KANNUR UNIVERSITY (Abstract)

BSc Psychology Programme - Revised Scheme, Syllabus & Pattern of Question Papers of Core, Complementary and Open Courses under Choice Based Credit Semester System for Under Graduate Programme - implemented with effect from 2014 admission - Orders Issued.

	ACADEN	MICBRANCH
No. Ac	ead/C2/ 5304 /2014	Dated, Civil Station P.O, 28- 05-2014
	Read: 1.U.O No. Acad/C2/2232	2/2014 dated 14-03-2014
	2. Minutes of the meeting	of the Board of Studies in Psychology (Cd) held
-	on 05-11-2013	

3. Minutes of the meeting of the Faculty of Science held 25-03-2014

4. Letter dated 16-05-2014 from the Chairman, BOS in Psychology (Cd)

ORDER

1. The Revised Regulations for UG Programme under Choice based Credit Semester System were implemented in this University with effect from 2014 admission as per paper read (1) above.

2. As per paper read (2) above the Board of Studies in Psychology(Cd) finalized the Scheme ,Syllabus & model Question Papers for Core, Complementary & open courses of BSc Psychology programme to be implemented with effect from 2014 admission..

3. As per read (3) above the Faculty of Science held on 25-03-2014 approved Scheme, syllabus & model question papers for core/complementary & open courses of BSc Psychology programme to be implemented with effect from 2014 admission.

4. The Chairman, Board of Studies in Psychology (Cd) vide paper read (4) above has submitted the finalized copy of Scheme, syllabus & Model question papers for core/complementary and open courses of BSc Psychology programme for implementation with effect from 2014 admission.

5. The Vice Chancellor, after examining the matter in detail, and in exercise of the powers of the Academic Council as per section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, has accorded sanction to implement the revised scheme, syllabus & model question papers of BSc Psychology Programme with effect from 2014 admission.

6. Orders, are therefore issued implementing the revised scheme, syllabus & model question papers for core, complementary& open courses of BSc Psychology programme under CBCSS with effect from 2014 admission subject to report to Academic Council

7. Implemented revised Syllabus is appended.

SD/-DEPUTY REGISTRAR (ACADEMIC) FOR REGISTRAR

To

1. The Principals of Affiliated Colleges offering B.Sc Psychology Programme 2. The Examination Branch (through PA to CE)

Copy To:

1. The Chairman, BOS Psychology (Cd) 2. PS to VC/PA to PVC/PA to Registrar 3. DR/AR I Academic 4. Central Library 5. SF/DF/FC.

Approved/By Order

Section Officer

* For more details log on to <u>www.kannur</u> university.ac.in

PSYCHOLOGY

Syllabus

Core, Complementary, and Open Courses

Choice Based Credit Semester and Grading System (2014 Admission onwards)



Board of Studies, Psychology KANNUR UNIVERSITY Board of studies in Psychology, Kannur University organized а two day workshop at Kannur with the support of the Kerala State Higher Education Council to prepare the syllabus for the B Sc programme in Psychology. Members of the Board of studies, invited experts from the field, faculty members participated in the workshop. The workshop could generate a shelf of papers under core, complementary and open courses. The proposed syllabus will be helpful in equipping the students to meet the challenges through the development of their knowledge in Psychology.

> Chairman Board of studies, Psychology Kannur University

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B Sc . PSYCHOLOGY

Course Structure

Sen	Semester 1									
No	Title of the course	Hours/	Hours/	Exam	Credit	Ma	rks			
		Week	Sem	Hrs		IA	ESE			
1	Common Course (English)	5	90	3	4	10	40			
2	Common Course (English)	4	72	3	3	10	40			
3	Common Course (Additional Language)	4	72	3	4	10	40			
4	Core Course 1	3	54	3	3	10	40			
5	Core Course 2 Practical 1 Part 1	1	18	-	-					
6	Complementary Course 1	4	72	3	3	10	40			
7	Complementary Course 2	4	72	3	3	10	40			
	Total	25	450		21	60	240			

Sen	Semester 2									
No	Title of the course	Hours/	Hours/	Exam	Credit	Ma	rks			
		Week	Sem	Hrs		IA	ESE			
1	Common Course (English)	5	90	3	4	10	40			
2	Common Course (English)	4	72	3	3	10	40			
3	Common Course (Additional Language)	4	72	3	4	10	40			
4	Core Course 3	3	54	3	3	10	40			
5	Core Course 4 Practical 1 Part 2	1	18	3	2	10	40			
6	Complementary Course 3	4	72	3	3	10	40			
7	Complementary Course 4	4	72	3	3	10	40			
	Total	25	450		22	70	280			

Sen	Semester 3									
No	Title of the course	Hours/	Hours/	Exam	Credit	Ma	rks			
		Week	Sem	Hrs		IA	ESE			
1	Common Course (English)	5	90	3	4	10	40			
2	Common Course (Additional Language)	5	90	3	4	10	40			
3	Core Course 5	4	72	3	3	10	40			
4	Core Course 6 Practical 2 Part 1	3	54	-	-					
5	Complementary Course 5	4	72	3	3	10	40			
6	Complementary Course 6	4	72	3	3	10 40				
	Total	25	450		17	50	200			

Sen	Semester 4									
No	Title of the course	Hours/	Hours/	Exam	Credit	Ma	rks			
		Week	Sem	Hrs		IA	ESE			
1	Common Course (English)	5	90	3	4	10	40			
2	Common Course (Additional Language)	5	90	3	4	10	40			
3	Core Course 7	4	72	3	3	10	40			
4	Core Course 8 Practical 2 Part 2	3	54	3	3	10	40			
						10	40			
5	Complementary Course 7	4	72	3	3	10	40			
6	Complementary Course 8	4	72	3	3	10 40				
	Total	25	450		20	70	280			

Sen	Semester 5									
No	Title of the course	Hours/	Hours/	Exam	Credit	Ma	rks			
		Week	Sem	Hrs		IA	ESE			
1	Open Course	2	36	2	2	5	20			
2	Core Course 9	5	90	3	5	10	40			
3	Core Course 10	5	90	3	5	10	40			
4	Core Course 11	4	72	3	4	10	40			
5	Core Course 12	5	90	3	4	10	40			
6	Core Course 13 Practical 3 part 1	4	72	-	-					
	Total	25	450		20	45	180			

	Semester 6								
No	Title of the course	Hours/	Hours/	Exam	Credit	Ma	rks		
		Week	Sem	Hrs		IA	ESE		
1	Core Course 14	5	90	3	4	10	40		
2	Core Course 15	5	90	3	4	10	40		
3	Core Course 16	5	90	3	5	10	40		
4	Core Course 17 Practical 3 part 2	2	36	3	4	10	40		
						10	40		
5	Core Course 18 Practicum	5	90	3	2	10	40		
6	Project	3	54		2	5 20			
	Total	25	450		21	65	260		

Credit & Mark Distribution

SI No	Course	Credits	Marks
1	Common Course	38	500
2	Core Course	54	850
3	Complementary Course	24	400
4	Open Course	02	25
5	Project	02	25
	Total Credit	120	1800

<u>PSYCHOLOGY - CORE COURSES</u> WORK AND CREDIT DISTRIBUTION: (2014 ADMISSION ONWARDS)

COURSE CODE	COURSE TITLE	SEM	HOURS/ WEEK	CREDIT
1B 01 PSY	BASICS OF PSYCHOLOGY	1	3	3
1B 02 PSY	SELF DEVELOPMENT PRACTICES- PRACTICAL 1	1	1	
2B 03 PSY	SOCIAL BEHAVIOUR	2	3	3
2B 04 PSY	SELF DEVELOPMENT PRACTICES- PRACTICAL 2	2	1	2
3B 05 PSY	COGNITIVE PROCESS	3	4	3
3B 06 PSY	EXPERIMENTAL PSYCHOLOGY – PRACTICAL 1	3	3	
4B 07 PSY	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	4	4	3
4B 08 PSY	EXPERIMENTAL PSYCHOLOGY – PRACTICAL 2	4	3	3
5B 09 PSY	METHODOLOGY & PERSPECTIVES OF PSYCHOLOGY	5	5	5
5B 10 PSY	DEVELOPMENTAL PSYCHOLOGY	5	5	5
5B 11 PSY	PSYCHOLOGY OF LIFE STYLE	5	4	4
5B 12 PSY	APPLIED PSYCHOLOGY – 1	5	5	4
5B 13 PSY	PSYCHOLOGICAL TESTING- PRACTICAL 1	5	4	
6B 14 PSY	APPLIED PSYCHOLOGY - 2	6	5	4
6B 15 PSY	COUNSELLING PSYCHOLOGY	6	5	4
6B 16 PSY	CLINICAL PSYCHOLOGY	6	5	5
6B 17 PSY	PSYCHOLOGICAL TESTING – PRACTICAL 2	6	2	4
6B 18 PSY	PRACTICUM	6	5	2
6B 19 PSY	PROJECT	6	3	2

COMPLEMENTARY COURSES

B. Sc. PSYCHOLOGY

SI	Course Code	Title	Semester	Hours /	Credit	Exam
No				Week		hours
1	1 C 01 PSY	Elements of Human Physiology	1	4	3	3
2	2 C 02 PSY	Physiological Psychology	2	4	3	3
3	3 C 03 PSY	Neurobiological Perspectives of	3	5	3	3
		Behaviour				
4	4 C 04 PSY	Bio Psychology	4	5	3	3

BA. PHILOSOPHY

SI	Course Code	Title	Semester	Hours /	Credit	Exam
No				Week		hours
1	1 C 05 PSY	General Psychology	1	4	3	3
2	2 C 06 PSY	Social Psychology	2	4	3	3
3	3 C 07 PSY	Perspectives in Psychology	3	5	3	3
4	4 C 08 PSY	Abnormal Psychology	4	5	3	3

$\mathbf{B} \; \mathbf{S} \; \mathbf{W}$

SI	Course Code	Title	Semester	Hours /	Credit	Exam
No				Week		hours
1	1 C 09 PSY	General Psychology	1	4	3	3
2	2 C 10 PSY	Social Psychology	2	4	3	3

OPEN COURSES

SI	Course Code	Title	Semester	Hours /	Credit	Exam
No				Week		hours
1	5 D 01 PSY	Psychology of life style	5	2	2	2
2	5 D 02 PSY	Stress Management	5	2	2	2
3	5 D 03 PSY	Soft Skill Development	5	2	2	2

Core Course

BASICS OF PSYCHOLOGY

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

Objectives

- To familiarize students with the basic psychological terminology, concepts and theories.
- To make them aware of the major perspectives, areas, and methods in psychology
- To help the students to understand different learning principles
- To develop a broader understanding of different theories of emotion and motivation.

Module 1: Introduction

Psychology- definition, brief history of modern scientific psychology- structuralism, functionalism, behaviourism, Gestalt psychology. Major perspectives- behavioural, cognitive, biological, evolutionary, developmental, psychodynamic, social and cultural. Areas- basic and applied. Major applied areas. Research methods-observation, interview, experiment, case study, content analysis and survey.

Module2: Learning: Concept and Classical conditioning

Concept of learning, Behavioural and cognitive approaches- classical, operant and observational, insight and social learning theories (in brief), 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.

Module 3: Learning; Theories

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.

Module 4: Emotion

Concept of emotions, Biological basis of emotion, components- theories of emotion-James- Lange, Cannon-Bard, Schachter- singer . Cognitive appraisal theory, Facial feedback hypothesis, Sources and response of fear and anger.

Module 5: Motivation

- a. Concepts and approaches psychoanalytic, behaviouristic, humanistic, cognitive.
- b. Cognitive theories- drive theory, incentive theory, opponent process theory, optimal level theory. Goal setting theory. Consistency theory, Cognitive dissonance theory, expectancy theory, attribution theory.
- c. Humanistic theories- Maslow's hierarchy of needs. Achievement motivation theory, affiliation and power motives.

REFERENCES

- Baron, R.A.(2013). Psychology. India: Dorling Kindersley.
- Gleitman, H., Reisberg, D., & Gross, J.(2007) Psychology. (7th ed). USA: W.
 W. Norton and company.
- Smith, E.E., Hoeksema, S.N., Freddrickson, B., & Loftus, G.R. (2006). Introduction to Psychology. India : Thomson learning Inc.

Additional Reading

- Banyard, P., Davies, M.N.O., Norman, C., & Winder, B. (2012). Essential Psychology. New Delhi: Sage Publications.
- Edwards, D, C. (1999). Motivation and Emotion. USA: Sage publications.
- Domjan, M. (2006). Learning and Behaviour (6th ed.). USA: Wardsworth.
- Misra, G. (2009). Psychology in India, Vol 1,2&3. India: Dorling Kindersely.

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Question Paper Pattern

Core Course	SE		I FRACTICES-1	TRACTICAL I
SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
I	1B 02 PSY	1		

SELE DEVELODMENT DDACTICES DDACTICAL 1

Objectives

Core Course

- To improve the skills and practical knowledge about communication skills.
- To give a better understanding about essential skills required for a good presentation.
- To develop an awareness regarding the modern techniques and methods used for presentation to make them fit for an exposure in the modern world

Module 1: Communication skill

What is communication; symbols, meaning, sub-categories, Verbal and non-verbal communication; role of culture in communication, communication in action, verbal communication- ambiguous, uncertainty, naming and defining.

Module 2: Presentation skill

Use of visual aids: tips for effective use of aids, types of aids, microphone, podium; Power point components, introducing section, body of presentation, conclusion, Components of effective delivery- personal appearance, vocalic, pitch, rate, volume, pause, eye-contact, facial expression and body position, gestures, managing communication apprehension. Application of mind skills- self talk skills, visual imagery skills, rules skills, perception skills, expectation skills, realistic goal skills

REFERENCES

- Duck, S & Mahan, D.T. (2012). The Basics of Communication- A relational perspective. New Delhi: Sage South Asia Edition
- Jones, R.N (2007). Life coaching skills-How to develop skilled clients. New Delhi: Sage publications.
- Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. New Delhi: Pearson Education
- Lata, p. &Kumar, s. (2007). Communicate or collapse. New Delhi: Prentice Hall India Pvt Ltd.

EXAMINATION

Examination will be conducted at the end of second semester

Core Course

SOCIAL BEHAVIOR

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

Objectives

- To enable students to understand the influence of social factors on individual behavior.
- To understand the social problems in terms of various social psychological theories.
- To provide the students with an overview of various social phenomenon

Module 1: Social psychology and Self

What is social psychology. Learning about self: what is self, self esteem, self awareness, self presentation- making a good impression, ineffective self presentation, self handicapping; Culture and self; Gender and self.

Module 2: Attitude and attitude change

Defining attitudes, attitude formation, attitude and behavior, attitude changepersuasion attitude change over time; resisting persuasion.

Module 4: 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, Types of Group

(c) Leadership: Nature, Types, Theories

Module 3: Pleasant Social Behaviours

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

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

Module 5: Unpleasant Social Behaviours

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

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

REFERENCES

- Baron, R.A., Byrne, D., Branscombe, N.R.& Bhardwaj, G. (2010). Social Psychology (12th ed.). New Delhi: Pearson education, Inc.
- Myers, D. G. (1990). Social psychology (3rd ed.). New York: Mc Graw Hill, Inc.
- Taylor, S.E., Peplau, L. A. & Sears, D.O. (2006). Social Psychology (12th ed.). New Delhi: Pearson education, Inc.
- Crisp, R.J. & Turner, R. N. (2012). Essential Social Psychology (2nd ed.). New Delhi, Sage South Asia Edition

Additional reading

- Delmater, J. D. & Myers, D. L. (2007). Social Psychology (6th ed.). USA: Thomson learning, Inc.
- Kassin, S., Fein, S., & Markus, H. R. (2008). Social Psychology. (7th ed.). New York: Houghton Mifflin company.
- Brown, J.D. (2006). Social Psychology. New York : Mc Graw-Hill companies, Inc.

		questions	be attempted		Marks
A Or	ne word questions	4	4	1	4
B Sh	nort Answer questions	10	7	2	14
C Pr	oblem questions	6	4	3	12
D Es	ssay questions	4	2	5	10
		Total			40

Question Paper Pattern

Core Course	SELF DEVELOPMENT PRACTICES- PRACTICAL 2
Cole Course	SEEF DEVELOT MENT I RACTICES- I RACTICAL 2

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

Objectives

- To improve the listening and analytical skills of the students and equip them with practical knowledge.
- To help the students to get broader understanding of essential skills as a learner of psychology
- To familiarize the students with the various skills required for interview and make them to conduct practical sessions of interview
- To familiarize the students with the Simple Relaxation exercises which can be practiced to bring a positive change in them

Module 1: Listening and analytical skills

Difference between listening and hearing, effective and ineffective listeners, types of listening, 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 and fallacious argument.

Module 2: Interviewing skill

Understanding the interview process, Characteristics of an interview, types of interview, general tips, interviewing responsibilities, marshalling techniques for tackling questions, techniques to improve interviewing skill

Module 3: Simple Relaxation exercise/ meditation

Breathing exercises, autogenic training, visual imagery, emotive imagery

REFERENCES

- Duck, S & Mahan, D.T. (2012). The Basics of Communication- A relational perspective. New Delhi: Sage South Asia Edition
- Jones, R.N (2007). Life coaching skills-How to develop skilled clients. New Delhi, Sage Publications.
- Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. New Delhi, Pearson Education

• Lata, P. & Kumar, S. (2007). Communicate or collapse. New Delhi, Prentice Hall India Pvt Ltd.

EXAMINATION

Examination of the Self Development Practices – Practical 1 (1B 02 PSY) of the first semester and Self Development Practices – Practical 2 (2B 04 PSY) of the second semester will be conducted at the end of second semester.

Guidelines

A practical record should be maintained and should contain Introduction, aim, method, procedure and introspective report of each practical.

There will be one examination for both the papers. The examination will be of three hours duration. Students can select two questions from among the three options. A 10 to 15 minutes presentation on any topic with the support of power point presentation should be a compulsory one to all the students. A narrative description (Typed) should be given for the remaining two questions and the students have to attempt one.

External Evaluation 40 marks	Presentation – 10 Marks Examination – 10 Marks Record - 10 Marks Viva - 10 Marks
Internal Evaluation 10 Marks	Based on the commitment, punctuality, involvement, skills acquired etc

Evaluation criteria

Core Course

COGNITIVE PROCESS

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	3B 05 PSY	4	3	3 HOURS

Objectives

- To familiarize students with major cognitive processes.
- To make them aware of the different types and theories of memory
- To develop a broader understanding of the psychological foundations of thought and language

Module 1: Memory

Memory: 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, Neural network model. Forgetting – causes, theories of forgetting. Memory distortions, memory improving techniques.

Module 2: Attention and Perception.

- a. Attention- Factors affecting attention, span of attention, distraction of attention, division of attention, selective attention, shifting of attention. Models of attention.
- b. Concepts and methods of psycho physics: concepts- absolute threshold. Methods- method of limit, method of adjustment, method of constant stimuli. Difference threshold- Weber's law, Fechner's law, signal detection theory, subliminal perception.
- c. Gestalt principles- gestalt laws of perceptual organization, gestalt approach to figure ground segregation, modern ideas about figure ground segregation.
- a. Colour perception (brief) Depth perception- monocular cues relative size, linear perspective, texture gradient, atmospheric perspective, interposition, motion parallax- binocular cues- convergence, retinal disparity.
- b. Visual illusions- muller lyer, ponzo illutions, ames room, the moon illusions.

Module 3: Thought.

a. Thinking: basic elements of thought-concepts, proposition, images. Reasoning, judgment and decision making. Dual process views- Characteristics and functions of system 1(fast, automatic and intuitive thinking) and system 2 (slow, deliberate and rational thinking)

b. Reasoning- inductive and deductive reasoning. sources of error- role of mood states, beliefs, confirmation bias, hindsight. Decision making- judgment and heuristics-availability, representativeness, anchoring and adjustment. Problem solving- methods.

Module 4: Language.

Language- nature and development, how language conveys meaning- definitional theory and prototype theory. Theories of language development- social learning, Chomsky, cognitive theory. Components of language development- phonological, semantic, grammar. language and thought- how language connects to thought-Whorfian hypothesis.

REFERENCES

- Baron, R. A. (2013). Psychology (5th ed.). India: Pearson education.
- Gleitman, H., Reisberg, D., Gross, J.(2007) Psychology. (7thb ed). USA: W. W. Norton and company
- Riegler, B.R, & Riegler, G.R. (2012). Cognitive Psychology: Applying the science of the mind (2nd ed.). India: Dorling Kindersely.

Additional Reading

- Goldstein, E, B. (2002). Sensation and Perception. (6th ed.). USA: Wardsworth.
- Kanheman, D. (2010). Thinking fast and slow.

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40
					2.11

Question Paper Pattern

Core Course **EXPERIMENTAL PSYCHOLOGY- PRACTICAL 1**

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
III	3B 06 PSY	3		

Objectives:

- To create interest in practical application of psychology
- To facilitate comprehension of theoretical concepts through experiments
- To familiarize the students with psychological instruments and tools
- To develop scientific and experimental attitudes among students

1. LEARNING

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

2. TRANSFER OF LEARNING

- a. Bilateral transfer
- b. Habit interference

3. MOTIVATION

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

4. MOTOR TESTS

- a. Finger dexterity test
- b. Tweezer dexterity test
- c. Steadiness test
- d. Tracing

5. PSYCHOPHYSICS

a. Weight discrimination

REFERENCES

- Mohsin,S.M (2005). Experiments in Psychology. New Delhi, Motilal Banarsidas
- Shergill, H.K.(2012) Experimental Psychology. New Delhi, PHI Learning Pvt Ltd
- Woodworth, R.S, & Schlosberg,H. (1971). Experimental Psychology. New Delhi, Oxford & IBH Publishing Co.

Guidelines:

A minimum of eight experiments has to be completed, two from each section.

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

EXAMINATION

Examination of the Experimental Psychology – Practical 1 (3B 06 PSY) will be conducted at the end of fourth semester.

EVALUATION CRITERIA

External Evaluation	Introduction	– 5 marks
40 marks	Administration	- 8 marks
	Result & discussion	– 10 marks
	Record - 7 marks	
	Viva	- 10 marks
Internal Evaluation	Based on the per	formance of the
10 Marks	student including pu	inctuality, interest,
	commitment etc	

Core (Course
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PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
IV	4B 07 PSY	4	3	3 HOURS

Objectives:

- To make the students aware of the major psychological approaches to the study of personality.
- To familiarize them with the concepts of IQ, mental age, and different theories of intelligence.
- To provide them insight in to the self as well as insight into others.

Module 1: Personality

Definition, approaches- trait- Concept of a personality trait, cardinal, central and secondary dispositions, surface and source traits. Five Factor theory- Characteristics of each of the factors and sub dimensions. Humanistic- Rogers- the field of experience, the self as process, self actualizing tendency, personal power, congruence and incongruence, fully functioning person. Maslow- Hierarchy of Needs, self actualization. Myers- Briggs theory. Self and personality- group membership and social identity.

Module 2: Theories of Personality

Freud's theory of Personality – structure of mind- Id, Ego, Super ego. Instincts: life and death instincts, characteristics of instincts. Different types of anxiety and defense mechanisms. Psychosexual stages- Oedipus complex, interpretation of Dreams. Contributions of Neo Freudians in brief: Erikson, Jung, Adler, Horney, Erich Fromm.

Module 3: Intelligence

Intelligence- definition, mental age, IQ, Binet-Simon scale, heredity and environment as determinants of intelligence. The cognitive base of intelligence. The neural basis of intelligence: intelligence and neural efficiency. Gender differences in intelligence. Assessment- individual and group tests.

Module 4 : Intelligence theories

Traditional theories- Spearman, Thurstone, Cattel, Guilford. Qualitative theories-Piaget and Vygotsky, Recent theories of intelligence- Gardner, Sternberg, Goleman emotional intelligence.

REFERENCES

- Weiten, B. (2011). Psychology: themes and variations. USA: Wardsworth.
- Myers, D,G. (2010). Psychology(9th ed). USA: Worth publishers.
- Baron, R.A.(2013) Psychology. India: Dorling Kindersley.
- Quick, J.C., & Nelson, D. L. (2006). Organizational behavior. India: Thomson learning

Additional Reading

- Gregory, R.J.(2006). Psychological Testing. (4th ed). India: Dorling kinderesly.
- Aleem, S. (2012). Theories of Psychology. India: Dorling Kindersley.
- Hall, C.S., Lindzey, G., Campbell, G.B. Theories of Personality. (4th ed). New Delhi: John Wiley& sons
- Misra, G. (2009). Psychology in India, Vol 1. India: Dorling Kindersely

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course EXPERIMENTAL PSYCHOLOGY- PRACTICAL 2

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

Objectives:

- To create interest in practical application of psychology
- To facilitate comprehension of theoretical concepts through experiments
- To familiarize the students with psychological instruments and tools
- To develop scientific and experimental attitudes among students

1. MEMORY

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

2. SENSATION AND PERCEPTION

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

3. ATTENTION

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

4. REACTION TIME

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

5. PROBLEM SOLVING

a. Pyramid puzzles

REFERENCES

- Mohsin,S.M (2005). Experiments in Psychology. New Delhi, Motilal Banarsidas
- Shergill, H.K.(2012) Experimental Psychology. New Delhi, PHI Learning Pvt Ltd
- Woodworth, R.S, & Schlosberg,H. (1971). Experimental Psychology. New Delhi, Oxford & IBH Publishing Co

Guidelines:

A minimum of eight experiments has to be completed, two from each section.

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

EXAMINATION

Examination of the Experimental Psychology – Practical 2 (4B 08 PSY) will be conducted at the end of fourth semester.

External Evaluation	Introduction	– 5 marks
40 marks	Administration	- 8 marks
	Result & discussion	– 10 marks
	Record	- 7 marks
	Viva	- 10 marks
Internal Evaluation	Based on the per	formance of the
10 Marks	student including pu	inctuality, interest,
	commitment etc	

EVALUATION CRITERIA

Core Course	METHODOLOGY AND PERSPECTIVES OF PSYCHOLOGY			
SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
V	5B 09 PSY	5	5	3 HOURS

Objectives

- To familiarize the students with the methods in psychological research
- To help the student in understanding the concepts of psychological assessment
- To help the students to get broader understanding on report writing
- To make them aware of ethical issues in psychological research

Module I: Introducing Research Methodology

Psychology as a science - objectives of science, Method & methodology, steps in scientific research, Research methods in psychology - Observation, interview, case study, survey, content analysis.

Module 2: Research Process

Research Process- formulating a research problem, variables- dependent, independent, extraneous, hypothesis- types of hypothesis, Sampling- need for sampling, fundamentals of sampling, factors influencing decision to sampling, sampling strategies in qualitative and qualitative research, sampling error.

Module 3: Introduction to Psychological Testing

Definition of psychological test, characteristics, difference between psychological test and assessment, difference between psychological test and measurement, classification, uses and administration of psychological test; Concepts of reliability and validity.

Module 4: Psychological assessment

Assessment of Intelligence- verbal and non-verbal test; Assessment of Personalityobjective and projective; Aptitude, Attitude, Achievement.

Module 5: Report writing and Ethical issues

Reporting research- sections of an experimental report, reporting non-experimental studies; Ethical issues in Psychological research- importance, codes and conduct, principles, conducting research with non-human animals

REFERENCES

- Flick, U. (2011). Introducing Research Methodology. New Delhi: Sage Publications
- Singh, A. K. (2010). Tests, measurements and Research Methods in behavioral sciences. New Delhi: Bharathi bhawan
- Jones, S & Forshaw, M. (2014). Psychology Express: Research Methods in Psychology. New Delhi: Pearson Edition
- Hussain, A. (2012). Psychological Testing. New Delhi: Pearson Edition

Additional reading

- Kothari, C. R. (2009). Research Methodology- Methods & Techniques. (2nd ed.). India: repro India Limited
- Evans, A. N & Rooney, B. F. (2008). Methods in Psychological Research. USA: Sage Publications
- Chawla, D & Sondhi, N. (2011). Research Methodology- Concepts & cases. New Delhi: Vikas Publishers

Question Paper Pattern

Section	Type of Questions	No of	Questions to	Marks	Total
		questions	be		Marks
			attempted		
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course

DEVELOPMENTAL PSYCHOLOGY

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

Objectives

- To help the student in understanding the importance of life span development
- To help the students to get broader understanding on various theories of life span development
- To make the students learn various dimensions of human development

Module 1: Introduction

Importance of life span development, Historical Perspective, Characteristics of Life Span development, Nature of development, Cross sectional and longitudinal approaches.

Theories of Development- Freud, Erikson, Piaget, Vygotsky, Information processing, Behavioral, Social, Cognitive, Ethological and Ecological theories.

Module 2: Prenatal Development

Germinal period, Embryonic Period, Fetal Period. Prenatal Diagnostic test. Effects of teratogens, Neonatal health and responsiveness, consequences' of low weight.

Module 3: Physical development and aging

Cephalocaudal and proximodistal pattern,Newborn- reflexes, perception (vision, hearing, other sense, intermodal perception). Height and weight in infancy and childhood. Gross and fine motor skills and 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-object performance, preoperational stage-intuitive thought, concrete operations-conservation, formal operations.

Module 5: Socio-Emotional development:

Attachment and love- 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-exemplars.

REFERENCES:

- Santrock.J.W. (2005). A Topical Approach to Life-span Development, 3rd ed. New delhi: Tata McGraw-Hill
- 2. Berk.E., Laura (2005). Child Development. New Delhi: Prentice Hall.
- 3. Papalia.E.D., Old,W.S and Feldman,D.R (2004). *Human Development*. New Delhi: Tata McGraw-Hill

Additional reading

- 1. Santrock.J.W. (2007). Life-span Development, 3rd ed. New delhi: Tata McGraw-Hill
- **2.** Sigelman, C.K & Rider, E.A (2009). *Life-span Human Development-*6th edition. USA:Wadsworth Cengage Learning
- **3.** Sigelman, C.K. (1999). *Life-span Human Development*. New York; Brooks/Cole Publishing Co

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course

PSYCHOLOGY OF LIFE STYLE

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

Objectives:

- To introduce the concept of health and habits related to health.
- To give an overview regarding the emerging field of Lifestyle Psychology.
- To make the students aware about the Health related behaviors.
- To give the students an in-depth knowledge regarding the causative factors of stress, its effect and the management of stress.

Module 1: Health- An Overview

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

Module 2: Conceptualising 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.

Module 3: Health Related Behaviors

Exercise, Accident Prevention, Cancer related Health Behaviors, Developing a Healthy diet-Weight Control and Obesity, Eating Disorders, Sleep and Health.

Module 4: Stress and Coping

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, Coping resources, Coping strategies, Coping styles, Coping and Positive Affect. Stress Management.

REFERENCES

• 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.

Additional reading:

- 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.

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course

APPLIED PSYCHOLOGY-1

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
V	5B 12 PSY	5	4	3 HOURS

Objectives

- To familiarize the students with the field of organizational behavior
- To help the student in understanding various concepts in organizational behavior
- To help the students to familiarize with the field of educational psychology
- To make them aware of various concepts in educational psychology

I. Organizational Behavior

Module 1: Introduction: importance of interpersonal skills, what managers do? Enter organizational behavior, discipline that contribute to the OB, challenges and opportunities,

Module 2: Foundation of organization: structure- work specialization, departmentalization, chain of command, span of control, centralization and decentralization, formalization. Simple structure, bureaucracy, matrix. Culture: definition, strong vs. weak culture, functions, how culture begins, how cultures form?. Group- Definition, stages of group development, roles, norms, status, size and cohesiveness

II. Educational Psychology

Module 3: Exploring Educational Psychology: Defining the discipline; Historical Background, Nature and scope of educational psychology; Teaching; art and science, effective teaching, professional knowledge and skills, commitment and motivation, Piaget's and Vigodsky's contribution to Education. Research methods in educational psychology

Module 4: Motivation of learning: what is motivation, perspectives of motivation, self efficacy, Values and purpose, social motives, social relationships, socio-cultural context

Students with achievement problems: students who low achieving, high anxiety, avoiding failure, procrastinate, uninterested, perfectionist.

REFERENCES:

- 1. Robbins.S.P., Judge.T.A., Vohra.N (2012), *Organizational Behavior*,14th ed. New Delhi: Pearson
- 2. Santrock.J.W (2011), *Educational Psychology*. 4th ed. New Delhi; Tata McGraw Hill.

Additional reading

- 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.

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course PSYCHOLOGICAL TESTING -PRACTICAL 1

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
V	5B 13 PSY	4		

Objectives:

- To facilitate comprehension of theoretical concepts through psychological testing
- To familiarize the students with psychometric assessment
- To develop scientific and experimental attitudes among students
- To develop skill for testing in psychology

1. PERSONALITY

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

2. INTELLIGENCE

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

3. ADJUSTMENT

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

REFERENCES

- Alken,L.R & Groth-Mamet,G. (2009). Psychological testing & Assessment (12th Edition). New Delhi, Pearson Inc.
- Anastasi, A & Urbina, S. (1997) Psychological Testing (7th Ed). New Delhi, Prentice Hall of India
- Gregory, R.J (2006). Psychological testing- History, Principles & Applications (4th Ed). New Delhi, Pearson Inc.

Guidelines:

A minimum of eight assessment has to be completed.

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

EXAMINATION

Examination of the Psychological testing – Practical 1 (5B 13 PSY) will be conducted at the end of sixth semester.

EVALUATION CRITERIA

External Evaluation	Introduction	– 5 marks		
40 marks	Administration	- 8 marks		
	Result & discussion	– 10 marks		
	Record	- 7 marks		
	Viva - 10 marks			
Internal Evaluation	Based on the per			
10 Marks	student including pu	inctuality, interest,		
	commitment etc			

Core Course

APPLIED PSYCHOLOGY-2

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
VI	6B 14 PSY	5	4	3HOURS

Objectives

- To familiarize the students with the field of health psychology
- To help the student in understanding various concepts in Forensic Psychology
- To help the students to familiarize with the field of Sport Psychology
- To make them aware of various concepts in Environmental Psychology
- To make the students familiarize with the field of Positive Psychology

Module 1: Health Psychology

Definition, Bio-psycho-social model. Health Promotion, changing health habit. Health compromising behavior- alcoholism and smoking, Personality and disease-(Teacher should give brief introduction about the increased use alcohol and smoking)

Module 2: Forensic Psychology

Definition, an over view- police psychology, psychology of crime and delinquency, victimology and victim services, legal psychology, and correctional psychology. Ethical issues associated with forensic psychology.

Module 3: Sport Psychology

Definition, What does the sport psychologist do? Ethics in sport psychology, the sport psychology consultant, psychological skills training program-who is the client?, initial meeting with the athletes, education of the sport psychologist relative to activity, development of a needs assessment plans, psychological methods and strategies, actual teaching and learning of selected psychological methods.

Module 4: Environmental Psychology

Definition, Characteristics, the role of humans in nature, environmental attitudes, personal space- function, Individual differences in personal space, consequences of personal space invasions. Territorial Behavior, territory and aggression (explain briefly about the environmental problems like noise, climatic changes, natural disasters in context with our environment)

Module 5: Positive Psychology

Definition, positive emotions and well being, resilience, happiness across the life span, gender and happiness, marriage and happiness, positive traits, self esteem and happiness, optimism and well being.

REFERENCES:

- Taylor.S.E (2012), *Health Psychology*. 7th ed. New Delhi: Tata McGraw-Hill
- Bartol.C.R., Bartol A.M(2008), *Introduction to Forensic Psychology Research and Application*, 2nd ed., New Delhi: Sage Publications India Pvt.Ltd
- Cox.R.H., (2007), *Sport Psychology Concepts and Applications*, 6th ed., New Delhi: Tata McGraw-Hill
- Bell.P.A., Greene.T.C., Fisher.J.D., Baum.A., (2001), *Environmental Psychology*, 5th ed. USA: Earl Mcpeek
- Baumgarder.S.R., Crothers.M.K., (2009), *Positive Psychology*, 1st ed. New Delhi: Pearson

Additional reading

- Davey, G. (2011). *Applied Psychology*. UK: The British Psychological Society and Blackwell Publishing Ltd.
- Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. (2011). *Health Psychology*(3rd ed.). New Delhi: Sage Publications.

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course

COUNSELLING PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
VI	6B 15 PSY	5	4	3 HOURS

Objectives:

- To provide a broader understanding on counseling and guidance.
- To give detailed knowledge regarding the counseling process and equip the students to get into the practical field
- To give the students a basic knowledge regarding the approaches in counselling.
- To give the students an idea regarding the do's and don'ts of counselling.

Module 1: Counseling and Guidance

Counselling-definition, its nature, and scope, Goals of counseling, Basic counseling skills. Guidance- Definition, Need, Characteristics and goals of guidance, Different types of Guidance. Difference between guidance and counseling.

Module 2: The counseling process

Counselling-content and process, Steps in the counseling process- relationship establishment (Counselling relationship, Listening Skills-probing, paraphrasing, confrontation,), problem identification and exploration, planning for problem solving, solution application and termination. Variables affecting the process, portrait of an effective counselor. Counselee characteristics and counseling outcomes.

Module 3: Approaches to Counselling

Psychoanalaytic – (Freud's Theory), Behavioristic(Skinner and Pavlov's theory) and Humanistic(Rogers and Maslow's theory)approaches to Counselling.

Module 4: Ethics in Counselling

Ethical Principles- Respect for Autonomy, Beneficence, Non malfeasance, Justice, Fidelity. Common ethical violations by Mental Health Professionals. The status of the Guidance and Counselling Movement in India.

REFERENCES

• Gibson, R.L., & Mitchell, M.H. (2003). *Introduction to Counselling and Guidance* (6th ed.). USA: Pearson Education, Inc.

- Nelson, R., & Jones. (2011). *Theory and Practice of Counselling & Therapy*(5th ed.). New Delhi: Sage Publications.
- Rao, N.S., & Sahajpal, P. (2013). *Counselling and Guidance* (3rd ed.). New Delhi: Tata Mc.Graw-Hill Publishers.

Additional Reading

- Jones, R.N. (2008). *Counselling Skills- A Helper's Manual* (2nd ed.). London: Sage Publications.
- Kochhar, S.K. (2004). *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers.
- Patterson, Lewis, E. (1999). *Counselling Process* (5th ed.). USA: Thomson Asia Pvt Ltd.

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be	Marks	Total Marks
			attempted		
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course

CLINICAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
VI	6B 16 PSY	5	5	3 HOURS

Objectives:

- To make the students understand the difference between normality and abnormality.
- To make the students aware about psychopathology and the causal factors.
- To make the students aware about the types, course, symptomatology, assessment and evaluation of some important minor psychological disorders, childhood disorders and major psychological disorders.
- To generate interest in the field of Clinical Psychology.

Guidelines:

- The classes on Module 1 should give a clear idea regarding the Field of Clinical Psychology and the difference between normal and abnormal behavior.
- Case discussions can be given in Module 3 and 4 which will give the students a clear idea regarding the disorders.

Module 1: Introduction to Clinical Psychology

Scope, Definition, Evaluation, Concept of Normality and Abnormality-Different Criteria. Concept of Healthy Personality.

Module 2: Psychopathology and Causal Factors

Definition of Psychopathology. Factors causing Psychopathology-Biological Factors-Brain dysfunction, Genetic factors, Constitutional liabilities, physical deprivation. Psychological factors- Marital Schism and Marital Skewness, Inadequate parenting.

Module 3: Minor Psychological Disorders and Childhood Disorders

Anxiety Disorders- Types, Course, Symptomatology. Childhood Behavioral Disorders- Types, Course, Symptomatology, Assessment and Evaluation.

Module 4: Major Psychological Disorders

Schizophrenia- Definition, Course, Symptomatology, Different types of Schizophrenia. Bipolar Disorders- Types, Definition, Course, Symptomatology.

Module 5: Addictive Disorders

Alcholism- Stages of Alcoholism, Management, Counselling and Psychotherapy for management.

REFERENCES

- Carr, A. (2012). *Clinical Psychology- An Introduction*. New York: Routledge Publishers.
- Hecker, J.E., & Thorpe, G.L. (2007). *Introduction to Clinical Psychology-Science, Practice and Ethics.* New Delhi: Pearson Education.
- Pomerantz, A.M. (2008). *Clinical Psychology- Science, Practice and Culture*. USA: Sage Publishers.

Additional Reading

- Bennet, P. (2010). *Abnormal & Clinical Psychology-An Introductory Textbook*. Delhi: Tata Mc.Graw Hill Education Pvt. Ltd.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). Delhi: Pearson Education.

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be	Marks	Total Marks
			attempted		
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Core Course

PSYCHOLOGICAL TESTING - PRACTICAL 1I

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

Objectives:

- To facilitate comprehension of theoretical concepts through psychological testing
- To familiarize the students with psychometric assessment
- To develop scientific and experimental attitudes among students
- To develop skill for testing in psychology

1. ABNORMALITY

- a. Beck Depression Inventory
- b. State Trait Anxiety Inventory

2. SELF

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

3. SOCIAL INTELLIGENCE

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

4. EMOTION

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

REFERENCES

- Alken,L.R & Groth-Mamet,G. (2009). Psychological testing & Assessment (12th Edition). New Delhi, Pearson Inc.
- Anastasi, A & Urbina, S. (1997) Psychological Testing (7th Ed). New Delhi, Prentice Hall of India
- Gregory,R.J (2006). Psychological testing- History, Principles & Applications (4th Ed). New Delhi, Pearson Inc.

Guidelines:

A minimum of six assessments has to be completed.

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

EXAMINATION

Examination of the Psychological testing – Practical 2 (6B 17 PSY) will be conducted at the end of sixth semester.

EVALUATION CRITERIA

External Evaluation	Introduction	– 5 marks
40 marks	Administration	- 8 marks
	Result & discussion	– 10 marks
	Record	- 7 marks
	Viva	- 10 marks
Internal Evaluation	Based on the per	
10 Marks	student including pu	inctuality, interest,
	commitment etc	

Core Course

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
VI	6B 18 PSY	5	2	2HOURS

Objectives:

- To create interest in practical application of psychology
- To familiarize the students with different fields of application in psychology
- To develop attitudes for practical application of psychological principles in various institutions
- 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 placement (10 marks)- students have to undergo two day placement 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 placement (10 marks)- students have to undergo two day placement at industries to have a better understanding about roles that are played by counselors and human resource persons in industrial settings
- 4. School placement (10 marks) students have to undergo two day placement at schools to have a better understanding about roles that are played by school counselors and major issues among students
- 5. Community Placement (10 marks): students have to undergo two day placement in a community to have a better understanding about principles of community psychology.

The students have 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

External Evaluation	Descriptive report	– 20 marks
40 marks	Record	- 10 marks
	Viva	- 10 marks
Internal Evaluation		
10 Marks		

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
VI	6B 19 PSY	3	2	

Individual Project Work:

The project work should be based on qualitative research and the report submitted at the end of 6^{th} 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:

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

COMPLEMENTARY COURSES

B. Sc. PSYCHOLOGY

Sl	Course	Title	Semester	Hours/	Credit	Exam
No	Code			Week		hours
1	1 C 01 PSY	Elements of Human	1	4	3	3
		Physiology				
2	2 C 02 PSY	Physiological Psychology	2	4	3	3
3	3 C 03 PSY	Neurobiological Perspectives	3	5	3	3
		of Behaviour				
4	4 C 04 PSY	Bio Psychology	4	5	3	3

Complementary Course

ELEMENTS OF HUMAN PHYSIOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
1	1C 01 PSY	4	3	3

Objectives:

- To understand human body
- To give basic introduction about human bodily functions
- To acquire scientific knowledge about human physiology.

Module 1: Cell Physiology

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

Module 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

Module 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.

Module 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, Juxta glomarular, collecting tubule, blood supply of the kidney, urine formation- glomerular filtration, tubular re absorption, tubular recreation & tubular synthesis

Module 5: Protection and Survival

Skin –anatomy of the skin, skin colour- melanin, cartene, heamoglobin, abnormal colour-cyanosis, jaundice, hemochromatiosis. 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.

REFERENCES:

- 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

Additional Reading

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

Question Paper Pattern

Section	Type of Questions	No of	Questions to	Marks	Total
		questions	be		Marks
			attempted		
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
2	2C 02 PSY	4	3	3

Objectives:

- To give comprehensive foundation of physiological psychology
- To provide basic introduction about evolutionary and genetic perspectives of behavior
- To develop an understanding in different sensory system and its functioning
- To equip the student with the most essential and fundamental physiological processes underlying psychological events.

Module 1: 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.

Module 2: Chromosomal Anomalies & Disorders

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

Module 3: Visual System

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

Module 4: Auditory & Vestibular System

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

Module 5: Somato-Sensory, Olfactory & Gustatory System

Olfactory system: - nature of odour, anatomy and function of olfactory system, disorders of olfactory system, accessory olfactory system, vemoronasal sensation &

pheromones. Somatosensory system - somatosensory receptors, neural coding for touch; pressure; temperature, kinesthetic – coding position & movement. Pain stimuli, gate theory of pain, ways to reliving 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.

REFERENCES:

- 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 : Wadswoth Thomson learning, Inc
- Plomin, R., DeFries, J.C., McClearn, G.E., McGuffin, P. (2001). Bhavioural genetics (4th ed). New York: Worth publishers

Additional Reading

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

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be	Marks	Total Marks
		1	attempted		
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Complementary Course		NEUROBIOLOGICAL PERSPECTIVES OF			
			B	EHAVIOUR	
SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM	
3	3C 03 PSY	5	3	3	

Objectives:

- To enhance knowledge about brain and behavior
- To develop an understanding of neuro-biological perspectives of behavior.
- To develop the basic understanding of hormone and behaviour

Module 1: 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.

Module 2: 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, multisynaptic reflex – brain and reflex action.

Module 3: 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.

Module 4: 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.

Module 5: Hormones and Behaviour

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

REFERENCES:

- Kolb, B., Whishaw , I. Q. (2006). An introduction to brain and behaviour (3rd ed.). USA: Worth Palgrave Macmillan
- Garrett, B. (2011). Brain and behaviour- an introduction to biological psychology (3rd ed.). Canada: Sage publications
- Pinel, J. P. J. (2006). Biopsychology (6th ed.). U S A: Pearson Education, inc.
- Levinthal, C. F. (1990). Introduction to physiological psychology (3rd ed.). USA: Pearson Education, Inc.

Additional Reading

- Pinel, J.P.J.(2007). Basics of psychology.USA:Pearson education, Inc
- Kalat, J. W. (2009). Biological Psychology(9th ed.). U S A : Pearson education, Inc.

Question Paper Pattern

Section	Type of Questions	No of	Questions to	Marks	Total
		questions	be		Marks
			attempted		
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Complementary Course

BIOPSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
4	4C 04 PSY	5	3	3

Objectives:

- To develop an understanding of biological basis of bahaviour
- To equip the student of psychology with the most essential and fundamental biological processes underlying psychological events.

Module 1: Motivation and Regulation of Internal States

Homeostasis & allostasis, Thirst: osmotic thirst, hypovolemic thirst, thirst & hypothalamic control, Non- homeostatic drinking, temperature regulation: endotherm & ectotherm, poikalotherms & 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.

Module 2: 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.

Module 3: Biological Basis of Sexual Behaviour

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

Module 4: Neural Basis of Emotion

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

Module 5: 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.

REFERENCES

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

Additional Reading

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

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

COMPLEMENTARY COURSES

B A. PHILOSOPHY

Sl	Course	Title	Semester	Hours/	Credit	Exam
No	Code			Week		hours
1	1 C 05 PSY	General Psychology	1	4	3	3
2	2 C 06 PSY	Social Psychology	2	4	3	3
3	3 C 07 PSY	Perspectives in Psychology	3	5	3	3
4	4 C 08 PSY	Abnormal Psychology	4	5	3	3

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
1	1C 05 PSY	4	3	3

Objectives

- To familiarize students with the basic psychological terminology, concepts and theories.
- To make them aware of the major perspectives, areas, and methods in psychology
- To help the students to understand different learning principles
- To develop a broader understanding of different theories of emotion and motivation
- To help the students to understand basic cognitive processes and personality

Module I: Introduction to psychology

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

Module 2: 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.

Module 3: 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.

Module 4: Emotion

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

Module 5: Personality

Definition, origin of personality- early approaches to personality- Hippocrates, Sheldon, ancient Indian typology (Gunas).theories of personality- biological-

evolutionary and genetics; psychodynamic- Freud, Jung, Adler, Horney; behavioral-Skinner, Bandura; cognitive- Kelly's personal construct theory; humanistic- Roger, Maslow; type and trait theories- Allport, Eysenck, Cattell, Type A and Type B, The big five theory.

REFERENCES

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

Additional Reading

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

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Question Paper Pattern

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
2	2C 06 PSY	4	3	3 HOURS

Objectives

- To familiarize students with the basic principles in social psychology
- To make them aware of the major perspectives, areas, and methods in social psychology
- To help the students to understand different principles behind perception and attitude
- To develop a broader understanding of different theories of pro-social behavior and the concepts of stereotyping and prejudice

Module 1: 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.

Module 2: 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.

Module 3: Attitude: what is attitude? components of attitude, how attitudes develop - classical conditioning, instrumental conditioning, observational learning, attitude maintenance and change.

Module 4: Pro-social behavior: responding to an emergency, external and internal influences .

Module 5: Stereotyping and prejudice: how members of different groups perceive inequality, nature and origin of stereotyping, prejudice.

REFERENCES:

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

Additional reading

- Myers, D. G. (1990). *Social psychology* (3rd ed.). New York : Mc Graw Hill, Inc.
- Crisp, R.J. & Turner, R. N. (2012). Essential Social Psychology (2nd ed.). New Delhi, Sage South Asia Edition
- Delmater, J. D. & Myers, D. L. (2007). Social Psychology (6th ed.). USA: Thomson learning, Inc.
- Kassin, S., Fein, S., & Markus, H. R. (2008). Social Psychology. (7th ed.). New York: Houghton Mifflin company.
- Brown, J.D. (2006). Social Psychology. New York : Mc Graw-Hill companies, Inc.

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Complementary Course

PERSPECTIVES IN PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
3	3C 07 PSY	5	3	3 HOURS

Objectives:

- To develop the basic understanding in early perspectives in psychology
- To enhance knowledge in psychology and its different perspectives

Module 1: Psychology early Perspectives

Definition, psychology as a science, goals and branches of psychology, history of psychology, Early perspectives in psychology- introspection, structuralism, functionalism, Gestalt psychology.

Module 2: Developmental and Psychoanalytic Perspectives

Psychoanalytic approach- Freud's psychoanalytic theory, levels of consciousness, structure of personality, defense mechanisms, psycho sexual developmental stages, neo Freudians- Carl Jung analytical psychology, Karen Horney, Adler's individual psychology.

Developmental perspectives: Freud's psycho sexual development, Erick Erickson's psycho social development, kohlberg moral development, Piaget's cognitive development, Noam Chomsky's theory of language development.

Module 3: Biological and Evolutionary Perspectives

Biological perspectives: Humoral theory of hippocrates, the constitutional theory of kretschmer, somatotype theory of shledon, trait theory of Eyesenk.

Evolutionary perspectives: Darwin's theory of natural selection, cosmides and Tooly principles of evolutionary psychology, key features of evolution- natural selection and adaptation.

Module 4: 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.

Module 5: Humanistic and Socio-cultural Perspectives

Abraham Maslow's self actualization, Carl Roger self theory, existential theory - Rollo May, Viktor Frankl, Berry's cultural perspectives.

REFERENCES:

- Jarvis, M. (2012). Theoretical approaches in psychology. London: Rouledge.
- Aleem, S. (2012). Theories of personality. New Delhi : Dorling Kindersley Pvt Ltd.
- Singh, A. K. (2006). The comprehensive history of psychology. New Delhi: Motilal Banarsidass Publishers.
- Leahay, T. H. (2004). A history of psychology main currents in psychological thought (6th ed.). New Delhi: Pearson education, Inc
- Lawson, R. B., Graham, J.E.B., & Baker, K. M. (2009). A history of psychology- globalization ideas, and applications. New Delhi: Dorling Kindersley India Pvt Ltd.
- Hergenhahn, B.R. (2001). An introduction to the history of psychology (4th ed.). U S A: Wadsworth & Thomson learning

Additional Reading

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

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Complementary Course

ABNORMAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
4	4C 08 PSY	5	3	3 HOURS

Objectives:

- To give the students an overall idea regarding the concept of normality and abnormality.
- To introduce the types, course, signs and symptoms of some important Major and Minor Psychological disorders along with the course and causative factors of substance abuse.

Module 1: Introduction

Concept of normality and abnormality, Criteria for defining abnormal behavior, Concept of healthy personality, Historical view of abnormal behavior.

Module 2: Abnormality- Causal Factors

Biological Factors, Psychological Factors and Socio-Cultural Factors.

Module 3: Minor Psychological Disorders

Anxiety Disorders- Types, Course, signs and Symptoms. Depressive disorders- Types, Course, signs and Symptoms.

Module 4: Major Psychological disorders

Schizophrenia- Types, Course, Signs and Symptoms. Bipolar Disorders- Types, Course, Signs and Symptoms.

Module 5: Substance abuse

Alcohol abuse and Dependence- Course, Biological factors & Psycho-social factors in Alcohol Abuse and Dependence, Drug abuse and Dependence.

REFERENCES

- Barlow, D.H., & Durand, V.M. (2009). *Abnormal Psychology- An Integrative Approach* (5th ed.). USA: Wadsworth Cengage Learning.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology* c Delhi: Pearson Education.

• Kearney, C.A., & Trull, T.J. (2012). *Abnormal Psychology and Life- A Dimensional Approach*. Delhi: Cengage Learning.

Additional reading:

- Comer,R.J. (2004). *Abnormal Psychology- 5th edition*. New York ; Worth publishers
- Bennet, P. (2010). *Abnormal & Clinical Psychology-An Introductory Textbook*. Delhi: Tata Mc.Graw Hill Education Pvt. Ltd.

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

COMPLEMENTARY COURSES

BSW

Sl	Course	Title	Semester	Hours/	Credit	Exam
No	Code			Week		hours
1	1 C 09 PSY	General Psychology	1	4	3	3
2	2 C 10 PSY	Social Psychology	2	4	3	3

GENERAL GENERAL PSYCHOLOGY SEMESTER COURSE CODE HOURS/ WEEK CREDIT EXAM 1 1C 09 PSY 4 3 3 HOURS

Objectives

- To provide understanding regarding basic psychological processes
- To develop an understanding of various theories and factors associated with motivation and emotion
- To provide basic knowledge about the personality, its determinants and theories.
- To learn about basic cognitive processes

Module I: Introducing psychology

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

Module 2: 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.

Module 3: 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, Schater's two factor theory. Emotional intelligence

Module 4: Personality

Definition, origin of personality- early approaches to personality- Hippocrates, Sheldon, ancient Indian typology (Gunas).theories of personality- biologicalevolutionary and genetics; psychodynamic- Freud, Jung, Adler, Horney; behavioralSkinner, Bandura; cognitive- Kelly's personal construct theory; humanistic- Roger, Maslow; type and trait theories- Allport, Eysenck, Cattell, Type A and Type B, The big five theory.

Module 5: 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

REFERENCES

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

Additional Reading

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

Question Paper Pattern

Section	Type of Questions	No of	Questions to	Marks	Total
		questions	be		Marks
			attempted		
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Complementary Course

SOCIAL PSYCHOLOGY

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
2	2C 10 PSY	4	3	3 HOURS

Objectives

- To enable students to understand the influence of social factors on individual behavior.
- To understand the social problems in terms of various social psychological theories.
- To provide the students with an overview of various social phenomenon

Module 1: 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.

Module 2: 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

Module 3: 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

Module 4: Pro-social behavior

Responding to an emergency, external and internal influences, theories and steps, ways to increase prosocial behaviour

Module 5: Social Influence and Social Relations

Social Influence: Conformity; Compliance & obedience.

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

REFERENCES:

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

Additional reading

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

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
Α	One word questions	4	4	1	4
В	Short Answer questions	10	7	2	14
С	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		Total			40

Question Paper Pattern



Sl	Course Code	Title	Semester	Hours/	Credit	Exam
No				Week		hours
1	5 D 01 PSY	Psychology of life style	5	2	2	2
2	5 D 02 PSY	Stress Management	5	2	2	2
3	5 D 03 PSY	So ft Skill Development	5	2	2	2

Open Course

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
5	5D 01 PSY	2	2	2 HOURS

Objectives:

- To introduce the concept of health and habits related to behaviors.
- To make the students aware about the role of Food, Sleep and Exercise in Health.
- To give the students an idea regarding personality characteristics and their relationship with health behaviors.
- To make the students aware about the causative factors of stress and the management of stress.

Module 1: Health- An Overview

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

Module 2: Food, Sleep and Exercise as Determinants of Health

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

Module 3: Personality and Health Behavior

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

Module 4: Stress and Coping

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

REFERENCES

- 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.

Additional reading:

- 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.

Open Course

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
5	5D 02 PSY	2	2	2 HOURS

Objectives:

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

Module 1: Stress & Wellness

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

Module 2: Coping Stress

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

Module 3: Stress, Health & Diseases

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

Module 4: Stress Management

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. Ventile feelings and irrational thought control, self talk & stress, laughing therapy.

REFERENCES

- Hariharan, M., Rath, R. (2008). Coping with life stress- the Indian experience. New Delhi: Sage publications.
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- 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 from ancient Indian wisdom. Trivandrum : Ane book Pvt, Ltd.

Additional reading

- 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.

Open Course

SOFT SKILL DEVELOPMENT

SEMESTER	COURSE CODE	HOURS/ WEEK	CREDIT	EXAM
5	5D 03 PSY	2	2	2 HOURS

Objectives:

This paper addresses one of the most widely felt need of the new generation, which is generally ignored on 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 skill). 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

Module 1: Knowing Self & Soft Skill

Characteristic of soft skill. Misconceptions about soft skills. Attitude towards self and others. Self concept. Self image. Self esteem. Exploring the self- tesing IQ, EQ, values, interest, aptitude, and personality (MBI).

Module 2: Developing Presentation Skill

Structure of a presentation. Presentation tool. Voice modulation. Audience analysis. Body language. Barriers of performance. Expectation management. Time management. Articulateness. Assertiveness. Innovation and creativity.

Module 3: Developing Interpersonal and Team Skill

Elements of communication. Communication style. Listening: a vital part of communication. Transactional analysis (egogram and transactional exercise). Group & Teams – roles, norms status. Exploring team role preferences (exercise). Strategies in group discussion. Mok GD.

Module 4 : Career Planning

Requirement of career- knowledge, Skill & Attitude. Preparing for a career. Resume writing- process & principle. Structure and contents of resume. Preparing for tests, Interview & Meeting. Planning for life.

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• Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. India: Dorling Kindersley Pvt. Ltd.

- Wallace, H.R., Masters, L.A. (2006). Personality development. New York: Cengege learning India Private Limited.
- Daniel, K.M., Little, T.D. (2006). Handbook of personality development. London: Lawrence Erlbaum.
- Barrow, G., Bradshaw, E., & Newton, T. (2001). Improving behavior and raising self- esteem in the classroom: a practical guide to using transactional analysis . USA: crashing rocks books.
- Bolton, R. (1979). People skills: how to assert yourself, listen to others, and resolve conflicts. New York: Simon & schurter.
- Swets, P. W. (1985). The art of talking so that People will listen: Getting through to family, friends & business associates. Englewood cliffs : prentice-hall.
- Reardon, R., lenz, J., Peterson, G., & Sampson, J. P. (2012). Career development and planning: A comprehensive approach (2nd ed.). London :Thomson learning, Inc.