COURSE STRUCTURE PG PSYCHOLOGY

SEMESTER I

Subject	Subject code	Title of the Paper	Contact hours/ week	Credits	Maximum marks		
					CIA	ESE	TOTAL
Core I	21PPSC11	Advanced General Psychology	6	4	40	60	100
Core II	21PPSC12	Developmental Psychology	6	4	40	60	100
Core III	21PPSC13	Theories of Personality	5	4	40	60	100
Core IV	21PPSC14	Physiological Psychology	5	4	40	60	100
Core Practical I	21PPSCR1	Advanced GP & DP	4	2	40	60	100
Core Practical II	21PPSCR2	Theories of Personality & BP	4	2	40	60	100
			30	20			

SEMESTER II

Subject	Subject code	Title of the Paper	Contact hours / week	Credits	Maximum marks		
					CIA	ESE	TOTAL
Core V	21PPSC21	Counselling Psychology	5	4	40	60	100
Core VI	21PPSC22	Psychotherapeutics	5	4	40	60	100
Core VII	21PPSC23	Advanced Social Psychology	5	4	40	60	100
Core VIII	21PPSC24	Research methodology	4	4	40	60	100
Field work	21PPFW21		3	3	40	60	100
Core Practical III	21PPSCR3	CP & Psychotherapeutics	4	2	40	60	100
Core Practical IV	21PPSCR4	Advanced SP & RM	4	2			
			30	23+2			

It is mandatory for all I PG students to attend the course through Swayam Portal. Students who pass in MOOC through portals will get extra credits. Students who fail in MOOC can appear for the supplementary exam and the institution will provide the certificate. No extra credits will be given. It is mandatory for students to complete one MOOC Course during the first year of study. Two credits will be provided.

LESSON PLAN FOR PSYCHOLOGY

Objective Oriented Learning Process RBT

Programme	M.Sc. Psychology
Semester	I
Subject Title	Major Core: Advanced General Psychology
Code	21PPSC11
Hours	6
Total Hours	90
Credits	4
Max Marks	75
Unit & Title	Unit I : The Endocrine System
Name of the Faculty	R.Rohini
T-L tools	Lecture method, **Audio Visual aid:** video showing about endocrine system **Visual aid**: Picture of glands, understanding hormones, functions of hormones and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

Prerequisite Knowledge:
Knowledge about Basic understanding of human anatomy and physiology.

Micro -planning
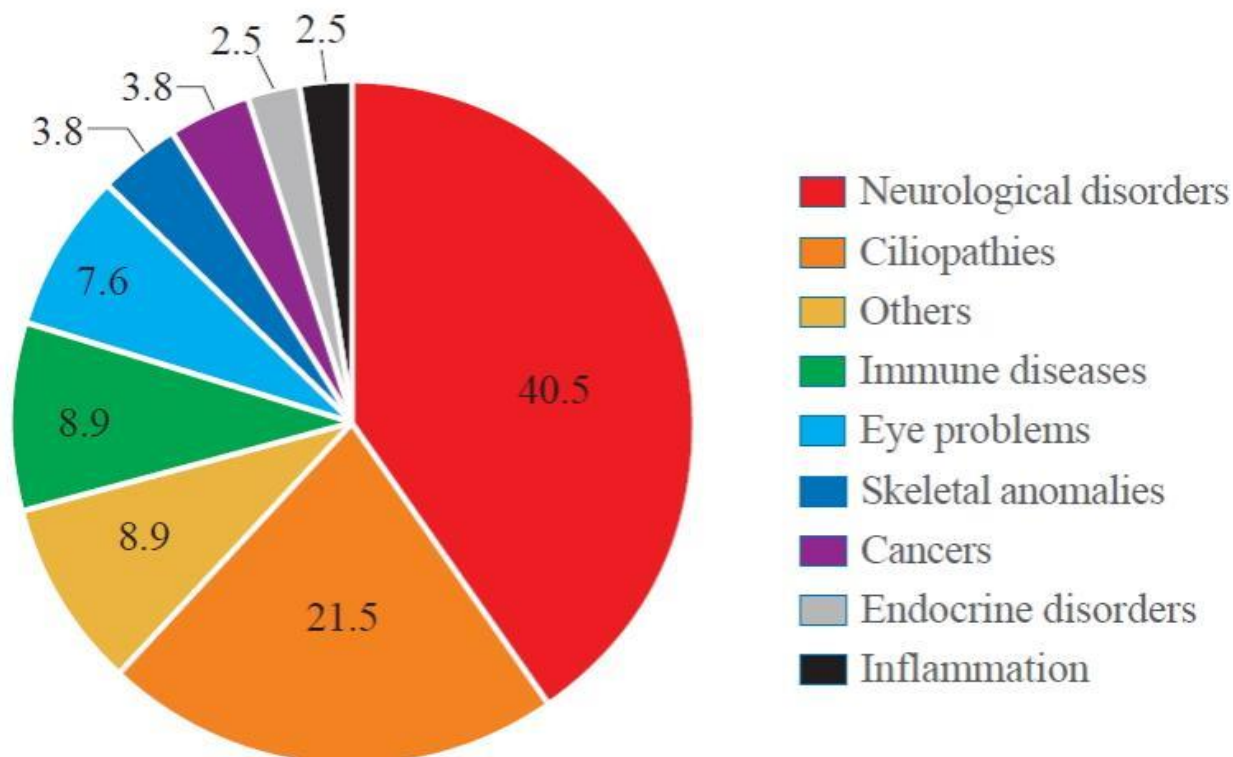
1. **Topic for Learning through evocation**

The endocrine system is a network of glands that produce and release hormones, which regulate various bodily functions such as growth, metabolism, reproduction, and mood. Key glands include the hypothalamus, pituitary, thyroid, parathyroid, adrenal glands, pancreas, and reproductive organs (ovaries and testes). These glands secrete hormones directly into the bloodstream, allowing them to reach target organs and tissues. The system works in tandem with the nervous system to maintain homeostasis, ensuring the body responds effectively to internal and external changes. Imbalances in the endocrine system can lead to disorders like diabetes, thyroid diseases, or hormonal imbalances.

Hormones in the endocrine system are chemical messengers that regulate numerous physiological processes in the body. Secreted by endocrine glands such as the pituitary, thyroid, adrenal glands, pancreas, and reproductive organs, hormones travel through the bloodstream to target cells and tissues. Each hormone has a specific function, such as insulin regulating blood sugar, thyroid hormones controlling metabolism, cortisol managing stress responses, and sex hormones like estrogen and testosterone influencing reproduction and development. Hormones work in precise feedback loops to maintain balance (homeostasis), and any imbalance can lead to disorders like diabetes, hypothyroidism, or hormonal dysfunctions affecting growth and fertility.

2. Topic Introduction:
The endocrine system consists of glands that produce and release hormones, which regulate various functions in the body, including metabolism, growth, and reproduction. Hormonal imbalances can lead to conditions such as diabetes, thyroid disorders, and growth issues.

2.1. General Objective:

2.2. To understand the structure, function, and significance of the endocrine system.

2.3. Specific Objectives:
Enables the students to:
1. Identify major glands of the endocrine system and their locations.
2. Explain the functions and roles of hormones produced by these glands.
3. Analyze the effects of hormonal imbalances on human health.
4. Discuss the interplay between the endocrine system and psychological processes.
5. Apply knowledge to real-life scenarios, such as understanding stress responses

2.3 : Taxonomy of objectives:

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		

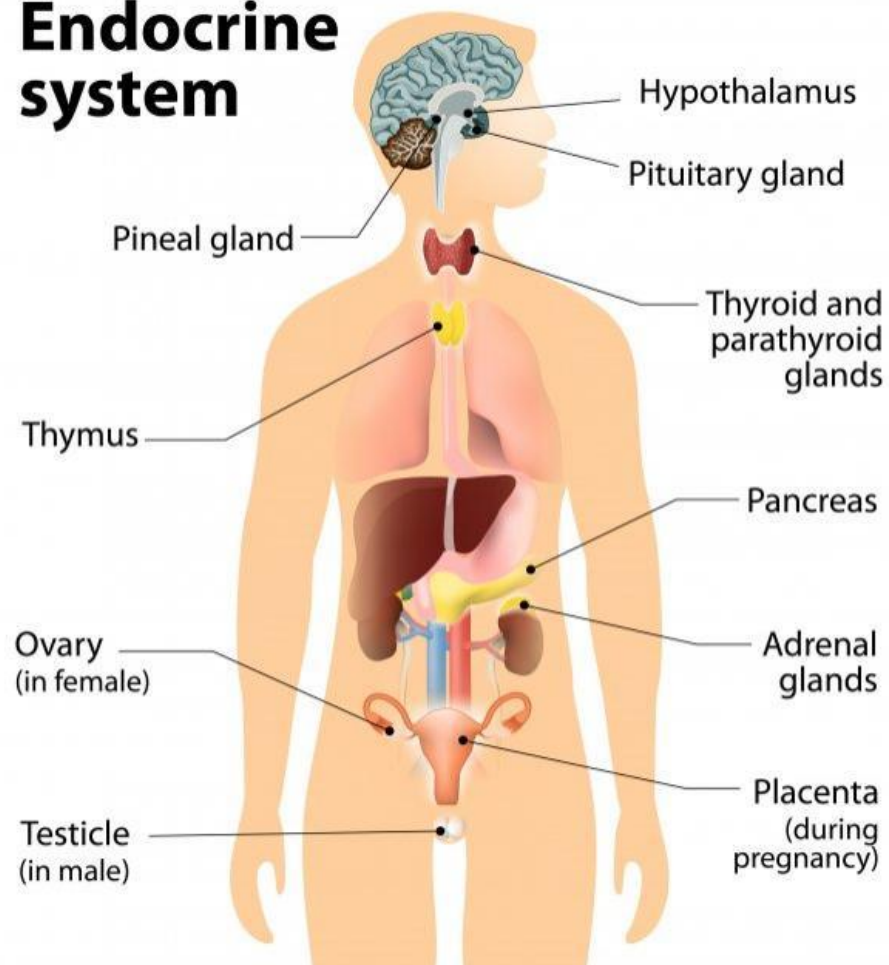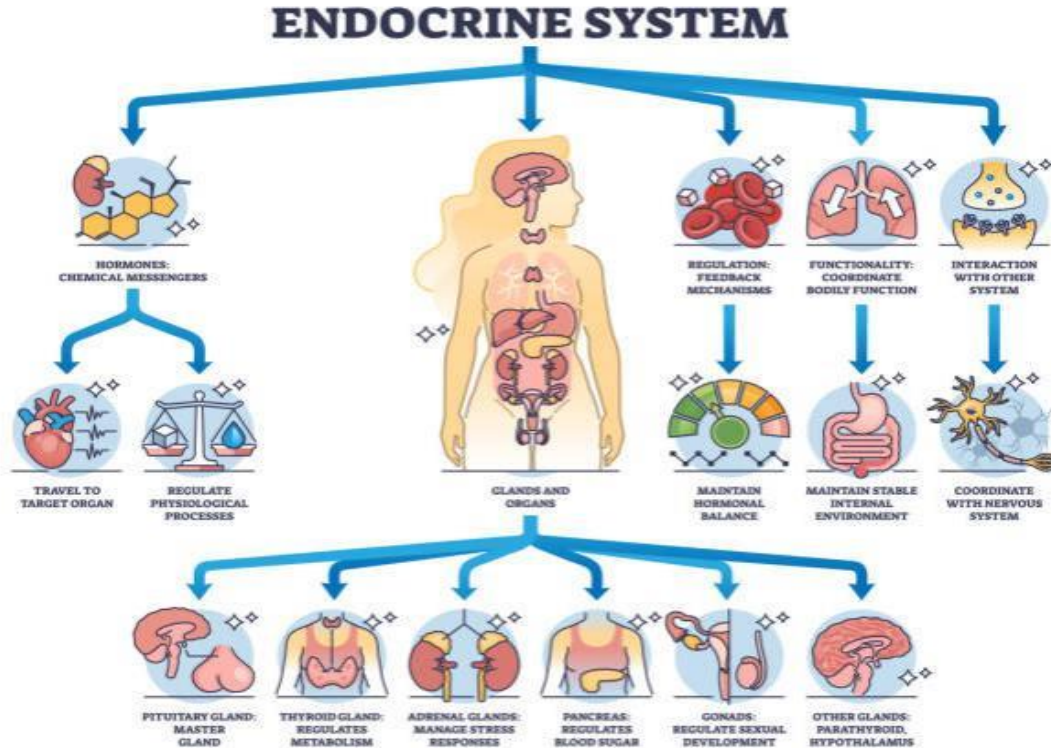| D. Meta Cognitive Knowledge					5	

2.4 : Key words:
Endocrine system, hormones, glands, metabolism, hormonal imbalance, homeostasis.
2.5 : Key diagrams (if any):

The endocrine system is a network of glands that produce and release hormones, regulating various bodily functions such as growth, metabolism, and reproduction. Major glands include the pituitary gland, often called the "master gland," which controls other glands; the hypothalamus, which connects the nervous system to the endocrine system; and the thyroid gland, which regulates metabolism. The parathyroid glands maintain calcium balance, while the adrenal glands produce hormones like adrenaline and cortisol to respond to stress. The pancreas regulates blood sugar through insulin and glucagon, and the pineal gland influences sleep-wake cycles by producing melatonin. Additionally, the gonads (ovaries in females and testes in males) produce sex hormones that regulate reproductive functions. Each gland plays a vital role in maintaining homeostasis and overall health.

ENDOCRINE SYSTEM

HORMONES: CHEMICAL MESSENGERS
- TRAVEL TO TARGET ORGAN
- REGULATE PHYSIOLOGICAL PROCESSES

GLANDS AND ORGANS

REGULATION: FEEDBACK MECHANISMS
- MAINTAIN HORMONAL BALANCE

FUNCTIONALITY: COORDINATE BODILY FUNCTION
- MAINTAIN STABLE INTERNAL ENVIRONMENT

INTERACTION WITH OTHER SYSTEM
- COORDINATE WITH NERVOUS SYSTEM

- PITUITARY GLAND: MASTER GLAND
- THYROID GLAND: REGULATES METABOLISM
- ADRENAL GLANDS: MANAGE STRESS RESPONSES
- PANCREAS: REGULATES BLOOD SUGAR
- GONADS: REGULATE SEXUAL DEVELOPMENT
- OTHER GLANDS: PARATHYROID, HYPOTHALAMUS

The endocrine system plays a crucial role in maintaining homeostasis and regulating various physiological processes in the body. It consists of glands that secrete hormones, which act as chemical messengers to control growth, metabolism, reproduction, mood, and overall development. Hormones released by the endocrine glands, such as the thyroid, adrenal glands, pancreas, and pituitary, help coordinate organ functions and respond to changes in the internal and external environment. For instance, insulin regulates blood sugar levels, while adrenaline prepares the body for fight-or-flight responses. By ensuring communication between different parts of the body, the endocrine system supports health, balance, and survival.

3. Discussion:

Students will bring case studies on hormonal disorders such as hypothyroidism or diabetes. Group analysis of stress and cortisol's role in the endocrine system.

4. Mind Map:
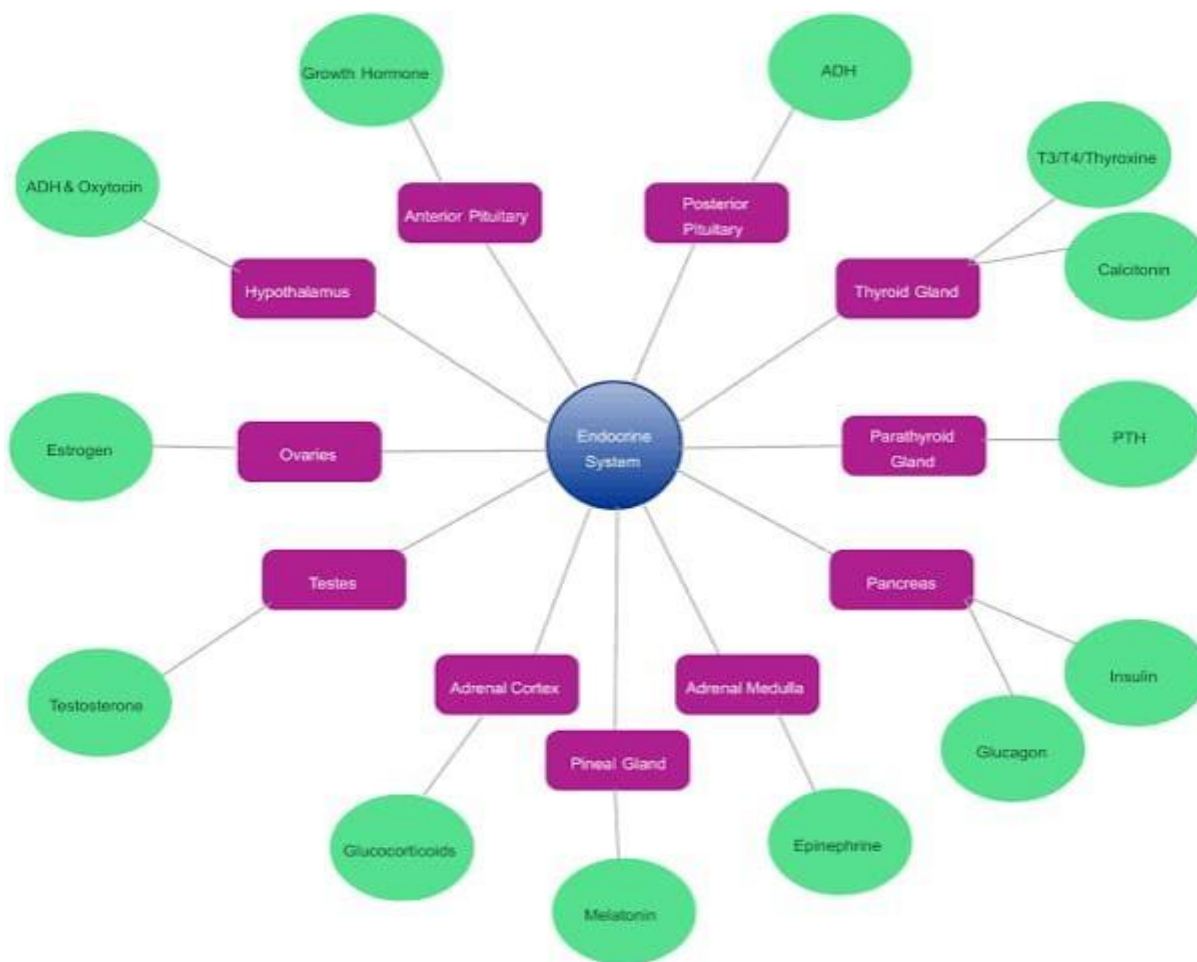
5.Summary:

The endocrine system is a network of glands that produce and release hormones into the bloodstream to regulate various bodily functions, such as metabolism, growth, mood, and reproduction. Key components of the system include the hypothalamus, pituitary gland, thyroid, adrenal glands, pancreas, and gonads (ovaries and testes). These hormones act as chemical messengers that help maintain homeostasis. Some important questions to consider about the endocrine system are: How do hormones impact growth and development? What role does the hypothalamus play in regulating hormone release? How do disorders of the endocrine system, such as diabetes or thyroid diseases, affect the body? How do the endocrine and nervous systems work together to maintain balance?

6.Assessment through Stimulating questions/Analogy/New ideas and Concepts:

-What happens when a gland overproduces a hormone?
-How does the endocrine system interact with the nervous system?
-Discuss the psychological effects of stress hormones like cortisol.

7.FAQ's:

1. Which gland is considered the "master gland"?
    a. Thyroid.   b. Pituitary   c. Adrenal   d. Pancreas

 2. Name the hormone responsible for regulating blood sugar levels..
    a. Insulin   b. Cortisol   c. Thyroxin. d. Adrenaline

3. Hormone secreted by the thyroid gland
     a. Insulin b. Thyroxine   c. Estrogen d. Cortisol

4. Which organ secretes insulin?
     a. Liver   b. Pancreas.   C. Kidney. d. Stomach

5. Which hormone regulates metabolism?
   a. Testosterone b. Thyroxine.   c. Adrenaline   d. Progesterone

6. Gland responsible for producing growth hormone _____

    a.   Pineal gland b. Pituitary gland c. Adrenal gland d. Thymus

8.References: (Books/Periodicals/Journals)
1. Tortora, G. J., & Derrickson, B. (2017). Principles of Anatomy and Physiology. Wiley.
2. Marieb, E. N., & Hoehn, K. (2019). Human Anatomy & Physiology. Pearson.
3. Ganong, W. F. (2020). Review of Medical Physiology. McGraw Hill.

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Objective Oriented Learning Process RBT

Programme	M.Sc. Psychology
Semester	I
Subject Title	Major Core: Developmental Psychology
Code	21PPSC12
Hours	6
Total Hours	90
Credits	4
Max Marks	75
Unit & Title	Unit 1: Theories of Development
Name of the Faculty	R.Rohini
T-L tools	Lecture method, **Audio Visual aid:** video showing about theories of development. **Visual aid**: Picture of development, understanding development, psychoanalytic, social Cognitive and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

Prerequisite Knowledge:
Knowledge about basic understanding of human growth and developmental stages across the lifespan.

Micro -planning
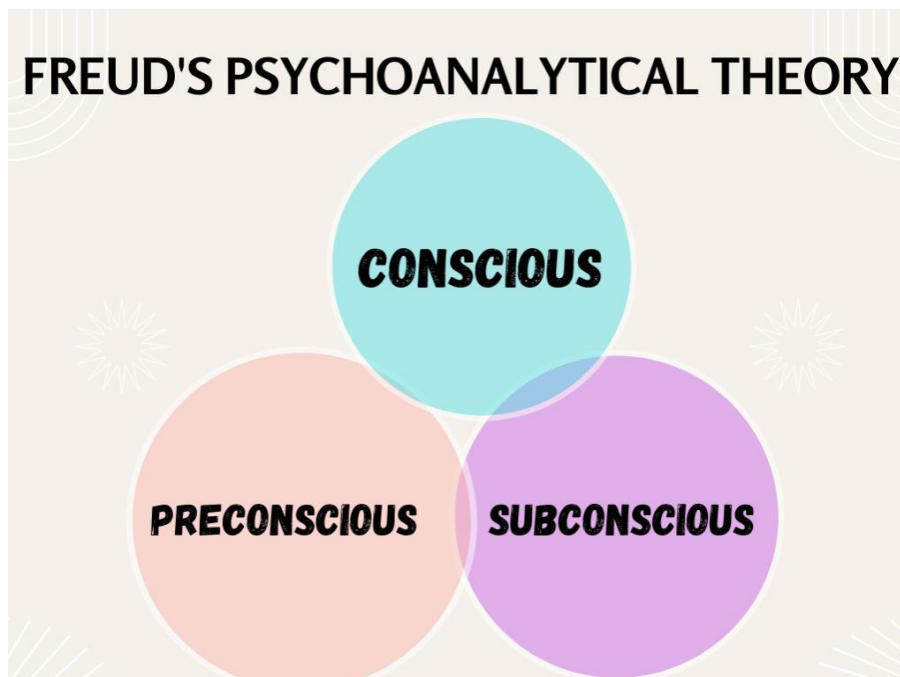
1. Topic for Learning through evocation

Theories of development explore the various stages and processes through which individuals grow physically, cognitively, emotionally, and socially. Jean Piaget's cognitive development theory emphasizes children's active role in constructing understanding through stages, while Erik Erikson's psychosocial theory highlights the resolution of key life conflicts at each stage. Lev Vygotsky's sociocultural theory underscores the importance of social interaction in learning, and Freud's psychosexual theory suggests that early childhood experiences influence later behaviour. John Bowlby's attachment theory focuses on the role of secure emotional bonds in development, while behaviourist theories like those of B.F. Skinner and John Watson emphasize the impact of external stimuli on behaviour. Albert Bandura's social learning theory highlights learning through observation, and Uric Bronfenbrenner's ecological systems theory examines how different environmental layers influence growth. Lawrence Kohlberg's moral development theory outlines the progression of moral reasoning. Each of these theories provides unique insights into how humans develop over time.

Developmental theories can be broadly categorized into several types, each offering a unique perspective on human growth. Cognitive theories, like Jean Piaget's, focus on how children's thinking evolves over time, emphasizing the active role they play in constructing their understanding of the world. Psychosocial theories, such as Erik Erikson's, explore the emotional and social aspects of development, emphasizing how individuals resolve conflicts at various stages of life. Psychosexual theories, notably Sigmund Freud's, propose that early childhood experiences, particularly those related to pleasure and conflict in different body regions, shape adult behavior. Behaviorist theories, including those of B.F. Skinner and John Watson, stress the importance of environmental stimuli in shaping behavior, emphasizing learning through reinforcement and punishment. Social learning theories, like Albert Bandura's, highlight the role of observation and imitation in learning behaviors. Ecological systems theory, proposed by Urie Bronfenbrenner, looks at how development is influenced by multiple layers of the environment, from immediate family settings to broader cultural and societal contexts. Moral development theories, such as those by Lawrence Kohlberg, explore how individuals develop a sense of right and wrong, advancing through stages of moral reasoning. Each type of theory provides a different lens to understand the complex process of human development, emphasizing different factors and stages that contribute to an individual's growth.

2. Topic Introduction:

Development refers to the process of growth, change, and progression over time, encompassing physical, cognitive, emotional, and social aspects. It involves the acquisition of skills, knowledge, and behaviors, as well as the adaptation to and integration of experiences. Development can occur at various stages of life, from infancy to adulthood, and is influenced by a combination of genetic factors, environmental influences, and personal experiences. It is often studied in the context of individual growth, but can also extend to broader societal and cultural evolution.

2.1. General Objective:
To understand key developmental theories and their practical applications.

2.2. Specific Objectives:
Enables the students to:
1.Explain major developmental theories.
2. Identify the stages of development in Erikson's and Piaget's theories.

3. Analyze case studies using theoretical frameworks.
4. Evaluate the role of the environment in shaping behavior.

2.3 : Taxonomy of objectives:

<table>
<tr><th colspan="7">Taxonomy of Objectives</th></tr>
<tr><td rowspan="2">Knowledge Dimension</td><td colspan="6">The Cognitive Process Dimension</td></tr>
<tr><th>Remember</th><th>Understand</th><th>Apply</th><th>Analyze</th><th>Evaluate</th><th>Create</th></tr>
<tr><td>A. Factual Knowledge</td><td>1</td><td></td><td></td><td>1,2,3</td><td>4</td><td></td></tr>
<tr><td>B. Conceptual Knowledge</td><td></td><td>1, 2,3,4</td><td>3,4</td><td></td><td>2,3,4</td><td></td></tr>
<tr><td>C. Procedural Knowledge</td><td></td><td></td><td></td><td>4</td><td></td><td></td></tr>
<tr><td>D. Meta Cognitive Knowledge</td><td></td><td></td><td></td><td></td><td>5</td><td></td></tr>
</table>

2.4 : Key words:
Development, Psychoanalytic, Cognitive, behavioral.

2.5 : Key diagrams (if any):

Freud's Five Psychosexual Stages of Development

Birth to 12 mths	1 to 3 yrs	3 to 6 yrs	7 – 11	Puberty onward
Oral Stage	Anal Stage	Phallic Stage	Latency Stage	Genital Stage
Infant's pleasure centers on mouth 'suckling'	Child's pleasure focuses on anus and from elimination. Toilet Training Relationship between parents	Child's pleasure focuses on Genitals. Oedipus (boys) Electra (girls) Penis envy	Child represses sexual interest and develops social and Intellectual skills. An interlude	A time of sexual reawakening; source of sexual pleasure becomes someone outside of the family continues

Psychoanalytic theories of development, primarily introduced by Sigmund Freud and expanded by Erik Erikson, emphasize the influence of unconscious processes, early childhood experiences, and psychodynamic forces on human growth. Freud's psychosexual theory outlines a series of stages (oral, anal, phallic, latency, and genital), each marked by conflicts that shape personality. Erikson built upon Freud's work, proposing eight psychosocial stages where individuals face conflicts related to trust, autonomy, identity, and generativity, spanning across the lifespan. Other theorists, like Carl Jung, introduced the concept of the unconscious, with Jung focusing on the process of individuation, while object relations theory emphasizes the role of early caregiver relationships in shaping future interpersonal dynamics. These theories collectively highlight the ongoing influence of early experiences on psychological development and adulthood behavior.
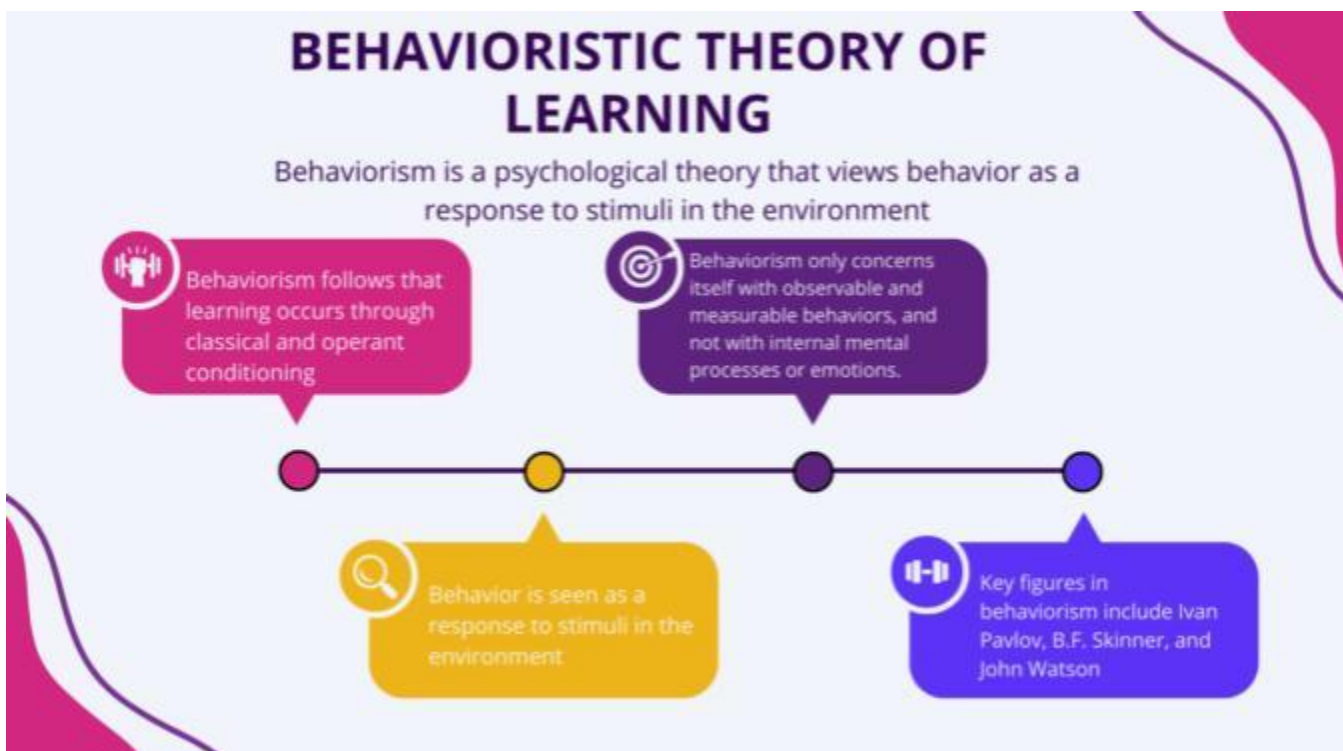

Theories of behavioral development focus on how individuals acquire, shape, and change their behaviors over time. Key theories include Classical Conditioning (Pavlov), which suggests behavior is learned through associations between stimuli, and Operant Conditioning (Skinner), which emphasizes the role of reinforcement and punishment in shaping behavior. Social Learning Theory (Bandura) highlights the influence of observation and modeling on behavior, suggesting individuals learn by watching others. Cognitive-Behavioral Theory integrates thoughts, feelings, and behaviors, asserting that cognitive processes influence emotional responses and actions. These theories collectively emphasize the role of environmental interactions, reinforcement, and internal cognitive processes in shaping human behavior.

3. Discussion:

Students will work in groups to connect real-life scenarios to theories. Each group will present examples where a developmental theory applies.

4. Mind Map:

Vygotsky's Developmental Theory
"Learning impacts Development"
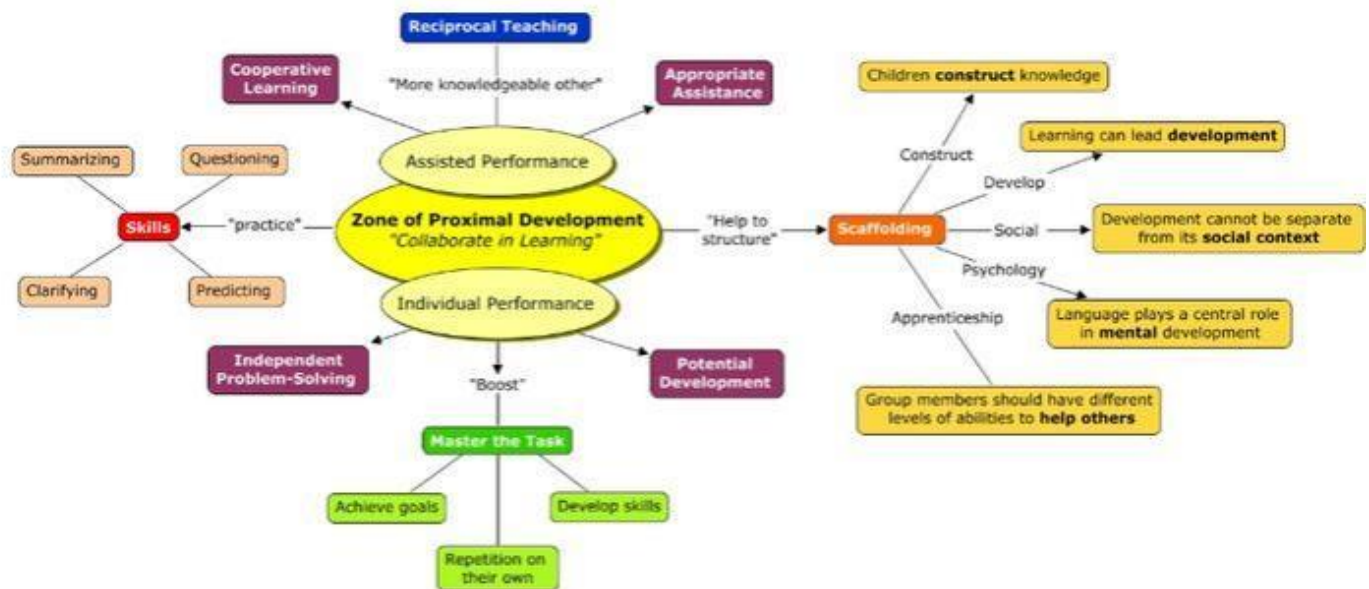
5.Summary:

Theories of development are crucial as they provide frameworks for understanding the complex processes of human growth and change. They help researchers, educators, and practitioners identify key stages and factors that influence development, guiding interventions and strategies to support individuals at different life stages. These theories also inform policies related to education, healthcare, and social services, ensuring they are based on an understanding of human development. By offering a structured approach to understanding behavior, cognition, and emotion, development theories also promote a deeper understanding of the impact of cultural, environmental, and societal influences on individual growth. Ultimately, they serve as the foundation for enhancing well-being and fostering healthier developmental outcomes. Students will summarize the importance of developmental theories by answering questions like: - "How does the environment shape development according to Bronfenbrenner?" - "What are the implications of Piaget's stages in education?"

6.Assessment through Stimulating questions/Analogy/New ideas and Concepts:

- How does Piaget's theory of cognitive development explain a child's ability to solve complex problems as they grow?
- What role does environment play in Vygotsky's theory of the Zone of Proximal Development?
- Compare the importance of nature versus nurture in Bandura's Social Learning Theory.
- What critiques can be made of the universality of Kohlberg's stages of moral reasoning?

7.FAQ's:
1. What is a key feature of Erikson's Psychosocial Theory?
   a. Cognitive Stages   b. Social Relationships   c. Genetic Blueprint d. Reflex Behavior

2. Which theory emphasizes the role of reinforcement in learning?
   a. Psychosocial   b. Behaviorism.   c. Cognitive Development   d. Ecological Systems
3. At which stage does Piaget's theory involve abstract reasoning?
   a. Sensorimotor.   b. Preoperational.   c. Concrete Operational.   d. Formal Operational
4. Which of the following is a key concept in Jean Piaget's theory of cognitive development?
   a. Operant conditioning.   b. Stages of cognitive development.   c. Self-actualization d. Social learning theory

5. According to Erik Erikson, the primary challenge during adolescence is
    a. Autonomy vs. shame b. Initiative vs. guilt c. Identity vs. role confusion d. Integrity vs. despair

Which theory emphasizes the role of the environment and learning in shaping behavior?

    a. Psychoanalytic theory b. Cognitive development theory   c. Behaviorist theory d. Sociocultural theory

8.References: (Books/Periodicals/Journals)

1. Santrock, J. W. (2021). Life-Span Development. McGraw-Hill.
2. Berk, L. E. (2017). Development Through the Lifespan. Pearson.
3. Siegler, R., et al. (2019). How Children Develop. Worth Publishers.

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LESSON PLAN FOR PSYCHOLOGY

Objective Oriented Learning Process RBT

Programme	M.Sc. Psychology
Semester	I
Subject Title	Theories of Personality
Code	21PPSC13
Hours	5
Total Hours	75
Credits	4
Max Marks	75
Unit & Title	Unit V: Skinner's theory of Personality
Name of the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method, **Audio Visual aid:** video showing about Skinner's theory. **Visual aid**: Presentation slides on Skinner's theory of personality

Prerequisite Knowledge:

　Knowledge about human nature and personality theory of Skinner

Micro -planning:
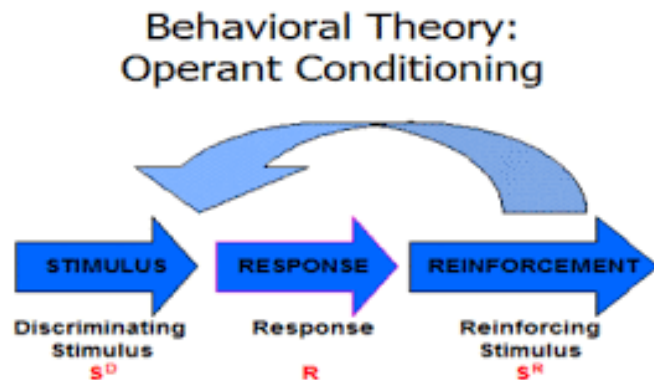
1. **Topic for learning through evocation:**

    B.F. Skinner's personality theory is a behavioral theory that focuses on conditioning and environmental influences. It is based on the idea that behavior is shaped by learned experiences and can be changed through reinforcement and punishment.

    Key concepts

- Radical behaviorism

    Skinner's theory is based on the idea that personality is a reflection of behavior, not the cause of it.

- Operant conditioning

    Skinner's theory focuses on the consequences of a response and the likelihood of that behavior being repeated.

- Reinforcement

    Skinner believed that positive reinforcement was important for shaping behavior.

- Punishment

    Skinner believed that punishment often has negative effects and doesn't create a permanent impact.

    Applications

- Skinner's theories have been applied to child rearing, education, mental illness, and psychotherapy.

- Skinner's work with rats and pigeons helped establish behaviorism as a natural science.

    Criticisms

- Some critics say that Skinner's theory neglects cognitive factors and social control.

- Others say that Skinner's theory neglects the person or the self.

2. **Topic introduction:**

    Skinner was a great person who channelized the learning of personality development through his operant conditioning theory

1.1.General Objective:

Enables the students to understand Skinner's theory of personality development.

1.2.Specific Objectives:

Enables the students to:

1. describe the methods proposed by Skinner
2. identifies the characteristics of operant behavioural learning
3. compare the various types of reinforcements
4. summarize the concepts of Skinner
5. give an outline of the pros and corns

2.3: Taxonomy of objectives:

| Taxonomy of Objectives						
Knowledge Dimension	**The Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. Meta Cognitive Knowledge					5	

2.4 Key words:

Skinner personality, development, operant conditioning, reinforcements

2.5 Key diagrams:
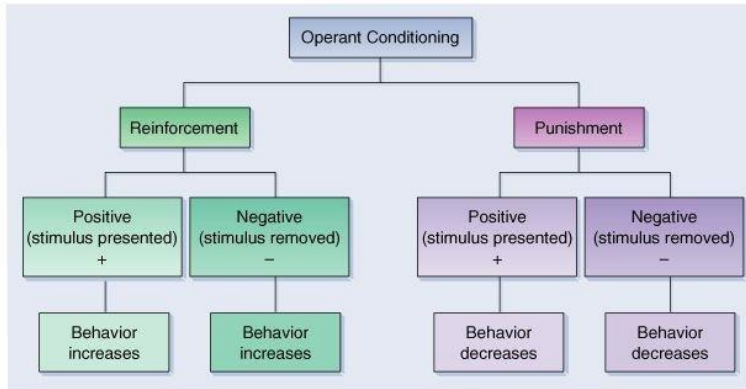
Understanding the concepts helps to know Skinner's perspective of personality development
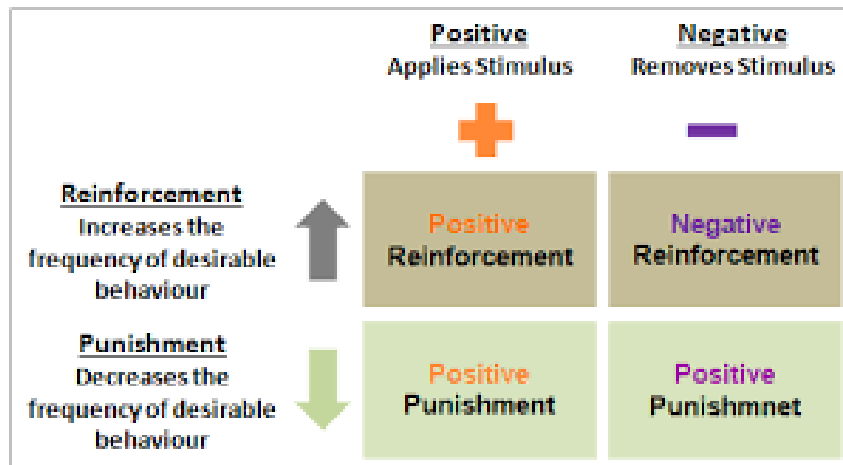
4. Discussion:

Operant conditioning was first described by psychologist B.F. Skinner. His theory was based on two assumptions. First, the cause of human behavior is something in a person's environment. Second, the consequences of a behavior determine the possibility of it being repeated. Behaviors followed by a pleasant consequence are likely to be repeated and those followed by an unpleasant consequence are less likely to be repeated.

5. Mind Map:
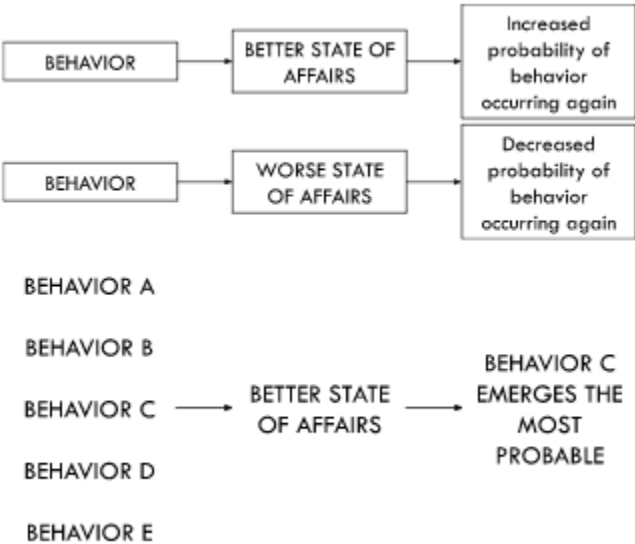
6. Summary

Through his experiments, Skinner identified three types of responses that followed behavior:

- **Neutral responses.** They are responses from the environment that produce no stimulus other than focusing attention. They neither increase nor decrease the probability of a behavior being repeated.
- **Reinforcers.** They are responses from the environment that increase the likelihood of a behavior being repeated. They can either be positive or negative.
- **Punishers.** These are negative operants that decrease the likelihood of a behavior. Punishment weakens behavior.

7. Assessment through Stimulating questions/Analogy/New ideas and Concepts:

- Generating mental ideas about creating an e-content on the Skinner's theory

- Producing the e-content.

- Measuring the key concepts of the theory

- Differentiating the various schedules of reinforcement

- Producing the e-content.

8. FAQ's:

- **1. B.F. Skinner is most closely associated with which of the following concepts?**

  a) Cognitive dissonance

  b) Operant conditioning

  c) Psychoanalysis

  d) Observational learning

- **2. In Skinner's theory, what is a reinforcer?**

  a) A stimulus that increases the likelihood of a behavior being repeated

  b) A punishment used to decrease undesirable behaviors

  c) A biological response to external stimuli

  d) A method for analyzing unconscious motives

- **3. What is the difference between positive reinforcement and negative reinforcement in Skinner's theory?**

  a) Positive reinforcement adds a pleasant stimulus, while negative reinforcement removes an unpleasant stimulus

  b) Positive reinforcement reduces a behavior, while negative reinforcement increases it

  c) Positive reinforcement applies only to humans, while negative reinforcement applies to animals

  d) Positive reinforcement is immediate, while negative reinforcement is delayed

- **4. In operant conditioning, what is a punishment designed to do?**

  a) Increase the likelihood of a behavior

  b) Reduce the likelihood of a behavior

c) Strengthen the reinforcement schedule

d) Provide a neutral stimulus

- **5. Which of the following is an example of a variable-ratio reinforcement schedule, as described by Skinner?**
    a) Receiving a paycheck every two weeks
    b) Winning money after a random number of spins on a slot machine
    c) Getting a free coffee after purchasing five drinks
    d) Receiving a discount coupon for visiting a store on a specific day

Reference:

Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10thEdn.) New Delhi: Thomson Publishers

Hall, S. Calvin & Garner Lindzey (2007). Theories of Personality(4thEdn.), John Wiley & sons: US 137 (H)

Jess Feist and Gregory j Feist (2008) Theories of personality ,7th edition, McGraw Hill

Donna M, Ashcraft (2015). Personality Theories Workbook, Cengage Learning, USA.

Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2nded.). London: Alyn and Bacon.

Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4th Edition), John Wiley & sons

1. **Verified by Subject Expert**   **Approved by HOD**

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Objective Oriented Learning Process RBT

Programme	M.Sc. Psychology
Semester	I
SubjectTitle	Core: Physiological Psychology
Code	21PPSC14
Hours	5
Total Hours	75
Credits	4
MaxMarks	75
Unit & Title	Unit2: Central Nervous System
Nameof the Faculty	Dr. Vincent
T-L tools	Lecture method **Audio Visual aid:** Video explaining how the CNS coordinates reflex actions **Visual aid**: PowerPoint slides illustrating the CNS structure and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

PrerequisiteKnowledge:
   Basic knowledge of the human body systems and the role of nerves in transmitting signal.

Micro-planning

Central Nervous System
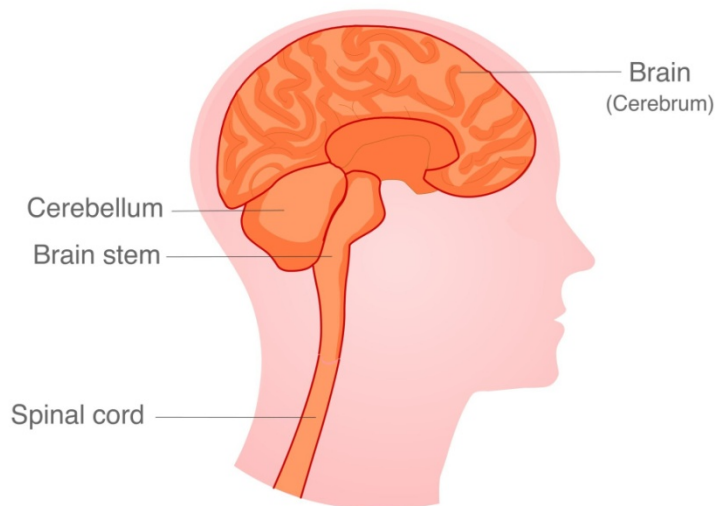
1. Topic for Learning through evocation

The central nervous system consists of the brain and spinal cord. The central nervous system controls thought, movement, and emotion, as well as breathing, heart rate, hormones, and body temperature.

The central nervous system (CNS) is referred to as "central" because it combines information from the entire body and coordinates activity across the whole organism.

The brain is protected by the skull (the cranial cavity) and the spinal cord travels from the back of the brain, down the centre of the spine, stopping in the lumbar region of the lower back.

The brain and spinal cord are housed within a protective triple-layered membrane called the meninges.

The central nervous system has been thoroughly studied by anatomists and physiologists, but it still holds many secrets; it controls our thoughts, movements, emotions, and desires. It also controls our breathing, heart rate, the release of some hormones, body temperature, and much more.

The retina, optic nerve, olfactory nerves, and olfactory epithelium are sometimes considered to be part of the CNS alongside the brain and spinal cord. This is because they connect directly with brain tissue without intermediate nerve fibers.

2. Topic Introduction:

The central nervous system, consisting of the brain and spinal cord, is the control center of the body. It processes sensory information, coordinates motor functions, and regulates bodily activities. The CNS is protected by the skull, vertebrae, meninges, and cerebrospinal fluid.

2.1. General Objective:

To understand the structure and function of the central nervous system (CNS) and its role in maintaining bodily functions.

2.2. Specific Objectives:

Enables the students to:
1. Explain central nervous system.
2. Identify the structure and function of the brain and spinal cord.
3. Analyze how the CNS processes and transmits information.
4. Evaluate the importance of protecting the CNS and the consequences of its damage.
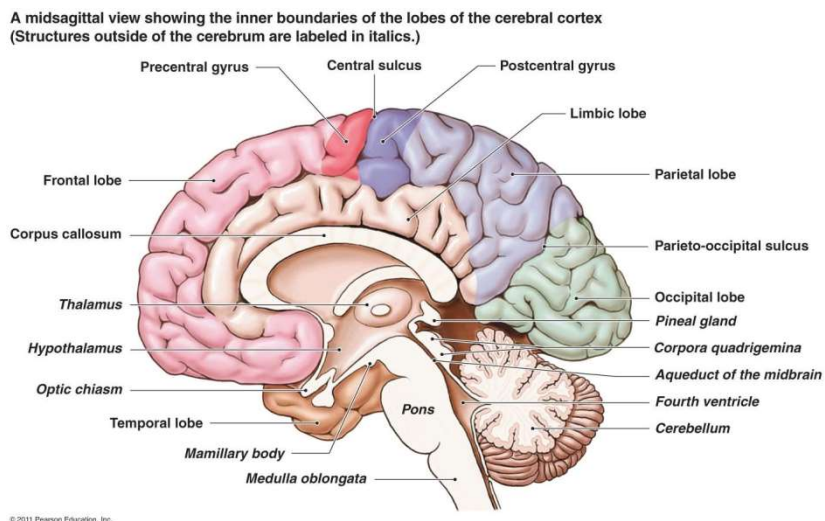
2.3. Taxonomy of objectives:

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D.MetaCognitive Knowledge					5	

2.4. Key words:

Central nervous system, brain, spinal cord, neurons, reflexes, cerebrospinal fluid.

2.5. Key diagrams (if any):

A midsagittal view showing the inner boundaries of the lobes of the cerebral cortex
(Structures outside of the cerebrum are labeled in italics.)

Precentral gyrus   Central sulcus   Postcentral gyrus
Limbic lobe
Frontal lobe
Parietal lobe
Corpus callosum
Parieto-occipital sulcus
Thalamus
Occipital lobe
Pineal gland
Hypothalamus
Corpora quadrigemina
Aqueduct of the midbrain
Optic chiasm
Fourth ventricle
Pons
Cerebellum
Temporal lobe
Mamillary body
Medulla oblongata

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The brain controls many of the body's functions including sensation, thought, movement, awareness, and memory. The surface of the brain is known as the cerebral cortex. The surface of the cortex appears bumpy thanks to the grooves and folds of the tissue. Each groove is known as a sulcus, while each bump is known as a gyrus.

The largest part of the brain is the cerebrum. It is responsible for functions such as memory, speech, voluntary behaviors, and thought.1

The cerebrum is divided into two hemispheres, the right hemisphere and the left hemisphere. The right hemisphere controls movements on the body's left side, while the left hemisphere controls movements on the body's right side.

While some functions do tend to be lateralized, researchers have found that there are not "left brained" or "right brained" thinkers, as the old myth implies.2 Both sides of the brain work together to produce various functions.

Each hemisphere of the brain is then divided into four interconnected lobes:

Frontal lobes are associated with higher cognition, voluntary movements, and language.

Occipital lobes are associated with visual processes.

Parietal lobes are associated with processing sensory information.

Temporal lobes are associated with hearing and interpreting sounds as well as the formation of memories.

Other important areas of the brain include the basal ganglia, cerebellum, Broca's area, corpus callosum, medulla oblongata, hypothalamus, thalamus, and amygdala.
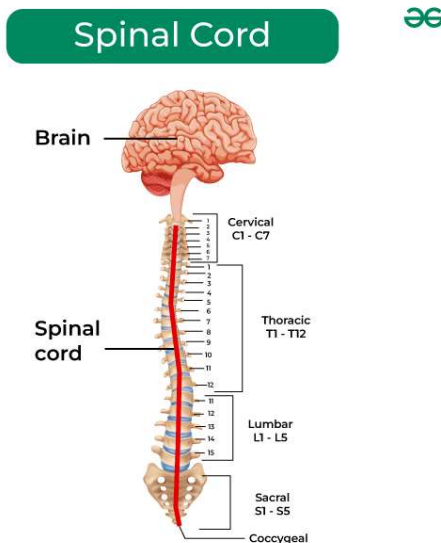
The spinal cord connects to the brain via the brain stem and then runs down through the spinal canal, located inside the vertebrae. The spinal cord carries information from various parts of the body to and from the brain.

While it varies from one individual to the next, the spinal cord is about 18 inches in length. At the brainstem, 31 spinal nerves enter into the spinal cord.

The nerves of the spinal cord consist of:

- 8 cervical nerves
- 12 thoracic nerves
- 5 lumbar nerves
- 5 sacral nerves
- 1 coccygeal nerve

In the case of some reflex movements, responses are controlled by spinal pathways without involvement from the brain. Examples include the Golgi tendon reflex, the crossed extensor reflex, and the stretch reflex.

3. Discussion:

Students will work in groups about how the CNS responds to stimuli. Each group will Present a real-life case study on CNS-related disorders (e.g., Parkinson's, multiple sclerosis).

4. Mind Map:

5. Summary:

The central nervous system is essential for controlling and coordinating body functions. It is responsible for processing sensory information, issuing motor commands, and enabling thought and memory. Protection of the CNS is critical for maintaining overall health and functionality.

6. Assessment through Stimulating questions/ Analogy/ New ideas and Concepts:

- What role does the spinal cord play in reflex actions?
- Why is the cerebrospinal fluid important for the CNS?
- How does damage to the CNS impact the body's ability to function?

7. FAQ's:

1. What are the two main components of the CNS?
2. What is the function of the brainstem?
3. How does the spinal cord communicate with the rest of the body?
4. What protects the CNS from injury?
5. What happens if the CNS is damaged?

8. References: (Books/Periodicals/Journals)

1. Khosla M. (2017) Physiological Psychology: An Introduction, SAGE/ texts.
2. Carlson N. R. (2007). Foundations of Physiological Psychology,6th Edition Published by Dorling Kindersley (India) Pvt. Ltd., licenses of Pearson Education.
3. Pinel,J. P.(2009). Biopsychology. Pearson publication.
4. Kalat. J.W. (1995), Biological Psychology. 5th Edition. New York: Brooks /Cole.

9.Verified by Subject Expert   **Approved by HOD**

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For   Dr. Vincent

LESSON PLAN FOR PSYCHOLOGY

Objective Oriented Learning Process RBT

Programme	M.Sc. Psychology
Semester	II
Subject Title	Counseling Psychology
Code	21PPSC21
Hours	5
Total Hours	75
Credits	4
Max Marks	75
Unit & Title	Unit - II Person Centered Theory
Name of the Faculty	Dr.Fr. John Suresh
T-L tools	Lecture method **Audio Visual aid:** video showcasing person-centered counseling sessions. **Visual aid**: Presentation of summarizing key concepts, core conditions, and applications of the theory.

Prerequisite Knowledge:

Knowledge about understanding the person - centered theory and its effectiveness.

Micro -planning:

1. **Topic for learning through evocation:**

Person-Centered Theory, developed by Carl Rogers, is a cornerstone of humanistic psychology that emphasizes the inherent potential of individuals to achieve self-actualization, provided they are nurtured in the right environment. At its heart, the theory focuses on the subjective experiences of individuals, recognizing their capacity for self-awareness, growth, and change. Rogers proposed that for individuals to flourish, they need to experience a therapeutic environment characterized by three core conditions: unconditional positive regard, where they feel accepted without judgment; empathy, where their emotions and perspectives are deeply understood; and genuineness, where the therapist or helper is authentic and transparent. According to the theory, psychological distress often arises from incongruence—a misalignment between an individual's self-concept (how they perceive themselves) and their ideal self (who they aspire to be). By fostering a supportive and non-directive environment, Person-Centered Therapy empowers clients to explore their feelings, reconcile inner conflicts, and rediscover their autonomy and self-worth. This approach rejects a one-size-fits-all view of human behavior and emphasizes respect for each individual's unique experience, promoting personal responsibility and self-directed growth. Over time, the theory has not only revolutionized psychotherapy but has also influenced fields like education, healthcare, and interpersonal relationships, advocating for a more compassionate and person-focused approach to understanding human potential.

2. **Topic introduction:**

Person-Centered Therapy, focuses on creating a therapeutic relationship where clients feel safe and valued, enabling them to explore their thoughts and emotions freely and find their own solutions to challenges. This approach has had a lasting influence on counseling, education, and interpersonal relationships.

2.1. General Objective:

To enable students to understand and apply Carl Rogers' Person- Centered theory in counseling practice

2.2. Specific Objectives:

Enables the students to:

1. Understand the core principles of Person-Centered Theory.

2. Explain the significance of the three core conditions in counseling.

3. Differentiate between directive and non-directive counseling approaches.

4. Analyze the role of self-concept and congruence in therapy.

5. Apply person-centered techniques in counseling scenarios.

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2.3: **Taxonomy of objectives:**
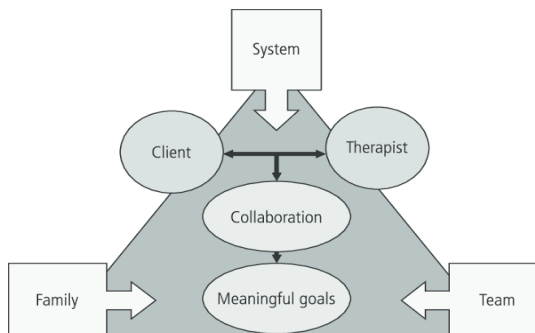
<table>
<tr><th colspan="7">Taxonomy of Objectives</th></tr>
<tr><td>Knowledge
Dimension</td><td colspan="6">The Cognitive Process Dimension</td></tr>
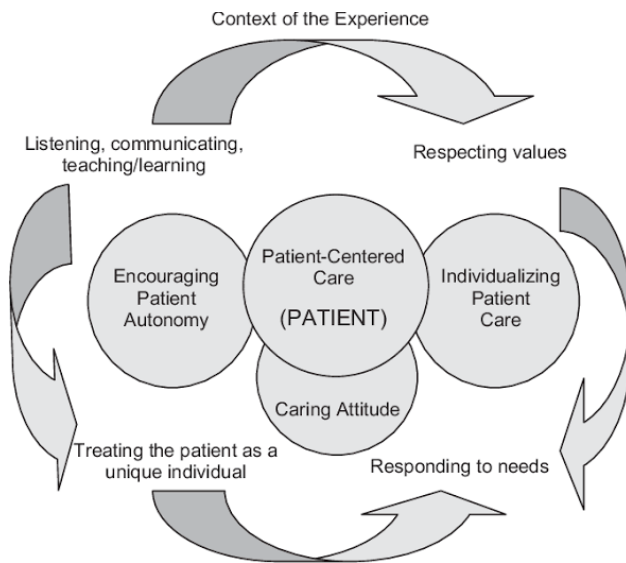<tr><td></td><td>Remember</td><td>Understand</td><td>Apply</td><td>Analyze</td><td>Evaluate</td><td>Create</td></tr>
<tr><td>A. Factual Knowledge</td><td>1</td><td></td><td></td><td>1,2,3</td><td>4</td><td></td></tr>
<tr><td>B. Conceptual Knowledge</td><td></td><td>1, 2,3,4</td><td>3,4</td><td></td><td>2,3,4</td><td></td></tr>
<tr><td>C. Procedural Knowledge</td><td></td><td></td><td></td><td>4</td><td></td><td></td></tr>
<tr><td>D. Meta Cognitive Knowledge</td><td></td><td></td><td></td><td></td><td>5</td><td></td></tr>
</table>

2.4 Key words:

Person-centered, empathy, congruence, unconditional positive regard, self-concept

2.5 Key diagrams:

Context of the Experience

Listening, communicating, teaching/learning

Respecting values

Encouraging Patient Autonomy

Patient-Centered Care

(PATIENT)

Individualizing Patient Care

Caring Attitude

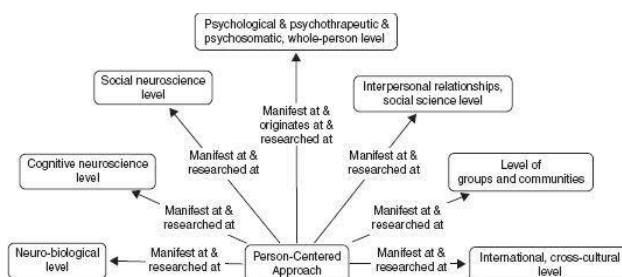Treating the patient as a unique individual

Responding to needs

3. Discussion:

Person-Centered Therapy, based on this theory, is a non-directive approach that focuses on creating a supportive environment where clients can explore their emotions and experiences freely. The therapist does not give advice or direction but facilitates self-discovery and personal growth by fostering a warm, accepting relationship. The theory has had a profound impact on psychotherapy, education, and other fields, advocating for a more empathetic, individualized approach to human development.

4.Mind Map:

Psychological & psychothrapeutic & psychosomatic, whole-person level

Social neuroscience level

Manifest at & originates at & researched at

Interpersonal relationships, social science level

Cognitive neuroscience level

Manifest at & researched at

Manifest at & researched at

Level of groups and communities

Manifest at & researched at

Manifest at & researched at

Neuro-biological level

Manifest at & researched at

Person-Centered Approach

Manifest at & researched at

International, cross-cultural level

5. Summary:

Person-Centered Theory, developed by Carl Rogers, is a humanistic approach that emphasizes the innate potential for self-actualization and personal growth. It focuses on the importance of creating a supportive environment characterized by unconditional positive regard, empathy, and

genuineness. Rogers believed that psychological distress arises from incongruence, a mismatch between an individual's self-concept and ideal self

6.Assessment through Stimulating questions/Analogy/New ideas and Concepts:

- Discuss how does unconditional positive regard help in building a strong therapeutic alliance.
- Role-play a counseling session using person-centered principles.
- Compare and contrast Person-Centered Theory with Cognitive Behavioral Therapy

7.FAQ's:

1.Which of the following is a core condition in Person-Centered Theory?

   A) Problem-solving

   B) Unconditional positive regard

   C) Cognitive restructuring

   D) Reinforcement

2. In the Person-Centered approach, what does congruence refer to?

   A) A client's progress toward goals

   B) A counselor's authenticity in the relationship

   C) The client's ideal self

   D) The therapist's expertise

3. What is the primary goal of Person-Centered Therapy?

   A) To solve the client's problems directly

   B) To help the client achieve self-actualization

   C) To develop new skills in the client

   D) To challenge irrational beliefs

4. How does Person-Centered Therapy view human nature?

   A) Humans are inherently irrational.

   B) Humans have an innate tendency toward growth and fulfillment.

   C) Humans are shaped entirely by their environment.

   D) Humans require direction to solve their issues.

5. Why is empathy important in Person-Centered Therapy?

   A) It ensures the counselor maintains control of the session.

   B) It helps the client feel understood and valued.

   C) It guarantees quick problem resolution.

   D) It focuses solely on problem analysis.

8. References:

1. Patterson, L.E.,Welfel, E.R. (2000). The counselling process, (5thed). Wadsworth, Brooks/Cole Thomson Learning.

2. Egan, G. (2013). The skilled helper – A Problem Management Approach to Helping. Brooks/Cole Publishers

3.Jones, N., (1982),"The Theory and Practice of Counseling Psychology", Holt Rinehart & Winston, New York.

9.Verified by Subject Expert   **Approved by HOD**

   Dr.Fr.John Suresh   Dr. S. Jeya Bharathi

LESSON PLAN FOR PSYCHOLOGY

Objective Oriented Learning Process RBT

Programme	M.Sc. Psychology
Semester	II
Subject Title	Psychotherapeutics
Code	21PPSC22
Hours	5
Total Hours	75
Credits	4
Max Marks	75
Unit & Title	Unit IV: Family therapy
Name of the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method, **Audio Visual aid:** video showing about Family therapy **Visual aid**: Presentation slides on Family therapy

Prerequisite Knowledge:

   Knowledge about family therapy is needed

Micro -planning:
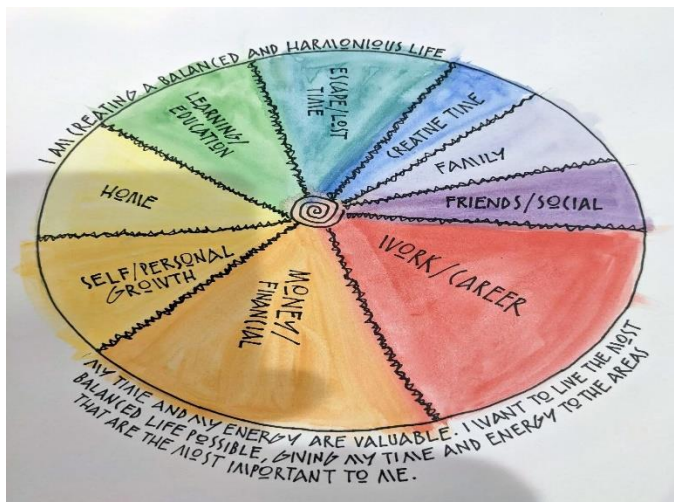
1. **Topic for learning through evocation:**

Family therapy is a type of psychotherapy that helps families improve their relationships and behaviors. It can help families deal with a variety of issues, such as:

- Adjusting to changes: Moving, illness, aging, death, or divorce
- Mental health issues: Addiction, depression, or other mental health conditions
- Relationship conflicts: Parent-child conflict, sibling conflict, or other conflicts
- Trauma: Experiencing trauma or other difficult events

Family therapy can help families:

- Communicate better
- Develop trust and honesty
- Resolve conflicts
- Reduce stress and tension
- Forgive each other
- Create a supportive environment

How it works

- A therapist works with the family to understand their relationships and views
- The therapist may ask the family to think about how decisions are made and who has power
- The therapist may use communication theory to identify patterns that cause conflict
- The therapist may develop strategies to help the family improve communication

Family therapy can be beneficial for a variety of family members, including parents, children, grandparents, aunts, uncles, and friends.

2. **Topic introduction:**

Family therapy is an effective strategy to solve conflicts in families and it involves numerous techniques that are administered to the family members either individually or in groups.

1.1. General Objective:

Enables the students to understand Family Therapy

1.2. Specific Objectives:

Enables the students to:

1. describe the methods of family therapy
2. identifies the techniques used in family therapy
3. compare it with the various other therapies
4. summarize the concepts of family therapy
5. give an outline of the pros and corns

2.3: Taxonomy of objectives:

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. Meta Cognitive Knowledge					5	

2.4 Key words:

Family, Therapy, Conflict

2.5 Key diagrams:

Understanding the concepts helps to know about family therapy
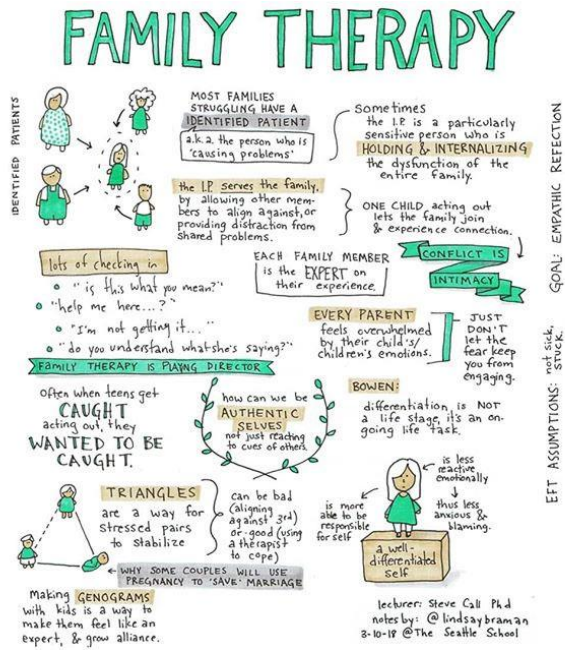
3. Discussion:

Family therapy is an evidence-based treatment that's grounded in theory and skill-based dialogue (conversations). It provides a supportive, nonjudgmental and safe environment that allows your family to talk openly with a mental health professional. This professional is objective and specially trained to help your family with the issues you're having. With the guidance of a mental health professional, you work on improving the interactions and communication among your family members. You work to incorporate healthy behaviors to improve your family's functioning and well-being. Family therapy can also help you understand and help treat a family member's mental health or behavioral condition.

3.1. Mind Map:

Family Therapy

3.2. Summary

Because this form of treatment addresses communication, family members can learn how to better share their thoughts and needs and resolve conflicts in a way that is less likely to damage relationships. This type of therapy also focuses on how family members can address an individual family member's difficulties. For example, if one family member has a mental health condition, family therapy can help alter some conditions that sometimes contribute to the problem. When individuals are affected by mental illness, family members may sometimes lack awareness of how to help. As a result, they may engage in behaviors that maintain or even worsen aspects of the illness. Family therapy can help members of the family learn more about what they can do to support their family member who has a mental disorder while preserving their own mental well-being.

3.3. **Assessment through Stimulating questions/Analogy/New ideas and Concepts:**

- Generating mental ideas about creating an e-content on the family theory
- Producing the e-content.
- Measuring the key concepts of family theory
- Producing the e-content.

3.4.FAQ's:

1. What is the primary goal of family therapy?

A. To address individual mental health issues in isolation

B. To improve communication and resolve conflicts within the family

C. To focus solely on the parent's role in family dynamics

D. To prescribe medications to family members

2. Which therapeutic approach is most commonly associated with family therapy?

A. Cognitive Behavioral Therapy (CBT)

B. Psychoanalysis

C. Systemic Therapy

D. Exposure Therapy

3. In family therapy, the term "triangulation" refers to:

A. A strategy to improve problem-solving in families

B. The process where two family members align against a third member

C. The therapist's attempt to mediate between three family members

D. A conflict-resolution technique

4. Structural family therapy focuses on:

A. Identifying unconscious motives in family members

B. Strengthening boundaries and improving family hierarchies

C. Exploring past traumas of individual family members

D. Creating a safe space for family members to vent

5. A genogram is a tool used in family therapy to:

A. Diagnose mental health disorders in individuals

B. Map out family relationships and dynamics across generations

C. Develop communication skills between family members

D. Identify conflict patterns in couples only

Reference:

1. Fundamental concepts in Clinical Psychology – Schaffer G.W. and Lazarus R.S., McGraw – Hill,1966.

2. TransactionalAnalysisinPsychotherapy–BerneEric,GrovePress,N.Y. 1961.

3. ANewGuidetoRationalLiving–EllisA.,Hollywood,California, Wilshire,1975.

4. Gestalt Therapy Primer – Stephenson F.

5. IntroductoryReadingsinGestalttherapy–SpringfieldIII,CharlesC. Thomas,1975.

6. GroupTherapy–ABehavioralApproach–RoseS.D.,Prentice– Hall,1977.

1. Verified by Subject Expert   **Approved by HOD**

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Programme	M.Sc. Psychology
Semester	II
Subject Title	Major Core: Advanced Social Psychology
Code	21PPSC23
Hours	5
Total Hours	75
Credits	4
Max Marks	75
Unit & Title	Unit III : Social Influence
Name of the Faculty	R.Rohini
T-L tools	Lecture method, **Audio Visual aid:** video showing about social influence. **Visual aid**: Picture of conformity, understanding obedience, tactics of compliance and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

Prerequisite Knowledge:

Knowledge about Understanding of group dynamics and basic psychological concepts related to social interaction.

Micro -planning
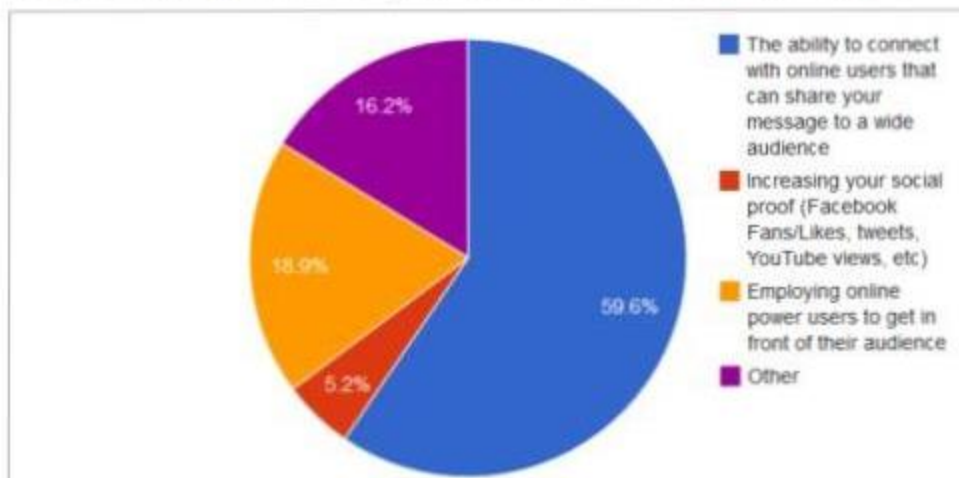
1. Topic for Learning through evocation

Social influence refers to the ways in which individuals change their behavior, beliefs, or attitudes as a result of the real or perceived presence of others. It can occur through various forms, such as conformity, compliance, and obedience. Conformity involves adjusting one's behavior to match the group's norms, while compliance is the act of changing behavior due to requests from others, even without a sense of obligation. Obedience, on the other hand, occurs when an individual follows instructions or commands from an authority figure. Social influence is a powerful force that shapes how people interact, make decisions, and adapt to societal expectations.

Social influence plays a crucial role in shaping individual behaviors and societal norms. It helps maintain social order by encouraging conformity to accepted rules and standards, ensuring smooth cooperation within groups. Through social influence, individuals can adopt behaviors and attitudes that promote harmony and collective well-being, such as adopting health practices, following laws, and participating in community activities. Additionally, social influence allows for the dissemination of new ideas and innovation, as individuals are often persuaded by the opinions and actions of others. It also enables the development of social identities and group cohesion, fostering a sense of belonging and mutual support.

2. Topic Introduction:
 Social influence refers to the process by which individuals change their thoughts, feelings, or behaviors due to the presence or actions of others .It encompasses conformity, compliance, and obedience. Key studies, such as Asch's conformity experiments and Milgram's obedience study, highlight how social settings impact individual decision-making.

2.1. General Objective:
      To understand the nature and types of social influence.

2.2. Specific Objectives:
Enables the students to:
      1. Define social influence and its forms.
      2. Differentiate between conformity, compliance, and obedience.
      3. Analyze key experiments on social influence.
      4. Discuss factors affecting conformity and obedience.
      5. Apply concepts of social influence to real-world scenarios.

2.3 : Taxonomy of objectives:

Taxonomy of Objectives						
Knowledge Dimension	**The Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. Meta Cognitive Knowledge					5	

2.4 : Key words:

Social influence, conformity, compliance, obedience, group pressure, authority, norms.

2.5 : Key diagrams (if any):

Social influence refers to the ways in which individuals are affected by the attitudes, beliefs, or behaviors of others. It can be categorized into several types: conformity , which occurs when an individual changes their behavior to align with a group's norms or expectations; compliance, where one agrees to requests or demands from others, often without changing personal beliefs; and obedience , which involves following direct orders from an authority figure.

compliance   identification   internalisation
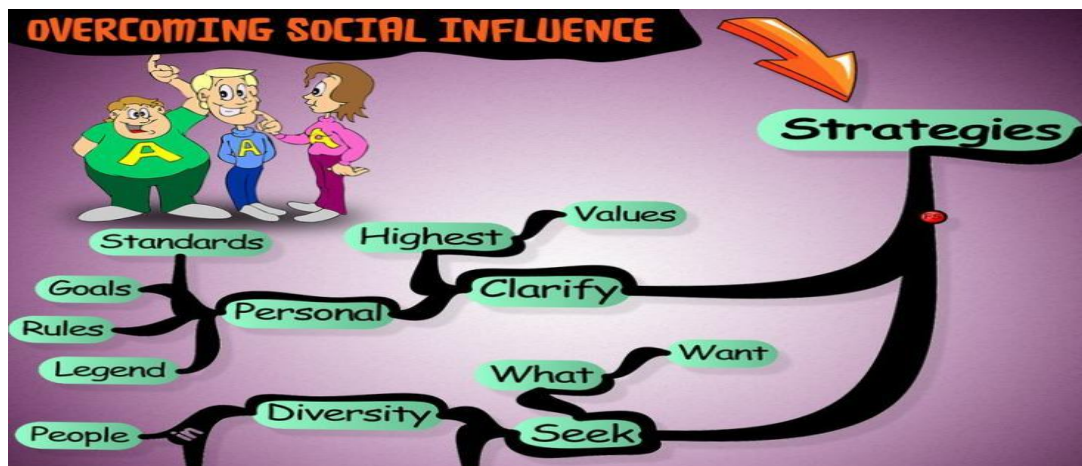
individual   group
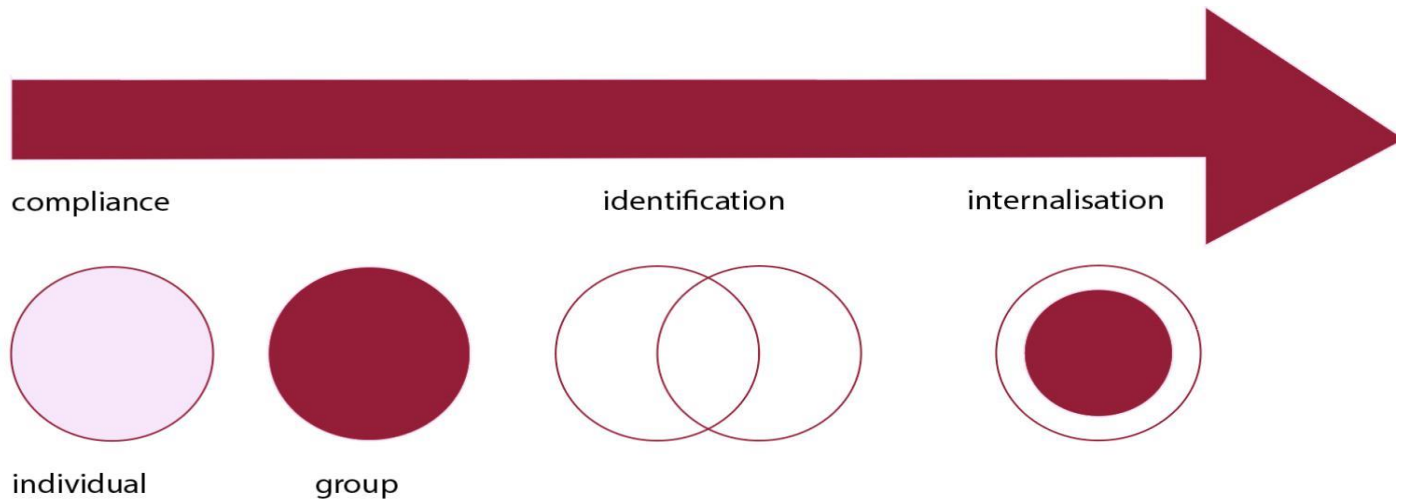
Compliance refers to the adherence to laws, regulations, policies, standards, or guidelines set by governing authorities or organizations. It involves ensuring that actions, behaviors, and processes are in line with the required legal, ethical, and organizational standards. Compliance can apply to various fields such as finance, healthcare, environmental protection, or workplace safety. It is crucial for preventing legal issues, safeguarding reputation, and maintaining trust with stakeholders. Effective compliance programs typically include training, monitoring, auditing, and the implementation of controls to ensure consistent adherence to rules and mitigate risks associated with non-compliance.

3. Discussion:

Students will be divided into groups to discuss real-world scenarios of social influence, such as workplace peer pressure or societal norms in media. Each group will present their findings and relate them to psychological theories.

4. Mind Map:

OVERCOMING SOCIAL INFLUENCE

Strategies

Values
Highest
Standards
Clarify
Goals
Personal
Rules
Want
Legend
What
People
Diversity
Seek

5.Summary:

Social influence refers to the process by which individuals' thoughts, feelings, or behaviors are shaped by others. This phenomenon occurs through various mechanisms, including conformity, compliance, and obedience. Conformity involves aligning one's attitudes or actions with group norms, often to gain acceptance. Compliance is responding favorably to a request, often influenced by persuasion or authority. Obedience entails following explicit instructions or commands from an authority figure. Social influence is pervasive in everyday life, impacting decision-making, attitudes, and group dynamics. It is studied across disciplines to understand how societal norms, peer pressure, and cultural contexts drive human behavior.

6.Assessment through Stimulating questions/Analogy/New ideas and Concepts:

-What factors influence the likelihood of conformity in a group setting?
- Compare and contrast Milgram's and Asch's studies.
- How can understanding social influence improve teamwork in organizations?

7.FAQ's:
1. What is the primary difference between conformity and obedience?
   a. Authority involvement b. Peer pressure c. Both involve equal power   d. None of the above
2. Name an experiment that demonstrated the concept of conformity.
   a. Milgram's study   b. Asch's experiment.   c. Bandura's study. d. Watson's experiment
3. Which of the following is an example of compliance?
   a. Following a dress code. b. Agreeing to donate after being asked.c. Standing up when others do in a room   d. All of the above
4. What is the term for changing one's behavior to align with group norms?
   a. Obedience   b. Compliance.   c. Conformity d. Persuasion

5. Who conducted the famous obedience study involving participants administering shocks to others?
   a. Philip Zimbardo b. Stanley Milgram c. Solomon Asch d. Albert Bandura

6.Solomon Asch's experiment on conformity demonstrated the influence _____

   a.   Authority figures b. Group pressure c. Social roles d. Cognitive dissonance

8. References: (Books/Periodicals/Journals)

1. Aronson, E., Wilson, T. D., & Akert, R. M. Social Psychology. Pearson Education, 2017.
2. Myers, D. G. Exploring Social Psychology. McGraw Hill, 2015.
3. Hogg, M. A., & Vaughan, G. M. Social Psychology. Pearson, 2018.

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   R.Rohini

Objective Oriented Learning Process RBT

Programme	M.Sc. Psychology
Semester	II
Subject Title	Core: Research Methodology
Code	21PPSC24
Hours	4
Total Hours	60
Credits	4
Max Marks	75
Unit & Title	Unit II: Methods of Data Collection
Name of the Faculty	Dr. Fr. John Suresh
T-L tools	Lecture method, **Audio Visual aid**: videos demonstrating different data collection techniques (e.g., interviews, observation). **Visual aid**: Charts and tables categorizing methods of data collection into primary and secondary techniques.

Prerequisite Knowledge

Knowledge of a basic understanding of the research process and the significance of data in psychological studies.

Micro-Planning

Primary ■ Secondary ■ ■
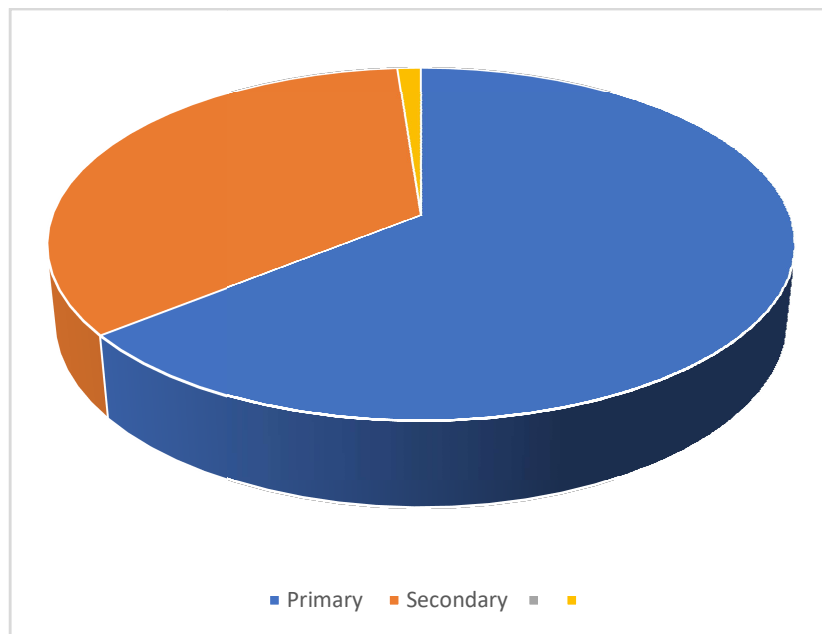
1. Topic for Learning through Evocation

Data collection is a fundamental aspect of psychological research, enabling researchers to gather information systematically to answer research questions or test hypotheses.

There are two broad types of data collection methods:

1. **Primary Methods**:

    o **Observation**: Systematic, participant, or non-participant observation.

    o **Interviews**: Structured, unstructured, and semi-structured interviews.

    o **Surveys and Questionnaires**: Open-ended and close-ended questions to collect responses from individuals.

    o **Case Studies**: In-depth exploration of an individual or group to gather detailed insights.

    o **Standardized Tests**: Psychological tools to assess traits or behaviors.

2. **Secondary Methods**:

    o Reviewing existing literature, historical records, or databases.

    o Analyzing previously published data for new insights.

These methods are critical for obtaining reliable and valid information to make meaningful conclusions in research.

2. Topic Introduction

Methods of data collection in psychology involve systematic techniques for gathering information that informs and supports research findings. Understanding these methods equips researchers with tools to gather accurate and unbiased data, ensuring validity and reliability in their studies.

2.1. General Objective

Enable students to understand and apply various methods of data collection in psychological research.

2.2. Specific Objectives

Students will be able to:

1. Define methods of data collection and classify them into primary and secondary methods.

2. Explain the characteristics and uses of observation, interviews, and surveys.

3. Compare and contrast the advantages and disadvantages of different methods.

4. Apply appropriate methods to specific research questions or contexts.

5. Evaluate the reliability and validity of data collected using various techniques.

2.3: Taxonomy of objectives:

| Taxonomy of Objectives						
Knowledge Dimension	**The Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. Meta Cognitive Knowledge					5	

2.4. Keywords

Data Collection, Primary Data, Secondary Data, Observation, Interviews, Surveys, Standardized Tests, Validity, Reliability, Research Methods.

2.5. Key Diagrams (if any)

Scientific Method Flow Chart
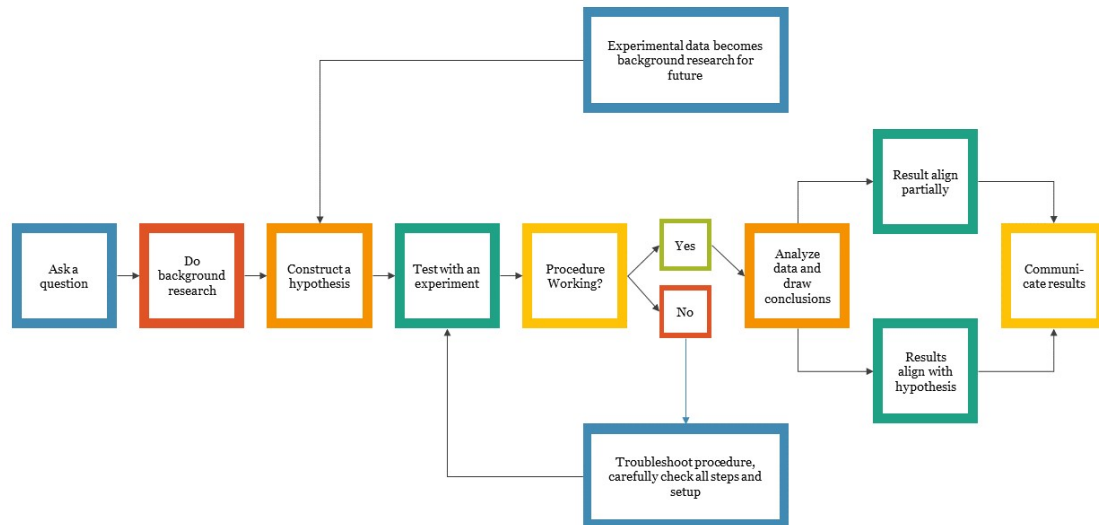
3. Discussion

Students will engage in a discussion to analyze different data collection methods. Groups will be assigned specific methods (e.g., observation, interviews) and tasked with presenting their features, advantages, and disadvantages. They will also evaluate which method is most suitable for specific research scenarios, such as studying behavior in a natural setting or gathering large-scale survey responses.

4. Mind Map
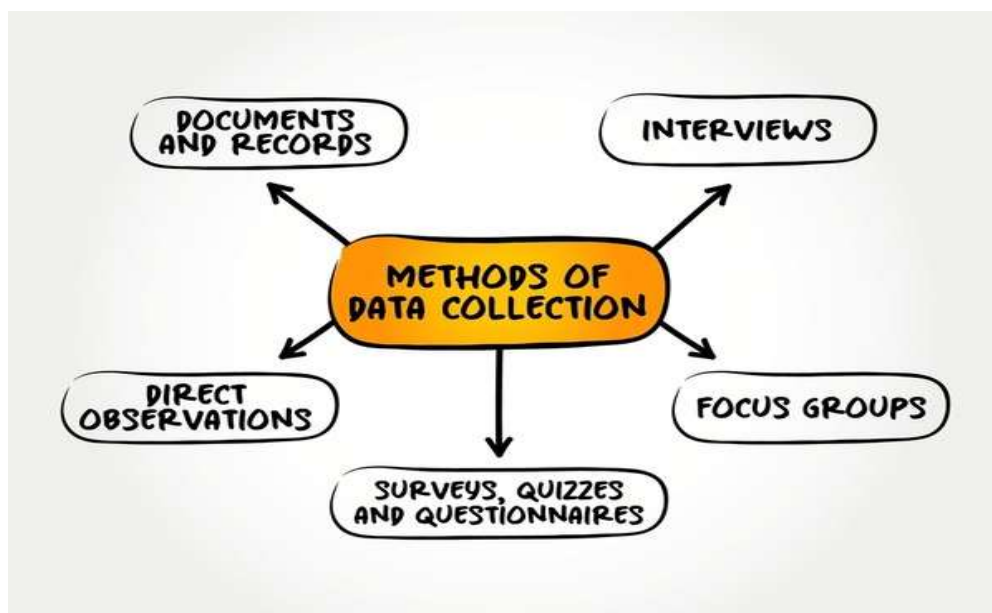
5. Summary

Students will summarize the session by answering questions such as how do primary and secondary data collection methods differ? and what are the advantages of using standardized tests in psychological research?

6. Assessment through Stimulating Questions/Analogy/New Ideas and Concepts

1. Discuss why observation is more effective for studying non-verbal behaviors than interviews.

2. Create a short-structured questionnaire to study the relationship between academic stress and performance.

3. Compare the reliability of data collected through surveys versus standardized tests.

7. FAQs

1. **What is the primary difference between primary and secondary data collection methods?**
   a. Data accuracy
   b. Data collection source
   c. Cost
   d. Application

2. **Which of the following is NOT a primary data collection method?**
   a. Observation
   b. Interviews
   c. Case Studies
   d. Literature Review

3. **Which type of interview uses pre-determined questions?**
   a. Unstructured
   b. Semi-structured
   c. Structured
   d. Open-ended

4. **What is one advantage of using surveys for data collection?**

5. **Why is validity important in data collection methods?**

8. References

1. Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Age International.

2. Gravetter, F.J., & Forzano, L.B. (2018). Research Methods for the Behavioral Sciences. Cengage Learning.

3. American Psychological Association. (2020). Publication Manual of the APA (7th Edition).

9.Verified by Subject Expert   **Approved by HOD**

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