

Course Structure (w.e.f. 2021)

Semester I

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA11	,f;fhy ,yf;fpak;: nra;As;> ,yf;fzk;> ciueil>rpWfij> ,yf;fpatuyhW Introductory French Course	6	3	40	60	100
	French	21ULFA11						
II	General English	21UGEN11	Poetry, Prose, Extensive Reading and Communicative English-I	6	3	40	60	100
III	Core I	21UPSC11	General Psychology	6	6	40	60	100
	Core Practical I	21UPSCR1	General Psychology	2	1	40	60	100
	Allied I	21UPSA11	Elements of Sociology	4	3	40	60	100
	Allied Practical I	2UPSAR1	Elements of sociology	2	-	-	-	-
IV	Skill enhancement course I	21UPSPE1	Professional English for Psychology I	2	2	20	30	50
	Ability	21UAVE11	Value Education	2	2	20	30	50
Total				30	20			

Semester II

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA21	rka ,yf;fpaq;fSk; ePjp ,yf;fpaq;fSk;>nra;As;> ,yf;fzk>; ,yf;fpatuyhW>ciueil>tho;f;iftuyhW Intermediate French Course	6	3	40	60	100
	French	21ULFA21						
II	General English	21UGEN21	Poetry, Prose, Extensive Reading and Communicative English –II	6	3	40	60	100
III	Core II	21UPSC21	Developmental Psychology	6	6	40	60	100
	Core Practical II	21UPSCR2	Developmental Psychology	2	1	40	60	100
	Allied II	21UPSA21	Biological Basis of Behavior	4	3	40	60	100
	Allied Practical I	21UPSAR1	Elements of sociology; Biological basis of behaviour	2	2	40	60	100
IV	Skill Enhancement course II	21UPSPE2	Professional English for Psychology II	2	2	20	30	50
	Ability Enhancement Course II	21UAEV21	Environmental Studies	2	2	20	30	50
Total				30	22			

Semester III

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil	21ULTA31	fhg;gpa ,yf;fpak;; nra;As;>,yf;fzk;>ciueil>rpWfij> ,yf;fpatuyhW	6	4	40	60	100
	French	21ULFA31	Advanced French Course					
II	General English	21UGEN31	Poetry, Prose, Extensive Reading and Communicative English-III	6	4	40	60	100
III	Core III	21UPSC31	Abnormal Psychology I	4	4	40	60	100
	Core Practical III	21UPSCR3	Abnormal Psychology I	2	1	40	60	100
	Allied III	21UPSA31	Psychological Statistics I	4	4	40	60	100
	Allied Practical II	21UPSAR2	Psychological Statistics I	2	-	-	-	-
	Skill Based Elective	21UPSS31/ 21UPSS32	Application of Positive Psychology / Inner child healing	2	2	20	30	50
	NME I	21UPSN31	Psychology for life	2	2	20	30	50
IV	Ability Enhancement Course III	21UAWS31	Women's Synergy	2	2	20	30	50
	Self StudyPaper / MOOC / Internship (Compulsory)	21UPSSS1/ 21 UPSIN1	Human rights / Internship	-	2	-	50	50
			Total	30	25			

Semester IV

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil	21ULTA41	Language through Literature	6	4	40	60	100
	French	21ULFA41						
II	General English	21UGEN41	Poetry, Prose, Extensive Reading and Communicative English -IV	6	4	40	60	100
III	Core IV	21UPSC41	Abnormal Psychology II	4	4	40	60	100
	Core Practical IV	21UPSCR4	Abnormal Psychology II	2	1	40	60	100
	Allied IV	21UPSA41	Psychological Statistics II	4	4	40	60	100
	Allied Practical II	21UPSAR2	Psychological statistics I &II	2	2	40	60	100
	Skill Based Elective	21UPSS41/ 21UPSS42	Sports Psychology/ Behaviour modification	2	2	20	30	50
	NME II	21UPSN41	Self development skills	2	2	20	30	50
IV	Ability Enhancement Course IV	21UAYM41	Yoga and meditation	2	2	20	30	50
	Self Study / On-line Course /Internship (Optional)	21UPSSS2 21UPSIN2	Self and inner growth	-	+2	-	50	50
V	NCC,NSS& Sports				1			
	Extension Activities / CDP				+1			
Total				30	26+3			

Semester V

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
III	Core V (Common Core)	21UBCS51	Psychology and Microbiology for Health Care	6	4	40	60	100
	Core VI	21UPSC51	Social Psychology	4	4	40	60	100
	Core VII	21UPSC52	Counselling Psychology	4	4	40	60	100
	Core VIII	21UPSC53	Theories of Personality	4	4	40	60	100
	Core Practical V	21UPSCR5	Social Psychology; Counselling Psychology; Theories of personality	6	3	40	60	100
	Core Elective	21UPSE51/ 21UPSE52	Forensic Psychology / Psychology of exceptional children	4	3	40	60	100
IV	Common Skill Based Course	21UCSB51	Computer for digital era & soft skills	2	2	20	30	50
	Self Study Paper / Online course / Internship (Optional)	21UPSSS3 / 21UPSIN3	Internship	-	+2	-	50	50
Total				30	26			

Semester VI

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
III	Core IX	21UPSC61	Educational Psychology	4	4	40	60	100
	Core X	21UPSC62	Health Psychology	4	4	40	60	100
	Core XI	21UPSC63	Organizational Behaviour	4	4	40	60	100
	Core XII	21UPSC64	Consumer Psychology	4	4	40	60	100
	Core Practical VI	21UPSCR6	Educational Psychology; Health Psychology	4	2	40	60	100
	Core Practical VII	21UPSCR7	Organizationalbehaviour; Consumer behaviour	4	2	40	60	100
IV	Core Integral IV /Project work	21UPSP61	Research methodology / Subject project	6	3	40	60	100
Total				30	23			
Total				180	140+5			

LESSON PLAN FOR PSYCHOLOGY

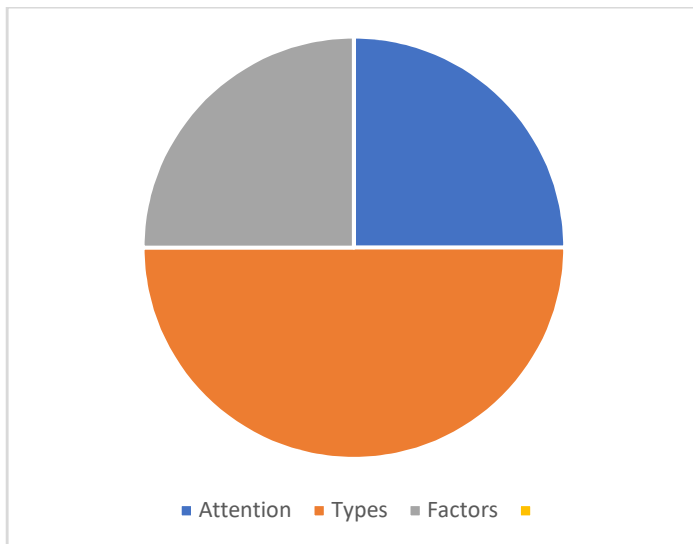
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	I
Subject Title	Core: General Psychology
Code	21UPSC11
Hours	6
Total Hours	90
Credits	6
Max Marks	75
Unit & Title	Unit II: Attention and its types
Name of the Faculty	Ms.P. Jeya Bala
T-L tools	Lecture method, Audio Visual aid: videos demonstrating different types of attention (e.g., selective and divided attention in real-life tasks). Visual aid: Diagrams and flowcharts illustrating attention types and factors influencing attention.

Prerequisite Knowledge:

Knowledge of basic psychological concepts, including cognition and the importance of mental processes.

Micro -planning



1. Topic for Learning through evocation

Attention is a fundamental cognitive process that allows individuals to selectively focus on specific stimuli while filtering out irrelevant information. It is the gateway to perception, learning, and decision-making. Without attention, processing information effectively would be impossible, leading to inefficiencies in both thought and action.

There are four primary types of attention, each serving a specific purpose:

1. **Sustained Attention:** The ability to maintain focus on a task or stimulus over an extended period. For example, students concentrating during a lecture or a driver staying focused during a long drive.
2. **Selective Attention:** The process of focusing on one particular stimulus while ignoring others. For instance, listening to a friend's conversation in a noisy café while tuning out the background noise.
3. **Divided Attention:** Also known as multitasking, it is the ability to focus on multiple tasks simultaneously. For example, a person cooking while talking on the phone.
4. **Alternating Attention:** The ability to shift focus between tasks or stimuli. For instance, a student switching between taking notes and listening to a lecture.

Attention is influenced by various **internal factors** (such as interest, motivation, and emotional state) and **external factors** (such as the intensity, novelty, and contrast of stimuli).

A deep understanding of attention and its types is crucial for tasks like effective learning, problem-solving, and even day-to-day activities like communication and driving. Attention is also the basis for managing distractions, improving focus, and enhancing productivity.

By recognizing the factors affecting attention and learning how to strengthen it, individuals can enhance their cognitive efficiency and overall performance.

2. Topic Introduction:

Attention is the process of concentrating mental effort on a specific stimulus or task. It is influenced by internal and external factors and has various types suited to different scenarios, like studying, multitasking, or focusing on complex tasks.

2.1. General Objective

Enable the students to understand the concept, types, and factors influencing attention.

2.2. Specific Objective

Enable the students to:

1. Define attention and explain its importance in cognition.

2. Differentiate between various types of attention.
3. Analyze factors affecting attention.
4. Identify real-life applications of attention types in daily activities.
5. Explore methods to improve attention span and focus.

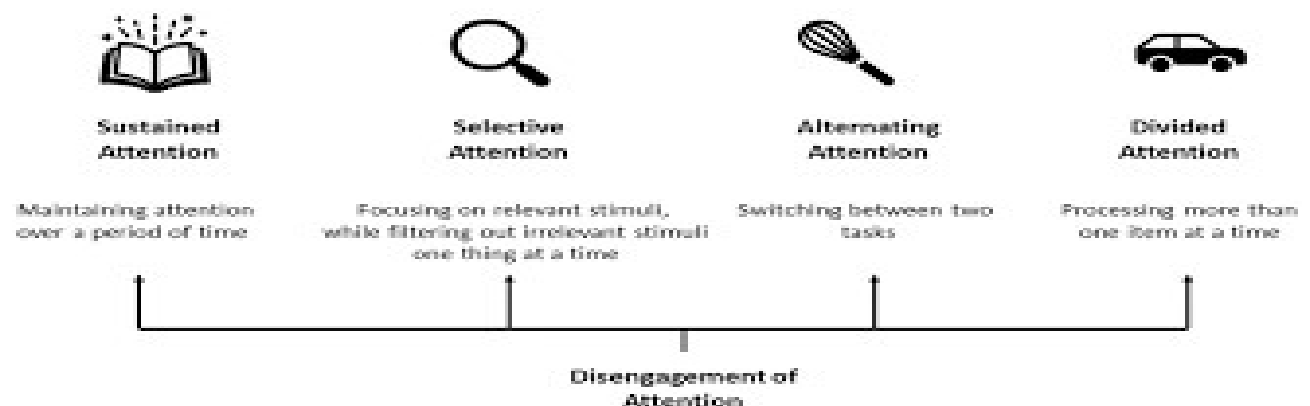
2.3: Taxonomy of objectives:

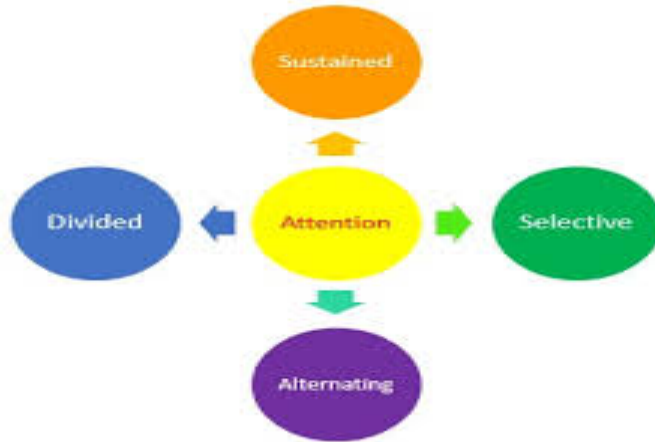
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. Meta Cognitive Knowledge					5	

2.4: Key words:

Attention, Selective Attention, Divided Attention, Sustained Attention, Focus, Distractions, Cognitive Processes, Factors Affecting Attention.

2.5: Key diagrams (if any):





3. Discussion

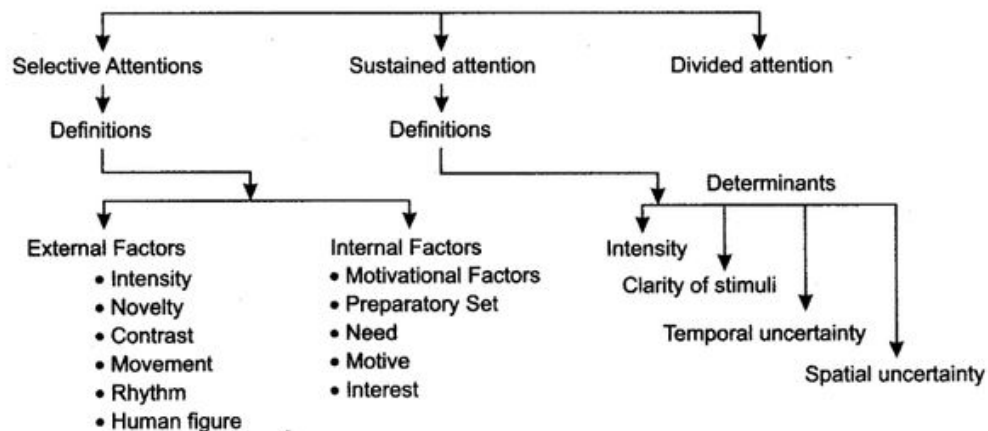
Students will be divided into groups to discuss factors influencing attention, both internal (e.g., motivation, emotional state) and external (e.g., novelty, intensity of stimulus). Each group will be assigned a specific type of attention—sustained, selective, divided, or alternating—and asked to present its definition, real-life applications, and strategies to improve it. Discussions will also include analyzing distractions and how they impact attention, encouraging students to share their own strategies for staying focused. This interactive session will help students connect theoretical concepts to practical scenarios, enhancing their understanding and retention of the topic.

4. Mind Map

Attention : It is effort location

: It is the process through which certain stimuli are selected from a group of others

: It is cognitive process



5. Summary

Executing the acquired knowledge by answering questions like ‘Why is attention essential for cognitive processes?, How does selective attention differ from divided attention?’

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

1. Explain why sustained attention is critical for studying or professional tasks.
2. Develop a plan to improve selective attention while working in a distracting environment.
3. Compare multitasking in real-life scenarios with the concept of divided attention.
4. Analyze how emotional states can influence attention and focus.

7. FAQs

1. **What is selective attention?**
 - a. Focusing on multiple tasks
 - b. Concentrating on one stimulus while ignoring others
 - c. Switching focus between tasks
 - d. Maintaining focus over a long period
2. **What factor is NOT external in influencing attention?**
 - a. Intensity of stimulus
 - b. Novelty of stimulus
 - c. Motivation
 - d. Contrast
3. **Which type of attention is used when performing two tasks simultaneously?**
 - a. Selective
 - b. Sustained
 - c. Divided
 - d. Alternating
4. **Which type of attention involves switching focus between two tasks or stimuli?**
 - a. Selective Attention
 - b. Sustained Attention
 - c. Alternating Attention
 - d. Divided Attention
5. **What is a common external factor influencing attention?**
 - a. Motivation
 - b. Intensity of stimulus
 - c. Emotional state
 - d. Previous experience

8. References

1. Goldstein, E. B. (2015). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Cengage Learning.
2. Matlin, M. W. (2012). Cognition. John Wiley & Sons.
3. Solso, R. L. (2014). Cognitive Psychology. Allyn & Bacon.

9.Verified by Subject Expert



Ms.P. Jeya Bala

Approved by HOD



Dr. S. Jeya Bahrathi

LESSON PLAN FOR PSYCHOLOGY

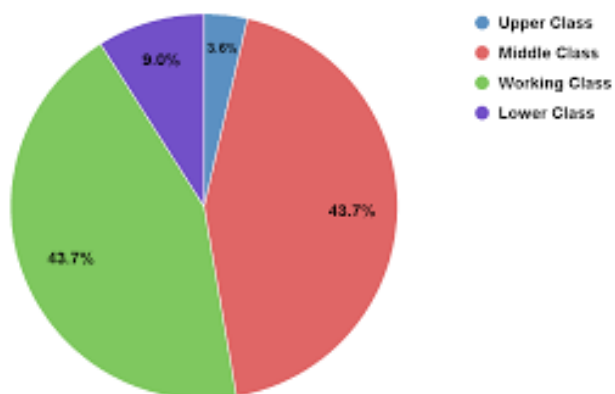
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	I
Subject Title	Elements of Sociology
Code	21UPSA11
Hours	4
Total Hours	60
Credits	3
Max Marks	75
Unit & Title	Unit III: Social Groups
Name of the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method, Audio Visual aid: video showing about social groups. Visual aid: Presentation slides on types of groups and characteristics of group behaviour.

Prerequisite Knowledge:

Knowledge about human nature and social settings is necessary.

Micro -planning:



1. Topic for learning through evocation:

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's access to economic resources and social position in relation to others.^{[1][2]} When analyzing a family's SES, the household income and the education and occupations of its members are examined, whereas for an individual's SES only their own attributes are assessed. Recently, research has revealed a lesser-recognized attribute of SES as perceived financial stress, as it defines the "balance between income and necessary expenses". Perceived financial stress can be tested by deciphering whether a person at the end of each month has more than enough, just enough, or not enough money or resources. However, SES is more commonly used to depict an economic difference in society as a whole.

Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Education in higher socioeconomic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food, shelter and safety are a priority, education is typically regarded as less important. Youth in poorer households are particularly at risk for many health and social problems in the United States, such as unwanted pregnancies, addiction, drug abuse, diabetes and obesity.

Additionally, low income and education have been shown to be strong predictors of a range of physical and mental health problems, including, meningitis, respiratory viruses, arthritis, coronary disease, and psychosis, schizophrenia. These problems may result from environmental conditions at home or in the workplaces, or using the social causation model where disability or mental illness, may be the precursor leading to a person's social status including freedoms and liberties.

2. Topic introduction:

Social groups are the basic system that helps us study Social Psychology in a very systematic way.

1.1.General Objective:

Enables the students to understand social classifications and its types

1.2.Specific Objectives:

Enables the students to:

1. describe the methods of social classifications
2. identifies the criteria for classifying groups
3. compare the features of each group
4. summarize the types of social groups
5. give an outline of the pros and cons

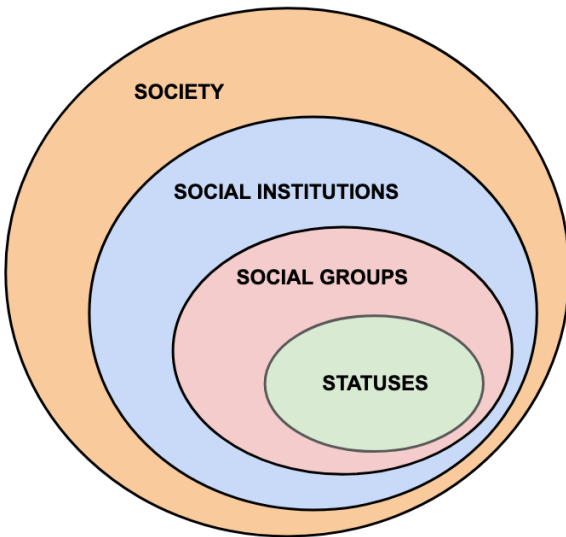
2.3: Taxonomy of objectives:

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	

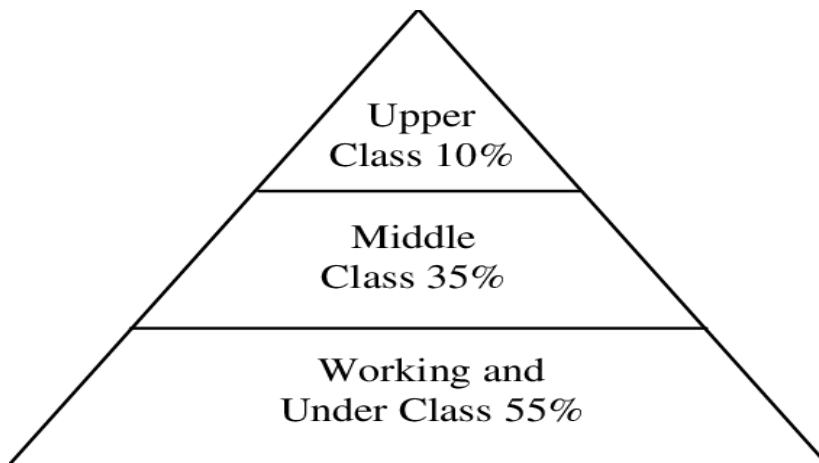
2.4Key words:

Sociology, groups, high, middle, low, humans

2.5Key diagrams:



Classification of people helps in the study of various types of people effectively and efficiently.



Such classifications help us know the actual status of the people, based on the type of work they do and the standard of living they are experiencing.

3. Discussion:

High, middle, and low social groups are classifications of people based on their socioeconomic status, which is often determined by income, education, and occupation.

Socioeconomic status

- **High:** People with high incomes, education, and occupations
- **Middle:** People with middle incomes, education, and occupations

- **Low:** People with low incomes, education, and occupations

4. Mind Map:



5. Summary

The easiest and most efficient way to group people is based on their socio economic status. This is done based on their income and the socio economic standard of living of the people. This helps us know the overall status of the society.

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

- Generating mental ideas about creating an e-content on the social groups
- Producing the e-content.
- Measuring employability helps in grouping people
- Differentiating the various types of groups
- Producing the e-content.

7. FAQ's:

1. Which of the following is most commonly associated with high social groups?

- A) Lack of education
- B) Wealth and influence
- C) Subsistence farming
- D) Manual labor

2. Medium social groups are typically characterized by:

- A) Ownership of large estates
- B) A balance between education and moderate income
- C) Reliance on government subsidies
- D) Complete lack of social mobility

3. In low social groups, economic activities are often focused on:

- A) Investment and entrepreneurship
- B) Subsistence-level occupations and informal jobs
- C) Technological innovation
- D) Professional managerial role

4. What is a significant challenge faced by individuals in low social groups?

- A) Managing multiple businesses
- B) Limited access to quality education and healthcare
- C) Lack of opportunities for networking
- D) Excessive taxation on luxury items

5. Social mobility is most likely to occur in which social group?

- A) High social groups due to their resources
- B) Medium social groups due to a mix of opportunities and aspirations
- C) Low social groups due to the absence of competition
- D) None of the above

Reference:

- 1- R.M. MacIver and C.H. Page: Society : An Introductory Analysis;
- 2- P. Gisbert : Fundamentals of Sociology
- 3- 1.B. Brinkerhoff David Lynn K. White, 1991 Sociology New York West Publishing co.,
- 4- 2. Kendall, Diana 1996 Sociology in our times California Wadsworth Publication
- 5- 3. Shankar Rao - 1995 Sociology, S Chand and Co. New Delhi.,
- 6- 4. Giddens, Anthony 2001 Sociology (4th edition) U.K Polity Press

1. Verified by Subject Expert

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LESSON PLAN FOR PSYCHOLOGY

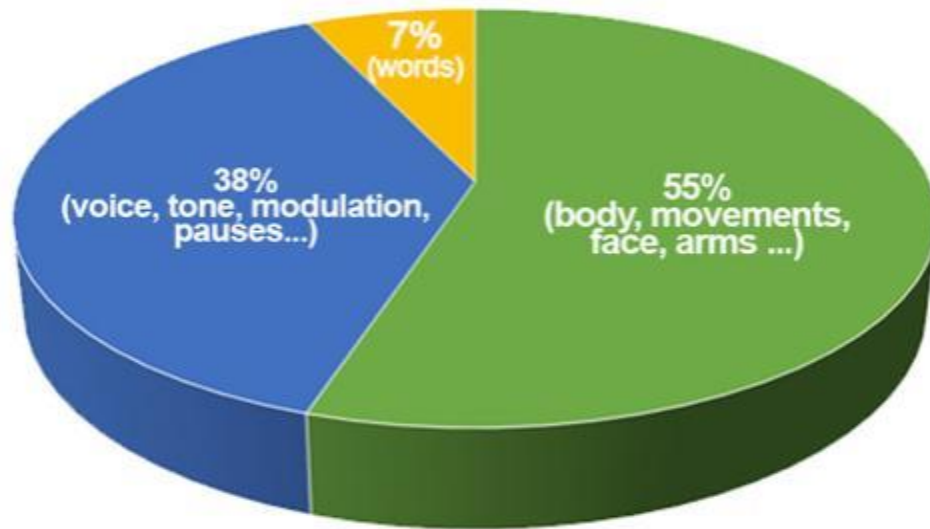
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	II
Subject Title	Skill Enhancement Course: Professional English For Psychology I
Code	21UPSPE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit IV : Presentation Skills
Name of the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method, Audio Visual aid: video showing about presentations skills. Visual aid: Steps of presentation skills, understanding importance of listening, and evaluated by oral questioning, presenting the report of group discussion and presentation.

Prerequisite Knowledge:

Knowledge about basic understanding of English grammar and communication skills.

Micro -planning



1. Topic for Learning through evocation

Presentation skills are the ability to effectively convey information, ideas, or messages to an audience in a clear, engaging, and confident manner. These skills involve a combination of verbal and non-verbal communication, including structuring content logically, speaking clearly, using appropriate body language, and leveraging visual aids to enhance understanding. Strong presentation skills also require understanding the audience's needs, maintaining their interest, and adapting delivery to suit the context. Mastering these skills not only boosts confidence but also ensures the message is impactful and memorable, making them essential in academic, professional, and social settings.

Presentation skills are crucial as they enable individuals to effectively communicate their ideas, persuade audiences, and create a lasting impact. In professional settings, strong presentation skills enhance credibility, facilitate clear expression of complex concepts, and improve team collaboration. Academically, they are essential for sharing knowledge and engaging in discussions. Good presentation skills also boost confidence, help in overcoming stage fright, and improve interpersonal communication. They are a key factor in career growth, as they reflect professionalism and the ability to connect with diverse audiences. Ultimately, these skills are indispensable for building relationships, influencing decisions, and achieving personal and professional success.

2. Topic Introduction:

Presentation skills are the set of abilities that enable an individual to effectively communicate information, ideas, or messages to an audience in a clear, engaging, and structured manner. These skills encompass verbal communication, non-verbal cues, visual aids, and the ability to adapt content and delivery to suit the audience and purpose of the presentation.

2.1. General Objective:

To deliver structured and engaging presentations confidently.

2.2. Specific Objectives:

Enables the students to:

1. Plan and structure professional presentations effectively.
2. Employ appropriate verbal and non-verbal communication techniques.
3. Design visual aids using modern tools for clarity and impact.
4. Analyze and adapt presentations to the target audience.
5. Practice strategies for overcoming stage fear and handling questions

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:

Presentation, audience engagement, visual aids, verbal and non-verbal communication, confidence.

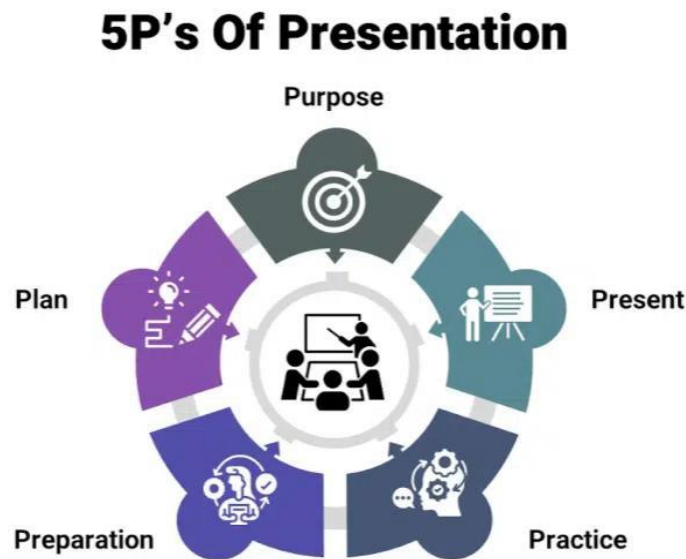
2.5: Key diagrams (if any):

PRESENTATION SKILLS

Source: UBC Learn | Infographic design by agrassoblog.org for educational and motivational purposes



Presentation skills are essential for effectively communicating ideas and engaging an audience. They encompass clear articulation, confident body language, and the ability to tailor content to the audience's needs. Mastering these skills can enhance professional success and leave a lasting impression.

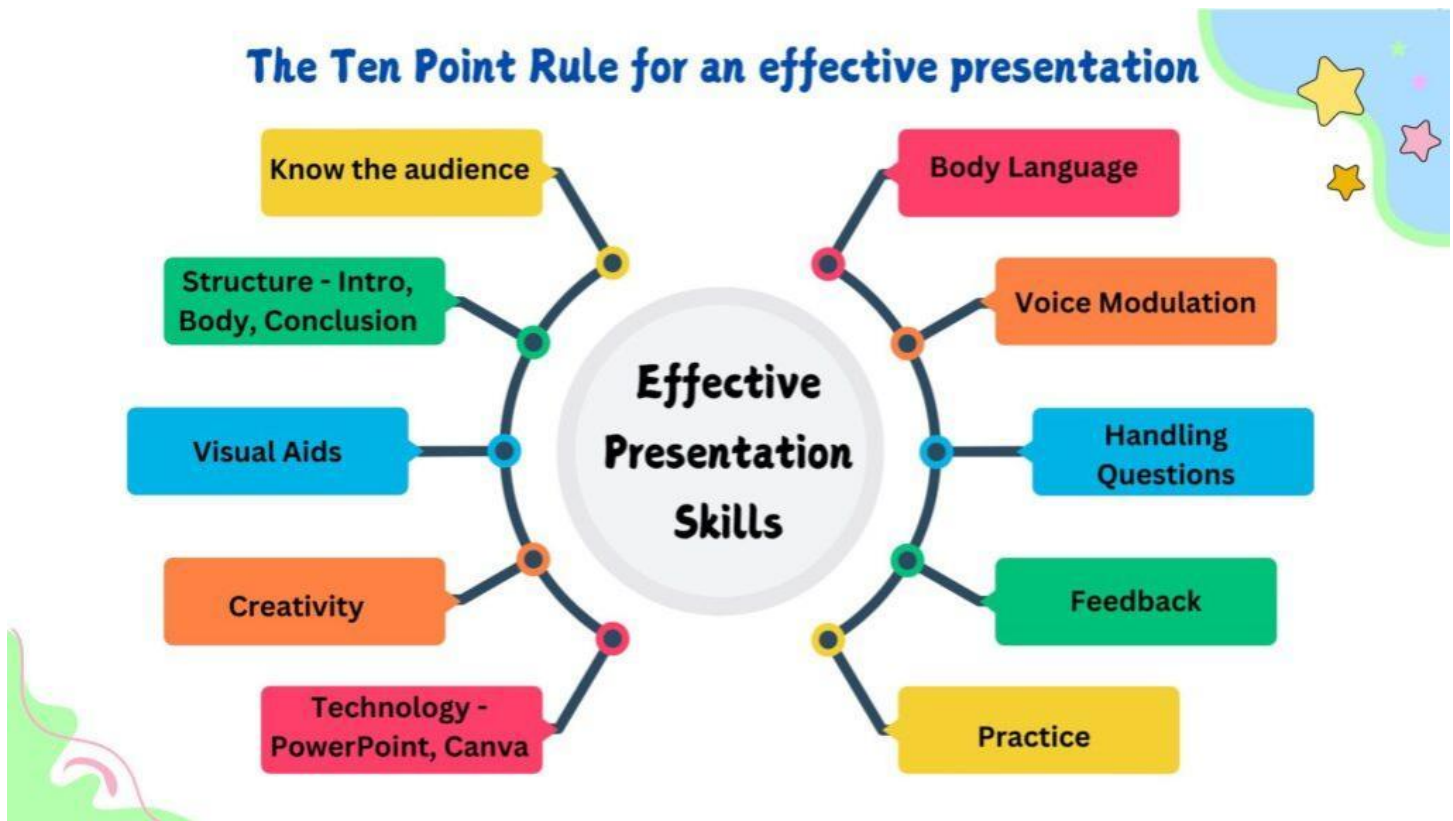


The 5 Ps of presentation skills—Preparation, Practice, Presentation, Personality, and Performance—are essential for delivering impactful presentations. Preparation involves thoroughly researching and organizing your content, ensuring it aligns with your audience's expectations and objectives. Practice helps refine delivery, build confidence, and anticipate potential challenges, such as managing time or handling audience questions. During the Presentation, clear communication, appropriate body language, and an engaging tone captivate your audience and convey your message effectively. Personality reflects your authenticity and enthusiasm, which help establish a connection with your audience and make your presentation memorable. Finally, Performance focuses on adaptability, professionalism, and the ability to leave a lasting impression by addressing the audience's needs and responding dynamically to feedback. Together, these elements ensure a well-rounded and successful presentation.

3. Discussion:

Students will practice individual and group presentations on pre-selected topics. Peer feedback will be provided to improve delivery.

4. Mind Map:



5.Summary:

Presentation skills are essential for effectively conveying ideas, information, and messages to an audience in a clear, engaging, and impactful manner. These skills encompass a combination of verbal and non-verbal communication, including structured content, confident body language, eye contact, and vocal variety. A successful presenter tailors their delivery to the audience, ensuring the message is relatable and understandable. Utilizing visual aids, storytelling, and persuasive techniques further enhances the effectiveness of a presentation. Additionally, preparation and practice play a key role in building confidence, managing time, and handling audience interactions or questions professionally.

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

- How do you structure a presentation for a non-expert audience?
- What are the differences between verbal and visual communication in presentations?
- Discuss the role of body language in maintaining audience interest

7.FAQ's:

- 1.What is the most important factor in keeping the audience engaged during a presentation?
 - a. Using complex language
 - b. Maintaining eye contact
 - c. Speaking rapidly
 - d. Overloading with

information

2. Which of the following is an effective way to structure your presentation?
 - a. Jump from one topic to another
 - b. Present information randomly.
 - c. Follow a clear introduction, body, and conclusion format
 - d. Keep repeating the introduction throughout the presentation.
3. What should you focus on to improve your vocal delivery during a presentation?
 - a. Speaking in a monotone voice.
 - b. Using varied pitch and pace
 - c. Speaking as quickly as possible
 - d. Avoiding pauses between sentences.
4. Why is body language important during a presentation?
 - a. It helps you speak louder
 - b. It conveys confidence and enhances your message
 - c. It distracts the audience from the content
 - d. It allows you to avoid eye contact.
5. What is the purpose of using visual aids in a presentation?
 - a. To fill up the time
 - b. To provide a distraction from the speaker
 - c. To support and clarify key points for the audience
 - d. To make the speaker appear more professional.
6. Which of the following is the best way to handle audience questions during a presentation?
 - a. Ignore the questions to save time
 - b. Listen actively and respond clearly
 - c. Avoid answering difficult questions
 - d. Redirect all questions to another person

8. References: (Books/Periodicals/Journals)

1. Duarte, N. (2012). Resonate: Present Visual Stories that Transform Audiences. Wiley.
2. Reynolds, G. (2019). Presentation Zen: Simple Ideas on Presentation Design and Delivery. New Riders.
3. Carnegie, D. (1990). The Quick and Easy Way to Effective Speaking. Pocket Books.


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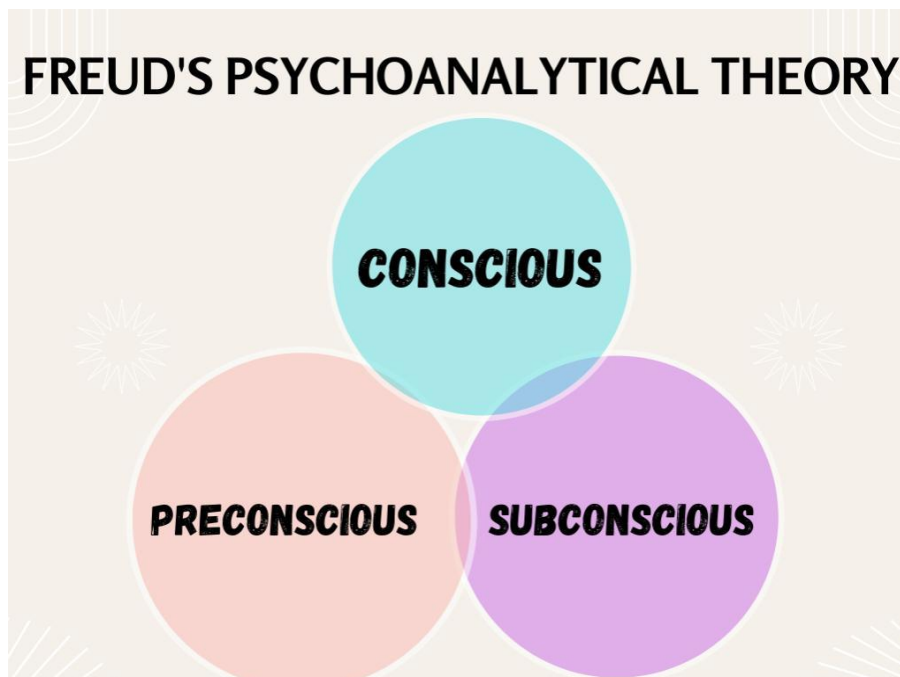
Objective Oriented Learning Process RBT

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 Urie 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:

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:

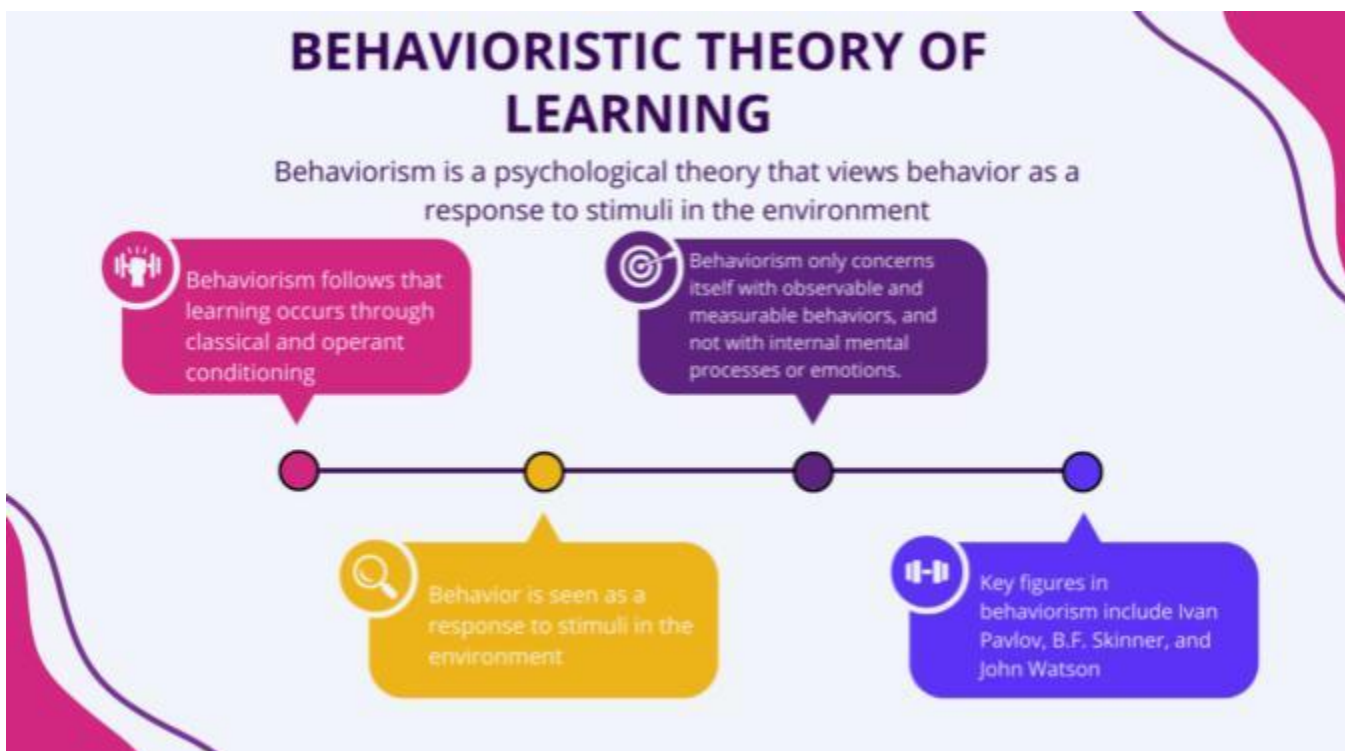
Development, Psychoanalytic, Cognitive, behavioral.

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 Infant's pleasure centers on mouth 'suckling'	Anal Stage Child's pleasure focuses on anus and from elimination <i>Toilet Training.</i> <i>Relationship between parents.</i>	Phallic Stage Child's pleasure focuses on Genitals Oedipus (boys) Electra (girls) <i>Penis envy</i>	Latency Stage Child represses sexual interest and develops social and Intellectual skills An interlude	Genital Stage 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.



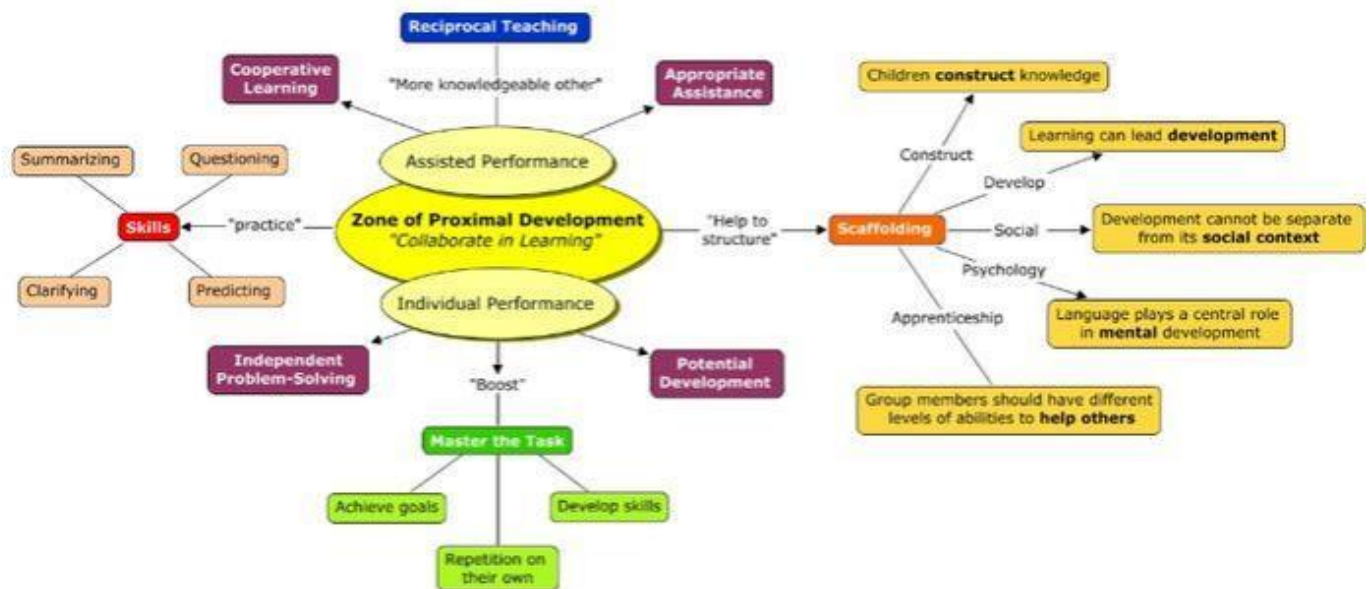
Theories of behavioral development focus on how individuals acquire, shape, and change their behaviors over time. Key theories include Classical Conditioning (Pavlov), which suggests behavior is learned through associations between stimuli, and Operant Conditioning (Skinner), which emphasizes the role 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.



9. Verified by Subject Expert
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LESSON PLAN FOR PSYCHOLOGY

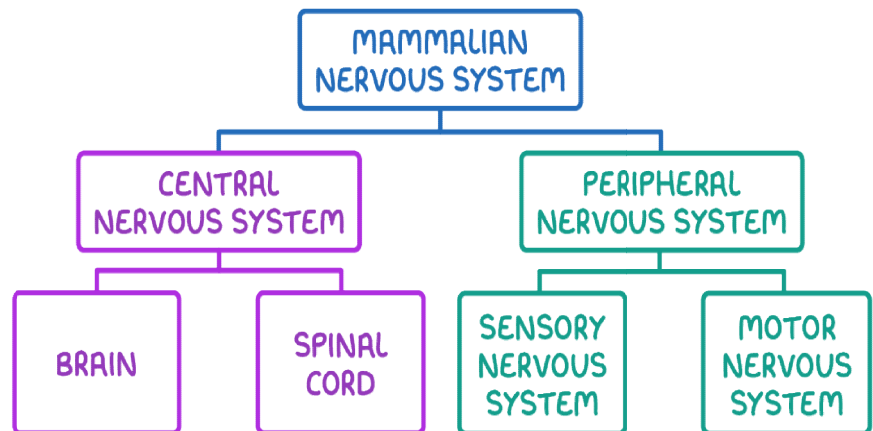
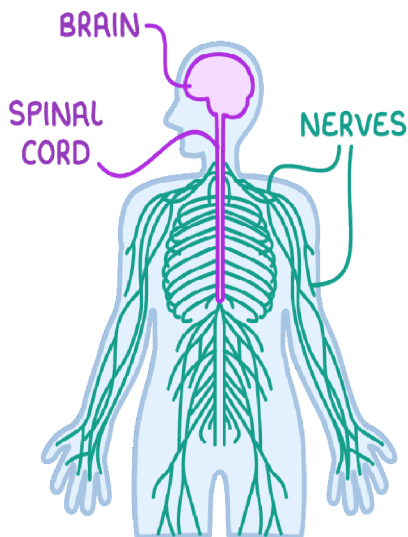
Objective Oriented Learning Process RBT

Programme	B.Sc.Psychology
Semester	II
SubjectTitle	Allied: Biological basis of behaviour
Code	21UPSA21
Hours	4
Total Hours	60
Credits	3
MaxMarks	75
Unit & Title	Unit2: Anatomy of nervous system
Nameof the Faculty	Ms. P. Jeya Bala
T-L tools	Lecture method Audio Visual aid: video showing about the functions of nervous system. Visual aid: Picture of nervous system, understanding of nervous system and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

PrerequisiteKnowledge:

Knowledge about the structure of nervous system and understanding its functions.

Micro-planning



1. Topic for Learning through evocation

The nervous system is the highly complex part of an animal that coordinates its actions and sensory information by transmitting signals to and from different parts of its body. The nervous system detects environmental changes that impact the body, then works in tandem with the endocrine system to respond to such events. Nervous tissue first arose in wormlike organisms about 550 to 600 million years ago. In vertebrates, it consists of two main parts, the central nervous system (CNS) and the peripheral nervous system (PNS). The CNS consists of the brain and spinal cord. The PNS consists mainly of nerves, which are enclosed bundles of the long fibers, or axons, that connect the CNS to every other part of the body. Nerves that transmit signals from the brain are called motor nerves (efferent), while those nerves that transmit information from the body to the CNS are called sensory nerves (afferent). The PNS is divided into two separate subsystems, the somatic and autonomic, nervous systems. The autonomic nervous system is further subdivided into the sympathetic, parasympathetic and enteric nervous systems. The sympathetic nervous system is activated in cases of emergencies to mobilize energy, while the parasympathetic nervous system is activated when organisms are in a relaxed state. The enteric nervous system functions to control the gastrointestinal system. Nerves that exit from the brain are called cranial nerves while those exiting from the spinal cord are called spinal nerves.

The central nervous system functions to send signals from one cell to others, or from one part of the body to others and to receive feedback. Malfunction of the nervous system can occur as a result of genetic defects, physical damage due to trauma or toxicity, infection, or simply senescence. The medical specialty of neurology studies disorders of the nervous system and looks for interventions that can prevent or treat them. In the peripheral nervous system, the most common problem is the failure of nerve conduction, which can be due to different causes including diabetic neuropathy and demyelinating disorders such as multiple sclerosis and amyotrophic lateral sclerosis. Neuroscience is the field of science that focuses on the study of the nervous system.

2. Topic Introduction:

The nervous system in body is a command center. It's made up of brain, spinal cord and nerves. Nervous system works by sending messages, or electrical signals, between brain and all the other parts of the body. These signals make human being to breathe, move, speak and see, for example. The nervous system keeps track of what's going on inside and outside of the body and decides how to respond to any situation. The nervous system regulates complicated processes like thoughts and memory. It also plays an essential role in the things the body does without thinking, like blushing, sweating and blinking.

2.1. General Objective:

To understand the structure and function of a human nervous system.

2.2. Specific Objectives:

Enables the students to:

1. Explain nervous system.
2. Identify the different types of nervous system.
3. Analyze the structure of nervous system.
4. Evaluate the function of nervous system in human behavior.

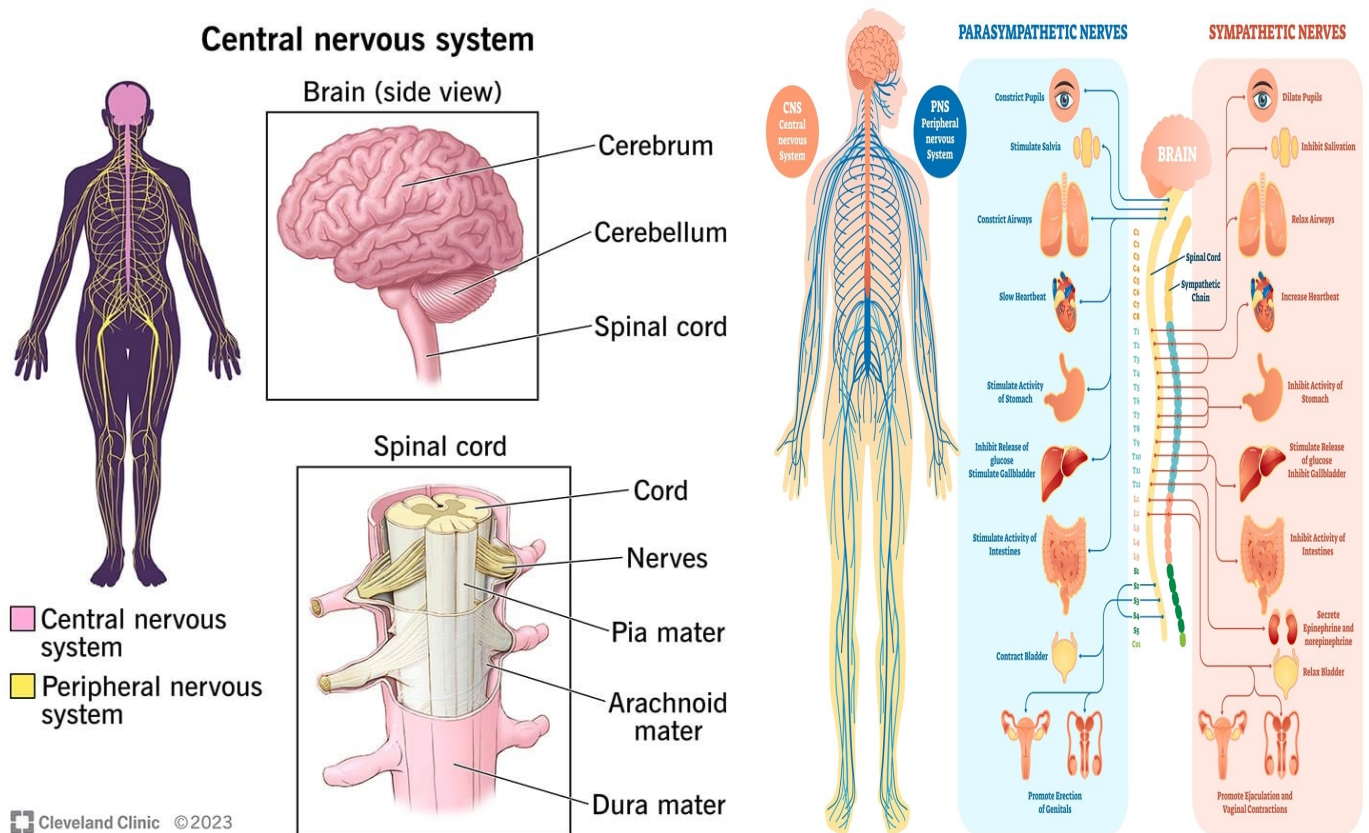
2.3. Taxonomy of objectives:

Taxonomy of Objectives						
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B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. MetaCognitive Knowledge					5	

2.4. Key words:

Nervous system, central nervous system, Peripheral nervous system

2.5. Key diagrams(if any):



Central Nervous System (CNS) is often called the central processing unit of the body. It consists of the brain and the spinal cord.

Brain

The brain is one of the important, largest and central organ of the human nervous system. It is the control unit of the nervous system, which helps us in discovering new things, remembering and understanding, making decisions, and a lot more. It is enclosed within the skull, which provides frontal, lateral and dorsal protection. The human brain is composed of three major parts:

Forebrain: The anterior part of the brain, consists of Cerebrum, Hypothalamus and Thalamus.

Midbrain: The smaller and central part of the brainstem, consists of Tectum and Tegmentum.

Hindbrain: The central region of the brain, composed of Cerebellum, Medulla and Pons.

Also read: Human Brain

Spinal Cord

The spinal cord is a cylindrical bundle of nerve fibers and associated tissues enclosed within the spine and connect all parts of the body to the brain. It begins in continuation with the medulla and extends downwards. It is enclosed in a bony cage called vertebral column and surrounded by membranes called meninges. The spinal cord is concerned with spinal reflex actions and the conduction of nerve impulses to and from the brain.

Peripheral Nervous System (PNS) is the lateral part of the nervous system that develops from the central nervous system which connects different parts of the body with the CNS. We carry out both voluntary and involuntary actions with the help of peripheral nerves.

PNS includes two types of nerve fibers:

Afferent nerve fibers – These are responsible for transmitting messages from tissues and organs to the CNS.

Efferent nerve-fibers – These are responsible for conveying messages from CNS to the corresponding peripheral organ.

Classification of the peripheral nervous system:

Somatic neural system (SNS): It is the neural system that controls the voluntary actions in the body by transmitting impulses from CNS to skeletal muscle cells. It consists of the somatic nerves.

Autonomic neural system (ANS): The autonomic neural system is involved in involuntary actions like regulation of physiological functions (digestion, respiration, salivation, etc.). It is a self-regulating system which conveys the impulses from the CNS to the smooth muscles and involuntary organs (heart, bladder and pupil).

The autonomic neural system can be further divided into:

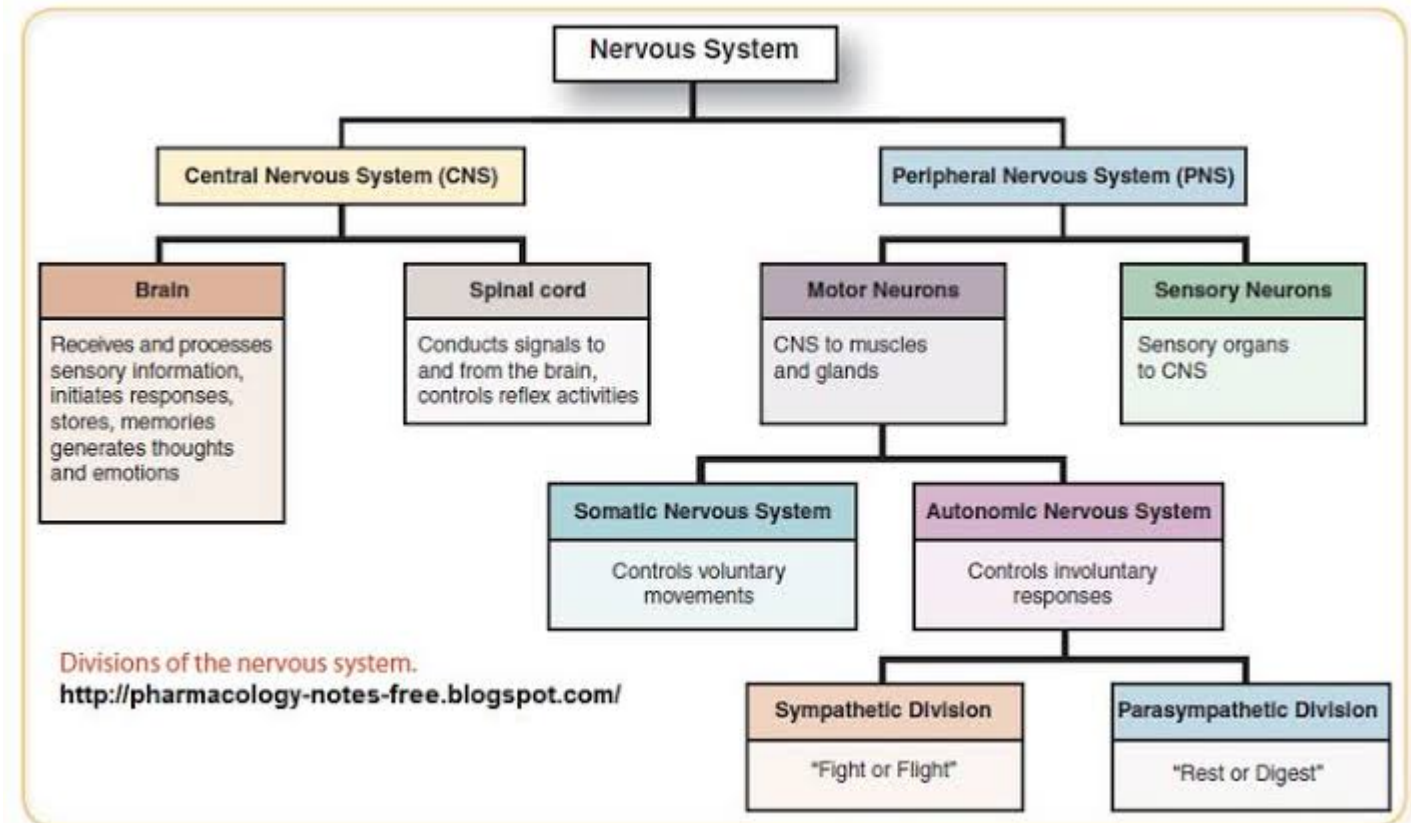
Sympathetic nervous system

Parasympathetic nervous system

3. Discussion:

Students will work in groups about the regulation of bodily functions. Each group will present different functions of nervous system.

4. MindMap:



5. Summary:

The nervous system uses tiny cells called neurons to send messages back and forth from the brain, through the spinal cord, to the nerves throughout the body. Billions of neurons work together to create a communication network. Different neurons have different jobs. For example, sensory neurons send information from the eyes, ears, nose, tongue, and skin to the brain. Motor neurons carry messages away from the brain to the rest of the body to allow muscles to move. These connections make up the way we think, learn, move, and feel. They control how our bodies work — regulating breathing, digestion, and the beating of our hearts.

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

- How nervous system affect the human behaviour?
- What are nerves and neurons?
- What are cranial nerves?

7.FAQ's:

1. Which of the following is a part of the central nervous system (CNS)?

- a) Brain and spinal cord
- b) Nerves and muscles
- c) Heart and blood vessels
- d) Lungs and diaphragm

2. What is the functional unit of the nervous system?

- a) Nephron
- b) Neuron
- c) Axon
- d) Dendrite

3. Which division of the autonomic nervous system is responsible for the "fight or flight" response?

- a) Somatic nervous system
- b) Sympathetic nervous system
- c) Parasympathetic nervous system
- d) Central nervous system

4. What is the gap between two neurons called?

- a) Synapse
- b) Axon terminal
- c) Node of Ranvier
- d) Dendrite

5. Which part of the brain is responsible for maintaining balance and coordination?

- a) Cerebrum
- b) Cerebellum
- c) Brainstem
- d) Hypothalamus

8.References:(Books/Periodicals/Journals)

1. Kalat, J. W. Biological Psychology (11thed), Belmont, Calif; Wadsworth, Cengage learning,2009.
2. Khosla, M. Physiological Psychology: An Introduction. India: SAGE Publications,2019.
3. Pinel, J. P.Biopsychology. Pearson publication,2009.

9.Verified by Subject Expert



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LESSON PLAN FOR PSYCHOLOGY

Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	II
Subject Title	Professional English for Psychology II
Code	21UPSPE2
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit V: Critical thinking strategies
Name of the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method, Audio Visual aid: video showing about critical thinking Visual aid: Presentation slides on critical thinking skills

Prerequisite Knowledge:

Knowledge about critical thinking skills needed to flourish in the field of psychology.

Micro -planning:



1. Topic for learning through evocation:

"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven, 1996).

"Most formal definitions characterize critical thinking as the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation" (Angelo, 1995, p. 6).

"Critical thinking is thinking that assesses itself" (Center for Critical Thinking, 1996b).

"Critical thinking is the ability to think about one's thinking in such a way as 1. To recognize its strengths and weaknesses and, as a result, 2. To recast the thinking in improved form" (Center for Critical Thinking, 1996c).

Perhaps the simplest definition is offered by Beyer (1995) : "Critical thinking... means making reasoned judgments" (p. 8). Basically, Beyer sees critical thinking as using criteria to judge the quality of something, from cooking to a conclusion of a research paper. In essence, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something (statements, news stories, arguments, research, etc.).

Characteristics of Critical Thinking

Wade (1995) identifies eight characteristics of critical thinking. Critical thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity. Dealing with ambiguity is also seen by Strohm & Baukus (1995) as an essential part of critical thinking, "Ambiguity and doubt serve a critical-thinking function and are a necessary and even a productive part of the process" (p. 56).

Another characteristic of critical thinking identified by many sources is metacognition. Metacognition is thinking about one's own thinking. More specifically, "metacognition is being aware of one's thinking as one performs specific tasks and then using this awareness to control what one is doing" (Jones & Ratcliff, 1993, p. 10).

In the book, Critical Thinking, Beyer elaborately explains what he sees as essential aspects of critical thinking. These are:

- Dispositions: Critical thinkers are skeptical, open-minded, value fair-mindedness,

respect evidence and reasoning, respect clarity and precision, look at different points of view, and will change positions when reason leads them to do so.

- **Criteria:** To think critically, must apply criteria. Need to have conditions that must be met for something to be judged as believable. Although the argument can be made that each subject area has different criteria, some standards apply to all subjects. "... an assertion must... be based on relevant, accurate facts; based on credible sources; precise; unbiased; free from logical fallacies; logically consistent; and strongly reasoned" (p. 12).
- **Argument:** Is a statement or proposition with supporting evidence. Critical thinking involves identifying, evaluating, and constructing arguments.
- **Reasoning:** The ability to infer a conclusion from one or multiple premises. To do so requires examining logical relationships among statements or data.
- **Point of View:** The way one views the world, which shapes one's construction of meaning. In a search for understanding, critical thinkers view phenomena from many different points of view.
- **Procedures for Applying Criteria:** Other types of thinking use a general procedure. Critical thinking makes use of many procedures. These procedures include asking questions, making judgments, and identifying assumptions.

2. Topic introduction:

Critical thinking is very essential for problem solving and developing critical thinking skills is essential for efficient psychologists.

1.1.General Objective:

Enables the students to understand about critical thinking skills

1.2.Specific Objectives:

Enables the students to:

1. describe the features of critical thinking.
2. identifies the criteria for stages of critical thinking
3. compare the features of critical thinking
4. summarize the importance of critical thinking
5. give an outline of the pros and cons

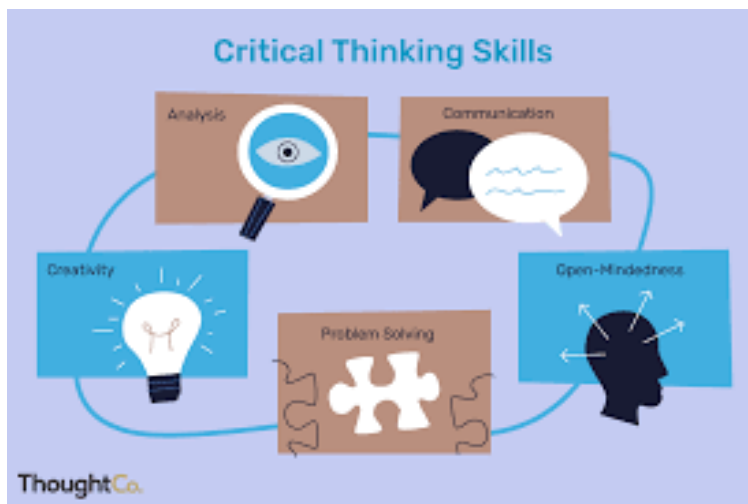
2.3: Taxonomy of objectives:

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	

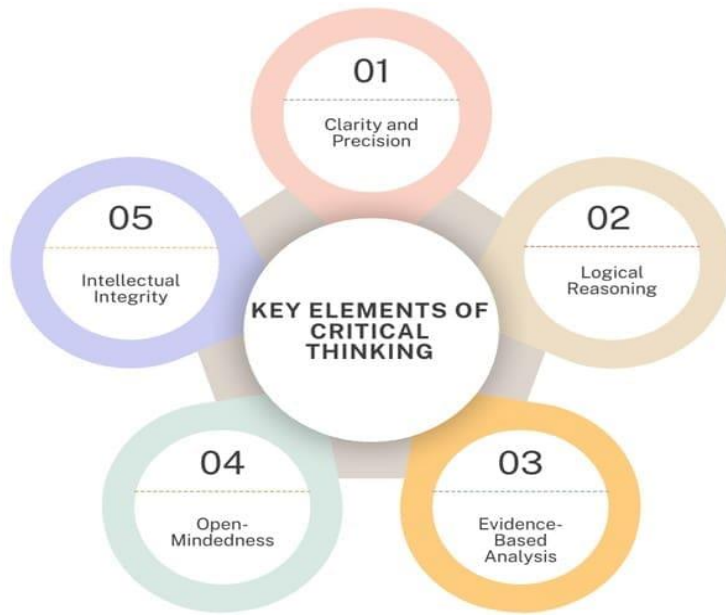
2.4 Key words:

Critical thinking, psychology, problem solving

2.5 Key diagrams:



The skills help us to predict the importance of critical thinking.



3. Discussion:

Critical thinking is the process of analyzing information, making judgments, and drawing conclusions based on evidence. It involves questioning, interpreting, and evaluating what you read, hear, say, or write.

How does critical thinking work?

- **Identify the problem:** Define the issue or problem you want to address
- **Research:** Gather information that is relevant to the problem
- **Analyze:** Examine the information to understand the problem and its possible solutions
- **Make a judgment:** Use the information to draw a conclusion or make a decision
- **Evaluate:** Consider the success or failure of your decision and how you can improve it

4. Mind Map:



5. Summary

The most efficient way to know about the critical thinking is to understand its importance in the field of psychology.

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

- Generating mental ideas about creating an e-content on critical thinking
- Producing the e-content.
- Measuring the characteristics and types of critical thinking
- Differentiating the various stages of critical thinking
- Producing the e-content.

7. FAQ's:

- **1. What is the primary goal of critical thinking?**
 - A. To confirm personal beliefs
 - B. To evaluate information objectively
 - C. To agree with popular opinions
 - D. To memorize facts

- **2. Which of the following best defines critical thinking?**
 - A. Accepting information at face value
 - B. Thinking creatively to generate new ideas
 - C. Analyzing, evaluating, and synthesizing information
 - D. Making decisions based on emotions
- **3. Which of the following is NOT a characteristic of a critical thinker?**
 - A. Open-mindedness
 - B. Ability to assess evidence
 - C. Jumping to conclusions quickly
 - D. Willingness to question assumptions
- **4. When faced with a complex problem, what should a critical thinker do first?**
 - A. Form an immediate opinion
 - B. Break down the problem into smaller parts
 - C. Ask for someone else's opinion
 - D. Avoid addressing the problem
- **5. Which of these is an example of a critical thinking skill?**
 - A. Using intuition to make decisions
 - B. Identifying logical fallacies in arguments
 - C. Accepting information without questioning it
 - D. Following instructions without analysis

Reference:

Geldard et al. *Useful counselling micro skills* .2011.

English for life sciences, Tamil Nadu State Council for Higher education (TANSCHE).

1. Verified by Subject Expert

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LESSON PLAN FOR PSYCHOLOGY

Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	III
Subject Title	Major Core: Abnormal Psychology I
Code	21UPSC31
Hours	4
Total Hours	60
Credits	4
Max Marks	75
Unit & Title	Unit 3: Stress
Name of the Faculty	R.Rohini
T-L tools	Lecture method, Audio Visual aid: video showing about stress. Visual aid: Picture of stress response, understanding stress, chronic stress, immune system and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

Prerequisite Knowledge:

Knowledge about stress and treatment of stress of the human body is necessary.

Micro -planning



1. Topic for Learning through evocation

Stress in abnormal psychology refers to the physiological and psychological response to demands or threats that overwhelm an individual's coping mechanisms. While some stress can be adaptive, chronic or intense stress often contributes to the development or exacerbation of mental health disorders. For instance, prolonged stress is associated with anxiety disorders, depression, and conditions like Post-Traumatic Stress Disorder (PTSD). It disrupts brain functions, particularly in areas like the amygdala, hippocampus, and prefrontal cortex, affecting emotional regulation, memory, and decision-making. Stress also interacts with environmental, genetic, and social factors, influencing vulnerability to disorders. Effective stress management is crucial in therapeutic interventions to mitigate its negative impact on mental health.

Stress can be categorized into three main types: acute stress, episodic acute stress, and chronic stress. Acute stress is short-term and arises from immediate challenges or threats, such as facing a deadline or a sudden emergency. It is the most common type and typically resolves quickly. Episodic acute stress occurs when individuals frequently experience acute stress, often due to a chaotic lifestyle or persistent worry, leading to irritability and tension. Chronic stress, on the other hand, is prolonged and results from ongoing pressures like financial difficulties, unhealthy relationships, or demanding work environments. Unlike acute stress, chronic stress can have lasting effects on physical and mental health, potentially leading to conditions such as anxiety, depression, and cardiovascular issues.

Theoretical perspectives on stress provide various frameworks to understand how stress affects individuals. The biological perspective focuses on the physiological responses to stress, such as the activation of the hypothalamic-pituitary-adrenal (HPA) axis and the release of cortisol, which prepares the body for a fight-or-flight response. The psychological perspective, particularly Lazarus and Folkman's transactional model, emphasizes the interaction between individuals and their environment, where stress arises from perceived imbalances between demands and coping resources. The cognitive perspective highlights how thoughts and beliefs influence the appraisal of stressors. From a behavioral perspective, stress is seen as a learned response to specific stimuli. Lastly, the sociocultural perspective considers how societal factors, such as socioeconomic status or cultural expectations, shape the experience and impact of stress. Each perspective contributes to a comprehensive understanding of stress and its effects.

2. Topic Introduction:

Stress is a physiological and psychological response to an internal or external challenge or demand, known as a stressor. Stress becomes abnormal when it overwhelms an individual's coping mechanisms, contributing to dysfunction or disorder.

2.1. General Objective:

To understand the concept of stress and its relevance in abnormal psychology.

2.2. Specific Objectives:

Enables the students to:

1. -Define stress and distinguish between eustress and distress.
2. - Identify the causes and symptoms of stress.
3. - Explain the physiological and psychological impact of stress.
4. - Discuss stress management techniques.
5. - Elaborate on treatment of stress.

2.3: Taxonomy of objectives:

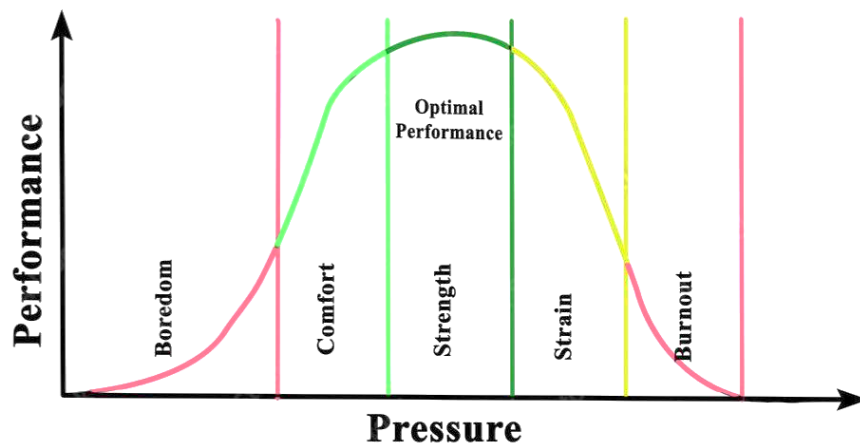
Taxonomy of Objectives						
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2.4: Key words:

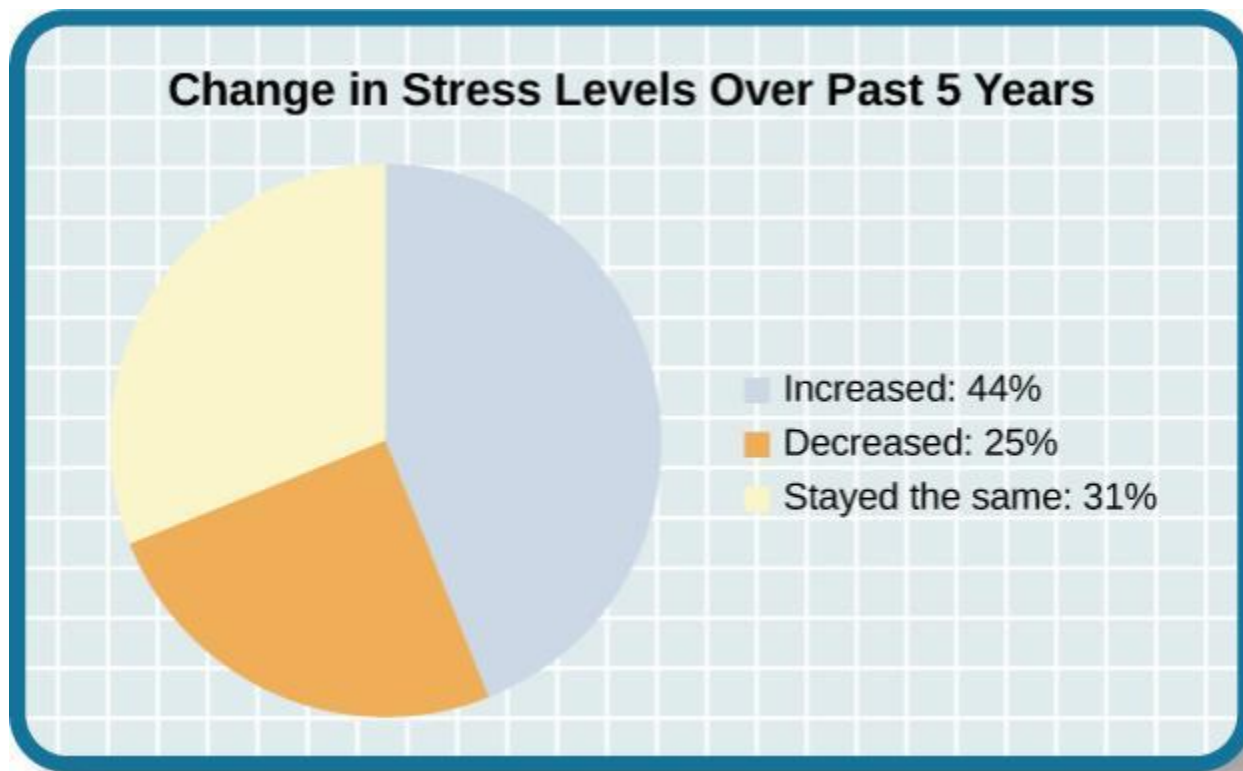
Stress, Chronic illness, Cytokines, Mental Health, Stress Disorders.

2.5: Key diagrams (if any):

The Stress Curve



The stress curve, also known as the Yerkes-Dodson curve, illustrates the relationship between stress levels and performance. It follows an inverted U-shaped pattern, showing that low stress results in boredom and low productivity, while moderate stress leads to peak performance by enhancing focus and motivation. However, excessive stress causes anxiety, burnout, and a decline in performance. This concept highlights the importance of maintaining optimal stress levels to achieve productivity without overloading oneself, as both insufficient and excessive stress can negatively impact mental and physical well-being.



Changes in stress levels can occur due to various factors, including life events, environmental influences, and personal coping mechanisms. Acute stress levels often spike in response to immediate challenges or crises, such as work deadlines or unexpected changes, but typically subside once the situation resolves. Chronic stress, on the other hand, arises from prolonged exposure to stressors like financial difficulties, health issues, or ongoing interpersonal conflicts, potentially leading to physical and mental health concerns over time. Stress levels can also fluctuate based on an individual's resilience, support systems, and ability to use effective stress management techniques such as mindfulness, exercise, or therapy.

3. Discussion:

Group discussion on personal stress experiences and coping mechanisms. Case study analysis to identify stressors and symptoms. Role-playing stress management techniques like deep breathing or mindfulness. Create a stress diary to track triggers and responses.

4. Mind Map:



5. Summary:

Stress is a natural response to challenging or demanding situations, characterized by physical, emotional, and psychological reactions. It occurs when individuals perceive a disparity between the demands placed on them and their ability to cope. While acute stress can motivate and enhance performance in short bursts, chronic stress can negatively impact health, leading to conditions such as anxiety, depression, cardiovascular problems, and weakened immunity. Effective stress management involves identifying triggers, adopting healthy coping mechanisms like exercise, mindfulness, and time management, and seeking support when necessary. Maintaining a balanced lifestyle is crucial to mitigating stress and fostering resilience.

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

- What are the primary differences between eustress and distress?
- List three physical symptoms of stress.
- How does chronic stress affect mental health?
- Propose a stress management plan for a student preparing for exam.

7. FAQ's:

1. What is the most common physical symptom of stress?
a. Dizziness b. Increased heart rate c. Headache d. Nausea

2. Which of the following is a healthy coping strategy for managing stress?
a. Drinking alcohol b. Ignoring the problem c. Practicing deep breathing d. Overeating
3. Which hormone is most commonly associated with the body's stress response?
a. Insulin. b. Cortisol. c. Dopamine d. Serotonin
4. What is the term for stress that comes from a positive event, such as a promotion or wedding?
a. Eustress b. Distress. c. Chronic stress. d. Acute stress
5. Which of these is a long-term effect of chronic stress?
a. Improved immune function b. Increased energy levels c. Higher blood pressure. d. Enhanced memory retention
6. Which of the following is a common psychological effect of stress?
a. Increased focus and productivity b. Feelings of anxiety or nervousness c. Improved memory d. emotional stability

8. References: (Books/Periodicals/Journals)

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2. Lazarus, R. S., & Folkman, S. (1984). Stress, Appraisal, and Coping. Springer.
3. Sapolsky, R. M. (2004). Why Zebras Don't Get Ulcers. Holt Paperbacks.
4. APA (2020). Stress: American Psychological Association Guide.



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R. Rohini



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LESSON PLAN FOR PSYCHOLOGY

Objective Oriented Learning Process RBT

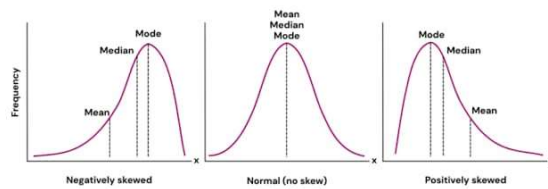
Programme	B.Sc. Psychology
Semester	III
Subject Title	Psychological Statistics I
Code	21UPSA31
Hours	4
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit III: Measures of Central Tendency
Name of the Faculty	Dr. Fr. John Suresh
T-L tools	Lecture method <ul style="list-style-type: none">- Audio-visual aid: Interactive videos and animated explanations- Visual aid: Graphs, histograms, and tabular data for hands-on practice.- Classroom activities: Group discussion, problem-solving, and quizzes.

Prerequisite Knowledge:

Basic knowledge of numbers and arithmetic operations.

Understanding of data collection and organization.

Micro -planning:



1. Topic for learning through evocation:

Measures of central tendency, also known as measures of central location, are statistical tools used to describe the middle or typical value of a dataset. These measures provide a concise way to summarize and describe the central position of a distribution, allowing researchers and analysts to understand the characteristic behavior of a dataset. Measures of central tendency are fundamental statistical tools used to describe the middle or typical value of a dataset. Understanding these measures is essential for researchers and analysts across various fields, as they provide a foundation for data analysis and decision-making. By selecting the appropriate measure of central tendency, researchers can accurately summarize and describe datasets, identify patterns and trends, and inform decision-making and policy development.

Importance of Measures of Central Tendency

Measures of central tendency are essential in various fields, including psychology, education, business, and healthcare, as they provide a foundation for understanding and analyzing data. These measures help researchers and analysts to:

- Summarize large datasets: Measures of central tendency provide a concise way to describe the central position of a dataset, making it easier to understand and communicate complex data insights.
- Identify patterns and trends: By examining measures of central tendency, researchers can identify patterns and trends in data, which can inform decision-making and policy development.
- Compare datasets: Measures of central tendency enable researchers to compare datasets and identify differences or similarities between groups.

Measures of Central Tendency

Mean

The mean, also known as the arithmetic mean, is a fundamental measure of central tendency that represents the average value of a dataset. It is calculated by summing all the values in the dataset and dividing by the number of values. The mean is a widely used measure of central tendency, as it provides a concise way to describe the central position of a dataset.

Median

The median is a measure of central tendency that represents the middle value of a dataset when it is ordered from smallest to largest. If there are an even number of values, the median is the average of the two middle values. The median is a useful measure of central tendency, as it is less sensitive to outliers and extreme values compared to the mean.

Mode

The mode is a measure of central tendency that represents the most frequently occurring value in a dataset. A dataset may have multiple modes if there are multiple values that occur with the same frequency. The mode is a useful measure of central tendency, as it provides insight into the most common or typical value in a dataset.

2. Topic introduction:

Understanding the Concept of Central Tendency: Measures of central tendency summarize a dataset with a single value. The three types of measures give insights into different aspects of the data distribution.

1.1. General Objective:

To understand the fundamental concepts and applications of measures of central tendency in data analysis.

1.2. Specific Objectives:

At the end of the lesson, students will be able to:

1. Define mean, median, and mode.
2. Compute mean, median, and mode for ungrouped and grouped data.
3. Analyze the significance of each measure in different datasets.
4. Differentiate between the advantages and limitations of each measure.
5. Apply measures of central tendency to real-life situations.

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:

Mean, Median, Mode, Central Value, Data Analysis, Distribution.

2.5 Key diagrams:

Mean Vs Median	Mean	Median
Definition	Average of given data (Mathematical Average)	The central value of data (Positional Average)
Calculation	Add all values and divide by the total number of observations	Arrange data in ascending / descending order and find the middle value
Values of data	Every value is considered for calculation	Every value is not considered
Effect of extreme points	Greatly affected by extreme points	Doesn't get affected by extreme points

Measures of Central Tendency are ways of describing the central position of a frequency distribution for a group of data. We can describe this central position using the mean, median, or mode, which will depend on how much and the type of data we have collected.

Formulae:

Statistics Formula

$$\text{Mean } \bar{x} = \frac{\sum xi}{N} \qquad \text{Variance} = \frac{\sum (xi - \bar{x})^2}{N}$$

$$\text{Median} = \begin{cases} \frac{(N+1)^{\text{th}}}{2} \text{ term; when } N \text{ is odd} \\ \frac{\frac{N}{2}^{\text{th}} \text{ term} + (\frac{N}{2} + 1)^{\text{th}} \text{ term}}{2}; \text{ when } N \text{ is even} \end{cases}$$

Mode = The value in the data set that occurs most frequently

3. Discussion:

1. Classroom Discussion:

Why do different measures give different values?

What happens to the mean when an extreme value is introduced?

2. Group Activity:

Each group will be given a dataset to calculate the mean, median, and mode.

Groups will compare and justify their findings.

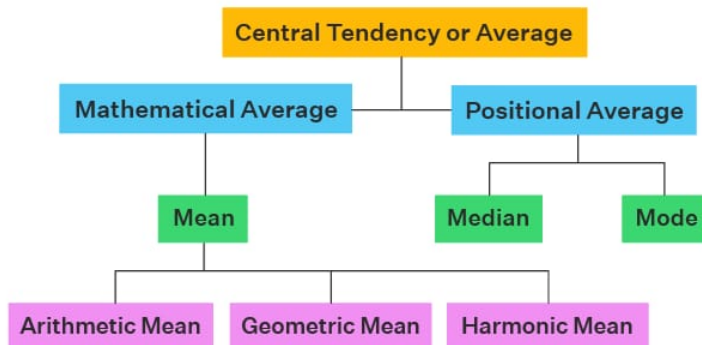
3. Debate:

Which is the best measure of central tendency?

Students will argue for mean, median, or mode based on real-life applications.

4. Mind Map:

Measures of Central Tendency



5. Summary

Choosing the right measure depends on the nature of the dataset.

- Mean is the most commonly used measure but is affected by outliers.
- Median is useful for skewed data.
- Mode is essential in categorical data analysis.

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

1. Short Answer Questions:

- Define and differentiate between mean, median, and mode.
- Explain why the median is preferred over the mean in some cases.

2. Problem-Solving:

- Given a dataset, compute all three measures and analyze the differences.

3. Case Study Analysis:

- Analyze salary distributions in a company using measures of central tendency.

4. Research Assignment:

- Find and present a real-world application where each measure is used.

4. FAQ's:

1. Which measure is most affected by outliers?

- a) **Mean**
- b) Median
- c) Mode
- d) None

2. What is the median of the dataset {3, 7, 9, 10, 12}?
- a) 7 **b) 9**
c) 10 d) 8
3. Which measure of central tendency is best for categorical data?
- a) Mean b) Median
c) Mode d) None of the above
4. If a distribution is skewed to the right, which measure is usually the highest?
- a) Mean** b) Median
c) Mode d) All are equal
5. Which of the following statements is true?
- a) Mean is always greater than median.
b) Median is always greater than mode.
c) Mode can have more than one value.
d) All three measures are always equal

Reference:

1. Gupta, S.C., & Kapoor, V.K. (2021). Fundamentals of Mathematical Statistics. Sultan Chand & Sons.
2. Freund, J.E., & Perles, B.M. (2016). Statistics: A First Course. Pearson Education.
3. Levin, R.I., & Rubin, D.S. (2020). Statistics for Management. Pearson.



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LESSON PLAN FOR PSYCHOLOGY

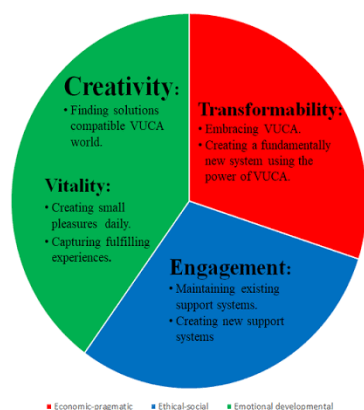
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	III
Subject Title	Applications of Positive Psychology
Code	21UPSS31
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit - II Resilience
Name of the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method, Audio Visual aid: video showcasing stories of resilience. Visual aid: Presentation of slides summarizing factors influencing resilience and strategies for building resilience.

Prerequisite Knowledge:

Knowledge about the basic understanding of positive psychology concept resilience, well-being and coping strategies.

Micro -planning:



1. Topic for learning through evocation:

Resilience in positive psychology refers to an individual's ability to adapt and thrive in the face of adversity, challenges, or stress, emphasizing strengths rather than vulnerabilities. It is not simply about overcoming hardship but also about using difficult experiences as opportunities for growth and development. Positive psychology views resilience as a dynamic process influenced by personal traits, such as optimism, self-efficacy, and emotional regulation, as well as external factors like supportive relationships and social networks. Cultivating resilience involves fostering positive coping strategies, practicing gratitude, and reframing negative situations to find meaning and purpose. Interventions such as mindfulness, stress management techniques, and cognitive-behavioral approaches enhance resilience by building psychological flexibility and mental strength. Resilience is not innate but can be developed and nurtured over time, helping individuals bounce back stronger from setbacks and maintain emotional well-being. By promoting resilience, positive psychology aims to empower people to navigate life's challenges with confidence and flourish despite adversity.

2. Topic introduction:

Resilience in positive psychology refers to the ability to adapt, recover, and grow in the face of adversity, challenges, or stress. It focuses on leveraging strengths, such as optimism, emotional regulation, and social support, to transform difficulties into opportunities for growth. Positive psychology emphasizes that resilience is not an inherent trait but a skill that can be developed through strategies.

2.1 General Objective:

To enable students to understand resilience and its application in fostering positive mental health and well-being.

2.2 Specific Objectives:

Enables the students to:

1. Understand the significance of resilience.
2. Identify factors that contribute to resilience.
3. Analyze the relationship between resilience and mental health.

4. Apply strategies to enhance resilience in personal and professional settings.
5. Evaluate the effectiveness of resilience-building interventions.

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:

Resilience, adversity, thriving, positive adaptation, protective factors, grit.

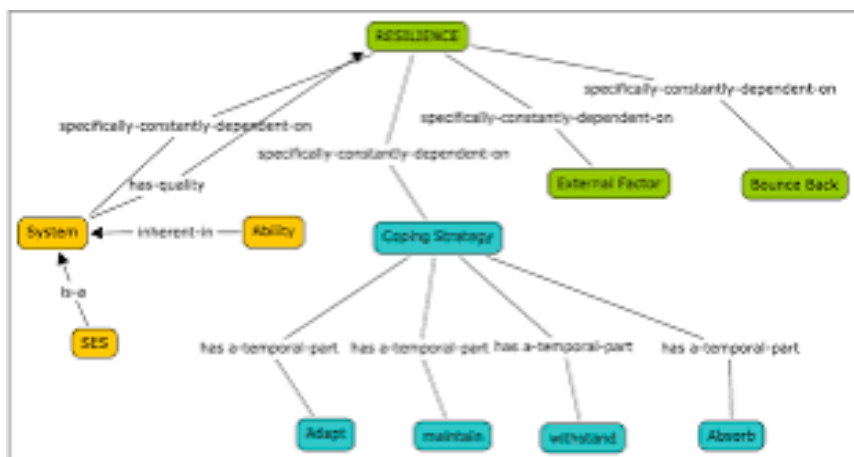
2.5 Key diagrams:



3. Discussion:

Resilience refers to the ability to bounce back from adversity, adapt to challenges, and maintain mental, emotional, and physical well-being in difficult situations. Resilience is influenced by both internal factors, such as optimism, emotional regulation, and self-efficacy, and external factors, including supportive relationships and community resources. Building resilience involves developing positive coping strategies, practicing self-care, maintaining a growth mindset, and finding meaning in challenges. It is a dynamic skill that can be cultivated over time, helping individuals thrive despite life's obstacles.

4. Mind Map:



5. Summary

Resilience in positive psychology is the ability to adapt and grow through adversity by using strengths like optimism, emotional regulation, and social support. It emphasizes that resilience can be developed through practices like mindfulness, gratitude, and reframing challenges, enabling individuals to thrive despite difficulties.

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

- Role-play a scenario where resilience is required and demonstrate effective strategies.
- Create a plan for enhancing resilience in a workplace or school setting.
- Analyze the role of gratitude and optimism in building resilience.

7. FAQ's:

1. What is resilience?
 - A) Avoiding challenges completely
 - B) Adapting positively to adversity
 - C) Suppressing emotions during difficult times
 - D) Focusing only on the past

2. Which of the following is a key protective factor in resilience?
 - A) Chronic stress
 - B) Strong social support
 - C) Negative thinking
 - D) Avoidance of challenges

3. What is one practical strategy for building resilience?
 - A) Ignoring emotions
 - B) Practicing mindfulness and self-care
 - C) Avoiding social interactions
 - D) Focusing solely on outcomes

4. How does resilience differ from grit?
 - A) Grit involves perseverance, while resilience focuses on adaptation.
 - B) Resilience and grit are the same concepts.
 - C) Resilience is about overcoming challenges, while grit avoids them.
 - D) Grit is emotional, while resilience is cognitive.

5. Why is resilience important in positive psychology?
 - A) It prevents all mental health challenges.
 - B) It promotes growth and well-being despite adversity.
 - C) It focuses on avoiding failure.
 - D) It emphasizes perfection in life.

8. References:

1. Synder, C.R., Lopez, S.J., Pedrotti, J.T. Positive Psychology: The scientific and practical explorations of human strengths. II Edition. India: Sage publications,,2010.
- 2 Hurlock, E.B. Personality development. 28th Reprint, New Delhi: Tata McGraw Hill Publications, 2006.
2. Baumgardner, S.R., Crothers, M.K. Positive Psychology. India :Pearson Education,2009.



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LESSON PLAN FOR PSYCHOLOGY

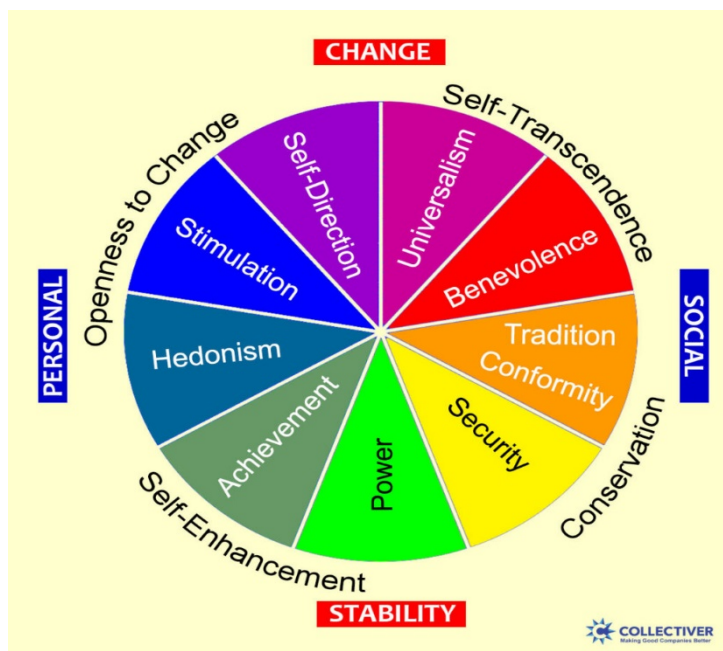
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	III
Subject Title	NME: Psychology for life
Code	21UPSN31
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit II: Maslow's Goal oriented theory
Name of the Faculty	Dr. Vincent
T-L tools	Lecture method, Audio Visual aid: videos and graphics explaining Maslow's hierarchy of needs and its application to goal-oriented behavior. Visual aid: Diagrams illustrating the hierarchy of needs.

Prerequisite Knowledge

Knowledge of understanding motivation and basic psychological theories related to human needs and behavior.

Micro-Planning



1. Topic for Learning through Evocation

Maslow's Goal-Oriented Theory, also known as the **Hierarchy of Needs**, proposes that human motivation is driven by a series of hierarchical needs, progressing from basic physiological needs to higher-order needs such as self-actualization.

The hierarchy consists of five levels:

1. **Physiological Needs:** Basic survival needs such as food, water, and shelter.
2. **Safety Needs:** Security, stability, and protection from harm.
3. **Love and Belongingness Needs:** Social connections, relationships, and a sense of belonging.
4. **Esteem Needs:** Recognition, self-esteem, and respect from others.
5. **Self-Actualization Needs:** Achieving one's full potential, creativity, and personal growth.

Maslow argued that individuals progress through these levels in a step-by-step manner, but they may revisit lower levels based on changing circumstances. This theory highlights how unmet needs can influence human behavior and goal-oriented actions.

2. Topic Introduction

Maslow's Hierarchy of Needs explains how human motivation is structured and how fulfilling lower-level needs creates a foundation for achieving higher-order goals. It is widely applied in areas such as education, workplace motivation, and therapy, making it a cornerstone of understanding human behavior.

2.1. General Objective

Enable students to understand Maslow's Goal-Oriented Theory and its relevance in explaining human motivation and behavior.

2.2. Specific Objectives

Students will be able to:

1. Define Maslow's Hierarchy of Needs and its significance in psychology.
2. Describe each level of the hierarchy with examples.
3. Analyze how unmet needs influence behavior and goal-setting.
4. Evaluate the practical applications of Maslow's theory in various fields (e.g., education, workplace).
5. Apply Maslow's theory to real-life scenarios and explain its relevance to personal development.

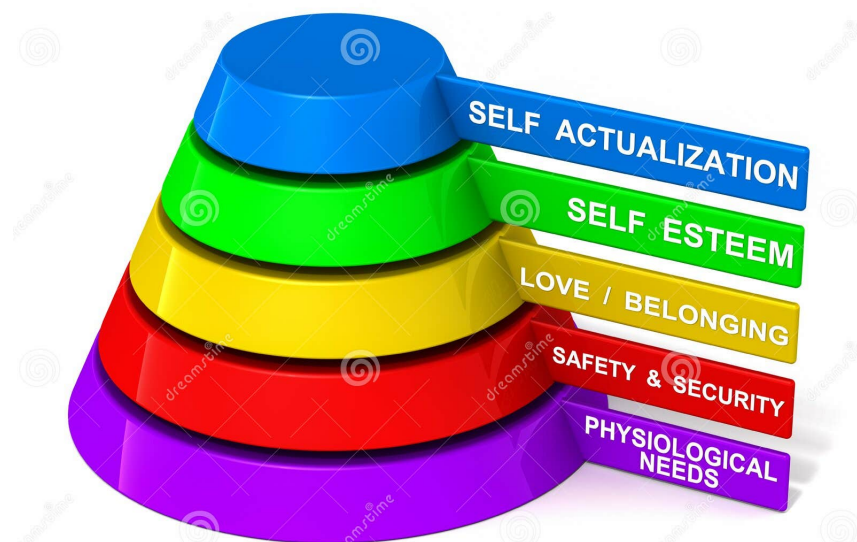
2.3: Taxonomy of objectives:

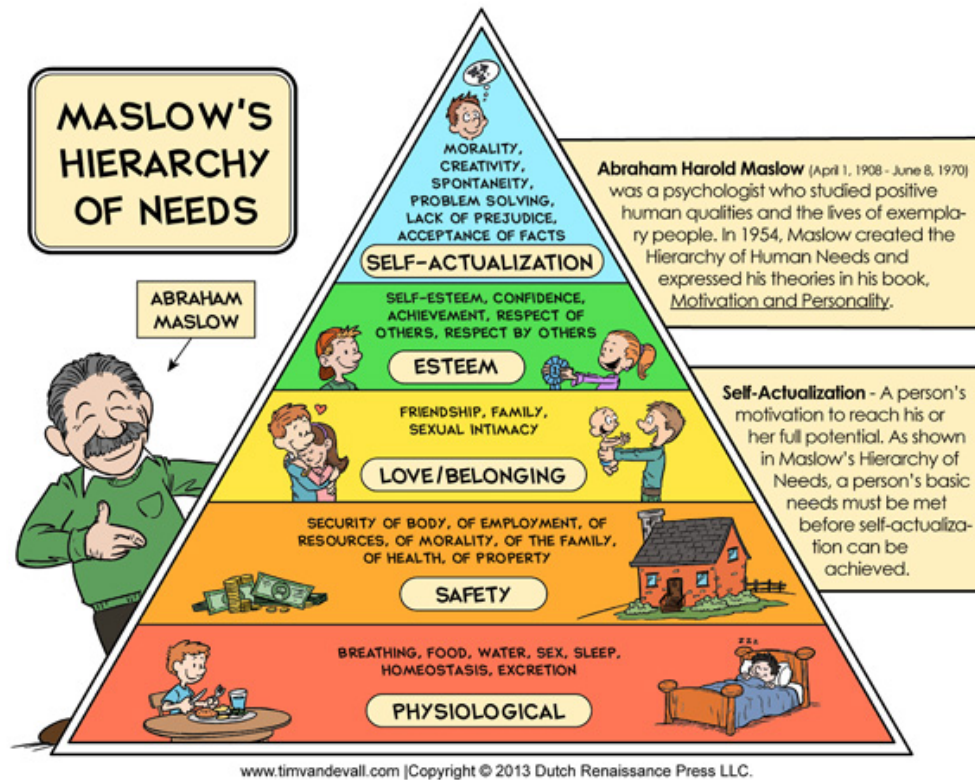
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. Meta Cognitive Knowledge					5	

2.4. Keywords

Maslow's Hierarchy of Needs, Goal-Oriented Theory, Physiological Needs, Safety Needs, Self-Actualization, Motivation, Behavioral Goals, Growth Needs, Deficiency Needs.

2.5. Key Diagrams (if any)





3. Discussion

Students will engage in a discussion analyzing the relevance of Maslow's theory in today's world. Groups will be assigned specific levels of the hierarchy (e.g., physiological needs, esteem needs) to explore how they manifest in real-life situations, such as workplace motivation or personal development. They will also discuss the flexibility of the hierarchy, such as how certain needs may overlap or change based on individual circumstances.

4. Mind Map



5. Summary

Students will summarize by answering questions such as how does Maslow's theory explain goal-oriented behavior? and what are the key differences between deficiency needs and growth needs?

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

1. Discuss how unmet safety needs might affect a student's ability to achieve self-actualization.
2. Create an example of a workplace motivation plan based on Maslow's hierarchy.
3. Compare Maslow's theory to modern motivational theories, identifying overlaps and differences.
4. Analyze the limitations of Maslow's theory in explaining complex human behavior.

7. FAQs

1. **What is the first level in Maslow's hierarchy of needs?**
 - a. Safety needs
 - b. Esteem needs
 - c. Physiological needs
 - d. Self-actualization
2. **Which need relates to love and social connections?**
 - a. Safety needs
 - b. Esteem needs
 - c. Love and belongingness needs
 - d. Self-actualization
3. **What is the highest level in Maslow's hierarchy?**
 - a. Esteem needs
 - b. Love and belongingness needs
 - c. Self-actualization
 - d. Safety needs
4. **How does Maslow's theory apply to workplace motivation?**
5. **Why are physiological needs considered foundational in the hierarchy?**

8. References

1. Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4), 370–396.
2. McLeod, S. (2020). Maslow's Hierarchy of Needs. *Simply Psychology*.

3. Weiner, B. (2013). Theories of Motivation. Cengage Learning.

9.Verified by Subject Expert



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LESSON PLAN FOR PSYCHOLOGY

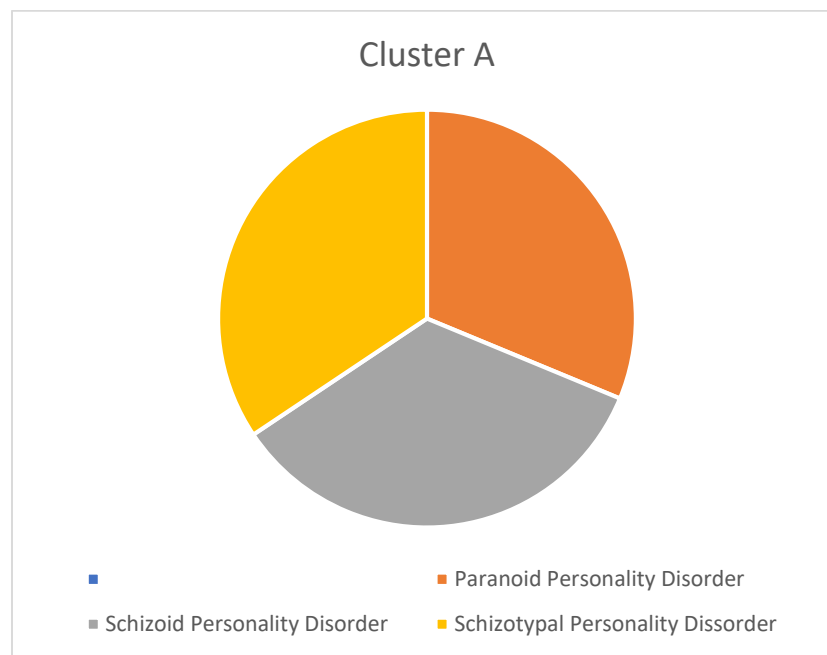
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	IV
Subject Title	Core: Abnormal Psychology II
Code	21UPSC41
Hours	4
Total Hours	60
Credits	4
Max Marks	75
Unit & Title	Unit II: Cluster A Personality disorders
Name of the Faculty	Ms.R. Rohini
T-L tools	Lecture method, Audio Visual aid: videos showing real-life case studies or dramatizations of Cluster A personality disorders. Visual aid: Diagrams and tables illustrating the characteristics of these disorders and their differences.

Prerequisite Knowledge

Knowledge of understanding personality and the basics of personality disorders, including their classification in the DSM-5.

Micro-Planning



1. Topic for Learning through Evocation

Cluster A Personality Disorders are characterized by odd or eccentric behavior. These disorders include:

1. **Paranoid Personality Disorder (PPD):** Involves pervasive distrust and suspicion of others. Individuals may interpret others' motives as malevolent and struggle to maintain close relationships.
2. **Schizoid Personality Disorder (SPD):** Marked by detachment from social relationships and a limited range of emotional expression. Individuals often prefer solitude and show little interest in forming interpersonal bonds.
3. **Schizotypal Personality Disorder (STPD):** Features social and interpersonal deficits, eccentric behaviors, and cognitive distortions. Individuals may exhibit odd beliefs, magical thinking, or unusual perceptual experiences.

Cluster A disorders often result in significant challenges in social and occupational functioning, and early identification is crucial for appropriate intervention.

2. Topic Introduction

Personality disorders are enduring patterns of inner experience and behavior that deviate markedly from the expectations of one's culture. Cluster A personality disorders are particularly notable for their unusual and eccentric traits. These disorders disrupt interpersonal functioning and are associated with comorbid conditions like depression or anxiety.

2.1. General Objective

Enable students to understand Cluster A Personality Disorders, their characteristics, and their impact on functioning.

2.2. Specific Objectives

Students will be able to:

1. Define Cluster A Personality Disorders and their classification in the DSM-5.
2. Describe the symptoms and traits of Paranoid, Schizoid, and Schizotypal Personality Disorders.
3. Differentiate between the three disorders in terms of symptoms and behavioral patterns.
4. Explore the impact of Cluster A disorders on social and occupational functioning.
5. Discuss treatment options and interventions for Cluster A Personality Disorders.

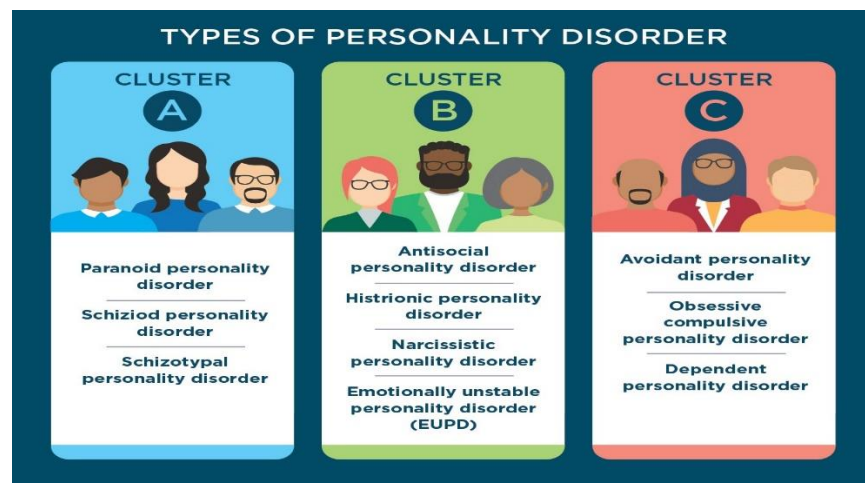
2.3: Taxonomy of objectives:

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

Cluster A Personality Disorders, Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder, Eccentric Behavior, Cognitive Distortions, Magical Thinking, Social Isolation.

2.5. Key Diagrams (if any)



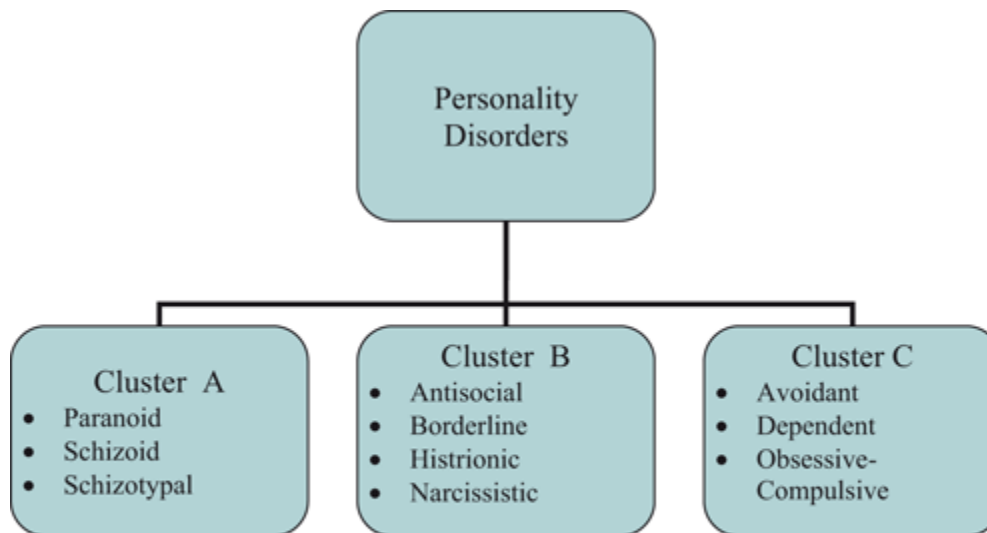
SCHIZOTYPAL ~ "AWKWARD"



3. Discussion

Students will engage in a discussion to analyze the behavioral and emotional characteristics of individuals with Cluster A Personality Disorders. Groups will be assigned one disorder each (PPD, SPD, or STPD) and asked to discuss its symptoms, challenges, and possible interventions. Case studies or hypothetical scenarios will be provided to encourage practical understanding and application of theoretical concepts.

4. Mind Map



Other Personality Disorders:

- Personality Change Due to Another Medical Condition
- Other Specified Personality Disorders
- Unspecified Personality Disorder

5. Summary

Students will summarize the session by answering questions like what are the primary differences between Schizoid and Schizotypal Personality Disorders? And how does paranoia manifest in Paranoid Personality Disorder

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

1. Discuss why individuals with Schizotypal Personality Disorder may struggle in social situations.
2. Propose intervention strategies to improve the social functioning of individuals with Schizoid Personality Disorder.
3. Compare the thought processes in Paranoid Personality Disorder and Schizophrenia.
4. Analyze how Cluster A disorders might affect interpersonal relationships in the workplace.

7. FAQs


1. **Which disorder is characterized by distrust and suspicion of others?**
 - a. Schizotypal Personality Disorder
 - b. Schizoid Personality Disorder
 - c. Paranoid Personality Disorder
 - d. Borderline Personality Disorder
2. **What is a common trait of Schizoid Personality Disorder?**
 - a. Magical thinking
 - b. Social detachment
 - c. Suspiciousness
 - d. Emotional instability
3. **Which of the following disorders includes odd beliefs and magical thinking?**
 - a. Paranoid Personality Disorder
 - b. Schizotypal Personality Disorder
 - c. Schizoid Personality Disorder
 - d. Avoidant Personality Disorder
4. **What type of intervention is most effective for improving social skills in Cluster A disorders?**
5. **How do Schizotypal and Schizoid Personality Disorders differ in their emotional expressions?**

8. References

1. American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders (5th Edition, Text Revision).
2. Millon, T., & Davis, R. D. (1995). Personality Disorders in Modern Life. Wiley.
3. Oltmanns, T. F., & Emery, R. E. (2015). Abnormal Psychology. Pearson.



9. Verified by Subject Expert



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LESSON PLAN FOR PSYCHOLOGY

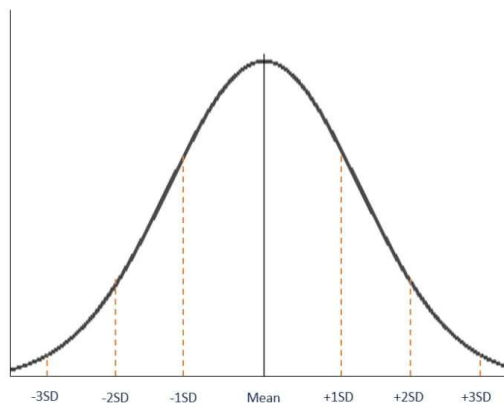
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	IV
Subject Title	Psychological Statistics II
Code	21UPSA41
Hours	4
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit 1: Normal Distribution
Name of the Faculty	Dr. Fr. John Suresh
T-L tools	Lecture method, Audio Visual aid: Graphical representation of normal distribution. Visual aid: Bell curve, probability distribution tables. Group discussion and problem-solving exercises using real-world datasets.

Prerequisite Knowledge:

Students should have a basic understanding of probability, mean, variance, and standard deviation.

Micro -planning



1. Topic for Learning through evocation

A normal distribution, also known as the Gaussian distribution or bell curve, is a continuous probability distribution that is symmetric about the mean, showing that data near the mean are more frequent in occurrence than data far from the mean. The normal distribution is a widely observed phenomenon in nature and is used to model various phenomena, such as heights, IQ scores, and errors in measurement.

History of Normal Distribution

The concept of normal distribution was first introduced by French mathematician Abraham de Moivre in 1733, but it was not until the 19th century that the distribution was fully developed and popularized by German mathematician Carl Friedrich Gauss. Gauss showed that the normal distribution is a limiting case of the binomial distribution, and he developed the mathematical formula for the distribution.

Characteristics of Normal Distribution

A normal distribution has several key characteristics:

- Symmetry: The normal distribution is symmetric about the mean, meaning that the left and right sides of the distribution are mirror images of each other.
- Bell Shape: The normal distribution has a bell-shaped curve, with the majority of the data points clustered around the mean.
- Mean-Median-Mode Equivalence: In a normal distribution, the mean, median, and mode are all equal.
- Standard Deviation: The standard deviation of a normal distribution is a measure of the spread or dispersion of the data.

Types of Normal Distribution

- Standard Normal Distribution: The standard normal distribution, also known as the Z-distribution, is a normal distribution with a mean of 0 and a standard deviation of 1.
- Non-Standard Normal Distribution: A non-standard normal distribution is a normal distribution with a mean and standard deviation that are not equal to 0 and 1, respectively.

2. Topic Introduction:

The normal distribution, also known as the Gaussian distribution or bell curve, is a fundamental concept in statistics and probability theory. It is a continuous probability distribution that is symmetric about the mean, showing that data near the mean are more frequent in occurrence than data far from the mean.

2.1. General Objective:

1. To understand the concept and characteristics of the normal distribution.
2. To learn how to apply the normal distribution in real-world problems.

2.2. Specific Objectives:

Enables the students to:

1. To define and explain the normal distribution, including its properties and parameters.
2. To identify and describe the characteristics of a normal distribution, such as symmetry, bell shape, and mean-median-mode equivalence.
3. To learn how to calculate probabilities and percentiles using the standard normal distribution (Z-distribution).
4. To understand the importance of normality assumptions in statistical analysis and hypothesis testing.

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	

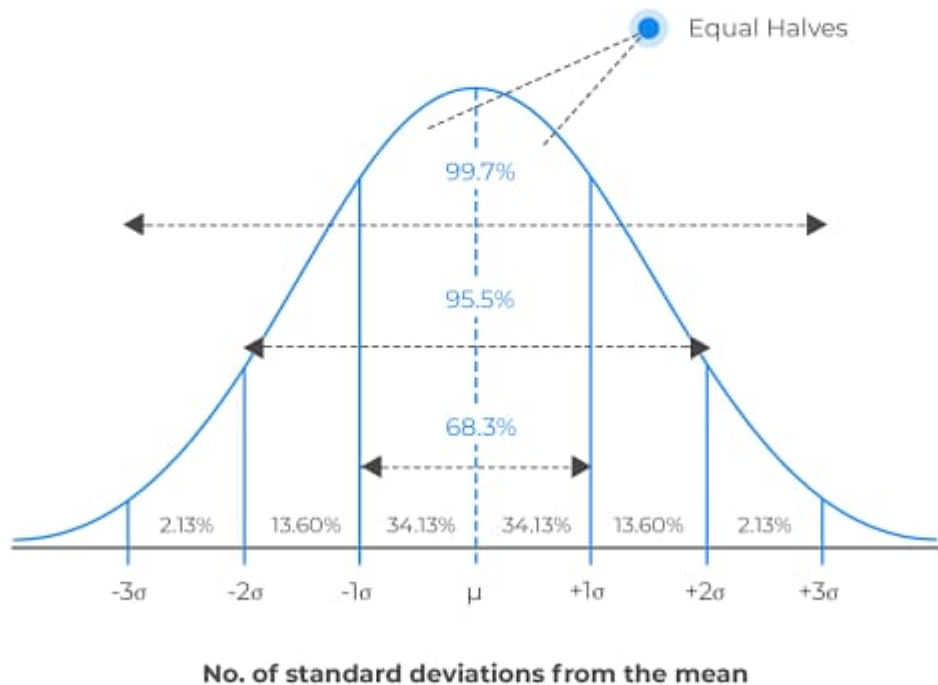
2.4: Key words:

Stress, Chronic illness, Cytokines, Mental Health, Stress Disorders.

2.5: Key diagrams (if any):



Shape of the normal distribution



Area Properties of Normal Distribution

Total Area: The total area under the normal curve is equal to 1.

Mean: The area to the left of the mean is equal to 0.5, and the area to the right of the mean is also equal to 0.5.

68-95-99.7 Rule:

1. **One Standard Deviation:** The area within 1 standard deviation of the mean accounts for approximately 68% of the total area.

2. **Two Standard Deviations:** The area within 2 standard deviations accounts for approximately 95% of the total area.

3. **Three Standard Deviations:** The area within 3 standard deviations accounts for approximately 99.7% of the total area.

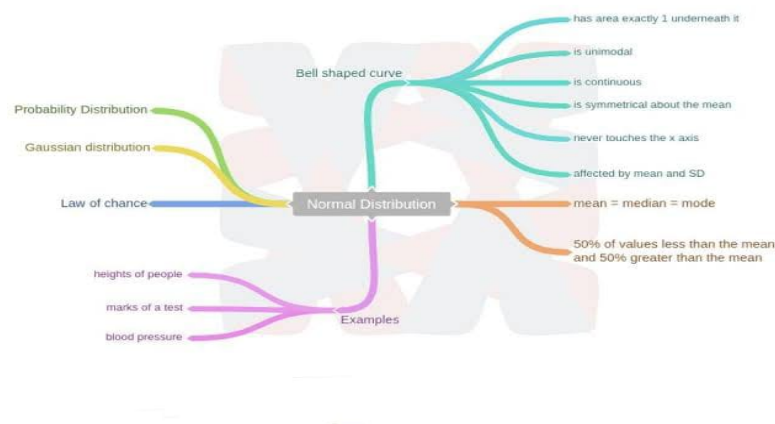
3. Discussion:

Debate: "Is normal distribution truly 'normal' in real-life datasets?"

Discussion Questions:

- Why do so many natural phenomena follow a normal distribution?
- When is the normal distribution not applicable?

4. Mind Map:



5. Summary:

- Normal distribution is a fundamental probability distribution used in many fields.
- It is symmetric and follows the 68-95-99.7 rule.
- The Z-score helps standardize values and compare distributions.
- It has wide applications in psychology, medicine, finance, and science.

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

Short Essay: Explain the importance of the normal distribution in psychological testing.

Practice Exercise:

- Find the Z-score for given data points. Identify probabilities using a standard normal table.

7.FAQ's:

1. What is a key characteristic of normal distribution?
 - a) It is always skewed to the right
 - b) The mean, median, and mode are equal**
 - c) It has two peaks
 - d) It has no standard deviation
2. What does the 68-95-99.7 rule describe?
 - a) The probability of values falling within standard deviations of the mean**
 - b) The shape of the normal distribution
 - c) The correlation between mean and variance
 - d) The range of values in a data set
3. What is the Z-score used for?
 - a) Finding the median of a dataset
 - b) Comparing values from different distributions**
 - c) Calculating the mode of a dataset
 - d) Measuring the range of values
4. What is another name for normal distribution?
 - a) Uniform distribution
 - b) Bell curve**
 - c) Skewed distribution
 - d) Poisson distribution
5. Which field frequently applies normal distribution principles?
 - a) Psychology
 - b) Finance
 - c) Medical Science
 - d) All of the above**

8. References: (Books/Periodicals/Journals)

1. Gravetter, F. J., & Wallnau, L. B. (2021). Statistics for the Behavioral Sciences. Cengage Learning.
2. Field, A. (2018). Discovering Statistics Using SPSS. SAGE Publications.



9.Verified by Subject Expert

Dr. Fr. John Suresh



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LESSON PLAN FOR PSYCHOLOGY

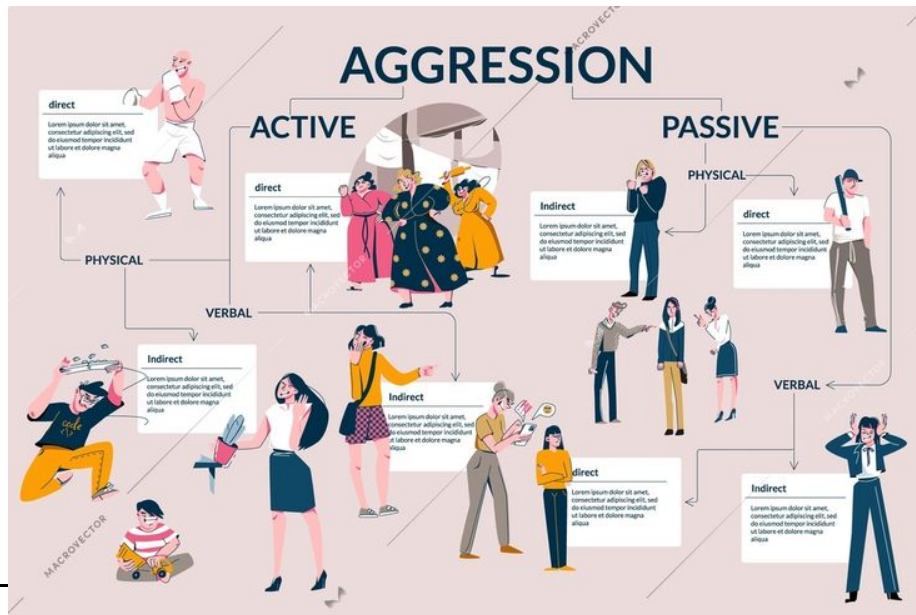
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	IV
SubjectTitle	Skilled based Elective: Sports Psychology
Code	21UPSS41
Hours	2
Total Hours	30
Credits	2
MaxMarks	75
Unit & Title	Unit3: Aggression
Nameof the Faculty	Dr.Vincent
T-L tools	<p>Lecture method</p> <p>Audio Visual aid: video showcasing controlled aggression and its impact on performance.</p> <p>Visual aid: PowerPoint slides with examples of aggression in different sports and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.</p>

PrerequisiteKnowledge:

Basic understanding of emotions, behavior, and their role in sports performance.

Micro-planning



1. Topic for Learning through evocation

Most people view aggression as a negative psychological characteristic, however some sport psychologists agree that aggression can improve performance (Widmeyer & Birch, 1984). This is called an assertive behaviour (Bredemeier, 1994), where a player will play within the rules of the sport at a very high intensity, but will have no intention to harm an opponent. In sport, aggression has been defined into two categories: hostile aggression and instrumental aggression (Silva, 1983). Hostile aggression is when the main aim is to cause harm or injury to your opponent. Instrumental aggression is when the main aim is achieve a goal by using aggression. For example, a rugby player using aggression to tackle his opponent to win the ball. The player is not using his aggression to hurt the opponent but rather to win the ball back. Coulomb and P fister (1998) conducted a study looking at aggression in high-level sport. They found that experienced athletes used more instrumental aggression in which they used to their advantage and that hostile aggression was less frequently used. Experienced athletes used self-control to help them with their aggression.

2. Topic Introduction:

In sport, aggression is a characteristic that can have many negative as well as positive effects on performance. Aggression is defined as “any form of behaviour directed toward the goal of harming or injuring another live being who is motivated to avoid such treatment” (Baron & Richardson, 1994).

2.1. General Objective:

To understand the concept of aggression in sports, its causes, and strategies to manage it effectively for optimal performance.

2.2. Specific Objectives:

Enables the students to:

1. Explain sports aggression and differentiate between hostile and instrumental aggression.
2. Identify the psychological theories of aggression.
3. Analyze the role of aggression in sports performance.
4. Evaluate the strategies to manage and control aggression in athletes.

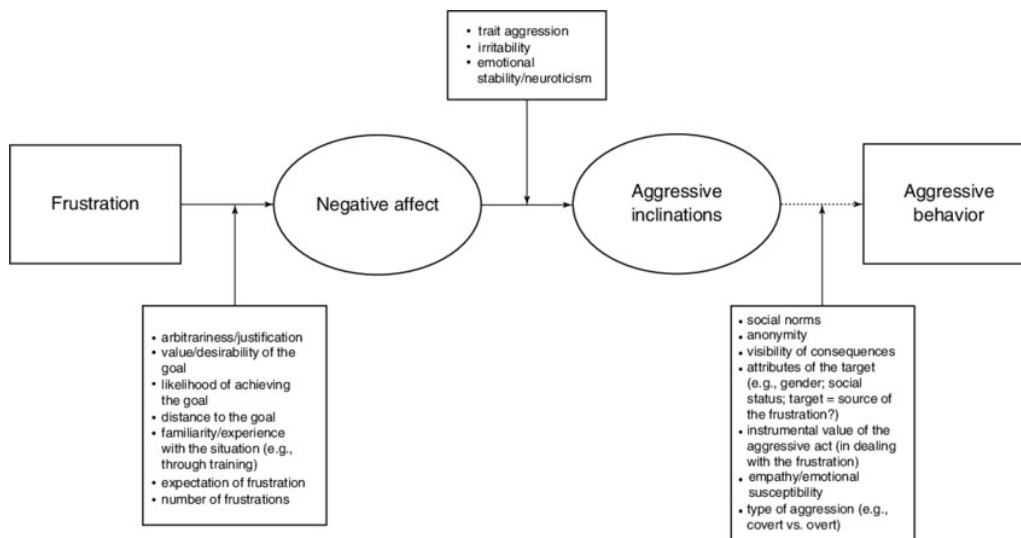
2.3. Taxonomy of objectives:

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	

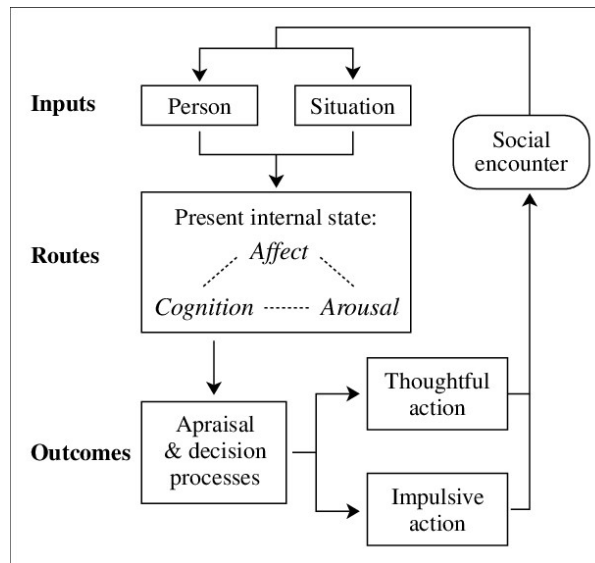
2.4. Key words:

Aggression, hostility, instrumental aggression, frustration, arousal.

2.5. Key diagrams (if any):



A question that can be asked is where does this aggression come from? The frustration aggression theory (Dollard, Doob, Miller, Mowrer, & Sears, 1939) states that aggression occurs because frustration arises due to a goal blockage. However this theory states that every time a player becomes frustrated this will always cause aggression. This theory does not take into account any other intrinsic or extrinsic factors.



On the other hand the general aggression model (Anderson & Bushman, 2002) argues that situational and personal factors play a role in causing a person to behave aggressively. Therefore, a player's personality will play a large role in determining whether they are aggressive or not in certain situations. This model also takes into account socially learnt cues and therefore if a player has been taught not to be aggressive in certain situation then he will not use aggression.

It can be seen that aggression comes from a variety of sources and it is important to understand where these sources stem from. Sport stressors allow us to understand what causes an athlete to become frustrated which can lead to aggression and a decline in performance.

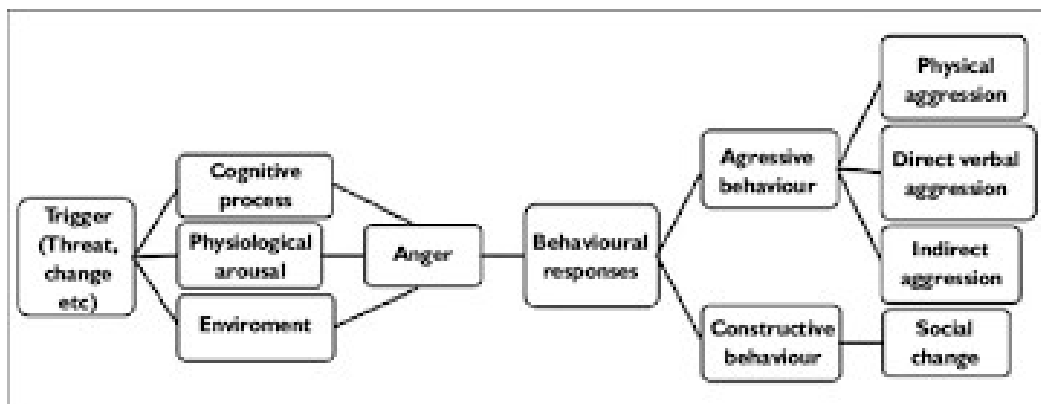
In a player's career they will come across a number of high-pressured situations where they will have to deal with many stressors. These can range from personal stressors such as worry and anxiety, to situational stressors such as team-related problems. Much research on stress in sport has been focused on golf and figure skaters, therefore identifying stressors in a team environment is very important (Gould, Jackson & Finch, 1993). Stress can have a negative impact on performance and has been shown to even increase the likelihood of injury (Blackwell & McCullagh, 1990). Noblet and Gifford (2002) studied Australian football players, looking at the different stressors that they experience. They found that the pressure to perform constantly, poor form and high expectations were all key stressors that affected the players. As well as this, players also found it hard to balance their sport and other commitments. This research can prove very important for psychologists and how they help these players deal with these stressors. In elite sport the main type of stress that has been studied is organisational stress. Shirom (1982) defined organisational stress as "work related social psychological stress". Woodman and Hardy (2001) investigated organisational stress in elite athletes and they found that there were four main stress issues, which were personal, team, leadership and environmental. Within team issues a large factor that caused stress was tension among athletes. Fletcher and Hanton (2003) conducted a similar study looking at organisational stress and they found that the coach athlete tension was a large contributing factor. Therefore strict coaching and negative feedback can affect performance in many ways.

Learning how to deal with stress is key as players must find ways to overcome these problems. In sport psychology, little research has been focused on the coping processes of elite players. It has only just recently been of interest to sport psychologists and is something which needs to be addressed in more detail to improve our understanding (Hardy, Jones & Gould, 1996). Looking at the coping processes of young elite players will allow us to understand how the players deal with stressful situations.

3. Discussion:

Students will work in groups about the instances of aggression in sports (e.g., fouls, fights, or arguments). Each group will propose strategies to reduce or channel aggression into positive outcomes.

4. Mind Map:



5. Summary:

Sports aggression can be a double-edged sword. While it can enhance performance when controlled, unchecked aggression can harm the athlete and team. Understanding the psychological theories behind aggression helps in creating strategies to manage it effectively.

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

- How does frustration lead to aggression in sports, and how can it be controlled?
- Can aggression ever be beneficial in sports? Why or why not?
- What role do coaches and referees play in managing aggression during a game?

7. FAQ's:

1. What is sports aggression?
2. What are the two types of aggression in sports?
3. What are common causes of aggression in sports?
4. How can aggression be managed in athletes?
5. What is the role of controlled aggression in sports?

8. References: (Books/Periodicals/Journals)

1. Jarvis, M. (2006). Sports Psychology – A Student's Handbook. Routledge Taylor & Francis Group, London & New York.
2. Webster S. Sport Psychology: An A Level Guide for Teachers and Students. Jan Roscoe publications, 1999.

9.Verified by Subject Expert



For Dr. Vincent

Approved by HOD


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LESSON PLAN FOR PSYCHOLOGY

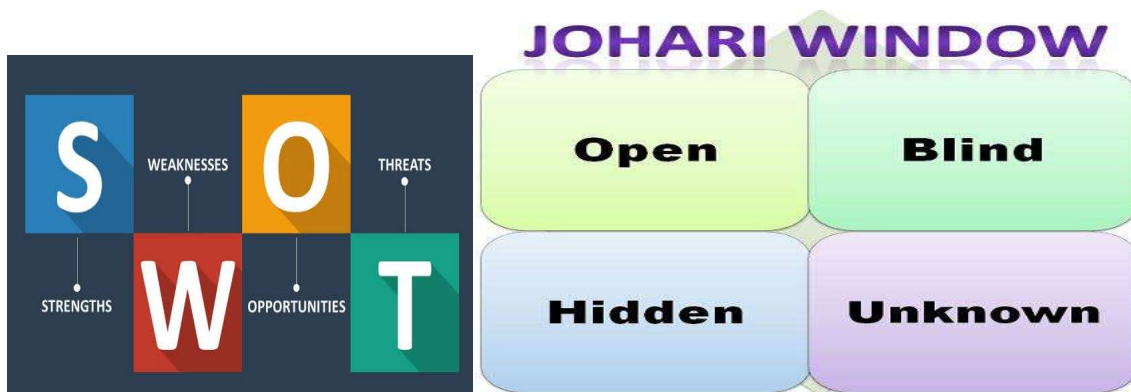
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	IV
Subject Title	Self Development Skills
Code	21UPSN41
Hours	2
Total Hours	30
Credits	2
Max Marks	30
Unit & Title	Unit 1: SWOT Analysis and Johari Window Analysis
Name of the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method, Audio-visual aid: Video demonstration of Johari Window & SWOT Analysis. Visual aid: Johari Window quadrant model and SWOT framework diagrams. Group discussion and self-analysis exercises.

Prerequisite Knowledge:

Students should have a basic understanding of self-awareness, personal development, and decision-making processes.

Micro -planning



1. Topic for Learning through evocation

SWOT analysis is a strategic planning technique used to identify and evaluate the Strengths, Weaknesses, Opportunities, and Threats of an organization, project, or individual. This framework helps to identify the key factors that can impact performance, growth, and success.

Purpose of SWOT Analysis

The primary purpose of SWOT analysis is to provide a comprehensive overview of the internal and external factors that can influence an organization's or project's success. By identifying and analyzing these factors, individuals and organizations can:

1. Develop strategies to leverage strengths and opportunities.
2. Address weaknesses and vulnerabilities.
3. Mitigate threats and risks.
4. Make informed decisions about investments, resource allocation, and strategic priorities.

Benefits of SWOT Analysis

Conducting a SWOT analysis can bring numerous benefits, including:

1. Improved strategic planning and decision-making.
2. Enhanced understanding of internal and external factors.
3. Identification of opportunities for growth and improvement.
4. Development of effective strategies to address weaknesses and threats.
5. Increased competitiveness and resilience

Johari Window Analysis

The Johari Window is a psychological tool used for self-awareness, personal growth, and interpersonal relationships. It was developed by Joseph Luft and Harrington Ingham in 1955. The Johari Window model helps individuals understand themselves and others better by categorizing information into four quadrants: Open, Blind, Hidden, and Unknown.

Purpose of Johari Window Analysis

The primary purpose of the Johari Window is to:

1. Increase self-awareness by recognizing one's strengths, weaknesses, and emotions.
2. Improve interpersonal relationships by enhancing communication, empathy, and understanding.
3. Facilitate personal growth and development by identifying areas for improvement.

Components of Johari Window Analysis

The Johari Window consists of four quadrants:

- Open Area: Information known to oneself and others.
- Blind Area: Information unknown to oneself but known to others.
- Hidden Area: Information known to oneself but unknown to others.
- Unknown Area: Information unknown to oneself and others.

2. Topic Introduction:

SWOT analysis and Johari window analysis are two powerful tools used in personal and professional development. SWOT analysis helps individuals identify their strengths, weaknesses, opportunities, and threats, while Johari window analysis enables them to understand their self-awareness, interpersonal relationships, and personal growth. By combining these two tools, individuals can gain a deeper understanding of themselves and their environment, leading to improved decision-making, personal growth, and professional success.

2.1. General Objective:

1. To understand the concepts and principles of SWOT analysis and Johari window analysis.
2. To apply SWOT analysis and Johari window analysis in personal and professional contexts.

2.2. Specific Objectives:

Enables the students to:

1. To define and explain the concept of SWOT analysis.
2. To identify and analyze the strengths, weaknesses, opportunities, and threats of an individual or organization.
3. To develop strategies for leveraging strengths, addressing weaknesses, capitalizing on opportunities, and mitigating threats.
4. To apply SWOT analysis in personal and professional decision-making.
5. To define and explain the concept of Johari window analysis.
6. To identify and analyze the open, blind, hidden, and unknown areas of an individual's self-awareness and interpersonal relationships.
7. To develop strategies for increasing self-awareness, improving interpersonal relationships, and enhancing personal growth.
8. To apply Johari window analysis in personal and professional development.

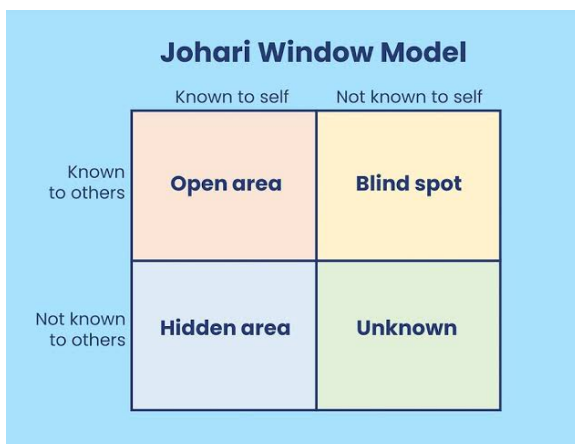
2.3: Taxonomy of objectives:

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:

Self analysis, SWOT, Johari window analysis, self awareness.

2.5: Key diagrams (if any):



Johari Window Analysis

The Johari Window consists of four quadrants:

1. Open Area: Information known to oneself and others.
2. Blind Area: Information unknown to oneself but known to others.
3. Hidden Area: Information known to oneself but unknown to others.
4. Unknown Area: Information unknown to oneself

SWOT Analysis

1. Strengths: Identifying positive personality traits, skills, and abilities, such as resilience, empathy, or problem-solving.
2. Weaknesses: Recognizing negative thought patterns, emotions, or behaviors that hold you back, such as anxiety, procrastination, or self-doubt.
3. Opportunities: Exploring new experiences, relationships, or personal growth opportunities that can enhance well-being, such as learning a new skill, joining a social group, or seeking therapy.
4. Threats: Identifying external or internal factors that can negatively impact mental health, such as stress, trauma, or unhealthy relationships.



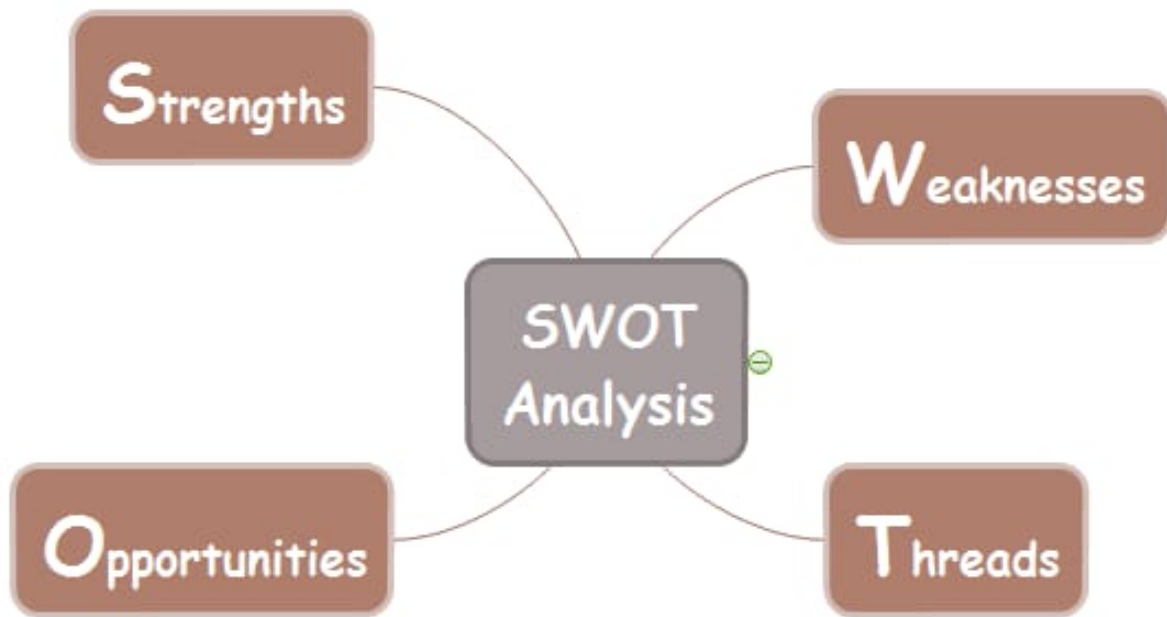
3. Discussion:

Debate: "Which is more important for self-improvement – Johari Window or SWOT Analysis?"

Discussion Questions:

- How does self-awareness influence career success?
- How can companies use these tools for team-building?
- What is the role of feedback in self-growth?

4. Mind Map:



5. Summary:

Johari Window enhances self-awareness, communication, and relationships.

SWOT Analysis helps individuals and organizations make strategic decisions.

Both tools aid in personal growth, professional development, and leadership skills.

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

Self-Assessment Exercise:

- Fill in your Johari Window based on peer feedback.
- Perform a SWOT analysis for your career goals.

Short Essay: Compare Johari Window and SWOT Analysis in self-improvement.

7. FAQ's:

1. What is the main purpose of the Johari Window?

- a) To analyze financial risks
- b) To improve self-awareness and interpersonal communication**
- c) To create business strategies
- d) To assess technical skills

2. Which quadrant of the Johari Window contains traits unknown to both self and others?

- a) Open Area


- b) Blind Spot
 - c) Hidden Area
 - d) Unknown Area**
3. What does the 'W' in SWOT Analysis stand for?
- a) Wealth
 - b) Weaknesses**
 - c) Work ethics
 - d) Willpower
4. How can SWOT Analysis help in career planning?
- a) By identifying financial investment options
 - b) By evaluating personal strengths, weaknesses, opportunities, and threats**
 - c) By analyzing past job experiences only
 - d) By predicting future salary trends
5. What is a major benefit of using Johari Window in teamwork?
- a) Reducing financial expenses
 - b) Increasing self-awareness and trust among team members**
 - c) Avoiding competition
 - d) Limiting personal growth

8. References: (Books/Periodicals/Journals)

1. Luft, J., & Ingham, H. (1955). The Johari Window: A Graphic Model of Interpersonal Awareness.
2. Kotler, P. (2016). Strategic Planning and SWOT Analysis. Pearson.
3. Robbins, S. P. (2019). Organizational Behavior. Pearson.



9. Verified by Subject Expert
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LESSON PLAN FOR PSYCHOLOGY

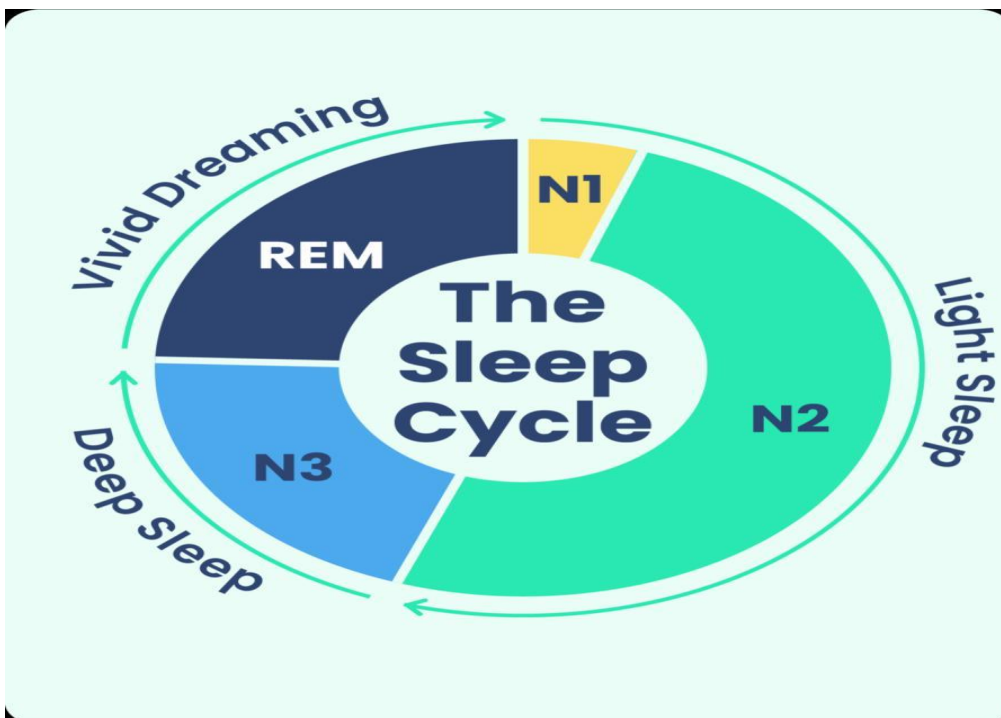
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	V
Subject Title	Common Core: Psychology and Microbiology for Health Care
Code	21UBCS51
Hours	6
Total Hours	90
Credits	4
Max Marks	75
Unit & Title	Unit 4: Sleep
Name of the Faculty	R.Rohini
T-L tools	Lecture method, Audio Visual aid: video showing about sleep cycle. Visual aid: Picture of sleep cycle, understanding sleep, sleep disorders, sleep response and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

Prerequisite Knowledge:

Knowledge about sleep and treatment of sleep disorders is necessary

Micro -planning



1. Topic for Learning through evocation

Sleep is a natural and periodic state of rest essential for the restoration of physical and mental energy. The stages of sleep include non-REM (NREM) and REM sleep, with cycles repeating throughout the night. Sleep affects memory, learning, immunity, and emotional well-being. The causes of sleep disturbances include stress, poor sleep hygiene, irregular schedules, and medical conditions. The consequences of poor sleep include impaired cognitive function, weakened immunity, and increased risk of chronic conditions like obesity, diabetes, and heart disease.

The sleep cycle is a natural process consisting of multiple stages that the brain and body transition through during sleep. It includes non-rapid eye movement (NREM) sleep, divided into three stages (N1, N2, and N3), and rapid eye movement (REM) sleep. N1 is a light sleep stage where the body begins to relax, followed by N2, a deeper stage where heart rate and temperature drop. N3 is the deepest stage of NREM, essential for physical restoration and immune function. REM sleep, characterized by vivid dreams and heightened brain activity, plays a critical role in memory consolidation and emotional regulation. A complete sleep cycle lasts about 90 minutes and repeats several times throughout the night, with the duration of REM sleep increasing in later cycles.

Sleep waves are brainwave patterns that correspond to different stages of sleep, reflecting the brain's activity during rest. During wakefulness and the transition to light sleep (Stage 1 NREM), alpha waves (8–13 Hz) and theta waves (4–7 Hz) are dominant, indicating relaxation and the onset of sleep. In Stage 2 NREM, theta waves persist, accompanied by sleep spindles (short bursts of rapid activity) and K-complexes, which help maintain sleep and process memories. Deep sleep in Stage 3 NREM is characterized by slow delta waves (0.5–4 Hz), essential for physical recovery and growth. In REM sleep, the brain produces a mix of low-voltage, high-frequency waves similar to wakefulness, supporting vivid dreams and cognitive processing. These waves demonstrate the brain's dynamic activity as it cycles through various sleep stages.

2. Topic Introduction:

Sleep is a state of reduced consciousness regulated by the brain and the circadian rhythm. It consists of various stages that contribute to physical recovery, brain detoxification, and memory consolidation.

2.1. General Objective:

To understand the science of sleep and its impact on human health.

2.2. Specific Objectives:

Enables the students to:

1. Identify the stages and cycles of sleep.
2. Explain the role of circadian rhythms in regulating sleep.
3. Discuss the physiological and psychological functions of sleep.
4. Analyze the causes and consequences of sleep disorders.
5. Suggest strategies for improving sleep quality.

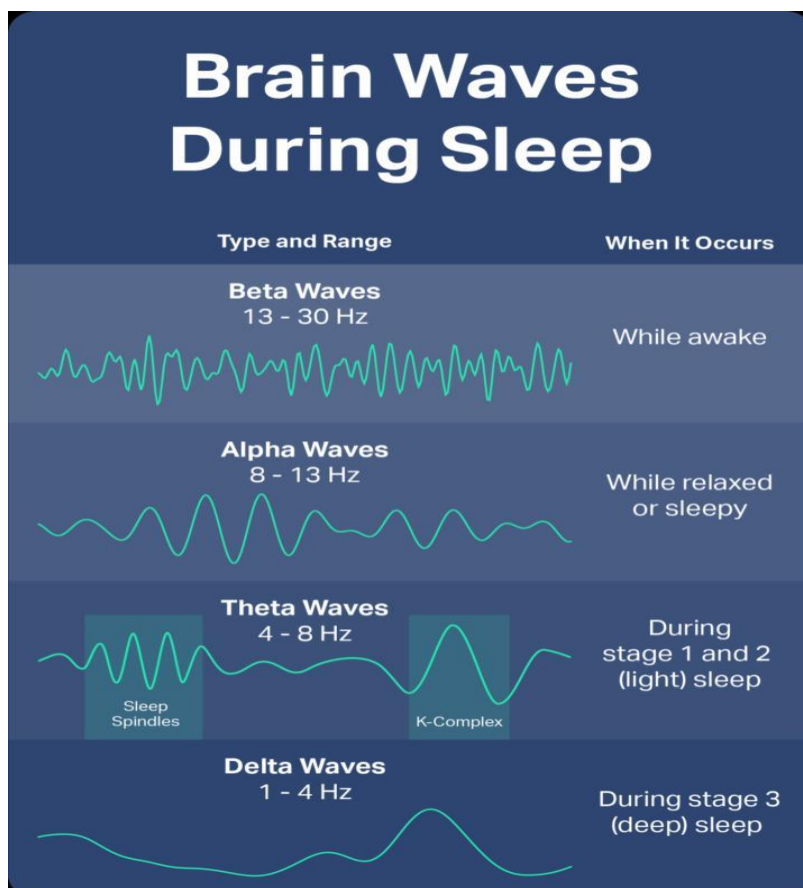
2.3: Taxonomy of objectives:

Taxonomy of Objectives						
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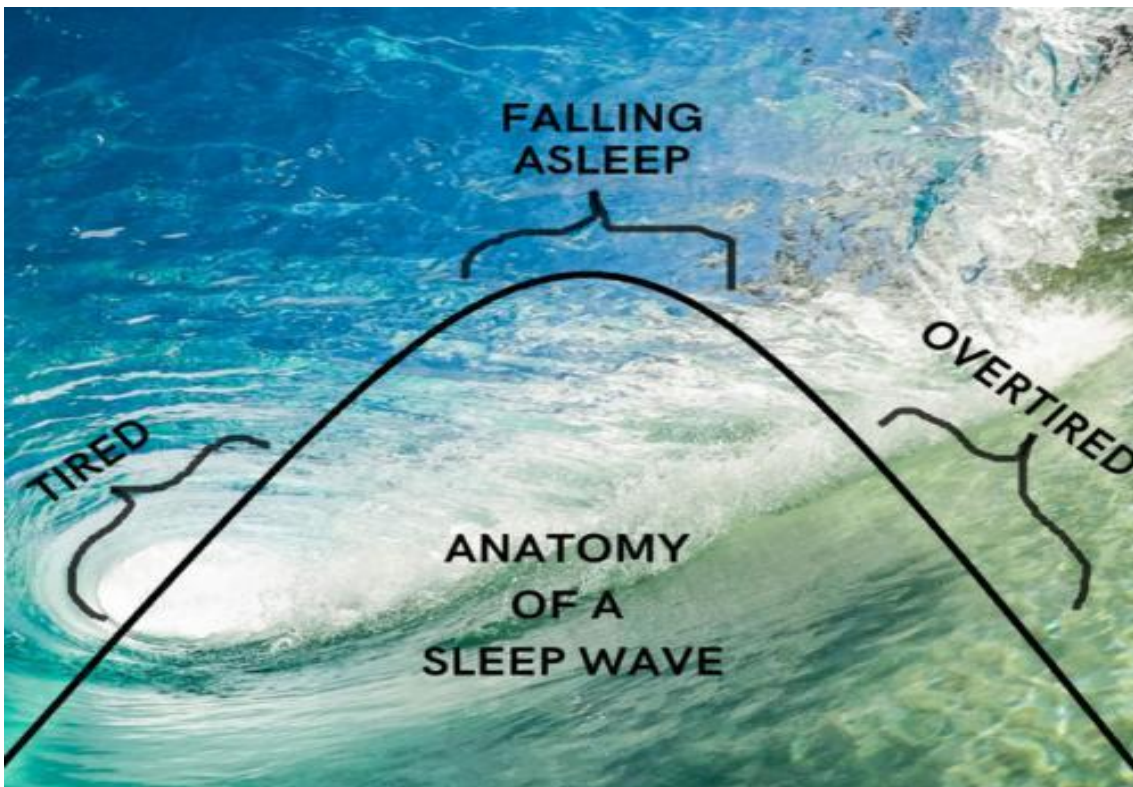
2.4: Key words:

Sleep cycle, NREM sleep, REM sleep, circadian rhythm, sleep disorders, insomnia, sleep hygiene, dreams.

2.5: Key diagrams (if any):



Brain sleep waves refer to the electrical activity patterns generated by the brain during different stages of sleep. These waves are classified based on their frequency and amplitude, reflecting distinct states of brain activity. During non-rapid eye movement (NREM) sleep, the brain exhibits slow waves such as delta waves, which are associated with deep, restorative sleep and physical recovery. Alpha waves, seen during the transition to sleep, and theta waves dominate lighter sleep stages, aiding in memory consolidation and emotional processing. In contrast, rapid eye movement (REM) sleep features low-amplitude, mixed-frequency waves similar to wakefulness, indicating heightened brain activity linked to dreaming and cognitive function. Together, these sleep waves play a crucial role in physical health, memory, and overall mental well-being.

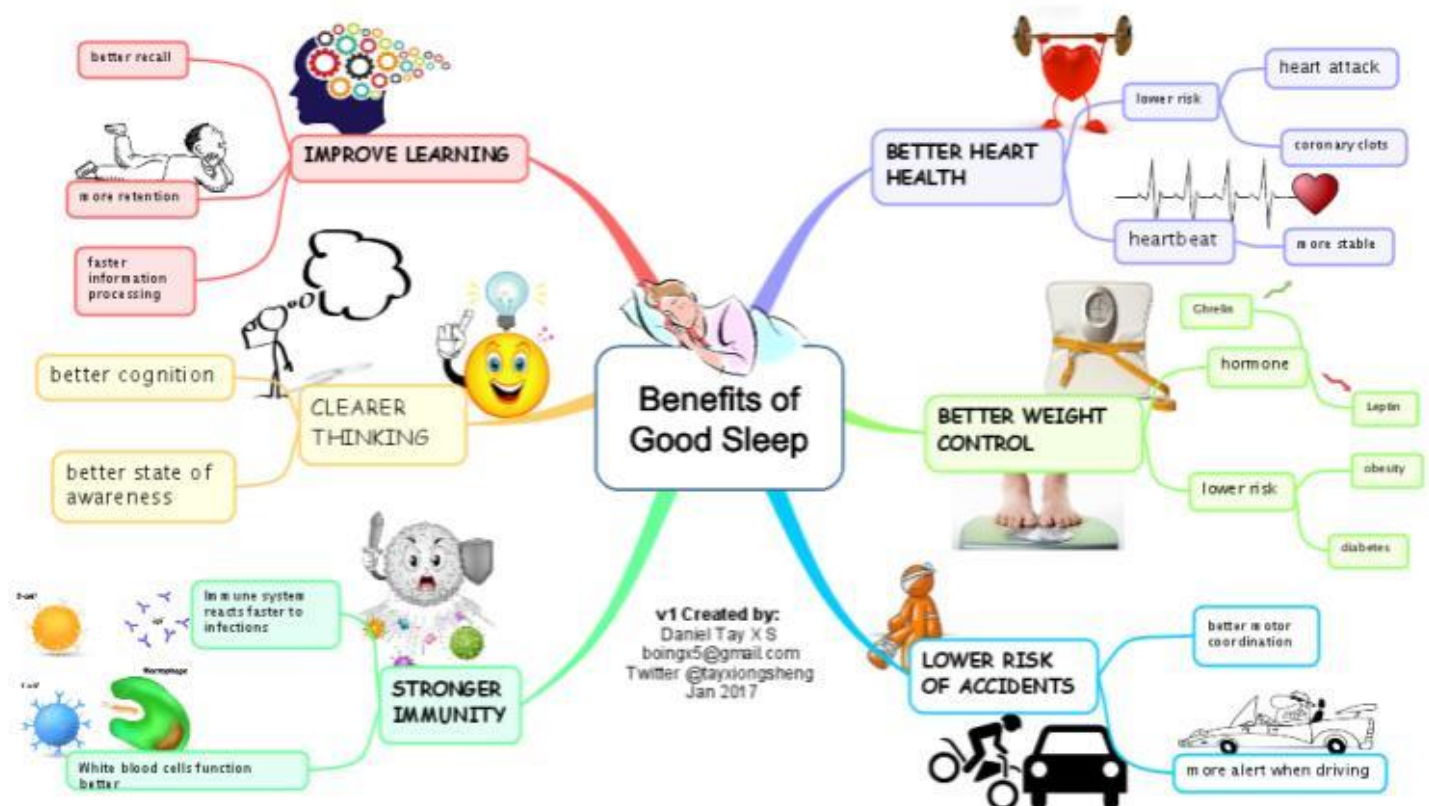


Sleep types refer to the different patterns or preferences individuals have regarding their sleep, often influenced by their circadian rhythms. These types are commonly categorized into Chrono types, such as early birds (morning types), night owls (evening types), and those with intermediate schedules. Morning types tend to feel most energetic and alert in the early hours of the day, while night owls are more active and focused during the evening or late at night. Intermediate types, or "hummingbirds," have a balanced rhythm and can adapt to various schedules. Understanding sleep types can help individuals optimize their daily routines and enhance overall well-being.

3. Discussion:

Students will be encouraged to retrieve scientific terms, facts, and concepts mentioned in the lesson. Assign group work to explore the impact of sleep deprivation on physical and mental health. Arrange a visit to a sleep lab or analyze a sleep-tracking app to collect data on sleep patterns.

4. Mind Map:



5. Summary:

Sleep is essential for overall health and well-being, serving as a critical period for the body and mind to rest, repair, and rejuvenate. It supports cognitive functions such as memory consolidation, learning, and problem-solving, while also regulating mood and emotional stability. Physically, sleep is vital for maintaining a healthy immune system, balancing hormones, and promoting cellular repair. Chronic sleep deprivation can lead to numerous health issues, including weakened immunity, cardiovascular problems, and mental health disorders like anxiety and depression. Prioritizing quality sleep enhances productivity, focus, and overall quality of life, making it a cornerstone of a healthy lifestyle. By the end of the lesson, students will be able to explain why sleep is essential for well-being and identify ways to address common sleep disturbances.

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

- Why is REM sleep important for memory?
- How does blue light affect sleep?

- Create a sleep hygiene checklist for teenagers.
- Compare insomnia and sleep apnea.

7.FAQ's:

1. Which stage of sleep is associated with dreaming?
a. NREM Stage 1 b. NREM Stage 3. c. REM sleep. d. None
2. The circadian rhythm is regulated by the _____.
a. Pineal gland. b. Hypothalamus. c. Cerebellum d. Spinal cord
3. What is the primary hormone involved in sleep regulation?
a. Insulin. b. Melatonin. c. Serotonin. d. Cortisol
4. Which condition is characterized by interrupted breathing during sleep?
a. Insomnia. b. Narcolepsy. c. Sleep apnea d. Restless leg syndrome
5. How many hours of sleep are recommended for most adults
a. 4-5 hours b. 6-7 hours c. 7-9 hours d. 10-12 hours
- 6.What is the primary sleep hormone that helps regulate the sleep-wake cycle?

a. Cortisol b. Melatonin c. Serotonin d. Dopamine

8.References: (Books/Periodicals/Journals)

1. Dement, W., & Vaughan, C. (1999). The Promise of Sleep. Dell Publishing.
2. Walker, M. (2017). Why We Sleep. Scribner.
3. National Sleep Foundation. (2023). Sleep Health Guidelines.



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LESSON PLAN FOR PSYCHOLOGY

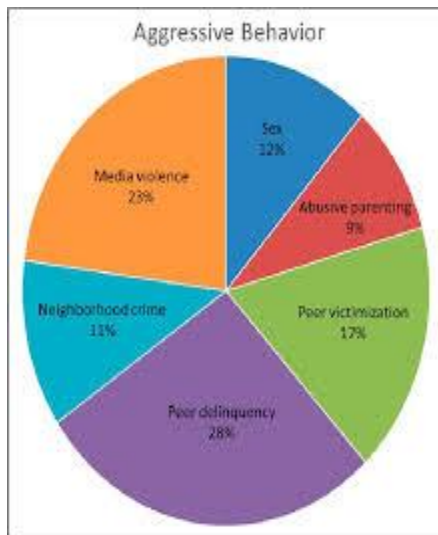
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	V
Subject Title	Social Psychology
Code	21UPSC51
Hours	4
Total Hours	60
Credits	4
Max Marks	75
Unit & Title	Unit - V General Agression Model
Name of the Faculty	Dr.Fr.John Suresh
T-L tools	Lecture method Audio Visual aid: video showing about aggressive behaviour Visual aid: Presentation of slides on the theoretical background of aggression.

Prerequisite Knowledge:

Knowlege about aggressive behaviour using the theory of aggression.

Micro -planning:



1. Topic for learning through evocation:

The general aggression model, or GAM for short, is a metatheory for understanding the roots of aggression. The GAM is especially useful for understanding how exposure to violent media can increase aggression. In the GAM, personal and situational variables independently and interactively influence a person's internal states (cognition, affect, arousal), which eventually influence behavior. Some people might be more vulnerable to violent media effects than other people, such as people who strongly identify with violent media characters or people who are characteristically aggressive. Such individual differences are personal variables. Exposure to violent media is a situational variable. Thus, there are three routes through which exposure to violent media can increase aggression—through aggressive thoughts, angry feelings, and physiological arousal. Exposure to violent media increases aggressive thoughts, angry feelings, and physiological arousal. Exposure to violent media also decreases feelings of empathy and compassion for others. Internal states, in turn, influence the attributions, decisions, and appraisals a person makes, such as whether an ambiguous action was accidental or intentional.

Knowledge structures: The model suggests that individuals develop "knowledge structures" through their experiences, which include beliefs, scripts, and perceptions that can influence how they interpret situations and respond with aggression. Applications of the GAM includes understanding media violence effects, explaining domestic violence,

investigating temperature effects on aggression

2. **Topic introduction:**

The General Aggression Model (GAM) is a comprehensive, integrative, framework for understanding aggression. It considers the role of social, cognitive, personality, developmental, and biological factors on aggression.

2.1 **General Objective:**

Enables the students to understand the theoretical background of aggression through general aggressive model.

2.2 **Specific Objectives:**

Enables the students to:

1. describe the theoretical background of aggression.
2. identifies the causes of aggression
3. enables to identify the influence of aggression
4. summarize the concept of aggression
5. give an outline of structure of aggression

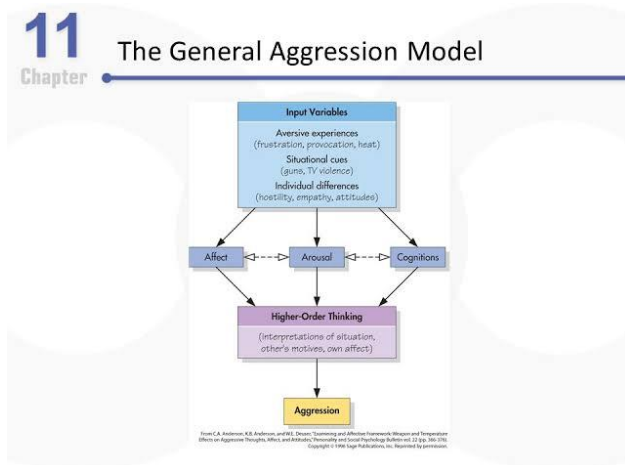
2.3: **Taxonomy of objectives:**

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:

Aggression, behaviour, cognition, affect, arousal, internals, exposure, violence.

2.5 Key diagrams:

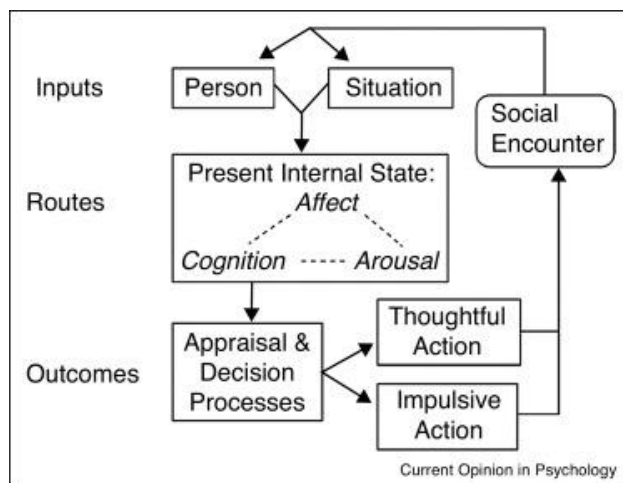


The above diagram gives a clear cut explanation for the theory model.

3. Discussion:

The general aggression model explains the process that results in aggressive outcomes, and it emphasizes the role of emotion regulation. The importance and critics of the theory were discussed in detail. A lot of real life examples were given to justify the concepts covered by the theory.

4. Mind Map:



5. Summary

The General Aggression Model (GAM) by Anderson and Bushman explains aggression as the result

of the interaction between personal factors (e.g., traits, attitudes) and situational factors (e.g., frustration, provocation). These inputs influence internal states—cognition, affect (emotions), and arousal—which shape how individuals appraise and respond to situations. Quick appraisals can lead to automatic aggressive actions, while thoughtful reappraisals may prevent aggression. Over time, aggressive actions can reinforce future aggressive behavior, creating a cycle. The model is widely used to study aggression in contexts like media violence and interpersonal conflicts.

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

- Enacting a real life aggressive event
- Debate on the pros and cons of the theory
- Discussing the relevance with other aggression theories
- Elaborating the causes of aggression
- Discussing on anger prevention and management

7. FAQ's:

1. Which of the following is a key factor in the General Aggression Model (GAM)?

- A. Emotional intelligence
- B. Situational and personal factors
- C. Neuroplasticity
- D. Genetic predisposition

2. According to the General Aggression Model, which of the following can increase aggressive behavior?

- A. Exposure to violent media
- B. Physical exhaustion
- C. Genetic mutations
- D. Increased levels of serotonin

3. Which of the following represents a situational factor in the General Aggression Model?

- A. Low self-control

- B. Heat or crowding
- C. Personality traits
- D. Long-term memory

4. What role do cognitive processes play in the General Aggression Model?

- A. They are irrelevant to aggression.
- B. They mediate the relationship between situational factors and aggressive responses.
- C. They directly cause aggression without external influence.
- D. They suppress aggressive tendencies.

5. According to Bushman's General Aggression Model, what is the primary outcome when both situational and personal factors trigger aggressive thoughts, feelings, and arousal?

- A. Reduced aggression due to cognitive dissonance
- B. Increased likelihood of aggressive behavior
- C. No change in behavior
- D. Enhanced social bonding

References:

1. Baron, R.A. & Byrne, D. Social Psychology (9th ed). Delhi: Pearson Education 2000.
2. Taylor, Shelly. E, Letitia Anne Peplau, David O Sears. Social Psychology, Prentice Hall, 2006.



9.Verified by Subject Expert

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LESSON PLAN FOR PSYCHOLOGY

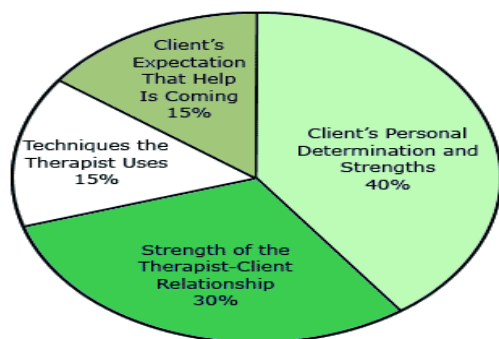
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	V
Subject Title	Counseling Psychology
Code	21UPSC52
Hours	4
Total Hours	60
Credits	4
Max Marks	75
Unit & Title	Unit - II The counseling process
Name of the Faculty	Dr. Fr. John Suresh
T-L tools	Lecture method Audio Visual aid: video showing about a demo counselling session Visual aid: Presentation of slides on the steps involved in the process of Counseling

Prerequisite Knowledge:

Knowledge about understanding and analysing the counselling process and its various steps.

Micro -planning:



1. Topic for learning through evocation:

The six-stage counseling process by Cornier and Hackney provides a structured framework for effective counseling. It is emphasizing the importance of building a strong therapeutic alliance, conducting thorough assessments, and collaboratively working toward the client's goals. Each stage is tailored to address specific aspects of the counseling journey, ensuring a holistic and structured approach. This model is widely recognized for its adaptability across various counseling settings and client populations.

1. Relationship Building

- Establishing trust and rapport with the client.
- Creating a safe and supportive environment for open communication.
- Setting the tone for collaboration.

2. Assessment and Diagnosis

- Gathering information about the client's background, challenges, and goals.
- Using tools like interviews, questionnaires, and observations.
- Identifying the client's strengths and areas of concern.

3. Goal Setting

- Collaborating with the client to set clear, achievable goals.
- Prioritizing issues and defining what success looks like.
- Establishing short-term and long-term objectives.

4. Intervention and Action

- Developing strategies and techniques tailored to the client's needs.
- Implementing evidence-based interventions and therapeutic methods.
- Supporting the client in taking actionable steps toward their goals.

5. Evaluation

- Monitoring the client's progress and outcomes.
- Assessing the effectiveness of the interventions.
- Making adjustments to strategies as needed.

6. Termination or Referral

- Preparing the client for the end of the counseling relationship.
- Reviewing progress and reinforcing skills learned.

- Providing referrals or follow-up resources if necessary.

2. Topic introduction:

The counseling process is a structured and goal-oriented interaction between a counselor and a client. The process is typically guided by established theories and ethical practices, ensuring that the client is supported in a safe and confidential environment.

2.1 General Objective:

Enables the students to understand steps involved in the process of Counseling.

2.2 Specific Objectives:

Enables the students to:

1. understand the counseling principals
2. analyse the stages of counseling
3. facilitate client empowerment
4. build therapeutic relationship
5. enhance ethical and professional practice

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:

Relationship, assessment, goals, intervention, action, termination

2.5. Key diagrams:



This is the series of steps in which the counselling process is carried out.

3. Discussion:

The counseling process is a dynamic and systematic approach that unfolds across multiple stages. Each stage serves a specific purpose and builds on the previous one, ensuring a structured path toward client growth and resolution of issues.

The stages were discussed step by step.

4.Mind Map:



The flow chart of the process of Counseling (step-wise)

5. Summary:

The six-stage counseling process by Cornier and Hackney offers a clear and practical roadmap for effective counseling. By addressing each stage systematically, counselors can build a strong foundation for the therapeutic relationship, support the client in achieving their goals, and ensure meaningful and sustainable outcomes. The framework's flexibility allows for its application in diverse counseling scenarios, making it a valuable tool for professionals in the field.

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

- Stating the stages of counseling.
- Defining the counselling process.
- Why is the last stage very important?
- Discuss the drawbacks of the variety of stages.
- Briefly mention the client therapist relationship.

7. FAQ's:

1. What is the first step in the counseling process?

- A) Goal Setting
- B) Assessment and Diagnosis
- C) Relationship Building
- D) Evaluation

2. During the assessment and diagnosis stage, counselors primarily focus on:

- A) Terminating the counseling process.
- B) Collecting information about the client's background and challenges.
- C) Building a relationship with the client.
- D) Evaluating the effectiveness of interventions.

3. Which of the following is a key activity in the goal-setting stage?

- A) Implementing interventions tailored to the client.
- B) Identifying clear and realistic objectives.
- C) Conducting diagnostic tests.
- D) Preparing the client for termination.

4. What is the primary focus during the intervention and action stage?

- A) Concluding the counseling relationship.
- B) Monitoring the client's progress.
- C) Applying therapeutic strategies to address client issues.
- D) Establishing trust and rapport.

5. Evaluation in the counseling process involves:

- A) Gathering the client's personal history.
- B) Assessing the effectiveness of implemented strategies.
- C) Setting goals for the client.
- D) Ending the counseling sessions.

6. What happens during the termination stage of counseling?

- A) Goals are set for the counseling process.
- B) Strategies are adjusted for better outcomes.
- C) The client's progress is summarized, and the relationship ends.
- D) Assessment tools are used to identify client needs.

8. References:

1. Gibson & Mitchell Introduction to Counselling and Guidance. 6th Edition. Pearson Education, 2003.
2. Nelson-Jones, R. Theory and Practice of Counselling and Therapy 5th Edition. New Delhi: Sage Publications, 2011.



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LESSON PLAN FOR PSYCHOLOGY

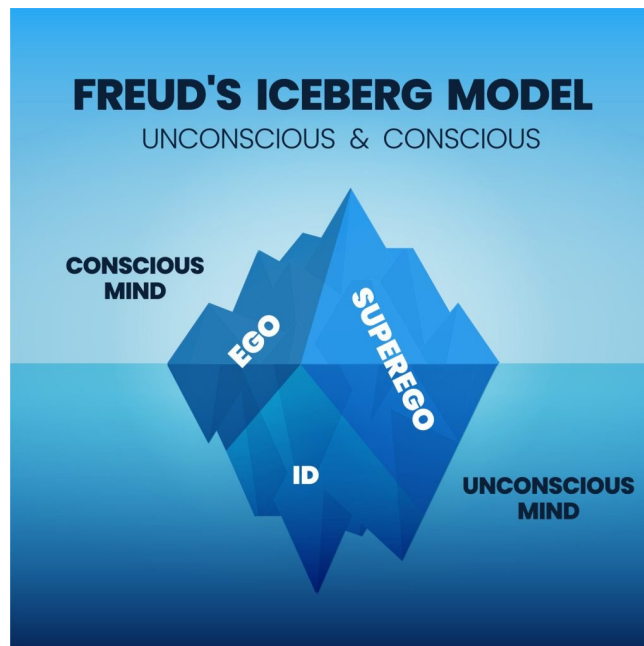
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	V
SubjectTitle	Core: Theories of Personality
Code	21UPSC53
Hours	4
Total Hours	60
Credits	4
MaxMarks	75
Unit & Title	Unit1: Psychoanalytic approach – structure of personality
Nameof the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method Audio Visual aid: video showing about the structure of personality. Visual aid: Picture on psycho analytic approach of personality, understanding the structure of personality and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

PrerequisiteKnowledge:

Knowledge about the psycho analytic structure of personality and understanding its effect on personality of an individual.

Micro-planning



1. Topic for Learning through evocation

Sigmund Freud, often hailed as the father of psychoanalysis, has left an indelible mark on the field of psychology. His theories, though controversial, have shaped our understanding of the human mind in ways that continue to resonate today.

Freud's psychoanalytic theory, with its emphasis on the unconscious mind, has fundamentally altered our perception of human behavior. He proposed that our actions are not always governed by our conscious thoughts but are often driven by unconscious desires and experiences. This perspective was revolutionary, shifting the focus of psychological investigations from the observable to the hidden realms of the mind.

Freud's theory of psychosexual stages of development is another cornerstone of his work. He suggested that our adult personality is largely shaped by experiences in our early developmental stages. For instance, unresolved issues during the latency stage, according to Freud, could lead to neuroses in adulthood. This emphasis on early experiences has influenced many subsequent theories of psychological development.

Freud's dream theories also broke new ground. He posited that dreams are not just random firings of the brain during sleep, but meaningful narratives that reveal our deepest desires and fears. This perspective has opened up new avenues for understanding and interpreting human experiences.

Freud's influence extended beyond his immediate circle, impacting thinkers like Carl Jung, who built upon and diverged from Freudian theory to develop his own psychological frameworks.

However, Freud's theories have not been without criticism. Some argue that his ideas, such as the Oedipus complex, are overly focused on sexual drives. Others question the scientific validity of psychoanalysis, given its reliance on subjective interpretations.

Despite these criticisms, Freud's impact on psychology is undeniable. A survey conducted by the American Psychological Association found that Freud is the most cited psychologist of the 20th century, underscoring his enduring influence on the field.

As psychology professor Drew Westen said, "Freud's theories continue to shape the landscape of psychology, even as we revise and expand upon them." This quote encapsulates the enduring relevance of Freud's work, which continues to inspire and provoke debate in equal measure.

2. Topic Introduction:

According to Freud's psychoanalytic theory, the id is the primitive and instinctual part of the mind that contains sexual and aggressive drives and hidden memories, the super-ego operates as a moral conscience, and the ego is the realistic part that mediates between the desires of the id and the super-ego.

2.1.General Objective:

To understand the psychoanalytic approach to structure of personality.

2.2.Specific Objectives:

Enables the students to:

1. Explain psycho analytic approach.
2. Identify the structure of personality.
3. Analyze the interaction between the structures.
4. Evaluate the formation of personality according to psycho analytic approach.

2.3. Taxonomy of objectives:

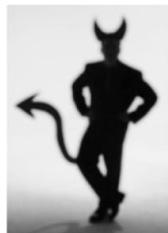
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. MetaCognitive Knowledge					5	

2.4. Key words:

Psycho analytic approach, Personality.

2.5. Key diagrams (if any):

Freud's Structure of the Human Psyche



Id:
Instincts



Ego:
Reality



Superego:
Morality

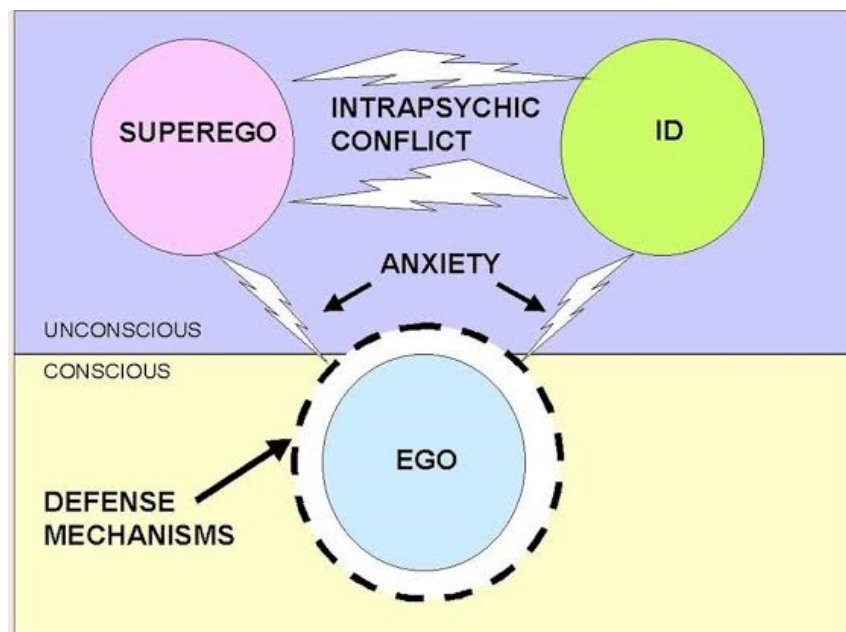
According to Freud, the human personality consists of three components: Id, Ego, and Superego. While these are conceptualized as three distinct structures, they are constantly interacting with each other. The easiest way to envision the structures is to use the iceberg metaphor. In it, the Id is completely under the surface of the water (the unconscious), the Ego is mostly above the surface of the water (the conscious and the preconscious), and the Superego is mostly below the surface but also reaches above it (the unconscious, preconscious, and conscious). Let's take a look at each in more detail.

The Id The Id is the first to appear, is believed to reside entirely in the unconscious, and is biologically driven. We are born with the Id, and it is a reservoir containing what Freud referred to as the life instinct, called *Eros*, and the death instinct, or *Thanatos*. At the heart of Eros is the *Libido*, the energy driving an unrelenting sexual desire. The Id is entirely under the influence of the pleasure principle; in other words, it is seeking gratification at all costs. Thankfully, the Id doesn't usually interact with the world; otherwise, the person would soon find

themselves acting in very socially inappropriate ways. When we are infants, our personality is completely under the influence of the Id. However, as we age, this begins to change with the development of the Ego and Superego.

The Ego The Ego is guided by the *Reality Principle*, the mechanism by which the Id is kept under control. The primary job of the Ego is to provide balance between the demands of the world and the urges of the Id. It does this by giving the Id opportunities to express its desires, but only in circumstances where it is safe to do so. Freud claimed that the Ego did this via *secondary processes*, strategies designed to provide an outlet for the Id. For instance, the Id may decide that it wants to quench its thirst by stealing a can of soda; however, the Ego may instead manage this desire by drinking from a water fountain and waiting until later to buy a soda. The Ego not only has to contend with the desires of the Id but also the expectations of the Superego.

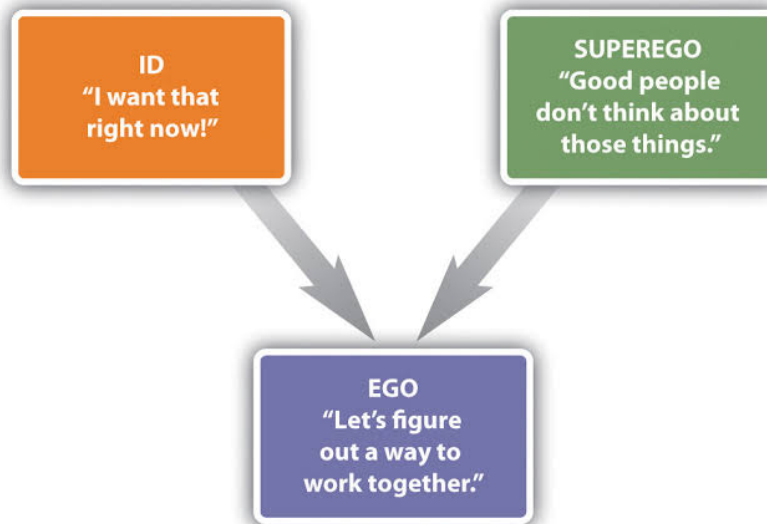
The Superego The third and final component of Freud's personality model is the Superego. This structure first appears in early childhood and represents societal morality. The Superego is the antithesis of the Id but is equally unreasonable. That is, the Superego wishes to inhibit the impulses of the Id entirely. It does this by placing strict demands upon the Ego to not allow any expression of the Id's urges. However, Freud believed that we must express our biological desires (e.g., sex) and the consequences of giving in to the Superego's expectations of perfect moral behavior are tension and guilt. Balancing the demands of the Id and Superego subsequently places a great deal of stress on the Ego. Freud suggested that disturbances in the delicate dance between these three components of personality negatively affects the mental health of patients.



3. Discussion:

Students will work in groups about the interactions between the three types of personality. Each group will present how complex human behavior is developed through these structures.

4. Mind Map:



5. Summary:

The psychoanalytic approach has significantly influenced the fields of psychology and psychotherapy. While it has faced criticism for its lack of scientific rigor and reliance on subjective interpretations, it has provided valuable insights into the complexity of human behavior, the role of early life experiences, and the importance of addressing unconscious processes. Modern adaptations, such as psychodynamic therapy, continue to build on its foundational principles, demonstrating its enduring relevance in understanding and addressing psychological issues.

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

- What are the three components of personality according to Freud's psychoanalytic theory?
- Explain the concept of the unconscious mind and its role in shaping behavior.
- How do defense mechanisms help an individual cope with anxiety? Provide examples.
- What is the significance of childhood experiences in the psychoanalytic approach?
- Describe Freud's stages of psychosexual development and their importance.

7.FAQ's:

1. What is the id primarily responsible for?

- a) Rational thinking
- b) Immediate gratification of desires
- c) Moral decision-making
- d) Long-term planning

2. Which defense mechanism involves redirecting unacceptable impulses into socially acceptable activities?

- a) Repression
- b) Sublimation
- c) Projection
- d) Regression

3. According to Freud, during which stage does the Oedipus complex occur?

- a) Oral stage
- b) Anal stage
- c) Phallic stage
- d) Latency stage

4. Which of the following is a key focus of the psychoanalytic approach?

- a) Conscious thought processes
- b) Unconscious motivations and conflicts
- c) Behavioral responses to stimuli
- d) Biological

8. References: (Books/Periodicals/Journals)

1. Schultz, D. and Schultz, S. (2005). Theories of Personality. Eighth edition. Wadsworth Cengage Learning publications, US.
2. Even, R. An introduction to Theories of Personality. Seventh edition. New York: Psychology Press, 2010.
3. Cloninger, S. Theories of Personality: Understanding persons. New Delhi: Prentice Hall of India Pvt. Ltd., 1996.

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LESSON PLAN FOR PSYCHOLOGY

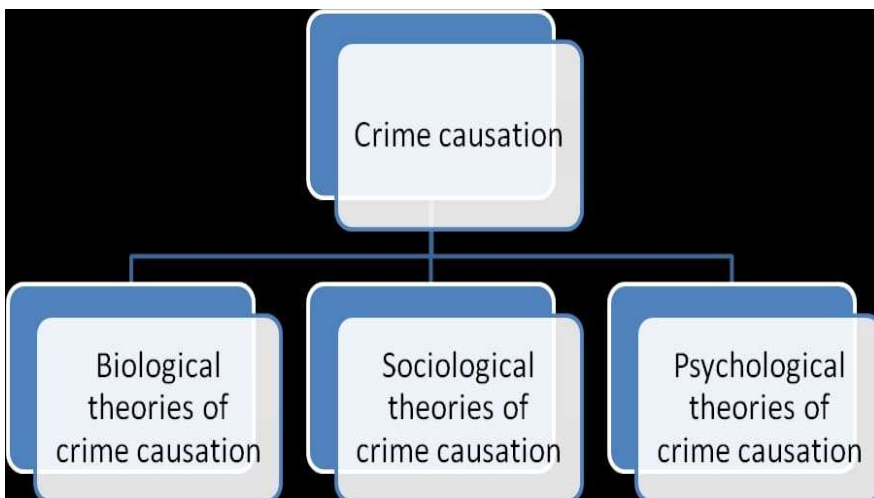
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	V
Subject Title	Forensic Psychology
Code	21UPSE51
Hours	4
Total Hours	60
Credits	3
Max Marks	60
Unit & Title	Unit III: Developmental factors in persistent criminal behaviour
Name of the Faculty	Dr. Vincent
T-L tools	Lecture method, Audio Visual aid: Documentary or case study presentation on Unsolved murder cases. Visual aid: Infographics on childhood risk factors and crime statistics - Group discussion and questioning.

Prerequisite Knowledge:

Basic understanding of human development, behaviour theories, and criminal psychology.

Micro -planning



1. Topic for Learning through evocation

Persistent criminal behaviour is often linked to various developmental factors that shape an individual's behaviour from childhood to adulthood. Studies indicate that a combination of biological, psychological, and environmental factors contribute to lifelong criminal tendencies. Following questions were addressed before getting into the related theories:

1. What are the main reasons people commit crimes repeatedly?
2. Can childhood experiences influence a person's likelihood of committing crimes?
3. Are criminals born or made?

Psychoanalytic Theory, developed by Sigmund Freud, suggested that unconscious conflicts and childhood experiences can lead to criminal behaviour. According to this theory, individuals may engage in criminal behaviour as a way to cope with unresolved conflicts or unconscious desires. Learning Theory has stated that criminal behaviour is learned through observation, imitation, and reinforcement. Individuals may learn criminal behaviour by observing others, imitating their actions, and receiving rewards or reinforcement for their behaviour. Social Learning Theory, developed by Albert Bandura, expanded on learning theory by emphasizing the role of social environment and observation in shaping criminal behavior. According to this theory, individuals learn criminal behaviour by observing others and imitating their actions, and are reinforced by social rewards or punishments. Life-course theory examined how criminal behaviour develops and changes over an individual's life course. Moffitt's Dual Taxonomy distinguished between two types of offenders: life-course persistent and adolescent-limited. Agnew's General Strain Theory expands on strain theory, proposing that criminal behaviour is a result of strain caused by various sources, including societal expectations and negative relationships..

2. Topic Introduction:

Understanding the Roots of Crime: Developmental Theories of Criminal Behaviour. Developmental theories of criminal behaviour offer a framework for understanding the complex interplay of biological, psychological, and sociological factors that contribute to the development of criminal behaviour. These theories recognize that criminal behaviour is not solely the result of individual pathology or moral failing, but rather the result of a complex interplay of factors that unfold over the course of an individual's development.

2.1. General Objective:

To understand the reasons and causal factors behind every criminal behaviour.

2.2. Specific Objectives:

At the end of the lesson, students would be able to:

1. To understand the concept of developmental theories of criminal behaviour.
2. To identify and explain the major developmental theories of criminal behaviour.
3. To analyze the role of biological, psychological, and sociological factors in the development of criminal behaviour.

2.3: Taxonomy of objectives:

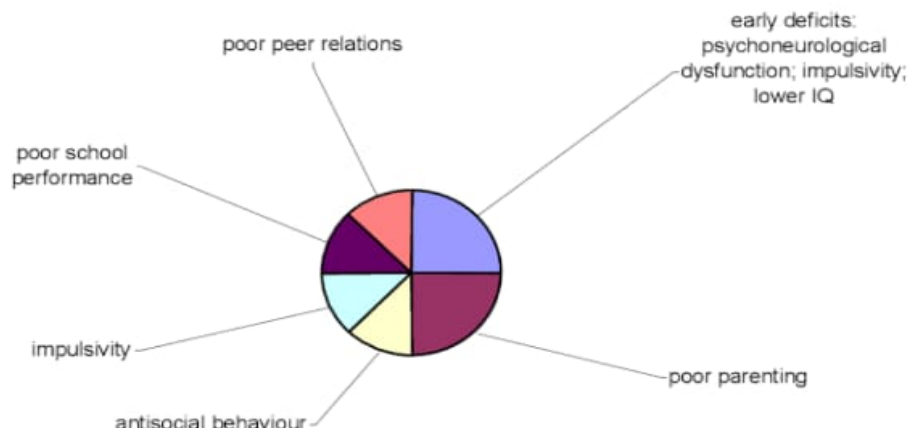
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
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D. Meta Cognitive Knowledge					5	

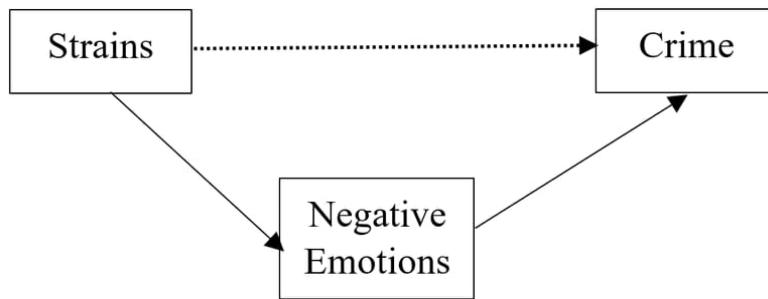
2.4: Key words:

Criminal behaviour, developmental theories, human development, crime.

2.5: Key diagrams (if any):

Moffitt's Variables





Developmental Theories:

1. **Life-Course Theory:** This theory examines how criminal behaviour develops and changes over an individual's life course. According to this theory, criminal behaviour is shaped by a combination of factors, including genetics, environment, and life experiences.

2. **Moffitt's Dual Taxonomy:** This theory, developed by Terrie Moffitt, distinguishes between two types of offenders: life-course persistent and adolescent-limited. Life-course persistent offenders are those who engage in criminal behaviour throughout their lives, while adolescent-limited offenders are those who engage in criminal behaviour only during adolescence. Moffitt's theory helps explain the typical pattern of crime rates peaking during adolescence by identifying the distinct group of adolescence-limited offenders. It also emphasized the interaction between biological factors (like neuropsychological deficits) and environmental factors (like family background) in explaining LCP offending. This theory has been used to inform research on delinquency prevention strategies, tailoring interventions to address the specific needs of LCP and AL offenders.

3. **Agnew's General Strain Theory:** This theory, developed by Robert Agnew, expands on strain theory by proposing that criminal behaviour is a result of strain caused by various sources, including societal expectations, negative relationships, and lack of coping skills. According to Robert Agnew's General Strain Theory, strain is based on three different factors:

- failure to achieve a goal
- the existence of harmful impulses and
- the removal of positive impulses.

Stress produces negative emotions such as anger or depression that promote delinquent behaviour without adequate coping skills.

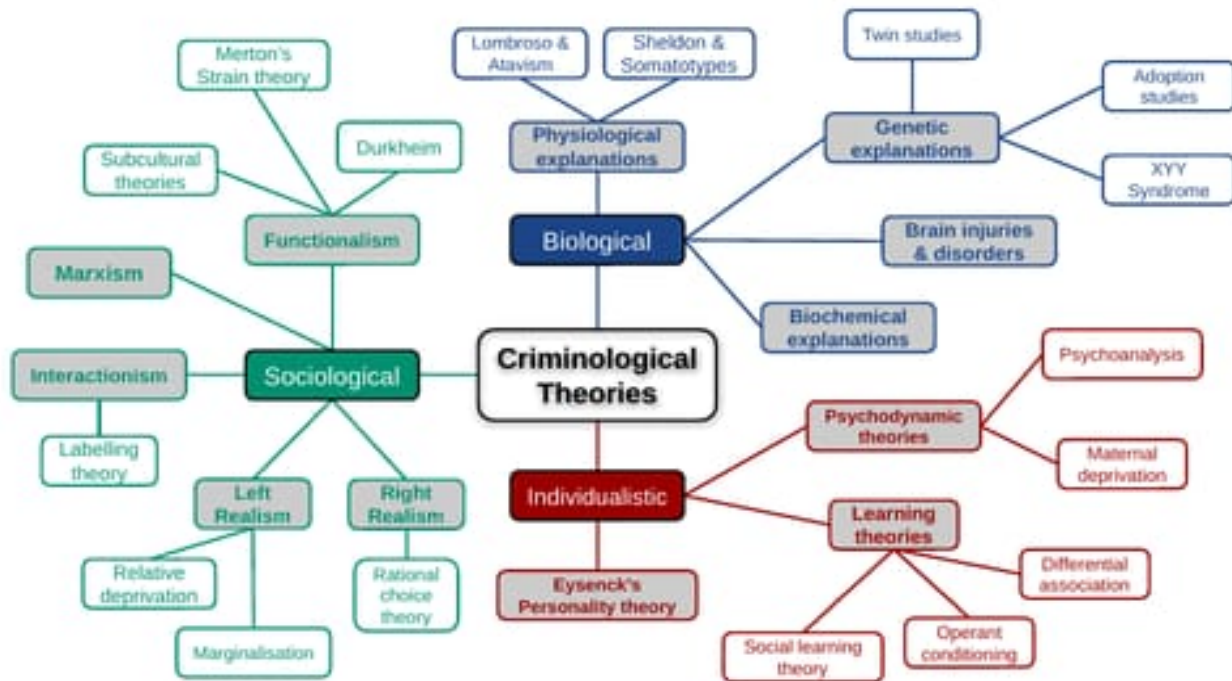
3. Discussion:

Debate was conducted on the topic: "Nature vs. Nurture – Are criminals born or made?"

Following questions were discussed:

- Does parenting play a role in the development of criminal behaviour?
- Should juvenile offenders be treated differently from adults?
- What policies can help reduce persistent criminal behaviour?

4. Mind Map:



5. Summary:

Criminal behaviour is shaped by a combination of genetic, psychological, and environmental factors. Early interventions in childhood can prevent criminal tendencies. Social support, education, and legal reforms play a key role in crime prevention.

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

1. Short Essay: Choose a criminal case and analyze it using a developmental theory.
2. Research Assignment: Explore current rehabilitation programs and evaluate their effectiveness in reducing repeat offenses.

7. FAQ's:

1. Which theory suggests that criminal behavior is learned through observation and imitation?
 - a) Psychoanalytic Theory
 - b) Social Learning Theory**
 - c) Strain Theory
 - d) Biological Theory
2. According to Bowlby's Attachment Theory, what factor can contribute to persistent criminal behavior?
 - a) Secure attachment in childhood
 - b) High intelligence and academic success
 - c) Lack of early emotional bonding with caregivers**
 - d) Strict parental discipline
3. Which of the following is NOT a biological factor influencing criminal behaviour?
 - a) Genetic predisposition
 - b) Brain abnormalities
 - c) Socioeconomic status**
 - d) Hormonal imbalances


4. What is the main focus of Robert Merton's Strain Theory in explaining criminal behaviour?
 - a) The role of childhood trauma in shaping personality
 - b) The pressure to achieve societal goals without legal means**
 - c) The impact of neurological disorders on criminal tendencies
 - d) The influence of parental discipline on moral development
5. Which environmental factor is most strongly associated with increased risk of persistent criminal behaviour?
 - a) Access to quality education
 - b) Exposure to domestic violence and neglect**
 - c) Supportive family relationships
 - d) High socioeconomic status

8. References: (Books/Periodicals/Journals)

1. Bartol, C. R., & Bartol, A. M. (2019). Criminal Behavior: A Psychological Approach. Pearson.
2. Siegel, L. J. (2021). Criminology: The Core. Cengage Learning.
3. Moffitt, T. E. (1993). Life-course-persistent and adolescence-limited antisocial behavior. Psychological Review, 100(4), 674-701.

Vadthana

9. Verified by Subject Expert
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LESSON PLAN FOR PSYCHOLOGY

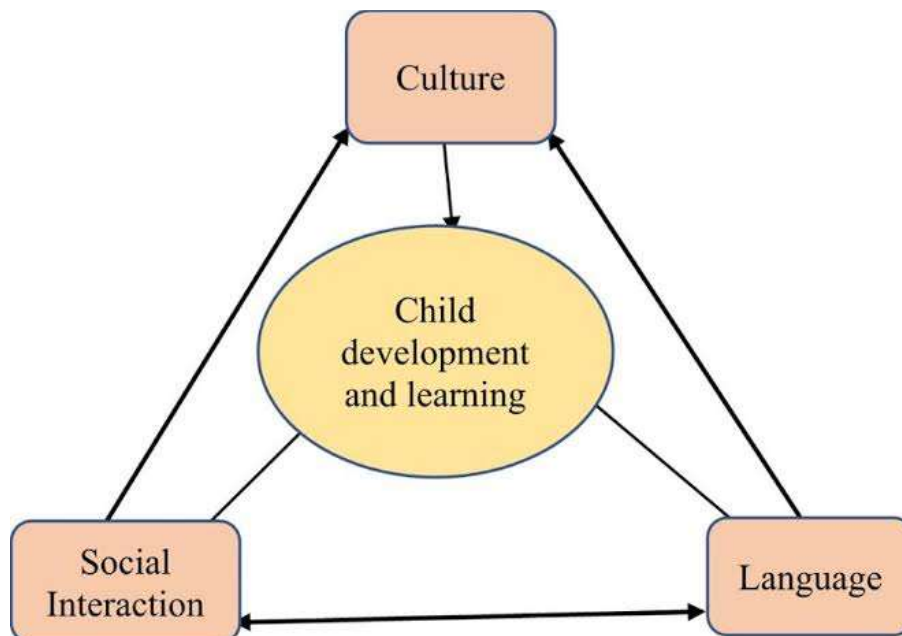
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	VI
Subject Title	Major Core: Educational Psychology
Code	21UPSC61
Hours	4
Total Hours	60
Credits	4
Max Marks	60
Unit & Title	Unit 2: Vygotsky's Sociocultural theory of Development
Name of the Faculty	Dr.Fr. John Suresh
T-L tools	Lecture method, Audio Visual aid: Picture representation of the Zone of Proximal Development (ZPD) and Scaffolding. Visual aid: Picture of development, Understanding development, Case Studies discussion.

Prerequisite Knowledge:

Basic understanding of human growth and developmental stages. Familiarity with other cognitive development theories (e.g., Piaget) will be beneficial.

Micro -planning



1. Topic for Learning through evocation

In the 1930s, behaviorism was all the rage. The behavioral school of psychology opened in 1913 and the Little Albert experiment shook the world just a few years later. Behaviorists believed that all behavior could be broken down into a stimulus and a response. Through conditioning and other methods, the behavior could be controlled. The internal processes that fueled those actions were not as important.

Vygotsky, on the other hand, was primarily concerned with the internal. He is known for studying the ways in which we internalize knowledge. Language development, thought, and education were the subjects of his most well-known works. Learning is not an isolated activity but a social process. Vygotsky's Sociocultural Theory of Development emphasizes that social interaction, cultural tools, and language play a vital role in cognitive development. This theory suggests that children learn best when they interact with more knowledgeable others (MKO), such as parents, teachers, or peers. Before introducing new concepts, students should recall and connect their prior knowledge about learning and development. Certain questions were discussed:

1. Have you ever learned something faster when someone guided you?
2. Can you recall a time when you understood a concept better after discussing it with a friend or teacher?
3. Why do children from different cultures develop different problem-solving skills?

Zone of Proximal Development (ZPD)

- It is the gap between what a learner can do independently and what they can achieve with guidance.
- Learning happens best within this zone, with the right amount of assistance.
- Example: A child can solve simple addition problems but needs help with multiplication. With a teacher's guidance, they gradually master multiplication.

Scaffolding

- Support provided by a teacher, parent, or peer to help a learner progress.
- Support is gradually reduced as the learner becomes independent.
- Example: A teacher first helps a student read a sentence by sounding out words. Over time, the student reads on their own.

Role of Social Interaction

- Vygotsky believed learning is a collaborative process.
- Conversations and interactions with peers or adults enhance cognitive growth.
- Example: In group discussions, students challenge and refine each other's ideas, leading to deeper understanding.

Importance of Language in Thought Development

- Language is not just a tool for communication but also a tool for thinking.
- Private Speech: When children talk to themselves while solving a problem (e.g., "I will first add, then subtract").
- Inner Speech: As children grow, this self-talk becomes internalized, helping in independent thinking.

Topic Introduction:

Development is a complex process influenced by various internal and external factors. Unlike Piaget, who emphasized individual cognitive stages, Vygotsky proposed that learning occurs through social interaction and is deeply embedded in cultural context.

1.1. General Objective:

To understand and apply Vygotsky's Sociocultural Theory in educational and developmental settings.

1.2. Specific Objectives:

By the end of the lesson, students will be able to:

1. Explain the key principles of Vygotsky's theory.
2. Differentiate between ZPD, Scaffolding, and Independent Learning.
3. Analyze real-life applications of Vygotsky's concepts in education and child development.
4. Compare and contrast Vygotsky's and Piaget's theories.

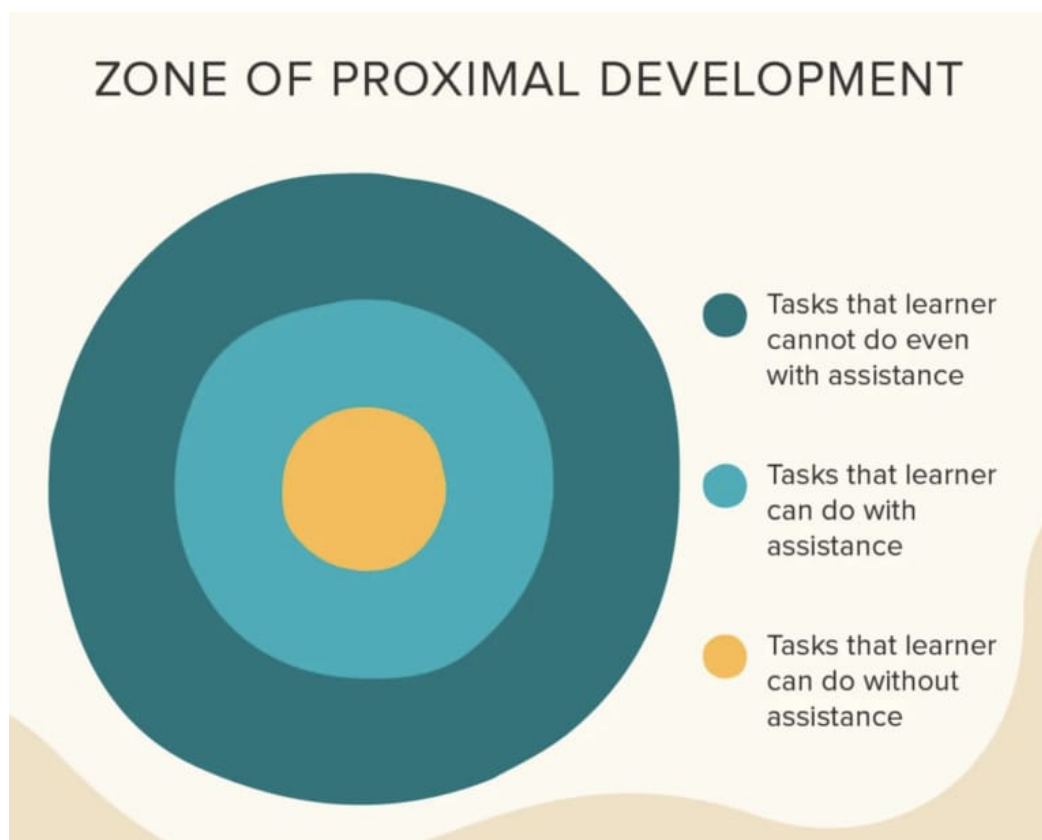
2.3: Taxonomy of objectives:

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:

Sociocultural theory, ZPD, Scaffolding, Social Interaction, Cultural Tools.

2.5: Key diagrams (if any):



Vygotsky created three zones of development: the zone of actual development, which represents the current abilities of the pupil, the zone of proximal development where the pupil is in the process of formation and the zone of potential development, which would be the level that the child can reach with the help of a person. The zone of proximal development refers to the space that exists between the current psychic development of the subject, i.e. the skills that the child already possesses and his or her potential development (what he or she can learn through guidance). For this reason it is a concept of utmost importance for education at all levels of education. According to Vygotsky, the role of adults or more advanced peers is to support, direct and organise the child's learning, in the step prior to the child being able to master these facets, having internalised the behavioural and cognitive structures that the activity demands. This orientation is most effective in helping young children to cross the zone of proximal development (ZPD), which could be understood as the gap between what they are already able to do and what they cannot yet achieve on their own. The ZPD has become synonymous with the term "scaffolding" in the literature. However, it is important to note that Vygotsky never used this term in his writing; it was introduced by Wood, Bruner, and Ross (1976). Scaffolding consists of activities provided by the educator or a more knowledgeable person to support the student as he or she is led through the zone of proximal development. It's the "how" of guided learning, the specific strategies and techniques used by a more knowledgeable other to bridge the gap between a learner's current abilities and potential development.

3. Discussion:

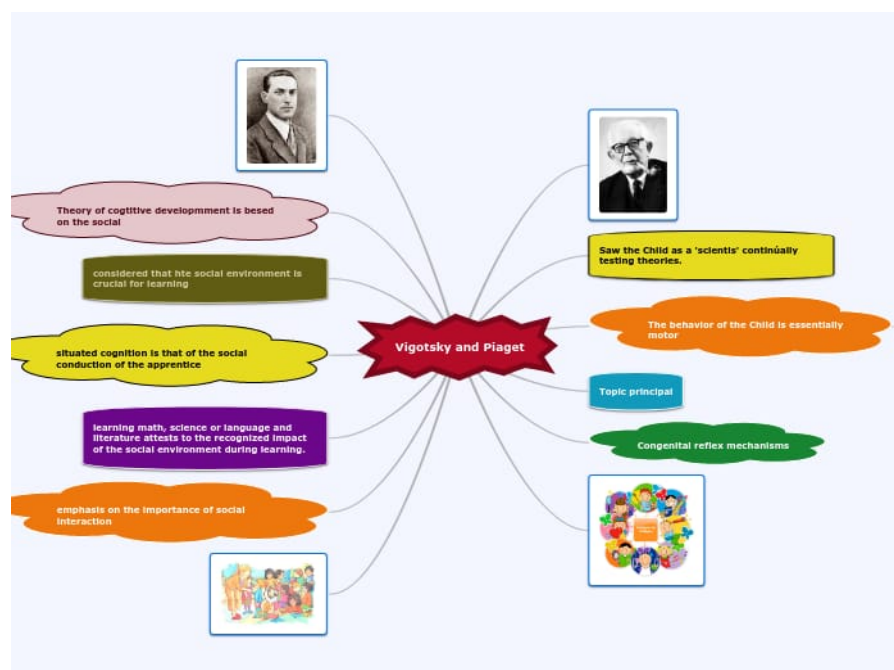
Students will work in small groups to analyze different classroom situations and identify examples of ZPD and Scaffolding. Each group will present their findings.

Task: Pair up students and give them a problem-solving activity (e.g., a logic puzzle).

Goal: One student acts as the "More Knowledgeable Other" (MKO), guiding the other without giving direct answers.

Reflection: Students discuss how guidance helped them understand better.

4. Mind Map:



5.Summary:

Lev Vygotsky's Sociocultural Theory emphasizes that learning is a social process shaped by cultural and historical contexts. According to Vygotsky, learning occurs through interactions with more knowledgeable others, such as teachers, peers, or mentors, who provide guidance and support. Language plays a central role in shaping thought and cognition, and cultural tools and practices influence learning and development. The theory also introduces the concept of the Zone of Proximal Development (ZPD), where learners can achieve a higher level of understanding with scaffolding support. Overall, Vygotsky's theory highlights the importance of social interaction, cultural relevance, and language development in the learning process, with implications for education that emphasize collaboration, cultural responsiveness, and scaffolding support.

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

1. How does social interaction facilitate cognitive growth according to Vygotsky?
2. Why is the Zone of Proximal Development important in education?
3. Compare Vygotsky's views with Piaget's theory of cognitive development.
4. How can teachers effectively use Scaffolding in classrooms?

7.FAQ's:

1. Which of the following is a key element in Vygotsky's theory?
a) Cognitive Stages **b) Social Interaction**
c) Reinforcement d) Reflex Behavior
2. Which concept describes the gap between independent ability and guided learning?
a) Scaffolding **b) ZPD**
c) Reinforcement d) Modeling
3. What is the role of language in Vygotsky's theory?
a) A tool for social communication
b) A means of private speech for thinking
c) Both a and b
d) None of the above
4. What is the name of the theory that emphasizes the role of social interaction and cultural tools in shaping cognitive development?
a) Sociocultural Theory b) Social Learning Theory
c) Cognitive Development d) Constructivist Theory
5. Who is the psychologist behind the Sociocultural Theory?
a) Jean Piaget **b) Lev Vygotsky**
c) Albert Bandura d) Benjamin Bloom

8.References: (Books/Periodicals/Journals)

1. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
2. Santrock, J. W. (2021). Life-Span Development. McGraw-Hill.



9.Verified by Subject Expert

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LESSON PLAN FOR PSYCHOLOGY

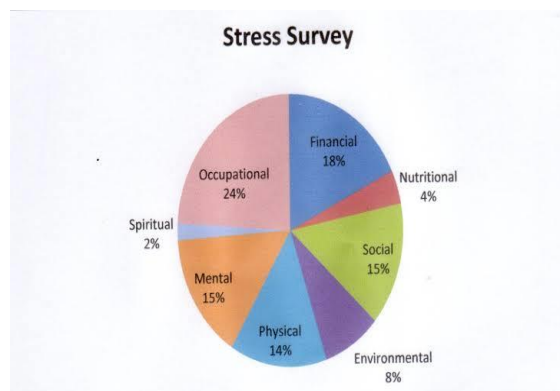
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	VI
Subject Title	Health Psychology
Code	21UPSC62
Hours	4
Total Hours	60
Credits	4
Max Marks	75
Unit & Title	Unit - III Coping with stress
Name of the Faculty	Ms. R. Rohini
T-L tools	Lecture method Audio Visual aid: video showing stress management techniques. Visual aid: Presentation of slides on the types of stress and coping mechanisms

Prerequisite Knowledge:

Knowledge about the body's response to stress and the importance of coping mechanisms to maintain mental and physical health.

Micro -planning:



1. Topic for learning through evocation:

Stress is a natural response to challenges, but chronic stress can negatively impact physical and mental health. Health psychology explores coping strategies to manage stress effectively, focusing on problem-focused and emotion-focused approaches. Problem-focused coping addresses the root cause of stress through strategies like time management, goal setting, and seeking solutions, while emotion-focused coping manages emotional responses through relaxation techniques, mindfulness, and cognitive reappraisal. Theories like Lazarus and Folkman's transactional model emphasize the role of appraisal in coping, while Selye's general adaptation syndrome highlights the physiological stages of stress response. Behavioral interventions such as regular exercise, sleep hygiene, and mindfulness-based stress reduction (MBSR) enhance stress resilience, and social support networks provide emotional comfort and practical assistance. Cognitive-behavioral therapy (CBT) helps identify and change negative thought patterns, while biofeedback techniques teach control over physiological responses. Chronic stress, if unmanaged, can lead to physical health issues like cardiovascular disease and mental health problems such as anxiety and depression. Practical strategies include practicing relaxation techniques, maintaining routines, engaging in enjoyable activities, limiting stimulants like caffeine, and seeking professional help when necessary. By understanding stress mechanisms and adopting effective coping methods, individuals can build resilience and improve overall well-being.

2. Topic introduction:

Stress arises when the demands of a situation exceed an individual's perceived ability to cope, and effective management is essential to prevent its harmful effects on health. Health psychology explores various coping strategies, including problem-focused approaches to address stressors directly and emotion-focused methods to manage emotional responses.

2.1 General Objective:

To enable students to understand the concept of stress and adopt effective coping strategies

2.2 Specific Objectives:

Enables the students to:

1. Understand the types of stress.
2. Identify common stressors in daily life.
3. Compare various coping mechanisms.
4. Apply stress management techniques
5. Evaluate the effectiveness of coping strategies.

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	

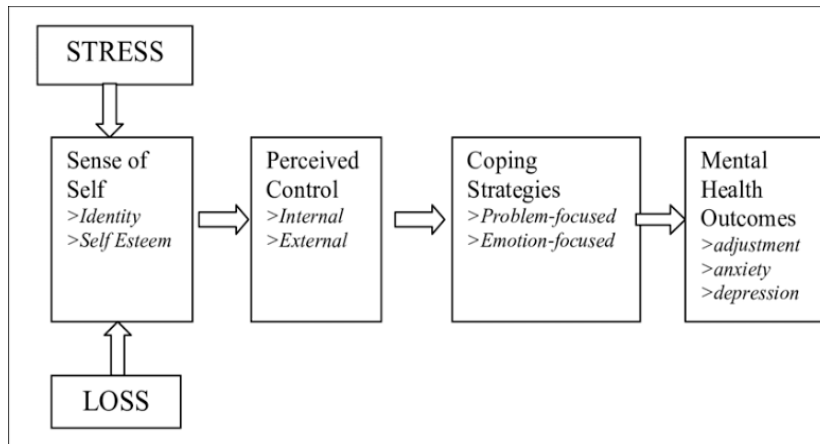
2.4. Key words:

Stress, coping, mindfulness, resilience, problem-focused, emotion-focused.

2.5. Key diagrams:



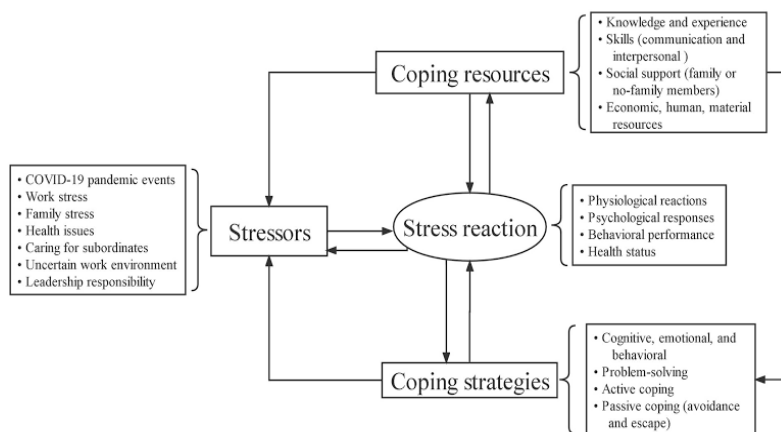
Ways to manage stressful situations.



3. Discussion:

Stress is a natural response to challenges, but unmanaged stress can harm physical and mental health. Health psychology focuses on understanding and managing stress to promote well-being. Chronic stress is linked to conditions like cardiovascular disease, weakened immunity, anxiety, and depression. Coping strategies are key in mitigating stress. Problem-focused coping involves tackling stressors directly, such as time management or seeking solutions, while emotion-focused coping aims to regulate emotional responses, like practicing mindfulness or seeking social support. Health psychologists emphasize adaptive coping strategies, as effective stress management improves overall quality of life and prevents long-term health risks.

4.Mind Map:



5. Summary

Understanding stress and implementing effective coping mechanisms are vital for mental and physical well-being. Techniques such as mindfulness, relaxation, and time management can help manage stress efficiently.

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

- Discuss some strategies you use to cope with stress in your daily life.
- Can you describe a time when stress positively motivated you to achieve something?
- How does practicing relaxation techniques, such as meditation or yoga, impact stress levels?
- What role do social connections and support systems play in helping you manage stress?
- Identify when stress is affecting your mental or physical health

7.FAQ's:

1. Which of the following is an example of healthy coping with stress?
 - a) Overeating
 - b) Exercising regularly
 - c) Avoiding responsibilities
 - d) Excessive social media use
2. What hormone is commonly associated with stress?
 - a) Serotonin
 - b) Cortisol
 - c) Insulin
 - d) Oxytocin
3. Which technique is most effective in managing stress quickly?
 - a) Deep breathing
 - b) Procrastinating
 - c) Multitasking
 - d) Ignoring the problem
4. What is mindfulness?
 - a) Thinking about the future

- b) Focusing on the present moment
 - c) Avoiding emotions
 - d) Overanalyzing situations
5. Which of the following is not a physical symptom of stress?
- a) Increased heart rate
 - b) Muscle tension
 - c) Improved digestion
 - d) Headaches

8. References:

1. Brannon, L. & Feist, J. Health Psychology: An introduction to behaviour and health. 7th ed. Wadsworth Cengage Learning, 2010.
2. Ogden, J. Health Psychology. 5th ed. McGraw-Hill Education, 2012.
3. Taylor, S. E. Health Psychology. 9th ed. McGraw-Hill Education, 2014.



9. Verified by Subject Expert

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Dr. S. Jeya Bharathi

LESSON PLAN FOR PSYCHOLOGY

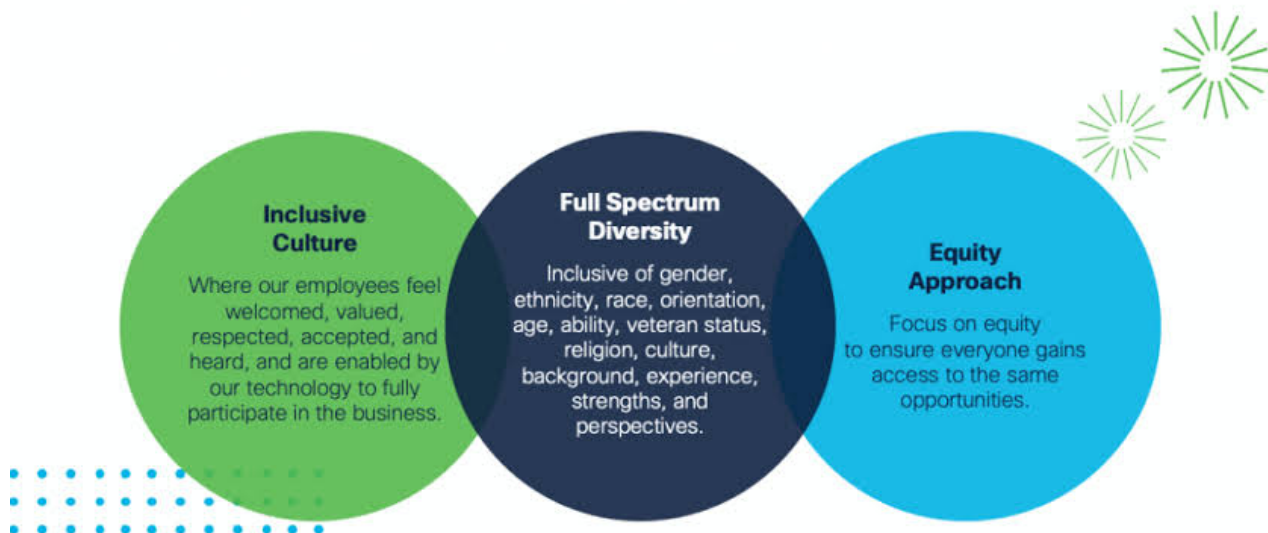
Objective Oriented Learning Process RBT

Programme	B.Sc.Psychology
Semester	VI
SubjectTitle	Core: Organizational Behaviour
Code	21UPSC63
Hours	4
Total Hours	60
Credits	4
MaxMarks	75
Unit & Title	Unit2: Diversity
Nameof the Faculty	Dr. S. Jeya Bharathi
T-L tools	Lecture method Audio Visual aid: video showing about the workplace diversity. Visual aid: Power Point Presentation with images of diversity community and evaluated by oral questioning, presenting the report of group discussion and checking the observation note.

PrerequisiteKnowledge:

Basic knowledge of understanding an organizational behavior, workplace structure, and employee relations.

Micro-planning



1. Topic for Learning through evocation

Enabling diversity in the workplace simply means making an effort to employ a broad cross-section of people from different demographics. Workplace diversity may be defined as a trait of company culture wherein the workforce composition includes employees of different genders, age, sexual orientation, religions, languages, abilities, professional backgrounds, socioeconomic backgrounds, and educational backgrounds.

As the global population becomes increasingly mobile, diversity is now a critical factor in most communities. The World Economic Forum (WEF) noted that some of the world's most prosperous business centres like New York, Dubai, London, and Singapore have one thing in common: they all boast of a high degree of diversity.

At a micro-level, diversity brings in varying points of view and disruptive thought processes, preventing companies from stagnating or becoming complacent. A 2019 survey of 6,000+ Americans found that a sizable 75% believe it is very/somewhat important for companies to promote racial and ethnic diversity.

Diversity goes hand in hand with two other concepts:

Inclusion: Not only do companies employ professionals belonging to different demographic groups, but they treat them equally – paying the same wages, providing equal learning opportunities, and sharing workloads equitably.

Equity: Companies level the playing field between different demographics through proactive action. For instance, all employees are offered the same learning opportunities, but education is sponsored for those previously incarcerated.

Together, diversity, inclusion, and equity help to build a workplace that's conducive and welcoming to every employee – opening the company up to the best talent out there, without bias.

2. Topic Introduction:

Organizational diversity refers to the inclusion of individuals from various backgrounds, cultures, and perspectives within a workplace. A diverse workforce fosters creativity, innovation, and better decision-making by leveraging different viewpoints and experiences.

2.1. General Objective:

To understand the importance of diversity in the workplace and its impact on organizational effectiveness and culture.

2.2. Specific Objectives:

Enables the students to:

1. Explain organizational diversity and its dimensions.
2. Identify the importance of diversity for innovation, decision-making, and employee satisfaction.
3. Analyze the challenges associated with managing diversity in organizations.
4. Evaluate the strategies for promoting inclusivity in the workplace.

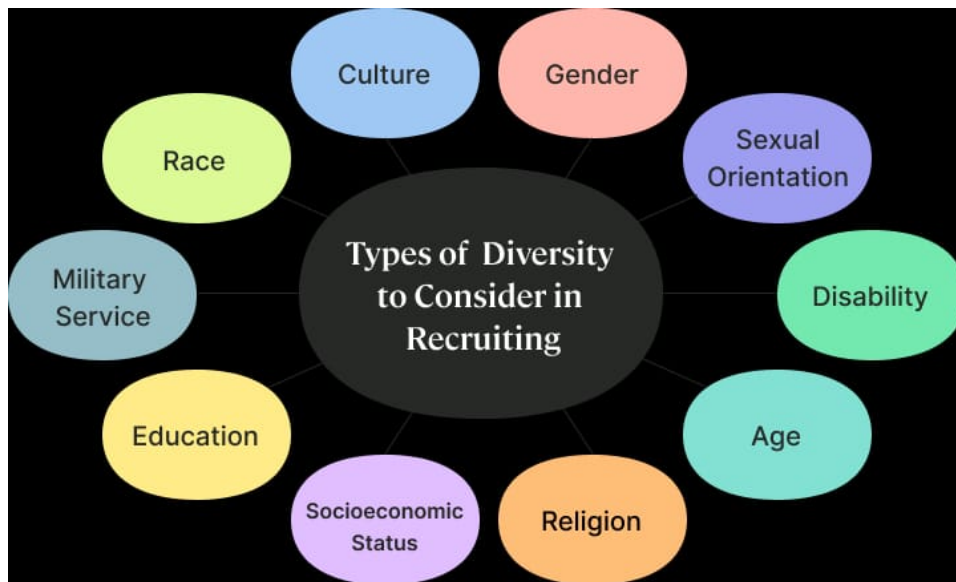
2.3. Taxonomy of objectives:

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:

Organizational diversity, inclusion, equity, workplace culture, innovation

2.5. Key diagrams (if any):



Diversity encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background, and more. Diversity involves not only how people perceive themselves but also how they perceive others. Those perceptions affect their interactions.

Workplace diversity refers to the variety of differences between people in an organization. It means bringing together people of different ethnic backgrounds, religions and age groups into a cohesive and productive unit. Advances in communication technology, such as the Internet and cellular phones, have made the marketplace a more global concept. In order to survive, a company needs to be able to manage and utilize its diverse workplace effectively. Managing diversity in the workplace has become a part of the culture of the entire organization.

Diversity management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives.

With many organizations going global, the international barriers are breaking and world is becoming a global village. It is not uncommon to find people of different backgrounds especially nationalities, working together in an organization. So diversity management has gained lot of importance these days.

Dimensions of diversity: There are two dimensions of workforce diversity: Primary and Secondary.

Primary dimensions: These include age, gender, mental/physical abilities and characteristics, race, ethnic heritage and sexual orientation.

Secondary dimensions: Geographic location, cultural experience, work experience, income, religion, first language, organizational role and level, communication style, family status, work style and education.



Benefits of having diverse workforce: Diversity has multiple benefits to the workplace.

1. The major benefit that a company gets from diverse employees is a greater understanding of the global marketplace.
2. When management takes the welfare of its workers at heart by means of offering them proper compensation, health care and employee appraisal, It enables workers to feel they belong to the company irrespective of their cultural background by remaining loyal and hardworking which increases productivity and profit.
3. Each team member brings to the table different ideas (due to diverse background) and offers a unique perspective during problem solving to effectively arrive at the best solution at the shortest possible time.
4. Diversity at the workplace creates an opportunity for employee's personal growth. When workers are being exposed to new cultures, ideas and perspectives, it helps them to intellectually reach out and have a clearer insight of their place in the global environment and hence their own surroundings
5. Workplace diversity can immensely strengthen a company's relationship with a specific group of customers by making communication more effective. A customer service personnel can be paired up with customers from hi/her specific area/ country, making the customer feel at home with the representative and thus with the company.
6. A diverse collection of skills and experiences (e.g. languages, cultural understanding) allows a company to provide service to customers on a global basis. Employee and their co-workers that come from a diverse background bring to the table some amount of unique perceptions and experience during teamwork or group tasks. Pooling the diverse skills and knowledge of culturally distinct employees together can immensely benefit the company.
7. Organizations employing a diverse workforce can supply a greater variety of solutions to problems in service, sourcing, and allocation of resources. Employees from diverse backgrounds bring individual talents and experiences in suggesting ideas that are flexible in adapting to fluctuating markets and customer demands.
8. Companies that encourage diversity in the workplace inspire all of their employees to perform to their highest ability. Company-wide strategies can then be executed; resulting in higher productivity, profit, and return on investment.

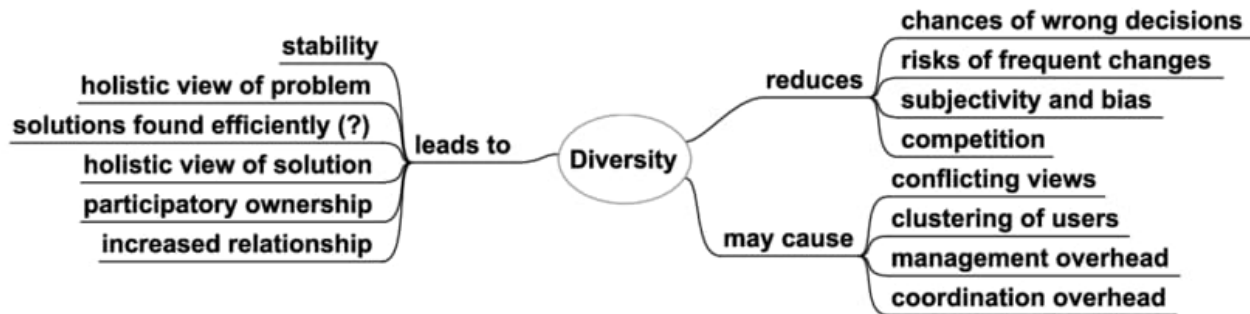
Ignoring diversity issues costs time, money, and efficiency. Some of the consequences can include unhealthy tensions; loss of productivity because of increased conflict; inability to attract and retain talented people of all kinds; complaints and legal actions; and inability to retain valuable employees, resulting in lost investments in recruitment and training.

3. Discussion:

Students will work in groups to analyze a case study on a company with strong diversity practices (e.g., IBM, Apple). Each group will:

- Identify key diversity initiatives implemented by the company.
- Discuss the outcomes of these initiatives (e.g., increased productivity, better teamwork).
- Suggest further improvements to enhance inclusivity.
-

4. Mind Map:



5. Summary:

Organizational diversity enhances workplace creativity, problem-solving, and employee engagement. However, it requires a deliberate effort to address challenges like bias and resistance to change. Policies promoting inclusivity, regular training, and leadership.

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

- How can emerging technologies (like AI or virtual reality) be used to promote and manage diversity and inclusion within organizations?
- What is the role of HR in promoting organizational diversity?
- How can small businesses promote diversity with limited resources?

7.FAQ's:

1. What does organizational diversity primarily focus on?

- a) Increasing profits
- b) Inclusion of individuals with diverse characteristics
- c) Improving technology adoption
- d) Reducing the number of employees

2. Which of the following is NOT a dimension of diversity?

- a) Gender
- b) Age
- c) Salary level
- d) Ethnicity

3. What is the primary benefit of organizational diversity?

- a) Reduced operational costs
- b) Faster product delivery
- c) Enhanced creativity and innovation
- d) Simplified decision-making

4. Which term describes ensuring all employees feel valued and involved regardless of their background?

- a) Inclusion
- b) Equity
- c) Equality
- d) Discrimination

5. What is unconscious bias?

- a) Intentional prejudice in the workplace
- b) Unintentional assumptions based on stereotypes
- c) A legal term for workplace diversity violations
- d) The conscious promotion of diversity

8. References: (Books/Periodicals/Journals)

1. Stephen P. Robbins. Organizational Behavior. 16th Edition. Pearson India education services Pvt. Ltd, 2017.
2. Prasad, L. M. Organizational Behavior. 3rd Edition. New Delhi : Sultan Chand and Sons, 2006.
3. Fred Luthans. Organizational Behavior. 10th Edition. McGraw Hill International Edition, New York, 2005.

9. Verified by Subject Expert



S. Jeya Bharathi

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LESSON PLAN FOR PSYCHOLOGY

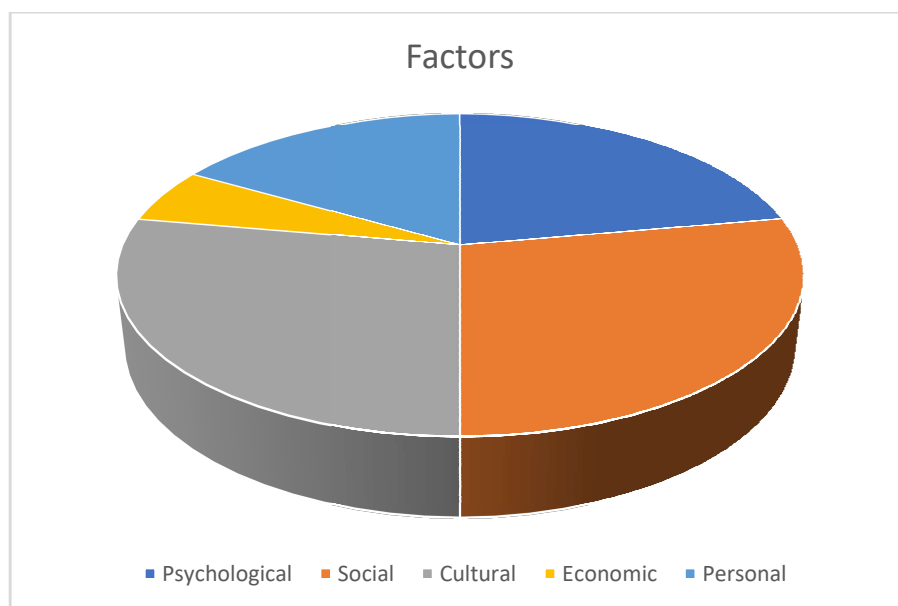
Objective Oriented Learning Process RBT

Programme	B.Sc. Psychology
Semester	VI
Subject Title	Core: Consumer Psychology
Code	21UPSC64
Hours	4
Total Hours	60
Credits	4
Max Marks	75
Unit & Title	Unit I: Factors influencing consumer behavior
Name of the Faculty	Dr. Vincent
T-L tools	Lecture method, Audio Visual aid: videos demonstrating real-life examples of consumer purchasing decisions. Visual aid: Diagrams and flowcharts categorizing factors (e.g., psychological, personal, social, cultural, and economic) and showing their impact on consumer decision-making.

Prerequisite Knowledge

Knowledge of understanding consumer psychology, buying behavior, and the decision-making process.

Micro -planning



1. Topic for Learning through Evocation

Consumer behavior is the study of how individuals, groups, or organizations select, purchase, use, and dispose of goods and services to satisfy their needs and desires. It encompasses the decision-making process, the influences on those decisions, and the psychological, social, and cultural factors that shape consumer actions.

Several key factors influence consumer behavior:

1. Psychological Factors:

These include intrinsic aspects such as:

- **Motivation:** The driving force behind a consumer's purchase decision, often guided by Maslow's hierarchy of needs. For example, buying healthy food to fulfill physiological needs or luxury goods to satisfy self-esteem needs.
- **Perception:** How consumers interpret and make sense of marketing messages. For instance, a well-designed advertisement may positively influence a consumer's perception of a product's quality.
- **Learning:** Past experiences and exposure to marketing efforts shape consumer preferences.

2. Personal Factors:

Characteristics unique to each individual, such as:

- **Age and Life Stage:** For example, younger individuals may prioritize fashion, whereas older consumers may focus on health-related products.
- **Lifestyle and Personality:** A consumer's choices are often a reflection of their personality traits and lifestyle preferences.

3. Social Factors:

Consumers are often influenced by their social environment, such as:

- **Family:** Family members significantly affect purchasing decisions, particularly for shared goods like groceries or home appliances.
- **Peer Groups and Social Roles:** Friends and colleagues influence choices, especially in high-involvement purchases like gadgets or cars.

4. Cultural Factors:

Culture shapes a consumer's values, beliefs, and preferences.

- **Subcultures:** Within a larger culture, subgroups like regional or ethnic communities may have specific purchasing behaviors.

- **Cultural Norms and Traditions:** For instance, cultural festivals can drive demand for specific products, such as sweets during Diwali or gifts during Christmas.

5. **Economic Factors:**

A consumer's purchasing power and the broader economic environment affect their buying behavior. For example:

- In times of economic downturn, consumers may prioritize essential items over luxury goods.
- Income distribution in society determines the affordability of products for different classes of consumers.

By understanding these influencing factors, businesses can tailor their marketing strategies to meet consumer needs and preferences effectively. This topic highlights the importance of analyzing these factors to predict and influence consumer decisions, ultimately driving successful marketing campaigns.

2. Topic Introduction

Consumer behavior is shaped by a combination of internal and external influences. Internal influences include psychological factors such as needs, perceptions, and attitudes. External influences, like culture and social status, play a key role in shaping consumer preferences. This topic explores how these factors interact and their implications for marketing and sales strategies.

2.1. General Objective

Enable students to understand the internal and external factors influencing consumer behavior and their significance in consumer decision-making.

2.2. Specific Objectives

Students will be able to:

1. Define consumer behavior and its importance in marketing.
2. Classify the factors influencing consumer behavior.
3. Analyze the psychological and social factors affecting purchasing decisions.
4. Evaluate how cultural and economic factors shape consumer preferences.
5. Develop strategies to address consumer needs based on influencing factors.

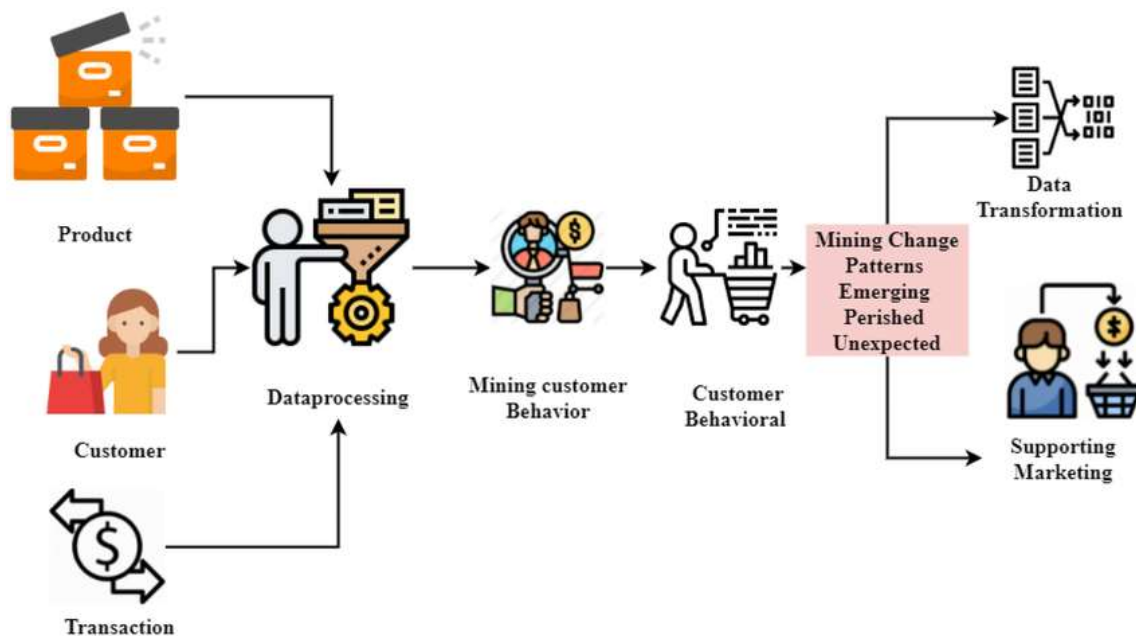
2.3: Taxonomy of objectives:

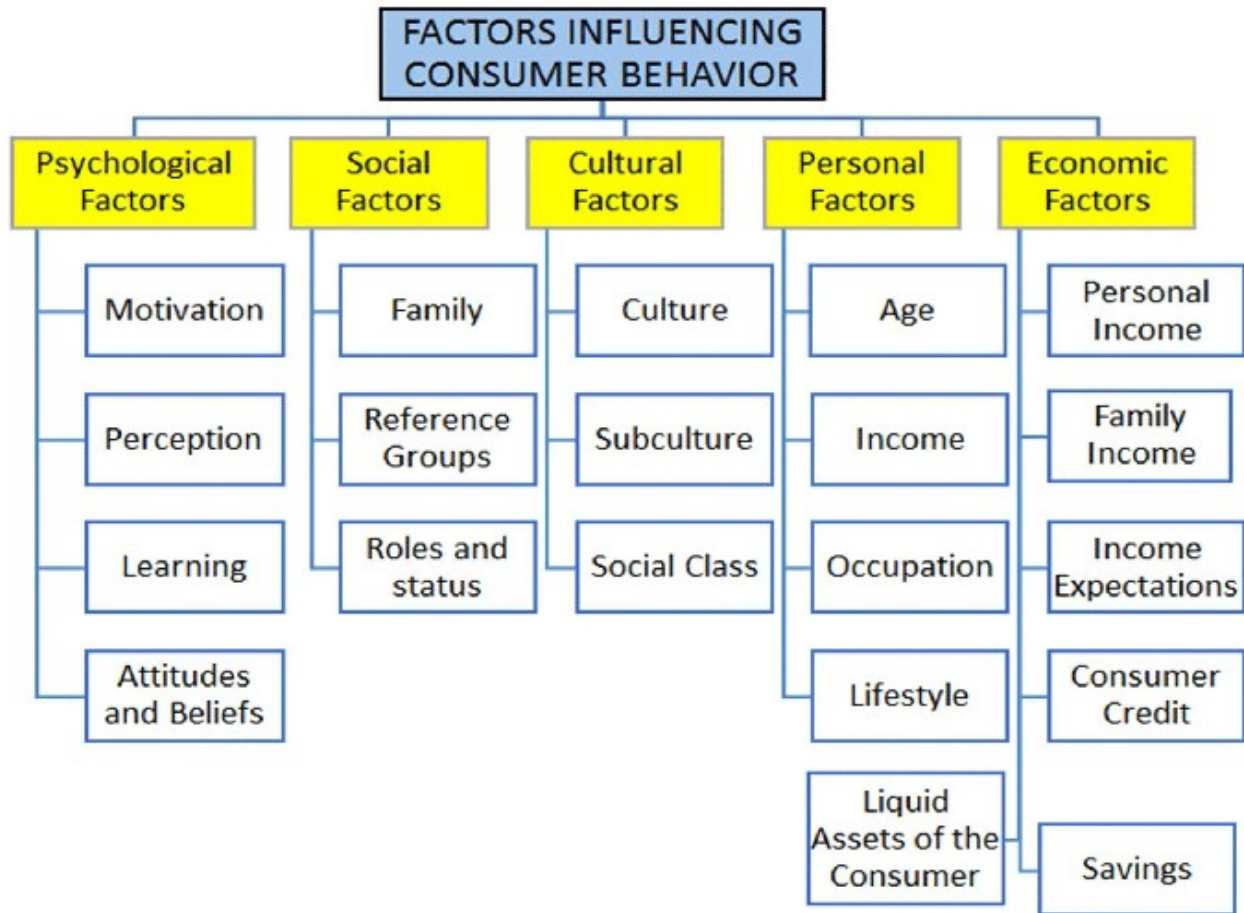
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge	1			1,2,3	4	
B. Conceptual Knowledge		1, 2,3,4	3,4		2,3,4	
C. Procedural Knowledge				4		
D. Meta Cognitive Knowledge					5	

2.4. Keywords

Consumer Behavior, Psychological Factors, Social Factors, Cultural Influences, Decision-Making, Motivation, Perception, Lifestyle, Purchasing Power.

2.5. Key Diagrams (if any)

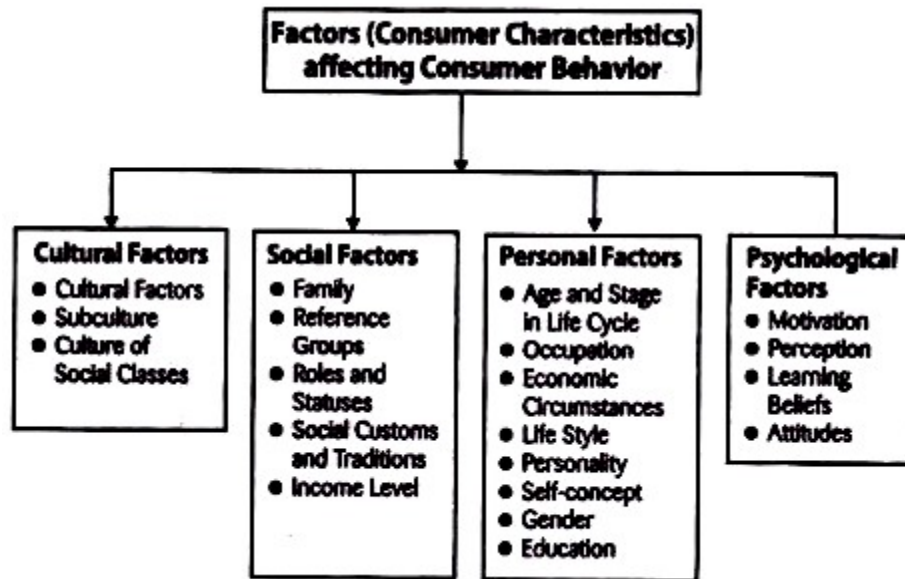




3. Discussion

Students will engage in a group discussion to analyze how psychological and cultural factors influence their own purchasing decisions. Each group will examine a specific factor (e.g., motivation or social status) and present a case study or real-life example where that factor played a significant role in consumer behavior. This activity encourages students to connect theoretical concepts with practical applications.

4. Mind Map



5. Summary

Students will summarize by discussing how psychological factors like motivation and perception impact consumer choices and the role of cultural and economic factors in shaping purchasing power and preferences.

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

1. Discuss how family influences a consumer's choice of products.
2. Create a marketing strategy for a product based on cultural influences.
3. Compare how motivation affects high-involvement and low-involvement purchases.
4. Explain how purchasing decisions change during economic crises.

7. FAQs

1. **Which factor influences consumer behavior by shaping beliefs and attitudes?**
 - a. Psychological factors
 - b. Cultural factors
 - c. Social factors
 - d. Economic factors

2. **What is an example of a personal factor influencing consumer behavior?**
 - a. Peer group pressure
 - b. Age and lifestyle
 - c. Family values
 - d. Cultural norms
3. **Which economic factor affects consumer purchasing power the most?**
 - a. Motivation
 - b. Social status
 - c. Income distribution
 - d. Perception
4. **What role does culture play in consumer behavior?**
5. **How does a consumer's lifestyle impact their buying decisions?**

8. References

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9. Verified by Subject Expert



For Dr. Vincent

Approved by HOD


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