



VIVEKANANDHA

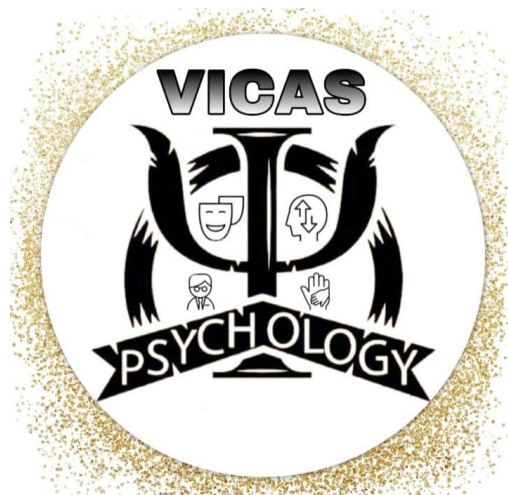
College of Arts and Sciences for Women

(Autonomous)

(Affiliated to Periyar University, Approved by AICTE, Recognized u/s 2(f), 12(B) of UGC Act, 1956)
Elayampalayam-637 205, Tiruchengode, Namakkal Dt., Tamilnadu.



DEPARTMENT OF PSYCHOLOGY



B.SC. PSYCHOLOGY

SYLLABUS

**FOR CANDIDATES ADMITTED FROM 2023-2024
ONWARDS UNDER AUTONOMOUS & OBE PATTERN**

Subject Code	Course	Subject Title	Hrs / Week	Credits	Int. Mark	Ext. Mark	Total Mark
SEMESTER – I							
23U1LT01	Part – I Languages	Foundation Tamil – I	6	3	25	75	100
23U1LE01	Part – II Language	General English – I	4	3	25	75	100
23U1PYC01	Part – III Core – 3	Introduction to Psychology I	5	4	25	75	100
23U1PYC02	Part – III Core – 4	Biological Psychology	5	4	25	75	100
23U1PYDE01	Part – III Elective - II	Building Psychological Capital	4	3	25	75	100
23U1PYS01	Part – IV	Careers and Ethics in Psychology	2	2	25	75	100
23U1ENAC01	Part – IV	Soft Skills for Effective Communication	2	2	25	75	100
23U1VE01	Par - IV	Health, Human Values and Yoga	-	2	25	75	100
Total			28	23	200	600	800
SEMESTER – II							
23U2LT02	Part – I Languages	Foundation Tamil – II	6	3	25	75	100
23U2LE02	Part – II Language	General English – II	6	3	25	75	100
23U2PYC03	Part – III Core – 3	Introduction to Psychology II	5	4	25	75	100
23U2PYC04	Part – III Core – 4	Psychology of Childhood	5	4	25	75	100
23U2PYDE02	Part – III Elective - II	Cross Cultural Psychology	4	3	25	75	100
23U2PYS02	Part – IV	Psychological First Aid	2	2	25	75	100
23U2CSAC02	Part – IV	Office Automation	2	2	25	75	100
23U2EVS01	Par - IV	Environmental Studies		2	25	75	100
Total			30	23	200	550	800

Subject Code	Course	Subject Title	Hrs/ Week	Credits	Int. Mark	Ext. Mark	Total Mark
SEMESTER – III							
21U3LT03	Languages	Foundation Tamil – III	6	3	25	75	100
21U3CE03	Languages	Communicative English – III	6	3	25	75	100
20U3PYC05	Core – 5	Developmental Psychology – I	5	4	25	75	100
20U3PYC06	Core – 6	Biopsychology	5	4	25	75	100
20U3PYA03	Allied – 3	Psychological Statistics	4	4	25	75	100
20U3PYN01	NMEC-I	Psychology for Effective Living	2	2	25	75	100
20U3PYS01	SBEC - I	Stress Management	2	2	25	75	100
Total			30	22	175	525	700
SEMESTER – IV							
21U4LT04	Languages	Foundation Tamil– IV	6	3	25	75	100
21U4CE04	Languages	Communicative English – IV	6	3	25	75	100
20U4PYC07	Core -7	Developmental Psychology – II	5	5	25	75	100
20U4PYCP01	Core Practical – 1	Experimental Psychology-I (Practical)	5	5	40	60	100
20U4PYA04	Allied – 4	Research Methodology	4	4	25	75	100
20U4PYN02	NMEC-II	Personality Development	2	2	25	75	100
22U4PYS02	SBEC - II	Psychology of Gender	2	2	25	75	100
Total			32	24	190	510	700

Subject Code	Course	Subject Title	Hrs / Week	Credits	Int. Mark	Ext. Mark	Total Mark
SEMESTER – V							
20U5PYC08	Core –8	Abnormal Psychology I	6	5	25	75	100
20U5PYC09	Core – 9	Guidance and Counselling	6	5	25	75	100
20U5PYCP02	Core Practical – II	Experimental Psychology-II (Practical)	6	5	40	60	100
20U5PYS03	SBEC-III	Organizational Behaviour	2	2	25	75	100
20U5PYS04	SBEC-IV	Communicative Skills	2	2	25	75	100
20U5PYE01	Elective-I	Research Ethics	4	2	25	75	100
20U5PYE02	Elective-II	Behaviour Modification	4	2	25	75	100
Total			30	23	190	510	700
SEMESTER – VI							
20U6PYC10	Core – 10	Abnormal Psychology II	6	5	25	75	100
20U6PYC11	Core – 11	Positive Psychology	6	4	25	75	100
20U6PYPR01	Core – 12	Project work / Dissertation	6	4	40	60	100
20U6PYS05	SBEC-V	Psychology of Adjustment	2	2	25	75	100
20U6PYS06	SBEC-VI	Consumer Behaviour	2	2	25	75	100
20U6PYE03	Elective-III	Health Psychology	4	2	25	75	100
20U6PYE04	Elective-IV	Self and Personal Growth	4	2	25	75	100
		Extension Activities					
Total			30	21	190	510	700
GRAND TOTAL			180	140	1095	3105	4200

Title of the Course		Introduction to Psychology I					
Paper Number		CORE I					
Category	Core	Year	I	Credits	4	Course Code	23U1PYC01
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. ● The basic principles of sensation for vision, hearing, smell, taste and bodily senses. ● The principles of Perception and Illusion. ● Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning. ● Emotions and theoretical perspectives of emotions. 					
Course Outline		<p>Unit I: Introduction to Psychology: Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.</p> <p>Unit II: Scope of Psychology: Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.</p> <p>Unit III: Attention, Sensation & Perception: Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP</p> <p>Unit IV: Learning: Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved,</p>					

	Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance.
	Unit V: Emotion: Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). <i>Introduction to Psychology</i>,7th Edition. Singapore: Mcgraw-Hill. 2. Myers, D.G. (2004). <i>Psychology</i>.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) <i>Introduction To Psychology</i>.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi

Website and e-Learning Source	<ol style="list-style-type: none"> 1. Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (https://bmcpsychology.biomedcentral.com/) 4. https://www.psywww.com/careers/specialt.htmlwww.worthpublishers.com/hockenbury 5. https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K1)** Acquire knowledge on the history, methods and special areas in the field of Psychology
- **CO2 (K3)** Explain sensory systems through which information processing happens
- **CO3 (K4)** Relate the process of attention to perception and infer how we make sense of the world around us
- **CO4 (K5)** Critically examine the process of learning
- **CO5 (K1, K4)** Gain insight into complex emotional experiences of human being and analyze the experience of self in day to day life.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course	Biological Psychology
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Paper Number		CORE II					
Category	Core	Year	I	Credits	4	Course Code	23U1PYC02
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● To place emphasis on the perspectives and research methods of Biological Psychology. ● To examine the structure and Communication of the cells of the nervous system and synaptic transmission. ● To understand the role of brain in regulating temperature, thirst and hunger ● To examine the nature and functions of the endocrine glands. ● To examine the causes of brain damage and its effect on behaviour 					
Course Outline		<p>UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR</p> <p>Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.</p> <p>UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION</p> <p>Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.</p> <p>UNIT III: REGULATION OF INTERNAL BODY STATES</p> <p>Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.</p> <p>UNIT IV: HORMONES AND BEHAVIOUR</p> <p>Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones:</p>					

	The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.
	UNIT V: BRAIN DAMAGE Causes of Brain damage, Neurodegenerative diseases, Stress and illness.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Analytical ability, Professional Competency, and Transferrable Skill
Recommended Text	1. Kalat, J.W. (2011). <i>Biopsychology</i> . Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). <i>Biopsychology</i> . New Delhi, India: Pearson India Education Services Pvt Ltd.
Reference Books	1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc 2. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i> . New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall ofIndia Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi 4. Barnes, J. (2013) <i>Essentials of Biological Psychological</i> . New Delhi: Sage Publications Pvt Ltd 5. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i> . New York: W.W Norton & Company Inc.
Website and e-Learning Source	1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology) 3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function 5. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse

COURSE OUTCOMES

On successful completion of the course, students will be able to

CO1 (K2) Describe recent research methods and perspectives on the emerging field of

Behavioural neuroscience and the reciprocal relationship between brain and behaviour.

CO2 (K2) Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons

CO3 (K4) To understand and analyse the regulations of internal body states.

CO4 (K1, K4) To understand the function of endocrine glands and relate the knowledge to

Analyse various human behaviour.

CO5 (K2) Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√			√		
CO2		√			√	
CO3			√		√	
CO4		√			√	
CO5					√	√

Title of the Course		Building Psychological Capital					
Paper Number		ELECTIVE I (Discipline specific)					
Category	Elective	Year	I	Credits	3	Course Code	23U1PYE01
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		3	1	--	4		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> To offer the students a comprehensive overview of positive psychology and Psychological capital. The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance. 					

	<ul style="list-style-type: none"> • The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope. • To understand the various spectrums of optimism and locus of control. • To examine Resilience and 7 C's Model of resilience.
Course Outline	UNIT1: INTRODUCTION The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance
	UNIT 2: PSYCAP EFFICACY Definition, key ingredients of efficacy, ways to strengthen efficacy
	UNIT 3: PSYCAP HOPE Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope
	UNIT 4: PSYCAP OPTIMISM Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style
	UNIT 5: PSYCAP RESILIENCE Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON.
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.

Reference Books	<ol style="list-style-type: none"> 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd.
Website and e-Learning Source	

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K4)** – To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.
- **CO2 (K2)** – To understand the role of self-efficacy and ways to improve it.
- **CO3 (K2)** – To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.
- **CO4 (K2)** – To distinguish the ways to build optimism and locus of control for better performance.
- **CO5 (K3, K4)** – To analyse and apply 7C’s Model of Resilience.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√			√		
CO2		√			√	
CO3			√	√	√	
CO4		√			√	
CO5					√	√

Title of the Course		Careers and Ethics in Psychology					
Paper Number		Foundation Course (FC)					
Category	FC	Year	I	Credits	2	Course Code	23U1FC01
		Semester	I				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		1	1	--	2		
Pre-requisite							
Objectives of the Course		<p>By the end of the Careers and Ethics in Psychology Foundation Course, the students will be able to:</p> <ul style="list-style-type: none"> • To study the professional ethics in the mental health field • To understand changing scope of mental health professionals • To understand ethics of psychologist • To understand the role of ethics in psychological research • To understand the non sexual multiple role relationships 					

Course Outline	Unit I: Being ethical : Competence – Personal fitness, qualification, and training issues- Ethical of psychotherapists – Ethical issues in psychotherapeutic techniques and related controversies
	Unit II: Ethical challenges in working with human diversity – Confidentiality- privacy- record keeping- Psychological assessment- Testing tribulations- Challenging work setting- juggling porcupines
	Unit III: Nonsexual multiple role relationships – Attraction-romance and sexual intimacies with clients and subordinates – Relationships with colleagues – supervisees-students and employees
	Unit IV: Self-promotion in the age of electronic media – The mental health business; Money and managed care- Mental health practitioner in the legal system-tort and retort
	Unit V: Mental health professionals in academia- Scholarly publications and the responsible conduct of research – Making ethical decisions and taking action- Ethics-codes-regulations and enforcements
Skills acquired from this course	Professional Ethics, personal fitness- relationship with colleagues, competence-training
Recommended Text	-
Reference Books	Gerald, P.K.& Patricia, K.S. (2016). Ethics in psychology and the mental health professions .Oxford University press
Website and e-Learning Source	https://www.apa.org/ethics/code https://www.apa.org/ethics/code/ethics-code-2017.pdf

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K1)** Able to understand professional ethics in the mental health field
- **CO2 (K3)** Ability to change scope of mental health professionals
- **CO3 (K4)** Able to understand ethics of psychologist
- **CO4 (K5)** Able to understand the role of ethics in psychological research
- **CO5 (K1, K4)** to understand the non sexual multiple role relationships

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		
CO2	√				√	
CO3	√		√		√	

CO4		√			√	
CO5			√		√	√

Title of the Course		Introduction to Psychology II					
Paper Number		CORE III					
Category	Core	Year	I	Credits	4	Course Code	23U2PYC03
		Semester	II				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> • To examine the various spectrum of Cognition like problem – solving and Decision making. • To understand the way memory works and stages of memory. • It provides an overview of theories of motivation and its implication on behaviour. • To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence. 					

	<ul style="list-style-type: none"> ● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality.
<p>Course Outline</p>	<p>Unit I: Cognition: Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.</p> <p>Unit II: Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval</p> <p>Unit III: Motivation: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories</p> <p>Unit IV: Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.</p> <p>Unit V: Personality: Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective</p>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 6. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 7. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc. 8. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 9. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 10. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). <i>Introduction to Psychology</i>,7th Edition. Singapore: Mcgraw-Hill. 7. Myers, D.G. (2004). <i>Psychology</i>.5th Edition, Worth Publishers: New York. 8. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8th Edition, Wordsworth Pub.Co. 9. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) <i>Introduction To Psychology</i>.14th Edition Wordsworth Pub. Co 10. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf 4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf 5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K2, K4)** To Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.

- **CO2 (K4)** To summarize and compare the various functions and memory processes involved in memory and forgetting.
- **CO3(K1)** To outline the various theories of motivation and to understand the implications of it.
- **CO4(K3)** To explain the theories of intelligence and the ways to assess intelligence.
- **CO5 (K3)** To explore the various theories of Personality and examine the uses of personality assessments.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√		
CO2		√			√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course		Psychology of Childhood					
Paper Number		CORE IV					
Category	Core	Year	I	Credits	4	Course Code	23U2PYC04
		Semester	II				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● To provide an overview of the human development stages from conception to babyhood. ● To understand the characteristics of early childhood at physiological domain. ● To analyse the emotional development of childhood and socialization process. ● To examine the characteristics of late childhood at 					

	<p>physiological domain, challenges of development.</p> <ul style="list-style-type: none"> • To provide various perspectives to explain cognitive and personality development in early childhood.
Course Outline	<p>UNIT I – HUMAN DEVELOPMENT</p> <p>Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.</p>
	<p>UNIT II – EARLY CHILDHOOD</p> <p>Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.</p>
	<p>UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD</p> <p>Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.</p>
	<p>UNIT IV – LATE CHILDHOOD</p> <p>Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.</p>
	<p>UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD</p> <p>Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concrete operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority.</p>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) <i>Child Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 1. Berndt, T.J. (1997). <i>Child development</i>, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). <i>Psychology Science and Understanding The McGraw-Hill Company</i>. 3. Bee H. & Boyd D. <i>The Developing Child</i> (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) <i>Child Development</i> (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) <i>Child Development</i> (8th Ed.) Noida: Pearson.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development 5. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1(K2)** – To explicate the developmental stage of conception through birth.
- **CO2 (K1, K2)**– To elucidate the developmental tasks of early childhood.
- **CO3 (K2)**– To describe the various emotions and socialization patterns of early childhood.

- **CO4 (K4)** – To distinguish the hazards and happiness of late childhood
- **CO5 (K4)**– To critically analyze the cognitive and personality development in childhood.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√					
CO2		√			√	
CO3			√		√	
CO4		√			√	
CO5				√	√	√

Title of the Course		Cross Cultural Psychology					
Paper Number		ELECTIVE II (Discipline specific)					
Category	Elective	Year	I	Credits	3	Course Code	23U2PYDE02
		Semester	II				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		3	1	--	4		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. ● Identify and explore the diversity associated with different cultures and how culture influences all aspects of human 					

	<p>interaction in all situations.</p> <ul style="list-style-type: none"> ● Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. ● Examine the role of Culture in various development aspects of human development process and emotionality. ● Explore gender sensitisation in view of cultural spectrum.
<p>Course Outline</p>	<p>UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY</p> <p>Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Etics&Emics.</p>
	<p>UNIT II: SOCIALIZATION & ENCULTURATION</p> <p>Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math’s achievement.</p>
	<p>UNIT III: CULTURE AND DEVELOPMENTAL PROCESS – TEMPERAMENT</p> <p>Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby’s (1969) evolutionary theory of attachment, Ainsworth’s <i>Classification System of Attachment</i>; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality.</p>
	<p>UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION</p> <p>Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna’s obstacles in communication, Improving intercultural communication.</p>
	<p>UNIT V: CULTURE AND GENDER</p> <p>Definition of terms, Gender differences- Hofstede’s Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research</p>

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2 nd Ed.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
Website and e-Learning Source	

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K2)** - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- **CO2 (K4)** - To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.
- **CO3 (K6)** - To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.
- **CO4 (K2, K4)**- To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
- **CO5 (K3)** - to examine the role of culture in the understanding gender roles, stereotypes and ideology development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√		

CO2		√			√	
CO3	√		√		√	
CO4		√			√	
CO5			√	√	√	√

Title of the Course		Psychological First Aid					
Paper Number		Skill Enhancement Course (Discipline / Subject Specific I)					
Category	SEC (D/SS)	Year	I	Credits	2	Course Code	23U2PYS02
		Semester	II				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		1	1	--	2		
Pre-requisite							

Objectives of the Course	<p>By the end of the Team building Soft Skill Course, the students will be able to:</p> <ul style="list-style-type: none"> • To understand definitions, concepts, and historical development of PFA • To understand the psychological consequences of trauma and disaster • To understand RAPID PFA Model • To understand psychological crisis intervention • To understand self care and developing a plan
Course Outline	<p>Unit I: Psychological First Aid (PFA) – the science – defining PFA – development of the PFA concept – PFA – PFA recommended – core competencies of PFA – Validation of the John Hopkins RAPID PFA model</p> <p>Unit II: Psychological consequences of trauma – PTSD – Depression – panic disorder – substance use – psycho physiological stress syndromes – In the wake of disaster – types of disaster – war related syndromes – factors that increase severity</p> <p>Unit III: Psychological first aid – practicing the art – R – Establishing rapport and reflective listening – A – Assessment – screening – appraisal – cognitive indicia – emotional indicia – behavioral indicia – spiritual indicia – physiological indicia – demonstration of the A in RAPID model</p> <p>Unit IV: Prioritization – Psychological triage – urgency – the crisis triad – The A-B-C Model of psychological triage – demonstration of the P in RAPID Model – Intervention tactics to stabilize and mitigate acute distress</p> <p>Unit V: Disposition and facilitating access to continued care – encouragement – resources – demonstration of the D in RAPID model – follow-up and disposition- self-care – the need for self care – terminology – risk factors</p>
Reference Books	<p>1. George, S. E., Jeffrey, M. L. (2017). The John Hopkins guide to psychological first aid. Johns Hopkins University Press</p>

Course Outcomes:

- **CO1 (K1)** Understand definitions, concepts, and historical development of PFA
- **CO2 (K3)** Understand the psychological consequences of trauma and disaster
- **CO3 (K4)** Understand RAPID PFA Model
- **CO4 (K5)** Understand psychological crisis intervention
- **CO5 (K1, K4)** Understand self care and developing a plan

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1				√		

CO2	√				√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Subject code: 20U3PYC05

Semester: III

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - III

CORE - V

DEVELOPMENTAL PSYCHOLOGY I

Learning objectives:

To enable the students to

- know the perspectives on life span development
- understand the stages in prenatal development
- compare and contrast different stages in life span
- distinguish the various developments in middle childhood

Learning Outcome

Students will be able to understand the perspectives on life span development

Students will be able to get knowledge on stages in prenatal development

Students will be able to compare and contrast different stages in life span

Students will be able to distinguish the various developments in middle childhood

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate different perspectives on life span development.	K2
CO2	To examine the fertilization and birth process	K4
CO3	To summarize the physical and motor development of infancy	K2
CO4	To determine the physical and motor development of early childhood	K5
CO5	To elaborate the physical and motor development of middle child hood	K6

UNIT I : PERSPECTIVES ON LIFE SPAN DEVELOPMENT

Lifespan development – Meaning. Theoretical perspectives: Psychodynamic perspective – Behavioural perspective – Cognitive perspective – Humanistic perspective – Contextual perspective – Evolutionary perspective. Genes and Chromosomes – Transmission of genetic information – Genetic disorders and genetic counseling.

UNIT II : FERTILIZATION AND BIRTH

Fertilization – Stages of prenatal development – Prenatal environment. Birth process – Approaches to child birth – Birth complications – Preterm infants – Post mature infants. Newborn: Physical competence – sensory capabilities – social competence.

UNIT III : INFANCY

Physical development – Development of senses: Visual, auditory, smell, taste, pain and touch – Nervous system – Motor development: Reflexes – Gross and fine motor development. Nutrition. Cognitive development – Sensor motor stage. Language development.

UNIT IV : EARLY CHILDHOOD

Physical development – Motor development: Gross and fine motor skills. Cognitive development – Piaget's preoperational stage. Language development – Psychosocial development: Resolving conflicts – Gender identity – Friendship. Moral development: Piaget's view – Social learning approach.

UNIT V : MIDDLE CHILDHOOD

Physical development – Motor development – Cognitive development: Concrete operational thought. Language development – Psychosocial development :Self- esteem. Moral development. Relationship: Stages of friendship – Bullying – Gender and Friendship.

REFERENCE BOOKS:

Hurlock, E, B .(1980). Developmental Psychology: A Life-span approach 5th Edition. New York: McGraw-Hill.

Feldman, R.S. (2009). Discovering the Lifespan. New Delhi: Dorling Kindersley Pvt. Ltd.

Papalia, D.E, Olds, S.W and Feldman, R.D. (2004). Human development (9th edition). New Delhi: Tata McGraw-Hill.

Berk, E.L. (2007). Development through lifespan (3rd edition). New Delhi: Pearson Education, Inc.

Keenan, T and Evans, S. (2009). An Introduction to Child Development (2nd edition). New Delhi: Sage Publications.

Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO3	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO4	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	✓	✓	✓

Subject code: 20U3PYC06

Semester: III

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - III

CORE – VI

BIOPSYCHOLOGY

Learning Objectives

To enable the students to

- understand the foundations of biopsychology
- understand the Neurons, Neuro- anatomy & neurotransmitter systems
- analyze the biological basis for learning, memory and emotion

Learning Outcome

Students will be able to understand the foundations of biopsychology

Students will be able to understand the Neurons, Neuro- anatomy & neurotransmitter systems

Students will be able to analyze the biological basis for learning, memory and emotion

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate biological basis of human behavior	K2
CO2	To explain the nervous system and neuron	K2
CO3	To evaluate the research methods of bio psychology	K5
CO4	To discuss the biological basis of learning and memory	K6
CO5	To discover the biological basis of language emotions	K4

UNIT I: INTRODUCTION TO BIOLOGICAL BASIS OF HUMAN BEHAVIOUR

Biopsychology- Definition- Biopsychology and the Other Disciplines- Research in Bio- psychological Approach- Divisions of Biopsychology A model of biology of behavior- Human Evolution and the Evolution of the Human Brain- Evolutionary Psychology- Genetics- Chromosomes- Genetics of Human Psychological Differences

UNIT II: THE NERVOUS SYSTEM, NEURON, BRAIN AND NEURAL CONDUCTION:

The Nervous System- Divisions of the Nervous System- Anatomy of Neurons- Glial Cells- Spinal Cord- Major Structures of the Brain. Neural Conduction and Synaptic Transmission: Neuron's Resting

Membrane Potential- Conduction of Action Potentials- Synaptic Transmission Neurotransmitters- Synaptic Transmission and Behavior

UNIT III: THE RESEARCH METHODS OF BIOPSYCHOLOGY

Methods of Visualizing and Stimulating the Living Human Brain: Contrast X-Rays- X-Ray Computed Tomography- MRI- PET- FMRI- EEG- MEG- TMS- SPECT. Behavioral Research Methods of Biopsychology- Tests of the Common Neuropsychological Test Battery- Tests of Specific Neuropsychological Function- Frontal-Lobe Function

UNIT IV: BIOLOGICAL BASIS OF LEARNING AND MEMORY

Major Scientific Contributions of H.M.'s Case- Amnesia of Korsakoff's, Alzheimer's, and After Concussion issues Neuroanatomy of Object-Recognition Memory- The Hippocampus and Memory for Spatial Location. Areas of Memory: Inferotemporal Cortex- Amygdala- Prefrontal Cortex- Cerebellum and Striatum. - Synaptic Mechanisms of Learning and Memory.

UNIT V: BIOLOGICAL BASIS OF LANGUAGE AND EMOTION

Cognitive Neuroscience of Language- Functional Brain Imaging and the Localization of Language- Cognitive Neuroscience of Dyslexia. The Bio-psychological Investigation of Emotion- Aggression and Testosterone- Amygdala, Hippocampus and Fear conditioning-Stress and the Hippocampus Amygdala and Human Emotion- Medial Prefrontal Lobes and Human Emotion- Lateralization of Emotion.

REFERENCES

Pinel, J. P. J. (2011) Biopsychology, 8thEdition. New Delhi: Pearson Education
 Rozenweig, M. H. (1989). Physiological Psychology. New York: Random.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-

Subject code: 20U3PYA03

Semester: III

Credit: 5

Hours: 40

B. Sc. PSYCHOLOGY
SEMESTER - III
ALLIED – III
PSYCHOLOGICAL STATISTICS

Learning objectives:

To enable the students to

- develop an understanding of various statistical techniques in terms of their assumptions, applications and behavior
- acquire competence to organize, summarize, and present data
- develop ability in analyzing and interpreting numerical data
- develop an understanding of various methods of Hypothesis testing
- understand the difference between Parametric and Non-parametric statistics

Learning Outcome

Students will be able to develop an understanding of various statistical techniques

Students will be able to acquire competence to organize, summarize, and present data

Students will be able to develop ability in analyzing and interpreting numerical data

Students will be able to develop a Hypothesis testing skills.

Students will be able to differentiate between Parametric and Non-parametric statistics

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To recall meaning and importance of statistics in Psychology	K1
CO2	To summarize the central tendency and variability	K2
CO3	To develop a skills for analyzing and interpreting data	K6
CO4	To build hypothesis testing skills.	K6
CO5	To identify parametric and non parametric tests	K3

UNIT I: INTRODUCTION TO THE STATISTICS

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates-Descriptive Statistics- Inferential Statistics-Variables and their Types. Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale. Frequency tables: Making a Frequency Table-Frequency tables

for Nominal Variables- Grouped Frequency Tables. Frequency Graphs: Histogram- Making a Histogram-, Frequency Polygon-Making a Frequency Polygon.

UNIT II: CENTRAL TENDENCY & VARIABILITY

Central Tendency: The Mean- Calculation of Mean from Frequency Distributions-Calculation of Mean by Assumed Mean Method-Properties of Mean. The median-Calculation of Median from Ungrouped data-Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies. Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation. The Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation- Methods of Calculating the Variance and the Standard Deviation from Ungrouped data-Calculation of Standard Deviation from Grouped data- Calculation of Standard Deviation from Assumed Mean

UNIT III: THE NORMAL DISTRIBUTION AND CORRELATION

The Normal Distribution- Properties of the Normal Curve- Areas under the Normal Curve- Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. The Correlation: the Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank- Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

UNIT IV: THE HYPOTHESIS TESTING AND THE INFERENCE STATISTICS

Hypothesis Testing: the Core logic of Hypothesis Testing –the Hypothesis Testing Process- One Tailed and Two Tailed Hypothesis Tests. Decision Errors: Type I Error- Type II Error. Inferential Statistics: t' Tests- the t' test for a Single Sample- the t' test for a Dependent Means- Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means-Hypothesis Testing with a t' Test for Independent Means.

UNIT V: THE CHI-SQUARE TEST AND OTHER NON-PARAMETRIC METHODS

The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yate's Correction for Continuity- Assumptions of the Chi Square test. The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogorov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

REFERENCE BOOKS:

Arthur Aron, Elaine N. Aron, & Elliot J. Coups. (2006). 'Statistics for Psychology'. 4th Edition
New Delhi :Pearson Education.

David Howell (2012). Statistical method for psychology (8th Edition). Boston, USA: Cengage Learning.

Gordon Bear, Bruce M. King, & Edward W. Minium(2008). Statistical Reasoning in Psychology and
Education. New Delhi :Wiley India Pvt. Limited.

Henry E. Garrett. (2006). 'Statistics in psychology and Education' New Delhi :Paragon International
Publishers, New Delhi.

Gupta, S.P.(1999), Statistical Methods. 3rd Edition. New Delhi : Educational publication.

Alan Agresti & Barbara Finlay(2013). Statistical Methods for the Social Sciences. New Delhi :Pearson
Education Ltd.

Gary Heiman.(2013). Basic Statistics for the Behavioral Sciences (7th Edition), Boston, USA: Cengage
Learning.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U3PYN01

Semester: III

Credit: 2

Hours: 20

B. Sc. PSYCHOLOGY

SEMESTER - III

NMEC - I

PSYCHOLOGY FOR EFFECTIVE LIVING

(Offered to the Other Department Students)

Learning objectives:

To enable the students to

- understand their self-concept
- acknowledge their body image
- analyze their decision making skills
- establish and maintain healthy interpersonal relationship

Learning Outcome

Students will be able to understand their self-concept

Students will be able to acknowledge their body image

Students will be able to analyze their decision making skills

Students will be able to establish and maintain healthy interpersonal relationship

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To summarize the self concept and self esteem.	K2
CO2	To build a skills for coping with illness	K3
CO3	To assume personal control and decision making skills	K4
CO4	To build friendship and understand the interpersonal Relationship	K6
CO5	To analyze love and commitment	K4

UNIT I: SEEKING SELFHOOD

Self concept – core characteristics of self concept – self consistency, self esteem, self enhancement and self verification – self concept and personal growth

(At the end of the unit the students will be given exercise on self image and ideal self)

UNIT II: DEVELOPMENT OF HEALTH

Body image – psychological factors and physical illness – coping with illness

(At the end of the unit the students will be given exercise on rating health habits)

UNIT III: MASTERING LIFE

Mastery and personal control – resolve and decision making – decisions and personal growth

(At the end of the unit the students will be given test to measure “how much control you think you have?”)

UNIT IV: INTERPERSONAL RELATIONS

Meeting people – impression, interpersonal attraction – friendship, self disclosure, loneliness

(At the end of the unit the students will be given test to measure “How shy are you?”)

UNIT V: LOVE AND COMMITMENT

Love and intimacy. Commitment – Adjusting to intimate relationships – Divorce and its consequences

(At the end of the unit the students will be given exercise on “Marital Myths”)

REFERENCE BOOK:

Duffy G K, Atwater E (2008). Psychology for Living- Adjustment, growth and Behaviour today. India:Pearson Education Inc.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO3	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-

Subject code: 20U3PYS01

Semester: III

Credit: 2

Hours: 20

B. Sc. PSYCHOLOGY

SEMESTER - III

SBEC - I

STRESS MANAGEMENT

Learning objectives:

To enable the students to

- understand the concept of stress and coping
- know the different type of emotions and its influence
- adopt various stress coping mechanisms
- apply different relaxation techniques and overcome their stress

Learning Outcome

Students will be able to understand the concept of stress and coping

Students will be able to know the different type of emotions and its influence

Students will be able to adopt various stress coping mechanisms

Students will be able to apply different relaxation techniques and overcome their stress

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To find the meaning and nature of stress	K1
CO2	To invent the approaches to understand stress-1	K6
CO3	To demonstrate the approaches to understand stress-2	K2
CO4	To discover the stress coping.	K4
CO5	To apply the relaxation techniques	K3

UNIT-I: STRESS: MEANING AND NATURE

Nature of stress: Definition, stress response, types of stress and stressors. General Adaptation Syndrome, Stress in changing world. Holistic approach to stress management: premise and nature. The power of adaptation. Assessments: life stress questionnaire, poor sleep habits questionnaire and locus of control questionnaire.

UNIT-II: APPROACHES TO UNDERSTAND STRESS-I

The body and emotions components; The body-stress and chronic pain, anatomy and physiology, stress and immune system. Stress, disease connection and the dynamic of self healing. The Emotions-healthy and unhealthy emotions – anger, fear, joy and happiness; Exercises: physical symptoms questionnaire, creative altruism, stress.

UNIT-III: APPROACHES TO UNDERSTAND STRESS-II

The mind and spirit components: The Mind – ego, power of two minds, meaning in life and energy psychology. The Spirit-the neglect of human spirit and the dance of stress, spiritual potential and spiritual health. Exercises: stress-prone personality survey and stress and human spirituality.

UNIT-IV: COPING STRATEGIES

Reframing, comic relief, assertiveness, boundaries. Effective resource management of time and money. Expressive art therapy. Creative problem solving. Exercises: Reframing: seeing from a bigger, clearer perspective, making a fickle notebook and building and maintaining personal stability, the human butterfly and the creativity project

UNIT-V: RELAXATION TECHNIQUES

The wisdom of physical relaxation through sight, sound, smell, taste and the divine sense. The art of breathing-diaphragmatic breathing. The art of mediation – types and insightful meditation. Mental imagery, Massage therapy, Hatha yoga, Self-hypnosis and Autogenics and Nutrition. Exercises: Relaxation through five senses, breathing clouds meditation and rainbow meditation, self-massage, surya namaaskar, self suggestion and the rainbow diet.

REFERENCE BOOKS:

Seaward, B. L. (2016). Essentials of managing stress. Jones & Bartlett Publishers.

Palmer, S and Cooper, C. (2007). How to deal with Stress. New Delhi, Kogan Page India. Pvt Lt

Epstein, R. (2006). The Big Book of Stress-Relief Games. New Delhi. Tata McGraw - Hill Publishing Company.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO3	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO4	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U4PYC07

Semester: IV

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - IV

CORE - VII

DEVELOPMENTAL PSYCHOLOGY-II

Learning objectives:

To enable the students to

- realize the importance of adolescence
- understand the stages in prenatal development
- recognize the issues of middle and late adulthood
- explain the concepts of death and dying

Learning Outcome

Students will be able to realize the importance of adolescence

Students will be able to understand the stages in prenatal development

Students will be able to recognize the issues of middle and late adulthood

Students will be able to explain the concepts of death and dying

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To predict the physical and cognitive development of adolescence.	K6
CO2	To explain the physical and cognitive development of early adulthood	K2
CO3	To justify the physical and cognitive development of middle adulthood	K5
CO4	To explain the physical and cognitive development of late adulthood	K2
CO5	To identify the physical and cognitive development of death and dying	K3

UNIT I: ADOLESCENCE

Physical development – Puberty. Cognitive development: Piaget's formal operations. Identity formation: Self-concept – Self-esteem – Marcia's approach to identity development. Relationship – Family ties – Relationship with peers – Popularity and rejection – Conformity – Juvenile delinquency.

UNIT II: EARLY ADULTHOOD

Physical development – Cognitive development: Post formal thought – Perry's approach – Schaie's stages of development. Social development: Seeking intimacy – Love: Passionate and compassionate love – Triangular theory - Choosing a partner. Parenthood – Choosing an occupation.

UNIT III: MIDDLE ADULTHOOD

Physical development – sexuality. Cognitive development – Personality development: Perspectives on adult personality development – Erikson's stage of generativity vs stagnation. Relationship: Marriage – Divorce – Empty nest – Boomerang children – Grandparenthood – Family violence. Work and leisure.

UNIT IV: LATE ADULTHOOD

Physical development – Health and wellness – Memory – Living arrangements – Institutionalism – Financial issues – Work and retirement – Relationship and marriage – Social network – Family relationship.

UNIT V: DEATH AND DYING

Death – definition. Death across lifespan: death in infancy and childhood – death in adolescence and adulthood. Death education – Process of dying – Choosing the nature of death – Caring for terminally ill – Bereavement and grief.

REFERENCE BOOKS:

Hurlock, E, B .(1980). Developmental Psychology: A Life-span approach 5th Edition. New York: McGraw-Hill.

Feldman, R.S. (2009). Discovering the Lifespan. New Delhi: Dorling Kindersley Pvt. Ltd.

Papalia, D.E, Olds, S.W and Feldman, R.D. (2004). Human development (9th edition). New Delhi: Tata McGraw-Hill.

Berk, E.L. (2007). Development through lifespan (3rd edition). New Delhi: Pearson Education, Inc.

Keenan, T and Evans, S. (2009). An Introduction to Child Development (2nd edition). New Delhi: Sage Publications.

Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U4PYCP01

Semester: IV

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - IV

CORE PRACTICAL -1

EXPERIMENTAL PSYCHOLOGY - I (Practical)

Learning Objectives:

To enable the students to

- Understand the concept of testing
- Understand the various psychological concepts
- Knowing tests to measure psychological concepts
- Learn the skill of administering psychological tests

Learning Outcome

Students will be able to Understand the concept of testing

Students will be able to Understand the various psychological concepts

Students will be able to Knowing tests to measure psychological concepts

Students will be able to Learn the skill of administering psychological tests

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To discuss about psychological test and experiments.	K6
CO2	To assess attention, perception, and personality, etc.,	K5

Introduction

Definition of psychological tests – Uses of psychological tests – Types of Tests – Test standardization: Reliability, Validity. Concept of experimentation - The experimental method. Psychological experiment: Experimental and Control group. Concept of Variable: Independent and Dependent, Relevant and Irrelevant, Qualitative and Quantitative, Continuous and Discrete. Control techniques in experimentation – Randomization, Matching and Counter balancing .

Psychological Tests

Attention:

Division of Attention Board with reset 6 digit impulse counter

Tachitoscope apparatus with Cards

Cutaneous Sense Spot Test

Perception

Muller-Lyer Illusion

Size Constancy

Kinesthetic Figural After Effect

Learning

Maze Learning

Insight Learning

Card Sorting Tray with Cards for Habit Interference

Memory

Immediate memory

PGI memory scale

Long term memory

Problem Solving

Concept formation

Pyramid puzzle

Passi-Usha Test of Creative Problem Solving

Motivation

Level of aspiration

Intelligence

Raven's progressive matrices

Bhatia's battery of intelligence

Social intelligence scale

Interest

Thurston interest schedule

Minnesota vocational interest inventory

Vocational interest inventory for adolescents

Adjustment

Bell's adjustment inventory

Marital adjustment inventory

Global adjustment inventory

Personality

Eysenck's personality inventory

Rotter's I-E scale

16 personality factor

Social Competence

Vineland Social Maturity Scale

REFERENCES:

Freeman, F. (1970). Theory and Practice of Psychological Testing. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

Woodworth, R.S. & Schlosberg, H. (1977). Experimental Psychology .Rev. ed. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

Rajamanickam, M. (2005). Experimental Psychology with Advanced Experiments. New Delhi: Concept Publishing Company.

Pareek, U. (2007). Training Instruments In HRD And OD. 2nd ed. New Delhi: Tata McGraw Hill Publishing Company Pvt. Ltd.

Anatasi, A., Urbina, S. (2009). Psychological Testing. New Delhi: Prentice Hall

Mapping

PO CO	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO2	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-

Minimum of 10 experiments should be conducted

Evaluation:

Internal Assessment – 40 Marks

External Assessment – 60 Marks

[Components of External Assessment]

Conduction : 10

Materials : 5

Plan & procedure : 5

Results & Discussion : 10

Viva-voce : 15

Record : 15

Subject code: 20U4PYA04

Semester: IV

Credit: 5

Hours: 40

B. Sc. PSYCHOLOGY

SEMESTER - IV

ALLIED – IV

RESEARCH METHODOLOGY

Learning objectives:

To enable the students to

- understand the different stages of research
- give insight into the various research methods
- identify and apply appropriate research tools
- acquire the skill of reporting the research

Learning Outcome

Students will be able to understand the different stages of research

Students will be able to give insight into the various research methods

Students will be able to identify and apply appropriate research tools

Students will be able to acquire the skill of reporting the research

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate research meaning and its types.	K2
CO2	To identify research problem and hypothesis.	K3
CO3	To analyze sampling and tools for research.	K4
CO4	To choose research methods	K5
CO5	To elaborate report writing	K6

UNIT I: RESEARCH: MEANING AND TYPES

Research: Objectives – Types – Research Approaches – Significance of research – Research Methods versus Methodology – Research and Scientific method – Problems encountered by researchers in India. Ethical Principles in the conduct of animal research and research with human participants

UNIT II: RESEARCH PROBLEMS, HYPOTHESIS AND LITERATURE

Major stages in research – Research problems: Nature – Sources – Defining and stating a problem – Criteria of a good problem. Hypothesis: Meaning – Types – Criteria – Formulating and Stating hypothesis

– Basic concepts related to hypothesis testing. Review of Literature: Functions – Sources – The search for the literature – Criticism.

UNIT III: SAMPLING AND TOOLS OF RESEARCH

Sampling: Meaning – Types – Probability and Non-Probability sampling – sample size – Tools of research: Criteria for selection of tools – Factors related to construction of tools – Tools of different types: Observation– Interview – Questionnaire – checklist- Rating Scales: Merits and Limitations.

UNIT IV: RESEARCH METHODS

Normative Survey – Experimental Research – Variables and experimental control. Experimental designs: Pre-experimental designs – True experimental designs – Quasi experimental designs – Single subject experimental designs – Ex-post Facto Designs.

UNIT V: THE RESEARCH REPORT AND RESEARCH PROPOSAL

Style Manuals - Format of the Research Report - Thesis or Dissertation - Style of Writing - Reference Form, Pagination, Tables and Figures. Evaluating a Research Report. The Research Proposal

REFERENCE BOOKS:

Kothari, C.R. (2008). Research Methodology – Methods and Techniques. New Delhi: Wiley Eastern Ltd.

Kundu. (2010). Research Methodology. New Delhi: Pearson Publishing.

Myers, J. (2008). Methods in Psychological Research. New Delhi: Sage Publications.

Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.

Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi: Rawat Publications.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO3	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO4	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓

Subject code: 20U4PYN02

Semester: IV

Credit: 2

Hours: 20

B. Sc. PSYCHOLOGY
SEMESTER – IV- NMEC - II
PERSONALITY DEVELOPMENT

(Offered to the Other Department Students)

Learning objectives:

To enable the students to

- understand the meaning and nature of personality
- analyze their attitudes for personal enrichment
- understand the concept of motivation and achievement motivation and success
- maintain healthy relationships with others in turn developing personalities

Learning Outcome

Students will be able to understand the meaning and nature of personality

Students will be able to analyze their attitudes for personal enrichment

Students will be able to understand the concept of motivation, achievement motivation and success

Students will be able to maintain healthy relationships with others in turn developing personalities

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate meaning and nature of personality.	K2
CO2	To identify personality enrichment skills	K3
CO3	To build motivation and Success	K6
CO4	To learn the techniques for personal excellence	K3
CO5	To analyze positive relationship with others	K4

UNIT – I: MEANING AND NATURE OF PERSONALITY

Personality: Definitions, Meanings, Elements of personality, Types of Personality, Determinants of personality, Personality SWOT Analysis

UNIT – II: PERSONALITY ENRICHMENT

Self esteem, Self concept, Advantages of high self esteem, Characteristics of people with high and low self esteem, Steps to building positive self esteem, Attitude, Factors that determine our attitude., Benefits of a positive attitude and consequences of a negative attitude, Steps to building a positive attitude.

UNIT – III: MOTIVATION AND SUCCESS

Motivation: Meaning and nature, The difference between inspiration and motivation, Motivation redefined, External motivation vs. Internal motivation, Achievement motivation. Defining success-Real or imagined obstacles to success, Qualities that make a person successful, Reasons for failure – Interpersonal skills, Dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.

UNIT – IV: TECHNIQUES IN PSYCHOLOGY

Personality Assessment- Techniques-Psychometric inventories, Projective techniques, In-depth interviews and Behavioural assessment- Anger management techniques- Assertiveness training-Techniques in developing personal excellence

UNIT – V: POSITIVE RELATIONSHIPS & PERSONALITY

Positive Relationships – Factors that prevent building and maintaining positive relationships, the difference between ego and pride, the difference between selfishness and self interest, Steps for building a positive personality, Body language: understanding body language, Projecting positive body language.

REFERENCE BOOKS:

Nathan Dorman (2004). Personality Development. Abishek Publication, New Delhi.

Jafar Mahmud (2004). Introduction to Psychology. APH Publishing Corporation, New Delhi.

Zig Ziglar (2000). See You at the Top. Magna Publishing Co. Ltd., Mumbai.

Shiv Khera (1998). You can win. MacMillan India Ltd., New Delhi.

Walter Doyle Staples (2000). Think Like a Winner. Magna Publishing co. Ltd., Mumbai.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO3	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO4	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO5	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-

Subject code: 22U4PYS02

Semester: IV

Credit: 2

Hours:20

B. Sc. PSYCHOLOGY

SEMESTER - IV

SBEC - II

PSYCHOLOGY OF GENDER

Learning objectives: To enable the students to

- Develop the basic understanding about the dimensions of gender
- Differentiate gender and sexual orientation

Learning Outcome

Students will be able to understand the concept of gender role

Students will be able to understand sex related comparison in cognition

Students will be able to understand sex related comparison in Emotions

Students will be able to understand the gender differences in interpersonal relations

Students will be able to understand the differences in health

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate the concept of gender roles	K2
CO2	To identifying sex related comparison in cognition	K3
CO3	To compare the emotional aspects	K4
CO4	To examine the gender differences in interpersonal relations	K4
CO5	To discuss the differences in health	K6

UNIT I: INTRODUCTION

Introduction: Conceptualization and measurement of gender roles and gender role attitudes

UNIT II: SEX RELATED COMPARISONS-I

Sex related comparisons: Cognitive abilities- Social domains

UNIT III: SEX RELATED COMPARISONS-II

Sex related comparisons: Emotion- Moral development - Theories

UNIT IV: GENDER

Gender: Aggression- Achievement- Communication- Friendship- Romantic relationships

UNIT V: SEX DIFFERENCES

Sex differences in health-Relationships and health- Work roles and health, Mental health

REFERENCES

1. Helgeson, V.S. (2006). Psychology of Gender. London: Pearson education.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO3	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO4	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓

Subject code: 20U5PYC08

Semester: V

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - V

CORE - VIII

ABNORMAL PSYCHOLOGY I

Learning objectives: To enable the students to

- know the historical roots of psychopathology
- understand the classification system
- understand the different types of disorders, its causes and treatment

Learning Outcome

Students will be able to know the historical roots of psychopathology

Students will be able to understand the classification system

Students will be able to understand the different types of disorders, its causes and treatment

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To demonstrate methods of diagnosis and classification	K2
CO2	To analyze disorders of childhood and adolescence	K4
CO3	To determine the disorders of emotional disorders	K5
CO4	To measure the personality disorders	K5
CO5	To discuss the somatoform and development disorders	K6

Unit I: HISTORICAL ROOTS, METHODS OF DIAGNOSIS AND CLASSIFICATION SYSTEM

The Supernatural tradition- The Biological Tradition- the Psychological Tradition- the Present the Scientific method and an Integrative Approach. An integrative Approach to Psychopathology- Neuroscience and Its Contribution to Psychopathology- Behavioral and Cognitive Science- Emotions. Methods of Assessment-Problems in Assessment. Classification: DSM-V and ICD-10-Classification.

UNIT II: DISORDERS OF CHILDHOOD

Common Developmental Disorders: ADHD – Learning Disorders. Pervasive Developmental Disorders: Autism – Aspergers Syndrome – other disorders – Mental Retardation– Causes and Treatment.

UNIT III: EATING DISORDERS AND OBESITY

Eating Disorders: Anorexia Nervosa – Bulimia – Binge Eating Disorder– Specific risk factors- personality Characteristics and family patterns -Causes and Treatment. Obesity: Causes, Treatment and Prevention.

UNIT IV: DISORDERS OF EMOTIONAL DISTRESS

Anxiety Disorder: Generalized Anxiety Disorder – Panic Disorder without Agoraphobia– Specific Phobia–Social Phobia – Post Traumatic disorders– Obsessive-Compulsive Disorder– Causes and Treatment. Mood Disorders: Major Depressive Disorder – Bipolar I Disorder – Bipolar II Disorder – Cyclothymic disorder– Causes and Treatment.

UNIT V: SOMATOFORM DISORDERS AND DEVELOPMENTAL DISORDERS

Somatoform Disorders: Hypochondriasis – Somatization Disorder – Conversion Disorder – Pain Disorder – Body Dysmorphic Disorder– Causes and Treatment. Developmental Disorders – Delirium – Dementia– Causes and Treatment

REFERENCES:

Barlow, D. H., & Durand, V.M. (2007). Abnormal Psychology, 4th ed. Pacific Grove: Brookes / Cole Publishing Co

Sarason, I. G. & Sarason, B. R., (2007). Abnormal Psychology. 10th ed. New Delhi : Pearson Education.

Alloy, L. B. & Riskind, J. H., Manos, M.J. (2005). Abnormal Psychology. 9th ed. Delhi: Tata McGraw Hill Publishing Company Ltd.

Mapping

PO CO	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓

Subject code: 20U5PYC09

Semester: V

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY
SEMESTER - V
CORE - IX
GUIDANCE AND COUNSELLING

Learning Objectives:

To enable the students to

- understand the nature, meaning and areas of guidance
- know the functions of guidance services and personnel
- know the historical roots of counselling
- understand counselling process and types of Counselling
- develop basic counselling skills

Learning Outcome

Students will be able to understand the nature, meaning and areas of guidance

Students will be able to know the functions of guidance services and personnel

Students will be able to know the historical roots of counselling

Students will be able to understand counselling process and types of Counselling

Students will be able to develop basic counselling skills

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate the nature, meaning and areas of guidance.	K2
CO2	To know the functions of guidance services and personnel.	K1
CO3	To know the historical roots of counseling	K4
CO4	To understand counselling process and its types.	K6
CO5	To develop basic counselling skills in career	K3

UNIT I: GUIDANCE: AN INTRODUCTION

Guidance: Meaning– Definitions - Characteristics - Classification - Need - Fundamental Objectives - Principles. Areas of Guidance: Guidance in Education, in Vocation and Avocation, in Social Relationship, in

Promotion of Health- Guidance in Personal Problems. Group Guidance: Definition- Importance- Objectives-Tools and Techniques of Group Guidance.

UNIT II: GUIDANCE SERVICES AND PERSONNEL

Guidance services in India: Evolution of Guidance and Counselling Movement in India- Organization Guidance Services in India- Guidance at NCERT. The Guidance and Counselling Personnel: the Administrator- the Counselling Officer- - the Teacher- the Physical Instructor- the Parents- the Medical Staff and Others. Relationship between Guidance and Counselling.

UNIT III: COUNSELLING: AN INTRODUCTION

Counselling: Definitions– A Brief History. Counselling as Helping Profession - the Professional Counsellor - Traditional Activities - Basic Principles- Ethical and Legal Issues in Counselling. Role and Functions of Counsellors in School Setting- Counselling in Elementary Schools - Counselling in Secondary Schools - Counselling in Higher Education Institutes - Private Practice - Future Directions

UNIT IV: INDIVIDUAL COUNSELLING

Theories of Counselling - Goals of counselling - The Counselling Process - Counselling Skills - Special Counselling Populations: Substance, Tobacco, and Alcohol Abusers - Women - Older Adults - AIDS Patients - Abuse Victims - People with Disabilities.

UNIT V: COUNSELLING FOR CAREER PLANNING AND DECISION MAKING

Current Issues in Career Planning- Theories of Career Development and Decision Making - Implications of Career Theories for Counsellors - Career Counselling and the Development of Human Potentials - Career Planning and Decision Making in Schools and Non-school settings. Computerized career assistance systems.

REFERENCE BOOKS:

Ram Nath Sharma and Rachana Sharma. (2013). Guidance and Counselling in India. New Delhi: ATLANTIC Publishers & Distributors (P) LTD.

Gibson,R.L. and Mitchell,M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.

Kinra. (2010). Guidance and Counselling. New Delhi: Pearson Learning Inc.

Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.

McLeod, J. (2009). Counselling Skills. New Delhi: Rawat Books Ltd.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U5PYCP02

Semester: V

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - V

CORE PRACTICAL-2

EXPERIMENTAL PSYCHOLOGY - II (Practical)

Learning Objectives:

To enable the students to

- Understand the various psychological concepts
- Knowing tests to measure psychological concepts
- Learn the skill of administering psychological tests

Learning Outcome

Students will be able to Understand the various psychological concepts

Students will be able to Knowing tests to measure psychological concepts

Students will be able to Learn the skill of administering psychological tests

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To assess aptitude, leadership and creativity etc.,	K5

Aptitude

Differential aptitude test

Clerical aptitude scale (Kiran Gupta)

A Battery of Mechanical Aptitude Test (Atmananda Sharma)

Leadership

Leadership Preference Scale (L.I. Bhushan)

Student leadership Attitude Inventory (Bhagwat Singh)

Personality Study of Student leadership (Pramod Kumar)

Creativity

The Wallach-Kogan Battery of Creativity instruments

Passi Tests of Creativity

Non-Verbal Test of Creative Thinking (Baquer Mehdi)

Emotion

- Emotional Maturity Scale (R. Pal)
- Emotional Competence Scale (R. Bharadwa)
- Emotional Stability Test for children (A.S. Gupta)

Decision-making

- Career Decision Scale (Samuel H. Osipow)
- Decision making Capacity of Educational Administrators (Ashok Kr. Pandey)
- Decision-making style questionnaire

Stress

- Occupational Stress Scale (A.K. Srivastava)
- Stress Index for Parents of Adolescents (Peter L. Sheras, Richard R. Abidin and Timothy R. Konold)
- Parents Stress Measuring Scale (M.N. Palsane)

Anxiety

- Sinha Anxiety Scale
- Taylor's Manifest Anxiety Scale
- Test Anxiety Scale for Children (Kumar)

Depression

- Children's Depression Scale
- Beck Depression Inventory-II
- Reynolds Adolescent Depression Scale

Resilience

- Resiliency Scales for Children and Adolescents -
A Profile of Personal Strengths (Sandra Prince-Embury)

Self-esteem

- Self Esteem Inventories (School & Adult Form) (Stanley-Coopersmith)
- Self-Concept Inventory
- Self Confidence Inventory (D.D. Pandey)

Other tests used in education, clinic and counselling

Educational Interest Record (V.P. Bansal & D.N. Srivastava)

Eating inventory

Indian adaptation of clinical analysis questionnaire

Minnesota Counselling Inventory (R.F. Berdie & W.L. Layton)

Pre Counselling Inventory (A. Schmilding)

REFERENCES:

Freeman, F. (1970). Theory and Practice of Psychological Testing. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

Woodworth, R.S. & Schlosberg, H. (1977). Experimental Psychology .Rev. ed. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

Rajamanickam, M. (2005). Experimental Psychology with Advanced Experiments. New Delhi: Concept Publishing Company.

Pareek,U. (2007). Training Instruments In HRD And OD.2nd ed. New Delhi:TataMcGraw Hill Publishing Company Pvt. Ltd.

Anatasi, A., Urbina, S. (2009). Psychological Testing. New Delhi: Prentice Hall

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-

Minimum of 10 experiments should be conducted

Evaluation:

Internal Assessment – 40 Marks

External Assessment – 60 Marks

[Components of External Assessment]

Conduction : 10

Materials : 5

Plan & procedure : 5

Results & Discussion : 10

Viva-voce : 15

Record : 15

Subject code: 20U5PYS03

Semester: V

Credit: 2

Hours: 20

B. Sc. PSYCHOLOGY

SEMESTER - V

SBEC-III

ORGANIZATIONAL BEHAVIOUR

Learning objectives:

To enable the students to

- know the definition and models of OB.
- understand the foundations of individual and group behaviour
- understand the organizational system and development

Learning Outcome

Students will be able to know the definition and models of OB.

Students will be able to understand the individuals in organization

Students will be able to understand the groups in organization

Students will be able to develop organization system

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate about definition and models of OB.	K2
CO2	To construct foundations of individuals behavior.	K3
CO3	To identify the foundations of groups in organization	K3
CO4	To build organization structure and stress	K6
CO5	To evaluate organization structure	K5

UNIT- I: INTRODUCTION

Definition. Models of OB; autocratic, custodial, supportive, collegial and system. Historical evolution of OB. What managers do? Contributing disciplines to OB. Challenges and Opportunities. Case studies and exercises

UNIT- II: THE INDIVIDUAL IN ORGANIZATION

Foundations of Individual behaviour. Attitudes and Job satisfaction. Personality and values. Perception and individual decision making. Motivation concepts and applications. Emotions and moods. Case studies and exercises

UNIT- III: THE GROUP IN ORGANIZATION

Foundations of Group behaviour. Understanding work teams. Communication. Basic approaches to leadership and contemporary issues. Power and politics. Conflict and negotiation. Case studies and exercises

UNIT- IV: THE ORGANIZATION SYSTEM AND STRESS MANAGEMENT

Foundations of Organization structure. Work design. Organizational culture. Human resource policies and practices. Work stress and its management.

UNIT- V: ORGANIZATIONAL DEVELOPMENT

Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues.

REFERENCES

Stephen P. Robbins and Timothy A. Judge, Organizational Behaviour, 12th edition, 2007. Prentice- Hall of India Pvt Ltd. New Delhi.

Eugene McKenna, Business Psychology and Organizational Behaviour, 4th edition (Special Indian Edition) Psychology Press, Distributed by I K International Pvt. ltd, New Delhi.

John W. Newstrom, Organizational behaviour – Human Behaviour at Work, 12th edition, 2007. Tata McGraw Hill Publishing Company ltd, New Delhi.

John W Slocum and Don Hellriegel, Fundamentals of Organizational Behaviour, 2007. Thomson Learning. India.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-

Subject code: 20U5PYS04

Semester: V

Credit: 2

Hours: 20

B. Sc. PSYCHOLOGY

SEMESTER - V

SBEC-IV

COMMUNICATIVE SKILLS

Learning objectives:

To enable the students to

- understand the communication process
- understand the components of listening skill
- provide constructive feed back
- acquire questioning and presentation skills

Learning Outcome

Students will be able to understand the communication process

Students will be able to understand the components of listening skill

Students will be able to provide constructive feed back

Students will be able to acquire questioning and presentation skills

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To analyze the communication process.	K4
CO2	To illustrate listening and non-verbal communication Skills	K2
CO3	To construct feedback	K3
CO4	To develop questioning skills	K3
CO5	To evaluate presentation skills	K5

UNIT I : THE COMMUNICATION PROCESS

Sending the Message, the Channel, Receiving the Message; misinterpretations and unintended messages, Feedback; self-monitoring, Context and Noise; Psychological. Stereotyping, Semantics.

UNIT II : ACTIVE LISTENING SKILLS AND NON-VERBAL COMMUNICATION

Listening Skills, Barriers to Listening, Listening Behaviours, Active Listening Skills. Non-verbal Communication Skills, Culture and Non-Verbal Messages, Forms of non-verbal communication: Facial

Expressions and Eye Gaze, Posture and Gestures, Voice, Personal Space & Distance, Personal Appearance.

UNIT III: GIVING CONSTRUCTIVE FEEDBACK

Difficulty in providing honest feedback. Feedback Skills: Being Specific, Offering a solution, Delivering the feedback face to face, Being sensitive, Being problem oriented and not people oriented, Being descriptive and not evaluative, Owning rather than disowning and checking. Structure of feedback.

UNIT IV: QUESTIONING SKILLS

Questioning Techniques, Types of Questions: Probing/clarifying Questions, Reflective Questions, Direct Questions and Hypothetical Questions.

UNIT V: PRESENTATION SKILLS

Presentation and dealing with Fears of presentation. Planning the Presentation: Setting objective, Understanding the audience, Knowing the setting, Writing down the 'central theme' of the talk, Writing the outline, Developing visual aids, Preparing delivery notes and delivering the presentation.

REFERENCES:

Hargie, O., Dickson, D., Tourish, D. (2004) Communication Skills for Effective Management. Palgrave Macmillan. Hampshire.

Adler, R. B. & Elmhorst, J. M. (1999) Communicating at Work: Principles and Practices for Business and the Professions McGraw Hill Singapore

Dixon, T., O'Hara, M (2010). Communication Skills. Open text book. http://cw.routledge.com/textbooks/9780415537902/data/learning/11_Communication%20Skills.pdf

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO5	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-

Subject code: 20U5PYE01 **Semester:** V **Credit:** 2 **Hours:** 40 hours

B. Sc. PSYCHOLOGY
SEMESTER - VI
ELECTIVE - I
RESEARCH ETHICS

Learning objectives: To enable the students to

- Enhance the fundamental knowledge about Ethics, Values and Research Integrity.
- Develop the basic understanding about the Theoretical aspects and Ethical Principles.
- Understand about plagiarism tools for a valid and ethical research report.

Learning Outcome

Students will be able to understand about research ethics

Students will be able to understand the different aspects in doing research

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate about definition of ethics, values and morals	K2
CO2	To analyze theoretical aspects of research	K4
CO3	To determine the various approaches in research	K5
CO4	To measure the quality of research.	K5
CO5	To discuss the Applications of Ethical Principles and Rules	K6

UNIT I: Foundations of Ethics

Ethics, Values and Morals: Definition- History of Research Ethics – Importance- Ethical Codes-APA Guidelines for Research Ethics-Professional Codes of Ethics-Ethical Dilemmas- Ethical Decision Making.

UNIT II: Scientific Aspects and Ethical Issues

Ethics with respect to Science and Research- Intellectual Honesty and Research Integrity- Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP) - Ethical issues.

UNIT III: Ethical Approaches and Theories

Ethical Approaches- Utilitarianism-Cultural relativism-Egoism-Absolute Moral Rules-The Social Contract -Rights Approach -Justice Approach -Common Good Approach-Virtue Approach -The Humane Community Approach- Theoretical Aspects in Research Ethics

UNIT IV: Practical Applications of Ethical Principles and Rules

Ethical Principles- Ethical Rules -Practical Applications of Ethical Principles and Rules-Consent – Confidentiality- Types of Participants- Risks- Deception- Requirements of Professional Bodies

UNIT V: Plagiarism

Definition-Research Misconduct-Intentional Plagiarism- Unintentional Plagiarism-Methods to Avoid Plagiarism – Paraphrasing without Plagiarism -Use of plagiarism software like Turnitin, Urkund and other Open Source Software Tools

REFERENCES

- Loue, S.,(2002) Textbook of Research Ethics, Theory and Practice, Springer, Boston, MA
- Israel, M., & Hay, I (2006) Research Ethics for Social Scientists, Sage Publications
- DuBois, J.M. (2008),Ethics in mental health research: principles, guidance and cases,Oxford University Press

Mapping

PO CO	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U5PYE02 Semester: V Credit: 2 Hours: 40 hours

B. Sc. PSYCHOLOGY
SEMESTER - VI
ELECTIVE - II
BEHAVIOUR MODIFICATION

Learning objectives: To enable the students to

- Enhance the fundamental knowledge about the applications of behavioural Modification Techniques
- Develop the basic understanding about the Behavioural Assessments
- Understand about various techniques and assessment formulations

Learning Outcome

Students will be able to understand about behavioural assessment

Students will be able to understand the different techniques in behaviour modification

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate about definition of assessment	K2
CO2	To analyze theoretical aspects of behavioural assessment	K4
CO3	To determine the various approaches in assessment	K5
CO4	To measure the behaviour.	K5
CO5	To discuss the techniques in behaviour modification	K6

UNIT I: BASICS OF FORMAL ASSESSMENT

Formal Behavioural Assessments- Common Features of Behavioural Assessment-Focuses of Behavioural Assessment

UNIT II: BEHAVIOURAL PROBLEMS

Screening and Identification of Behavioural Problems –Assessment of Specific Disorders

UNIT III: BASICS OF INFORMAL ASSESSMENT

Informal Behavioural Assessments- Direct Observation- Dimensions of Behaviour- Measurement of Behaviour- Baseline and Intervention Measures

UNIT IV: RELAXATION TECHNIQUE

Jacobson Progressive Muscular Relaxation - Procedure and Applications

UNIT V: OPERANT TECHNIQUES

Operant Techniques- Assessment Formulations- Intervention in Problem Behaviour

REFERENCES

Martin, G & Pear, J (2019) Behaviour Modification, What it is and How to do it, Eleventh Edition, Routledge

Miltenberger, R. (2015), Behaviour Modification -Principles and Procedures ,Sixth Edition, Wadsworth Publishing Co Inc

Rimm, D., & Masters, J., (1974) Behaviour Therapy- Techniques and Empirical Findings , Geniza

Mapping

PO CO	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U6PYC10

Semester: VI

Credit: 5

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - VI

CORE – X

ABNORMAL PSYCHOLOGY II

Learning objectives:

To enable the students to

- understand the classification system
- understand the different types of disorders, its causes and treatment

Learning Outcome

Students will be able to understand the classification system

Students will be able to understand the different types of disorders, its causes and treatment

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To demonstrate methods of diagnosis and classification	K2
CO2	To analyze substance-related disorders	K4
CO3	To determine the clinical aspects of Schizophrenia	K5
CO4	To measure the personality disorders	K5
CO5	To discuss the prevention and treatment of disorders	K6

Unit I: PERSONALITY DISORDERS

Personality Disorders – Clinical features, Categories of personality disorders -Cluster A Personality Disorders – Cluster B Personality Disorders – Cluster C Personality Disorders – Causes and Treatment.

Unit II: SUBSTANCE-RELATED DISORDERS

Substance Related Disorder – Depressants – Stimulators – Opioids – Hallucinogens – Causes and Treatment. Addiction disorders - Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.

Unit III: SCHIZOPHRENIA

Schizophrenia- Origin, Prevalence and Onset- Clinical picture, Subtypes of Schizophrenia- Undifferentiated, Catatonic, Disorganized, Paranoid and Other Schizophrenic patterns, Causes of schizophrenia, Treatment and clinical outcomes

Unit IV: SEXUAL VARIANTS, ABUSE AND DYSFUNCTION

Sexual and gender variants- Paraphilias, Gender Identity Disorders, Sexual abuse - Sexual dysfunctions - Causes and treatment of sexual dysfunctions

Unit V: PREVENTION AND TREATMENT

Prevention and treatment- Perspectives on prevention, Psychological approach to treatment- Behaviour therapy, Cognitive and Cognitive Behavioural therapies, Humanistic and experiential therapy, Psychodynamic therapy, Family and marital therapy, Eclectism and integration.

REFERENCES:

Barlow, D. H., & Durand, V.M. (2007). Abnormal Psychology, 4th ed. Pacific Grove: Brookes / Cole Publishing Co

Sarason, I. G. & Sarason, B. R., (2007). Abnormal Psychology. 10th ed. New Delhi : Pearson Education.

Alloy, L. B. & Riskind, J. H., Manos, M.J. (2005). Abnormal Psychology. 9th ed. Delhi: Tata McGraw Hill Publishing Company Ltd.

Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓

Subject code: 20U6PYC11

Semester: VI

Credit: 4

Hours: 75

B. Sc. PSYCHOLOGY

SEMESTER - VI

CORE – X1

POSITIVE PSYCHOLOGY

Learning objectives:

To enable the students to

- understand the concept of positive psychology and its approaches
- understand the definition of health and related behaviour
- understanding the various approaches towards positive mental health

Learning Outcome

Students will be able to understand the movement of positive psychology

Students will be able to understand the types of health related behaviour

Students will be able to understand the various approaches in positive psychology

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To introduce the background of Positive Psychology	K2
CO2	To demonstrate methods of being happy	K4
CO3	To analyze coping approaches in positive psychology	K5
CO4	To determine the concept mindfulness and humility	K5
CO5	To understand the applications of Positive Psychology	K6

Unit I: BASICS IN POSITIVE PSYCHOLOGY

Positive Psychology-Definition-Basic Assumptions- Nature- Principles-A brief History of Positive Psychology-Goals of Positive Psychology- Relationship between positive psychology and psychiatry- Character strengths and virtues- Future of Positive Psychology

Unit II: EMOTION FOCUSED APPROACHES

Subjective Well – being : The science of Happiness and Life Satisfaction - Resilience in Development- Concept of Flow - Positive Affectivity, Positive Emotion - Social Construction of Self esteem - Adaptive potential of coping through emotional approach - Positive Psychology of Emotional Intelligence - Emotional Creativity.

Unit III: COPING AND INTERPERSONAL APPROACHES

Positive response to loss: perceiving benefit and Growth - Pursuit of Meaningfulness in Life-Humor-Meditation and Positive Psychology - Spirituality. Interpersonal approaches- Relationship Connection- Compassion -Forgiveness- Love- Empathy and Altruism- Sources of Moral motivation

Unit IV: COGNITIVE AND SELF-BASED APPROACHES

Creativity - Role of personal control in Adaptive Functioning - Well-Being: Mindfulness versus positive Evaluation - Optimism - Hope Theory - Self Efficacy - Problem Solving Appraisal and Psychological Adjustment - Setting Goals for Life and Happiness. Self – Based Approaches -Reality Negotiation - Authenticity - Uniqueness seeking – Humility.

UNIT – V: POSITIVE PSYCHOLOGY IN PRACTICE

Positive psychology for organization- Exercises and interventions in Positive Psychology- Positive Psychotherapy: Description and Effectiveness of Positive Psychotherapy-Yoga and Positive Psychology- Interventions for life above zero.

REFERENCES

Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. Oxford University Press

Hart, R. (2020). Positive Psychology: The Basics. United Kingdom: Taylor & Francis.

Joseph, S. (2015). Positive Psychology in Practice: Promoting human flourishing in Work, Health, Education and Everyday life. Germany: Wiley.

Boniwell, I. (2012). Positive Psychology In A Nutshell: The science of Happiness, Third Edition. Open University Press.

Seligman, E.P. (2002) Authentic Happiness. Atria Books.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓

Subject code: 20U6PYPR01

Semester: VI

Credit: 4

B. Sc. PSYCHOLOGY

SEMESTER - VI

CORE - XII

PROJECT WORK / DISSERTATION

(Introducing Research Component in Under-Graduate Psychology Course)

- **Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring real life psychological variables.
- The objective of the Project work is to further the student's critical thinking and scientific enquiry of psychological concepts through systematic investigation.
- Project work/Dissertation is prescribed for the 6th Semester Student and the student will be working under the teacher supervisor.
- The student is to undergo a 2 week data-collection field visit.
- Guides for the Project work will be allotted as per the student preference.
- The Project work may be a survey (fact findings or exploratory nature). collection of clinical case studies, a Problem solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.
- The Project/Dissertation work consists of 5 credits.
- A Project/Dissertation work is a compulsory core paper.

NORMS FOR EVALUATION FOR PROJECT REPORT

Maximum Marks: 100

(Project Report 75 + Viva Voce 25)

- | | | |
|-------------------------------|---|----------|
| 1. Introduction | : | 10 Marks |
| 2. Methodology | : | 15 Marks |
| 3. Review of Literature | : | 10 Marks |
| 4. Results and Discussions | : | 20 Marks |
| 5. Summary and Conclusion | : | 10 Marks |
| 6. References or Bibliography | : | 10 Marks |

Project Report 75 Marks

Viva -Voce Examination : 25 Marks

Total 100 Marks

Subject code: 20U6PYS05

Semester: VI

Credit: 2

Hours: 20

B. Sc. PSYCHOLOGY

SEMESTER - VI

SBEC - V

PSYCHOLOGY OF ADJUSTMENT

Learning Objectives:

To enable the students to

- Understand the concept of adjustment
- Analyze the relationship between personality and adjustment
- Understand the importance of adjustment in various life areas
- Explore the facets of marital adjustment

Learning Outcome

Students will be able to Understand the concept of adjustment

Students will be able to Analyze the relationship between personality and adjustment

Students will be able to Understand the importance of adjustment in various life areas

Students will be able to Explore the facets of marital adjustment

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate the dynamics of adjustment.	K2
CO2	To interpret personality and adjustment	K2
CO3	To identify stress and adjustment	K3
CO4	To build interpersonal communication	K6
CO5	To examine marital adjustment	K4

UNIT - I : THE DYNAMICS OF ADJUSTMENT

Adjustment: Meaning – The roots of happiness- Improving Academic Performance: Developing Sound Study Habits – Improving Your Reading – Getting More out of Lectures – Applying Memory Principles.

UNIT –II : PERSONALITY AND ADJUSTMENT

Personality: Meaning - Personality traits – Psychoanalytic theory – Pavlov's classical conditioning – Maslow's theory – Eysenk's theory.

UNIT – III : STRESS AND ADJUSTMENT

The Nature of Stress – Major Types of Stress: Frustration – Conflict – Change – Pressure. Responding to Stress – The Potential Effects of Stress - Factors influencing stress tolerance – stress management.

UNIT – IV : INTERPERSONAL COMMUNICATION

Process of Interpersonal Communication – Non-verbal communication – Toward More Effective Communication- Communication Problems – Interpersonal conflict – Developing Assertive skills

UNIT - V : MARITAL ADJUSTMENT

Moving Toward Marriage: The motivation to marry – Selecting a mate – Predictors of marital success. Marital Adjustment Across the Family Life Cycle - Vulnerable areas in Marital Adjustment – Divorce– Adjusting to divorce – Remarriage.

REFERENCES

Wayne Weiten, Margret A. Lloyd. (2004). Psychology Applied to modern Life : (7TH Edition).

Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi : Sage Publications.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-

Subject code: 20U6PYS06

Semester: VI

Credit: 2

Hours: 20

B. Sc. PSYCHOLOGY

SEMESTER - VI

SBEC - VI

CONSUMER BEHAVIOUR

Learning objectives:

- To know the factors and facets of consumer behaviour
- To understand the consumer behaviour in different setting
- To understand the attitude of consumers and communication process
- To develop basic skills decision making

Learning Outcome

Students will be able to know the factors and facets of consumer behavior

Students will be able to understand the consumer behaviour in different setting

Students will be able to understand the attitude of consumers and communication process

Students will be able to develop basic skills decision making

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To know the factors and facets of consumer behavior	K1
CO2	To demonstrate the factors influencing consumer behavior	K2
CO3	To develop consumer attitude and communication process	K3
CO4	To build consumers social and cultural settings	K6
CO5	To develop consumer decision making	K3

UNIT -I: INTRODUCTION

Definition, scope, consumer roles, history of consumer behaviour and the marketing concept, contributing disciplines and application of consumer behaviour. Market segmentation: need, types – geographic, demographic, psychographic and life style. Product positioning: need and strategy.

UNIT- II: FACTORS INFLUENCING CONSUMER BEHAVIOUR

Consumer motivation: needs, goals, motive arousal, reactions to frustration. Consumer Personality: nature, influences on consumer behaviour. Consumer emotions: nature, uses in advertising. Consumer Perception

and its implications. Consumer Learning: Classical and Instrumental theories in the context of consumer behaviour.

UNIT- III: CONSUMER ATTITUDE AND COMMUNICATION PROCESS

Attitude: functions, Tri-component attitude model and Katz's models of attitude and attitude change. Post purchase attitude change: cognitive dissonance theory and attribution theory. Marketing communication: process, barriers, types of communication systems, Source, Message and Medium of Communication.

UNIT- IV: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS

Reference group: Nature, types and influences on consumers. Family life cycle stages, nature of household and purchases and family decision making and resolving conflict. Social class: Nature of social class, symbols of status, concept of money and social class, social class categories and consumer behaviour.

UNIT- V: CONSUMER DECISION MAKING

Consumer decision: Stages in consumer decision process – situational influence, problem recognition, information search, evaluation of alternatives and selection, outlet selection and purchase and post purchase action. Organizational Buyer: nature, market structure and pattern of demand, characteristics, decision approach, purchase pattern and organizational buyer decision process.

REFERENCES:

Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective 1st Edition. Dreamtech Press, New Delhi.

Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9th edition, Prentice-Hall of India Pvt Ltd, New Delhi, India

Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour – Text and Cases, Excel Books, A- 45, Naraina, Phase I, New Delhi, India.

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U6PYE03 Semester: VI Credit: 2 Hours: 40 hours

B. Sc. PSYCHOLOGY

SEMESTER – VI- ELECTIVE - III

HEALTH PSYCHOLOGY

Learning Objectives:

To enable the student to

- Know the meaning of health and the models of health.
- Understand the concept of health promotion

Learning Outcome

Students will be able to understand the major theories that guide the field of health psychology

Students will be able to understand the bio-psychosocial model of health and illness.

Students will be able to understand the psychological factors in health and illness.

Students will be able to understand the course to personal lifestyle choices.

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate definition and models of Health Psychology	K2
CO2	To analyze mind-body interactions to health-care consumers and professionals.	K4
CO3	To determine the health conditions both acute and chronic.	K5
CO4	To demonstrate the role of behavioural medicine in illness.	K5
CO5	To discuss the prevention chronic and terminal illness	K6

UNIT I: INTRODUCTION

Definition of Health Psychology – The Mind Body Relationship – The need for the field of Health Psychology – The Bio - psychosocial Model in Health Psychology – Occupations in Health Psychology
Becoming a Health Psychologist.

UNIT II: HEALTH AND BEHAVIOURS

An Introduction to Health Behaviours – Changing Health Habits – Cognitive Behavioural approaches to Health Behaviour Change – Transtheoretical Model of Behaviour Change Health enhancing behaviour - Exercise - benefits, determinants of regular exercise - Accident prevention -Cancer related health behaviour- weight control, maintaining a healthy diet

UNIT – III: HEALTH COMPROMISING BEHAVIOUR

Health compromising behaviour - Alcoholism and problem drinking - Smoking - why do people smoke - Intervention to reduce smoking - smoking prevention

UNIT IV PSYCHOLOGY AND PHYSICAL HEALTH

Health Psychology and Behavioural Medicine- Role of Psychologist in Health care Delivery- Psychological Interventions to Manage Hypertension, Obesity, Coronary Heart disease, Cancer, Infertility, Migraine.

UNIT V: HEALTH PROMOTION

Health Promotion – Health promotion and the practice of health behaviour -Barriers to effective health promotion - factors influencing the practice of health behaviour. – Changing Health Behaviours through Social Engineering – Venues for Health Habit Modification. Health Services – Management of Serious Illness

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Ogden, J. (2004). Health Psychology (3rd Ed.). Berkshire: Open University Press.

Sarafino, E. P. (2002). Health Psychology: Biopsychosocial Interactions. Fourth Edition. John Wiley and Sons Inc. New York.

Marks, D. F., Murray, M., Evans, B. & Willing, C. (2000). Health Psychology - Theory, Research and Applications. Sage Publications, New Delhi.

Mapping

PO CO	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U6PYE04

Semester: VI

Credit: 2

Hours: 40 hours

B. Sc. PSYCHOLOGY
SEMESTER - VI
ELECTIVE - IV
SELF AND PERSONAL GROWTH

Learning objectives: To enable the students to

- Develop the basic understanding about the theoretical aspects of Personality
- Understand about the different perspectives of Self
- Enhance the fundamental knowledge about Personal Growth

Learning Outcome

Students will be able to understand about self

Students will be able to understand the different perspectives of self and personal growth

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate the definition and models of Self	K2
CO2	To analyze theoretical aspects of Personality.	K4
CO3	To determine the self from different perspectives	K5
CO4	To measure the self-esteem and self-concept.	K5
CO5	To discuss the fundamental knowledge about personal growth	K6

UNIT I: INTRODUCTION

Notion of Personality- Perspectives- Self as an object and as a process- Bases of Self knowledge

UNIT II: SELF FROM A DEVELOPMENTAL PERSPECTIVE

Ideas of William James, M. Lewis, Mead, Cooley, Robert Kegan, Carl Rogers

UNIT III: SELF IN THE INDIAN THOUGHT

Contributions of Indian thought to the understanding of self

UNIT IV: SELF AND RELATIONSHIPS

Importance of Family and Peer groups in one's life- Importance of Emotional Intelligence- Role of culture- Social Intelligence-Spiritual Intelligence-Decision-Making- Leadership

UNIT V: SELF ACTUALIZATION AND GROWTH

Self and Personal growth- Developing character strengths and virtues- Subjective Well-being- Optimism- Resilience

REFERENCES

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routled

Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-