

**ETHIRAJ COLLEGE FOR WOMEN, (AUTONOMOUS)  
CHENNAI- 600008**

**DEPARTMENT OF PSYCHOLOGY**

**SYLLABUS**



**CHOICE BASED CREDIT SYSTEM**

**OUTCOME BASED EDUCATION**

**(OFFERED FROM THE ACADEMIC YEAR 2018-19)**

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## **RULES AND REGULATIONS OF THE PROGRAMME**

**Revised syllabus with effect from June 2018-2021**

**Department of Psychology is revising syllabi for students admitted for the academic year 2018-19 under the choice based credit system. Every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours.**

### **PREAMBLE:**

- **The Department of Psychology submits changes and additions suggested in the U.G curricula that are given in the ensuing pages.**
- **Modification of course contents based on feedback.**
- **Reference text books updated.**
- **E. learning resources added**

### **RULES AND REGULATIONS FOR THE PROGRAMME**

#### **1. ELIGIBILITY FOR ADMISSION:**

**Candidates for admission to the first year of the Degree of Psychology course shall be required to have passed the Higher Secondary Examinations by the Government of Tamilnadu or an Examination accepted as equivalent thereto by the syndicate of the University of Madras.**

#### **2. ELIGIBILITY FOR THE AWARD OF DEGREE:**

**A Candidate shall be eligible for the award of the degree only if she has undergone the prescribed course of study for a period of not less than three academic years, passed the examinations of all the six semesters prescribed.**

**3. COURSE OF STUDY:**

The main subject of study for Bachelor Degree shall consist of the following:

**PART – I: Foundation Courses exclusive for Languages.**

**PART -- II: English**

**PART – III: Core and Allied**

**PART --IV: Non major electives, soft skills, Environmental studies and value education**

**PART -- V: Extension activities / Sports / NCC**

**4. PASSING MINIMUM:**

A Candidate shall be declared to have passed in each paper/practical of the main subject of study wherever prescribed, if she secured NOT LESS THAN 40 % of marks prescribed for the examination.

**5. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

**PART I, II, III, IV.**

Successful candidates passing the examination and securing the marks ( i ) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the **FIRST** and **SECOND** class respectively. All other successful candidates shall be declared to have passed the examination in the **THIRD** class.

Candidates who pass all the examinations (Part I, II, III and IV) prescribed for the course in the **FIRST APPEARANCE ITSELF ALONE** are eligible for ranking.

**Programme Educational Objectives (PEO)**

On obtaining an undergraduate degree the students will be able to:

PEO1: Apply and advance the knowledge and skills acquired, to become a creative professional in their chosen field.

PEO2: Engage in self-directed continuous learning, aimed at global competency, which will promote professional and personal growth

PEO3: Develop management skills and entrepreneurial skills, by harnessing core competencies tempered by values and ethics

PEO4: Work towards achieving economic and social equity for women through application of relevant knowledge

PEO5: Contribute to promoting environmental sustainability and social inclusivity

**Programme Outcomes (PO)**

At the end of the programme, the student will be able to:

PO1: Promote and apply scientific knowledge for finding sustainable solutions to solve the issues pertaining to self and society,

PO2: Identify, analyze and formulate novel ideas to yield substantial results in fields of research utilizing the principles of behavioural science.

PO3: Relate key concepts and scientific principles to various scientific phenomenon and their applications in day to day life.

PO4: Cultivate unparalleled comprehension of fundamental concepts relevant to psychology leading to individual progress and career advancement.

PO5: Communicate effectively ideas in English.

PO6: Generate solutions for problems and design processes that meet the specific needs for appropriate consideration for physical and mental health, cultural, societal and environmental conditions.

**Programme Specific Outcomes (PSO)**

After completion of the undergraduate programme in Psychology, the student will

- PSO1: Acquire knowledge on key concepts and theoretical approaches and gain understanding of the origin and recent advances in the discipline.
- PSO2: Be able to think originally, utilize the knowledge and understanding of Psychology to develop, appreciate and test the theoretical concepts for applications in various arenas.
- PSO3: Assess and critically evaluate central ideas and assumptions comprehensively facilitating research and analysis of data.
- PSO4: Use the relevant sources of scientific knowledge to identify and generate novel solutions for problems for enhancement of self and community.
- PSO5: Effectively communicate learned information both in written and oral format
- PSO6: Develop capacity for individual and team work, understand and implement ethical principles necessary for professional upgradation.

**PROGRAMME PROFILE**

<b>SEM</b>	<b>PART</b>	<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS /WK</b>	<b>TOTAL HRS</b>	<b>CA</b>	<b>SEM</b>	<b>TOTAL</b>
<b>I</b>	<b>Language</b>	TA18/1L/FCT HN18/1L/FCH SN18/1L/FCS FR18/1L/FCF		<b>3</b>	<b>6</b>	<b>90</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>English</b>	EL18/1F/FEN	<b>Foundation English paper I</b>	<b>3</b>	<b>4</b>	<b>60</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>Core I</b>	PS18/1C/BP1	<b>Basic Psychology-I</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>Core II</b>	PS18/1C/CHP	<b>Psychology of Childhood</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>Allied I</b>	PS18/1A/BI1	<b>Biological Psychology – I</b>	<b>5</b>	<b>6</b>	<b>90</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>Non Major Elective</b>	PS18/1N/MEM	<b>Managing Emotions</b>	<b>2</b>	<b>2</b>	<b>30</b>	<b>NA</b>	<b>50</b>	<b>50</b>
<b>I</b>	<b>Soft Skills</b>	UG18/1S/CLS	<b>Communication and Life Skills I</b>	<b>3</b>	<b>2</b>	<b>30</b>	<b>NA</b>	<b>50</b>	<b>50</b>
<b>II</b>	<b>Language</b>	TA18/2L/FCT HN18/2L/FCH SN18/2L/FCS FR18/2L/FCF		<b>3</b>	<b>6</b>	<b>90</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>English</b>	EL18/2F/FEN	<b>Foundation English paper II</b>	<b>3</b>	<b>4</b>	<b>60</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>Core III</b>	PS18/2C/BP2	<b>Basic Psychology-II</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>Core IV</b>	PS18/2C/AAP	<b>Psychology of Adolescence and Early Adulthood</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>Allied II</b>	PS18/2A/B12	<b>Biological Psychology – II</b>	<b>5</b>	<b>6</b>	<b>90</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>Non-Major Elective</b>	PS18/2N/ISS	<b>Improving Study Skills</b>	<b>2</b>	<b>2</b>	<b>30</b>	<b>NA</b>	<b>50</b>	<b>100</b>

II	Soft Skills	UG18/2S/CLS	Communication and Life Skills I	3	2	30	NA	50	50
III	Language	TA18/3L/FCT HN18/3L/FCH SN18/3L/FCS FR18/3L/FCF		3	6	90	40	60	100
III	English	EL18/3F/FEN	Foundation English Paper III	3	4	60	40	60	100
III	Core V	PS18/3C/EXP	Experimental Psychology	4	5	75	40	60	100
III	Core VI	PS18/3C/MLP	Psychology of Middle and Late Adulthood	4	5	75	40	60	100
III	Allied III	PS18/3A/ST1	Statistics for Psychology - I	5	6	90	40	60	100
III	EVS	UG18/3/EVS	Environmental Studies	2	2	30	NA	50	50
III	Soft Skills			3	2	30	NA	50	50
IV	Lang	TA18/4L/FCT HN18/4L/FCH SN18/4L/FCS FR18/4L/FCF		3	6	90	40	60	100
IV	Eng	EL18/4F/FEN	Foundation English Paper IV	3	4	60	40	60	100
IV	Core VII	PS18/4C/FRM	Fundamentals of Research Methodology	4	5	75	40	60	100
IV	Core VIII	PS18/4C/SP1	Social Psychology – I	4	5	75	40	60	100
IV	Allied IV	PS18/4A/ST2	Statistics for Psychology- II	5	6	90	40	60	100
IV	Value Education	UG18/4/VE	Value education	2	2	30	NA	50	50
IV	Soft Skills			3	2	30	NA	50	50

V	Core IX	PS18/5C/AB1	Abnormal Psychology I	4	6	90	40	60	100
V	Core -X	PS18/5C/OZB	Organizational Behavior	4	6	90	40	60	100
V	Core -XI	PS18/5C/SP2	Social Psychology II	4	6	90	40	60	100
V	Core XII	PS18/5C/PST	Psychological Testing	4	6	90	40	60	100
V	Elective I	PS18/5E/HTP	Health Psychology	5	6	90	40	60	100
V	Self Study* (Optional)	PS18/SS/POP	Positive Psychology	2	-	-	-	-	100 (Internal)
VI	Core XIII	PS18/6C/AB2	Abnormal psychology II	4	6	90	40	60	100
VI	Core XIV	PS18/6C/HRM	Human Resource Management	4	6	90	40	60	100
VI	Core XV	PS18/6C/CSP	Counselling Psychology	4	6	90	40	60	100
VI	Elective II	PS18/6E/ASP	Applied Social Psychology	5	6	90	40	60	100
VI	Elective III**	PS18/6E/CS (or) PS18/6E/SR	Case Studies (or) Survey Research	5	6	90	40	60	100
	Extension Activities			1					

\* The Self study paper is offered only to the students with above 70% marks in the first four semesters. However, enrolment to the paper is not mandatory. Single Evaluation for 100 marks will be carried out. There will be no continuous assessment. There will be no teacher instructions. Guidance in the form of Tutorial will be provided, if necessary

\*\* Elective III - The student with more than 70% of the marks in major and allied papers upto the V Semester alone is eligible to opt between case studies or survey research. Students who take up case studies have to submit two reports for 100 marks and the student who carries out survey need to carry out one survey research for 100 marks.

\*\*\* On completion of IV<sup>th</sup> Semester, students can take up internships for an extra 1 credit.

# Students are encouraged to take up NPTEL/MOOC Courses for extra optional credits.

**EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT-UG**

INTERNAL VALUATION BY COURSE TEACHER/S

**PART I, II AND III-THEORY PAPERS**

<b>COMPONENT</b>	<b>TIME</b>	<b>MAX.MARKS</b>	<b>CA MARK</b>
1.*TEST I	2 HRS	50 MARKS (TO BE CONVERTED)	10
2.*TEST II	2 HRS	50 MARKS (TO BE CONVERTED)	10
3. ASSIGNMENT/SEMINAR/FIELD VISIT			10
4. PARTICIPATORY LEARNING			10
<b>TOTAL</b>			<b>40</b>

**PART III- PRACTICAL PAPER (EXPERIMENTAL PSYCHOLOGY & PSYCHOLOGICAL TESTING)**

<b>COMPONENT</b>	<b>TIME</b>	<b>MAX.MARKS</b>	<b>CA MARK</b>
1.*TEST I	2 HRS	50 MARKS (TO BE CONVERTED)	10
2.*TEST II	2 HRS	50 MARKS (TO BE CONVERTED)	10
3. ASSIGNMENT/SEMINAR/FIELD VISIT			10
4. PARTICIPATORY LEARNING			10
<b>TOTAL</b>			<b>40</b>

**PART III- PROJECT - CASE STUDIES /SURVEY RESEARCH**

**CASE STUDIES:** The internal evaluation for 40 marks will be based on Introduction and Case report.

**SURVEY RESEARCH:** The internal evaluation will be for 40 marks and distributed towards each of the 5 chapters.

**CA QUESTION PAPER PATTERN-UG**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>
<b>K 1</b>	<b>A-3X2 marks</b>	<b>50</b>	<b>6</b>	<b>50</b>
<b>K1, K 2</b>	<b>B-3/4x8 marks</b>	<b>400</b>	<b>24</b>	
<b>K2, K 3</b>	<b>C-1/2x20 marks</b>	<b>1200</b>	<b>20</b>	

**CA QUESTION PAPER PATTERN FOR PART IV**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>
<b>K 1, K2</b>	<b>A-5X10</b>	<b>350</b>	<b>50</b>	<b>50</b>

**RUBRICS FOR CONTINUOUS ASSESSMENT**

Assignment	Content/originality/Presentation/Schematic Representation and Diagram/Bibliography
Seminar	Organisation/Subject Knowledge/Visual Aids/Confidence level/presentation-Communication and Language
Field Visit	Participation/Preparation/Attitude/Leadership
Participation	Answering Questions/Clearing Doubts/Participating in Group Discussions/Regular Attendance
Case Study	Finding the Problem/Analysis/Solution/Justification
Problem Solving	Understanding Concepts/Formula and Variable Identification/Logical Sequence/Answer
Group Discussion/Projects	Preparation/Situation Analysis/Relationship Management/Information Exchange/Delivery Skills
Role plays	Preparation ,Content delivered through the role , communication skills
Quiz	Most appropriate answer out of the four choices given – Key to be prepared by the Internal examiner

**END SEMESTER EVALUATION PATTERN-UG****THEORY PAPERS****PART I/II/III****SEMESTER I/II/III/IV/V/VI****DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER**

MAXIMUM MARKS: 100 TO BE CONVERTED TO 60

PASSING MARK: 40

**PART IV**

SINGLE VALUATION

ORAL TEST/WRITTEN TEST

MAXIMUM MARKS: 50

PASSING MARK: 20

**PRACTICAL PAPERS****PART III**

SEMESTER III &amp; V

**DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER**

MAXIMUM MARKS: 100

PASSING MARKS: 40

**PART III- PROJECT****CASE STUDIES**

The external evaluation will be for 60 marks, both based on the report and End Semester Viva Voce Examination conducted by both the Internal and External Examiners

**SURVEY RESEARCH**

Project report should not exceed 50 typed pages.

The external evaluation will be for 60 marks, both based on the report and End Semester Viva Voce Examination conducted by both the Internal and External Examiners

**SELF STUDY PAPER:** An end semester examination will be held along with NME/SKB /Soft Skill paper for 100 marks in case of theory paper. The question paper will be set by the department. The self- study course will have only single evaluation

**COURSE PROFILE – SEMESTER I**

<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS /WEEK</b>	<b>TOTAL HRS</b>	<b>L-T-P</b>	<b>CA</b>	<b>SE</b>	<b>TOTAL</b>
<b>TA18/1L/FCT HN18/1L/FCH SN18/1L/FCS FR18/1L/FCF</b>		<b>3</b>	<b>6</b>	<b>90</b>		<b>40</b>	<b>60</b>	<b>100</b>
<b>EL18/1F/FEN</b>	<b>Foundation English Paper I</b>	<b>3</b>	<b>4</b>	<b>60</b>		<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/1C/BP1</b>	<b>Basic Psychology-I</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>3-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/1C/CHP</b>	<b>Psychology of Childhood</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>3-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/1A/BI1</b>	<b>Biological Psychology – I</b>	<b>5</b>	<b>6</b>	<b>90</b>	<b>4-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/1N/ME</b>	<b>Managing Emotions</b>	<b>2</b>	<b>2</b>	<b>30</b>	<b>1-1-0</b>	<b>NA</b>	<b>50</b>	<b>50</b>
<b>Soft Skills</b>		<b>3</b>	<b>2</b>	<b>30</b>		<b>NA</b>	<b>50</b>	<b>50</b>
<b>Total</b>		<b>24</b>	<b>30</b>					

**COURSE PROFILE – SEMESTER II**

<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS/ WEEK</b>	<b>TOTAL HRS</b>	<b>L-T-P</b>	<b>CA</b>	<b>SE</b>	<b>TOTAL</b>
<b>TA18/2L/FCT HN18/2L/FCH SN18/2L/FCS FR18/2L/FCF</b>		<b>3</b>	<b>6</b>	<b>90</b>		<b>40</b>	<b>60</b>	<b>100</b>
<b>EL18/2F/FEN</b>	<b>Foundation English Paper II</b>	<b>3</b>	<b>4</b>	<b>60</b>		<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/2C/BP2</b>	<b>Basic Psychology-II</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>3-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/2C/AAP</b>	<b>Psychology of Adolescence and Early Adulthood</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>3-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/2A/B12</b>	<b>Biological Psychology – II</b>	<b>5</b>	<b>6</b>	<b>90</b>	<b>4-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/2N/ISS</b>	<b>Improving Study Skills</b>	<b>2</b>	<b>2</b>	<b>30</b>	<b>1-1-0</b>	<b>NA</b>	<b>50</b>	<b>100</b>
<b>Soft Skills</b>		<b>3</b>	<b>2</b>	<b>30</b>		<b>NA</b>	<b>50</b>	<b>50</b>
<b>Total</b>		<b>24</b>	<b>30</b>					

**COURSE PROFILE – SEMESTER III**

<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS/ WEEK</b>	<b>TOTAL HRS</b>	<b>L-T-P</b>	<b>CA</b>	<b>SE</b>	<b>TOTAL</b>
<b>TA18/3L/FCT HN18/3L/FCH SN18/3L/FCS FR18/3L/FCF</b>		<b>3</b>	<b>6</b>	<b>90</b>		<b>40</b>	<b>60</b>	<b>100</b>
<b>EL18/3F/FEN</b>	<b>Foundation English Paper III</b>	<b>3</b>	<b>4</b>	<b>60</b>		<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/3C/EXP</b>	<b>Experimental Psychology</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>0-2-3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/3C/MLP</b>	<b>Psychology of Middle and Late Adulthood</b>	<b>4</b>	<b>5</b>	<b>75</b>	<b>3-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>PS18/3A/ST1</b>	<b>Statistics for Psychology - I</b>	<b>5</b>	<b>6</b>	<b>90</b>	<b>4-2-0</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>UG18/3/EVS</b>	<b>Environmental Studies</b>	<b>2</b>	<b>2</b>	<b>30</b>		<b>NA</b>	<b>50</b>	<b>100</b>
<b>Soft Skills</b>		<b>3</b>	<b>2</b>	<b>30</b>		<b>NA</b>	<b>50</b>	<b>50</b>
<b>Total</b>		<b>24</b>	<b>30</b>					

**COURSE PROFILE – SEMESTER IV**

<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS/ WEEK</b>	<b>TOTAL HRS</b>	<b>L-T-P</b>	<b>CA</b>	<b>SE</b>	<b>TOTAL</b>
TA18/4L/FCT HN18/4L/FCH SN18/4L/FCS FR18/4L/FCF		3	6	90		40	60	100
EL18/4F/FEN	Foundation English paper IV	3	4	60		40	60	100
PS18/4C/FRM	Fundamentals of Research Methodology	4	5	75	3-2-0	40	60	100
PS18/4C/SP1	Social Psychology – I	4	5	75	3-2-0	40	60	100
PS18/4A/ST2	Statistics for Psychology- II	5	6	90	4-2-0	40	60	100
UG18/4/VE	Value education	2	2	30		NA	50	100
Soft Skills		3	2	30		NA	50	50
<b>Total</b>		<b>24</b>	<b>30</b>					

\*\*\* On completion of IV<sup>th</sup> Semester, students can take up internships for an extra 1 credit which will be given for successfully completing Internships. Internships must be of a minimum of 14 days duration (Excluding Holidays). It must be undertaken during the vacation after the second year of study. Proper documentation of the Internship is compulsory- Internship Diaries/Log Books signed by faculty and trainer must be maintained and Internship Certificates must be obtained. Internship reports must be submitted to the department by the students in the subsequent semester

**COURSE PROFILE – SEMESTER V**

<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS/WEEK</b>	<b>TOTAL HRS</b>	<b>L-T-P</b>	<b>CA</b>	<b>SE</b>	<b>TOTAL</b>
PS18/5C/AB1	Abnormal Psychology I	4	6	90	4-2-0	40	60	100
PS18/5C/OZB	Organizational Behavior	4	6	90	4-2-0	40	60	100
PS18/5C/SP2	Social Psychology II	4	6	90	4-2-0	40	60	100
PS18/5C/PT	Psychological Testing	4	6	90	0-2-4	40	60	100
PS18/5E/HTP	Health Psychology	5	6	90	4-2-0	40	60	100
PS18/SS/PP	Positive Psychology	2	-	-	-	-	-	100 (Internal)
<b>TOTAL</b>		<b>21</b>	<b>30</b>					

**COURSE PROFILE – SEMESTER VI**

<b>COURSE CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDITS</b>	<b>HOURS/ WEEK</b>	<b>TOTAL HRS</b>	<b>L-T-P</b>	<b>CA</b>	<b>SE</b>	<b>TOTAL</b>
PS18/6C/AB2	Abnormal psychology II	4	6	90	4-2-0	40	60	100
PS18/6C/HRM	Human Resource Management	4	6	90	4-2-0	40	60	100
PS18/6C/CP	Counselling Psychology	4	6	90	4-2-0	40	60	100
PS18/6E/ASP	Applied Social Psychology	5	6	90	4-2-0	40	60	100
PS18/6E/CS (or) PS18/6E/SR	Case Studies (or) Survey Research	5	6	90	0-2-4	40	60	100
<b>TOTAL</b>		<b>22</b>	<b>30</b>					

\* Elective III - The student with more than 70% of the marks in major and allied papers upto the V Semester alone is eligible to opt between case studies or survey research. Students who take up case studies have to submit two reports for 100 marks and the student who carries out survey need to carry out one survey research for 100 marks

## SYLLABUS CONTENT

**Semester – I Course Code: PS18/1C/BP1**

**Course Title: Basic Psychology – I**

### SEMESTER- I

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code: PS18/1C/BP1**

**L T P: 3 2 0**

#### **COURSE OBJECTIVES:**

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.
- Emotions and theoretical perspectives of emotions.
- Theoretical approaches to motivation.

#### **COURSE OUTLINE:**

**Unit I: Introduction to Psychology:** Definition, The Origins of Psychology: Influence of Philosophy, Influence of Physiology, Schools of Thought, Contemporary Psychology, Psychology in India, Goals, Research Methods and Fields of Specialization in Psychology. (10 Hours)

**Unit II: Sensation:** Basic principles of sensation – sensory thresholds – sensory adaptation; Vision- The nature of light, the human visual system, The Retina, The blind spot, visual processing in the retina, From eye to brain. Hearing – The nature of sound, The path of sound; Chemical and body senses – Smell, Taste, skin and body senses. (20 Hours)

**Unit III: Attention and Perception:** Attention- Definition, Selective Attention and Auditory Attention. Perception: Definition. Perceptual organization: Gestalt laws of organization, Top down and bottom up processing, The Perception of Shape, Depth Perception, Perception of Motion, Perceptual Constancies. Perceptual Constancy, Depth Perception, Perception of Motion and Illusion. (15 Hours)

**Unit IV: Emotion:** Definition. Functions of emotion. Components of Emotion: The Subjective Experience of Emotion, The Neuroscience of Emotion, The Expression of Emotion. Theories of emotion – James-Lange Theory of emotion, Cannon-Bard theory of emotion, Cognitive Theories of Emotion – Schachter and Singer’s two-factor theory. Richard Lazarus Cognitive Mediation theory; Facial expression and emotion – the facial feedback hypothesis (15 Hours)

**Unit V: Motivation:** Definition. Motivational Concepts and Theories. Motives and types of motives. Approaches to Motivation-Instinct Theories, Drive Theories, Incentive Motivation, Arousal Theory, Humanistic Approaches: Maslow’s hierarchy of needs and Deci and Ryan’s self-determination theory. Competence and Achievement Motivation. (15 Hours)

#### **TEXT BOOKS:**

1. Baron, R.A., & Misra, G., (2017). *Psychology Indian Subcontinent Edition*. (5<sup>th</sup> e.d.). India, U.P.: Pearson India Inc.
2. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3rd Ed.) New York: Worth Publishers
3. Khatoon, N. (2012). *General Psychology*. Dorling Kindersley (India) Pvt. Ltd.

#### **REFERENCES BOOKS:**

1. Atkinson & Hilgard. (2014). *Introduction to Psychology* (16<sup>th</sup> Ed.). Delhi: Cengage Learning India Pvt. Ltd.
2. Ciccarelli, S.K., & White, J.N. *Psychology* 5<sup>th</sup> Ed. (2018). Adapted Misra.G. Noida: Pearson India Education Services Pvt. Ltd.
3. Coon, D. & Mitterer. (2007). *Introduction to Psychology – Gateways to Mind and Behaviour* (11<sup>th</sup> Ed.) Delhi: Thomson Wadsworth
4. Passer, M.W. & Smith, R.E. (2007). *Psychology- The Science of mind and Behavior* (3rd Ed.). New Delhi: Tata McGraw-Hill Publishing Company Ltd.
5. Wade, C. & Tavris, C. (2006). *Psychology* (8<sup>th</sup> Ed.). Delhi: Pearson Education.

#### **JOURNALS:**

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://bmcpublishing.biomedcentral.com/>)

### E-LEARNING RESOURCES:

<https://www.psywww.com/careers/specialt.html>

[www.worthpublishers.com/hockenbury](http://www.worthpublishers.com/hockenbury)

<https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-emotion/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-motivation/>

### COURSE OUTCOMES

CO.No	CO Statement
CO1	Acquire knowledge on the history , methods and special areas in the field of psychology
CO2	Explain sensory systems through which information processing happens
CO3	Relate the process of attention to perception and infer how we make sense of the world around us
CO4	Gain insight into complex emotional experiences of human being and analyze the experience of self in day to day life
CO5	Summarize and point out factors that drive human behaviour

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	0	0	3	3
CO2	3	1	0	0	3	0
CO3	3	1	0	0	3	0
CO4	3	2	2	3	3	3
CO5	3	3	2	2	3	2

**KEY :** Strongly Correlated -3 , Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Group presentations with the help of visual aids / video presentations

Quiz

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – I Course Code: PS18/1C/CHP**

**Course Title: Psychology of  
Childhood**

**SEMESTER- I**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS18/1C/CHP**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To help students understand

- Prenatal development, the birth process and postpartum period
- Physical, cognitive, language, emotional and personality development in infancy, early childhood and middle and late childhood
- Knowledge on attachment styles and Influence of social contexts in infant’s development
- How families and peers influence young children
- Influence of families, school and cultural environment on various domains of development in childhood.

**COURSE OUTLINE:**

**Unit I: Prenatal development and birth:** Genetic Foundations of Development; Course of Prenatal development; Teratology and Hazards to prenatal development; Birth process – Assessing the newborn; Postpartum period – physical adjustments, emotional and psychological adjustments  
(15 Hours)

**Unit II: Infancy and toddler hood: physical and cognitive development:** Physical growth and development – sleep, nutrition; Motor development – Dynamic systems view, Reflexes, Gross motor skills, fine motor skills; Sensory and Perceptual development – visual perception, other senses, intermodal perception. Cognitive development – Piaget’s theory of infant development – Sensorimotor stage  
(15 Hours)

**Unit III: Infancy and toddlerhood: language and socio-emotional development:** Language – Definition, Language’s Rule Systems, Development of language in infants, Biological and Environmental influences. Emotional development; Temperament; Personality development; Social

Orientation/Understanding; Attachment and its development; Social and cultural contexts influencing the infant's development (15 Hours)

**Unit IV: Early childhood:** Physical changes – Body growth and change, Motor Development, Nutrition and exercise. Cognitive Changes – Piaget's Preoperational Stage, Vygotsky's theory, Information processing. Language development; Emotional Development; Moral Development; Gender; Family and socio-cultural influence on young children's development; Peer Relations, Play and Television (15 Hours)

**Unit V: Middle and Late childhood:** Physical Changes and Health – Body growth and change, motor development, Exercise, Health, Illness and Disease; Cognitive Changes – Piaget's Concrete Operational Stage, Information Processing. Language Development; Development of Self- Self concept, self esteem; Emotional Development; Moral Development – Kohlberg's stages; Gender; Influence of families, friends, school and cultural environment; Influence of technology, its effects. (15 Hours)

#### **TEXT BOOKS:**

1. Papalia, D. E, Olds, S. W, & Feldman, R. D. (2004). Human Development (9<sup>th</sup>ed.). Chennai: McGraw-Hill Education (India) Private Limited.
2. Santrock, J. W. (2011). Life-Span Development (13<sup>th</sup>ed.). New Delhi: Tata McGraw Education Private Limited.
3. Santrock, J. W. (2013). Child Development (13<sup>th</sup>ed.). New Delhi: Tata McGraw Education Private Limited.

#### **RECOMMENDED BOOKS:**

1. Bee, H. & Boyd, D. The Developing Child (10<sup>th</sup> ed.). Delhi: Pearson Education.
2. Berk, L. E (2013). Child Development (9<sup>th</sup>ed.). New Delhi: PHI Learning Pvt. Limited.
3. Feldman, R.S., & Babu, N. (2019). Child Development (8<sup>th</sup> ed.). Noida: Pearson.
4. Feldman, R.S. (2015). Development across the lifespan (7<sup>th</sup> ed.). Delhi: Pearson.
5. Hurlock, E.B. (1978). Child Development. (6<sup>th</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
6. Shaffer, D. R. & Kipp, K. (2007). Developmental Psychology – Childhood and Adolescence (7<sup>th</sup> ed.) Haryana: Thomson Wadsworth.

**JOURNALS:**

1. Genes and Environment (<https://genesenvironment.biomedcentral.com/>)
2. DEVELOPMENTAL PSYCHOLOGY COMMONS (<http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/>)

**E-LEARNING RESOURCES:**

<https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/>

<https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development>

<https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding>

<https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-age-26/physical-development-age-26>

<https://us.sagepub.com/sites/default/files/upm->

[binaries/97496\\_Chapter\\_9\\_Physical\\_and\\_Cognitive\\_Development\\_in\\_Middle\\_Childhood.pdf](binaries/97496_Chapter_9_Physical_and_Cognitive_Development_in_Middle_Childhood.pdf)

<https://www.webmd.com/children/piaget-stages-of-development#1>

**COURSE OUTCOMES**

<b>CO.No</b>	<b>CO Statement</b>
CO1	Describe the course of development of human and the influence of genetic and environmental factors on human life.
CO2	Explain the significance of development in various domains
CO3	Examine the influence of attachment styles and social contexts in the process of development
CO4	Compare and contrast healthy and unhealthy family environments on the developing child , relate it to real life situations and utilize this knowledge for fostering healthy environment
CO5	Infer the outcomes of development influenced by other environmental factors and plan strategies to create positive environment

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	0	3	0
CO2	3	2	1	0	3	0
CO3	3	2	2	2	3	2
CO4	3	2	2	2	3	2
CO5	3	2	2	2	3	2

**KEY :** Strongly Correlated -3 , Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Lecture (Chalk and Talk – OHP-LCD)/ Video presentation

Assignments

Class Participation (Quiz, Seminars)

Group Discussion

**QUESTION PAPER PATTERN –UG\***

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A- 10 x 2 Marks	50	20	100	Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit
K1,K2	B-5/8 x 8 Marks	200	40		
K2, K3	C-2/3 x 20 Marks	500	40		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester I Course Code: PS18/1A/BI1**

**Course Title: Biological Psychology – I**

**SEMESTER- I**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code: PS18/1A/BI1**

**L T P: 4 2 0**

**COURSE OBJECTIVES:**

1. To place emphasis on the perspectives and research methods of Biological Psychology.
2. To examine the structure and Communication of the cells of the nervous system
3. To understand synaptic transmission.
4. To understand the Nervous System
5. To examine the nature and functions of the endocrine glands.

**COURSE OUTLINE**

**Unit I: Introduction to Biological Psychology:** Definition of Biological Psychology. Biological Explanations of Behavior. Research Methods of Biological Psychology: Methods of Studying the Nervous system: Methods of Visualizing and Stimulating the Living Human Brain. Recording Human Physiological Activity. Invasive Physiological Research Methods (20 Hours)

**Unit II: The Cells of the Nervous System and Communication Within Neurons:** The Cells of the Nervous System: Anatomy of Neurons and Glia. The Blood Brain Barrier, Nourishment of the Vertebrate Neurons. The Nerve Impulse: The Resting Potential of the Neuron, The Action Potential, Propagation of the Action Potential, Myelin Sheath and Saltatory Conduction. Local Neurons. (15 Hours)

**Unit III: Communication Between Neurons:** The Properties of Synapses. Relationship among EPSP, IPSP and Action Potentials. Chemical Events at the Synapse: The Discovery of Chemical Transmission at Synapses. The Sequence of Chemical Events at a Synapse. (15 Hours)

**Unit IV: The Central Nervous System:** Structure of the Vertebrate Nervous System: Terminology to describe the Nervous system. The Hindbrain. The Midbrain. The Forebrain. The Ventricles. The Cerebral Cortex: Organization of the Cerebral Cortex. The Occipital Lobe, The Parietal Lobe, The

Temporal Lobe and The Frontal Lobe. The Peripheral Nervous System- Autonomic Nervous System: Sympathetic and Parasympathetic Fibers, Cranial Nerves. The Spinal Cord: Ascending Fibers in the Spinal Cord, Descending Fibers in the Spinal Cord. (20 Hours)

**Unit V: Hormones and Behavior:** Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones – Classification by Chemical Structure. Endocrine Glands and its Specific Hormones : The Pituitary Gland; The Adrenal Gland ; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands. (20 Hours)

### RECOMMENDED BOOKS

1. Kalat, J.W., (2015), Biological Psychology (11<sup>th</sup>e.d.) New Delhi : Cengage Learning India Private Limited.
2. Rosenweig, M.R., Leiman, A.L., Breedlove, S.M. (1999). Biological Psychology : A Introduction to Behavioral, Cognitive and Clinical Neuroscience. (2<sup>nd</sup>e,d,) U.S.A. : Sinauer Associates, Inc.
3. Pinel, J.P.J., (2007). Biopsychology. (6<sup>th</sup>ed.). New Delhi : Pearson Education, Inc.
4. Levinthal, C.F., (2003), Introduction to Physiological Psychology. (3<sup>rd</sup>e.d.). New Delhi: Pearson Education, Inc.

### RECOMMENDED BOOKS

1. Barnes, J. (2013). Essentials of Biological Psychological. New Delhi : Sage Publications Pvt. Ltd
2. Carlson, N.R. (2001). Physiology of Behavior. (7<sup>th</sup>ed.). Massachusetts: Pearson Education.
3. Carlson, N. R. (2005). Foundations of Physiological Psychology (6<sup>th</sup> ed.). New Delhi: Pearson.
4. Pinel, J.P.J & Barnes, J.S. (2018). Introduction to Biopsychology (9<sup>th</sup> Ed). Uttar Pradesh:Pearson India Education Services Pvt Ltd.
5. Bremnar, J.D. (2005). Brain Imaging Handbook. New York: W.W Norton & Company Inc

### JOURNALS:

1. Behavioral and Brain Functions (<https://behavioralandbrainfunctions.biomedcentral.com/>)
2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)

### E-LEARNING RESOURCES:

<http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf>

<https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function>

<https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse>

<https://www.medicalnewstoday.com/articles/307076.php>

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/hormonal-endocrine-system>

## COURSE OUTCOMES

CO.No	CO Statement
CO1	Describe recent research methods and perspectives on the emerging field of behavioural neuroscience
CO2	Understand anatomy and functions of the basic cell of the nervous system
CO3	Explain the process of communication between neurons
CO4	Describe the complex orchestrated functioning of the nervous system
CO5	Understand the function of endocrine glands and relate the knowledge to understanding various human behaviour

## Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	0	3	1
CO2	3	1	1	0	3	1
CO3	3	1	1	0	3	1
CO4	3	1	1	0	3	1
CO5	3	1	1	0	3	1

**KEY:** Strongly Correlated -3 , Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

## Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)/Video presentations

Group Projects

Quiz

Peer learning

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester - II Course Code: PS18/2C/BP2**

**Course Title: Basic Psychology – II**

**SEMESTER- II**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS18/2C/BP2**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To offer the students comprehensive overview and elaborate understanding of

- Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.
- Memory, its stages and functions and strategies to improve memory.
- Components of thought, strategies of problem solving, decision making and reasoning and characteristics of Language.
- Theoretical contributions to intelligence and measurement of intelligence. To highlight on Artificial and Emotional Intelligence and Creativity.
- The theories of personality and its measurement.

**COURSE OUTLINE:**

**Unit I: Learning:** Definition, Theories of Learning: Classical Conditioning- Principles of Classical Conditioning, Factors that affect Classical Conditioning, Classical Conditioning and Drug Use, Cognitive Aspects of Classical Conditioning. Operant Conditioning: Thorndike and the Law of Effect, B.F. Skinner: Components of Operant Conditioning: Reinforcement – Types and Schedules, Punishment – Types, Effective and Ineffective methods of Punishment, Discriminative Stimuli. Cognitive Aspects of Operant Conditioning: Latent learning, Insight learning and Observational Learning. (15 Hours)

**Unit II: Memory:** Definition, Models of memory: Stage model – Atkinson and Shiffrin –Sensory memory, Short-Term Memory and Long Term Memory, Levels of Processing Theory – Craik and Lockhart, Tulving’s Model- Types of Information in LTM. Retrieval cues: Meaning, Importance and factors affecting Retrieval: TOT, Testing Retrieval. Serial position effect and Encoding specificity principle. Flashbulb memories. Reconstructing memories- Sources of Potential Errors. Forgetting: Hermann Ebbinghaus curve. Factors that Influence Forgetting. Improving memory (15 Hours)

**Unit III: Thinking and Language:** Thinking: Definition . The Building Blocks of Thought: Mental Images, Concepts and Prototypes. Problem Solving: Definition and Strategies. Obstacles to Problem Solving. Decision Making: Strategies: The Single Feature Model, The Additive Model, The Elimination by Aspects Model. Strategies Employed with Decisions involving Uncertainty. Reasoning: Types and Barriers to Reasoning Rationally. Language: Characteristics. Language and Thought. (15 Hours)

**Unit IV: Intelligence and Creativity:** Definition, Nature of Intelligence. Determinants of intelligence Theories of Intelligence-Spearman, Thurston, Gardner, Sternberg, Guilford, Cattell, Jensen. Measuring Intelligence. Emotional Intelligence: Meaning and Domains. Artificial intelligence. Creativity: Meaning and Process, Characteristics of Creative Individuals . Fostering Creativity. (15 Hours)

**Unit V: Personality:** Meaning and Definition of Personality, Theories of Personality: Psycho-analytic theory, Other Psychoanalytic Views: Carl Jung and Alfred Adler, Humanistic Theories: Roger's Self-Theory and Maslow. Trait Theories: Allport and Cattell. Learning Theories: Social Cognitive Theories. Measuring Personality: Self-Report Tests of Personality, Projective Measures, Behavioral Observations, Interviews and Biological Measures. (15 Hours)

#### **TEXT BOOKS:**

1. Baron, R.A., & Misra, G. (2017). *Psychology: Indian Subcontinent Edition*. (5<sup>th</sup>e.d.). India.: Pearson India Education Services Inc.
2. Wade, C. & Tavris, C. (2006). *Psychology* (8<sup>th</sup> Ed.). Delhi: Pearson Education.
3. Hockenbury., & Hockenbury.(2003). *Psychology* (3<sup>rd</sup> Ed.).Worth Publishers.
4. Khatoon, N. (2012). *General Psychology*. Dorling Kindersley India Pvt Ltd.

#### **RECOMMENDED BOOKS:**

1. Atkinson & Hilgard. (2014). *Introduction to Psychology* (16<sup>th</sup> Ed.). Delhi: Cengage Learning India Pvt. Ltd.

2. Ciccarelli, S.K., & White, J.N. *Psychology* 5<sup>th</sup> Ed. (2018). Adapted Misra.G. Noida: Pearson India Education Services Pvt. Ltd.
3. Ciccarelli, S.K. & Meyer, G. E. (2006). *Psychology*. Delhi: Pearson Education.
4. Coon, D. & Mitterer. (2007). *Introduction to Psychology – Gateways to Mind and Behaviour* (11<sup>th</sup> Ed.) Delhi: Thomson Wadsworth
5. Passer, M.W. & Smith, R.E. (2007). *Psychology- The Science of mind and Behavior* (3rd Ed.). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

### JOURNALS:

1. Judgment and Decision making (<http://journal.sjdm.org/>)

### E LEARNING RESOURCES:

<https://faculty.washington.edu/robinet/Learning.htm>

<https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/>

<http://ncert.nic.in/ncerts/l/kepy108.pdf>

<https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf>

[http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316\\_CH08\\_61939.pdf](http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf)

### COURSE OUTCOMES

CO.No	CO Statement
CO1	Critically examine the process of learning
CO2	Understand and apply the process of encoding ,storing and retrieval of information
CO3	Describe the process of thinking, reasoning and applying the principles in problem solving and infer the role of language in thinking
CO4	Examine components of intelligence and understand the role of technology in simulating human intelligence
CO5	Critically analyze approaches to the study of personality and its measurement

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3	2
CO2	3	3	2	3	3	2
CO3	3	3	2	3	3	2
CO4	3	1	1	1	3	2
CO5	3	3	2	2	3	2

**KEY:** Strongly Correlated -3 , Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)/Video presentations

Assignments

Class Participation (Self analysis, group discussion, debates)

Quiz

### QUESTION PAPER PATTERN –UG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A- 10 x 2 Marks	50	20	100	Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit
K1,K2	B-5/8 x 8 Marks	200	40		
K2, K3	C-2/3 x 20 Marks	500	40		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – II Course Code: PS18/2C/AAP**

**Course Title: Psychology of Adolescence and  
Early Adulthood**

**SEMESTER- II**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS18/2C/AAP**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable students to gain understanding of

- Physical changes in adolescence and address the various issues in health
- Cognitive changes and role of schools in adolescent development
- The self, identity, spiritual and religious development along with understanding sexuality and influence of families and peers in adolescence.
- Physical and cognitive development in early adulthood and the key dimensions of career and work.
- Socio-emotional development and aspects of sexuality, attraction, love and close relationships in early adulthood

**COURSE OUTLINE:**

**UNIT I: Adolescence- physical changes:** Nature of Adolescence; Physical Changes – Puberty, Brain, Adolescent sexuality, Sexually transmitted infections; Issues in adolescent health – Nutrition and exercise, sleep patterns, leading causes of death, substance use and abuse, eating disorders.

(15 Hours)

**UNIT II: Adolescence- cognitive changes:** Piaget’s Theory – Formal Operational Stage, Evaluating Piaget’s Theory; Adolescent Egocentrism; Information Processing – Decision Making, Critical thinking; Schools – Effective schools for young adolescents – Extracurricular activities, Service Learning

(15 Hours)

**UNIT III: Adolescence- socio-emotional development:** The Self, Identity, and Religious/Spiritual Development – Self-esteem; Identity – Erikson’s view, Developmental Changes – Marcia’s statuses of identity; Emerging adulthood and beyond; Religious and Spiritual Development – Religion and Identity development, Cognitive development and religion in adolescence, positive role of religion.

Families – Parental monitoring, Autonomy and Attachment, Parent-adolescent conflict; Peers – Friendships, Peer groups, Romantic relationships; Culture and Adolescent development; Adolescent problems. Identity Formation- Erikson’s view, Marcia’s view, gender differences; relationship with family, peers and society. (15 Hours)

**UNIT IV: Early adulthood- physical and cognitive development:** Transition from adolescence to adulthood. Physical Development – Physical performance and development, Health, Eating and weight, Exercise, substance abuse; Sexuality – Sexual activity in emerging adulthood, sexual orientation and behavior, Sexually transmitted infections. Cognitive Development – Piaget’s view, Realistic and Pragmatic thinking, Reflective and Relativistic thinking, Post-formal thought, Schaie Life Span Model of Cognitive Development. Creativity; Careers and Work. (15 Hours)

**UNIT V: Early adulthood- socio-emotional development:** Stability and Change from Childhood to Adulthood – Temperament, Attachment; Attraction, Love and Close Relationships – Attraction, Physical attractiveness, Intimacy, Friendship, falling out of love; Adult lifestyles – single adults, cohabiting adults, married adults, divorced adults, remarried adults; Marriage and Family – Becoming a parent. (15 Hours)

#### **TEXT BOOKS:**

1. Papalia, D. E, Olds, S. W, & Feldman, R. D. (2005). Human Development (9<sup>th</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Santrock, J. W. (2011). Life-Span Development (13<sup>th</sup>ed.). New Delhi: Tata McGraw Education Private Limited.

#### **RECOMMENDED BOOKS:**

1. Feldman, R.S. (2015). Development across the lifespan (7<sup>th</sup> ed.). Delhi: Pearson.
2. Hurlock, E.B. (1980). Developmental Psychology – A Lifespan Approach (5<sup>th</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
3. Santrock, J.W. (2007). Adolescence (11<sup>th</sup> ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

4. Shaffer, D. R. (1996). *Developmental Psychology – Childhood and Adolescence* (4th ed.). California: Brooks/Cole Publishing Company
5. Shaffer, D. R. & Kipp, K. (2007). *Developmental Psychology – Childhood and Adolescence* (7<sup>th</sup> ed.) Haryana: Thomson Wadsworth.
6. Sigelman, C.K. & Shaffer, D. R. (1995). *Life span Development* (2<sup>nd</sup>ed.). California: Brooks/Cole Publishing Company

### JOURNALS:

1. Journal of Youth and Adolescence (<https://link.springer.com/journal/10964>)

### E LEARNING RESOURCES:

[https://shodhganga.inflibnet.ac.in/bitstream/10603/59367/11/11\\_chapter%203.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/59367/11/11_chapter%203.pdf)

<https://www.simplypsychology.org/formal-operational.html>

[https://www.utmb.edu/pedi\\_ed/CoreV2/Adolescent/Adolescent5.html](https://www.utmb.edu/pedi_ed/CoreV2/Adolescent/Adolescent5.html)

<https://courses.lumenlearning.com/boundless-psychology/chapter/early-and-middle-adulthood/>

<https://courses.lumenlearning.com/suny-hccc-ss-152-1/chapter/psychosocial-development-2/>

### COURSE OUTCOMES

CO.No	CO Statement
CO1	List and describe critical biological changes during adolescence
CO2	Explore the influence of structured learning environments on cognitive functioning
CO3	Analyze the role of psychosocial factors on the developing self
CO4	Evaluate and differentiate changes in development with respect to physical ,cognitive and sexual self from early stages of development and its implications for everyday life
CO5	Understand and devise ways to initiate and sustain positive interpersonal relationships

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	1	3	1
CO2	3	2	1	1	3	1
CO3	3	3	3	2	3	3
CO4	3	3	2	3	3	3
CO5	3	3	3	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Group Discussion

Role plays

Debates

### QUESTION PAPER PATTERN –UG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A- 10 x 2 Marks	50	20	100	Question No is compulsory. Section B to have atleast one question from every unit. Section C not to have more than one question from the same unit
K1,K2	B-5/8 x 8 Marks	200	40		
K2, K3	C-2/3 x 20 Marks	500	40		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester II Course Code: PS18/2A/BI2**

**Course Title: Biological Psychology – II**

**SEMESTER- II**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code: PS18/2A/BI2**

**L T P: 4 2 0**

**COURSE OBJECTIVES:**

To enable the students to understand:

1. Biological Rhythms, and Biological Basis of sleeping and Dreaming.
2. The Brain mechanisms of Thirst and Hunger
3. The Brain mechanisms in Emotions
4. The Biological Basis of Learning and Memory
5. Lateralization of brain's functions and the production and comprehension of Speech.

**COURSE OUTLINE**

**Unit I: Circadian Rhythms, Sleep and Dreaming:** Rhythms of Waking and Sleeping : Endogenous Cycles. Setting and Resetting the Biological Clock. Mechanisms of the Biological Clock. Sleep and Brain Mechanisms: Sleep and other Interruptions of Consciousness, The onset of Sleep and Hypnagogic Hallucinations, Stages of Sleep. Paradoxical or REM sleep. Brain Mechanisms of Wakefulness and Arousal. Brain Functions in REM Sleep. Functions of Sleep. Dreaming: REM Sleep and Dreaming. Biological Perspectives on Dreaming. (20 Hours)

**Unit II: Biological Basis of Thirst and Hunger:** Thirst: Mechanisms of Water Regulation. Osmotic Thirst. Hypovolemic Thirst and Sodium Specific Hunger. Hunger : Digestion and Food Selection. Short and Long Term Regulation of Feeding. Brain Mechanisms. (15 Hours)

**Unit III: Biological Basis of Emotions:** Emotions : Introduction. Emotions, Autonomic Arousal and the James-Lange Theory .Brain Areas Associated with Emotions. The Functions of Emotions. Attack and Escape Behaviors: Attack Behaviors. Fear and Anxiety. (15 Hours)

**Unit IV: Biological Basis of Learning and Memory:** Localized Representations of Memory. Types of Memory. The Hippocampus. Theories of the Function of the Hippocampus. The Basal Ganglia. Other Types of Amnesia: Korsakoff's Syndrome and Alzheimer's Disease. Other Brain Areas in Memory: Parietal Lobe, Temporal Lobe and Prefrontal Cortex. (20 Hours)

**Unit V: Lateralization and Language:** Lateralization of Functions: The Left and Right Hemispheres. Visual and Auditory Connections to the Hemispheres. Cutting the Corpus Collosum. Language: Speech Production- Broca's Aphasia Speech Comprehension: Wernicke's Aphasia. (20 Hours)

### **TEXT BOOKS:**

1. Carlson, N.R. (2001). Physiology of Behavior. (7<sup>th</sup>ed.). Massachusetts: Pearson Education
2. Kalat, J.W. (2015), Biological Psychology (11<sup>th</sup>ed.) New Delhi: Cengage Learning India Private Limited.
3. Pinel, J.P.J. (2007). Biopsychology. (6<sup>th</sup>ed.). New Delhi: Pearson Education, Inc.

### **RECOMMENDED BOOKS**

1. Barnes, J. (2013). Essentials of Biological Psychological. New Delhi: Sage Publications Pvt. Ltd.
2. Pinel, J.P.J & Barnes, J.S. (2018). Introduction to Biopsychology (9<sup>th</sup> Ed). Uttar Pradesh: Pearson India Education Services Pvt Ltd.
3. Rosenweig, M.R., Leiman, A.L., & Breedlove, S.M. (1999). Biological Psychology: An Introduction to Behavioral, Cognitive and Clinical Neuroscience. (2<sup>nd</sup>ed.). U.S.A : Sinauer Associates, Inc.
4. Wagner, H & Silber, K. (2004). Physiological Psychology. New York: BIOS Scientific Publishers
5. Carlson, N. R. & Birkett, M. (2017). Physiological of Behavior (12<sup>th</sup> ed.). Noida: Pearson.

### **JOURNALS:**

1. Behavioral and Brain Functions (<https://behavioralandbrainfunctions.biomedcentral.com/>)
2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)

**E LEARNING RESOURCES:**

<https://www.tuck.com/stages/>

<https://slideplayer.com/slide/8024292/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/biology-of-emotion/>

[http://www.elaine-m-hull.com/lectures/biology\\_learning\\_memory\\_russia.pdf](http://www.elaine-m-hull.com/lectures/biology_learning_memory_russia.pdf)

<https://www.slideshare.net/alxndr01/chapter-14-lateralization-language-presentation>

**COURSE OUTCOMES:**

CO.NO	CO Statement
CO1	Describe the physiological basis of sleep and dream
CO2	Explain the physiological mechanisms underlying basic needs
CO3	Explain the role of central and peripheral nervous system in the experience of emotions
CO4	Describe the biological basis of learning and memory
CO5	Explore the difference in functions of the right and left hemisphere and list brain areas that are involved in speech functions.

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	2	3	1
CO2	3	1	1	2	3	1
CO3	3	1	1	2	3	1
CO4	3	2	1	1	3	1
CO5	3	2	1	2	3	1

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Lecture (Chalk and Talk – OHP-LCD)

Group Projects and Presentations

Assignments

Model Making

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – I Code: PS18/1N/MEM**

**Title of the Paper: Managing Emotions**

**SEMESTER- I**

**Teaching Hours: 30 Hours**

**Credits: 2**

**Course Code: PS18/1N/ME M**

**L T P: 1 1 0**

**COURSE OBJECTIVES**

1. To enable the students to understand their own emotions and the emotions of others
2. To help the students to manage negative emotions and that of others
3. To help them acquire the wisdom of happiness

**Unit I:** Definition, characteristics of emotions, types of emotions, functions of emotions. (10 hours)

**Unit II:** Understanding emotional intelligence (EI) - Definition of EI, EQ versus I Q, Domains of EI, Components of EI, Importance of EI . (10 hours)

**Unit III:** Skills for enhancing emotional intelligence: activities to help recognize one's own emotion, understand non-verbal communication, conflict resolution strategies, stress reduction techniques to manage emotions (10 hours)

**TEXT BOOKS:**

1. Budhiraja, G.D (2007), The Art of Happy Living, Pustak Mahal Delhi
2. Walker, V; Brokaw, L (1995), 7<sup>th</sup> Ed., Becoming Aware, Kendall/Hunt Publishing Co.

**RECOMMENDED BOOKS:**

1. Weiten, W; Lloyd A.M (2004), 7<sup>th</sup> Ed., Psychology Applied to Modern Life, Thomson & Wadsworth

**E -LEARNING RESOURCES:**

1. <http://psychcentral.com/blog/archives/2012/07/03/how-to-manage-emotions-more-effectively/>
2. <http://www.helpguide.org/articles/emotional-health/emotional-intelligence-eq.htm>

**QUESTION PAPER PATTERN****Title of the paper: MANAGING EMOTIONS****Max Marks: 50****Course Code: PS18/1N/MEM****Time: 2 Hours****Answer any 10 out of 12 of the following questions: 10 x 5 = 50 Marks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**\*\*\*\*\***

Semester – II

Code: PS18/2N/ISS

Course Title: Improving Study Skills

**SEMESTER- II****Teaching Hours: 30 Hours****Credits: 2****Course Code : PS18/2N/ISS****L T P: 1 1 0****COURSE OBJECTIVES**

1. To help the students analyze their strength and weakness, identifying their learning styles and improving study habits
2. To enable to the students to learn strategies and techniques to improve study skills and academic performance

**Unit I: Effective Studying and Learning Styles:** Study skills definition. Developing sound study habits. Understanding learning styles. (10 hours)

**Unit II: Strategies for improving academic performance:** Notes taking- Effective note taking strategies and creating a mind map. Test-taking skills – Test day strategies and avoiding test anxiety. Critical reading and thinking (10 hours)

**Unit III: Techniques for improving study skills:** SQ3R Method, Mnemonics, Chunking procedures, Use of imagery. (10 hours)

**TEXT BOOKS:**

1. Hockenbury, H.D; Hockenbury E.S, (2003), Psychology, 3<sup>rd</sup> ed., Worth Publishers
2. Weiten, W; Lloyd A.M (2004), 7<sup>th</sup> Ed., Psychology Applied to Modern Life, Thomson & Wadsworth

**RECOMMENDED BOOKS:**

1. Ciccarelli, K.S; Meyer, E.G,(2007), Psychology, Pearson Education.
2. Passer W.M; Smith E.R (2007), 3<sup>rd</sup> ed., Psychology ‘The Science of Mind &Behaviour, Tata Mc Graw-Hill

**QUESTION PAPER PATTERN****Title of the paper: IMPROVING STUDY SKILLS****Max Marks: 50****Course Code: PS18/2N/ISS****Time: 2 Hours****Answer any 10 out of 12 of the following questions: 10x 5 = 50 Marks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**Semester – III Code: PS18/3C/EXP**

**Course Title: Experimental Psychology**

**SEMESTER- III**

**Teaching Hours: 75 Hours**

**Credits: 5**

**Course Code : PS18/3C/EXP**

**L T P: 0 2 4**

**COURSE OBJECTIVES:**

To demonstrate to the students, measurement of human capacities like perception, attention, learning and memory in a scientific setting.

1. To help students to gain knowledge of test conduction procedures
2. To help students to acquire knowledge on how to record, present and draw conclusions from the data, from the observations made.

**LIST OF EXPERIMENTS (Any 8)**

1. Division of Attention
2. Span of Attention
3. Distraction of Attention
4. Transfer of Learning - Habit Interference
5. Human Maze Learning -
6. Paired associate learning
7. Knowledge of Results
8. Concept Formation
9. Perceptual Grouping
10. Muller-Lyer Illusion
11. Effect of Meaning on Retention
12. Retroactive Inhibition
13. Study of Emotional Expressions
14. Mirror Drawing

**TEXT BOOKS:**

1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.

**RECOMMENDED BOOKS:**

1. Anastasi, A. & Urbina, S. (2017). Psychological Testing (7<sup>th</sup> ed.). Noida: Pearson.
2. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
3. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications (4<sup>th</sup> ed.). Delhi: Pearson Education.

**JOURNALS**

1. The Quarterly Journal of Experimental Psychology (<https://www.tandfonline.com/loi/pqje20>)

**E LEARNING RESOURCES :**

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-motivation/>

<https://webpages.uidaho.edu/psyc325/secure/14/14.slides.pdf>

<http://static1.squarespace.com/static/55d262f2e4b05b3ce73b91a7/t/56313343e4b0afb11c59914a/1446064963519/%5BLena+H.+McCain%5D+Thesis+2013.pdf>

**COURSE OUTCOMES:**

CO.No	CO Statement
CO1	Experiment with testing human capacities such as perception, attention, learning and memory.
CO2	Relate the acquired knowledge of psychological processes to the method employed in testing .
CO3	Demonstrate understanding of how psychological processes can be established objectively.
CO4	Make observation, interpret and use the data obtained from measurement to analyze individual differences in human capacities

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	3
CO2	3	2	3	1	3	3
CO3	3	2	3	2	3	3
CO4	3	3	3	2	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Demonstration

Discussion

Individual / Team Work for administration and discussion of results.

Administration of tests with individual members in community to understand the use of the tests.

**Semester – III Code: PS18/3C/MLP**

**Course Title: Psychology of Middle  
and Late Adulthood**

**SEMESTER- III**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS18/3C/MLP**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable students to gain understanding of

- The nature of middle adulthood with respect to physical, cognitive, career development and the role of religion
- The personality theories and important aspects of close relationships during middle adulthood
- Factors influencing longevity, course of physical and cognitive functioning, ageing, work and retirement and mental health problems in older adults
- The theories of socio-emotional development, personality development and discussing families and social relationships of aging adults
- The stereotypes of aging, and on the issue of death and dying within ones' cultural context.

**COURSE OUTLINE**

**Unit I: Physical and Cognitive Development in Middle Adulthood:** The Nature of Middle Adulthood: Changing Midlife, Defining Middle Adulthood; Physical Development: Physical Changes, Health and Disease, Mortality Rates, and Sexuality; Cognitive Development: Intelligence and Information Processing; Careers, Work and Leisure; Religion and Meaning in Life: Religion and Adult Lives, Religion and Health, Meaning in Life. (15 Hours)

**Unit II: Socio-emotional Development in Middle Adulthood:** Personality Theories and Development: Stages of Adulthood, the Life- Events Approach, Stress and Personal Control in Midlife, Contexts of Midlife Development; Stability and Change: Longitudinal Studies and Conclusions; Close Relationships: Love and Marriage at Midlife, Empty- Nest and its Refilling, Sibling Relationships and Friendship, Grand-parenting, Intergenerational Relationships. (15 Hours)

**Unit III: Physical and Cognitive Development in Late Adulthood:** Physical Development- The Young-Old, the Old-Old and the Oldest- Old; Biological Theories of Aging; The Aging Body: A Description; Sexuality; Health Problems. Cognitive Development- Cognitive Functioning in Older Adults: Multidimensionality and Multi directionality, Education, Work and Health, Training Cognitive Skills, Cognitive Neuroscience and Aging; Work and Retirement: Work and Adjustment to Retirement; Mental Health: Depression, Dementia, Alzheimer Disease and Other Afflictions, Fear of Victimization, Crime and Elder Maltreatment (15 Hours)

**Unit IV: Socio-emotional Development in Late Adulthood:** Theories of Socio-emotional Development: Activity- Disengagement Theory, Exchange Theory, Socio-emotional Selectivity Theory, Selective Optimization with Compensation Theory; Personality, the Self, and Older Adults in Society; Families and Social Relationships: Lifestyle Diversity, Older Adult Parents and their Adult Children, Great Grand-parenting, Friendship, Social Support and Social Integration, Altruism and Volunteerism; Impact of Gender and Culture; Successful Aging. (15Hours)

**Unit V: Ageism, Death & Dying:** Stereotypes of Aging; Positive and Negative Stereotypes, The Psychology of Prejudice, Breaking Negative Stereotypes; Death and Dying; The Death System and Cultural Variations; Issues in Determining Death; Decisions Regarding Life, Death and Health Care: Natural Death Act and Advance Directive, Euthanasia, Caring for Dying Individuals; Attitude Toward Death in Adulthood; Facing Death: Kubler- Ross' Stages of Dying, Perceived Control and Denial, Contexts in which people die, Communicating with a Dying Person; Making Sense of the World, Losing a Life Partner, Forms of Mourning. (15 Hours)

**TEXT BOOKS:**

1. Barrow, Georgia, M. (2014). *Ageing, the Individual and Society* (10<sup>th</sup> edn). Cengage Learning.
2. Santrock, John W; (2011); *Life- Span Development*; 13<sup>th</sup> Edition; McGraw Hill Education (India) Private Limited: New Delhi.
3. Papalia, D. E., Olds, S. W., & Feldman, R.D. (2004). *Human Development* (9<sup>th</sup> edn). Chennai: McGraw Hill Education (India) Private Limited.

**RECOMMENDED BOOKS:**

1. Birren E. James. & Schaie K Warner (2001). *Handbook of the Psychology of Aging*. San Diego: Academic Press. 5<sup>th</sup>ed.
2. Feldman, R.S. (2015). *Development across the life span* (7<sup>th</sup> edn). Delhi: Pearson.
3. Hurlock E. (1980) *Developmental Psychology*, Tata McGraw- Hill Publishing Company.
4. Santrock, W. John (2007). *Adolescence*. New Delhi: Tata McGraw-Hill Publishing Co
5. Shaffer, D. R. & Kipp, K. (2007). *Developmental Psychology – Childhood and Adolescence* (7<sup>th</sup> ed.) Haryana: Thomson Wadsworth.

**JOURNALS:**

1. Work, Aging and Retirement (<https://academic.oup.com/workar/issue>)
2. **Journal of Aging and Geriatric Psychiatry** (<http://www.alliedacademies.org/aging-and-geriatric-psychiatry/>)

**E LEARNING RESOURCES :**

[https://socialsci.libretexts.org/Bookshelves/Human\\_Development/Map%3A\\_Lifespan\\_Development -  
\\_A\\_Psychological\\_Perspective\\_\(Lally\\_and\\_Valentine-  
French\)/8%3A\\_Middle\\_Adulthood/8.01%3A\\_Physical\\_Development\\_in\\_Middle\\_Adulthood](https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood)

[https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-  
age-4565/crisis-in-middle-adulthood-age-4565](https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565)

[https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-  
development-65/physical-development-age-65](https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65)

<https://courses.lumenlearning.com/lifespandevlopment2/chapter/psychosocial-development-3/>

[https://www.cliffsnotes.com/study-guides/psychology/development-psychology/death-and-dying/the-stages-  
of-dying-and-death](https://www.cliffsnotes.com/study-guides/psychology/development-psychology/death-and-dying/the-stages-of-dying-and-death)

**COURSE OUTCOMES**

CO.No	CO Statement
CO1	Explain the nature of middle age in all significant domains of development
CO2	Analyze the changing nature of self in relation to others in middle adulthood
CO3	Summarize the physical, cognitive and social functioning in old age

CO4	Sketch the changing nature of self in relation to others in late adulthood
CO5	Evaluate the experience of aging, death and Dying in different cultural contexts

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	2	3	2
CO2	3	2	2	3	3	2
CO3	3	2	2	1	3	1
CO4	3	2	2	1	3	2
CO5	3	2	2	1	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Assignments- Observation, Interview ,Case studies.

Presentation

### QUESTION PAPER PATTERN –UG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A- 10 x 2 Marks	50	20	100	Question No is compulsory. Section B to have atleast one question from every unit. Section C not to have more than one question from the same unit
K1,K2	B-5/8 x 8 Marks	200	40		
K2, K3	C-2/3 x 20 Marks	500	40		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester III Code: PS18/3A/ST1**

**Course Title: Statistics for Psychology I**

**SEMESTER-III**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS18/3A/ST1**

**L T P: 4 2 0**

**COURSE OBJECTIVES**

1. To emphasize basic concepts, need and importance of statistics and education.
2. To impart knowledge on graphical representation of data
3. To enable students to plan, collect and organize data.
4. To familiarize students with steps and procedures involved in computing measures of central tendency and variability.
5. To enable them to select and choose appropriate statistical tools for analyzing and interpreting data.

**COURSE OUTLINE:**

**Unit I: Introduction:** Meaning of statistics, need and importance of statistics in psychology and education, Branches of statistical methods. Basic Concepts: Variables, Values and Scores. Scales of measurement- nominal, Ordinal, interval and ratio; organization of data- statistical tables, Frequency distribution. (15 Hours)

**Unit II: Graphical and Diagrammatic representation of data:** Objectives, Utility and Limitations. Types of Diagrams. Rules for drawing diagrams. Construction of frequency distribution graphs: Histograms and Bar graphs, Frequency Polygon and Ogive. Percentiles and percentile ranks. (20 Hours)

**Unit III: Measures of Central Tendency-** Mean, Median and Mode; Process of Computation and its Properties. Selecting a measure of central tendency. (15 Hours)

**Unit IV: Measures of Variability-** Range, Quartile deviation, Average deviation. Standard deviation and variance. Selecting a measure of variability. (20 Hours)

**Unit V: Correlation:** Meaning and Types; Correlation and Causation; coefficient of correlation and its interpretation; Rank difference method and product moment method (computation in ungrouped data) (20 Hours)

### TEXT BOOKS

1. Garrett.H.E.(1981). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd.
2. Gravetter,F.J., &Wallnau,L.B.(2013). *Statistics for behavioural sciences* (9<sup>th</sup> Ed.). Cengage Learning India Private Ltd.
3. Gupta, S.P. (2014). *Statistical Methods*. (44<sup>th</sup> e.d.) New Delhi : Roopak Printers.
4. Mangal S.K. (1987). *Statistics in Psychology and Education*. New Delhi: PHI Learning Private Ltd.

### RECOMMENDED BOOKS:

1. Aron, Aron., E. N., Coups , E.(2012). *Statistics for Psychology*.(3<sup>rd</sup> Ed). Prentice Hall.
2. Bali,N.P., Gupta, P.N, & Gandhi, C.P.( 2015). *Quantitative Techniques*.(2<sup>nd</sup> Ed). Laxmi Publication Pvt . Ltd
3. Gravetter,F.J., &Wallnau,L.B.(1995). *Essentials of statistics*. (2<sup>nd</sup> Ed.).West Publishing Company.
4. Haslam,S.M.,&McGarty.C.(2003).*Research Methods and statistics in Psychology*..Sage Publications Ltd.
5. King,B.M., & Bear.G.(2001). *Statistical Reasoning in Psychology and Education*(3<sup>rd</sup> Ed.). John Wiley& Sons Inc.

### JOURNALS:

1. Statistics Education Research Journal ([https://iase-web.org/Publications.php?p=SERJ\\_issues](https://iase-web.org/Publications.php?p=SERJ_issues))
2. Open Journal of Statistics (<https://www.scirp.org/journal/ojs/>)

### E LEARNING RESOURCES:

<https://www.mv.helsinki.fi/home/jmisotal/BoS.pdf>

<https://byjus.com/maths/graphical-representation/>

<http://www.psychologydiscussion.net/educational-psychology/statistics/measures-of-central-tendency-and-how-it-helps-in-educational-psychology/2741>

[https://us.sagepub.com/sites/default/files/upm-binaries/66956\\_Tokunaga\\_Chapter\\_4.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/66956_Tokunaga_Chapter_4.pdf)

<https://www.simplypsychology.org/correlation.html>

## COURSE OUTCOMES

CO.No	CO Statement
CO1	List the need and importance of statistics in psychology
CO2	Draw and make charts for easy analysis and interpretation of data
CO3	Organize and categorize data
CO4	Select and use relevant computational procedures for describing data
CO5	Apply appropriate statistical techniques for data analysis and interpretation .

## Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	1	3	2
CO2	3	3	3	1	3	1
CO3	3	3	3	1	3	3
CO4	3	3	3	2	3	3
CO5	3	3	3	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

## Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Small Scale surveys

Class participation

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B must have minimum 2 problems and Section C to have minimum of 1 problem</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – IV Code: PS18/4C/FRM**

**Course Title: Fundamentals of Research  
Methodology**

**SEMESTER- IV**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS18/4C/FRM**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable students to understand

- Basic research concepts.
- The process involved in the formulation of the research problem.
- The criteria for selecting appropriate sample.
- Techniques of observation and data collection
- Make use of report writing skills in their project work.

**COURSE OUTLINE:**

**Unit I: Research Methodology: An Introduction-** Definition; Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, The Research Process, Criteria of a Good Research; Problems encountered by Researches in India. (10 hours)

**Unit II: The Research Problem, the Hypothesis and Reviewing the Literature:** Research Problem: Meaning and characteristics of a problem, ways in which a problem is manifested, Types of Problems. Hypothesis: Meaning and characteristics of a good hypothesis, Types of hypotheses, Sources of Hypotheses and Functions of Hypotheses. Reviewing the Literature: Purpose of Review, Sources of Review. (20hours)

**Unit III: Sampling Design:** Sampling Design: Census and sample survey, Criteria of selecting a sampling procedure, Characteristics of a Good sample design, Different types of sample design. (15 hours)

**Unit IV: Techniques of observation and Data Collection:** Questionnaire and schedule, Interview, Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation, Rating Scale. (20 Hours)

**Unit V: Writing a Research Report:** General purpose of writing a research report, Structure of a research report, Styles of writing a research report, typing the research report, evaluating a research report.

(10hours)

**TEXT BOOKS:**

1. C.R. Kothari.( 2004). *Research Methodology: Methods & Techniques*. New Delhi: New Age International Pvt Ltd.
2. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001). *Essentials of Research Methods in Psychology*. Singapore: McGraw-Hill International Edition.
3. Singh, A.K. (2012). *Tests, Measurements and Research Methods in Behavioral Sciences*. (5<sup>th</sup>e.d.). Patna : B.B. Printers

**RECOMMENDED BOOKS:**

1. Cochran, W. G. (1999). *Sampling Techniques* (3<sup>rd</sup> ed.). New Delhi: Wiley India.
2. Harris, P. (2007). *Designing and Reporting Experiments in Psychology* (2<sup>nd</sup> ed.). UK: Open University Press.
3. Haslam S Alexander & McGarty Craig (2003). *Research Methods and Statistics in Psychology* . New Delhi: Sage Publications
4. *MLA Handbook for Writers of Research Papers* (7<sup>th</sup> ed.). (2009). New Delhi: East-West Press Pvt. Ltd.
5. Ramadass P, Aruni, Wilson, A. (2009), *Research and writing across the disciplines*, Chennai; MJP Publishers.

**JOURNALS:**

1. *Methods in Psychology* (<https://www.journals.elsevier.com/methods-in-psychology/>)
2. *Journal of Research Practices* (<http://jrp.icaap.org/index.php/jrp>)

**E-LEARNING RESOURCES:**

<http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>

[https://shodhganga.inflibnet.ac.in/bitstream/10603/94178/10/10\\_chapter%204.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/94178/10/10_chapter%204.pdf)

<https://stattrek.com/survey-research/sampling-methods.aspx>

<https://courses.lumenlearning.com/boundless-psychology/chapter/methods-of-collecting-data/>

[https://www.sas.upenn.edu/~baron/from\\_cattell/labrep.html](https://www.sas.upenn.edu/~baron/from_cattell/labrep.html)

## COURSE OUTCOMES

CO.No	CO Statement
CO1	Explain the fundamental research concepts
CO2	Examine and develop a feasible research question and generate hypothesis
CO3	Select appropriate sampling techniques for choosing participants for the research study.
CO4	Explain and use appropriate methods to collect data
CO5	Produce scientific report of the obtained research results

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	3	1
CO2	3	3	3	3	3	3
CO3	3	3	2	1	3	3
CO4	3	3	2	2	3	3
CO5	3	2	2	1	3	2

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1, No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

Journal presentation

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have atleast one question from every unit. Section C not to have more than one question from the same unit.</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – IV Code: PS18/4C/SP1**

**Course Title: Social Psychology- I**

**SEMESTER- IV**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS18/4C/SP1**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable students to

- Introduce the students to the discipline of social psychology and highlight the influences of various perspectives on it.
- Understand how one perceives the social world around them and apply the theoretical knowledge of attribution and impression management to the real world.
- Understand the relationship between attitude and behavior and thereby enable them to predict social behavior.
- Gain knowledge about various sources of prejudice and thereby devise techniques to reduce prejudice.
- Introduce to classic studies on conformity and understand the reasons for conformity and non-conformity and factors influencing it.

**COURSE OUTLINE:**

**Unit I: Introduction to Social Psychology:** Social Psychology-definition; Social psychology & related disciplines; Social Psychology in the new millennium- Influence of cognitive perspective, emphasis on application, adoption of multicultural perspective, Role of biological factors and evolutionary perspective. (15 Hours)

**Unit II: Social Perception** Attribution- theories of attribution: Theory of Correspondent Influence, Kelley's theory of Causal Attributions, Augmenting, Discounting, Regulatory Focus theory; Attribution Errors- Correspondence Bias, Actor- Observer effect, Self- Serving bias; Application of Attribution theory, Impression formation and Management. (15 Hours)

**Unit III: Attitudes and Behavior**

Attitude formation: Development of attitudes, Relationship between attitude and behavior- Influence of attitude on behavior and behavior on attitudes; Explanation for the effect of actions on attitudes- Self- Presentation, Self- Justification, Self- Perception. (15 Hours)

**Unit IV: Prejudice:** Definition - Sources of Prejudice- Social Sources: Social inequality, Social Identity, Conformity, Institutional Supports; Emotional sources: Frustration and Aggression, Personality Dynamics; Cognitive Sources: Categorization, Distinctiveness, And Attribution. Cognitive consequences of Stereotypes. Techniques for Reducing Prejudice. (15 Hours)

**Unit V: Conformity:** Classic studies- Sheriff, Asch, Milgram's obedience studies: Situations in which people conform- Group Size, Unanimity, Cohesion, Status, Public Response, No Prior Commitment; Reasons for Conformity- Normative influence, Informational influence, Personality, Culture. Influence of personality and culture; Resisting Pressures to conform- Reactance, Asserting Uniqueness. (15 Hours)

**TEXT BOOKS:**

1. Myers, D. G. (2002) *Social Psychology*. (7<sup>th</sup> ed.). McGraw Hill Book Company.
2. Baron A. & Byrne D. (2002) *Social Psychology*, (10<sup>th</sup> ed.), New Delhi: Prentice-Hall of India.
3. Baron, R. A. Branscombe, N. R, Byrne, D. & Bhardwaj, G. (2009). *Social Psychology*. (12<sup>th</sup> e.d.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

**REFERENCE BOOK:**

1. Branscombe, N.R., Baron, R. A. & Kapur, P. (2017). *Social Psychology* (14<sup>th</sup> ed.). Chennai: Pearson.
2. Buunk, A.P., & Vugt, M.V. (2013). *Applying Social Psychology – From Problems to solutions*. New Delhi: Sage Publications India Pvt. Ltd.
3. Kool, V. K., & Agrawal, R. (2006). *Applied Social Psychology – A Global Perspective*. New Delhi: Atlantic Publishers & Distributors (P) Ltd.

4. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Editors) (2012). *Applying Social Psychology to arenas of Life – Understanding and Addressing Social and Practical Problems* (2<sup>nd</sup> ed.). New Delhi: Sage Publications.
5. Taylor, S. E., Peplau, L.A., & Sears. D.O. (2006) *Social Psychology* (12<sup>th</sup> ed.). Delhi: Pearson education.

### JOURNALS:

1. Journal of Social and Political Psychology (<https://jspp.psychopen.eu/index.php/jspp>)
2. *International Review of Social Psychology* (<https://www.rips-irsp.com/about/>)

### E LEARNING RESOURCES:

[https://us.sagepub.com/sites/default/files/upm-binaries/90582\\_ch\\_1\\_heinzen.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf)

<https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf>

<https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/>

<https://courses.lumenlearning.com/wsu-sandbox/chapter/prejudice-and-discrimination/>

<https://courses.lumenlearning.com/boundless-psychology/chapter/social-influence/>

### COURSE OUTCOMES

CO.No	CO Statement
CO1	Understand human behaviour in social setting
CO2	Compare and contrast the reasons for difference in behaviours of individuals in the presence of others
CO3	Infer and predict causal factors for social behaviour and thought
CO4	Examine the sources of prejudice and devising ways to reduce it
CO5	Analyze reasons for being with and deviating from the group

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	3	1

CO2	3	3	3	2	3	2
CO3	3	3	3	2	3	2
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Role play/Role Reversals

Attitude Surveys

Social experiments

### QUESTION PAPER PATTERN –UG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A- 10 x 2 Marks	50	20	100	Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit
K1,K2	B-5/8 x 8 Marks	200	40		
K2, K3	C-2/3 x 20 Marks	500	40		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – IV Code: PS18/4A/ST2**

**Teaching Hours: 90 Hours**

**Course Code : PS18/4A/ST2**

**Course Title: Statistics for Psychology II**

**Credits: 5**

**L T P:4 2 0**

**COURSE OBJECTIVES:**

- To enable the students to understand the concepts in inferential statistics
- To familiarize students with the procedure for hypothesis testing and procedure for estimating the population mean
- To enable students to understand procedure involved in determining significance of mean
- To enable students to understand procedure involved in determining significance of mean difference
- To throw light on the difference between parametric and non-parametric tests and enable computation of chi-square analysis.

**COURSE OUTLINE:**

**Unit I: Key concepts in Inferential Statistics:** Z scores, The normal curve- Characteristics and properties, Measures of asymmetry: Skewness & kurtosis, Applications of the normal curve, Sample vs. Population, Distribution of sample means, Standard error and Probability. (20 hours)

**Unit II: Introduction to hypothesis testing and Estimation:** The logic of hypothesis testing, Uncertainty and errors in hypothesis- Type I and Type II errors, Factors that influence a hypothesis test, assumptions for hypothesis test with z scores, Directional and non-directional hypothesis test. Comparison of one tailed versus two –tailed tests of significance. Estimation: Two ways of making estimates- Point and Interval estimates. (15 hours)

**Unit III: Introduction to the t statistic:** The t statistic: An alternative to z. Hypothesis tests with the t statistic. The t statistic for Independent measures and related measures research design. (20 hours)

**Unit IV: Introduction to ANOVA:** Procedure for determining significance of difference. ANOVA- Meaning; Logic of ANOVA, Computation of one way analysis of variance (20 hours)

**Unit V: Introduction to Non –parametric test:** Difference between parametric and non parametric test. Chi Square Statistic: Tests of goodness of fit and independence. Assumptions, Uses and Limitations of chi square test. Non-Parametric Alternatives to t- test, ANOVA and Correlation - The Mann Whitney U Test, Kruskal Wallis Test and Spearman’s Rank Correlation. (15 hours)

### TEXT BOOKS:

1. Garrett.H.E.(1981). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd.
2. Gravetter,J., &Wallnau,B.(1995). *Essentials of statistics*(2<sup>nd</sup> Ed.).West Publishing Company.
3. Gravetter,F.J., &Wallnau,L.B.(2013). *Statistics for behavioural sciences* (9<sup>th</sup> Ed.). Cengage Learning India Private Ltd.
4. Mangal S.K. (1987). *Statistics in Psychology and Education*. New Delhi: PHI Learning Private Ltd.

### RECOMMENDED BOOKS:

1. Aron, Aron., E. N., Coups , E.(2012). *Statistics for Psychology*.(3<sup>rd</sup> Ed). Prentice Hall.
2. Bali,N.P., Gupta, P.N, & Gandhi, C.P.( 2015). *Quantitative Techniques*.(2<sup>nd</sup> Ed). Laxmi Publication Pvt . Ltd
3. King,B.M., &Bear.G.(2001). *Statistical Reasoning in Psychology and Education*(3<sup>rd</sup> Ed.). John Wiley& Sons Inc.
4. Haslam,S.M.,&McGarty.C.(2003).*Research Methods and statistics in Psychology*..Sage Publications Ltd.
5. Gupta, S.P. (2014). *Statistical Methods*. (44<sup>th</sup> e.d.) New Delhi : Roopak Printers.

### JOURNALS:

1. *Statistics Education Research Journal* ([https://iase-web.org/Publications.php?p=SERJ\\_issues](https://iase-web.org/Publications.php?p=SERJ_issues))
2. *Open Journal of Statistics* (<https://www.scirp.org/journal/ojs/>)

### E-LEARNING RESOURCES

<https://allpsych.com/researchmethods/distributions/>

[https://www.sagepub.com/sites/default/files/upm-binaries/40007\\_Chapter8.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/40007_Chapter8.pdf)

<https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/t-test/>

<https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/hypothesis-testing/anova/>

[http://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704\\_nonparametric/BS704\\_Nonparametric\\_print.html](http://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704_nonparametric/BS704_Nonparametric_print.html)

## COURSE OUTCOMES

CO.No	CO Statement
CO1	Comprehend basic ideas about making conclusions about population from data collected from samples
CO2	Develop skills to generate hypothesis depending on the nature of the research Question
CO3	Understand the process involved in testing the population mean from sample mean and infer appropriately
CO4	Compare the populations with respect to variable under study to evaluate whether statistical significant difference indicate real difference
CO5	Gain knowledge on non-normal distributions and statistics associated with it

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	3
CO2	3	3	3	2	3	2
CO3	3	2	3	2	3	3
CO4	3	3	3	2	3	3
CO5	3	2	2	2	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B must have minimum 2 problems and Section C to have minimum of 1 problem</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level



**Unit IV: Sexual Variants and Dysfunctions**

The Paraphilias- Meaning, Causal Factors and Treatment; Gender Dysphoria: Meaning and Treatment; Sexual Dysfunctions in Men; Female Sexual Interest/Arousal Disorder (20 hours)

**Unit V: Personality Disorders:** Clinical features of Personality Disorders. Cluster A Personality Disorder: Paranoid Personality Disorder, Schizoid Personality Disorder and Schizotypal Personality Disorder. . Cluster B Personality Disorders : Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Antisocial Personality Disorder and Psychopathy and Borderline Personality Disorder. Cluster C Personality Disorders: Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal factors, Treatments and Outcomes. (20 hours)

**TEXT BOOKS:**

1. Butcher J.N., Hooley, J.M., Mineka, S. & Dwivedi, C.B. (2017), *Abnormal Psychology*. (16<sup>th</sup> e.d.) India : Pearson Education, Inc.
2. Carson, R.C., Butcher, J.V. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (13<sup>th</sup>e.d.). Allyn & Bacon Publishers.

**RECOMMENDED BOOKS:**

1. Barlow H David & Durand V Mark (2002). *Abnormal Psychology 2<sup>nd</sup>*. Ed Brooks/Cole Publishing Company
2. Sarason I. G. & Sarason B.R. (2002), *Abnormal Psychology- Problem of maladaptive behavior*, 11<sup>th</sup> edition, Pearson education INC.
3. Nietzel S., McCauley & Bernstein (1998), *Abnormal Psychology*, Allyn & Bacon.
4. Ray. W.J.( 2015). *Abnormal Psychology- Neuroscience perspectives on human behaviour and experience*. New Delhi: Sage Publications.
5. Bennet, P. (2010). *Abnormal and Clinical Psychology- An Introductory Textbook*.(2<sup>nd</sup> Ed). New Delhi: Tata McGraw Hill Education Private Limited

**JOURNALS:**

1. Journal of Psychiatry and Neuroscience (<https://jpn.ca/>)

**E LEARNING RESOURCES:**

<https://courses.lumenlearning.com/abnormalpsychology/chapter/history-of-abnormal-behavior/>

<https://courses.lumenlearning.com/wsu-sandbox/chapter/anxiety-disorders/>

<https://www.mayoclinic.org/diseases-conditions/obsessive-compulsive-disorder/symptoms-causes/syc-20354432>

[http://www.csun.edu/~hcpsy002/0135128978\\_ch07.pdf](http://www.csun.edu/~hcpsy002/0135128978_ch07.pdf)

<https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders>

**COURSE OUTCOMES**

CO.No	CO Statement
CO1	Understand abnormal behaviour patterns and apply the knowledge to assessment .diagnosis and classification systems
CO2	Enhance personal and social functioning by understanding and analyzing reasons for neurotic conditions
CO3	Identify symptoms of panic and obsession, analyze the impact of these conditions and control them
CO4	Comprehend the categories of sexual variants and dysfunctions and its treatment
CO5	Examine the categories of personality disorders and critically evaluate the manifestation of these conditions on day-to –day functioning

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	3
CO2	3	3	2	3	3	1
CO3	3	3	2	3	3	1

CO4	3	3	2	3	3	1
CO5	3	3	2	3	3	1

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Written Assignments

Class participation

Quiz

Case study presentations

### QUESTION PAPER PATTERN –UG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A- 10 x 2 Marks	50	20	100	Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit
K1,K2	B-5/8 x 8 Marks	200	40		
K2, K3	C-2/3 x 20 Marks	500	40		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – V Code: PS18/5C/OZB**

**Course Title: Organizational Behaviour**

**SEMESTER- V**

**Teaching Hours: 90 Hours**

**Credits: 4**

**Course Code : PS18/5C/OZB**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable the students to understand

- The role of attitudes, personality, values and decision making of individuals in organization
- Various motivation theories and its organizational applications
- The basis of team working, effective communication and conflict resolution in organizations
- The effect of leadership on organizational effectiveness
- The influence of organizational culture and structure in organizational effectiveness

**COURSE OUTLINE:**

**Unit I: The Individual: Attitudes, Personality, Values and Decision Making:** Organizational Behaviour: Definition; Attitudes; Personality, Values, Linking an Individual's personality and values to the workplace, International values; Decision making in organizations, ethics in decision making, Creativity, Creative Decision-Making and Innovation in Organizations (15 hours)

**Unit II: The Individual: Motivation-Concepts and Applications:** Defining Motivation; Early theories of motivation, Contemporary theories of motivation, Integrating contemporary theories; Motivating by job design: Job Characteristics Model, Employee Involvement, Using rewards to motivate employees (20 hours)

**Unit III: The Group: Understanding work teams, Conflict and Negotiation, Communication:** Differences between groups and teams, types of teams, creating effective teams, turning individuals into team players; The conflict process, Negotiation; Organizational Communication, Choice of communication channel, Persuasive channel, Barriers to effective communication. (15 hours)

**Unit IV: The Group: Leadership:** Leadership; Trait theories, Behavioral theories, Contingency theories, LMX theory, Charismatic leadership and transformational leadership, Authentic leadership: Ethics and trust, Leading for the future: Mentoring, Challenges to the leadership construct, Finding and creating effective leaders (20 Hours)

**Unit V: The Organization System: Foundations of Organization structure, Organizational culture:** Organizational structure, Common organizational designs, new design options, Reason for structures to differ, Organizational culture, Role of cultures, Creating and sustaining culture, Employees learning culture, Creating an ethical organizational culture, Creating a positive organizational culture, Spirituality and organizational culture (20 hours)

**TEXT BOOKS:**

1. Luthans, Fred (2013) *Organizational Behaviour, An Evidence-based Approach*(12<sup>th</sup>e.d.) Tata McGraw Hill
2. Robbins, Judge and Vohra (2019) *Organizational Behavior*,(18<sup>th</sup> e.d.), Pearson India Educational Services.

**RECOMMENDED BOOKS:**

1. Keith Davis (2000) *Human Behavior at work*, Tata McGraw Hill
2. Moorhead and Griffin (2001) *Organizational Behaviour* (5<sup>th</sup>e.d.) AITBS Publishers & Distributors.
3. Afsaneh Nahavandi; Robert B Denhardt & Maria P Aristigueta. (2015). *Organizational Behavior*. New Delhi : Sage Publications.
4. Aswathappa K.(2018). *Organizational Behavior*. (13<sup>th</sup> e.d.) Mumbai: Himalayan Publishing House.
5. Robbins, Judge and Vohra (2017) *Organizational Behavior*,(6<sup>th</sup> e.d.), Pearson India Educational Services.

**JOURNALS:**

1. Journal of Work and Organizational Psychology (<https://journals.copmadrid.org/jwop/>)
2. Journal of Organizational Behavior (<https://onlinelibrary.wiley.com/journal/10991379>)
3. Journal of Organizational Behavior Management (<https://www.tandfonline.com/toc/worg20/current>)

**E.LEARNING RESOURCES:**

<https://elibrarywcl.files.wordpress.com/2015/02/introduction-to-organizational.pdf>

[https://shodhganga.inflibnet.ac.in/bitstream/10603/21361/10/10\\_%20chapter%202.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/21361/10/10_%20chapter%202.pdf)

[http://ebooks.lpude.in/commerce/mcom/term\\_1/DMGT103\\_ESSENTIALS\\_OF\\_ORGANIZATION\\_BEHAVIOUR\\_DCOM401\\_ORGANISATION\\_BEHAVIOUR.pdf](http://ebooks.lpude.in/commerce/mcom/term_1/DMGT103_ESSENTIALS_OF_ORGANIZATION_BEHAVIOUR_DCOM401_ORGANISATION_BEHAVIOUR.pdf)

<http://repository.up.ac.za:8080/bitstream/handle/2263/25691/04chapter4.pdf?sequence=5&isAllowed=y>

[http://dl.motamem.org/organizations\\_behavior\\_structure.pdf](http://dl.motamem.org/organizations_behavior_structure.pdf)

**COURSE OUTCOMES**

CO.No	CO Statement
CO1	Explain the influence of human attributes in the functioning of organization
CO2	Identify the factors that motivate individuals at work
CO3	Critically examine interpersonal skills for effective organizational functioning
CO4	Analyze and inspect the human factor behind optimal functioning of an organization
CO5	Compare and Contrast various organizational practices and structure contributing to organizational effectiveness

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	2	3	1
CO2	3	2	2	3	3	3
CO3	3	3	2	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	2	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – V Code: PS18/5C/SP2**

**Course Title: Social Psychology - II**

**SEMESTER- V**

**Teaching Hours: 90 Hours**

**Credits: 4**

**Course Code : PS18/5C/SP2**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable the students to

- Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.
- Understand the dynamics of intimate relationships such as friendship and love.
- Be introduced to the theories that explain selflessness and to suggest ways to increase helping behavior.
- Be imparted with knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.
- Understand the nature of conflict and ways to promote peace in the society.

**COURSE OUTLINE:**

**Unit I: Group Processes:** Functions of group; Influence of group on individual performance - social facilitation, social loafing; Decision making in groups- nature, polarization; potential dangers- group think, biased processing. (15 Hours)

**Unit II: Interpersonal attraction & intimacy:** Friendship – Proximity, Physical Attractiveness, Similarity versus Complementarity, Liking those who like us, Relationship rewards. Love – Passionate love, Companionate love. Maintaining Close relationships – Attachment, Equity, self-disclosure. (20 Hours)

**Unit III: Altruism:** Altruism- Social exchange theory, Social norms, Evolutionary Psychology, Situational, Personal influences, Role of gender and similarity, Increasing helping behaviors. (15 Hours)

**Unit IV: Aggression:** Theoretical Perspectives- Biological theories, Drive theories, Modern theories; Determinants of aggression- Social determinants, Situational determinants; Prevention and control of aggression. (20 Hours)

**Unit V: Conflict and Peacemaking:** Conflict- Social dilemmas, competition, perceived injustice; Misperception. Peacemaking- contact, co-operation, communication, conciliation. (20 Hours)

**TEXT BOOKS:**

1. Baron A & Byrne. (2003) *Social Psychology* 10<sup>th</sup> Edition, Prentice Hall.
2. Bramcombe, N. R, Baron, R. A. & Kapur, P. (2017). *Social Psychology*. (14<sup>th</sup> ed.). Noida: Pearson India Education Services Pvt. Ltd.
3. Myers, David G. (2002) *Social Psychology* 7<sup>th</sup> Edition, McGraw Hill Book Co.

**ECOMMENDED BOOKS:**

1. Kool V.K., & Agarwal R.(2006) *Applied Social Psychology*. A Global perspective. Atlantic Publishers (P) Ltd.

**JOURNALS:**

1. Journal of Social and Political Psychology (<https://jspp.psychopen.eu/index.php/jspp>)
2. International Review of Social Psychology (<https://www.rips-irsp.com/about/>)

**E-LEARNING RESOURCES:**

<https://facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf>

[https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia\\_Insights\\_1e\\_Ch10.pdf](https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf)

<https://opentextbc.ca/socialpsychology/chapter/understanding-altruism-self-and-other-concerns/>

<https://2012books.lardbucket.org/pdfs/social-psychology-principles/s13-aggression.pdf>

[https://www.slideshare.net/Davis\\_1304/conflict-and-peacemaking](https://www.slideshare.net/Davis_1304/conflict-and-peacemaking)

**COURSE OUTCOMES:**

CO.No	CO Statement
CO1	Illustrate group influences and apply the knowledge to explain day to day events
CO2	Critically examine intimate relationships and infer the dynamics of intimate relationship such as friendship and love.
CO3	Identify reasons for why, when people help and devise strategies to promote pro-social behavior
CO4	Summarize factors that cause aggression and apply the knowledge to avert and reduce aggression
CO5	Understand the dynamics involved in conflict and explore ways of conflict resolution.

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	3
CO2	3	3	2	3	3	3
CO3	3	3	2	3	3	3
CO4	3	3	2	3	3	2
CO5	3	3	2	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – V Code: PS18/5C/PST**

**Course Title: Psychological Testing**

**SEMESTER- V**

**Teaching Hours: 75 Hours**

**Credits : 4**

**Course Code: PS18/5C/PST**

**L T P: 0 2 3**

**COURSE OBJECTIVES:**

To enable students to:

- Equip themselves with the knowledge and skills in the practice of psychological assessment for a variety of assessment such as Personality, Intelligence, Thinking and general attitudes and behaviour
- Administer and Score assessment measures
- Evaluate objectively the results and draw inferences.
- Write a report based on the data obtained.

**LIST OF TESTS (Any 8)**

1. Type A Type B Behavior Pattern Scale – *Dhar, U. (2001)*
2. Locus of Control – *Vohra, S. (1992)*
3. Sentence Completion Test – *Dubey, L.N. & Dubey, A. (1987)*
4. Comprehensive Interest Schedule – *Vohra, S. (1993)*
5. Raven’s Standard Progressive Matrices – *Raven, J., Raven, J.C. & Court, J.H. (2000)*
6. Bhatia’s Battery of Performance Test
7. Cognitive Style Inventory – *Jha, K.P.(2001)*
8. Cognitive Distortion Scale – *Sisodia, S. D., & Sharma, D. (2012).*
9. Styles of Learning and Thinking (SOLAT) – *Venkataraman, D. (1994)*
10. Parenting Scale – *Bharadwaj ,R.L., Sharma,H., & Garg, A. (1998)*
11. EQ- Emotional Quotient – *Chadha, N.M. (2012)*
12. Deo-Mohan Achievement Scale – *Deo, P. & Mohan, A. (2011)*
13. Tweezer Dexterity Test – *Jagdish, & Bhargava, V. (1997)*
14. Minnesota Rate of Manipulation
15. Stroop Effect

**Internal Evaluation: 40 Marks.**

**External Evaluation: Double valuation for 60 Marks**

**TEXT BOOKS:**

1. Gregory,R.J.(2004). Psychological testing-History, Principles and Applications(4<sup>th</sup> Ed).Delhi:Pearson Education,Inc.
2. Miller, L.A., Lovler, R.L., & Mc Intire,S.A.(2013). Psychological Testing – A practical Approach (4<sup>th</sup> Ed). NewDelhi: Sage Pubications.

**RECOMMENDED BOOKS:**

1. Anastasi,A & Urbina ,S. (2007). Psychological Testing(6<sup>th</sup> Ed). New Delhi: Prentice Hall of India Pvt Ltd.
2. Freeman ,F.S. (1962). Theory and Practice of Psychological Testing (3<sup>rd</sup> Edition) New Delhi: Oxford & IBH Publishing CoPvt Ltd.
3. Kline,T.J.B.(2005). Psychological Testing- A practical approach to design and Evaluation. New Delhi: Vistar Publications.

**JOURNALS:**

1. International Journal Of Testing (<https://www.tandfonline.com/toc/hijt20/current>)

**E-LEARNING RESOURCES**

<http://download.nos.org/srsec328newE/328EL18.pdf>

<http://www.gcbtcollege.in/studymaterial/Intelligence%20Theories.pdf>

<http://egyankosh.ac.in/bitstream/123456789/23833/1/Unit-2.pdf>

**COURSE OUTCOMES**

CO.No	CO Statement
CO1	Assess central human attributes such as personality, intelligence , thought and attitudes through standardized tests.
CO2	Demonstrate skills in administering and scoring assessment measures
CO3	Demonstrate competence in drawing inferences from the results without bias
CO4	Demonstrate competence in writing a standard report

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	2	3	3
CO3	3	3	3	3	3	3
CO4	3	1	1	1	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Learning Assignments

Lab Experiments

Discussion based learning

**Semester – V Code: PS18/5E/HTP**

**Course Title: Health Psychology**

**SEMESTER- V**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS18/5E/HTP**

**L T P: 4 2 0**

**COURSE OBJECTIVES:**

To enable students to understand

- Need and perspectives of health psychology.
- Various models available to conceptualize health.
- Illness behaviours and importance of patient - practitioner communication
- The influence of stress and pain on health and the importance of social support in managing stress and pain
- The nature pain and its management.

**COURSE OUTLINE:**

**Unit I: Introduction:** Definition of Health and its Domains, Definition and Goals of Health Psychology, Brief History of Health Psychology, Perspectives in Health Psychology. (15 hours)

**Unit II: Theoretical Models of Health Behaviour Change:** Factors determining healthy behaviours: Biological, Psychological and Social. Key theories of Health behavior change: Trans-theoretical Model, Health Belief Model, Theory of Reasoned Action and Planned Behavior, The Health Action Process Model, Social Cognitive theory (15 hours)

**Unit III: Factors surrounding Illness Behaviours:** The commonsense model of illness Behaviour. Recognizing Symptoms: The confirmation bias, Attribution and Misattribution, Personality. Seeking treatment: The role of Culture. Understanding delays, The hospital setting, Staff relations, Adherence to treatment. Patient practitioner Interactions: Nature, Results of poor patient provider communication, Improving patient provider communication and Reducing Non- adherence. (20 hours)

**Unit IV: Stress, Coping and Social Support:** Definition of Stress and Stressor; Theoretical Explanations of Stress- the General Adaptation Syndrome, Transactional Theory of Stress, Diathesis Stress Model, Life- Events Theory, Tend and Befriend Theory, Theory of Learnt Helplessness; Coping Strategies: Emotion-Focused and Problem-Focused types; Coping Interventions: Relaxation Mindfulness Training, Disclosure and Coping, Relaxation Training, Expressive writing & Self affirmation. Cognitive Therapies: Stress Inoculation Training, Rational Emotive Therapy. Social support: Main Forms of Social support, Theories of Social Support Change: Social Convoy Model and Socio-emotional Selectivity theory. Effects of Social Support on Illness (20 hours)

**Unit V: Pain and its management :** Pain: Definition and Types of Pain. Theories of pain: Specificity theory, Pattern theory, Affect theory, Gate control theory and Neuromatrix theory. Clinical Issues in pain management: Acute & Chronic pain , Pain & Personality. Basic Measures of Pain. Pain Control Techniques : Pharmacological, Surgical and Sensory control of pain. Cognitive behavioural Methods of pain control: Progressive relaxation, Meditation, Hypnosis & Biofeedback , Cognitive behaviour therapy. Self Management of Chronic Pain. (20 hours)

### **TEXT BOOKS:**

1. Straub, O. Richard. (2002). *Health Psychology*. New York: Worth Publishers
2. Taylor E. Shelley .*Health Psychology*.(7<sup>th</sup> Ed). New Delhi: Tata McGraw Hill Education Pvt. Ltd
3. Gurang, R.A.R. (2014). *Health Psychology- A Cultural Approach*.(3<sup>rd</sup> Ed). U.S.A: Wadsworth Cengage Learning .

### **RECOMMENDED BOOKS:**

1. Allen, F. (2011). *Health Psychology & Behaviour*, New Delhi: Tata McGraw Hill Education
2. Dalal, K.(2015). *Health Beliefs and Coping with Chronic Deiseases*. New Delhi:sage Publications India Pvt Ltd.
3. Khatoon, N (2012). *Health Psychology*; India: Pearson Education
4. Marks,D.F., Murray,M., Evans,B., Woodall.C.W.C & Sykes,C.M.(2005). *Health Psychology- Theory, Research and Practice*.(2<sup>nd</sup> Ed).New Delhi: Sage Publications.

**JOURNALS:**

1. Health Psychology Open (<https://journals.sagepub.com/home/hpo>)
2. International Journal of Clinical and Health Psychology (<https://www.journals.elsevier.com/international-journal-of-clinical-and-health-psychology/>)

**E-LEARNING RESOURCES:**

<https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-health-psychology/>  
<https://www.ruralhealthinfo.org/toolkits/health-promotion/2/theories-and-models>  
<https://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf>  
<https://pdfs.semanticscholar.org/8bdd/71f8ffa51174d160fd67ef99139b243f6dce.pdf>  
<https://www.apa.org/pubs/journals/releases/amp-a0036735.pdf>

**COURSE OUTCOMES**

CO.No	CO Statement
CO1	Trace the evolution of the field of medicine in the treatment of illness and the need and trends that shaped the emergence of the field of health psychology.
CO2	Utilize the knowledge on health behaviour models to identify behavioural immunogens and pathogens and apply the understanding to personal health behaviours
CO3	Comprehend stereotyped responses and behaviours to chronic illnesses and the role of health practitioners in treatment adherence and recovery.
CO4	Analyze sources of stress and evaluate the effectiveness of various stress management strategies.
CO5	Identify pain related physiological and psychological effects and explain ways of coping with it

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	3	2
CO2	3	3	3	3	3	1
CO3	3	2	3	3	3	3
CO4	3	3	3	3	3	2
CO5	3	3	3	3	3	1

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Learning Assignments

Class participation

Presentations

Group discussions

### QUESTION PAPER PATTERN –UG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

Semester – V                      Code: PS18/SS/POP      Course Title: Self- Study Paper- Positive Psychology\*

### SEMESTER – V

Course Code : PS18/SS/POP

Credits:2

#### COURSE OBJECTIVES

- To understand the concepts of positive psychology
- To understand the implications of positive psychology for the well-being of self and society
- Generate research questions and strategies based on principles of positive psychology

#### UNIT I

Introduction to Positive Psychology: Assumptions, Goals and Definitions; A brief history of positive psychology – Martin Seligman and positive psychology, - Life Above Zero

#### UNIT II

Positive Emotions – The Broaden-and-Build Theory of Positive Emotions; Positive Emotions and Well-being ; Cultivating Positive Emotions – Flow Experiences, Savoring. Optimism – Dispositional optimism, Optimism as explanatory style, Varieties of Optimism; Hope theory.

#### UNIT III

Resilience – Definition; Sources of Resilience – In Children, In Disadvantaged Youth, In Adulthood and Later Life – Growth through Trauma

#### UNIT IV

Forgiveness; Gratitude – Increasing well-being by counting one's blessings.

#### UNIT V

Religion and Spirituality- defining Religion and Spirituality; Religion/Spirituality and well being; Religious Orientation; Styles of Religious coping. Mindfulness and wellbeing; mindfulness meditation; mindfulness and Positive Psychology Research

#### TEXT BOOKS

1. Baumgardner, S.R., &Cothers, M.K. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt.Ltd.

- Joseph, S & Linley, P.A. (2006). Positive Therapy. A meta-theory for positive psychological practice. London: Routledge.

## REFERENCES

- Carr, A. (2004). Positive Psychology a science of happiness and human strengths. New York, NY: BR Publishers
- Csikszentmihalyi, M. (2002). Flow, the classic work on how to achieve happiness. London: Rider.
- Lomas, T, Hefferon, K & Ivtzan, I. (2014). Applied Positive Psychology. New Delhi. Sage Publications Limited

## \*SELF STUDY

The Self study paper is offered only to the students with marks above 70% in the first four semesters. However, enrolment to the paper is not mandatory. Single Evaluation for 100 marks will be carried out. There will be no continuous assessment. There will be no teacher instructions and the student must learn on her own. Guidance in the form of Tutorial will be provided, if necessary

## COURSE OUTCOMES

CO.No	CO Statement
CO1	To trace the origin of the field of positive psychology and describe the key concepts relating to positive emotions, positive cognitions and positive behavior.
CO2	To experiment the techniques and strategies of positive psychology for enhancement of self and significant others.
CO3	To be able to come up with pertinent research questions to find solution(s) for day to day requirements.

## QUESTION PAPER PATTERN

**Title of the paper: Self- Study Paper : Positive Psychology**

**Max Marks: 100**

**Course Code: PS18/SS/POP**

**Time: 3 Hours**

**Part – A**

**ANSWER ANY 10 OUT OF 12 QUESTIONS**

**(10 x 4 = 40)**

**Part – B**

**ANSWER ANY 3 OUT OF 4 QUESTIONS**

**(3 x 20 = 60)**

Semester – VI

Code: PS18/6C/AB2

Course Title: Abnormal Psychology-II

**SEMESTER – VI****Teaching Hours: 90 Hours****Credits: 4****Course Code : PS18/6C/AB2****L T P: 3 2 0****COURSE OBJECTIVES:**

To enable students to understand:

1. The clinical picture, causal factors and treatment for Mood Disorders
2. The clinical picture, causal factors and treatment for Schizophrenia.
3. The causes and treatment of Alcohol Related Disorders and an overview of Psychoactive Drugs.
4. The classification, causes and treatment of childhood disorders.
5. The causes and treatment of Neuro-developmental disorders.

**COURSE OUTLINE:****Unit I: Mood disorder and Suicide**

Mood Disorders : An Overview, Types of Mood Disorders. Causal Factors: Biological and Psychological Causal Factors. Bipolar and Related Disorders : Types. Causal Factors: Biological and Psychological Causal Factors. Socio-cultural Factors Affecting. Unipolar and Bipolar Disorders. Treatments and Outcomes. Suicide : The Clinical Picture and Causal Pattern . Causal Factors. Suicidal Ambivalence : Communication of Suicidal Intent and Suicide Notes. Suicide Prevention and Intervention. (20 hours)

**Unit II: Schizophrenia:** Schizophrenia : Clinical picture, Subtypes, Other Psychotic Disorders, Risk and Causal Factors, Treatment and Outcomes. (20 hours)

**Unit III: Substance Related Disorders:** Introduction. Alcohol Related Disorders : Prevalence, Comorbidity and Demographics. The Clinical Picture Of Alcohol Related Disorders . Causal Factors and Treatment. Drug Abuse and Dependence : Opium and Its Derivatives (Narcotics)- Effects,

Cocaine and Amphetamines (Stimulants): Effects. Meth Amphetamine , Barbiturates (Sedatives) – Effects. Hallucinogens – LSD, Mescaline and Psilocybin. Ecstasy, Marijuana – Effects, Stimulants : Caffeine and Nicotine – Effects. (15 hours)

**Unit IV: Disorders of childhood and adolescence:** Classification of childhood and adolescent disorders. Common Disorders Of Childhood : Attention Deficit / Hyperactivity Disorder (ADHD), Disruptive, Impulse – Control and Conduct Disorder. Anxiety and Depression in Children and Adolescents : Separation Anxiety Disorder, Childhood Depression and Bipolar Disorder. Elimination Disorders (Enuresis, Encopresis), Sleepwalking and Tics. (15 hours)

**Unit V: Neurodevelopmental Disorders :** Autism, Spectrum Disorders. Specific Learning Disorders. Intellectual Disability. (20 Hours)

#### **TEXT BOOKS:**

1. Butcher J.N., Hooley, J.M., Mineka, S. & Dwivedi, C.B. (2017), *Abnormal Psychology* (16<sup>th</sup> e.d.) India : Pearson Education, Inc.
2. Carson, R.C., Butcher, J.V. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (13<sup>th</sup>e.d.). Allyn & Bacon Publishers.

#### **RECOMMENDED BOOKS:**

1. Barlow H David & Durand V Mark (2002). *Abnormal Psychology* 2<sup>nd</sup>. Ed Brooks/Cole Publishing Company
2. Sarason I. G. & Sarason B.R. (2002), *Abnormal Psychology-* Problem of maladaptive behavior, 11<sup>th</sup> edition, Pearson education INC.
3. Nietzel S., McCauley & Bernstein (1998), *Abnormal Psychology*, Allyn & Bacon.
4. Ray. W.J.( 2015). *Abnormal Psychology- Neuroscience perspectives on human behaviour and experience*. New Delhi: Sage Publications.

5. Bennet, P. (2010). *Abnormal and Clinical Psychology- An Introductory Textbook.*(2<sup>nd</sup> Ed). New Delhi: Tata McGraw Hill Education Private Limited

### JOURNALS:

1. Journal of Psychiatry and Neuroscience (<https://jpn.ca/>)

### E-LEARNING RESOURCES:

[file:///C:/Users/ganes\\_000/Downloads/DSM%20V%20-%20Version%20en%20Ingles.pdf](file:///C:/Users/ganes_000/Downloads/DSM%20V%20-%20Version%20en%20Ingles.pdf)

[https://secure2.convio.net/dabsa/pdfs/brochures/understanding\\_your\\_mood.pdf](https://secure2.convio.net/dabsa/pdfs/brochures/understanding_your_mood.pdf)

[https://psychiatryonline.org/pb/assets/raw/sitewide/practice\\_guidelines/guidelines/schizophrenia.pdf](https://psychiatryonline.org/pb/assets/raw/sitewide/practice_guidelines/guidelines/schizophrenia.pdf)

<http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20157-176.pdf>

<http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20239-258.pdf>

### COURSE OUTCOMES

CO.No	CO Statement
CO1	Comprehend the etiology, symptom presentation, course and treatment for various disorders of the mood.
CO2	Explain etiology, onset, course , treatment and prognosis for schizophrenia
CO3	Analyze the patterns and effects of substance use, abuse and dependence and gain knowledge on treatment options available for alcohol related disorders.
CO4	Examine the categories of childhood disorders and critically evaluate the effects of these conditions on day-to –day functioning of the developing child
CO5	Examine and understand the categories, causes and treatment for neuro-developmental disorders in the course of the developmental period.

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	3	2
CO2	3	1	1	1	3	2
CO3	3	3	3	2	3	2
CO4	3	2	2	2	3	2
CO5	3	1	1	2	3	2

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since **K1** levels are specified in Part A and Part B and **K2** levels as specified in both Part B and Part C and **K3** levels are specified in Part C, 40% of questions may be assigned to **K1** and **K2** levels each and 20 % for **K3** level

**Semester – VI Code: PS18/6C/HRM**

**Course Title: Human Resource Management**

**SEMESTER – VI**

**Teaching Hours: 90 Hours**

**Credits: 4**

**Course Code : PS18/6C/HRM**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable the students to understand

- The nature and scope of Human Resource Management
- The role of job analysis, job design and job evaluation in developing and managing employees
- The intricacies involved in recruiting and selecting the right talent
- The need for training and the process involved in training
- The distinction between career management and talent management

**COURSE OUTLINE:**

**Unit I: Understanding the nature and scope of Human Resource Management:** Nature of HRM, HRM functions, HRM: Functions and objectives, Organization for HR Department, HRM Paradoxes, Personnel Policies and Principles, Skills for HR Professionals, Line Managers, HRM Models, Jobs and careers in HRM, Reason to study HRM, Nature of Strategic HRM, Strategic HRM versus conventional HRM, Strategic Management Process, Benefits of SHRM, Barriers to Strategic HRM, Typical HR strategies, Selecting strategies to enhance performance. (15 hours)

**Unit II: Analysis of Work, Designing jobs and Job Evaluation:** Nature of Job analysis, the process of job analysis, Methods of collecting job data, Job analysis and strategic HRM, Potential Problems with Job analysis, Requisites for job analysis, Competency-based job analysis, job design, Significance of job design, Factors affecting job design, Job design approaches, Contemporary issues in job design, Job evaluation, Job evaluation process, Methods of job evaluation, Alternative to Job evaluation (20 hours)

**Unit III: Recruiting and selecting**

Nature of recruitment, purposes and importance, Factors governing recruitment, Recruitment process, Evaluation and control, Alternatives to recruitment; Nature of selection, Selection as a

source of competitive advantage, Organisation for selection, Selection process, Assessment centres, Barriers to effective selection, Evaluation of selection process, Making selection effective, Selection in India, Placement. (20 hours)

**Unit IV: Orientation, Career Management and Talent Management:** Orientation, Orientation programme, Requisites of an effective programme, Evaluation of Orientation Programme, Problems of orientation, Typical orientation programme, Management Development, Career development, Talent management. (20 hours)

**Unit V: Training and Development:** Nature of training and development, Inputs in training and development, training and development as a source of competitive advantage, training process, Impediments to effective training, Way to make training effective, Government Initiative (15 hours)

#### **TEXT BOOKS:**

1. Aswathappa K. (2015), *Human Resource Management-7<sup>th</sup> edition* - Tata McGraw Hill.
2. Gupta, C.B. (2005). *Human Resource Management(6<sup>th</sup>e.d.)*. New Delhi :Sulthan Chand & Sons Publishers.

#### **RECOMMENDED BOOKS:**

1. Gary Dessler, *Human Resource management – 9<sup>th</sup> edition* Prentice Hall Publishers.
2. Deb, T. (2012). *Development of Human Resource*. New Delhi :Ane Books Pvt. Ltd.

#### **JOURNALS:**

1. Human Resource Management Review (<https://www.journals.elsevier.com/human-resource-management-review>)
2. South Asian Journal of Human Resources Management (<https://journals.sagepub.com/home/hrm>)

#### **E LEARNING RESOURCES:**

[http://www.opentextbooks.org.hk/system/files/export/32/32088/pdf/Human\\_Resource\\_Management\\_32088.pdf](http://www.opentextbooks.org.hk/system/files/export/32/32088/pdf/Human_Resource_Management_32088.pdf)

[http://www.pondiuni.edu.in/storage/dde/downloads/hrmiv\\_cm.pdf](http://www.pondiuni.edu.in/storage/dde/downloads/hrmiv_cm.pdf)

[http://nceta.flinders.edu.au/files/9512/4710/5740/Recruit\\_and\\_Sel.pdf](http://nceta.flinders.edu.au/files/9512/4710/5740/Recruit_and_Sel.pdf)

<https://nscpolteksby.ac.id/ebook/files/Ebook/Business%20Administration/ARMSTRONGS%20HANDBOOK%20OF%20HUMAN%20RESOURCE%20MANAGEMENT%20PRACTICE/35%20-%20Career%20Management.pdf>

<http://www.pondiuni.edu.in/sites/default/files/training-development-260214.pdf>

## COURSE OUTCOMES

CO.No	CO Statement
CO1	Summarize the nature, functions, principles and skills required for Human Resource Management by HR professionals and select strategies to enhance performance
CO2	Demonstrate the ability to analyze jobs and redesign, if required and evaluate the job design
CO3	Explain the importance of recruitment and selection and display the ability to select suitable candidates
CO4	Understand the need and components of orientation programme and compare and contrast career and talent management
CO5	Comprehend the significance and progression of training and outline ways to make training successful

## Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	3	1
CO2	3	2	2	3	3	2
CO3	3	2	2	2	3	3
CO4	3	2	2	2	3	3
CO5	3	3	2	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

## Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B to have at least one question from every unit. Section C not to have more than one question from the same unit</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – VI Code: PS18/6C/CSP**

**Course Title: Counselling Psychology**

**SEMESTER – VI**

**Teaching Hours: 90 Hours**

**Credits: 4**

**Course Code : PS18/6C/CSP**

**L T P: 3 2 0**

**COURSE OBJECTIVES:**

To enable students to

- Understand the basic skills and ethics required of a counselor
- Know the steps and stages in the process of counseling
- Understand the various theoretical approaches and their implications in practice
- Be introduced to the special areas of counseling and specific skills required of a counselor to handle these special groups

**COURSE OUTLINE:**

**Unit I: Introduction to Counselling:** Counselling - Definition – History of counseling – current trends in counseling - Counselling in the Indian context - Qualities of an effective Counsellor – Ethics and counseling (15 hours)

**Unit II: Counselling Process:** Building counseling relationships – Factors that influence the counseling process – Exploration and Identification of goals – Counsellor skills – Closing counseling relationships (15 hours)

**Unit III: Psychoanalytic, Adlerian, and Humanistic theories of counseling:** Introduction, View of Human Nature, Role of the Counsellor, Goals, Techniques, Strengths, Limitations – Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt approaches (20 hours)

**Unit IV: Behavioural, Cognitive, Systemic, and Brief theories of Counselling:** Introduction, View of Human Nature, Role of the Counsellor, Goals, Techniques, Strengths, Limitations – Behavioural, Cognitive and Cognitive-Behavioural, Systems, Brief approaches (20 hours)

**Unit V: Counselling Specialties:** Career Counselling, Marriage, Couple and family counseling, Counselling in Schools and Colleges, Abuse, Addiction, Disability and Counselling (20 hours)

### TEXT BOOKS:

1. Gladding, S.T., & Kishore, R. (2017). *Counseling A Comprehensive Profession*. 7<sup>th</sup> edition. Pearson
2. Okun F Barbara. (2002). *Effective helping – Interviewing and counseling technique.*, 6<sup>th</sup> edition. USA: Brooks / Cole Thomson Learning.
3. Hough Margaret. (2002). *A practical approach to counseling*. Harlow: Pearson Education Limited.
4. Gibson, R. L.& Mitchell H.M. (2003). *Introduction to counseling and guidance* (6<sup>th</sup> ed.). New Delhi: Pearson education.
5. Nelson-Jones, R (2011). *Theory and Practice of Counselling and Therapy*. 5<sup>th</sup> edition. New Delhi: Sage Publications India Pvt Ltd

### RECOMMENDED BOOKS:

1. Egan Gerard. (1994). *The Skilled Helper- A Problem management approach to helping*. 5<sup>th</sup> edition. California: Brooks / Cole Publishing Company.
2. Patrika R Vasantha. (2003). *Counselling Psychology*. New Delhi: Authors Press.
3. Jones Nelson Richard (2008). *Basic Counselling skills – A Helper’s Manual*. 2<sup>nd</sup> Edition. New Delhi: Sage Publications India Pvt Ltd.
4. Burnard Philip. (1995). *Counselling Skills Training – A sourcebook of Activities*. New Delhi: Viva Books Private Limited
5. Gerald Corey, (2001). *Theory and Practice of Counseling and Psychotherapy*. U.S.A : Cengage Learning

### JOURNALS:

1. The European Journal of Counselling Psychology (<https://ejcop.psychopen.eu/index.php/ejcop>)
2. Journal of Psychology & Psychotherapy (<https://www.longdom.org/psychology-psychotherapy.html>)
3. **Research in Psychotherapy: Psychopathology, Process and Outcome** (<https://www.pagepressjournals.org/public/news/ripppo.html>)
4. Indian Journal of Applied Psychology
5. Journal of the Indian Academy of Applied Psychology

6. Journal of Psychological Researches – An International Journal
7. International Journal of Social Sciences Review

### E-LEARNING RESOURCES

[http://www.universityofcalicut.info/SDE/Counselling\\_psych\\_27Sept2013.pdf](http://www.universityofcalicut.info/SDE/Counselling_psych_27Sept2013.pdf)

<https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/PMHP-Basic-Counselling-Skills.pdf>

<https://eclass.upatras.gr/modules/document/file.php/PDE1367/Theories%20of%20counseling.pdf>

<https://www.lcia.com.au/masteryaudios/Solution%20Focused%20Therapy.pdf>

<http://www.al-edu.com/wp-content/uploads/2014/05/Carr-Family-Therapy-Concepts-Process-and-Practice.pdf>

[www.isabs.org](http://www.isabs.org)

[www.counseling.org](http://www.counseling.org)

[www.AAMFT.org](http://www.AAMFT.org)

### COURSE OUTCOMES

CO.No	CO Statement
CO1	Comprehend the basic concepts and requirement's to become a counselor
CO2	Demonstrate verbal and non-verbal skills required in the process of Counseling
CO3	Explain key assumptions and apply strategies to relevant cases
CO4	Apply counseling skills appropriately to monitor, regulate and develop self
CO5	Apply counseling skills appropriately various special populations

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	1	3	2
CO2	3	2	1	2	3	3
CO3	3	2	2	2	3	3

CO4	3	3	3	3	3	3
CO5	3	2	3	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

### QUESTION PAPER PATTERN –UG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A- 10 x 2 Marks	50	20	100	Question No is compulsory.
K1,K2	B-5/8 x 8 Marks	200	40		
K2, K3	C-2/3 x 20 Marks	500	40		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**SEMESTER – VI Code : PS18/6E/ASP**

**Course Title: Applied Social Psychology**

**SEMESTER – VI**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS18/6E/ASP**

**L T P: 4 2 0**

**COURSE OBJECTIVES:**

To enable students

- To introduce to the various fields of application of social psychology and to the roles of psychologists working in these specialized fields
- To explicate how different concepts relating to team and their dynamics can be applied to sports team
- To understand the effects of media on the thoughts and behaviors of viewers
- To highlight the values and approaches of the field of community psychology and to understand the effects of stigmatization and how social barriers can be removed to bring about social change
- To understand the cognitive errors and how it operates on the thinking and behavior of students and teachers, also helps to identify the self-perceptions of students .

**COURSE OUTLINE:**

**Unit I: Introduction to Applied Social Psychology:** Meaning, Applied Social Psychology as a Science, The Role of Personal Values, Areas of Focus and Various roles of Applied Social psychologists  
(15 hours)

**Unit II: Applying Social Psychology to Sports Teams:** Team Dynamics: Team Cohesion, Team Confidence, Effective Communication and Team Goal Setting. Team Building: Family Psychology Intervention and Communication Training Intervention.  
(20 hours)

**Unit III: Applying Social Psychology to the Media:** Effects of Media violence: The Consequences of Viewing Media Violence, Imitation of Violence, Media and Aggressive Thoughts. Media Violence and Fear. Effects of long term exposure to Pornography. Effects of negative Media Coverage. Media and Perceptions on Mental Illness. Media and Positive Social Change  
(20 hours)

**Unit IV: Applying Social Psychology to Community:** Community Psychology: Definition, Origins, Community psychology values and Approaches. Sense of Community: Person – Environment fit. The Internet as a source of community and help. Diversity versus prejudice and stigmatization – Bringing about social change – Influencing policy – Changing structural/ social barriers (20 hours)

**Unit V: Applying Social Psychology to the Classroom:** Cognitive Errors and Student –Teacher Relations. Attributions based on lectures and Overcoming fundamental attribution error, Belief Perseverance and Social categorization. Self perceptions and their Academic Consequences: Self- Handicapping, Self Serving bias, and Over Justification effect. Dealing with Academic Challenges. (15 hours)

### TEXT BOOKS

1. Coutts M L, Gruman A J & Schneider W F( 2012). *Applied Social Psychology*.(2<sup>nd</sup> Ed). New Delhi: Sage Publications.
2. Cashmore (2004). *Key concepts in sports psychology*. New York: Routledge.

### RECOMMENDED BOOKS

1. Bannerjee, R., Tolmie, A., & Boyle, J. (2011) Educational Psychology: History & Overview in Davey, G (Eds.) *Applied Psychology* P.P.344- 360. UK: BPS Blackwell Publishing Ltd.
2. Bannerjee, R (2011) Educational Psychology: Research on Developmental and Social factors in Davey, G (Eds.) *Applied Psychology* P.P.406- 429. UK: BPS Blackwell Publishing Ltd.
3. Devonport, T & Lane, A. (2011) Sport and Exercise Psychology- Understanding Social, Developmental and Personality factors in Davey, G (Eds.) *Applied Psychology* P.P.594-609. UK: BPS Blackwell Publishing Ltd.
4. Kassin, S., Fein, S., & Markus, H. R. (2014). *Social Psychology* (9<sup>th</sup> Edn.). New Delhi: Cengage Learning

### JOURNALS:

1. **Basic and Applied Social Psychology** (<https://www.tandfonline.com/loi/hbas20>)
2. JOURNAL OF APPLIED PSYCHOLOGY (<https://onlinelibrary.wiley.com/loi/15591816>)

**E- LEARNING RESOURCES:**

[http://assets.cambridge.org/97805218/69799/excerpt/9780521869799\\_excerpt.pdf](http://assets.cambridge.org/97805218/69799/excerpt/9780521869799_excerpt.pdf)

<https://memberfiles.freewebs.com/37/84/82578437/documents/1841695815>

[http://elibrary.bsu.az/books\\_163/N\\_55.pdf](http://elibrary.bsu.az/books_163/N_55.pdf)

<https://www1.psych.purdue.edu/~willia55/120/LectureSocialF10.pdf>

<https://www.apadivisions.org/division-46/about/what-is>

**COURSE OUTCOMES**

CO.No	CO Statement
CO1	Identify various areas in which social psychology principles can be applied.
CO2	Evaluate dynamics involved in Individual and Team sports
CO3	Critically analyze the role of media on social cognition and action.
CO4	Devise ways to build better environment by identifying social barriers to change
CO5	Apply social psychology principles to create positive learning environment

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	3	1
CO2	3	3	2	3	3	3
CO3	3	3	2	3	3	3
CO4	3	3	2	3	3	3
CO5	3	3	2	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Lecture (Chalk and Talk – OHP-LCD)

Assignments

Class participation

Quiz

**QUESTION PAPER PATTERN –UG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K1</b>	<b>A- 10 x 2 Marks</b>	<b>50</b>	<b>20</b>	<b>100</b>	<b>Question No is compulsory. Section B</b>
<b>K1,K2</b>	<b>B-5/8 x 8 Marks</b>	<b>200</b>	<b>40</b>		
<b>K2, K3</b>	<b>C-2/3 x 20 Marks</b>	<b>500</b>	<b>40</b>		

Since K1 levels are specified in Part A and Part B and K2 levels as specified in both Part B and Part C and K3 levels are specified in Part C, 40% of questions may be assigned to K1 and K2 levels each and 20 % for K3 level

**Semester – VI Code: PS18/6E/CS**

**Course Title: Elective III – CASE STUDIES**

**SEMESTER – VI**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS18/6E/CS**

**L T P: 0 2 4**

**COURSE OBJECTIVES:**

To enable students to

1. To understand case study as a method of research
2. Develop ability to make keen and accurate observations of a person or persons in-depth.
3. Conduct a detail study of a person,
4. Gain information through observation, interview, analysis of clinical records and interviewing significant others.
5. Gain in-depth understanding of various developmental areas

**Case studies (any 2) to be submitted from the following areas:**

- Elementary school children
- Adolescence
- Young adulthood
- Middle age
- Old age
- Working Women
- Children with Special needs
- Clinical conditions
- Victims of trauma or Abuse
- Palliative Care
- Chronic Physical illnesses

Each case study should not exceed 30 pages. Students are required to submit an introduction and a case report for each of the chosen area. Students are required to spend a minimum of 60 hours on their 2 cases.

**Evaluation of Case Studies can be orientated towards K3 to K6 levels.**

**Internal Evaluation: 40 Marks.**

**External Evaluation: Double valuation for 60 Marks**

### **TEXT BOOKS**

1. Guthrie., G (2012). *Basic Research Methods*. New Delhi: Sage Publications
2. Neuman, W,L (2007). *Social Research methods*. New Delhi: Presstech Litho Pvt. Ltd

### **REFERENCES:**

1. Dimitriadi, S (2015). *Diversity, Special needs, and Inclusion in Early Years Education*. New Delhi: Sage Publications India Pvt Ltd.
2. Kumari, B (2012). *Teaching Children with Autism*. New Delhi: Sonali Publications.
3. Kumari, B (2012). *Teaching Children with Mental Retadation*. New Delhi: Sonali Publications.
4. *Educating Exceptional Children* ( 2007)

### **JOURNALS:**

1. *Methods in Psychology* (<https://www.journals.elsevier.com/methods-in-psychology/>)
2. *Journal of Research Practices* (<http://jrp.icaap.org/index.php/jrp>)

### **E- LEARNING RESOURCES:**

[http://www.psyking.net/HTMLobj-3838/Case\\_Study\\_Method.pdf](http://www.psyking.net/HTMLobj-3838/Case_Study_Method.pdf)

<http://egyankosh.ac.in/bitstream/123456789/20903/1/Unit-4.pdf>

### **COURSE OUTCOMES**

<b>CO.No</b>	<b>CO Statement</b>
CO1	To describe the process of conducting case studies and also compare and contrast case study with other research methods.
CO2	To infer and interpret collected information about an individual from verbal reports, case records and other data
CO3	Understand the challenges of rapport building and devise ways to establish rapport to facilitate in-depth study of a individual

CO4	Prepare interview schedules , conduct standardized tests, analyze records and design activities to collect pertinent data required for detailed description of an individual
CO5	Apply the understanding of developmental theories in describing normative events and also critically evaluate the applicability of the theory to real life situations

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	3	1
CO2	3	2	3	1	3	3
CO3	3	2	2	2	3	3
CO4	3	2	3	2	3	3
CO5	3	3	3	3	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

### Teaching Methodology:

Assignments

Case reviews/ Case Presentations

Discussion based learning

**Semester – VI Code: PS18/6E/SR**

**Course Title: Elective III – SURVEY RESEARCH  
SEMESTER – VI**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS18/6E/SR**

**L T P: 0 2 4**

**COURSE OBJECTIVES:**

To enable students

1. To understand concepts related to carrying out survey research
2. To construct checklists to assess participants attitude/preferences/behaviour.
3. To administer standardized psychological test on a predetermined sample and to assess and compare people on certain behavioral/psychological traits.
4. To statistically evaluate and interpret the data received from the survey and generate conclusions.
5. To document information.

**Survey in any one of the following areas:**

1. Industrial/organizational behavior
2. Mental health issues.
3. Social behavior.
4. Family/parenting/relationship.
5. Consumer behavior
6. Environmental issues

Project report should not exceed 50 typed pages.

**Evaluation of survey research can be orientated towards K3 to K6 levels.**

**Internal Evaluation: 40 Marks .**

**External Evaluation: Double valuation for 60 Marks**

**TEXT BOOKS**

1. Guthrie., G (2012). *Basic Research Methods*. New Delhi: Sage Publications
2. Neuman, W,L (2007). *Social Research methods*. New Delhi: Prestech Litho Pvt. Ltd

**RECOMMENDED BOOKS:**

1. Cochran, W. G. (1999). *Sampling Techniques* (3<sup>rd</sup> ed.). New Delhi: Wiley India.
2. Harris, P. (2007). *Designing and Reporting Experiments in Psychology* (2<sup>nd</sup> ed.). UK: Open University Press.
3. Haslam S Alexander & McGarty Craig (2003). *Research Methods and Statistics in Psychology* . New Delhi: Sage Publications
4. *MLA Handbook for Writers of Research Papers* (7<sup>th</sup> ed.). (2009). New Delhi: East-West Press Pvt. Ltd.
5. Ramadass P, Aruni, Wilson, A. (2009), *Research and writing across the disciplines*, Chennai; MJP Publishers.

**JOURNALS:**

1. *Methods in Psychology* (<https://www.journals.elsevier.com/methods-in-psychology/>)
2. *Journal of Research Practices* (<http://jrp.icaap.org/index.php/jrp>)

**E-LEARNING RESOURCES:**

[https://www.mitre.org/sites/default/files/pdf/05\\_0638.pdf](https://www.mitre.org/sites/default/files/pdf/05_0638.pdf)

<http://www.books.aisc.ucla.edu/cbrpdfs/TUSGB3.pdf>

**COURSE OUTCOMES**

CO.No	CO Statement
CO1	Review appropriate literature for selection of a research problem
CO2	Construct checklists /opinionnaire to assess participant's attitude/preferences/ traits/ behaviour.
CO3	Conduct a survey to collect data for the purpose of assessment
CO4	To use appropriate statistics to interpret data and infer conclusions within the hypothesis testing framework.
CO5	Prepare a research report using APA format

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	3	2
CO2	3	3	3	2	3	3
CO3	3	2	3	1	3	3
CO4	3	2	3	2	3	3
CO5	3	2	3	2	3	3

**KEY:** Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1. No Correlation -0

**Teaching Methodology:**

Assignments

Journal Presentation

Checklist /schedule development

Carrying out research