Course Designer: Dr. S. Kalaivanan**

**Thiagarajar College (Autonomous), Madurai – 625 009**  
**Department of Psychology**  
 (For those joined other than B.Sc., Psychology on or after June 2020)  
**Program code: UPS**

Course Code	Course Title	Category	L	T	P	Credit
UPS20NE31	Stress and Stress Management	NME I	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Third	15	35	50

### Preamble

Recapitulate the causes of stress and techniques to overcome stress

### Course Outcomes

**On the completion of the course the student will be able to**

	Course outcomes	Expected Proficiency	Expected Attainment
CO1	Enlighten the concept of stress and coping	80	70
CO2	Recognize the different type of emotions and its influence	80	70
CO3	Adopt various stress coping mechanisms	80	70
CO4	Identify psychological intervention to cope with stress	85	70
CO5	Apply different relaxation techniques and overcome their stress	80	70

### Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	-	S	S	L
CO2	-	M	-	-	-
CO3	L	M	M	-	M
CO4	-	-	L	-	L
CO5	M	L	-	M	S

### Mapping of Course Outcomes with Programme Outcomes

**B.SC., P.O.**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	-	M	L	-	-	L
CO2	S	L	-	M	-	-
CO3	-	S	S	-	-	M
CO4	-	S	-	S	M	-
CO5	M	-	M	-	-	-

**B.A. P.O.**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	L	M	S	-	M
CO2	M	L	-	-	L	L

CO3	-	-	-	M	-	L
CO4	M	-	-	-	L	-
CO5	-	M	-	L	-	M

#### B.B.A. P.O.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	L	M	-	M	L	L
CO2	-	S	-	-	-	M
CO3	S	-	S	-	L	-
CO4	M	L	L	M	-	-
CO5	-	-	L	-	L	-

#### B.Com. P.O.

	PO1	PO2	PO3	PO4	PO5
CO1	M	-	M	-	M
CO2	-	M	L	-	-
CO3	L	-	-	M	L
CO4	-	L	-	-	L
CO5	-	-	M	L	-

#### Blooms taxonomy: Assessment Pattern

	CA		End of Semester
	First	Second	
<i>Knowledge</i>	40%	40%	40%
<i>Understand</i>	40%	40%	40%
<i>Apply</i>	20%	20%	20%

#### Course Title: Stress and Stress Management

#### UNIT-I: STRESS, MEANING, NATURE AND APPROACHES.

Nature of stress: Definition, stress response, types of stress and stressors. General Adoption Syndrome, Stress in changing world. Holistic approach to stress management: premise and nature. The power of adoption. The body and emotions components; the body-stress and chronic pain, anatomy and physiology, stress and immune system. Stress, disease connection and the dynamic of self healing. The Emotions-healthy and unhealthy emotions – anger, fear, joy and happiness; Assessments: life stress questionnaire, poor sleep habits questionnaire and locus of control questionnaire. Exercises: physical symptoms questionnaire, creative altruism, stress.

#### Unit II: STRESS MANAGEMENT

The wisdom of physical relaxation through sight, sound, smell, taste and the divine sense. Breathing Retraining and Exercise. The art of mediation – types and insightful meditation. Hypnotic Methods, Biofeedback, Methods Based on Eastern Meditative and Therapeutic Disciplines, Cognitive Methods. Other Methods: Music Therapy - Pharmacological Approach - Sport Psychophysiology. Exercises:

Relaxation through five senses, breathing clouds meditation and rainbow meditation, self-massage, surya namaaskar, self suggestion and the rainbow diet.

### **Text books**

- Brian Luke Seaward (2019). Essentials of Managing Stress – 5<sup>th</sup> Ed, Jones & Bartlett Learning Publishers.
- Paul M. Lehrer, Robert, L. Woolfolk, & Wesley, E. (2007). Principles and practice of stress management, 3rd Ed. The Guilford Press, A Division of Guilford Publications, Inc.

### **Reference Books:**

- Seaward, B. L. (2016). Essentials of managing stress. Jones & Bartlett Publishers.
- Shelly E. Taylor (2012). Health psychology, 7th edition, TATA McGraw-Hill, New Delhi.
- Palmer, S and Cooper, C. (2007). How to deal with Stress, Kogan Page Pvt Ltd, New Delhi.
- Epstein, R. (2006). The Big Book of Stress-Relief Games, Tata McGraw - Hill Publishing Company, New Delhi.
- Wolfgang Linden, (2004). Stress Management: From Basic Science to Better Practice.

**Course Designer: Dr. S. Kalaivanan**

**Thiagarajar College (Autonomous), Madurai – 625 009****Department of Psychology**

(For those joined B.Sc. Psychology on or after June 2020)

**Program code: UPS**

Course Code	Course title	Category	L	T	P	Credit
UPS20C41	Developmental Psychology – II	Core -VI	6	-	-	6

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Fourth	25	75	100

**Preamble**

- Perceives the Nature and Context of Development, as well as the research methods used to study Human Development
- Examines the Biological, Cognitive, Social, Emotional, and Moral aspects of Development through various Theoretical Models. The major emphasis is on typical Growth and Development.

**Course Outcomes**

As a result of successfully completing this course, the student will be able to the following:

	Course Outcomes	Expected Proficiency	Expected Attainment
CO1	Identify the Major issues, tasks and milestones of Adolescence Development, such as Physical, Cognitive, Social and Emotional Development throughout the Lifespan.	80	60
CO2	Explain the impact of Biological/Genetic influences on Physical Growth, Cognition and Behaviour in Adulthood	80	65
CO3	Evaluate the Midlife Crisis and Vocational Changes in Middle Adulthood	75	60
CO4	Demonstrate an understanding of how Gender, Ethnicity, Class, Historical period, and Social location relate to the Life course Experience	75	65
CO5	Providing a Comprehensive overview of Issues of Ageing from a Global Perspective and ways in helping Older Citizens to have a better living.	75	70

**Mapping of Course Outcomes with Program Specific Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	L	M	S	L
CO2	M	L	M	M	S
CO3	S	M	M	L	S
CO4	S	L	M	M	S
CO5	S	S	M	M	S

## Mapping of Course Outcomes with Program Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	M	-	M	L	L
CO2	S	S	L	M	M	L
CO3	S	S	L	S	M	M
CO4	S	S	L	M	L	M
CO5	L	S	-	M	L	S

## Bloom Taxonomy : Assessment Pattern

	CA		End of semester
	First	second	
Knowledge	40%	40%	40%
Understand	40%	40%	40%
Apply	20%	20%	20%

## Course Title: Developmental Psychology – II

### Unit I

#### Puberty and Adolescence

Puberty-Meaning, Stages in Puberty-Prepubescent stage, Pubescent stage and Post Pubescent stage, Biological Changes-Primary and secondary sexual characteristics, Reactions to Physical Changes; Characteristics of Adolescence; Cognitive development; Moral Development- Kohlberg's Levels of Morality; Developing A Career- Stages in Vocational Planning, Influences on Vocational Planning, Gender Differences, Health Concerns in Adolescence - Nutrition, Eating Disorder- Anorexia and Bulimia; Abuse - Drugs, Nicotine, Alcohol; STDs; Adolescent Relationships-Family, Peers, Society.

### Unit II

#### Early Adulthood

Transition from Adolescence to Adulthood, Physical Development, Sexuality; Cognitive Development – Post Formal Operational Stage; Career and Work - Vocational Adjustment - Importance of Work, Gender Difference at Work, Factors making vocation life difficult, Appraisal of vocational adjustment; Attraction, Love and Close Relationships, Adults Lifestyles, Marriage and Family

### Unit III

#### Middle Adulthood

Physical Development-Physical Changes, Health and Fitness, Adapting to Physical changes; Cognitive Development-Changes in Mental Abilities, Information Processing; Midlife Crises-Empty Nest Syndrome; Vocational Life; Erikson's Theory – Generativity versus Stagnation; Relationship at Midlife, Stability and Change in Self Concept and Personality

### Unit IV

#### Late Adulthood

Physical Development – Life Expectancy, Physical changes, Health Fitness and Disability; Cognitive Changes- Memory, Language Processing, Problem Solving, Wisdom; Erikson's Theory: Ego Integrity versus Despair; Relationship in Late adulthood; Retirement, Optimal Aging.

## **Unit V**

### **End of Life**

The Death System and Cultural Contexts; Defining Death and Life/Death issues, Developmental Perspective on Death; Facing One's Own Death; Coping with Death of Someone Else.

### **Text Books:**

- Papilla, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human Development* (11<sup>th</sup> ed.): McGraw-Hill, India.
- Berk, L.C. (1996). *Child Development*. (3<sup>rd</sup> Ed.). Prentice Hall of India Pvt Ltd, New Delhi.
- John W. Santrock (2017). *Life Span Development* (16<sup>th</sup> ed.): McGraw-Hill Education, India.

### **References:**

- Hetherington and Park. (1999). *Developmental Psychology*. (5<sup>th</sup> ed.). McGraw Hill Publication, India.
- Hurlock, E. B. (2001). *Developmental Psychology* (6<sup>th</sup> Ed.). McGraw-Hill Education, India

**COURSE DESIGNER: Ms.Haritha.S**

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**Department of Psychology**  
 (For those joined B.Sc. Psychology on or after June 2020)  
**Programme code: UPS**

Course Code	Course Title	Category	L	T	P	Credit
UPS20CL41	Psychological Assessment	Practical	-	-	4	2

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Four	40	60	100

**Course Outcomes**

On the completion of the course the student will be able to

	Course outcomes	Expected Efficiency	Expected Attainment
CO1	Recognize the individual differences scientifically	80	75
CO2	Develop scientific and experimental attitudes	80	75
CO3	Evaluate the psychological traits of a person	80	75
CO4	Apply the skills of observation and scientific reporting in psychology	80	75
CO5	Enlarge the skills of observation and scientific reporting in psychology	80	75

**Mapping of Course Outcomes with Programme Specific Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	S	L
CO3	M	S	M	S	M
CO4	S	S	M	S	-
CO5	S	S	M	S	-

**Mapping of Course Outcomes with Programme Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	S	-	S	M	L
CO2	S	M	M	L	-	-
CO3	M	S	-	-	S	L
CO4	S	L	M	M	M	-
CO5	S	M	L	-	S	-

**Bloom's taxonomy: Assessment Pattern**

	CA		End of Semester
	First	Second	
<i>Knowledge</i>	40%	40%	40%
<i>Understand</i>	40%	40%	40%
<i>Apply</i>	20%	20%	20%

The Students shall complete any **TEN** of the following experiments and submit a record for the procedure involved at the end of the IV Semester

### **EMOTION**

Aggression Scale  
Emotional Maturity  
Student Stress Scale  
State - Trait Anxiety

### **MEMORY and COGNITION**

Immediate Memory Span  
Retroactive Inhibition  
Self-Concept Questionnaire  
Problem Solving

### **SOCIAL PROCESS**

Social Distance Scale  
Social Maturity Scale  
Superstition Scale  
Self Esteem Scale

### **PERSONALITY**

Big Five Personality Factors  
Locus of Control  
Eysenck Personality Questionnaire  
16 PF  
MBTI

### **INTELLIGENCE**

Multiple Intelligence Scale  
Raven's Standard Progressive Matrices  
Kaufman Intelligence Test  
Vineland Social Maturity Scale

### **REFERENCES:**

- Parameshwaran, E.G. & Ravichandran, R. (2001). Experimental Psychology, Neelkamal Publication Pvt., Ltd., Hyderabad.
- Kuppusamy, B. (1954). Elementary Experiments in Psychology, Oxford University Press, Madras
- Postman & Egan, J. P. (1985). Experimental Psychology, Kalyani Publications, New Delhi
- Woodworth, R.S., Scholesberg. H., Kling, J.W., & Riggs, L.A. (1972). Experimental Psychology, Methuen young books, London.
- Anastasi, A & Urbina, S. (2004). Psychological Testing, Pearson Education Inc, New Delhi.
- Cronbach, L.J. (1949). Essentials of Psychological Testing. Oxford, Harper, England.

**COURSE DESIGNER: Dr. K. Magaveera Nagappa**

**Thiagarajar College (Autonomous), Madurai – 625 009**  
**Department of Psychology**  
 (For those joined B.Sc. Psychology on or after June 2020)  
**Programme code:UPS**

Course Code	Course Title	Category	L	T	P	Credit
UPS20GE41	Research Methodology and Statistics	Generic Elective: IV	5	1	-	5

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Fourth	25	75	100

### Preamble

Comprehend the fundamentals underlying methods of dealing with Data, Statistics, Research Process and Ethics in Research

### Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Expected Proficiency	Expected Attainment
CO1	Define the Basic concepts of psychology related to statistics and organizing data.	75	65
CO2	Recognize various methods in analysing the data.	75	65
CO3	Comprehend basic concepts and types of research.	80	70
CO4	Application of research in psychological aspect.	70	60
CO5	Apply the knowledge acquired to interpret and write report.	75	65

### Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	S	S	M
CO2	S	-	L	M	M
CO3	-	-	M	-	-
CO4	M	L	M	-	M
CO5	-	S	L	M	-

### Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	L	-	-	M	-
CO2	-	M	M	M	M	M
CO3	S	-	-	M	-	M
CO4	S	-	-	S	S	L
CO5	M	S	M	-	S	-

### Blooms taxonomy: Assessment Pattern

	CA		End of Semester
	First	Second	
<i>Knowledge</i>	40%	40%	40%
<i>Understand</i>	40%	40%	40%
<i>Apply</i>	20%	20%	20%

**Unit I: Basics of Statistics and Organizing Data**

Statistics: Need and Importance of Statistics- Prerequisites of Statistics. Data: Basics in organizing data - Data Collection: Primary Data - Secondary Data - Methods of organizing data: Tabular and Graphical representation - Representation of Grouped and Ungrouped data.

**Unit II: Statistical Analysis of Data**

Measures of Central Tendency: Mean-Median-Mode- Merits and Demerits of Central Tendency. Measures of Dispersion: Quartile deviation-Standard Deviation. Measures of Relationship: Spearman's coefficient of correlation-Karl Pearson's coefficient of correlation.

**Unit III: Research Methodology**

Research – Definition-Objectives of Research-Types of Research: Quantitative - Qualitative -Research and Scientific method-Criteria of Good Research-Variables and its types: Discrete variable-Continuous variable.

**Unit IV: Research Process**

Research Problem: Selecting Problem- necessity and Techniques in defining Research Problem. Research Design: Descriptive – Experimental – Exploratory – Correlational - Features of good Design. Review of Literature: Purpose and Source. Hypothesis: Null Hypothesis-Alternative Hypothesis. Sampling: Types of Sampling..

**Unit V: Interpretation and Report Writing**

Interpretation - Techniques and Precautions. Report Writing: Types of Report-Steps in writing Report - Ethics in Research - Problems encountered by Researchers - Plagiarism.

**Text Book:**

1. Madan, Pankaj, Paliwa, Vageesh, & Bharadwaj, Rajul. (2016). *Research Methodology*. 2<sup>nd</sup> Ed, Global Academic Publishers and Distributers, New Delhi.
2. Kothari,C.R. (2014). *Research Methodology Methods and Technique*. 3rd Ed. New Age International private limited, New Delhi.

**Reference:**

1. Kothari,C.R. (2003). *Research Methodology Methods and Technique*. 2<sup>nd</sup>ed, New Age International private limited. New Delhi
2. Edwards, A. K. (1976). *Experimental Designs in Behavioural research*, Prentice hall, India
3. Mangal, S. K. (2018). *Statistics in Psychology and Education*, 2<sup>nd</sup>ed. PHI learning private limited, New Delhi.

**COURSE DESIGNER: Mrs. V. Manimala**

**Thiagarajar College (Autonomous), Madurai – 625 009**  
**Department of Psychology**  
 (For those joined B.Sc. Psychology on or after June 2021)  
**Programme code:UPS**

Course Code	Course Title	Category	L	T	P	Credit
UPS20NE41	Mindfulness and Well being	NME II	2	-	-	2

Year	Semester	Int. Marks	Ext. Marks	Total
Second	Fourth	15	35	50

### Preamble

Introduce the theoretical and practical aspects in Mindfulness and Well-Being.

### Course Outcomes

On the completion of the course the student will be able to

	Course outcomes	Expected Proficiency	Expected Attainment
CO1	Delineate the scope and difference between Mindfulness and Well-Being	70	60
CO2	Recognize behavioural problems and examine strategies for Mindful management through therapies.	70	60
CO3	Demonstrate the different types of Well-Being and the theoretical models	75	65
CO4	Expand the Well-Being approach from childhood to old age community.	70	60
CO5	Apply the knowledge of individual Well-Being and Mindfulness techniques	70	60

### Mapping of Course Outcomes with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	S	S	M
CO2	S	-	L	M	M
CO3	-	-	M	-	-
CO4	M	L	M	-	M
CO5	-	S	L	M	-

### Mapping of Course Outcomes with Programme Outcomes

B.SC. P.O.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	M	-	S	S	L	
CO2	-	M	-	-	-	M
CO3	L	M	M	M	S	
CO4		--	-	L	M	L
CO5	M	L	M	M	S	-

**B.A. P.O.**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	L	-	M	S	M
CO2	M	M	-	M	S	S
CO3	S	-	L	L	M	M
CO4	S	L	-	S	S	M
CO5	S	M	L	L	S	S

**B.B.A. P.O.**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	S	L	-	L	-	L
CO2	S	L	M	S	-	S
CO3	L	-	-	M	-	L
CO4	M	L	-	M	-	M
CO5	S	M	M	S	M	S

**B.Com. P.O.**

	PO1	PO2	PO3	PO4	PO5
CO1	M	L	L	L	-
CO2	M	M	M	S	S
CO3	M	-	L	L	L
CO4	S	-	M	M	M
CO5	S	M	S	S	M

**Blooms taxonomy: Assessment Pattern**

	CA		End of Semester
	First	Second	
<i>Knowledge</i>	20%	20%	20%
<i>Understand</i>	40%	40%	60%
<i>Apply</i>	20%	20%	20%

**Course Title: Mindfulness and Well Being****UNIT I: Introduction to Mindfulness**

Mindfulness: Definition-Techniques for developing Mindfulness-Practicing Mindfulness for self-Mindful Sleeping-Mindful Eating-Mindfulness in Stress-Anxiety-Depression-Addiction. Mindfulness therapy-Mindfulness based Stress reduction-Mindfulness based Cognitive therapy-Dialectical Behaviour therapy- Acceptance and Commitment therapy. Meditation and its uses-Spirituality.

**UNITII: Understanding Well-Being**

Well-Being: Definition-Happiness and Life Satisfaction-Types of well being; Hedonic wellbeing-Eudemonic Well Being-Measuring Subjective Well Being-PERMA Model-Goal and Subjective Well Being-Well Being during Childhood-Adolescence-Adulthood-Old age. Activities: Self care plan-Expressing Gratitude-Well Being Wheel for Self.

### **Textbook**

- Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology, Oxford University Press, New York.
- Barker, M. (2013). Mindful Counselling and Psychotherapy. 1<sup>st</sup> ed. Sage Publications, New Delhi.

### **Reference books**

- Carr, A. (2004). Positive psychology: The science of happiness and human strengths, Routledge, New York.
- Singh, A. (2013). Behavioural science: Achieving behavioural excellence for success. Wiley India Pvt ltd, New Delhi.

**COURSE DESIGNER: Mrs. V. Manimala**