

Appendix to U.O.No Acad/C1/4255/2005 dated 10-07-2009



*Scheme & Syllabus*

*for*

*Undergraduate Programme*

*in*

# **PSYCHOLOGY**

**(CORE, COMPLEMENTARY AND OPEN COURSES)**

**CHOICE BASED CREDIT & SEMESTER SYSTEM**

**2009 ADMISSION ONWARDS**

**B.Sc (PSYCHOLOGY) PROGRAMME****WORK AND CREDIT DISTRIBUTION STATEMENT**

Semester	Course Title	Credits	Hours per week	Total Credits	Total Hours
I	Common Course I ( English )	4	5	20	25
	Common Course II ( English )	3	4		
	Common Course VII ( Adnl.Language)	4	4		
	Core Course I	3	4		
	First Complementary I	3	4		
	Second Complementary I	3	4		
II	Common Course III ( English )	4	5	20	25
	Common Course IV ( English )	3	4		
	Common Course VIII ( Adnl.Language)	4	4		
	Core Course II	3	4		
	First Complementary II	3	4		
	Second Complementary II	3	4		
III	Common Course V ( English )	4	5	17	25
	Common Course IX ( Adnl.Language)	4	5		
	Core Course III	3	5		
	First Complementary III	3	5		
	Second Complementary III	3	5		
IV	Common Course VI ( English )	4	5	17	25
	Common Course X ( Adnl.Language)	4	5		
	Core Course IV	3	5		
	First Complementary IV	3	5		
	Second Complementary IV	3	5		
V	Core Course V	4	4	14	25
	Core Course VI	4	5		
	Core Course VII	4	4		
	Core Course VIII		4		
	Core Course IX		4		
	Open Course I	2	2		
	Project *	-	2		

VI	Core Course X	4	4	32	25
	Core Course XI	4	4		
	Core Course XII	4	4		
	Core Course XIII	8	5		
	Core Course XIV	8	4		
	Open Course II	2	2		
	Project*	2	2		
Total				120	150

First Complementary- Human Physiology

Second Complementary- Statistics

\*The project is scheduled in semester V and VI and the report is to be submitted at the end of Semester VI.

**PSYCHOLOGY - CORE COURSES****WORK AND CREDIT DISTRIBUTION**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM Hrs</b>
PSY 1 B 01	BASIC PSYCHOLOGICAL PROCESS-1	I	4	3	3
PSY 2 B 02	BASIC PSYCHOLOGICAL PROCESS-2	II	4	3	3
PSY 3 B 03	METHODOLOGY AND PERSPECTIVES OF PSYCHOLOGY	III	5	3	3
PSY 4 B 04	SOCIAL BEHAVIOUR	IV	5	3	3
PSY 5 B 05	SOCIAL PROCESSES	V	4	4	3
PSY 5 B 06	HUMAN DEVELOPMENT	V	5	4	3
PSY 5 B 07	BASICS OF ABNORMAL PSYCHOLOGY	V	4	4	3
PSY 5 B 08	EXPERIMENTAL PSYCHOLOGY-1	V	4		
PSY 5 B 09	PSYCHOLOGICAL ASSESSMENT-1	V	4		
PSY 6 B 10	FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR	VI	4	4	3
PSY 6 B 11	LIFE SKILL DEVELOPMENT	VI	4	4	3
PSY 6 B 12	BASICS OF COUNSELLING PSYCHOLOGY	VI	4	4	3
PSY 6 B 13	EXPERIMENTAL PSYCHOLOGY-2	VI	5	8	3
PSY 6 B 14	PSYCHOLOGICAL ASSESSMENT-2	VI	4	8	3
PSY 6 B 15	<i>PROJECT</i>	V & VI	2 HRS EACH	2 CREDITS IN SEM. VI	-

**EVALUATION**

<b>ASSESSMENT WEIGHTAGE</b>	<b>EXTERNAL</b>	<b>INTERNAL</b>
	<b><u>3</u></b>	<b><u>1</u></b>

**INTERNAL ASSESSMENT**

<b>CATEGORY</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
TEST PAPERS	2	3-5 CLASS TESTS ARE TO BE CONDUCTED. CONSIDER GRADES OF BEST TWO TEST PAPERS.
ASSIGNMENT	1	CONSIDER GRADES OF BEST TWO ASSIGNMENTS.
SEMINAR / VIVA VOCE	1	ONE SEMINAR PAPER IS TO BE PRESENTED BY EACH STUDENT.
ATTENDANCE	1	MORE THAN 90% : A 85% - 90% : B 80% - 85% : C 75% - 80% : D BELOW 75% : E

**BASIC PSYCHOLOGICAL PROCESS- I**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
I	PSY 1B 01	4	3	3

**Objectives:**

- To generate interest in psychology
- To familiarize the students with the concepts of basic psychological processes
- To understand the basics of various theories in psychology
- To provide basic knowledge about systems and processes like attention, learning and memory

**Module 1: Introducing psychology**

What is Psychology: A working definition.

Origins of psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics. Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Psychoanalysis, Cognitive approach, Piaget.

**Module 2: Attention and Perception**

Attentional processes: Factors affecting attention-subjective and objective. Models of attention. Attention and information processing. Span of attention, Division of attention and Distraction of attention. Perceptual organization: Figure-ground perception. Depth perception, Perceptual constancies. Colour perception. Theories of colour perception. Perceptual styles. Subliminal perception. Perceptual defense. Space perception. Extra sensory perception.

**Module 3: Consciousness**

States of mind: Nature of consciousness, Changes in consciousness: dream and sleep. Stages of sleep. Altered states: Hypnosis- facts and myths, meditation, drug induced states.

**Module 4: Learning**

Definition. Trial and error learning, Classical conditioning, Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement. Verbal learning. Social and cognitive learning: Observational learning. Latent learning, cognitive map, Insight learning.

**Module 5: Retention and Retrieval**

Encoding, storage and retrieval processes. Types - Sensory, short term and long term memories. Chunking. Working memory. Levels of processing. Implicit and explicit memory. Memory. construction. Eyewitness testimony, autobiographical memory, false memory, flashbulb memory. Measuring memory: recall, recognition, relearning, reintegration. Mnemonics. Forgetting: Theories of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia. Strategies for remembering: rehearsal, elaboration, organization.

**Reference:**

1. Baron, R. A. (2004). *Psychology*, 5<sup>th</sup> ed. New Delhi: Pearson Education.
2. Bootzin, R., & Bower, G. H. (1991). *Psychology today-An Introduction*, 7<sup>th</sup> ed. New York: McGraw Hill Inc.
3. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
4. Kuppaswamy, B. (1990). *Elements of Ancient Indian psychology*, 3<sup>rd</sup> Ed. New Delhi: Konark Publishers Pvt. Ltd.
5. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.

6. Morgan, C.T., King, R.A., Weisz, J. R., & Schopler, J. (1993). *Introduction to psychology*, 7<sup>th</sup> ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.

**Question paper pattern:**

**Part A - Short answer** (11 questions x weightage 1 each=11)

- **Answer any 10 questions** (10 questions x weightage 1 each=10)

**Part B - Short essay** (9 questions x weightage 2 each =18)

- **Answer any 6questions** (6questions x weightage 2 each=12)

**Part C - Long essay** (4 questions x weightage 4 each =16)

- **Answer any 2 questions** (2questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**BASIC PSYCHOLOGICAL PROCESS- 2**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
II	PSY 2B 02	4	3	3

**Objectives:**

- To generate interest in psychology
- To familiarize the students with the concepts of basic psychological processes
- To understand the basics of various theories in psychology
- To provide basic knowledge about systems and processes like cognition, intelligence and personality

**Module 1: Cognitive processes**

Components of thought: Images and Concepts. Structure of language. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving. Creativity. Convergent and divergent thinking. Stages in creativity. Decision making.

**Module 2: Motivation**

Introduction: Instinct, drive. Primary and secondary motives. Motivation of hunger and thirst, sexual motivation, Levels of arousal, Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives, intrinsic and extrinsic motivation.

**Module 3: Emotion**

Elements of emotional experience. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis. Assessment of emotion

**Module 4: Intelligence**

Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.

**Module 5: Personality**

Self. Concept of personality. Determinants of personality. Early approaches: Brief descriptions about ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Modern theories: Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms, Psychosexual stages of development, Oedipus complex. Jung: Collective unconscious, archetypes, model of personality. Adler: Striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis. Trait theories: General approach, Allport: traits, Cattell: source and surface traits, 16 PF. Eysenck: dimensions of personality. Big five factors. Behaviorist view of personality: Skinner, Bandura. Humanistic perspective: Rogers, Maslow.

**Reference:**

1. Baron, R.A. (2004). *Psychology*, 5<sup>th</sup> ed. New Delhi: Pearson Education.
2. Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7<sup>th</sup> ed. New York: McGraw Hill Inc.

3. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
4. Kuppaswamy, B. (1990). *Elements of ancient Indian psychology*, 3<sup>rd</sup> Ed. New Delhi: Konark Publishers Pvt. Ltd.
5. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7<sup>th</sup> ed. New Dehi: Tata McGraw Hill.
7. Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.

**Question paper pattern:**

**Part A - Short answer** (11 questions x weightage 1 each=11)

- **Answer any 10 questions** (10 questions x weightage 1 each=10)

**Part B - Short essay** (9 questions x weightage 2 each =18)

- **Answer any 6questions** (6questions x weightage 2 each=12)

**Part C - Long essay** (4 questions x weightage 4 each =16)

- **Answer any 2 questions** (2questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**



### METHODOLOGY AND PERSPECTIVES OF PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
III	PSY 3B 03	5	3	3

#### Objectives:

- To familiarize the student with the methodology of Psychology
- To enable the student to understand the process of “knowledge production” in Psychology.
- To help the student in understanding the concepts of psychological assessment.
- To familiarize the student with classic researches and their methods.

#### Module 1:

**Psychology as a science.** Scientific approach: steps in scientific investigation. Methods of Psychology with important illustrations and detailed explanations. Naturalistic observation, interview, case study, survey, correlational studies.

#### Module 2:

Experimental methods, variables, (independent variable, dependent variable, extraneous variable). Hypotheses- formulation of hypotheses, hypothetico-deductive model, significance of verification, corroboration and falsification, auxiliary hypotheses, adhoc hypotheses. Brief ideas of designs, groups ( experiment and control). Lab and field experiments. Double blind procedures.

#### Module 3:

Sampling – types of sampling. Data collection methods, concepts of reliability and validity. Documentation of experiments. Nature and types of data, data acquisition, treatment of data, data interpretation, significance of statistical tools in data interpretation, errors and inaccuracies. SPSS.

#### Module 4:

Psychological assessment: Assessment of Intelligence – individual and group tests, verbal and non-verbal, personality – objective and projective, aptitude, attitude, achievement, neuropsychological assessment..

#### Module 5:

Repositories of scientific information, primary, secondary, digital sources, sharing of knowledge, transparency and honesty. Ethical issues in Psychological research- deception, invasion of privacy, lasting harm.

*Discuss examples of classic experiments / studies in Psychology to understand the nature of psychological research, the process of knowledge building and the method of research. Illustration may include Piaget ( child observation and clinical method), Freud ( case analysis and interpretation) Skinner ( empirical small sample research) Cattell ( Nomethetic data and factor analysis), Asch, Milgram ( Field research) Wernicke Sperry ( Biological methods and case studies) Neuropsychological methods ( V S Ramachandran) Schizophrenia research ( Twin studies) etc.*

#### Reference:

1. Anastasi,A., & Urbina,S. (1997) Psychological Testing. USA, Prentice Hall.
2. Coon,D.(1983) Introduction to Psychology:Exploration and application.New York,West Publishing Co.
3. Gaur,A.S. & Gaur,S.S (2006) Statistical Methods for practice and research – A guide to data analysis using SPSS. New Delhi, Response Books.

4. Kline, T.J.B (2005) Psychological Testing – A practical approach to design. New Delhi, Sage Publications.
5. Mc Burney, D.H. (2001) Research Methods. London, Thomson Wadsworth.
6. Newton, R.G. The truth of science. New Delhi, Viva Books.
7. Weiten, W. (2002) Themes and Variations, 5<sup>th</sup> edition. New York, Brooks/cole publishing Co.

**Additional reading**

1. Gross, R.D. (1990) Key studies in Psychology. London, Hodder & Stoughton.
2. Flick, U (2006) An Introduction to Qualitative research. New Delhi, Sage Publications.
3. Lawson, R.B., Graham, J.E., & Baker, K.M. (2008). A history of psychology: Globalization, Ideas and Applications. New Delhi, Prentice Hall of India.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)  
• **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)  
• **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)  
• **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**SOCIAL BEHAVIOUR**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
IV	PSY 4B 04	5	3	3

**Objectives:**

- ❖ To enable the student to
  - -understand and explain behaviour in the social setting
  - -explain the psychological aspects of various social phenomena
  - -understand the psychological aspect of various social issues in the society and nation

**Module 1: Introduction:** Definition. Focus of social psychology. Origin and development. Methods of social psychology.

**Module 2: Social Perception:** Non-verbal communication: Facial expressions, gazes, stares. Body language, touching. Microexpressions, cognitive factors. Attribution. Theories: correspondent inference, Kelley's theory. Attribution errors. Applications in understanding depression and prejudice. Impression formation. Impression management- tactics.

**Module 3: Social Cognition:** Schemas. Self fulfilling prophecy. (Illustrations in Indian setting). Heuristics. Priming. Automatic processing. Potential sources of error in social cognition: Automatic vigilance, optimistic bias, counterfactual thinking, magical thinking, illusory correlation, regression fallacy.

**Module 4: Attitudes and Prejudice:** Definition, nature, components, functions. Attitude formation. Attitude and behaviour. LaPiere's study. Persuasion. Cognitive dissonance. Nature of. Prejudice and discrimination. Discrimination- Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice. Origins of prejudice. Role of prejudice in communal issues. Techniques of countering the effects of prejudice.

**Module 5: Self and Gender:** The self. Components of social identity: Gender, religion and caste. Self concept, self esteem. Gender: gender identity, gender stereotypes. Gender discrimination in India: Family, work place, public space, politics. Why gender equality is not achieved in India?

**Reference:**

1. Baron, R.A., and Byrne, D. (2002). *Social Psychology*, 10<sup>th</sup> ed. New Delhi: Pearson Education.
2. Baron, R.A., and Byrne, D. (1997). *Social Psychology*, 7<sup>th</sup> ed. New Delhi: Pearson Education.
3. Myers, D.G. (1990). *Social Psychology*, 3<sup>rd</sup> ed. New York: McGraw Hill Inc.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**SOCIAL PROCESSES**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	PSY 5B 05	4	4	3

**Objectives:**

- ❖ To enable the student to
  - -understand and explain behaviour in the social setting
  - -explain the psychological aspects of various social phenomena
  - -understand the psychological aspect of various social issues in the society and nation

**Module 1: Interpersonal Attraction & Relationships:** Beginning of attraction. Proximity, emotions. Affiliation need. Becoming acquainted- situational determinants. Moving towards friendship - similarity, mutual liking

**Module 2: Groups and Social Influence:** Groups: Nature and functions. Social facilitation, social loafing. Decision making in groups. Group think. Conformity. Asch's experiment. Factors affecting conformity. Norms. Compliance: underlying principles and tactics. Obedience. Milgram's experiment. Intense indoctrination.

**Module 3: Prosocial Behaviour and Aggression:** Responding to emergency. Steps. Classic studies and experiments. The helpers and those who receive help. Altruistic personality, volunteering. Explaining prosocial behaviour: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism. Theoretical perspectives. Determinants of aggression (social, personal, situational). Media violence and its effects. Child abuse and domestic violence. Prevention and control of aggression

**Module 4: Environmental and Social issues:** The urban environment and social behaviour. The concept of personal space. Nature and effects of crowding. Environmental stress. Psychological aspects in the legal system. Eyewitness testimony: problems and solutions. Influences on verdicts- schemas and attributions

**Module 5: Psychology applied to social development:** Psychological aspects in poverty: Causes and consequences. Role of psychology in national development: Issues of development, psychological solutions.

**Reference:**

1. Baron, R.A., and Byrne, D. (2002). *Social Psychology*, 10<sup>th</sup> ed. New Delhi: Pearson Education.
2. Baron, R.A., and Byrne, D. (1997). *Social Psychology*, 7<sup>th</sup> ed. New Delhi: Pearson Education.
3. Myers, D.G. (1990). *Social Psychology*, 3<sup>rd</sup> ed. New York: McGraw Hill Inc.
4. Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage Publications.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**HUMAN DEVELOPMENT**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	PSY 5B 06	5	4	3

**Objectives**

- To develop an understanding of human development with reference to the biological perspective.
- To provide basic knowledge regarding various theories of human development.
- To provide an understanding and realization of Stages of development.

**Module 1. Introduction to life span development and theories:** Importance of life span development Historical perspective Characteristics of life span perspective Nature of development Cross sectional and longitudinal approaches in developmental study.Theories by Freud—Erikson—Piaget--Vygotsky. Information processing Behavioral—Social cognitive—Ethological and Ecological theories. Eclectic orientation.

**Module 2.Prenatal Development:** Germinal period-embryonic period-Fetal period Prenatal diagnostic tests Effects of teratogens Neonatal health and responsiveness Consequences of low birth weight.

**Module 3. Physical Development and Aging:** Cephalocaudal and proximodistal pattern Newborn--reflexes--perception (vision, hearing, other senses, intermodal perception) Height and weight in infancy and childhood. Gross and fine motor skills, handedness. Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging

**Module 4. Cognitive Development:** Stages of cognitive development--sensory motor stage-pre-operational stage- concrete operations- formal operations. Language Development. Phonology--morphology--syntax--semantics—pragmatics. How language develops--babbling--two-word utterance--advances in early, middle and late childhood--metalinguistic awareness.

**Module 5. Socio-Emotional Development:** Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament--Chess and Thomas, Kagan, Rothbart and Bates. Attachment and love--Theories of attachment- Moral Development--Piaget's and Kohlberg's theory--stages--social conventional reasoning--basic processes--resistance to temptation--self control--empathy--role of emotion--moral personality--moral identity--moral characters- Families, diversity in adult life style, parenting, peer relations, career development.

**References**

1. Santrock, J.W ( 2007) Life-span Development '3<sup>rd</sup> edition. New York, Tata Mc Graw Hill.
2. Sigelman, C.K. ( 1999) Life Span Human development. 3<sup>rd</sup> edition. New York, Brooks/Cole Publishing Co.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**BASICS OF ABNORMAL PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	PSY 5B O7	4	4	3

**Objectives: -**

- To acquaint the students with the history and meaning of abnormal behavior
- To develop in them awareness about different types of anxiety disorders
- To acquaint the students with the major symptoms of anxiety disorders
- To encourage the students to know different therapeutic techniques in the management of anxiety and minor psychological disorders

**Module 1: The normal and abnormal** – The concept of normality and abnormality, Different criteria, Concept of healthy personality, Historical view of abnormal behavior, Abnormal behavior: Current status.

**Module 2: Causal factors and psychopathology**- Biological factors: Neurotransmitter- Hormonal imbalance- Genetic defect- Constitutional liabilities- Brain dysfunction- Physical deprivation- Psychological factor- Schemas and self schemas- Early deprivation of trauma- Inadequate parenting- Pathogenic parenting structure- Maladaptive peer-relationships- Socio-cultural factors- Socio-cultural environment- Pathogenic societal influence.

**Module 3: Stress disorders**- Type of stressors- Reaction to common life stressors- Stress from unemployment, bereavement, divorce or separation- Reaction to severe life stressors, catastrophic events- Treatment and prevention of stress disorders.

**Module 4: Anxiety disorders**- Phobic disorders- Panic disorders and agoraphobic- Generalized anxiety disorders- Obsessive-compulsive disorders- Causal factors- Biological, Physiological, and Socio-cultural factors- Treatment and outcomes.

**Module 5: Somatoform and dissociative disorders**- Somatization disorder- Hypochondriasis- Pain disorder- Conversion disorder- dissociative amnesia and fugue- dissociative identity disorder- Depersonalization disorder- Causal factors- Biological, Physiological, and Socio-cultural factors- Treatment and outcomes.

**REFERENCE:**

1. Carson, R.C., Butcher, J.N., Mineka, S. (1996). *Abnormal Psychology and Modern Life*. (10<sup>th</sup> ed). New York: Harper Collins Inc.
2. Hurlock, E.B. (2006). *Personality Development*, (IMH Ed). New York: Mc Graw Hill Publishing Co.
3. Comer, R.J (2004) *Abnormal Psychology*. 5<sup>th</sup> Edition. New York, Worth Publishers.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**EXPERIMENTAL PSYCHOLOGY- PRACTICAL 1**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	PSY 5B O8	4	-	-

**OBJECTIVES**

- To create interest in the subject matter of psychology.
- To develop scientific and experimental attitudes in the students.
- To facilitate comprehension of the theoretical concepts through experiments.
- To develop the skills of observation and scientific reporting in psychology.

Experiments for demonstration purpose only:

1. Problem Solving.
2. Muller Iyer illusion
3. Span of Attention.
4. Distraction of Attention.
5. Set in Attention.
6. Immediate memory span.

**PSYCHOLOGICAL ASSESSMENT 1**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	PSY 5B O9	4	-	-

**Objectives:**

- To familiarize with psychological instruments and tools.
- To generate interest in the analysis of psychological data.
- To develop the skills of testing and scientific reporting in psychology.

**List of Tests**

1. Bhatia's Battery of Performance Intelligence test.
2. Self esteem
3. Multiple Intelligence Inventory.
4. State Trait Anxiety Inventory
5. Mathew Maladjustment Inventory
6. Self Concept
7. Study of Values.
8. 16 PF.
9. Eysenck's Personality Questionnaire- Revised.
10. Colour Progressive Matrices.

**FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	PSY 6 B 10	4	4	3

**Objectives:**

1. To familiarize and learn concept of human organizations and behavior in organizations.
2. To introduce topics like Leadership, Motivation, Power, Conflict, Negotiation, in organizations and to learn strategies to Manage organizations more effectively.

**Module-1 Introduction:** Definition, relations to other fields, Nature – Organizations as socio systems – Brief history of OB.

**Module-2: Organizational structure and design:** Classical organizational theory: Bureaucratic Model, Modern view of Bureaucracies.

Modification Bureaucratic Structuring: Centralization and decentralization- structure , departmentation, line/concept of organization.

Modern Organizational theory: Organization as open system, information processing view- project, matrix, Horizontal, network designs.

**Module-3 Work Motivation:** Meaning and definition. Theories of work motivation: content theories: Manifest need theory, learned need, hierarchy of needs, ERG theory, two factor theory, self determination theory. Process theories: Operant conditioning theory, Vroom expectancy theory, Potter-Lawler Model. Contemporary theories of Work Motivation: Equity theory, attribution theory, Other emerging theories of work motivation.

**Module-4 Communication in Organization:** Importance, processes of communication. Communication within organization: Downward, Upward, lateral. Interpersonal communication: Formal Vs Informal, communication media, technology, non-verbal communication. Barriers of effective communication: organizational and Individual. Overcoming communication barriers: Communication audits, Communication cultures, individual actions.

**Module-5 Group Dynamics:** Concept and types of groups, group cohesiveness, group norms, team building, team functions.

**References**

1. Luthans, F. (1997). *Organizational Behavior*. (7<sup>th</sup> ed). New York: McGraw Hill International
2. Luthans, F. (2007). *Organizational Behavior*. (11<sup>th</sup> ed). New York: McGraw Hill International
3. Pierce, J. L. , Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson
4. Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behavior*. New Delhi: WileyIndia.
5. Sinha, J. B. P. (2008). *Cultural and Organizational Behavior*. New Delhi: Sage
6. Steers, R. M. (1991). *Introduction to Organizational Behavior*. New York: Harper Collins.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**



**LIFE SKILL DEVELOPMENT**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	PSY 6 B 11	4	4	3

**Objective:**

- To develop abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life.
- To form the foundation of life skills education for the promotion of mental well being, and healthy interaction and behaviour.
- To enable students to translate knowledge, attitudes and values into actual abilities – ie., what to do and how to do it.
- To contribute to students' perception of self efficacy, self confidence and self esteem.

**Module 1: Life Skills:** What is a life skill? Concept of Life styles, Communication and action skills. Verbal communication skills, vocal communication skills, body language- traits and attitudes, mind skills, rules skills, perception skills, self talk skills, visual images skills, explanation skills, expectation skills, realistic goals skills, time management skills, Self awareness

**Module 2: Presentation skills:** Planning, structuring and delivering a presentation, effective use of language and audio visual aids, developing delivery skills, communication skills, managing performance anxiety, relaxation techniques, Interviews and Group discussions.

**Module 3: Relationship skills:** Relationship skills, skills for listening and showing understanding, skills for choosing and starting a relationship, skills for managing shyness, skills for developing intimacy, assertiveness skills, skills for anger management, coping with emotions and stress, attitude formation , leadership skills.

**Module 4: Critical thinking skills:** Critical thinking, restraining emotions, Creative thinking- stages, nature, barriers and strategies to improve creativity, looking at things differently, analyzing information, asking questions, solving problems, distinguishing facts from opinion, seeking truth in arguments and persuasion, Decision making, Problem solving- steps, strategies, and factors affecting problem solving, and creative thinking skills.

**Module 5. Activities** Activity1: Assessing own communication skills. Activity 2: Assessing own body language Activity 3: Preparing a systematic presentation. Activity 4: Assessing the delivery skills Activity 5: Using mind skills to manage presenting material anxiety. Activity 6: Listening and understanding skills. Activity 7: Relationship skills. Activity 8: Building a friend. Activity 9: Make a plan for critical thinking. Activity 10: Conflict management

**References**

1. Jones,R.N (2007) Life Coaching Skills- How to develop skilled clients. New Delhi, Sage Publications.
2. Lewis,H (2000) Body Language- a guide to professionals. New delhi, Response books.
3. Kaul, A (2005) The effective presentation- Talk your way to success. New Delhi, Response Books.
4. Lata,P. & Kumar,S. (2007) Communicate or Collapse. New Delhi, Prentice Hall India Pvt Limited
5. Mishra,B.K ( 2008) Psychology- The study of Human Behaviour. New Delhi, Prentice Hall India Ltd.
6. Sherfield,R.M., Montgomery,R.J., and Moody,P.G. ( 2009) Developing Soft Skills- Fourth edition. New Delhi, Paerson Education.
7. Shephard,K (2005) Presenting at conferances, seminars and meetings. New Delhi, Response Books
8. Sanghi,S (2007) Towards a personal excellence – Psychometric tests and self improvement techniques for managers. New Delhi, response Books.
9. North House,P.G (2007) Leadership- Theory and Practice. New Delhi, Sage Publications.

10. Caroselli, M. (2004) Quick Wits. New Delhi, Ane Books.
11. The Training House. (2004) Games and simulations. New Delhi, Ane Books.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**BASICS OF COUNSELLING PSYCHOLOGY**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	PSY 6 B 12	4	4	3

**Objectives**

- To facilitate the students with the natural and process of counselling and its meaning.
- To expose the student to the different factors of application of counselling.
- To enable the student to acquire sufficient knowledge in the area of Counselling in order to apply in various walks of life.

**Module 1. Counselling. The art and science of helping:** Definition, purpose and goals of counseling. Professional counseling. Counsellor skills. Ethical aspects. Counselling in India

**Module 2. Guidance :** Definition , Need Characteristics and goals of Guidance. Classification of guidance. Group guidance. Personal guidance.

**Module 3. Group Counselling :** Definition and Meaning. Theory and Methods. Scope and Applications

**Module 4. Understanding Counselling as a process :** Process goals in counseling. Counselling – relationship – Therapist – Client. Counselling interview – structured - Unstructured. Phases of counselling process – Different phases – Termination- feedback.

**Module 5. Types of Counselling :** Child Counselling - School counseling. Adolescent Counselling – Career Counselling. Marriage Counselling – family counseling. Group Counselling. Alcohol and Substance Abuse Counselling. Crisis intervention – stress Management. Counselling Special Groups. Current Trends in Counselling psychology.

**References**

1. Bhatia K.K. ( 2004) Principles of Guidance and Counselling Kalyani Publishers New Delhi.
2. Kochhar S.K. (2004) Guidance and counselling in Colleges and Universities, Sterling publishers (pvt) Ltd. New Delhi.
3. Rao . N.S. ( 1991) Counselling and Guidance , Tata Mc Graw Hill Book Company, New Delhi.
4. Patterson, Lewis E ( 1999) The counselling process 5<sup>th</sup> edition Cliveland State University, Thomson Asia Pvt Ltd., USA .
5. Gibson R.L. , Mithell M.H. ( 2008) Introduction to Counselling and Guidance ,Prentice – Hall of India (Pvt ) Ltd., New Delhi .

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6questions** (6questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**EXPERIMENTAL PSYCHOLOGY- PRACTICAL 2**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	PSY 6B 13	4	8	3

**OBJECTIVES**

- To create interest in the subject matter of psychology.
- To develop scientific and experimental attitudes in the students.
- To facilitate comprehension of the theoretical concepts through experiments.
- To develop the skills of observation and scientific reporting in psychology.

➤ Sensation and perception

1. Depth perception
2. Color blindness

➤ Reaction time

3. Simple reaction time
4. Choice reaction time.

➤ Learning

5. Massed v/s spaced method of learning.
6. Rote v/s meaningful learning.
7. Trial and error learning

➤ Transfer and training

8. Bilateral transfer
9. Habit interference
10. Level of aspiration
11. Knowledge of results

➤ Motor tests

12. Training tests
13. Steadiness tests
14. Tweezer dexterity tests
15. Finger dexterity tests

*Note: From this list, 10 experiments must be compulsorily conducted. A few suitable experiments can be conducted using simple experimental designs.*

**PSYCHOLOGICAL ASSESSMENT 2**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	PSY 6B 14	4	8	3

**Objectives:**

- To familiarize with psychological instruments and tools.
- To generate interest in the analysis of psychological data.
- To develop the skills of testing and scientific reporting in psychology.

**List of Tests**

1. Mathew Interest Inventory .
2. Bell's Adjustment Inventory.
3. Mathew Test of Mental Ability.
4. Passi Test of Creativity.
5. Beck Depression Inventory.
6. Sinha Adjustment Inventory for college students.
7. Seguin Form Board.
8. Type A Behaviour inventory
9. Emotional Intelligence Scale
10. Standard Progressive Matrices

**PROJECT**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V & VI	PSY 5B 10	2	-0 CREDIT IN SEM. V & 2 IN SEM. VI	-

**Individual project work:**

Topic of individual project work can be from developmental psychology, child psychology, social psychology, abnormal psychology, health psychology Organizational Behavior, Human Resource Development, Counseling Psychology, or community psychology with No Credit in the 5<sup>th</sup> semester.

**GUIDELINES FOR THE PROJECT WORK:**

1. The project will start in Semester V and will end at the end of Semester VI.
2. A project may be undertaken by a group of students. However, the project report shall be submitted by each student.
3. There shall be a teacher from the department to supervise the project and the synopsis of the project should be approved by that teacher. The head of the department shall arrange teachers for supervision of the project work.
4. The Project will be evaluated internally.

Category	Weightage
Data Collection	2
Analysis and Project Report	2
Viva Voce	1

**PHYSIOLOGY COMPLEMENTARY COURSES****( FOR BSc PSYCHOLOGY PROGRAMME )****WORK AND CREDIT DISTRIBUTION**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAMINATION HOURS</b>
PSY 1 C 01	ELEMENTS OF PHYSIOLOGY-I	I	4	3	3
PSY 2 C 02	ELEMENTS OF PHYSIOLOGY-II	II	4	3	3
PSY 3 C 03	PHYSIOLOGICAL PSYCHOLOGY-I	III	5	3	3
PSY 4 C 04	PHYSIOLOGICAL PSYCHOLOGY-II	IV	5	3	3

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>
EXTERNAL	3
INTERNAL	1

**INTERNAL ASSESSMENT**

<b>CETEGORY</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
TEST PAPERS	2	3-5 CLASS TESTS ARE TO BE CONDUCTED. CONSIDER GRADES OF BEST TWO TEST PAPERS.
ASSIGNMENT	1	CONSIDER GRADES OF BEST TWO ASSIGNMENTS.
SEMINAR / VIVA VOCE	1	ONE SEMINAR PAPER IS TO BE PRESENTED BY EACH STUDENT.
ATTENDANCE	1	MORE THAN 90% : A 85%- 90% : B 80%- 85% : C 75%- 80% : D BELOW 75% : E

**COMPLEMENTARY COURSE FOR BSC PSYCHOLOGY****ELEMENTS OF PHYSIOLOGY-I**

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

**Objectives:**

- To develop and understanding of Neuro biological perspective of behaviour.

**Module 1. Introduction:** Introduction to physiology. Brain and behaviour – Physiological Psychology and Neuroscience – Techniques in neurophysiology : Brain imaging – CT Scan, MRI, PET, CBF, EEG, Lesioning and Stimulation

**Module 2.** Evolutionary and genetic perspectives of behaviour. Evolutionary theory- Darwin. Fundamentals of mandolin genetics. Heredity and variations.

**Module 3:Genes and chromosomes:** Structure of chromosomes, Linkages and crossing over genetic variations. Mutation, sex linked chromosomes.

**Module 4:Chromosomal anomalies and disorders.** Autosomal anomalies. Down syndrome. Edward syndrome. Cri du chat syndrome. Sex chromosomal anomalies. Klinefilters and Turners syndrome.

**References**

- Schneider A. M., and Tarshis B : An Introduction to Physiological Psychology; Random House, New York.
- Levinthal, C. F ; Introduction to Physiological Psychology; Prentice-Hall, New Delhi.
- Kalat, J. W ( 2004) Biological Psychology. Australia, Wadsworth.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.
- Hilgard & Atkinson ( 2004) Introduction to Psychology Australia, Wadsworth.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- Answer any 10 questions* (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- Answer any 6questions* (6questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- Answer any 2 questions* (2questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**COMPLEMENTARY COURSE FOR BSC PSYCHOLOGY****ELEMENTS OF PHYSIOLOGY-II**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>II</b>	<b>PSY1C 02</b>	<b>4</b>	<b>3</b>	<b>3</b>

**Objectives:**

- To develop and understanding of Neuro biological perspective of behaviour.

**Module 1:The neuron:** Structure of the neuron - Sensory, motor and inter-neurons – The synapse – The nerve impulse – synaptic transmission. Neuro transmitters

**Module 2:The central nervous system :** Non-neural material in the CNS – Meninges, blood supply, the blood-brain barrier, cerebrospinal fluid. Spinal chord – monosynaptic reflex, polysynaptic reflex – brain and reflex action. Structural overview of the brain – the hind brain, mid-brain and forebrain – cerebral hemispheres- hypothalamus – cortex – basal ganglia – thalamus – limbic system. The brain in action : sensory and motor processing.

**Module 3: Organization of nervous system:** Peripheral nervous system- somatic and autonomic nervous system. Somatic nervous system- cranial and spinal nerves. Autonomic nervous system- sympathetic and parasympathetic nervous system.

**Module 4:Endocrine System:** Importance of endocrine glands, Major endocrine glands, Mode of action of hormones and influence on growth and behavior.

**References**

- Schneider A.M.,and Tarshis B: An Introduction to Physiological Psychology;Random House,New York.
- Levinthal, C. F ; Introduction to Physiological Psychology; Prentice-Hall, New Delhi.
- Kalat, J. W (2004) Biological Psychology. Australia, Wadsworth.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.
- Hilgard & Atkinson ( 2004) Introduction to Psychology . Australia, Wadsworth. .

**Question paper pattern:**

**Part A - Short answer** (11 questions x weightage 1 each=11)

- Answer any 10 questions* (10 questions x weightage 1 each=10)

**Part B - Short essay** (9 questions x weightage 2 each =18)

- Answer any 6questions* (6questions x weightage 2 each=12)

**Part C - Long essay** (4 questions x weightage 4 each =16)

- Answer any 2 questions* (2questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**



**COMPLEMENTARY COURSE FOR BSC PSYCHOLOGY****PHYSIOLOGICAL PSYCHOLOGY - I**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>III</b>	<b>PSY 3C 03</b>	<b>5</b>	<b>3</b>	<b>3</b>

**Objectives:**

- To equip the student of psychology with the most essential and fundamental physiological processes underlying psychological events.

**Module 1. The visual system:** Light ; hue, brightness and saturation. Structure of the eye ; retina, rods and cones – visual pathways. Functioning of the eye – visual defects. Visual coding – transduction in the retina – neural coding in the brain – coding for colour – theories of colour vision – visual defects - colour blindness.

**Module 2: The Auditory system and Olfactory system:** Nature of sound – frequency, pitch and amplitude – Harmonics. Anatomy of the auditory system – Coding auditory information – localization of sound. Receptors – coding for smell – categorizing odours

**Module 3: Gustatory system and Cutaneous senses:** Chemoreceptors – anatomy of taste – neural pathways – coding for taste. DNeural coding for touch, pressure and temperature. Kinesthetic – coding position and movement. Labyrinthine sense – semicircular canals and vestibular sacs.

**Module 4: Pain:** Receptors – pain pathways – codes for pain – chronic pain – Melzack-Wall theory – Pain suppression circuit – Treating pain – puzzle of pain suppression.

**References:**

- Schneider A. M., and Tarshis B : An Introduction to Physiological Psychology; Random House, New York.
- Levinthal, C. F ; Introduction to Physiological Psychology; Prentice-Hall, New Delhi.
- Kalat, J. W (2004) Biological Psychology. Australia, Wadsworth.
- Hilgard & Atkinson ( 2004) Introduction to Psychology . Australia, Wadsworth.
- Animal Physiology – Sebastian Madona Books
- Cell Physiology – Giese – Saunders
- Biology of the Cell – Dewitt – Saunders
- Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**COMPLEMENTARY COURSE FOR BSC PSYCHOLOGY****PHYSIOLOGICAL PSYCHOLOGY-II**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
IV	PSY 4C 04	5	3	3

**Objectives:**

- To equip the student of psychology with the most essential and fundamental physiological processes underlying psychological events.

**Module 1. Physiological basis of hunger:** Feeding centres in the brain – hypothalamus. Eating signals – on-and-off signals. Mouth-stomach-intestine – Metabolic factors – Thermostatic theory – Lipostatic theory. Obesity – Specific hungers.

**Module 2. Physiological basis of thirst:** Hypothalamic control – Osmotic and volemic thirst – thirst receptors – signaling the brain – regulating drinking behaviour – Off signal – The lateral hypothalamic syndrome.

**Module 3: Physiological basis of sexual behaviour:** Defining sex – dynamic of sexual behaviour – external control – external cues – brain and sexual behaviour.

**Module 4. Neural basis of emotion:** Anatomical basis of emotion – rage and fear – limbic system – hypothalamus – autonomic responses – aggression – amygdale – frontal lobes – neural basis of pleasure.

**Module 5: Physiology of learning:** Early learning discoveries – learning and the nervous system – Cortex – Lashley’s work – Hippocampus – learning outside hippocampus – Synaptic basis of learning.

**References:**

- Schneider, A. M., and Tarshis, B : An Introduction to Physiological Psychology; Random House, New York.
- Levinthal, C. F ; Introduction to Physiological Psychology; Prentice-Hall, New Delhi.
- Kalat, J. W : Biological Psychology; Wadsworth, CA.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- Answer any 10 questions* (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- Answer any 6questions* (6questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- Answer any 2 questions* (2questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**PSYCHOLOGY COMPLEMENTARY COURSES****( FOR BA PHILOSOPHY PROGRAMME )****WORK AND CREDIT DISTRIBUTION**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
PSY 1 C 01	BASIC PSYCHOLOGICAL PROCESS - 1	I	4	3	3
PSY 2 C 02	BASIC PSYCHOLOGICAL PROCESS- 2	II	4	3	3
PSY 3 C 03	ABNORMAL PSYCHOLOGY-1	III	5	3	3
PSY 4 C 04	ABNORMAL PSYCHOLOGY-2	IV	5	3	3

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>
EXTERNAL	3
INTERNAL	1

**INTERNAL ASSESSMENT**

<b>CETEGORY</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
TEST PAPERS	2	3-5 CLASS TESTS ARE TO BE CONDUCTED. CONSIDER GRADES OF BEST TWO TEST PAPERS.
ASSIGNMENT	1	CONSIDER GRADES OF BEST TWO ASSIGNMENTS.
SEMINAR / VIVA VOCE	1	ONE SEMINAR PAPER IS TO BE PRESENTED BY EACH STUDENT.
ATTENDANCE	1	MORE THAN 90% : A 85%- 90% : B 80%- 85% : C 75%- 80% : D BELOW 75% : E

**COMPLEMENTARY COURSE FOR BA PHILOSOPHY****BASIC PSYCHOLOGICAL PROCESSES- I**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
I	PSY 1 C 01	4	3	3

**Objectives:**

- To generate interest in psychology
- To familiarize the students with the concepts of basic psychological processes
- To understand the basics of various theories in psychology
- To provide basic knowledge about systems and processes like attention, learning and memory

**Module 1: Introducing psychology** **What is psychology: A working definition.**

Origins of psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics. Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Psychoanalysis, Cognitive approach, Piaget.

**Module 2: Attention and Perception** Attentional processes: Factors affecting attention-subjective and objective. Models of attention. Attention and information processing. Span of attention, Division of attention and Distraction of attention. Perceptual organization: Figure-ground perception. Depth perception, Perceptual constancies. Colour perception. Theories of colour perception. Perceptual styles. Subliminal perception. Perceptual defense. Space perception. Extra sensory perception.

**Module 3: Consciousness** States of mind: Nature of consciousness, Changes in consciousness: dream and sleep. Stages of sleep. Altered states: Hypnosis- facts and myths, meditation, drug induced states.

**Module 4: Learning** Definition. Trial and error learning, Classical conditioning, Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement. Verbal learning. Social and cognitive learning: Observational learning. Latent learning, cognitive map, Insight learning.

**Module 5: Retention and Retrieval** Encoding, storage and retrieval processes. Types - Sensory, short term and long term memories. Chunking. Working memory. Levels of processing. Implicit and explicit memory. Memory. construction. Eyewitness testimony, autobiographical memory, false memory, flashbulb memory. Measuring memory: recall, recognition, relearning, redintegration. Mnemonics. Forgetting: Theories of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia. Strategies for remembering: rehearsal, elaboration, organization.

**Reference:**

1. Baron, R. A. (2004). *Psychology*, 5<sup>th</sup> ed. New Delhi: Pearson Education.
2. Bootzin, R., & Bower, G. H. (1991). *Psychology today-An Introduction*, 7<sup>th</sup> ed. New York: McGraw Hill Inc.
3. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
4. Kuppaswamy, B. (1990). *Elements of Ancient Indian psychology*, 3<sup>rd</sup> Ed. New Delhi: Konark Publishers Pvt. Ltd.
5. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
6. Morgan, C.T., King, R.A., Weisz, J. R., & Schopler, J. (1993). *Introduction to psychology*, 7<sup>th</sup> ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.

**Question paper pattern:****Part A - Short answer**

(11 questions x weightage 1 each=11)

- **Answer any 10 questions** (10 questions x weightage 1 each=10)

**Part B - Short essay** (9 questions x weightage 2 each =18)

- **Answer any 6 questions** (6 questions x weightage 2 each=12)

**Part C - Long essay** (4 questions x weightage 4 each =16)

- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

### COMPLEMENTARY COURSE FOR BA PHILOSOPHY

#### BASIC PSYCHOLOGICAL PROCESSES- 2

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
II	PSY 2C 02	4	3	3

#### Objectives:

- To generate interest in psychology
- To familiarize the students with the concepts of basic psychological processes
- To understand the basics of various theories in psychology
- To provide basic knowledge about systems and processes like cognition, intelligence and personality

**Module 1: Cognitive processes:** Components of thought: Images and Concepts. Structure of language. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving. Creativity. Convergent and divergent thinking. Stages in creativity. Decision making.

**Module 2: Motivation** Introduction: Instinct, drive. Primary and secondary motives. Motivation of hunger and thirst, sexual motivation, Levels of arousal, Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives, intrinsic and extrinsic motivation.

**Module 3: Emotion** Elements of emotional experience. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis. Assessment of emotion

**Module 4: Intelligence** Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.

**Module 5: Personality**Self. Concept of personality. Determinants of personality. Early approaches: Brief descriptions about ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Modern theories: Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms, Psychosexual stages of development, Oedipus complex. Jung: Collective unconscious, archetypes, model of personality. Adler: Striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis. Trait theories: General approach, Allport: triads, Cattell: source and surface traits, 16 PF. Eysenck: dimensions of personality. Big five factors. Behaviorist view of personality: Skinner, Bandura. Humanistic perspective: Rogers, Maslow.

**Reference:**

1. Baron, R.A. (2004). *Psychology*, 5<sup>th</sup> ed. New Delhi: Pearson Education.
2. Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7<sup>th</sup> ed. New York: McGraw Hill Inc.
3. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
4. Kuppaswamy, B. (1990). *Elements of ancient Indian psychology*, 3<sup>rd</sup> Ed. New Delhi: Konark Publishers Pvt. Ltd.
5. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7<sup>th</sup> ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.

**Question paper pattern:**

<b>Part A -</b>	<b>Short answer</b>	(11 questions x weightage 1 each=11)
	• <b>Answer any 10 questions</b>	(10 questions x weightage 1 each=10)
<b>Part B -</b>	<b>Short essay</b>	(9 questions x weightage 2 each =18)
	• <b>Answer any 6 questions</b>	(6 questions x weightage 2 each=12)
<b>Part C -</b>	<b>Long essay</b>	(4 questions x weightage 4 each =16)
	• <b>Answer any 2 questions</b>	(2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**COMPLEMENTARY COURSE FOR BA PHILOSOPHY****ABNORMAL PSYCHOLOGY-1**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
III	PSY 3C 03	5	3	3

**Objectives: -**

- To acquaint the students with the history and meaning of abnormal behavior
- To develop in them awareness about different types of anxiety disorders
- To acquaint the students with the major symptoms of anxiety disorders
- To encourage the students to know different therapeutic techniques in the management of anxiety and minor psychological disorders

**Module 1: The normal and abnormal** – The concept of normality and abnormality, Different criteria, Concept of healthy personality, Historical view of abnormal behavior, Abnormal behavior: Current status.

**Module 2: Causal factors and psychopathology**- Biological factors: Neurotransmitter- Hormonal imbalance- Genetic defect- Constitutional liabilities- Brain dysfunction- Physical deprivation- Psychological factor- Schemas and self schemas- Early deprivation of trauma- Inadequate parenting- Pathogenic parenting structure- Maladaptive peer-relationships- Socio-cultural factors- Socio-cultural environment- Pathogenic societal influence.

**Module 3: Stress disorders**- Type of stressors- Reaction to common life stressors- Stress from unemployment, bereavement, divorce or separation- Reaction to severe life stressors, catastrophic events- Treatment and prevention of stress disorders.

**Module 4: Anxiety disorders**- Phobic disorders- Panic disorders and agoraphobic- Generalized anxiety disorders- Obsessive-compulsive disorders- Causal factors- Biological, Physiological, and Socio-cultural factors- Treatment and outcomes.

**Module 5: Somatoform and dissociative disorders**- Somatization disorder- Hypochondriasis- Pain disorder- Conversion disorder- dissociative amnesia and fugue- dissociative identity disorder- Depersonalization disorder- Causal factors- Biological, Physiological, and Socio-cultural factors- Treatment and outcomes.

**REFERENCE:**

1. Carson, R.C., Butcher, J.N., Mineka, S. (1996). *Abnormal Psychology and Modern Life*. (10<sup>th</sup> ed). New York: Harper Collins Inc.
2. Hurlock, E.B. (2006). *Personality Development*, (IMH Ed). New York: McGraw.
3. Comer, R.J (2004) *Abnormal Psychology*. 5<sup>th</sup> Edition. New York, Worth Publishers.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

**COMPLEMENTARY COURSE FOR BA PHILOSOPHY****ABNORMAL PSYCHOLOGY- 2**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
IV	PSY 4 C 04	5	3	3

**Objectives: -**

- To develop in them awareness about different types of personality disorders and substance abuse.
- To acquaint the students with the symptoms of major psychological disorders
- To encourage the students to know different therapeutic techniques in the management of personality and major psychological disorders

**Module 1:** Personality disorders: Clinical features of personality disorders, Types of personality disorders- Paranoid, schizoid, schizotypal, Histrionic, Narcissistic, Antisocial- Borderline- Avoidant, Dependent, Obsessive-compulsive, Passive aggressive personality disorders- Causal factors in personality disorders- Biological, Physiological, and Socio-cultural.

**Module 2:** Substance abuse and dependence- Alcohol abuse and dependence- Clinical picture- Causal factors- Treatment and outcomes- Drug abuse and dependence- Opium and its derivatives- Barbiturates- Amphetamines- Cocaine- Hallucinogens- Marijuana- Caffeine and nicotine- Factors affecting drug abuse- Treatment and outcomes.

**Module 3:** Mood disorders: Mania and depression- Unipolar and bipolar disorders- Cyclothemia- Schizoaffective disorders- Causal factors in mood disorders- Biological, Physiological, and Socio-cultural factors- Treatment and outcomes.

**Module 4:** The schizophrenia and delusion disorder- The clinical picture in schizophrenia- Subtypes of schizophrenia- Paranoid type- Catatonic type- Disorganized type- Residual type and undifferentiated type- Causal factors in schizophrenia- Biological, Physiological, and Socio-cultural factors- The clinical picture in delusional disorder- Causal factors in delusional disorder- Treatment and outcomes.

**Module 5:** Assessment- Varying types of assessment data- The neuropsychological examination- Psychological assessment- Interview- The clinical observation of behavior- Psychological tests- The use of psychological tests in personal screening.

**REFERENCE:**

1. Carson, R.C., Butcher, J.N., Mineka, S. (1996). *Abnormal Psychology and Modern Life*. (10<sup>th</sup> ed). New York: Harper Collins Inc.
2. Hurlock, E.B. (2006). *Personality Development*, (IMH Ed). New York: McGraw Hill Inc.
3. Comer, R.J (2004) *Abnormal Psychology*. 5<sup>th</sup> Edition. New York, Worth Publishers.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6 questions** (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**



**PSYCHOLOGY- OPEN COURSES****WORK AND CREDIT DISTRIBUTION**

STUDENTS OF OTHER STREAMS CAN CHOOSE TWO OPEN COURSES FROM THE FOLLOWING FOUR COURSES.

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
<b>PSY 5 D 01</b>	PERSONAL EFFECTIVENESS	<b>V</b>	2	2	3
<b>PSY 5 D 02</b>	POSITIVE PSYCHOLOGY	<b>V</b>	2	2	3
<b>PSY 6 D 03</b>	PERSONALITY & SOFT SKILL DEVELOPMENT	<b>VI</b>	2	2	3
<b>PSY 6 D 04</b>	STRESS MANAGEMENT	<b>VI</b>	2	2	3

**EVALUATION**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>
EXTERNAL	3
INTERNAL	1

**INTERNAL ASSESSMENT**

<b>CETEGORY</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
TEST PAPERS	2	3-5 CLASS TESTS ARE TO BE CONDUCTED. CONSIDER GRADES OF BEST TWO TEST PAPERS.
ASSIGNMENT	1	CONSIDER GRADES OF BEST TWO ASSIGNMENTS.
SEMINAR / VIVA VOCE	1	ONE SEMINAR PAPER IS TO BE PRESENTED BY EACH STUDENT.
ATTENDANCE	1	MORE THAN 90% : A 85%- 90% : B 80%- 85% : C 75%- 80% : D BELOW 75% : E

**PERSONAL EFFECTIVENESS**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	PSY 5 D 01	2	2	3

**Objectives:**

- To families the Basic concept of Psychology
- To develop skills in application of psychological principles
- To develop personal efficacy of the individuals.

**Module 1** :Introduction to Psychology: Perception, Attention, Intelligence, Personality, Motivation, Group dynamics.

**Module 2:** Perception: Perceptual Organization, Figure ground Perception. Application in various professional fields. Attention: Concentration, Span of attention, division of attention, memory. Application of various techniques in professional fields.

**Module 3:** Intelligence: Concept, Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), Social Maturity, Multiple Intelligence. Assessment and interpretation.

**Module 4:** Personality: Concepts: Different Schools- Psychodynamic, Behavioristic, Humanistic and Existential. Assessment and interpretation.

**Module 5:** Motivation and Group Dynamics: Concepts, Achievement motivation, Self esteem, Self Confidence, Communication Skills, Transactional Styles.

*Note: Concepts are discussed only for familiarizing the subjects, but more importance is given to testing/assessment and interpretation. This is done through demonstration of different psychological tests in the class room situation.*

**References:**

1. Wallace, H. R., & Masters, A. N. (2001). *Personal Development for work and Life*. Australia: Thomson.
2. Haris, T. A. (1986). *I am Ok, You are OK*. London: Penguin
3. Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing Co.
4. Baron, R.A. (2004). *Psychology*, 5<sup>th</sup> ed. New Delhi: Pearson Education.

**Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- **Answer any 10 questions** (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- **Answer any 6questions** (6questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- **Answer any 2 questions** (2questions x weightage 4 each=8)
- Total weightage including choice - 45**
- Maximum weightage of the course - 30**

### POSITIVE PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
V	PSY 5 D 02	2	2	3

**Objectives:** This course will examine the paradigm shift from pathology to strength-based psychology. The students will be able to

- Understand the aim and scope of Positive Psychology.
- Enhance the happiness and well being involving the scientific study of the role of personal strengths and positive social systems in promotion of optimal well being.
- Acquire insights into their own strengths and learn strategies to increase their own happiness and overall quality of life.
- Experience the effects of positive psychology in day to day life.

**Module 1:** What is positive psychology?, Eastern and western perspectives . Happiness, flow, hope and optimism, positive traits and motives, positive self, positive relationship and positive change.

**Module 2:** Developing strengths and living well in a cultural context. Living well at every stages of life. Resilience in childhood , positive youth development, the life tasks of adulthood, successful ageing.

**Module 3:** Positive emotional states and processes- Understanding positive affect, positive emotions, happiness and well being. Emotion focused coping, emotional intelligence, socioemotional selectivity, and emotional story telling. .

**Module 4:** Positive cognitive states and processes: Seeing our self through self efficacy, optimism and hope, wisdom and courage, mindfulness, flow and spirituality

**Module 5:** Prosocial Behaviour : Empathy and egotism – portals to altruism, gratitude, and forgiveness, attachment, love and flourishing relationship. Balanced conceptualization of mental health and behaviour

#### **References**

1. Snyder,C.R & Lopez,S.J (2007) Positive Psychology – The scientific and practical explorations of human strengths. Thousand Oaks, Sage Publications.
2. Carr,A. (2008) Positive Psychology – The science of Happiness and human strengths. London, Routledge.
3. Bornstein,M.H, Davison,L, Keyes,C.I.M & Moore,K.A (Eds) (2003) Well being – Positive development across the life course. London, Lawrence Erlbaum associates.

#### **Question paper pattern:**

- Part A - Short answer** (11 questions x weightage 1 each=11)
- Answer any 10 questions (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- Answer any 6 questions (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- Answer any 2 questions (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

## PERSONALITY & SOFT SKILL DEVELOPMENT

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	PSY 6 D 03	2	2	3

### **Objectives:**

- This paper addresses one of the most widely felt needs of the new generation, which is generally ignored in our curriculum. There is a general perception among employers that even the best among the new generation graduates who enter the professional fields are lacking in soft skills (interpersonal/team skills). It is inevitable that attention is devoted to eliminate this shortcoming through a focused skill development course that addresses this basic need of every student.

**Module1. Knowing the Self & Impression management:**Self-concept - Personality - Personality types and variables.Exploring the Self (Self administered inventories) - Testing: IQ & EQ, Values, Interest, aptitudes, and Personality (MBTI). Assessing strengths and weaknesses through SWOT analysis. Johari Window exercise. Goal Setting - Action Planning.

Self image and self esteem - importance of impression - strategies of impression management

**Module 2. Presentation Skills :**Elements of an effective presentation – Structure of a presentation – Presentation tools – Voice Modulation – Audience analysis – Body Language . Time Management – Articulateness – Assertiveness – Innovation and Creativity

**Module 3. Developing Interpersonal Skills:**Communication process - Elements of Communication: Source - Receiver, Message, and Medium. Developing Source credibility and effectiveness. Improving Listening Skills. Transactional Analysis. (Egogram and transactional Exercises).

**Module 4. Developing team skills:**Groups and teams - Roles, Norms, and Status. Team Roles.Exploring team role preferences (Exercise). Teamwork.Leadership ; Characteristics - functions - Developing leadership skills. Group discussion - Why is GD part of selection process? – Structure of a GD – Moderator-led and other GDs – Strategies in GD – Body Language – Mock GD

**Module 5. Career planning:**Requirements of a career - knowledge, skills and attitudes.Selecting a suitable career - psychological considerations. Preparing for a career - Preparing a resume - Preparing for tests and Interviews - Psychological considerations.Planning for life.

### **References:**

- Handbook of Personality Development Edited by Daniel K. Mroczek, Todd D. Little
- Joining Together by Johnson and Johnson.
- Improving Behaviour and Raising Self-Esteem in the Classroom: A Practical Guide to Using Transactional Analysis by Barrow, Giles. Bradshaw, Emma. & Newton, Trudi.
- People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts by Robert Bolton
- The Art of Talking So That People Will Listen: Getting Through to Family, Friends & Business Associates by Paul W.
- Interview Skills That Win The Job by Michael Spiropoulos
- Career Development and Planning: A Comprehensive Approach (2nd ed.), by Drs. Robert Reardon, Janet Lenz, James Sampson Jr., and Gary Peterson, Thomson,

### **Question paper pattern:**

<b>Part A -</b>	<b>Short answer</b>	(11 questions x weightage 1 each=11)
	• <i>Answer any 10 questions</i>	(10 questions x weightage 1 each=10)
<b>Part B -</b>	<b>Short essay</b>	(9 questions x weightage 2 each =18)
	• <i>Answer any 6questions</i>	(6questions x weightage 2 each=12)
<b>Part C -</b>	<b>Long essay</b>	(4 questions x weightage 4 each =16)
	• <i>Answer any 2 questions</i>	(2questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**

## STRESS MANAGEMENT

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HRS
VI	PSY 6 D 04	2	2	3

### Objectives

- ✓ To make the student understand the concept of stress and to equip them to manage it effectively.
- ✓ To develop abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life.
- ✓ To develop an ability to maintain a state of mental well being and to demonstrate this while interacting with others, his / her culture and environment

**Module 1: Understanding stress and coping** The study of stress – concepts, definition and models of stress. The physiological response to stress, gender difference in stress, cognitive, personality and cultural factors in stress and coping, sources of stress, coping strategy and coping style, individual differences in coping

**Module 2: Complexities of coping** Stress, distress and eustress, Consequences of stress, stress, health and disease, the physiology of stress, adaptation and coping, optimum stress level, locus of control and coping with stress, effective coping.

**Module 3: Coping process** Confrontive coping, planful problem solving, seeking social support, accepting responsibility, positive reappraisal, distancing, self control, escape- avoidance, shifting the burden on supernatural element.

**Module 4: Stress Management and effective coping** Physical level, managing stress through physical activity- breathing exercise, pranayama and yoga, and meditation, Mental level, managing stress through mental skills- guided imagery, ventilate feelings and irrational thought control, stress management at behavioural level, laughing therapy.

### References

1. Hariharan,M & Rath,R (2008) Coping with life stress- The Indian experience. New Delhi, Sage.
2. Agarwal,R ( 2001) Stress in life and at Work. New Delhi, Response Books.
3. Mishra,B.K ( 2008) Psychology- The study of Human Behaviour. New Delhi, Prentice Hall India Ltd.
4. Anubhavananda,S & Kumar,A ( 2008) Ethics in Management- Insights from ancient Indian Wisdom. Trivandrum, Ane Books Pvt Ltd
5. Sanjeev,R & Khanna,P ( 2008) Ethics and Values in Business Management. Trivandrum, Ane Books Pvt Ltd.

### Question paper pattern:

- Part A - Short answer** (11 questions x weightage 1 each=11)
- Answer any 10 questions (10 questions x weightage 1 each=10)
- Part B - Short essay** (9 questions x weightage 2 each =18)
- Answer any 6 questions (6 questions x weightage 2 each=12)
- Part C - Long essay** (4 questions x weightage 4 each =16)
- Answer any 2 questions (2 questions x weightage 4 each=8)

**Total weightage including choice - 45**

**Maximum weightage of the course - 30**