

Periods	Topic/Sub Topic	Objectives /Skill to be Developed	Assessment/Activities	Learning outcomes
16	Unit I : What is Psychology 1. What is Psychology a. Psychology as a Discipline b. Psychology as a Natural Science c. Psychology as a Social Science 2. Understanding Mind and Behavior 3. Popular notions about the Discipline of Psychology. 4. Evolution of Psychology 5. Development of Psychology in India 6. Branches of Psychology. 7. Themes of research and Applications. 8. Psychology and other Disciplines. 9. Psychologists at Work. 10. Psychology in Everyday life.	1. To understand the nature and role of psychology in understanding mind and behavior. 2. To State the growth of the discipline. 3. To know the different fields of psychology, its relationship with other disciplines, and professions. 4. To appreciate the value of psychology in daily life to help you understand yourself and others better.	Assessment can be done by using checklist, Quiz, Peer Evaluation, Paper Pencil test, Chart Preparation and Individual and Group Presentation.	The student is able to understand and appreciate Psychology as discipline, its application and relationships with other science through appropriate and interesting examples and analysis of everyday experience.
20	Unit II : Methods of Enquiry in Psychology 1. Goals of Psychological Enquiry a. Steps in Conducting Scientific Research. b. Alternative Paradigms of Research 2. Nature of Psychological Data 3. Some important Methods in Psychology. a. Observational Method b. Experimental Method	1. The learner is able to explain the goals and nature of psychological enquiry. 2. The student will learn to understand different types of data used by psychologists. 3. To enable the student to gain knowledge related to important methods of psychological enquiry. 4. To understand the methods of analyzing data.	Assessment can be done by using Paper Pencil test and Individual and Group Presentation. Administration of Various Psychological Tests and Methods of Psychological Enquiry.	The student will familiarize with the methods of studying and understanding both Quantitative and Qualitative methods in Psychology and various issues related with.

	<ul style="list-style-type: none"> c. Correlation Method d. Survey Research e. Psychological Testing f. Case Study <p>4. Analysis of Data</p> <ul style="list-style-type: none"> a. Quantitative Method b. Qualitative Method <p>5. Limitation of Psychological Enquiry</p> <p>6. Ethical Issues</p>	<p>5. To enable the students to understand the limitations of psychological enquiry and ethical considerations.</p>		
20	<p>Unit III: The Bases of Human Behavior</p> <ul style="list-style-type: none"> 1. Evolutionary Perspective 2. Biological and Cultural Root 3. Biological basis of Behavior <ul style="list-style-type: none"> a. Neurons 4. Structure and Function of Nervous System and Endocrine system and their relationship with Behavior and Experience. <ul style="list-style-type: none"> a. The Nervous System b. Endocrine System 5. Heredity: Genes and Behavior 6. Cultural Basis: Socio cultural basis of Behavior <ul style="list-style-type: none"> a. Concept of Culture 7. Enculturation 8. Socialization 	<ul style="list-style-type: none"> 1. To understand the evolutionary nature of human behavior. 2. To know the different functions of nervous system and endocrine system to behavior. 3. To explain the role of genetic factors in determining behavior. 4. To understand the role of culture in shaping human behavior. 5. The students will be able to describe the processes of enculturation, socialization, and acculturation. 6. Able to relate biological and socio-cultural factors in understanding 	<p>Assessment can be done by using Paper Pencil test, Chart Preparation, Assignment and Group Project.</p> <p>Guest Lecture on Nervous System and Endocrine System.</p>	<p>The student will understand the role of biological and socio-cultural factors in the shaping of human behavior and experience.</p>



	9. Acculturation	human behavior.		
16	Unit IV: Human Development 1. Meaning of Development a. Life span perspective on Development 2. Factors influencing Development 3. Context of Development 4. Overview of Developmental Stages a. Prenatal Stage 5. Infancy 6. Childhood 7. Challenges of Adolescent 8. Adult and Old age	1. Able to describe the meaning and process of development. 2. To understand the influence of heredity, environment and context on human development. 3. To know the different stages of development and describe the major characteristics of infancy, childhood, adolescence, adulthood and old age. 4. To reflect on your own course of development and related experiences.	Assessment can be done by using self evaluation techniques, Paper Pencil test, Group discussion and Assignments. Administration of Developmental Screening Test and Child development Schedules. Prepare Case studies.	To understand and able to deal with various Developmental Tasks and Needs across the life span.
20	Unit V: Sensory, Attentional, and Perceptual Process 1. Knowing the World 2. Nature and Varieties of Stimulus 3. Sense Modalities a. Visual Sensation b. Auditory Sensation 4. Attentional Process a. Selective Attention b. Sustained Attention 5. Perceptual Process a. Processing approaches in	1. To enable the student to understand the nature of sensory processes. 2. Able to explain the processes and types of attention. 3. To analyze the problems of form and space perception.	Assessment can be done by using PPT Presentation, Paper Pencil Test, Preparation of models related	The students will able to explain how various sensory stimuli are received, processed and interpreted by



	<ul style="list-style-type: none"> b. Perception 6. Perceiver 7. Principles of Perceptual Organization 8. Perception of Space, Depth and Distance <ul style="list-style-type: none"> a. Monocular cues and Binocular cues 9. Perceptual constancies 10. Illusions 11. Socio-Cultural influence on Perception 	<ul style="list-style-type: none"> 4. Develop sensitivity towards role of socio-cultural factors in perception. 5. Able to reflect on sensory, attentional and perceptual processes in everyday life. 	<p>to various the principles of Perceptual Organization.</p> <p>Administration tests related to Attention, Perception and Illusion.</p>	<p>Human brain and related organs to understand the world around us.</p>
<p>22</p>	<p>Unit VI: Learning</p> <ul style="list-style-type: none"> 1. Nature of Learning 2. Paradigms of Learning 3. Classical Conditioning <ul style="list-style-type: none"> a. Determinants of Classical Conditioning 4. Operant/Instrumental Conditioning <ul style="list-style-type: none"> a. Determinants of Operant Conditioning b. Key Learning Process 5. Observational Learning 6. Cognitive Learning 7. Verbal Learning 8. Concept Learning 9. Skill Learning 	<ul style="list-style-type: none"> 1. To explain the specific nature of learning. 2. The student will learn to understand different forms or types of learning and the procedures used in such types of learning. 3. To know various psychological processes that occur during learning and influence its course. 4. To understanding key elements that influence the process of 	<p>Assessment can be done by using questionnaire, Paper Pencil test and Individual and Group Presentation.</p> <p>Live demonstrations related to various types of learning happen in Human.</p>	<p>The students will understand how human beings acquire new behavior and how changes in behavior take place.</p> <p>Students can identify their personal style of learning and develop various study skills.</p>

	<p>10. Transfer of Learning 11. Factors Facilitating Learning 12. The Learner: Learning style 13. Learning Disabilities 14. Applications of Learning Principles</p>	<p>learning. 5. To familiarize yourself with some applications of learning principles.</p>		
20	<p>Unit VII: Human Memory 1. Nature of Memory 2. Information Processing Approach: The Stage Model 3. Memory Systems: Sensory, Short-Term and Long-term Memories 4. Levels of Processing 5. Types of Long Term Memory a. Declarative and Procedural; Episodic and Semantic 6. Knowledge Presentation and Organization in Memory 7. Memory as a constructive Process 8. Nature and Causes of Forgetting a. Forgetting due to trace Decay, Interference and Retrieval Failure 9. Enhancing Memory a. Mnemonics using Images and Organization</p>	<p>1. Develop an understanding the nature and significance of memory. 2. Able to distinguish between different types of memory and its functioning. 3. To explain how the contents in short term and long-term memory are represented and organized. 4. Able to appreciate the constructive and reconstructive processes in memory, understand the nature and causes of forgetting. 5. The student will learn the strategies for improving memory.</p>	<p>Assessment can be done by using assignments, Group Discussion, Unit Tests and PPT Presentation. Administration of Various memory tests among peer group.</p>	<p>The students will able to understand how information is received, stored, retrieved and lost and they will also be learned some techniques to improve memory.</p>
18	<p>Unit VIII : Thinking 1. Nature of Thinking a. Building Blocks of Thought 2. The process of Thinking 3. Problem Solving</p>	<p>1. To describe the nature of thinking and reasoning. 2. Able to demonstrate an understanding of some cognitive</p>	<p>Assessment can be done by using checklist, Peer Evaluation, Paper Pencil test and Individual and Group Presentation.</p>	<p>The student will able to understand various process involved in thinking like reasoning, decision making, Problem solving and creative</p>

	<ol style="list-style-type: none"> 4. Reasoning 5. Decision-Making 6. Nature and Process of Creative thinking <ol style="list-style-type: none"> a. Nature of Creative thinking b. Process of Creative Thinking 7. Developing Creative Thinking <ol style="list-style-type: none"> a. Barriers to Creative Thinking b. Strategies for Creative thinking 8. Thought and Language 9. Development of Language and Language use 	<p>processes involved in problem solving and decision-making.</p> <ol style="list-style-type: none"> 3. To understand the nature and process of creative thinking and learn ways of enhancing it. 4. To make the student understand the relationship between language and thought. 5. To know the different process of language development and its use. 	<p>Administration of various Psychological tests related to thinking, Reasoning and Creativity.</p>	<p>thinking etc.,</p> <p>Students will be able to develop some metacognitive strategies.</p>
<p>18</p>	<p>Unit IX: Motivation and Emotion</p> <ol style="list-style-type: none"> 1. Nature of Motivation 2. Types of Motives <ol style="list-style-type: none"> a. Biological Motives b. Psychological Motives 3. Maslow’s hierarchy of needs 4. Nature of Emotions 5. Physiological bases of Emotion 6. Cognitive bases of Emotion 7. Cultural bases of Emotion 8. Expression of Emotion <ol style="list-style-type: none"> a. Culture and Emotional expression b. Culture and Emotional labeling 9. Managing negative Emotions 10. Enhancing Positive Emotions 	<ol style="list-style-type: none"> 1. To understand the nature of human motivation. 2. To able describe the nature of some important motives. 3. To understand the key elements in the nature of emotional expression. 4. Able understand the relationship between culture and emotion. 5. To know how to manage your own emotions. 	<p>Assessment can be done by using checklist, Paper Pencil test and Individual and Group Presentation.</p> <p>Administration of various Psychological tests related to motivation and Emotion.</p>	<p>The students will be able understand and describe why Human being behave as they do.</p> <p>They also be developed positive attitudes towards their fellow beings and being emotionally stabled persons.</p>