

**(Abstract)**

B.Sc. Psychology programme under Choice Based Credit and Semester System (OBE) w.e.f 2019 admission - Course Code modified in Scheme & Syllabus- implemented - orders issued

**ACADEMIC C SECTION**

Acad/C2/12599/2019

Dated: 20.05.2022

Read:-1. U.O No. Acad/C2/12599/2019 dated 25.06.2019

2. U.O No. Acad/C2/12599/2019 dated 04.05.2022

**ORDER**

1. As per paper read (1) above, the Scheme, Syllabus and Pattern of Question Papers of Core Complementary Elective Course, and Generic Elective Course of B.Sc. Psychology programme under CBCSS-OBE in Affiliated colleges was implemented effect from 2019 admission.
2. As requested by examination Branch, Scheme and Syllabus of B.Sc. Psychology programme under CBCSS-OBE, were modified after effecting necessary corrections in Total marks of Practical Examinations and also modifying the Course Codes of Core Courses, and implemented with effect from 2019 admission as per paper read(2) above.
3. Subsequently,, Examination Branch pointed out that the 1st, 2nd , 3rd semester examinations of the aforementioned programme have already been conducted and mark lists issued to candidates as per the earlier scheme & Syllabus and expressed practical difficulty in preparing the question paper as per the new Course Codes.
4. As all activities related to Board of Studies are kept in abeyance in the light of the judgement in WA No.1530/2021, Dated 22.03.2022, and also considering the exigency of the matter, the following modifications were suggested to the Scheme and Syllabus of the B.Sc. Psychology programme w.e.f 2019 admission,

**PART A:**

**Psychology CORE COURSES**

**work and credit distribution**

**( 2019 admission onwards )**

course code	Course title	semester	hours/ week	credit	Exam hrs	Total marks		
						INT.	EXT	TOTAL
1B 01 PSY	BASICS OF PSYCHOLOGY	1	3	3	3	10	40	50
2B 04 PSY	SELF DEVELOPMENT PRACTICES- PRACTICAL	1	1	-	-			
2B 03 PSY	COGNITIVE PROCESS	2	3	3	3	10	40	50
2B 04 PSY	SELF DEVELOPMENT PRACTICES- PRACTICAL	2	1	2	3	10	40	50
3B 05 PSY	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	3	4	3	3	10	40	50
4B 08 PSY	EXPERIMENTAL PSYCHOLOGY- PRACTICAL	3	3	-	-			
4B 07 PSY	LIFESPAN DEVELOPMENT 1	4	4	3	3	10	40	50
4B 08 PSY	EXPERIMENTAL PSYCHOLOGY- PRACTICAL	4	3	3	3	10	40	50
5B 09 PSY	LIFESPAN DEVELOPMENT 2	5	5	5	3	10	40	50

5B 10 PSY	SOCIAL BEHAVIOUR	5	5	5	3	10	40	50
5B 11 PSY	PSYCHOLOGY OF LIFE STYLE	5	4	4	3	10	40	50
5B 12 PSY	ABNORMAL PSYCHOLOGY	5	5	4	3	10	40	50
6B 17 PSY	PSYCHOLOGICAL TESTING- PRACTICAL	5	4	-	-			
6B 14 PSY	FRONTIERS IN PSYCHOLOGY	6	5	4	3	10	40	50
6B 15 PSY	COUNSELLING PSYCHOLOGY	6	5	4	3	10	40	50
6B 16 PSY	ORGANIZATIONAL BEHAVIOUR	6	5	5	3	10	40	50
6B 17 PSY	PSYCHOLOGICAL TESTING- PRACTICAL	6	2	4	3	10	40	50
6B 18 PSY	PRACTICUM	6	5	2	-	10	40	50
6B 19 PSY	PROJECT	6	3	2	-	10	40	50

5. The Vice-Chancellor after considering the matter in detail and in exercise of the powers of Academic Council conferred under Section 11(1) Chapter III of Kannur University Act 1996, accorded sanction to implement the modified Scheme and Syllabus of B.Sc. Psychology programme CBCSS-OBE w.e.f 2019 admission, as detailed in para (4) above, & to report the matter the Academic Council.
6. The Modified Scheme and Syllabus of Core, Complementary Elective and Generic Elective Course of B.Sc. Psychology programme under CBCSS-OBE in Affiliated colleges w.e.f 2019, are uploaded on the university website (www.kannuruniversity.ac.in)
7. The U.O read 1 & 2 above stand modified to this extent.

Orders are issued accordingly

Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**

For REGISTRAR

- To: 1. The principals of college offering B.Sc. Psychology programme  
2. The Chairperson BoS in Psychology (Cd)

- Copy To: 1. Examination Branch (Through PA to CE)  
2. PS to VC/PA to PVC/PA to Registrar  
3. DR/ARI (Academic)/ AR/III (Exam)/ ES II/ EXCI  
4. The Web manager (for uploading in the University website)  
5. SF/DF/FC

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SECTION OFFICER



BALACHANDRAN V K  
DEPUTY REGISTRAR (ACAD)

**(Abstract)**

B.Sc. Psychology programme under Choice Based Credit and Semester System (O B E) w.e.f 2019 admission - Course Codes modified in Scheme & Syllabus - implemented - Orders issued.

**ACADEMIC C SECTION**

Acad/C2/12599/2019

Dated: 04.05.2022

Read:-1. U. O No. Acad/ C2/12599/2019 Dated 25/06/2019

2. U.O Note No. ES I.SO ES/35535/2021 dated 04.01.2022

3. Letter No. Acad/C2/12599 dated 17.01.2022

4. E-Mail from former Chairperson Board of Studies in Psychology (2018-20), dated 25.01.2022 & 19.03.2022

5. Letter No. Acad/C2/12599 dated 02.04.2022

6. E-Mail from former Chairperson Board of Studies in Psychology(2018-20), dated 27.04.2022

**ORDER**

1. As per paper read (1) above, the Scheme, Syllabus, Pattern of question papers of Core, complementary Elective and Generic Elective course of BSc Psychology Programme under CBCSS-OBE in Affiliated colleges, was implemented with effect from 2019 Admission.
2. Examination Branch, as per paper read (2) above, pointed out some errors in total marks of Practical Courses in the Scheme and Syllabus of BSc Psychology Programme, and hence requested to rectify the same.
3. As per paper read (3) & (5) The former Chairperson, Board of Studies in Psychology (Cd)(2018-20), was requested to rectify the aforementioned defects and submit the Scheme and syllabus of B.Sc. Psychology Programme.
4. As per paper read (4) and (6), the former Chairperson, BoS in Psychology (Cd) (2018-20), submitted the Scheme & Syllabus of BSc Psychology Programme CBCSS-OBE, after effecting necessary corrections in the total marks of Practical Course and also modifying the Course Codes accordingly, as given below.

**PART A:**

**Psychology CORE COURSES**

**work and credit distribution**

( 2019 admission onwards )

course code	Course title	semester	hours per week	credit	Exam hrs
1B 01 PSY	BASICS OF PSYCHOLOGY	1	3	3	3
2B 03 PSY	SELF DEVELOPMENT PRACTICES-PRACTICAL 1	1	1	-	-
2B 02 PSY	COGNITIVE PROCESS	2	3	3	3
2B 03 PSY	SELF DEVELOPMENT PRACTICES-PRACTICAL 2	2	1	2	3
3B 04 PSY	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	3	4	3	3
4B 06 PSY	EXPERIMENTAL PSYCHOLOGY-PRACTICAL 1	3	3	-	-
4B 05 PSY	LIFESPAN DEVELOPMENT 1	4	4	3	3

4B 06 PSY	EXPERIMENTAL PSYCHOLOGY- PRACTICAL 2	4	3	3	3
5B 07 PSY	LIFESPAN DEVELOPMENT 2	5	5	5	3
5B 08 PSY	SOCIAL BEHAVIOUR	5	5	5	3
5B 09 PSY	PSYCHOLOGY OF LIFE STYLE	5	4	4	3
5B 10 PSY	ABNORMAL PSYCHOLOGY	5	5	4	3
6B 14 PSY	PSYCHOLOGICAL TESTING- PRACTICAL 1	5	4	-	-
6B 11 PSY	FRONTIERS IN PSYCHOLOGY	6	5	4	3
6B 12 PSY	COUNSELLING PSYCHOLOGY	6	5	4	3
6B 13 PSY	ORGANIZATIONAL BEHAVIOUR	6	5	5	3
6B 14 PSY	PSYCHOLOGICAL TESTING- PRACTICAL 2	6	2	4	3
6B 15 PSY	PRACTICUM	6	5	2	-
6B 16 PSY	PROJECT	6	3	2	-

5. The Vice-Chancellor, after considering the matter in detail and in exercise of the powers of Academic Council conferred under Section 11(1) Chapter III of Kannur University Act 1996, accorded sanction to implement the modified Scheme and Syllabus of B.Sc. Psychology programme CBCSS-OBE w.e.f 2019 admission, as detailed in para(4) above, subject to reporting to the Academic Council.
6. The Modified Scheme and Syllabus of Core, complementary Elective and Generic Elective course of BSc Psychology Programme under CBCSS-OBE in Affiliated colleges w.e.f 2019, are uploaded in the University website (www.kannuruniversity.ac.in).
7. The U.O read (1) above stands modified to this extent.

Orders are issued accordingly

Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**

For REGISTRAR

- To:
1. The Principals of College offering B.Sc. Psychology Programme
  2. The Chairperson, BoS in Psychology (Cd)

- Copy To:
1. Examination Branch (Through PA to CE)
  2. PS to VC/ PA to PVC/ PA to Registrar
  3. DR/ARI (Academic)/ AR III (Exam), ES I
  4. The Web manager (for uploading in the University website)
  5. SF/DF/FC



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*[Signature]*  
SECTION OFFICER





**KANNUR UNIVERSITY**  
(Abstract)

**B.Sc. Psychology** Programme-Scheme, Syllabus and Pattern of Question Papers of Core, Complementary Elective and Generic Elective Course under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated colleges with effect from 2019 Admission-Implemented-Orders issued.

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Academic Branch

No.Acad.C2/12599/2019

Civil Station P.O, Dated 25/06/2019

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- Read:-
1. U.O.No.Acad.C2/429/2017 dated 10-10-2017
  2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
  3. U.O No. Acad.C2/429/2017 Vol.II dated 03-06-2019
  4. The Minutes of the Meeting of the Board of Studies in **Psychology (Cd)** held on 13/06/2019
  5. Syllabus of **B.Sc. Psychology** Submitted by the Chairperson, Board of Studies in **Psychology (Cd)** dated 15/06/2019

**ORDER**

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG programmes in Affiliated colleges of the University.
2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision processes, such as conducting the meeting of various Boards of Studies, Workshops, discussion etc.
3. The Revised Regulation for UG programmes in Affiliated colleges under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.
4. Subsequently, as per paper read (4) above, the Board of Studies in **Psychology (Cd)** finalized the Scheme, Syllabus & Pattern of Question Papers for Core, Complementary Elective & Generic Elective Course of **B.Sc. Psychology** Programme to be implemented with effect from 2019 Admission.

5. As per paper read (5 ) above, the Chairperson, Board of Studies in **Psychology (Cd)** has submitted the finalized copy of the Scheme, Syllabus & Pattern of Question Papers of **B.Sc. Psychology** Programme for implementation with effect from 2019 Admission.

6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with accorded sanction to implement the Scheme, Syllabus & Pattern of Question Papers (Core/Complementary Elective/Generic Elective Course) of the **B.Sc. Psychology** programme under Choice Based Credit and Semester System(in OBE-Outcome Based Education System) in the Affiliated colleges under the University with effect from 2019 Admission, subject to reporting to the Academic Council.

7. The Scheme, Syllabus & Pattern of Question Paper of the **B.Sc. Psychology** Programme are uploaded in the University website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly.

Sd/-  
DEPUTY REGISTRAR (ACADEMIC)  
For REGISTRAR

To  
The Principals of Colleges offering **B.Sc. Psychology** programme

Copy to:-

1. The Examination Branch (through PA to CE)
2. The Chairperson, Board of Studies in **Psychology (Cd)**
3. PS to VC/PA to PVC/PA to Registrar
4. DR/AR-I, Academic
5. The Computer Programmer (for uploading in the website)
6. SF/DF/FC



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A handwritten signature in black ink, appearing to be "A. J.", written over the text "Forwarded/By Order".

SECTION OFFICER



**KANNUR UNIVERSITY**

**BOARD OF STUDIES, PSYCHOLOGY (CD)**

***SYLLABUS FOR PSYCHOLOGY  
CORE, COMPLEMENTARY ELECTIVE COURSE  
AND GENERIC ELECTIVE COURSES***

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2019 ADMISSION ONWARDS)**

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# **Kannur University**

## **VISION AND MISSION STATEMENTS**

**Vision:** To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

**Mission:**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.



## **PROGRAMME OUTCOMES (PO)**

### **PO 1.Critical Thinking:**

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3 Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

### **PO 2.Effective Citizenship:**

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
- 2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.
- 2.3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

### **PO 3.Effective Communication:**

- 3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
- 3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.
- 3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

### **PO 4.Interdisciplinarity:**

- 4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
- 4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
- 4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

## PREFACE

Psychology as a discipline focuses on the study of psychological processes and behaviours of individuals there by contributing towards individual and social well being. The issues and concerns of the world today have significant behavioural components and there solution will necessarily involve the applications of psychological principles. A student of psychology programme has to acquire skills and that would help them in their personal growth and development. The undergraduate programme in Psychology of Kannur University is designed in such a way that it should give clarity for the students about its outcome.

The preparation of the syllabus has been truly a collective effort, with inputs from the subject experts, members of board of studies, teachers from higher secondary stream, affiliated colleges and Universities, research scholars, and also students. I would also like to express my sincere gratitude to all who have provided their support.

Chairperson

Board of Studies, Psychology (Cd)

Kannur University

**Kannur University**

**Programme Specific Outcome of B Sc Psychology Programme**

**PSO 1:**

Understand the nature and basic concepts of individual differences, cognitive processes and social behavior.

**PSO 2:**

Analyze and evaluate the psychological process behind human behavior in social, community, clinical and organizational setting through self- development practices, experiments, psychometric testing, field exposures

**PSO 3:**

Conceptualize the importance and role of experimental, clinical, counselling, health and positive psychology

**PSO 4:**

Practice scientific inquiry and critical thinking in the process of understanding human behavior

**PSO 5:**

Assimilate the nature and reasons of human behaviour with reference to his/ her environment and demonstrate ethical and social responsibility in a diverse world

## INDEX

ITEM	PAGE NO:
<b>PART A:</b> <b>B Sc PSYCHOLOGY CORE COURSES-</b> WORK AND CREDIT STATEMENT & SYLLABUS	<b>09 - 60</b>
<b>PART B:1</b> <b>B Sc PSYCHOLOGY COMPLEMENTARY ELECTIVE COURSES-</b> WORK AND CREDIT STATEMENT & SYLLABUS	<b>61 - 69</b>
<b>PART B:2</b> <b>B A PHILOSOPHY COMPLEMENTARY ELECTIVE COURSES-</b> WORK AND CREDIT STATEMENT & SYLLABUS	<b>70 - 79</b>
<b>PART B:3</b> <b>BSW : COMPLEMENTARY ELECTIVE COURSES-</b> WORK AND CREDIT STATEMENT & SYLLABUS	<b>80 - 84</b>
<b>PART C:</b> <b>PSYCHOLOGY : GENERIC ELECTIVE COURSES-</b> WORK AND CREDIT STATEMENT & SYLLABUS ( FOR STUDENTS OF OTHER DEPARTMENTS )	<b>85 - 92</b>

## KANNUR UNIVERSITY

### BSC PSYCHOLOGY PROGRAMME

#### WORK AND CREDIT DISTRIBUTION STATEMENT

(BSc:Common English: 22, Additional Common: 16, Core:56, First  
Complementary Elective : 12, Second Complementary Elective:12,  
Generic Elective: 2)

Semester	Course Title	Credits	Hours per week	Total Credits	Total Hours
I	ENGLISH COMMON COURSE 1	4	5	20	25
	ENGLISH COMMON COURSE 2	3	4		
	ADDITIONAL COMMON COURSE 1	4	4		
	BASICS OF PSYCHOLOGY	3	3		
	SELF DEVELOPMENT PRACTICES PRACTICAL	-	1		
	ELEMENTS OF HUMAN PHYSIOLOGY (COMPLEMENTARY ELECTIVE )	3	4		
	COMPLEMENTARY ELECTIVE (STATISTICS)	3	4		
II	ENGLISH COMMON COURSE 3	4	5	22	25
	ENGLISH COMMON COURSE 4	3	4		
	ADDITIONAL COMMON COURSE 2	4	4		
	COGNITIVE PROCESS	3	3		
	SELF DEVELOPMENT PRACTICES- PRACTICAL	2	1		
	PHYSIOLOGICAL PSYCHOLOGY (COMPLEMENTARY ELECTIVE )	3	4		
	COMPLEMENTARY ELECTIVE (STATISTICS)	3	4		
III	ENGLISH COMMON COURSE 5	4	5	17	25
	ADDITIONAL COMMON COURSE 3	4	5		
	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	3	4		
	EXPERIMENTAL PSYCHOLOGY- PRACTICAL	-	3		

	NEUROBIOLOGICAL PERSPECTIVE (COMPLEMENTARY ELECTIVE )	3	4		
	COMPLEMENTARY ELECTIVE (STATISTICS)	3	4		
IV	ENGLISH COMMON COURSE 6	4	5	20	25
	ADDITIONAL COMMON COURSE 4	4	5		
	LIFESPAN DEVELOPMENT 1	3	4		
	EXPERIMENTAL PSYCHOLOGY- PRACTICAL	3	3		
	BIOPSYCHOLOGY (COMPLEMENTARY ELECTIVE )	3	4		
	COMPLEMENTARY ELECTIVE (STATISTICS)	3	4		
V	LIFESPAN DEVELOPMENT 2	5	5	20	25
	SOCIAL BEHAVIOUR	5	5		
	PSYCHOLOGY OF LIFE STYLE	4	4		
	ABNORMAL PSYCHOLOGY	4	5		
	PSYCHOLOGICAL TESTING- PRACTICAL	-	4		
	GENERIC ELECTIVE COURSE	2	2		
VI	FRONTIERS IN PSYCHOLOGY	4	5	21	25
	COUNSELLING PSYCHOLOGY	4	5		
	ORGANIZATIONAL BEHAVIOUR	5	5		
	PSYCHOLOGICAL TESTING- PRACTICAL	4	2		
	PRACTICUM	2	5		
	PROJECT	2	3		
Total				120	150

**PART A:**  
**PSYCHOLOGY CORE COURSES**  
**WORK AND CREDIT DISTRIBUTION**  
**( 2019 ADMISSION ONWARDS )**

COURSE CODE	COURSE TITLE	SEMESTER	HOURS / WEEK	CREDIT	EXAM HRS	TOTAL MARKS		
						INT.	EXT	TOTAL
1B 01 PSY	BASICS OF PSYCHOLOGY	1	3	3	3	10	40	50
2B 04 PSY	SELF DEVELOPMENT PRACTICES- PRACTICAL	1	1	-	-			
2B 03 PSY	COGNITIVE PROCESS	2	3	3	3	10	40	50
2B 04 PSY	SELF DEVELOPMENT PRACTICES- PRACTICAL	2	1	2	3	10	40	50
3B 05 PSY	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	3	4	3	3	10	40	50
4B 08 PSY	EXPERIMENTAL PSYCHOLOGY- PRACTICAL	3	3	-	-			
4B 07 PSY	LIFESPAN DEVELOPMENT 1	4	4	3	3	10	40	50
4B 08 PSY	EXPERIMENTAL PSYCHOLOGY- PRACTICAL	4	3	3	3	10	40	50
5B 09 PSY	LIFESPAN DEVELOPMENT 2	5	5	5	3	10	40	50
5B 10 PSY	SOCIAL BEHAVIOUR	5	5	5	3	10	40	50
5B 11 PSY	PSYCHOLOGY OF LIFE STYLE	5	4	4	3	10	40	50
5B 12 PSY	ABNORMAL PSYCHOLOGY	5	5	4	3	10	40	50
6B 17 PSY	PSYCHOLOGICAL TESTING- PRACTICAL	5	4	-	-			
6B 14 PSY	FRONTIERS IN PSYCHOLOGY	6	5	4	3	10	40	50
6B 15 PSY	COUNSELLING PSYCHOLOGY	6	5	4	3	10	40	50
6B 16 PSY	ORGANIZATIONAL BEHAVIOUR	6	5	5	3	10	40	50
6B 17 PSY	PSYCHOLOGICAL TESTING- PRACTICAL	6	2	4	3	10	40	50
6B 18 PSY	PRACTICUM	6	5	2	-	10	40	50
6B 19 PSY	PROJECT	6	3	2	-	10	40	50

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	4	40
INTERNAL	1	10

**CONTINUOUS INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
COMPONENT1 - SEMINAR	50%	
COMPONENT 2 - ASSIGNMENT	50%	



**CORE COURSE I:****BASICS OF PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS / WEEK	CREDIT	EXAM HRS
1	1B 01 PSY	3	3	3

**COURSE OUTCOMES**

**CO 1:** Familiarize the roots of the discipline and the way it has developed

**CO2:** *Understand the nature of psychology as a scientific discipline and its subject matter*

**CO3:** *Learn the psychodynamic, behavioral, humanistic, cognitive, developmental, socio-cultural, biological, and evolutionary perspective with which the psychologists pursue their studies.*

**CO4:** *Conduct Observation, Interview, Survey, Case study, Group discussion and Focus group discussion to understand human behavior in a scientific manner.*

**CO5:** *Differentiate the terminologies - Learning and Memory – as used by psychology students and lay persons.*

**CO6:** *Explain the theories of learning and models of memory and analyse the way in which behavior is explained by the theorists*

**CO7:** *Evaluate the accuracy of behavior assessment through observation and interview*

**Unit I: Evolution of Psychology**

Psychology- definition, Goals of psychology, Brief history of psychology- structuralism, functionalism, behaviourism, Psychodynamic, Gestalt psychology. Perspectives of psychology- psychodynamic, behavioural, humanistic, cognitive, developmental, socio-cultural, biological, and evolutionary. Areas- basic and applied. Major applied areas.

**Unit II: Psychology as a science**

Psychology as a science, Definition and characteristics of scientific research, objectives of research, types of variables, sample and its selection, types of research: descriptive v/s

analytical, applied v/s fundamental, quantitative v/s qualitative, conceptual v/s empirical.  
Phases in research- ethical concerns in psychological research

### **Unit III: Methods of data collection**

Data collection: meaning, types- primary and secondary data. Quantitative and Qualitative data. Methods: experiments, questionnaires and survey, interview- structured, semi structured, in-depth, expert interview, schedule observation- natural, laboratory, participant and non-participant, case study, group discussion, focus group discussion. Advantages and disadvantages of each method. Selection of appropriate method of data collection.

### **Unit IV: Learning**

Concept and Definition of learning, learning curve. Classical conditioning- Basic experiment, basic terms- conditioned stimulus, unconditioned stimulus, conditioned response, unconditioned response, stimulus generalization, discrimination, higher order conditioning, extinction, spontaneous recovery. Pavlovian conditioning procedures- delayed, backward, trace conditioning. Applications. Operant conditioning- Basic experiment, basic terms- reinforcement, punishment, positive and negative reinforcement, and punishment, shaping and chaining, schedules of reinforcement-interval and ratio. Applications. Observational learning. Thorndike and the law of effect. Cognitive theories- Kohler- Insight learning, Social learning theory.

### **Unit V: Memory**

Memory: Definition and types-sensory memory, short term memory, long term memory, types of long term memory-declarative vs. procedural, Episodic vs. semantic. Encoding, storage and retrieval processes. Atkinson and Shiffrin model, Levels of processing view, neural network model. Forgetting – causes, curve, theories of forgetting. Memory improving techniques.

### **Books for Study:**

- Baron, R. A & Misra, G. (2014). Psychology (5<sup>th</sup> ed.). New Delhi: Pearson Education
- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education
- Weiten, W. (2008). Psychology themes and variations (8<sup>th</sup> ed.). USA: Wadsworth

- Kothari, C.R (2004). Research Methodology. New Delhi: New age International

**Books for Reference:**

- Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology. USA: Wadsworth
- Domjan, M. (2006). Learning and Behaviour (6<sup>th</sup> ed.). USA: Wadsworth.
- Goodwin, C.J (2003). Research in Psychology (3rd ed.). USA: John Wiley & Sons, Inc
- Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education
- Morgan, King, Weisz, & Schopler. (1986). Introduction to Psychology (7<sup>th</sup> ed.). New York: McGrawHill companies
- Singh, A. K. (2010). Tests, measurements and Research Methods in behavioral sciences. New Delhi: Bharathibhawan

**Marks including choice:**

<b>Unit</b>	I	II	III	IV	V
<b>Marks</b>	10	10	13	15	12

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
<b>Total</b>					<b>40</b>

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE II: SELF DEVELOPMENT PRACTICES- PRACTICAL**

SEMESTER	COURSE CODE	HOURS / WEEK	CREDIT	EXAM HRS
1	2B 04 PSY	1	-	--

**COURSE OUTCOMES**

**CO 1:***Understand the basics of effective communication and presentation.*

**CO2:***Examine communication and presentation skills of self and others.*

**CO3:***Implementation of positive communication in daily life.*

**CO4:***Develop essential skills for interpersonal communication*

**Unit I: Communication skill**

Importance of effective communication skills in current scenario. Components of verbal communication and non-verbal communication. Overcoming barriers of written, visual, formal and informal communications. Development of interpersonal communication skills.

**Activities:** Students must choose one problem and solution and convey that to the entire class through using any effective method of communication. A fixed time must be given to all students. Various components used for communication and barriers must be analyzed.

**Unit II: Positive communication**

Advantages of expression of positive communication: gratitude, appreciation, forgiveness and assertiveness. Strategies and management of communication skills. Essentiality of sensible communication skills in psychology career.

**Activities:** Each student can narrate any incidence that struck in their life using positive communication

### **Unit III: Presentation skills**

Types and use of audio- visual aids in effective presentation. Do's and Don'ts of PowerPoint presentation. Factors to follow in an active group presentation. Benefits of structured presentation. Highlights of understanding the audience needs.

**Activities:** Each student must make a presentation on a topic using audio-visual aids. Feedback must be elicited from the presenter as well as the audience. Analysis must be made on the presentation.

### **Books for Study:**

- Muniz- Velazquez, J. A., & Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis
- McKay, M., Davis, M., & Fanning, P. (2018). Messages: The communication skills book. Oakland: New Harbinger
- Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd,
- Duck, S & Mahan, D.T. (2012). The Basics of Communication- A relational perspective. New Delhi: Sage South Asia Edition
- Ramesh, G., & Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. New Delhi: Pearson Education
- Kuhnke, E. (2012). Body Language for Dummies. England: John Wiley & Sons, Ltd

### **EXAMINATION**

Examination will be conducted at the end of second semester

**CORE COURSE III:****COGNITIVE PROCESS**

SEMESTER	COURSE CODE	HOURS / WEEK	CREDIT	EXAM HRS
II	2B 03 PSY	3	3	3

**COURSE OUTCOMES**

**CO 1:** *Define attention, sensation, perception, thought, language and consciousness*

**CO2:** *Understand models of attention and theories of language*

**CO3:** *Apply the principles of cognition for self-development*

**CO4:** *Differentiate between automatic processing and controlled processing*

**CO5:** *Analyze the laws of sensation and perception*

**Unit I: Attention**

Attention- concept and definition, Factors affecting attention, span of attention, distraction of attention, division of attention, selective attention, shifting of attention. Models of attention- filter theory, attenuation theory, late selection theory, multimode theory, capacity and mental effort; schema theory.

**Unit II: Sensation and Perception.**

Sensation and Psycho physics: definition, concepts- absolute threshold. Difference threshold- Weber's law, Fechner's law, signal detection theory, subliminal perception. Methods- method of limit, method of adjustment, method of constant stimuli. Gestalt principles- gestalt laws of perceptual organization, gestalt approach to figure ground segregation, Depth perception- monocular cues – relative size, linear perspective, texture gradient, atmospheric perspective, interposition, motion parallax- binocular cues- convergence, retinal disparity. Visual illusions- mullerlyer, ponzo illusion, ames room, the moon illusions and the Hermann grid. Extra sensory perception.

**Unit III: Thought**

Thinking: basic elements of thought-concepts, proposition, images. Types of concepts, functions of concepts. Thinking and creativity- stages. Problem solving- stages, methods: trial and error, algorithm, mean end analysis, analogy. Meta cognitive processing. Reasoning-

inductive and deductive reasoning. Decision making- judgment and heuristics-availability, representativeness, anchoring and adjustment. Sources of error- role of mood states, beliefs, confirmation bias, hindsight, functional fixedness, mental set.

#### **Unit IV:Language**

Language: definition, Components of language development- phonological, semantic, syntax. Theories of language development- social learning, Chomsky, cognitive theory. Language and thought- how language connects to thought-Whorfian hypothesis.

#### **Unit V: Consciousness**

Definition, Continuum of consciousness, circadian rhythm, sleep- stages, dreams- theories, Altered states of consciousness- hypnosis, meditation, drug induced.

#### **Books for Study:**

- Baron, R.A. (2013) Psychology. India: Dorling Kindersley.
- Cicarelli, S.K.,& Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education
- Weiten, B. (2011). Psychology: themes and variations. USA: Wardsworth.

#### **Books for Reference:**

- Myers, 2010 Psychology (9<sup>th</sup> ed.). New York:Worth publishers.
- Galotti, K.M. (1990). Cognitive psychology in and out of the laboratory (2<sup>nd</sup> ed). Bangalore: Wadsworth publishing company.
- Goldstein, E.B. (2008) Sensation and Perception. India: Cengage learning
- Kellogg, R.T. (2003). Cognitive psychology (2<sup>nd</sup> ed.). India: sage publications
- Plotnik, R & Kouyoumdjian, H (2008). Introduction to Psychology (9th ed.). USA: Cengage learning
- Riegler, B.R, &Riegler, G.R. (2012). Cognitive Psychology: Applying the science of the mind (2<sup>nd</sup> ed.). India: Dorling Kindersely.
- Hunt, R & Ellis. Fundamentals of cognitive psychology (7<sup>th</sup> ed.). Tata McGraw hill

#### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	12	14	14	12	8

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*



**CORE COURSE IV: SELF DEVELOPMENT PRACTICES- PRACTICAL**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
II	2B 04 PSY	1	2	3

**COURSE OUTCOMES**

**CO 1:***Understand strategies for developing self*

**CO2:***Identify the barriers for effective listening and interviewing skill*

**CO3:***Apply theoretical knowledge to enhance listening skill, analytical skill and interviewing skill*

**CO4:***Create a positive learning environment through eliminating stress by practicing relaxation exercises*

**Unit I :Listening skills**

Differentiate listening and hearing in psychology profession. Characteristics of a dynamic listener. The process of active listening, receiving, attending, interpreting, responding; Steps in active listening; barriers to effective listening, tips for effective listening; Recognizing and overcoming listening obstacles. Critical listening.

**Activity:** Instruct the students to actively listen to the audio played narrating a story or situation. Evaluate their level of listening capacity ability of the student.

**Unit II :Interviewing skill**

Foundation of successful interviews. Appropriateness of various types of interviews. Managing interviews, obstacles in psychological interviews. Accurate interpretation of interviews. Goals and roles of psychological interviews in various settings.

**Activity:** Select a topic of interest under the supervision of the faculty and conduct the interview. Evaluation of the verbatim should be made assessing the interview skill of the students

**Unit III: Simple Relaxation techniques**

Meditation, pranayama, mindfulness relaxation, visualization.

**Activity:** Practice the simple relaxation exercises under the supervision and prepare introspection report. Evaluation of the practice will be done based on the introspective report.

**Books for Study:**

- Learmonth, L. (2016). An introduction to listening skills. USA: Lulu Press Inc
- Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2010). Essential interviewing: A programmed approach to effective communication. USA: Cengage Learning
- Baker, G. S. (2011). Fitly Spoken: Developing effective communication and social skills. Chandler, AZ: Brighton publishing LLC
- Alidina, S. (2012). Relaxation for Dummies. England: John Wiley
- Stephens, M. (2010). Teaching Yoga: Essential foundations and techniques. California: North Atlantic books

**Marks including choice:**

Unit	I	II	III
Marks	4	12	4

**Guidelines**

A practical record should be maintained and should contain Introduction, aim, method and introspective report of each practical. There will be one examination for both the papers. The examination will be of three hours duration. Students will be given a topic for presentation from general psychology. A presentation continuing for 10 to 15 minutes on topic with the support of power point presentation should be a compulsorily done by all the students. A narrative description should be given for one question (from two options) and the students have to conduct a mock interview with a participant on the given topic. The evaluation will be done based on the performance in presentation, interview, viva and written answer script.

**Evaluation criteria**

<b>External Evaluation</b>	40 marks Presentation – 10 Marks, Written examination – 5 Marks Interview – 5 marks, Record - 10 Marks, Viva - 10 Marks
<b>Internal Evaluation</b>	10 Marks Based on the commitment, punctuality, involvement, skills acquired etc

**CORE COURSE V: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>III</b>	<b>3B 05 PSY</b>	<b>4</b>	<b>3</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:***Understand basic concepts of emotion, motivation, intelligence and personality*

**CO2:***Describe the psychology of gender.*

**CO3:***Explain psychoanalytic, type and trait and humanistic approaches to personality.*

**CO4:***Identify reasons for different types of behavior in the same context using theories of emotion, motivation, intelligence and personality.*

**CO5:***Apply concepts of emotion and motivation in daily life*

**Unit I: Emotion**

Concept and definition of emotions, primary and secondary emotions, components- theories of emotion-James- Lange, Cannon-Bard, Schachter-Singer. Cognitive appraisal theory, Facial feedback hypothesis. Biological basis of emotion. Emotional intelligence- definition and components.

**Unit II: Motivation**

Concept and definition of motivation, Biological motives: Hunger, thirst, sleep, sex, Types of motives: Social motives: Achievement, affiliation, and power motives. Theories of motivation- drive theory, incentive theory, opponent process theory, optimal level theory. Goal setting theory. Cognitive dissonance theory, expectancy theory, attribution theory. Maslow's hierarchy of needs.

**Unit III: Intelligence**

Intelligence- definition, measuring intelligence- earlier attempts, Binet-Simon scale, IQ, distribution of IQ, Concept of intellectual deficiency and classification. Heredity and environment as determinants of intelligence. Assessment of intelligence and problems of IQ testing. Theories of intelligence: Traditional theories- Spearman, Thurstone, Cattell, Guilford. Recent theories of intelligence- Gardner, Sternberg.

**Unit IV: Personality**

Definition and Concept of personality, Approaches – Type and Trait: cardinal, central and secondary dispositions, surface and source traits. Five Factor theory, Myers-Briggs theory. Psychoanalytic: Freud's theory of Personality – the structure of the mind- Id, Ego, Superego. Instincts: life and death instincts, Different types of anxiety and defense mechanisms. Psychosexual stages, Contributions of Neo Freudians in brief: Erikson, Jung, Adler, Horney, Erich Fromm.

Humanistic: Rogers- the field of experience, the self as a process, self-actualizing tendency, personal power, congruence and incongruence, fully functioning person. Maslow- Hierarchy of Needs, self-actualization.

**Unit V: Psychology of Gender**

Understanding gender difference, Physical side of human sexuality: primary and secondary sex characteristics, psychological side of human sexuality: gender, gender roles and gender typing, biological and environmental origin of gender differences. Theories of gender role development: social learning theory and gender schema theory.

**Books for Study:**

- Weiten, B. (2011). Psychology: themes and variations. USA: Wardsworth.
- Baron, R.A.(2013) Psychology. India: Dorling Kindersley.
- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education

**Books for Reference:**

- Myers , 2010 Psychology (9<sup>th</sup> ed.). New York:Worth publishers.
- Plotnik, R.,&Kouyoumdjian, H (2008). Introduction To Psychology(9th ed.). USA: Cengage learning

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	12	14	16	8

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE VI: EXPERIMENTAL PSYCHOLOGY- PRACTICAL**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
III	4B 08 PSY	3	-	-

**COURSE OUTCOMES**

**CO1:***Learn to demonstrate the psychological concepts in lab settings.*

**CO2:***Learn to administer psychological tests.*

**CO3:***Learn to interpret psychological test results.*

**CO4:***Apply psychological experiments for the subjective evaluation and conceptualization.*

**CO5:***Able to prepare psychological lab report.*

**Unit I: SENSATION AND PERCEPTION**

- a. Depth perception
- b. Color blindness
- c. Muller Lyer Illusion

**Unit II :LEARNING**

- a. Massed versus spaced Learning
- b. Trial and Error Learning
- c. Maze learning

**Unit III: TRANSFER OF LEARNING**

- a. Bilateral transfer
- b. Habit interference

**Unit IV: REACTION TIME**

- a. Simple Reaction Time
- b. Choice Reaction Time

**Books for Study:**

- Myers, A., & Hansen, C. (2011). Experimental Psychology. Australia: Wadsworth
- Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological assessment and theory: Creating and using Psychological tests. USA: Westview Press
- Shergill, H.K. (2012). Experimental Psychology. New Delhi: PHI Learning Pvt Ltd
- Hussain, A. (2014). Experiments in Psychology. Delhi: PHI Learning Pvt

**Instructions:**

A minimum of eight experiments has to be completed and at least one should be selected from each section.

A brief description about the experimental psychology must be given and the same must be recorded.

A record containing introduction, aim, method, result, discussion, conclusion and references (APA Format) should be maintained and submitted for the evaluation.

**EXAMINATION**

Examination will be conducted at the end of fourth semester

**CORE COURSE VII: LIFESPAN DEVELOPMENT I**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
4	4B 07 PSY	4	3	3

**COURSE OUTCOMES**

**CO 1:** *Understand the meaning, principles and issues related to the process of development.*

**CO2:** *Identify the periods of development and understand their characteristics.*

**CO3:** *Explain the theories of life span development*

**CO4:** *Explain teratology and hazards to prenatal development*

**CO5:** *Identify the sensory, motor, cognitive, emotional and socio-cultural context of child development*

**CO6:** *Describe the characteristics of infancy, babyhood and childhood*

**Unit I: Introduction**

Conceptualizing Lifespan perspective and its importance, Define Development, Meaning of developmental changes, Characteristics, The nature of development –Biological, Cognitive and Socio emotional process, Periods of development, Developmental Issues. Obstacles in studying Lifespan development, happiness and Unhappiness during Lifespan. Cross sectional and Longitudinal Research.

**Views on development:** Psychoanalytic theories- Freud, Erikson, Cognitive theories- Piaget and Vygotsky, Behavioral and Social Cognitive theories- Skinner, Bandura, Ecological and Ethological theories

**Unit II: Prenatal Development**

The course of prenatal development- Germinal, Embryonic, Fetal, The Brain, Determination of sex, The birth Process, Prenatal diagnostic tests, Preterm and Low birth weight Infants, Teratology and hazards to prenatal development.



### **Unit III: Infancy**

Characteristics of the Infant. **Early Sensory capacities** - Touch, taste, smell, hearing and vision (sight) **Motor development**- milestones of motor development- (gross and fine motor skills-head control, hand control and locomotion). **Cognitive development**- Piagetian approach - sensory motor stage. **Emotional development**- Temperament, Early emotions, emotional expression and social relationship. **Social development**- Bonding, social orientation, Attachment and its development. Individual differences in attachment.

### **Unit IV: Babyhood**

Characteristics, **Developmental tasks of babyhood**,- Physical development, Physiological Functions, **Language and Speech Development**, **Emotional behavior** in Babyhood, **Developments in Socialization**, Development of understanding, beginning of sex-role typing, Family relationships, **Personality development**, Happiness in babyhood.

### **Unit V: Childhood**

**Early Childhood:** characteristics of early childhood, Physical change- Body growth and change, Motor development, sleep. Cognitive Development: Piaget and Vygotsky, Information Processing, Emotional and personality Development: The self, Emotional development, Moral development, Gender, Punishment, Child maltreatment.

**Middle and Late childhood:** Characteristics of late childhood, Body growth and change, Motor development, Cognitive development- Piaget and information processing, Language development. Emotional and personality development- The self, Emotional development, Moral development, childhood sexuality

### **Books for Study:**

- Santrock, J.W. (2012). *Life Span Development* (13<sup>th</sup>ed.) New Delhi: McGraw Hill.
- Hurlock, E.B.(2007) *Developmental psychology- A lifespan Approach* (5<sup>th</sup>ed.) New Delhi; McGraw Hill Publishing Company

### **Books for Reference:**

- Sigelman, C.K. & Rider, E.A.(2009) *Life-Span Human Development* (6<sup>th</sup> Ed.) Canada; Wadsworth Cengage Learning

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	13	12	12	10	13

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE VIII: EXPERIMENTAL PSYCHOLOGY- PRACTICAL**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
IV	4B 08 PSY	3	3	3

**COURSE OUTCOMES**

**CO1:***Learn to demonstrate the psychological concepts in lab settings.*

**CO2:***Learn to administer psychological tests.*

**CO3:***Learn to interpret psychological test results.*

**CO4:***Apply psychological experiments for the subjective evaluation and conceptualization.*

**CO5:***Able to prepare psychological lab report*

**Unit I: MEMORY**

- a. Immediate memory span
- b. Retention as a function of meaning

**Unit II: ATTENTION**

- a. Span of attention
- b. Distraction of attention
- c. Set in attention
- d. Division of attention

**Unit III: MOTIVATION**

- a. Knowledge of Result
- b. Level of Aspiration
- c. Effect of mental fatigue

**Unit IV: PROBLEM SOLVING**

- a. Pyramid puzzles

**Books for Study:**

- Myers, A., & Hansen, C. (2011). Experimental Psychology. Australia: Wadsworth
- Kaplan, R. M., & Sacuzzo, D. P. (2012). Psychological assessment and theory: Creating and using Psychological tests. USA: Westview Press
- Shergill, H. K. (2012). Experimental Psychology. New Delhi: PHI Learning Pvt Ltd

- Hussain, A. (2014). Experiments in Psychology. Delhi: PHI Learning Pvt

### Instructions:

A minimum of eight experiments has to be completed and at least one should be selected from each section.

A brief description about the experimental psychology must be given and the same must be recorded.

A record containing introduction, aim, method, result, discussion, conclusion and references (APA Format) should be maintained and submitted for the evaluation.

### EVALUATION CRITERIA

<b>External Evaluation</b> 40 marks	Introduction	– 5 marks
	Administration	- 8 marks
	Result & discussion	– 10 marks
	Record	- 7 marks
	Viva	- 10 marks
<b>Internal Evaluation</b> 10 Marks	Based on the performance of the Student including punctuality, interest, commitment etc	

**CORE COURSE IX: LIFESPAN DEVELOPMENT II**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
5	5B 09 PSY	5	5	3

**COURSE OUTCOMES**

**CO 1:** *Understand the developmental stages from puberty to old age and facing death at late adulthood.*

**CO2:** *Identify the challenges faced by adolescents.*

**CO3:** *Analyze psycho-social determinants of transition from puberty to adolescence.*

**CO4:** *Evaluate how peer pressure influences adolescence*

**CO5:** *Create insight for positive changes in individual development.*

**CO6:** *Explain the changes in the self and social self during late adulthood.*

**Unit I: Puberty**

Characteristics of Puberty, causes, primary and secondary sex characteristics, source of concern, The puberty growth spurt, Body changes at puberty, Effects of Puberty Changes, Hazards of Puberty, Unhappiness at puberty.

**Unit II: Adolescence**

Characteristics of Adolescents, Adolescent Sexuality, **Cognitive development:** Piaget, Adolescent ego centrism, Information Processing, **Emotionality during adolescence, socio-emotional development in adolescence-** the self and emotional development, families, peers, cross cultural comparisons, Influence of Media, **Adolescent sexuality-** sexual orientation, morality, behavior

**Unit III: Early Adulthood.**

Characteristics of early adulthood, Physical performance and development, Cognitive development- Piaget view, Realistic and Pragmatic thinking, Reflective and Relativistic thinking. Career and work, Attachment, love and close relationships, the faces of love, Falling out of love. Marriage and family, Adult sexuality

**Unit IV: Middle adulthood**

**Characteristics of middle age**, Sexuality, **Cognitive development** – Intelligence, Information Processing, **Meaning in life**, Vocational adjustments, Adjustment to changed family patterns, Adjustment to Approaching retirement, Adult stage theories

**Unit V: Late adulthood**

Characteristics of old age, The Young-old, The old-old, Oldest-old, Changes in - motor abilities, mental abilities, interests, Mental health in old age, personality, the self and society. Kubler- Ross stages of dying.

**Books for Study:**

- Santrock, J.W. (2012). Life Span Development (13<sup>th</sup>ed.) New Delhi: McGraw Hill.
- Hurlock, E.B.(2007) *Developmental psychology- A lifespan Approach* (5<sup>th</sup>ed.) New Delhi; McGraw Hill Publishing Company.

**Books for Reference:**

- Sigelman, C.K. & Rider, E.A.(2009) *Life-Span Human Development* (6<sup>th</sup> Ed.) Canada; Wadsworth Cengage Learning

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	11	15	13	11

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE X: SOCIAL BEHAVIOUR**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	5B 10 PSY	5	5	3

**COURSE OUTCOMES**

**CO 1:** *Analyze the influence of social factors on individual behaviour.*

**CO2:** *Understand nature and causes of social behaviour and resulting problems in terms of social psychological theories.*

**CO3:** *Remember the concepts of social perception and cognition.*

**CO4:** *Define attitude and process of attitude change*

**CO5:** *Applying techniques of persuasion in daily life.*

**CO6:** *Analyse social influence and group influence in the social transactions.*

**Unit I: Social Behaviour, Perception & Cognition**

What is social psychology. Related disciplines, causes of social behaviour and thought, Brief history of social psychology. Social Perception: Non verbal communication, Attribution, Impression formation and impression management. Social cognition: Schemas, Heuristics, Errors and Biases.

**Unit II: Attitude and attitude change**

Defining attitudes, attitude formation, attitude and behaviour, consistency, Heider's P-O-X theory, Attitude change: Persuasion, Attitude change over time; Resisting persuasion, Cognitive Dissonance.

**Unit III: Social Influence and Group influence**

(a) Social Influence: Conformity: Ash's experiment, factors affecting conformity; compliance-principles and tactics, obedience.

(b) Group influence: Groups: Definition, Roles, Status, Norms, Cohesiveness, Characteristics of Group, Group dynamics.

(c) Leadership: Nature, Types, Theories

#### **Unit IV: Social Relations**

(a) Stereotype- gender stereotype, Prejudice; discrimination- social behaviour of men and women, changing roles of men and women

(b) Social Relations: Interpersonal attraction: internal, external and interactive determinants of attraction

#### **Unit V: Prosocial behaviour & Aggression**

(a) Prosocial behaviour: factors effecting prosocial behaviour, theories and steps, ways to increase prosocial behavior

(b) Aggression: Theories of Aggression, Influences on Aggression, Determinants of Aggression, Prevention and Control of Aggression

#### **Books for Study:**

- Baron, R.A., Byrne, D., Branscombe, N.R. & Bhardwaj, G. (2010). *Social Psychology* (12<sup>th</sup> ed.). New Delhi: Pearson education, Inc.
- Myers, D. G. (2005). *Social psychology* (8<sup>th</sup> ed.). New York: Mc Graw Hill, Inc.
- Taylor, S.E., Peplau, L. A. & Sears, D.O. (2006). *Social Psychology* (12<sup>th</sup> ed.). New Delhi: Pearson education, Inc.

#### **Books for Reference:**

- Baumeister, R. F. & Bushman, B. J. (2008). *Fundamentals of Social Psychology*. New Delhi: Cenage Learning.
- Crisp, R.J. & Turner, R. N. (2012). *Essential Social Psychology* (2<sup>nd</sup> ed.). New Delhi, Sage South Asia Edition
- Delmater, J. D. & Myers, D. L. (2007). *Social Psychology* (6<sup>th</sup> ed.). USA: Thomson learning, Inc.
- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social Psychology*. (7<sup>th</sup> ed.). New York: Houghton Mifflin company.
- Brown, J.D. (2006). *Social Psychology*. New York : Mc Graw- Hill companies, Inc.

#### **Marks including choice:**

Unit	I	II	III	IV	V
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Marks	15	10	15	10	10
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**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	5B 11 PSY	4	4	3

### **CORE COURSE XI: PSYCHOLOGY OF LIFESTYLE**

#### **COURSE OUTCOMES**

**CO 1:** *Define concept of health in psychology.*

**CO2:** *Understand the concepts of life style, causes of stress, effects and stress management.*

**CO3:** *Explain psychological factors influencing health-related behaviors*

**CO4:** *Conceptualize determinants of health and ill-health with reference to socio-demographic factors.*

**CO5:** *Design strategies for improving health related behaviors and preventing addictions.*

**CO6:** *Create habits of physical exercises towards building a healthy lifestyle*

#### **Unit I: Health- An Overview**

Definition of Health, Health behaviors, Changing Health habits. Theories of change. Cognitive-Behavioral approaches to health behavior change, Quality of life

#### **Unit II: Conceptualizing Lifestyle Psychology**

Lifestyle Behaviors, The rise of lifestyle models of disease, Measuring lifestyle behaviors, Socio-demographic influences on Health and Lifestyle, Modern lifestyles, Lifestyles in daily life.

#### **Unit III: Health Related Behaviors and Exercise Psychology**

Health Related Behaviors: Accident Prevention, Cancer related Health Behaviors, Developing a Healthy diet-Weight Control and Obesity, healthy eating habits, Sleep and Health, Addiction- alcoholism and problem drinking, the drinking college student, Preventive Approaches to Alcohol Abuse, Drinking and Driving, Is modest alcohol Consumption a health behavior. Nicotine addiction and smoking.

**Exercise Psychology:** Physical inactivity- effects and Determinants, Role of the self. Benefits of exercise, Exercise Interventions.

#### **Unit IV: Stress, Coping and Resilience**

Stress- definition, Nature and Theories, Types of stressors, After-effects of stress. Post Traumatic- Stress Disorder, Effects of stress on Health- Stress and the Immune System- Stress and common cold, Stress and Wound Healing, Coronary Heart Disease, Cancer, Infectious Diseases. Coping with Stress- Personality and Coping, Resilience, Coping resources, Coping strategies, Coping styles, Coping and Positive Affect. Stress Management.

#### **Unit V: Evaluating Lifestyle Psychology**

Life style patterns, Psychological principals of lifestyle behaviors- Perception of risk, Self efficacy, implementation intensions, Social norms, motivational interviewing, enjoyment, establishing healthy habits, Ecological models of lifestyle change. Health promotions

#### **Books for Study:**

- Davey, G. (2011). *Applied Psychology*. UK: The British Psychological Society and Blackwell Publishing Ltd.
- Taylor, S.E. (2012). *Health Psychology* (7th ed.). Delhi: Tata- McGraw Hill Publishers.
- Thirlaway, K., & Upton, D. (2009). *The Psychology of Lifestyle*. New York: Routledge.

#### **Books for Reference:**

- Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. (2011). *Health Psychology*(3rd ed.). New Delhi: Sage Publications.
- Pestonjee, D.M., & Pandey, S. (2013). *Stress and Work*. New Delhi: Sage Publications

#### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	11	9	16	11	13

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE XII: ABNORMAL PSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>V</b>	<b>5B 12 PSY</b>	<b>5</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Conceptualizing abnormality and analyze factors contributing to abnormal behavior*

**CO2:** *Understand existing classification systems –DSM 5 and ICD 11*

**CO3:** *Evaluate the multiple influences of abnormal behavior as viewed from bio-psycho-socio-cultural perspectives*

**CO4:** *Analyzing the symptomatology of anxiety, affective, psychotic spectrum disorders and childhood disorders for enhanced understanding of psychopathology*

**Unit I: Abnormal psychology: Past and Present**

Definition: 4D's of Abnormality- Deviance, Distress, Dysfunction, Danger. The concept of normality and abnormality- different criteria. Current classification - DSM-5 and ICD 11. Concept of healthy personality. Historical view of abnormal behavior- Supernatural, Biological, Psychological and Behavioral Model. Causes and risk factors for abnormal behavior- biological causal factors, Psychological causal factors, sociocultural causal factors with special reference to Culture bound syndromes. Abnormal behavior: Current status.

**Unit II: Anxiety Spectrum Disorders**

Differentiate fear and anxiety. Symptomatology of Specific Phobia, Social Phobia, Panic Disorder, Generalized anxiety disorders, Agoraphobia. Trauma and Stress Related Disorders. Dissociative disorders, Somatic disorders, Obsessive Compulsive and Related Disorders. Substance induced anxiety disorder

**Unit III: Affective spectrum disorders**

Symptomatology of Bipolar disorder I and II, Cyclothymic disorder, Depressive disorder, Major depressive disorder, Persistent depressive disorder, premenstrual dysphoric disorder, Substance induced affective disorder

**Unit IV:Psychotic spectrum disorders**

Symptomatology of Schizotypal personality disorder, Delusional disorder, brief psychotic disorder, Schizophreniform Disorder, schizoaffective disorder, Substance induced psychotic disorder

**Unit V: Disorders of childhood and Adolescence**

Sibling rivalry, Separation anxiety disorder, Conduct disorder, Oppositional Defiant Disorder, Autism spectrum disorder, Attention Deficit hyperactive disorder, Specific learning Disorders; Childhood anxiety and depression, Childhood psychotic disorder

**Books for Study:**

- World health Organization. (1992). ICD 10 -International Classification of Disorders. Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal Psychology*(16<sup>th</sup>ed.).USA: Pearson Education.
- Comer, R.J., (2005). *Fundamentals of Abnormal Psychology* (4<sup>th</sup> ed.). New york: Worth Publishers.
- American Psychiatric Association.(2013). *Diagnostic and statistical manual of mental disorders*(5<sup>th</sup> ed.). Washington, DC : Author

**Books for Reference:**

- Carson, R.C.,Butcher, J.N &Mineka, S (2006). *Abnormal Psychology and Modern Life*(12<sup>th</sup> ed.). South Asia: Dorling Kindersley
- Sue, D., Sue, D.W., Sue, D & Sue, S (2014). *Essentials of understanding Abnormal Behavior* (2<sup>nd</sup> ed). USA: Wadsworth.
- Barlow, D.H & Durand, V. M., (2015) *.Abnormal Psychology- An integrative approach* (7<sup>th</sup> ed). Canada: Cengage Learning.

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	12	10	14	14	10

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE XIII: PSYCHOLOGICAL TESTING -PRACTICAL**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>V</b>	<b>6B 17 PSY</b>	<b>4</b>	<b>-</b>	<b>3</b>

**COURSE OUTCOMES**

**CO1** *Understand the basics of the psychological testing.*

**CO2** *Demonstrate skills to measure psychological functions with psychological tests.*

**CO3** *Able to interpret psychological test results.*

**CO4** *Evaluation of psychological attributes through psychometric tests.*

**CO5** *Prepare psychological test report thereby mapping the psychological aspects of the individual participant.*

**Unit I :Personality**

- a. Eysenck's Personality Questionnaire
- b. Locus of control
- c. 16 PF

**Unit II : Intelligence**

- a. Seguin Form Board
- b. Standard Progressive Matrices
- c. Colored Progressive Matrices
- d. Bhatia's Battery of Performance Intelligence
- e. Multiple Intelligence Inventory

**Unit III: Adjustment**

- a. Bell's Adjustment Inventory
- b. Sinha Adjustment Inventory for college students
- c. Adjustment Inventory for School Students
- d. Mathew Maladjustment Inventory



**Books for Study:**

- Anastasi, A., & Urbina, S. (2016). Psychological Testing (7<sup>th</sup>ed.) Boston: Pearson
- Gregory, R. J. (2017). Psychological testing: History, principles and applications. Boston: Pearson
- Spores, J. (2013). Clinician's Guide to Psychological Assessment and Testing. New York: Springer Publishing
- Cohen, R. J., Swerdlik, M., & Sturman, E. (2012). Psychological Testing and assessment: An Introduction to tests and measurement. (8<sup>th</sup>ed.). USA: McGraw-Hill

**Instructions:**

A minimum of eight assessments has to be completed.

A brief introduction of Psychological Tests to provide and to be incorporated in the record

Behavioral observation and introspective report to be included to aid discussion of results.

A record should be maintained and should contain introduction, aim, method, result, discussion, conclusion and references (APA Format)

**EXAMINATION**

Examination will be conducted at the end of sixth semester.

**CORE COURSE XIV : FRONTIERS IN PSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>6</b>	<b>6B 14 PSY</b>	<b>5</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Familiarize major areas of applied psychology.*

**CO2:** *Understand basic concepts in educational, sports, positive, community, environmental, peace, military, forensic, cyber, criminal, media, population, political, neuro, psycho-oncology, rehabilitation and clinical psychology.*

**CO3:** *Describe the roles and analyze the opportunities of psychologist in educational, sports, positive, community, environmental, peace, military, forensic, cyber, criminal, media, population, political, neuro, psycho-oncology, rehabilitation and clinical psychology.*

**Unit I: Psychology for empowerment**

**Educational psychology:** - Defining the discipline. Nature and scope of educational psychology. Teaching as an art and science. Effective teaching. Esthetic education

**Sports psychology:-** Defining sports psychology. Outline the difference between sport psychology and exercise psychology, sport psychology as an academic field and as an applied profession.

**Positive psychology:** - definition. Components of positive psychology, assumptions and goals, western and eastern perspectives in positive psychology. Introducing classifications and measures of human strengths and positive outcomes

**Unit II : Psychology for enhancing harmony**

**Community psychology:** - what is community psychology, fundamental principles, seven core values in community psychology, A psychological sense of community. Ecological level of analysis, understanding community, understanding human diversity.

**Environmental psychology:** - definition, nature and scope of environmental psychology, environmental influences on human behavior and wellbeing, acceptability of environmental policies

**Peace psychology:** - What is peace psychology, psychological contributors to the prevention of war and violence. Modern peace psychology, Psychological components of sustainable peace.

### **Unit III: Evidence based practices in psychology**

**Military psychology:** - What is military psychology, psychological concepts and trends in military psychology, Intelligence and aptitude testing, introduce psychological interventions in military contexts, military psychology in India.

**Forensic psychology:** - Introduction, definition, current trends. Role of forensic psychology in organization and with offenders. The multitude of forensic psychology roles and activities.

**Cyber psychology:** - What is cyber psychology- human computer inference, cyberspace as a psychological space, psychology in cyberspace, applied cyber psychology. The psychology of artificial intelligence.

**Criminal psychology:** - what is criminal psychology, criminal investigative analysis: interviewing, detecting deception & eye witness research. Police psychology. Assessment and treatment of offenders.

### **Unit IV: Application in social contexts**

**Media psychology:** - what is media psychology, defining mass media psychology, Psychological effects and influences of media: effects of media violence, prosocial effects of media, pornography and erotica, advertising. Psychology in media.

**Population psychology:** - definition, characteristics of population study, nature and scope of population study, national population policy of India, psychological analysis of India's family planning programs.

**Political psychology:** - what is political psychology, why study political psychology, personality and politics; cognition, social identity, emotions and attitudes in political psychology.

### **Unit V: Applications in health related areas**

**Neuropsychology:** - what is neuropsychology, definition, branches, comparative neuropsychology, conceptual issues, neuropsychological practice.

**Psycho-oncology:** - definition, behavioral and psychological factors in cancer risk, palliative and terminal care, psychotherapy in oncology setting, psycho-social impact of personalized therapies in oncology

**Rehabilitation psychology:** - what is rehabilitation psychology, perspectives in rehabilitation psychology, psychological models in rehabilitation psychology, rehabilitation outcomes and assessments, families in rehabilitation.

**Clinical psychology:** - what is clinical psychology: learning objectives, clinical psychologist's roles, controversies, pros and cons of selecting clinical psychology as a career. Models that influence the practices of clinical psychology.

**Books for Study:**

- Kapunan, R. R. (1974). *Educational psychology*. Manila: Rex Book Store.
- Mangal, S. K. (2012). *Advanced educational psychology*. New Delhi, India: PHI Learning.
- Moran, A. P. (2012). *Sport and exercise psychology: A critical introduction*. New York: Psychology Press.
- Tod, D. (2014). *Sport Psychology the basics*. New York: Routledge
- Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. India: Dorling Kindersley
- Davis, S. F., & Buskis, W. (2008). *21<sup>st</sup> century psychology a reference handbook*. London: Sage publications
- Duffy, K. R., & Wong, F. Y. (2003). *Community psychology (3<sup>rd</sup> ed.)*. USA: Pearson education. Inc
- Steg, L., & Groot, J. I. M. D. (2019). *Environmental psychology: An introduction*. Hoboken, NJ: Wiley-Blackwell.
- Coleman, P. T., & Deutsch, M. (2012). *Psychological components of sustainable peace*. New York: Springer.
- Maheshwari, N., & Kumar, V. V. (2016). *Military Psychology: Concepts, Trends and Interventions*. Los Angeles, CA: SAGE Publications.
- Fulero, S. M., & Wrightsman, L. S. (2005). *Forensic psychology*. Belmont, CA: Thomson Wadsworth.
- Norman, K. L. (2017). *Cyberpsychology: An introduction to human-computer interaction*. Cambridge: Cambridge University Press.
- Connolly, I., Palmer, M., Barton, H., & Kirwan, G. (2016). *An introduction to cyberpsychology*. London: Routledge Taylor & Francis Group.

- Bull, R., Bilby, C., Cooke, C., & Grant, T.(2006)*Criminal Psychology: A Beginner's Guide*England:One word publications
- Canter, D. (2017) *Criminal Psychology. (2<sup>nd</sup> ed.)*. New York: Routledge
- Ferguson, C. J. (2016). *Media psychology 101*. New York: Springer Publishing Company.
- Brewer, G. (2011). *Media psychology*. Basingstoke: Palgrave Macmillan.
- Rajamanickam, M. (1999). *Contemporary fields of psychology and experiments*. New Delhi: Concept Pub.
- Sidanius, J., &Jost, J. T. (2007). *Political psychology: Key readings*. Vancouver, B.C.: Langara College.
- Beaumont,J.G.(2008). *Introduction to Neuropsychology. (2<sup>nd</sup> ed.)*. New York: The Guilford Press
- Goerling, U., &Mehnert, A.(2018).(). *Psycho-oncology. (2<sup>nd</sup> ed.)*. Switzerland: Springer
- Kennedy, P. (2012). *The Oxford handbook of rehabilitation psychology*. Oxford: Oxford University Press.
- Carr, A. (2012). *Clinical Psychology: An Introduction*. Florence: Taylor and Francis.

### **Books for Reference:**

- Davey. G. (2011). *Applied Psychology*. London: British Psychological Society & The Blackwell Publishers
- Santrock, J. W. (2011). *Educational Psychology. (4<sup>th</sup>ed)*. New Dlehi: Tata Mc Grow Hill
- Snyder, C. R. & Lopez, S.J. (2007). *Positive psychology*. New Delhi: Sage Publications Ltd.
- Batrol. C.R., &Batrol, A.M. (2008).*Introduction to Forensic Psychology. Research and Application.(2<sup>nd</sup>ed)*. New Delhi: Sage Publications Ltd.
- Kazdin, A. E.(2002). *Encyclopedia of psychology (volume 2)*. Washington: APA

### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	10	15	10	15

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE XV :COUNSELING PSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>6</b>	<b>6B 15 PSY</b>	<b>5</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Understand counseling as a helping profession by acquainting it's nature, historical development and the processes involved*

**CO2:** *Explain the theories of counselling*

**CO3:** *Develop knowledge and skills required for counselling to render services to society at large*

**CO4:** *Practice ethical codes and conduct while involving in counselling relationship*

**CO5:** *Create responsibility to preserve the dignity of counselling as a profession*

**Unit I: Perspective to counselling**

Definition of counselling; History and current trends of counselling, Fundamental precepts of counselling; goals of counselling. Basic counseling skills.

Guidance- Definition, Need, Characteristics and goals of guidance, Different types of Guidance. Difference between guidance and counseling.

**Unit II: Content and Processes in Counselling**

Stages of counselling: Initial Disclosure; In-depth exploration; commitment to action. Termination and follow – up. Variables affecting the counselling process: Seriousness of the presenting problem, structure, initiative, physical setting, Client qualities, personal and professional qualities of an efficient counsellor; Tactics used in counselling - immediacy, self-disclosure, confrontation, affirmation, paraphrasing, reassurance, humor.

**Unit III: Ethical Practices for Counselling**

Ethical principles:-. Autonomy, Beneficence, Non-maleficence, Justice and fidelity. Ten Ethical standards of APA: Resolving ethical issues, competence, human relations, privacy and confidentiality, advertising and other public statements, record keeping and fees, education and training, research and publication, assessment, therapy

#### **UNIT IV: Important areas in counselling**

Group Counselling, Counselling Families, School Counselling, Career Counselling, Premarital counselling, Marriage and couple Counselling, Abuse and disability counselling. Peer counselling

#### **Unit V: Counseling with diverse population**

Counselling the aged population: old age and their needs, counselling the aged. Gender based counselling: Counselling men and women. Counselling and sexual orientation: Counselling with gays, lesbians, bisexuals and transgenders. Challenges in counselling

#### **Books for Study:**

- Ethical Principles of Psychologists and Code of Conduct (2017). USA: American Psychological Association.
- Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*.(6<sup>th</sup> ed.) New Dehi: Dorling Kindersley India Pvt. Ltd
- Patterson, Lewis, E. (1999). *Counselling Process*. (5th ed). USA: Thomson Asia Pvt.Ltd
- Rao, N. S., &Shajpal, P.(2013). *Counselling &Guidance* .(3rd ed). New Delhi: Tata Mc Grow Hill Publishers
- Reeves, A. (2013). *An Introduction to Counselling and Psychotherapy*. New Delhi: Sage Publishers
- Corey, G. (2009). *Theory and Practice of Counselling and Psychotherapy* (8<sup>th</sup> ed.), United Sates: Thomson books

#### **Books for Reference:**

- Jones, R. N. (2008). *Counselling Skills - A Helper's Manual*. (2<sup>nd</sup> ed). London: Sage Publications
- Gibson, R. L & Mitchell, M. H.(2003). *Introduction to Counselling and Guidance* (6<sup>th</sup> ed.). USA: Pearson Education.Inc.
- Kottler, J. A., & Shepard, D.S (2009) *Counseling- Theories and Practices*. New Delhi: Cengage Learning India Private Limited.



**Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	15	15	10	10

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE XVI: ORGANIZATIONAL BEHAVIOR**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>6</b>	<b>6B 16 PSY</b>	<b>5</b>	<b>5</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Understand the basic concepts of organizational behavior*

**CO2:** *Analyze the underlying factors of work motivation in existing theories*

**CO3:** *Evaluate the processes involved in an organization by conceptualizing its design and structure*

**CO4:** *Define the organizational culture and their determinants*

**CO5:** *Explain the stressors at work place and promoting a congenial environment for enhancing well-being*

**CO6:** *Create strategies to motivate employees in an organization*

**Unit I: Introduction to Organizational Behavior**

Basic nature, fundamental assumptions, history of OB- then and now, human behavior in organizations- understanding human behavior and interdisciplinary influences; The organizational context- organizations as systems, formal and informal organization; Opportunities and challenges of OB

**Unit II: Work Motivation**

Motivation in organizations; components of motivation; three key points about motivations, Motivation and work behavior- internal needs and external incentives; Maslows need hierarchy- hierarchy of needs, theory X and theory Y; ERG theory; Mccelland's need theory; Herzbergs two factor theory; Need for achievement, need for power and need for affiliation; Social exchange and equity theory: Adams's theory of inequity; expectancy theory of motivation, goal-setting theory, reinforcement theory, self determination theory, self-efficacy theory

**Unit III: Organizational Processes and Structure**

Basic dimensions of organization: Hierarchy of authority, span of control, division of labor, line versus staff position, decentralization; Departmentalization- functional, product and matrix organization; Organizational design- classical, neoclassical approach, contingency

approach, Mintzberg's framework, vertically integrated and team based organization; A strategic approach to design organizations: strategy, contingency factors, task qualities and coordination mechanisms, structural or design features; Inter organizational design-boundaryless organizations, conglomerates, strategic alliances

#### **Unit IV: Organizational Culture**

Basic nature of organizational culture- Definition, core cultural characteristics, strength of organizational cultures, culture within organizations, role of culture in organization, forms of organization, how employees learn culture, creating a positive organizational culture.

#### **Unit V: Wellbeing at work**

Stress and four approaches to stress: medical, cognitive appraisal, the person-environment fit, and psychoanalytic approach; Stress response, sources of stress at work, consequences of stress- performance and health benefits, individual distress, organizational distress; Individual difference in the stress-strain relationship; Preventive stress management.

#### **Books for Study:**

- Greenberg, J. (2011). Behavior in Organizations (10<sup>th</sup> ed.). USA: Pearson education
- Nelson, D. L & Quick, J. C. (2000). Organizational Behavior-foundations, realities and challenges (3<sup>rd</sup> ed.). Chennai: Thomson Learning
- Luthans, F. (2011). Organizational Behavior- evidence based approach (12<sup>th</sup>ed.). USA: McGraw Hill Book Co
- Robbins, S. P. & Judge, T. A (2013). Organizational Behavior (15<sup>th</sup> ed.). India: Prentice Hall

#### **Books for Reference:**

- Hellriegel, Slocum and Woodman. (2004). Organizational Behavior (9<sup>th</sup> ed.). South-Western, Thomson Learning

#### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	14	14	10	12

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**CORE COURSE XVII:PSYCHOLOGICAL TESTING - PRACTICAL**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	6B 17 PSY	2	4	3

**COURSE OUTCOMES**

**CO1** *Understand the basics of the psychological testing.*

**CO2** *Demonstrate skills to measure psychological functions with psychological tests.*

**CO3** *Able to interpret psychological test results.*

**CO4** *Evaluation of psychological attributes through psychometric tests.*

**CO5** *Prepare psychological test report thereby mapping the psychological aspects of the individual participant.*

**Unit I : Abnormality**

- a. Beck Depression Inventory
- b. State Trait Anxiety Inventory
- c. Psycho- physiological state inventory

**Unit II : Self**

- a. Self Esteem Inventory
- b. Self Profile
- c. Self concept

**Unit III: Social Intelligence**

- a. Vineland Social Maturity Scale
- b. Rao's Social Maturity Scale

**Unit IV: Emotion**

- a. Emotional Maturity Scale
- b. Emotional Intelligence Scale

**Books for Study:**

- Anastasi, A., & Urbina, S. (2016). *Psychological Testing* (7<sup>th</sup>ed.) Boston: Pearson
- Gregory, R. J. (2017). *Psychological testing: History, principles and applications*. Boston: Pearson
- Spores, J. (2013). *Clinician's Guide to Psychological Assessment and Testing*. New York: Springer Publishing
- Cohen, R. J., Swerdlik, M., & Sturman, E. (2012). *Psychological Testing and assessment: An Introduction to tests and measurement*. (8<sup>th</sup>ed.). USA: McGraw-Hill

### Instructions:

A minimum of eight assessment has to be completed.

A brief introduction of Psychological Tests to provided and to be incorporated in the record

Behavioral observation and introspective report to be included to aid discussion of results.

A record should be maintained and should contain introduction, aim, method, result, discussion, conclusion and references (APA Format)

### EVALUATION CRITERIA

<b>External Evaluation</b> 40 marks	Introduction	– 5 marks
	Administration	- 8 marks
	Result & discussion	– 10 marks
	Record	- 7 marks
	Viva	- 10 marks
<b>Internal Evaluation</b> 10 Marks	Based on the performance of the student including punctuality, interest, commitment etc	

**CORE COURSE XVIII:PRACTICUM**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>VI</b>	<b>6B 18 PSY</b>	<b>5</b>	<b>2</b>	<b>-</b>

**COURSE OUTCOMES**

**CO 1:** *Assimilate the roles of psychologists in applied areas*

**CO2:** *Identify settings where the psychological principles could be applied.*

**CO3:** *Analyze practical application of psychological principles in real life situations.*

**CO4:** *Apply the expertise to design and conduct sessions on psychological issues at school and community settings.*

**CO5:** *Demonstrate social responsibility of psychologist.*

1. Institutional Visit (10 marks) - students have to visit reputed institutions imparting psychological applications for a period of 3 days assisted by a teacher. Minimum 3 such institutions must be visited and students are to submit a report on their experiences and learning.
2. Hospital visit (10 marks)- students have to undergo two day visit at hospitals to have a better understanding about roles that are played by counselor/ psychologist at hospitals, nature and types of cases, etc
3. Industrial visit (10 marks)- students have to undergo two day visit at industries to have a better understanding about roles that are played by counselors and human resource persons in industrial settings
4. School visit (10 marks) - students have to undergo two day visit at schools to have a better understanding about roles that are played by school counselors and major issues among students
5. Community Visit (10 marks): students have to undergo two day visit in a community to have a better understanding about principles of community psychology.

The students are to be assigned in small groups (5 to 6 students) and to provide opportunity to understand various settings where the psychological principles could be

applied. The practicum should be organized in such a way that they should have an exposure to various settings. One faculty member should also be accompanied by the group and provide instructional supports and linking it with the theoretical principles that they have learned during the course of study.

### GENERAL GUIDELINES

- Each practicum should be carried out with the supervision of faculty member.
- Students are to submit a detailed report of the practicum. Separate reports should be prepared based on their observations, learning, systems in place, etc. Each section should have a minimum of 5 to 8 page typed report, and should be limited to a maximum of 40 pages.
- The report will be valued both internally and externally.

### EXAMINATION:

Detailed description of a situation in which the psychological principles could be imparted should be provided to the students and based on that the students are to make detailed report / presentation of the role that can be played. Out of the two questions the student has to attempt any one.

### EVALUATION CRITERIA

<b>External Evaluation</b>	Descriptive report – 20 marks
40 marks	Record - 10 marks
	Viva - 10 marks
<b>Internal Evaluation</b>	
10 Marks	



**CORE COURSE VI:PROJECT**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>VI</b>	<b>6B 19 PSY</b>	<b>3</b>	<b>2</b>	<b>3</b>

**COURSE OUTCOMES**

**CO1:** *Demonstrate context and uses of qualitative research.*

**CO2:** *Conduct data collection and data analysis*

**CO3:** *Review of texts and documents*

**CO4:** *Identify individual differences and behaviours through research.*

**CO5:** *Demonstrate research interest*

**Unit I: Introduction to scientific research**

Meaning and characteristics of scientific research, objectives of research, phases in research, types of research: descriptive v/s analytical, applied v/s fundamental, quantitative v/s qualitative, conceptual v/s empirical, experimental and non-experimental, difference between research method and research methodology, ethical problems in research. Process of Research- Problem selection, review of literature, techniques, research design- meaning, Need, features of good design, variable- independent, dependent, extraneous, hypothesis – definition and types, sampling- Methods of data collection- primary and secondary data collection methods.

**Unit II: Collecting qualitative data**

Data collection: meaning, types- primary and secondary data. Methods: experiments, questionnaires and survey, interview- structured, semi structured, in-depth, expert interview, schedule observation- natural, laboratory, participant and non-participant, case study, group discussion, focus group discussion. Advantages and disadvantages of each method. Selection of appropriate method of data collection.

### **Individual Project Work:**

The project work should be based on qualitative research and the report submitted at the end of 6<sup>th</sup> semester. Observation, interview, case study, survey, and content analysis are the methods recommended to carry out the project work. Students should be advised to take up socially relevant topics for carrying out the project work. Importance should be given to qualitative aspects. Percentage or frequency distribution could also be used as and when required and higher statistical techniques are not recommended. Credit of 2 will be awarded for the project work.

### **Guidelines for the project work:**

- Students are to do the project individually and submit the report in printed/ typed form (A4 size).
- Project work should be carried out with the supervision of faculty member in the department.
- The report should not exceed 40 pages
- The project report should strictly follow APA format.
- The report should be submitted with five chapters, viz., Introduction, review, methodology, result and discussion, summary and conclusion, and references.
- An abstract of the study should be attached with the research report.
- The project will be valued both internally and externally

### **GUIDELINES FOR THE EVALUATION OF PROJECTS**

1. Evaluation of project shall be done under mark system
2. The evaluation of project will be done at two stages. Marks secured for the project will be awarded to candidates, combining the internal and external marks
  - i. Internal assessment (supervising teachers will assess the project and award internal marks)
  - ii. External evaluation
3. The internal to external components is to be taken in the ratio 1:4. Assessment of different components may be taken as below:

<b>External Evaluation</b> 40 marks	Relevance of the topic	8 marks
	Statement of objectives	
	Methodology	
	References	
	Presentation	12 marks
	Quality of analysis /Use of statistical tools	
	Findings and recommendation	
	Viva-voce	20 marks
<b>Internal Evaluation</b> 10 Marks	Punctuality	- 2 marks
	Use of data	- 2 marks
	Organization of report	- 3 marks
	Viva voce	- 3 marks

4. Chairman Board of Examination may at his discretion, on urgent requirements, make certain exceptions in the guidelines for the smooth conduct of the evaluation project.

### **PASS CONDITIONS**

1. Submission of the project report and the presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if he/ she fails to submit the project report for external evaluation
2. The student shall be declared to have passed in the project report course if he/she secures minimum 40% of marks for External evaluation and 40% of the aggregate.
3. There shall be no improvement chance for the marks obtained in the project report
4. In an instance of inability of obtaining a minimum of 40% of marks, the project work may be re-done and the report may be resubmitted along with subsequent exams through parent department

**PART B: 1****COMPLEMENTARY ELECTIVE COURSES**  
**[ FOR BSC PSYCHOLOGY PROGRAMME ]****WORK AND CREDIT DISTRIBUTION**  
**( 2019 ADMISSION ONWARDS )**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
1C 01 PSY	Elements of Human Physiology	1	4	3	3
2C 02 PSY	Physiological Psychology	2	4	3	3
3C 03 PSY	Neurobiological Perspective	3	4	3	3
4C 04 PSY	Biopsychology	4	4	3	3

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	4	40
INTERNAL	1	10

**INTERNAL ASSESSMENT**

<b>COMPONENT*</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
COMPONENT 1 - SEMINAR	50%	
COMPONENT 2 - ASSIGNMENT	50%	

**COMPLEMENTARY ELECTIVE COURSE I:****ELEMENTS OF HUMAN PHYSIOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>1</b>	<b>1C 01 PSY</b>	<b>4</b>	<b>3</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Understand the basic human body functioning*

**CO2:** *Acquire knowledge regarding physiology of cardiovascular, respiratory, digestive and excretory systems*

**CO3:** *Analyse the human body's protective mechanism and survival system*

**CO4:** *Explain the underlying systems of reproduction*

**Unit 1: Cell Physiology**

The cell- structure and function, types- muscle cells, epithelial cells, connective tissue, muscle- skeletal skeletons, cardiac muscle, smooth muscle

**Unit 2: The Blood and Cardiovascular system**

Functions of blood, composition of blood, blood cells- RBC (erythrocytes), WBC (Leucocytes), Thrombocytes or platelets, heart- structure and function, the cardiac cycle, blood pressure & pulse- determinants of arterial blood pressure, methods of recording blood pressure

**Unit 3: Respiratory system**

The respiratory organ- nose, pharynx, larynx, trachea, bronchi, bronchioles, Pulmonary alveoli, subdivision of lung air - lung volume, lung capacities and dead space air, Gaseous exchange & transport of Oxygen & Carbon dioxide.

**Unit 4: Digestive & Excretory system**

Digestive system: - Structure and function of alimentary canal – mouth, salivary glands, pharynx, esophagus, stomach, small and large intestine, rectum, pancreas, liver, digestion and intestinal absorption.

Excretory system:- The kidney- renal sinus, medulla, cortex, uriniferous tubules,

nephron, renal capsule, proximal convoluted tubules, loop of Henle, distal convoluted tubule, Juxtaglomerular, collecting tubule, blood supply of the kidney, urine formation- glomerular filtration, tubular re absorption, tubular reabsorption & tubular secretion

### **Unit 5: Protection and Survival**

Skin –anatomy of the skin, skin colour- melanin, carotene, hemoglobin, abnormal colour-cyanosis, jaundice, hemochromatosis. Skin appendages- glands, sweat gland, eccrine sweat glands, apocrine sweat glands, ceruminous sweat glands, mammary glands, sebaceous glands, hair, nail. Immune system – natural or innate, acquired or adaptive  
Reproductive system- structure and function of male and female reproductive system, menstrual cycle, testicular function.

### **Books for Study:**

- Muthayya. N. M. (2010). Human physiology (4th ed.). New Delhi: Jaypee brothers medical publishers Pvt Ltd.
- Kumar. B. (2001). Human physiology (7th ed.). New Delhi: Campus books International
- Kalat, J. W. (2017). Biological Physiology (13<sup>th</sup> ed.). USA: Cengage learning

### **Books for Reference:**

- Guyton, A. C., Hall, J. E. (1996). Text book of medical physiology (9th ed.). Bangalore: Prism Books Pvt Ltd.

### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	10	10	15	15

### **Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**COMPLEMENTARY ELECTIVE COURSE II:PHYSIOLOGICAL PSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>2</b>	<b>2C 02 PSY</b>	<b>4</b>	<b>3</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Understand Chromosomal Anomalies & Disorders.*

**CO2:** *Analyze evolutionary and genetic perspectives of behavior*

**CO3:** *Describes sensory system and its functioning*

**CO4:** *Identify sensation in relation to perception.*

**CO5:** *Explain pain behaviour and common disorders related to sensory organs.*

**Unit I : Evolutionary & Genetic Perspectives of Behavior**

Physiological psychology in brief, Evolution of behaviour – Darwin’s evolutionary theory, common misconcepts about evolution. Mendalian genetics – Gene, genotype & phenotype, dominant & recessive gene, chromosomes & crossing over, structure of chromosomes, autosomes and sex – linked gene, mutation, gene and behaviour.

**Unit II : Chromosomal Anomalies & Disorders**

Autosomal anomalies - Down syndrome, Edward syndrome, Cri du chat syndrome. Sex chromosomal anomalies - Klinefilters and Turners syndrome.

**Unit III: Visual System**

Stimulus for vision – physical & psychological dimension, structure of eye, receptors in the retina, structure and processing on the retina, receptive field, colour perception, theories of colour perception, coding of colour, colour blindness, disorders of visual system, visual attention.

**Unit IV: Auditory & Vestibular System**

Auditory system: – nature of auditory stimuli- physical & psychological dimension, anatomy & function of auditory system, pitch perception, disorders of auditory system. Vestibular system: – anatomy and function, disorders of vestibular system.

## Unit 5: Somato-Sensory, Olfactory & Gustatory System

Olfactory system: – nature of odour, anatomy and function of olfactory system, disorders of olfactory system, accessory olfactory system, vomeronasal sensation & pheromones. Somatosensory system - somatosensory receptors, neural coding for touch; pressure; temperature, kinesthetic – coding position & movement. Pain stimuli, gate theory of pain, ways to relieving pain, sensitization of pain, disorders of somatosensory system. Gustatory system: – nature of taste stimuli, taste receptor – mechanism of taste receptor, taste coding in the brain, individual differences, disorders of taste system.

### **Books for Study:**

- Levinthal, C. F. (1990). Introduction to physiological psychology (3rd ed.). USA: Pearson education, Inc.
- Wagner, H., Silber, K. (2004). Physiological psychology. New York: BIOS Scientific publishers.
- Wilson, J .F. (2003). Biological foundation of human behaviour. U S A : Wadsworth Thomson learning, Inc
- Plomin, R., DeFries, J.C., McClearn, G.E., McGuffin, P. (2001). Bhavioural genetics (4th ed). New York: Worth publishers

### **Books for Reference:**

- Muhammed, J. (2005). Physiological psychology. New Delhi: APH Publishing corporation.
- Pinel, J.P.J.(2007). Basics of psychology. USA: Pearson education, Inc

### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	11	10	13	11	15

### **Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*



**COMPLEMENTARY ELECTIVE COURSE III:****NEUROBIOLOGICAL PERSPECTIVE**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>3</b>	<b>3C 03 PSY</b>	<b>4</b>	<b>3</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Identify structure and functions of neuron.*

**CO2:** *Understand organization of nervous system*

**CO3:** *Analyze influence of hormones on behavior*

**CO4:** *Evaluate behaviors based on neurobiological perspectives*

**CO 5:** *Create insight about neural basis of behavior*

**Unit I: Neuron & Nerve Impulse**

Structure of a neuron, types : sensory, motor & inter neuron, variation among neurons, glial cells and its function, the neuron at rest, action potential and its molecular basis, all or none law, the refractory period, propagation of action potential, saltatory conduction, chemical events at synapse, excitatory post synaptic potential (EPSP), inhibitory post synaptic potential (IPSP), neurotransmitters- types & function.

**Unit II: Organization of Nervous System – CNS**

Central nervous system- brain & spinal cord, forebrain - mid brain and hind brain, spinal cord, Non-neural material in the CNS – Meninges, blood supply, the blood-brain barrier, cerebrospinal fluid. Spinal cord – monosynaptic reflex, polysynaptic reflex – brain and reflex action.

**Unit III: Organization of Nervous System- PNS**

Peripheral nervous system- somatic and autonomic nervous system, Somatic nervous system- cranial and spinal nerves, Autonomic nervous system- sympathetic and parasympathetic nervous system

**Unit IV: Neural basis of Behaviour**

Cortical function- frontal lobe, parietal lobe, occipital lobe, temporal lobe, concept of cortical dominance, primary – somatosensory cortex, motor cortex, visual auditory cortex, association area, Broca's & Wernick's area, language area, area of planning and thinking.

**Unit V :Hormones and Behaviour**

Major endocrine glands and hormones, influence of hormones on behaviour: growth, sexual behaviour and stress.

**Books for Study:**

- Garrett, B. (2011). Brain and behaviour- an introduction to biological psychology (3<sup>rd</sup> ed.). Canada: Sage publications
- Pinel, J. P. J. (2006). Biopsychology (6<sup>th</sup> ed. ). U S A: Pearson Education, inc.
- Levinthal, C. F. (1990). Introduction to physiological psychology (3<sup>rd</sup> ed.). USA: Pearson Education, Inc.

**Books for Reference:**

- Kolb, B., Whishaw , I. Q. ( 2006). An introduction to brain and behaviour (3<sup>rd</sup> ed.). USA: Worth Palgrave Macmillan
- Kalat, J. W. (2009). Biological Psychology(9<sup>th</sup> ed. ). U S A : Pearson education, Inc.

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	14	10	12	14

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**COMPLEMENTARY ELECTIVE COURSE IV:BIOPSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>4</b>	<b>4C 04 PSY</b>	<b>4</b>	<b>3</b>	<b>3</b>

**COURSE OUTCOMES**

**CO2:** *Understand the biological basis of behaviour- motivation, sleep, learning, memory and emotion.*

**CO3:** *Analyze the physiological process underlying psychological process.*

**CO4:** *Understand the neural basis of emotion and sexual behaviour*

**CO4:** *Evaluate the biological process underlying level of consciousness.*

**CO 5:** *Recognize the biological processes behind learning and memory*

**Unit I: Motivation and Regulation of Internal States**

Homeostasis & allostasis, Thirst: osmotic thirst, hypovolemic thirst, thirst & hypothalamic control, Non- homeostatic drinking, temperature regulation: endotherm ectotherm, poikilotherms & homeotherms, brain and temperature regulation, hunger: feeding control in the brain - hypothalamus, set point, onset and offset of eating -central and peripheral mechanism, Insulin and glucagon feedback system, theories - glucostatic, thermostatic, & lipostatic theories. Eating disorders – obesity, anorexia nervosa, bulimia nervosa.

**Unit II: Sleep and Consciousness**

Physiological measures of alertness & arousal, stages of sleep & brain mechanism, REM, disorders of arousal and sleep – narcolepsy, insomnia, somnambulism, sleep apnea, circadian rhythms and biological clock.

**Unit III: Biological Basis of Sexual Behaviour**

Sexual differentiation, sex hormones, sex differences in the brain, sexual response cycle, regulation of sexual behaviour, parental behaviour.

**Unit IV: Neural Basis of Emotion**

Hypothalamus & Limbic System in emotionality – rewards and punishment left and right hemispheric specialization of emotion, role of amygdale and emotion.

**Unit V: Biological Basis of Learning and Memory**

Learning and the nervous system, hippocampus, Lashley's work, classical consolidation theory- Hebbian synapse, habituation, long term potentiation- synaptic basis of learning, Amnesia.

**Books for Study:**

- Corr, P. J. (2006). Understanding biological psychology. U S A: Blackwell publishing.
- Kalat, J. W. (2009). Biological psychology (9<sup>th</sup>ed.). U S A: Pearson education, Inc.
- Wilson, J .F. (2003). Biological foundation of human behaviour. U S A: Wadsworth Thomson learning, Inc.
- Pinel, J. P. J. (2006). Biopsychology (6<sup>th</sup>ed.). U S A: pearson education, inc.

**Books for Reference:**

- Preece, E., Upton, D. (2014). Biological psychology. India: Dorling Kindersley Pvt. Ltd.
- Pinel, J.P.J.(2007). Basics of Psychology. USA: Pearson education, Inc

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	15	10	10	10	15

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**PART :B 2**

COMPLEMENTARY ELECTIVE COURSES[ FOR BA PHILOSOPHY PROGRAMME ]WORK AND CREDIT DISTRIBUTION( 2019 ADMISSION ONWARDS )

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
<b>1C 05 PSY</b>	<b>Fundamentals of Psychology</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>3</b>
<b>2C 06 PSY</b>	<b>Social Psychology</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>3</b>
<b>3C 07 PSY</b>	<b>Perspectives in Psychology</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>3</b>
<b>4C 08 PSY</b>	<b>Soft skills for Personal Development</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>3</b>

EVALUATION

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	4	40
INTERNAL	1	10

INTERNAL ASSESSMENT

<b>COMPONENT*</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
COMPONENT 1 - SEMINAR	50%	
COMPONENT 2 - ASSIGNMENT	50%	

**COMPLEMENTARY ELECTIVE COURSE I:**  
**FUNDAMENTALS OF PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
<b>I</b>	<b>1C 05 PSY</b>	<b>6</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOMES**

**CO1:** *Understand origin, goals, branches and perspectives of psychology.*

**CO2:** *Evaluate biological, behavioural, psychodynamic perspectives of psychology.*

**CO3:** *Apply scientific knowledge of learning principles to everyday life.*

**CO4:** *Understand the process of learning, motivation and emotion in day to day life*

**CO5:** *Apply memory improvement techniques in daily life.*

**Unit I: Introduction to psychology**

Definition of psychology, Psychology as a science, Origin of psychology, Goals of psychology, The scope of psychology- Branches and Applications, Schools of psychology, Perspectives of psychology, Methods to study behaviour, Recent trends in psychology.

**Unit II: Learning & Memory**

Definition, Trial and error learning, Classical conditioning, Operant conditioning, Social cognitive learning- Observational learning, Applications of learning, Memory- Types, Models of memory, Ways to improve memory, Forgetting.

**Unit III: Motivation**

Definition of motivation and basic concepts, Types of motivation- Extrinsic and Intrinsic motivation, Types of motives- Biological motives (Hunger, Thirst, Sleep, Sex), Social motives (Achievement, Power, Affiliation). Maslow's Hierarchy of needs.

**Unit IV: Emotion**

Definition of emotion, Types: Primary and secondary emotions, Components of emotion- Cognitive, Physiological and Behavioural components, Theories of emotion: James-Lange Theory, Cannon-Bard theory, Schachter's two-factor theory, Facial feedback hypothesis,

Emotional intelligence.

### **Unit V:Consciousness**

What is consciousness, Altered states of consciousness, Sleep and Circadian rhythms, Theories of Sleep, Stages of sleep, Dreams, Hypnosis. Consciousness altering drugs: basic concepts.

#### **Books for Study:**

- Baron, R. A & Misra, G. (2014). *Psychology* (5<sup>th</sup>ed.). New Delhi: Pearson Education
- Ciccarelli, S. K & White, J. N (2017). *Psychology* (4<sup>th</sup> ed.). New Delhi: Pearson Education
- Coon, D & Mitterer, J. O. (2007). *Introduction to Psychology*. USA: Wadsworth

#### **Books for Reference:**

- Morgan, King, Weisz, & Schopler. (1986). *Introduction to Psychology* (7<sup>th</sup>ed.). New York: McGrawHill companies
- Weiten, W. (2008). *Psychology themes and variations* (8<sup>th</sup>ed.). USA: Wadsworth
- Kalat, J. W. (2011). *Introduction to Psychology* (9<sup>th</sup>ed.). USA: Wadsworth

#### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	15	10	10	15

#### **Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**COMPLEMENTARY ELECTIVE COURSE I I: SOCIAL PSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>II</b>	<b>2C 06 PSY</b>	<b>6</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOMES**

**CO1:** *Define social psychology and to understand nature and causes of social behaviour.*

**CO2:** *Understand the influence of social factors on individual behaviour.*

**CO3:** *Analyze how attitude guide behaviour.*

**CO4:** *Evaluate persuasion techniques used in advertisements.*

**CO5:** *Understand basic motives behind helping behaviour.*

**CO6:** *Explain nature and origin of prejudice, stereotype and discrimination and apply methods to reduce it.*

**CO7:** *Apply the scientific knowledge of nonverbal communication*

**Unit I: Introduction**

Definition, Social Psychology as a science, Causes of social behaviour & thought. Brief history. Methods – Systematic observation, Correlation, Experimental.

**Unit II: Social perception**

Nonverbal communication- The basic channels, Deception, Attribution- Understanding the causes of others behaviour, Theory of attribution- Correspondence inference, Kelly's attribution theory. Attribution errors, Impression formation and management.

**Unit III: Attitude**

What is attitude? Components of attitude, How attitudes develop -Classical conditioning, Instrumental conditioning, Observational learning, Attitude strength, How attitude guide behaviour, Persuasion- Yale approach.

**Unit IV: Pro-social behaviour**

Motives for prosocial behaviour, Responding to an emergency, External and internal influences.



**Unit V: Stereotyping and Prejudice**

How members of different groups perceive inequality, Nature and origin of stereotyping, Prejudice, Discrimination, Techniques for countering prejudice.

**Books for Study:**

- Baron. R.A, Branscombe.N.R, Byrne.D&Bhardwaj.G (2010), *SocialPsychology*, 12<sup>th</sup>ed. New Delhi; Pearson Education.
- Taylor.S.E, Peplau.A.L&Sears. D. O (2006), *Social Psychology*, 12<sup>th</sup>ed. New Delhi; Pearson Education.

**Books for Reference:**

- Myers, D. G. (2005). *Social psychology* (8th ed.). New York : Mc Graw Hill, Inc.
- Crisp, R.J. & Turner, R. N. (2012). *Essential Social Psychology* (2<sup>nd</sup> ed.). New Delhi, Sage South Asia Edition
- Delmater, J. D. & Myers, D. L. (2007). *Social Psychology* (6<sup>th</sup> ed.). USA: Thomson learning, Inc.
- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social Psychology*. (7<sup>th</sup> ed.). New York: Houghton Mifflin company.
- Brown, J.D. (2006). *Social Psychology*. New York: McGraw- Hill companies, Inc.

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	10	20	10	10

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**COMPLEMENTARY ELECTIVE COURSE III:  
PERSPECTIVES IN PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
III	3C 07 PSY	6	4	3

**COURSE OUTCOMES**

**CO1:** *Remember the history of psychology.*

**CO2:** *Understand and evaluate progress and development of perspectives of psychology.*

**CO3:** *Conceptualize the behavioural, cognitive, biological, evolutionary, psychodynamic, humanistic and existential perspectives.*

**CO4:** *Analyse the way in which behaviour is explained*

**CO5:** *Evaluate major psychological perspectives to study the personality.*

**CO6:** *Understand self and other's personality.*

**Unit I: Psychology early Perspectives**

Definition, History of psychology: Early perspectives in psychology- Introspection, Structuralism, Functionalism, Gestalt psychology.

**Unit II: Biological and Evolutionary Perspectives**

Biological Perspectives: Humoral Theory of Hippocrates, The Constitutional theory of Kretschmar, Somatotype theory of Sheldon, Trait theory of Eysenck.

Evolutionary perspectives: Darwin's theory of natural selection, Key features of evolution- Natural selection and Adaptation, Cosmide's and Tooby's principles of evolutionary psychology,

**Unit III: Psychoanalytic Perspectives**

Psychoanalytic approach- Freud's Psychoanalytic Theory, Levels of Consciousness, Structure of Personality, Defense Mechanisms, Psycho Sexual Developmental Stages, Neo Freudians- Carl Jung's analytical psychology, Adler's individual psychology, Erick Erickson's psycho social development.

**Unit IV: Behavioural and Cognitive Perspectives**

John B Watson, B. F Skinner operant conditioning, Ivan Pavlov classical conditioning, Albert Bandura's social learning theory, Albert Ellis, Tolman's cognitive map.

**Unit V: Humanistic and Existential Perspective**

Abraham Maslow's self-actualization, Carl Roger self-theory. Existential theory -Rollo May, Viktor Frankl.

**Books for Study:**

- Aleem, S. (2012). *Theories of personality*. New Delhi: Dorling Kindersley Pvt Ltd
- Baron, R. A & Misra, G. (2014). *Psychology* (5<sup>th</sup> ed.). New Delhi: Pearson Education

**Books for Reference:**

- Coon, D & Mitterer, J. O. (2007). *Introduction to Psychology*. USA: Wadsworth
- Cicarelli, S.K. & Meyer. G. E. (2008). *Psychology*. New Delhi: Pearson Education
- Morgan, King, Weisz, & Schopler. (1986). *Introduction to Psychology* (7<sup>th</sup> ed.). New York: McGrawHill companies
- Weiten, W. (2008). *Psychology themes and variations* (8<sup>th</sup> ed.). USA: Wadsworth
- Kalat, J. W. (2011). *Introduction to Psychology* (9<sup>th</sup> ed.). USA: Wadsworth
- Singh, A. K. (2006). *The comprehensive history of psychology*. New Delhi: Motilal Banarsidass Publishers.

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	16	6	14	14

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**COMPLEMENTARY ELECTIVE COURSE IV:****SOFT SKILLS FOR PERSONAL DEVELOPMENT**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>IV</b>	<b>4 C 08 PSY</b>	<b>6</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOMES**

**CO1:** *Understand the importance of soft skill in personal development.*

**CO2:** *Conceptualize self-concept, self-esteem, self-regulation, self-efficacy.*

**CO3:** *Analyze transactions in communication.*

**CO4:** *Apply the scientific knowledge of nonverbal communication in interpersonal relationships and in understanding others.*

**CO5:** *Evaluate traits and styles of leadership.*

**CO6:** *Apply stress coping skills and emotional management skill for personal development.*

**CO7:** *Apply presentation skills in academic and professional life.*

**Unit I: Knowing Self & Soft Skills**

Soft skills - Characteristics, Misconceptions about soft skills, Dimensions of soft skill, Knowing self – Self-concept, self-esteem, self-regulation, self-efficacy, Johari's window, Building self-esteem.

**Unit II: Communication skills**

Components and the features of the communication process, Communication cycle, Non-verbal communication – body language, Listening Skill s- Steps in active listening, Transactional analysis in brief – PAC, Types of transactions: complementary, crossed, ulterior transactions; Distortions in Communication. Developing an assertive communication style.

**Unit III: Presentation skills**

Objectives of presentation, Audience analysis, Use of visual aids: tips for effective use of aids, Power point components; Presentation- Introducing section, body of presentation,

conclusion, Components of effective delivery- personal appearance, eye-contact, facial expression and body position, gestures, components of vocal channel - pitch, rate, volume, pause; managing communication apprehension.

#### **Unit IV: Leadership skills**

Leader and Leadership- The great man theory, situational explanations, contingency theory, Contemporary theories- emotionally intelligent leaders, charismatic leaders, transformational leaders. Styles of Leadership- democratic, autocratic, laissez-faire; Leadership Traits, Team Building. Conflict management.

#### **Unit V: Coping skills**

Nature of stress. Eustress & Distress. Coping with stress, Coping strategies – Appraisal focused: Ellis rational thinking, humor, positive reinterpretation; Problem focused: using systematic problem solving, seeking help, using time more effectively; Emotion focused: Enhancing emotional intelligence, expressing emotions, managing hostility and forgiving others, exercising, using meditation and relaxation.

#### **Books for Study:**

- Weiten, W., Dunn, D.S., & Hammer, E.Y. (2012). *Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century*. (10<sup>th</sup> ed.). United States of America: Wadsworth.
- Ramesh, G., Ramesh, M. (2010). *The Ace of soft skills- attitude, communication & etiquette for success*. India: Dorling Kindersley Pvt. Ltd.
- Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015). *Psychology for Living* (11<sup>th</sup> ed.). India: Dorling Kindersley Pvt. Ltd.
- Chauhan, G.S., Sharma, S. (2016). *Soft Skills: An integrated approach to maximize personality*. New Delhi: Wiley India Pvt. Ltd.

#### **Books for Reference:**

- Nelson, R., & Jones. (2011). *Theory and Practice of Counselling & Therapy* (5<sup>th</sup> ed.). New Delhi: Sage Publications.
- Wallace, H.R., & Masters, L.A. (2006). *Personality Development*. New York: Cengage learning India Private Limited.
- Ciccarelli, S. K & White, J. N. (2017). *Psychology* (4<sup>th</sup> ed.). New Delhi: Pearson Education.

- Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2015) *Cornerstone: Developing Soft Skills*. New Delhi: Dorling Kindersley Pvt. Ltd.

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	10	15	10	10	15

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**PART : B 3****COMPLEMENTARY ELECTIVE COURSES****[ FOR BSW PROGRAMME ]****WORK AND CREDIT DISTRIBUTION**

( 2019 ADMISSION ONWARDS )

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
<b>1C 09 PSY</b>	<b>General Psychology</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>2C 10 PSY</b>	<b>Social Psychology</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
<b>EXTERNAL</b>	<b>4</b>	<b>40</b>
<b>INTERNAL</b>	<b>1</b>	<b>10</b>

**INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
<b>COMPONENT 1 - SEMINAR</b>	<b>50%</b>	
<b>COMPONENT 2 - ASSIGNMENT</b>	<b>50%</b>	

**COMPLEMENTARY ELECTIVE COURSE I:GENERAL PSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>1</b>	<b>1C 09 PSY</b>	<b>4</b>	<b>3</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Recognize psychological perspective in understanding human behavior*

**CO2:** *Understand evolution, scope and current trends in psychology*

**CO3:** *Familiarize the concepts of learning, memory, motivation and emotion*

**CO4:** *Conceptualizing human behavior in terms of various theoretical approaches of personality*

**CO5:** *Analyze underlying process behind thinking*

**Unit I: Introducing psychology**

Definition of psychology; Psychology as a science; Origin of psychology; goals and scope of psychology- branches and applications; Schools of psychology; Perspectives of psychology; Methods to study behavior; Recent trends in psychology.

**Unit II: Learning& Memory**

Definition, Trial and error learning, classical conditioning, operant conditioning, social cognitive learning- observational learning, applications of learning; Memory-types, models of memory, ways to improve memory, forgetting.

**Unit III: Motivation & Emotion**

**Motivation:** Definition and basic concepts, Types of motivation-Extrinsic and Intrinsic motivation, Types of motives-Biological motives (Hunger, Thirst, Sleep, Sex), Social motives (Achievement, Power, Affiliation). Maslow's Hierarchy of needs.

**Emotion:** Definition, Types: Primary and secondary emotions, Components of emotion- Cognitive, Physiological and behavioral components, Theories of emotion: James-Lange Theory, Cannon-Bard theory, Schacter's two factor theory, facial feedback hypothesis. Emotional intelligence

**Unit IV: Personality**

Definition, origin of personality: early approaches to personality- Hippocrates, Sheldon, ancient Indian typology (Gunas); Theories of personality- psychodynamic- Freud, Jung,



Adler, Horney; behavioral- Skinner, Bandura; humanistic- Roger, Maslow; type and trait theories- Allport, Eysenck, Cattell, Type A and Type B theory, The big five theory.

### **Unit V: Cognitive Process**

Intelligence: Definition, concept of IQ, Nature versus nurture controversy, measurement of intelligence, artificial intelligence

Reasoning- inductive and deductive reasoning; Problem solving- steps, strategies, barriers to problem solving; Decision making, Creative thinking

### **Books for Study:**

- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education
- Coon, D & Mitterer, J. O. (2007). Introduction to Psychology. USA: Wadsworth
- Baron, R. A. (2004). Psychology (5<sup>th</sup>ed.). New Delhi: Pearson Education

### **Books for Reference:**

- Morgan, King, Weisz, & Schopler. (1986). Introduction to Psychology (7<sup>th</sup>ed.). New York: McGrawHill companies
- Weiten, W. (2008). Psychology themes and variations (8<sup>th</sup>ed.). USA: Wadsworth
- Kalat, J. W. (2011). Introduction to Psychology (9<sup>th</sup>ed.). USA: Wadsworth
- Glassman, W. E & Hadad, M. (2010). Approaches to Psychology (5<sup>th</sup>ed.). UK: McGrawHill Education
- Smith, Hoeksema, Fredrikson, Loftus. (2003). Atkinson & Hilgards Introduction to Psychology (14<sup>th</sup>ed.). USA: Wadsworth

### **Marks including choice:**

Unit	I	II	III	IV	V
Marks	8	15	15	12	10

### **Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**COMPLEMENTARY ELECTIVE COURSE IV: SOCIAL PSYCHOLOGY**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>2</b>	<b>2C 10 PSY</b>	<b>4</b>	<b>3</b>	<b>3</b>

**COURSE OUTCOMES**

**CO 1:** *Understand the influence of social factors on individual behaviour.*

**CO2:** *Explain the social problems with the help of socio-psychological theories.*

**CO3:** *Analyze various social phenomenon with the help of principles of social psychology*

**CO4:** *Define social psychology, perception, prosocial behavior, attitude and prejudice.*

**CO5:** *Understand social influence and social relation distinctively from a lay man perspective.*

**Unit I: Introduction**

Definition, social psychology as a science, focuses on the behavior of individual, causes of social behavior & thought. Brief history. Methods – systematic observation, correlation, experimental.

**Unit II : Perception**

Person Perception: Person perception-forming impressions of others, use of information, integrating impressions

Social perception: non verbal communication, attribution- understanding the causes of others behavior, theory of attribution-Kelly's theory.

**Unit III: Attitude, Stereotyping and prejudice**

Attitude: what is attitude? Components of attitude, how attitudes develop - classical conditioning, instrumental conditioning, observational learning, attitude maintenance and change. Stereotyping and prejudice: how members of different groups perceive inequality, nature and origin of stereotyping, prejudice, and discrimination

**Unit IV: Pro-social behavior**

Responding to an emergency, external and internal influences, theories and steps, ways to increase pro-social behaviour

**Unit V: Social Influence and Social Relations**

Social Influence: Conformity; Compliance & obedience.

Social Relations: Interpersonal attraction: internal, external and interactive determinants of attraction;

**Books for Study:**

- Baron. R.A, Branscombe.N.R., Byrne.D., &Bhardwaj.G (2010), *Social Psychology*. (12<sup>th</sup>ed.). New Delhi; Pearson Education.
- Myers, D. G. (1990). *Social psychology* (3<sup>rd</sup>ed.). New York:McGraw Hill, Inc.
- Taylor.S.E, Peplau.A.L.,&Sears.D.O(2006), *Social Psychology*, 12<sup>th</sup>ed. New Delhi; Pearson Education.

**Books for Reference:**

- Crisp, R.J. & Turner, R. N. (2012). *Essential Social Psychology* (2<sup>nd</sup>ed.). New Delhi, Sage South Asia Edition
- Delmater, J. D. & Myers, D. L. (2007). *Social Psychology* (6<sup>th</sup>ed.). USA: Thomson learning, Inc.
- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social Psychology*. (7<sup>th</sup>ed.). New York: Houghton Mifflin company.
- Brown, J.D. (2006). *Social Psychology*. New York :McGraw- Hill companies, Inc.

**Marks including choice:**

Unit	I	II	III	IV	V
Marks	8	15	15	12	10

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	8	6	2	12
Part C	Essay	6	4	3	12
Part D	Long Essay	4	2	5	10
Total					40

*Total marks including choice -60; Maximum marks of the course-40*

**PART C:**

**GENERIC ELECTIVE COURSES**  
**WORK AND CREDIT DISTRIBUTION**

(2019 ADMISSION ONWARDS)

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
5D 01PSY	Psychology of Life style	V	2	2	2
5D 02PSY	Stress Management	V	2	2	2
5D 03PSY	Communication Skills	V	2	2	2

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	4	20
INTERNAL	1	5

**INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
COMPONENT 1 - SEMINAR	50%	
COMPONENT 2 - ASSIGNMENT	50%	

**GENERIC ELECTIVE COURSE I: PSYCHOLOGY OF LIFE STYLE**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	5D 01PSY	2	2	2

**COURSE OUTCOMES**

**CO 1:** *Understand the concept of health and habits related to behaviors.*

**CO2:** *Explain the role of Food, Sleep and Exercise in Health.*

**CO3:** *Identify personality characteristics and their relationship with health behaviors.*

**CO4:** *Create habits of physical activities towards building a healthy lifestyle*

**Unit I : Health- An Overview**

Definition of Health, Health Behavior, Changing Health habits, Stages theories of Behavioral changes.

**Unit II : Food, Sleep and Exercise as Determinants of Health**

Definition of a Healthy diet, Consequences of a poor diet, Weight control and obesity, Eating habits, Methods to improve Diet, Sleep and Health. Exercise and Maintenance of Health.

**Unit III: Personality and Health Behavior**

Optimism, Type A Behavior and Hostility, Neuroticism, Extraversion, Conscientiousness.

**Unit IV: Stress and Coping**

Stress- Definition, Nature and theories, After-effects, Effects of stress on health, Coping with stress, Coping styles, Stress Management.

**Books for Study:**

- Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. (2011). *Health Psychology* (3rd ed.). New Delhi: Sage Publications.
- Thirlaway, K., & Upton, D. (2009). *The Psychology of Lifestyle*. New York: Routledge

**Books for Reference:**

- Pestonjee, D.M., & Pandey, S. (2013). *Stress and Work*. New Delhi: Sage Publications.
- Davey, G. (2011). *Applied Psychology*. UK: The British Psychological Society and Blackwell Publishing Ltd.
- Taylor, S.E. (2012). *Health Psychology* (7th ed.). Delhi: Tata- McGraw Hill Publishers.

**Marks including choice:**

Unit	I	II	III	IV
Marks	5	10	5	10

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	6	4	2	8
Part C	Essay	2	1	6	6
Total					20

*Total marks including choice -30; Maximum marks of the course-20*

**GENERIC ELECTIVE COURSE II:STRESS MANAGEMENT**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	5 D 02PSY	2	2	2

**COURSE OUTCOMES**

**CO 1:** *Understand the concept of stress and stress management*

**CO2:** *Identify adaptive and positive behavior, which enables individuals to deal effectively with the demands and challenges of everyday life.*

**CO3:** *Create state of mental wellbeing by tackling with the distress symptoms.*

**CO4:** *Generate awareness on effective coping styles*

**Unit I : Stress & Wellness**

What is wellness, a wellness lifestyle. Personal benefits of wellness. Nature of stress. Eustress & Distress Models of stress. Physiological response to stress. Sources of stress.

**Unit II: Coping Stress**

Stages of coping. Coping strategy and coping style. Cognitive, personal & cultural factors in stress and coping. Effective coping skills.

**Unit III: Stress, Health & Diseases**

Stress related disorders. Distress symptoms: emotional, cognitive, behavioral and physical symptoms. Stress & personality- Type A& Type B behavior.

**Unit IV: Stress Management regime**

Stress management through physical, mental and behavioral level. Aerobic exercise, nutrition, sleep, breathing exercise, pranayama, yoga, art of meditation, relaxation training and stress, guided imagery. Ventilate feelings and irrational thought control, self-talk& stress, laughing therapy.

**Books for Study:**

- Hariharan, M., Rath, R. (2008). Coping with life stress- the Indian experience.

New Delhi: Sage publications.

- Schafter, W. (2000). Stress management for wellness. (4th ed.). USA: Thomsonlearning.
- Agarwal, R. (2001). Stress in life and at work. New Delhi: Response books
- Seaward, B. L. (2006). Essential of managing stress. UK: Jones & Bartlett's publishers, Inc.
- Anubhavenanda, S., & Kumar, A. (2005). Ethics in management – insight fromancient Indian wisdom. Trivandrum: Ane book Pvt, Ltd.

**Books for Reference:**

- Mishra, B. K. (2008). Psychology- the study of human behavior. New Delhi: printice hall Indian, Ltd.
- Sanjeev, R &Khanna, P (2008). Ethics and values in business management. Trivandrum: Ane Books Pvt Ltd.

**Marks including choice:**

Unit	I	II	III	IV
Marks	5	10	8	7

**Question paper pattern**

Part	Type of question	No of questions	Questions to be attempted	Marks	Total marks
Part A	Short answer	6	6	1	6
Part B	Short Essay	6	4	2	8
Part C	Essay	2	1	6	6
Total					20

*Total marks including choice -30; Maximum marks of the course-20*



**GENERIC ELECTIVE COURSE III: COMMUNICATION SKILLS**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>V</b>	<b>5 D 03PSY</b>	<b>2</b>	<b>2</b>	<b>2</b>

**COURSE OUTCOMES**

- **CO1---Remember basic Principles of communication.**
- **CO2---Understand opportunities in the field of communication.**
- **CO3---Application of technology in personal and professional communication.**
- **CO4---Analyze positive communication exchanges and interpersonal facilitations.**
- **CO5---Evaluating competence in oral, written, and visual presentation.**
- **CO6--- Create and maintain healthy and effective relationships by practice of effective verbal and non-verbal strategies**

**Module 1: Communication Skills**

Define communication skills in current scenario. Stages in communication process, Communication cycle, Basic Principles of communication, Knowing the objective of communication and Audience analysis. Presentation skills, Characteristics of a good Speaker.

**Module 2: Positive communication**

Positive Communication, Positive interpersonal communication, Happiness and communication, Supportive and mindful communication, Gratitude, Appreciation, Forgiveness and Assertiveness.

**Module 3: Development of Interpersonal Skills**

Development of interpersonal communication skills. Characteristics of a dynamic listener. The process of active listening, receiving, attending, interpreting, responding. Transactional analysis, Group & Teams – roles, norms and status. Strategies in group discussion.

**Module 4: Verbal and Non-verbal communication**

Organizing Verbal messages, Functions of Verbal communication, Ethics in verbal Communication, Communication accommodation theory.

Nonverbal cues and communication, Characteristics of Non-verbal communication, Sources of Non-verbal communication, Types of Non-verbal communication, Reading Body language.

**Books for Study:**

- Enuson, B. (2011). Communicating in 21st century (3rd Ed.). US: Wiley.
- Sooriya, P. (2017). Non-verbal communication. Solapur: Laxmi Book Publication.
- Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & Etiquette for success. Noida: Pearson.
- Muniz- Velazquez, J. A., & Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis
- Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd,

**Books for Reference:**

- Duck, S & Mahan, D.T. (2012). The Basics of Communication- A relational perspective. New Delhi: Sage South Asia Edition
- McKay, M., Davis, M., & Fanning, P. (2018). Messages: The communication skills book. Oakland: New Harbinger
- Kuhnke, E. (2012). Body Language for Dummies. England: John Wiley & Sons, Ltd
- Wambui, T.W., Kibui, A.W., & Gathuthi, E. (2012). Communication Skills. Germany: Lap Lambert .
- Learmonth, L. (2016). An introduction to listening skills. USA: Lulu Press Inc
- Baker, G. S. (2011). Fitly Spoken: Developing effective communication and social skills. Chandler, AZ: Brighton publishing LLC

**Marks including choice:**

Unit	I	II	III	IV
Marks	9	6	6	9

**Question paper pattern**

<b>Part</b>	<b>Type of question</b>	<b>No of questions</b>	<b>Questions to be attempted</b>	<b>Marks</b>	<b>Total marks</b>
Part A	Short answer	6	6	1	6
Part B	Short Essay	6	4	2	8
Part C	Essay	2	1	6	6
Total					20

*Total marks including choice -30; Maximum marks of the course-20*