

# VIVEKANANDHA

## COLLEGE OF ARTS AND SCIENCES FOR WOMEN

ELAYAMPALAYAM, TIRUCHENGODE –Tk, NAMAKKAL DISTRICT

(Affiliated to Periyar University, Approved by AICTE, Re-accredited with 'A' Grade by NAAC)

Recognized under section 2(f) & 12 (B) of UGC ACT 1956,

An ISO 9001:2008 Certificate Institution



### DEPARTMENT OF PSYCHOLOGY

### B.SC. PSYCHOLOGY

### SYLLABUS & REGULATIONS

FOR CANDIDATES ADMITTED FROM 2019-2020 ONWARDS

UNDER AUTONOMOUS & CBCS PATTERN

**VIVEKANANDHA EDUCATIONAL INSTITUTIONS**

**Angammal Educational Trust**

**Elayampalayam, Tiruchengode (Tk) Namakkal (Dt)**

A

U

T

O

N

O

M

O

U

S

# **VIVEKANANDHA COLLEGE OF ARTS & SCIENCES FOR WOMEN**

(Autonomous)

ELAYAMPALAYAM, TIRUCHENGODE

## **B.SC (PSYCHOLOGY) - REGULATIONS**

(Candidates admitted from 2019-2020 onwards)

### **I. SCOPE OF THE COURSE**

**B.SC. PSYCHOLOGY** is an undergraduate programme aimed at equipping students with comprehensive knowledge and skills in regards to human psyche and actions by basing them on some concrete principles of and understanding. Graduate students are made aware of all the key principles and concepts of the subjects during the course of their studies. There has been an increase in the need for psychology and human behavior experts to take up various roles at rehabilitation and counseling level in the market. B.Sc. Psychology. Course in psychology transforms students into qualified practitioners who are ready to take up various roles in the job market. The program expects a serious commitment and involvement of the student to take up challenging study schedules and assignments. The course involves a blend of theoretical education and practical training which run concurrently for a period of three years and equips a student with knowledge, ability, skills and other qualities required for a psychologist.

The uniqueness of the program is its content and topic coverage, the teaching methodology and the faculty. The syllabus has been designed at a level equal to that of professional courses. The teaching methodology includes classroom lectures, industrial visits, Psychology programme, group discussion, case study using audio visual aids like PowerPoint presentation through LCD, OHP projector, Conferencing, Modern methods of teaching and Research oriented education, practical and project work. Focus is also on developing the soft skills development programme for the benefit of the students. For Core subjects, Outsource Guest Lectures by Educationalist, Practitioners, Industrialists and Professionals will be invited to enable the students to get wider exposure and gain practical knowledge. Students joining in this program can also enroll for themselves in any one of the professional courses like offered by Clinical Psychology, School Psychology, Educational Psychology, Health Psychology, HRM, Counseling etc.

## II. SALIENT FEATURES

- ✓ Course is specially designed for Psychology professionals.
- ✓ Special Guest lectures from Academician, Practitioners, Psychologist, Industrialists and Professionals will be arranged for the benefit of the student
- ✓ Exclusively this course caters to the students who are interested in pursuing professional courses like Clinical Psychology, Counseling, HRM etc.
- ✓ Enables students to gain a professional knowledge simultaneously during their B.Sc. (Psychology) Degree.
- ✓ Project work is included in the syllabus to enhance conceptual, analytical & detective skills among the students.

## III. OBJECTIVES OF THE COURSE

1. To impart knowledge in an advanced concepts and applications in various fields of Psychology.
2. To teach the recent developments in the various areas of Psychology.
3. To orient the students in an applied aspect of different advance Psychology field and practices.
4. To provide the students to learn new avenues introduced in professional courses.
5. To equip the students to occupy the important positions in School, Colleges, Universities, Hospital, industries, and related organizations.

To inspire the students to apply the knowledge gained for the Development of society in general

## PROGRAMME OUTCOME

**PO – 1:** After completing three years of Bachelors in science (Psychology) program, students would gain a thorough grounding in the fundamentals of Psychology.

**PO – 2:** The Psychology focused curriculum offers a number of specializations and practical exposures which would equip the student to face the modern-day challenges in Psychology Field.

**PO - 3:** The all-inclusive view of the course offer a number of value based and job oriented skills ensures that students will be trained into up-to-date. In Psychology courses beyond the introductory level, effective development will also progress to the valuing and organization levels.

## Program Specific Outcome (PSO)

**PSO – 1** Students will be able to demonstrate progressive learning of various methods related to Psychology. Students will be able to demonstrate knowledge in setting up a Psychology and other domain areas.

- PSO – 2** Students will demonstrate progressive affective domain development of values, the role of Psychology in society and organization.
- PSO – 3** Students will learn relevant Psychological skills for enhancing the knowledge, self-development, statements in various field in organizations.
- PSO –4** Students will learn relevant Psychological skills, applying both quantitative and qualitative knowledge to their future careers in organization.
- PSO – 5** Learners will gain thorough systematic and subject skills within various disciplines of Psychology.
- PSO – 6** Learners will be able to recognize features and roles of Psychologist, counselor, which will help learners to possess knowledge and other soft skills and to react aptly when confronted with critical decision making.
- PSO– 7** Learners will be able to prove proficiency with the ability to engage in competitive exams like UPSC, NTA, SET and other courses.
- PSO – 8** Learners will acquire the skills like effective communication, decision making, problem solving in day to day affaires
- PSO – 9** Learners will involve in various co-curricular activities to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain practical exposure.
- PSO –10** Learners can also acquire practical skills to work as psychologist, counselor, other psychology related services.
- PSO - 11** Learners will be able to do higher education and advance research in the field of psychology

#### **IV. ELIGIBILITY FOR ADMISSION**

Candidates seeking admission to the first year B.Sc. Psychology, shall be required to have passed the Higher Secondary Examinations conducted by the Government of Tamilnadu, with completed the 10+2 level of education from a recognized educational Board. Secured a minimum aggregate score of 50% at the 10+2 level, have reasonably good problem-solving and mathematical skills as one of the subjects or an examination of any other university or authority accepted by the syndicate, subject to such conditions as may be prescribed there to.

## **REGULATIONS**

### **V. TRANSITORY PROVISIONS**

Candidates who have undergone the UG Course of study before 2017-18 shall be permitted to appear for the examinations under the same regulations for a period of three years i.e., upto and inclusive of the examination of April/May 2019-20. Thereafter, they will be permitted to appear for the examination only under the regulations then in force. Supplementary examinations will be conducted within a month. In case of failure she has to complete within 5 years.

### **Choice Based Credit System**

Choice Based Credit System is a flexible system of learning. It allows different weightages in different courses based on the utility in the overall structure of curriculum. It permits the students to

- i. Choose electives from wide range of elective courses.
- ii. Undergo additional courses and acquire more than the required number of credits.
- iii. Adopt an inter–disciplinary approach in learning.

### **Eligibility for Award of Degree**

A student is eligible for the award of the degree only if she has undergone the prescribed course of study in the college for a period of three academic years (UG) / two academic years (PG) and passed the examinations of all the semesters prescribed earning 140 credits for U.G. and 90 credits for P.G.

## **Duration**

The total period of study for each programme is as below

U.G. Three years - 6 semesters

Each academic year is divided into two semesters.

The total number of working days is 90 days for each semester.

## **Curriculum**

### **U.G. Programme**

Part – I	-	Tamil / Hindi / Malayalam / any other
Part – II	-	English
Part – III	-	Core Subjects Allied Subjects Electives Project – Individual / Group Project
Part – IV	-	Skill Based Electives Non – Major Electives Environmental Studies Value Educations
Part – V	-	Extension activities

### **Extension Activities**

All students should enroll in **Part V Vivekanandha Outreach Programme** – to enable her to complete a degree course. Active participation of the student throughout the year in the extension activities choice is mandatory. **(1 Credit in VI Semester)**

### **The medium of instruction and Examinations**

The medium of instruction and examinations, for the papers under part I and II shall be in the language concerned. For part III and IV the medium of instruction and examinations shall be English.

### **Evaluation of the students**

The evaluation of the students in a particular course is based on their performance in (i) the Continuous Internal Assessment (1) and (2) the End Semester Examinations. (ESE)

For each theory paper the maximum marks for Continuous Internal Assessment and End Semester Examinations are 25 and 75 respectively and for **practical paper** the corresponding marks are 40 and 60.

### **Continuous Internal Assessment (CIA)**

For theory papers two CIA tests with duration of One hour each and one Model Examination with **Three hours** duration will be conducted every semester. **For practical it is as decided by the respective Board of Studies.** CIA test and Model Examinations will be conducted as per End semester Examination pattern.

Schedule of Internal Assessment Tests and Model Examinations are decided in advance by the Principal in consultation with the Controller of Examinations and Heads of the departments and is given in the Hand book.

Every candidate is required to get prior permission ( before the test model examination is conducted) from the Head of the Department and the Principal to write the test at a later date on valid reasons/ medical grounds. Where no such permission is obtained, the decision of the Head of the Department and the Principal, to hold or not to hold separate examination for any such candidate shall be final.

The valued answer script of CIA tests (1&2) and Model Examination shall be given to the candidates within 5 days after completion of the tests and examination for their personal verification during the class hours and collected back with the signature. The tests marks should be submitted to the office of the Controller of the Examinations immediately after getting the signature from the students.

### Continuous Internal Assessment

The weightage assigned to various components of the Continuous Internal Assessment is as follows.

		UG
1.	CIA Test I & II (Average)	- 5
2.	Model Examination	- 10
3.	Assignment	- 5
4.	Seminar	- 0
5.	Attendance	- 5

---

- Attendance

Upto 75%	-	0	
76 – 80%	-	1	
81 – 85%	-	2	} 5
86 – 90%	-	3	
91 – 95%	-	4	
96 – 100%	-	5	
<b>Total</b>	-		----
			<b>25</b>
			----

CIA marks are calculated by the teacher concerned, entered in the register, signed by the candidates and approved by the Heads of Departments and the Principal.

The hard copy and the soft copy (through email) of the CIA marks are submitted to the office of the Controller of Examinations before the last working day of every semester.



### **End Semester Examinations**

End Semester Examinations will be conducted for both **theory** and **practical papers** at the end of each semester (in the month of November for odd semester and April – May for the even semester).

### **End Semester Examinations Schedule**

The schedule for End Semester Examinations is fixed by the Controller of Examinations in consultation with the Principal and Heads of the Departments and is displayed on the notice board and also is circulated to the staff and students through College website ([www.vicas.org](http://www.vicas.org)).

### **Attendance**

The guidelines of attendance requirement issued by the Periyar University are adopted by the college.

<b>S.No</b>	<b>Percentage of Attendance</b>	<b>Remarks</b>
1	Secured not less than 75% of attendance of the 90 working days during the semester. (67.5 days)	Students are permitted to take the End Semester Examinations of any semester
2	Secured attendance between 74% and 65%	Students can write the exam after paying the condonation fee.
3	Secured attendance between 64% and 50%	Compensate the storage in attendance in the subsequent semester and appear for both semester papers together at the end of the latter semester with condonation fee.
4	Secured below 50% attendance	Not eligible to write the End semester examinations and she has to rejoin the same semester

## **Question Paper**

Question Papers for the End Semester Examinations theory papers are set by the external question paper setters and are scrutinized by a team of external experts in the discipline concerned.

**For End Semester Practical examinations, setting of question paper, conduct of examinations and valuations are done by both internal and external examiners.**

## **Hall Tickets and Instructions**

Hall Ticket which contains Subject code, title, Date, Session, Block name, Hall number & seat number for the End Semester Examinations will be issued to eligible students on time before the End Semester Examinations. Students must bring the Hall Ticket and the college ID Card to every session of the End Semester Examinations for verification.

No student enters the Examination Hall after  $\frac{1}{2}$  hour from the commencement of the Examination.

Students can bring to the examination hall only ordinary scientific calculator. They can use the mathematical, statistical or any other table (if required) provided by the college during the End Semester Examinations.

Students are not allowed to bring programmable calculators / Mobile phones or any other unwanted materials inside the Exam Hall.

## **Malpractice**

Any kind of malpractice during the End Semester Examinations / Practical Examinations is strictly prohibited. If it is found she will be debarred from writing that particular paper in that semester or all the papers in that semester based on the nature of the malpractice.

A Complaint regarding the End Semester Examinations Question Papers must be brought to the Controller of Examinations on the same day of the examination by the HOD concerned or the class teacher concerned.

## **Valuation**

After giving dummy numbers the answer scripts are valued by 100% external examiners. The End Semester Examinations results are published in the college website within 10 – 15 days from the date of last examination and it is also put up on the notice board.

## **Revaluation and Transparency**

Provision is available for Improvement / Retotalling / Revaluation /obtaining photo copy of the valued answer scripts for current semester papers.

Students can apply for obtaining photo copy of valued answer scripts to the Controller of Examinations through the Principal in the prescribed format along with the prescribed fee within five working days from the date of publication of results.

After scrutinizing the paper they can apply for revaluation within **three days** (after obtaining the photo copy)

If the marks scored in the revaluation are less than the original marks, original marks will be considered. If the mark scored in the revaluation is higher than the original marks the marks obtained in the revaluation shall stand.

If the difference in marks in the original valuation and the revaluation is more than 10, a third valuation will be done and the average of the nearest two marks shall be the final marks awarded.

## **PASSING MINIMUM**

There is no minimum pass marks for CIA

The minimum mark to obtain a pass in UG Programme is 40% in ESE and 40% in the aggregate of CIA+ESE.

## **MODERATION**

A maximum of 8 marks shall be awarded as moderation to each candidate/per semester in the ESE Theory Papers as well as revaluation papers, subject to the following limits:

For a maximum of 100 marks - Not exceeding 5 marks/paper

For a maximum of 75 marks – Not exceeding 4 marks/paper

For a maximum of 50&55 marks – Not exceeding 3 marks/paper

### **Improvement**

A student who obtains a pass mark in a paper in the first attempt can appear for the same paper only in the immediate next semester. Reappearance for improvement is allowed only in theory papers. The highest marks whether the original or improvement will be considered as the final mark. However the improvement marks will be considered only for classification and not for ranking. When there is no improvement there will not be any change in the original mark, already awarded.

### **Supplementary Examinations**

In order to provide an opportunity to the failed final U.G. students to complete the programme in the same year without any loss of time supplementary examinations are conducted within 20 days from the date of publication of even semester results of the final year.

1. Student who has cleared all the papers of earlier semesters (First to fifth Semester U.G.) but has failed in one or two papers written in the final semester will be allowed.
2. Student who has cleared all the papers except only one paper in all the semesters can also apply to the supplementary examinations.
3. Student can apply for Supplementary Examinations to the Controller of Examinations through the Principal in the prescribed format along with prescribed fee within seven working days from the date of publication of results.

### **Reappearance of failed Students**

A student failed in the End Semester Examinations can appear for the papers in the subsequent End Semester Examinations.

Failure in any paper / papers in the ESE or absence from the ESE shall not cause detention of the candidate in that semester. All the registered candidates shall be promoted to the next semester.

### Credit for U.G. Course

Part	Particulars	Credit	
		B.A., /B.Sc.,	B.Com., / B.Com (CA) / B.B.A., / B.B.A (CA), / B.C.A.,
Part I	Foundation Tamil / Hindi / Malayalam	12	6
Part II	Foundation English	12	6
Part III	Core	63	75
	Allied/ Allied Practical (16+12)	28	28
	Electives (2)	6	6
Part IV	Skill Based Electives (4)	8	8
	Non Major Electives (2)	4	4
	Environmental Studies/ Yoga	4+2	6
Part V	Extension Activities	1	1
<b>Total</b>		<b>140</b>	<b>140</b>

The only credit earned for Part V Extension Activities of a successful student shall not be taken into consideration for classification / Ranking / Distinction.

### Mark Statement

Mark Statement Issued at the end of each semester will indicate the credits and marks / grades obtained in each course.

### Classification, Grade, Grade Point, GPA & CGPA

The grades are given on the basis of the percentage of marks scored by the students as shown below:

CGPA	Grade	Classification of Final Result
9.5 – 10.0	O+	First Class – Exemplary *
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class – Distinction *
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	U	Re - appear

\* The candidates who have passed in the first appearance and within the prescribed semester of the U.G. (Major, Allied and Elective courses alone) are eligible.

# Only applicable to U.G. programme.

In the consolidated mark sheet issued, the class in which the candidate has passed will be given separately for Part I, II and III. Grade Point Average (GPA) will be given for Part III (Including only core & allied courses) as well as for all the components of the curriculum separately for UG Programme based on all the subjects studied by the student.

The Grade Point Average (GPA) will be calculated as follows at the end of the Programme.

$C_i$  = Credits earned for course  $i$  in any semester

$G_i$  = Grade Point obtained for course  $i$  in any semester

$n$  refers to the semester in which such courses were credited

For a Semester :

$$\text{GRADE POINT AVERAGE [GPA]} = \frac{\sum C_i G_i}{\sum C_i}$$

Sum of the Multiplication of grade points by the credits of the courses

GPA = \_\_\_\_\_

Sum of the credits of the courses in a semester

For the entire programme :

CUMULATIVE GRADE POINT AVERAGE [CGPA =  $\frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$ ]

Sum of the multiplication of grade points by the credits of the entire programme

CGPA = \_\_\_\_\_

Sum of the credits of the courses of the entire programme

### **Criteria for Rank**

1. Marks secured in all the papers are considered for P.G. programmes and marks secured in core and allied a course that is Part – III are considered for U.G. programme.
2. Student must have passed all papers in the first attempt in the respective semesters.
3. Student should have completed the courses with the minimum period prescribed for the course of study.
4. Improvement marks will not be considered for ranking but will be considered for classification.

### **Transfer of Students**

Students seeking a transfer to the U.G. and P.G. degree course in VICAS have to fulfill the following conditions.

1. Seats must be available in the department concerned
2. The students should not have any arrear paper if they are coming from non Autonomous Colleges.
3. The student must write the papers which are offered in our college, if those papers are not included in the syllabus of the previous college.

\*\*\*\*\*

**COURSE PATTERN I - B.Sc - PSYCHOLOGY**  
(WITH EFFECT FROM 2019-2020 ONWARDS)

Subject Code	Course	Subject Title	Hrs / Week	Credits	Int. Mark	Ext. Mark	Total Mark
<b>SEMESTER – I</b>							
18U1LT01	Languages	Tamil or anyone of the modern or Classical Language – I	6	3	25	75	100
20U1LE01B	Languages	English – I	6	3	25	75	100
20U1PYC01	Core-1	General Psychology – I	6	5	25	75	100
20U1PYC02	Core-2	Social Psychology – I	6	5	25	75	100
20U1PYA01	Allied – 1	Principles of Management	4	5	25	75	100
18U1VE01	Value Based Education	Yoga	2	2	25	75	100
<b>Total</b>			<b>30</b>	<b>23</b>	<b>150</b>	<b>450</b>	<b>600</b>
<b>SEMESTER – II</b>							
18U2LT02	Languages	Tamil or anyone of the modern or Classical Language – II	6	3	25	75	100
20U2LE02B	Languages	English – II	6	3	25	75	100
20U2PYC03	Core – 3	General Psychology-II	6	5	25	75	100
20U2PYC04	Core - 4	Social Psychology – II	6	5	25	75	100
20U2PYA02	Allied -2	Human Resource Management	4	4	25	75	100
18U2ES01	Value Based Education	Environmental Studies	2	2	25	75	100
<b>Total</b>			<b>30</b>	<b>22</b>	<b>150</b>	<b>450</b>	<b>600</b>



Subject Code	Course	Subject Title	Hrs / Week	Credits	Int. Mark	Ext. Mark	Total Mark
<b>SEMESTER – III</b>							
19U3LT03	Languages	Tamil or anyone of the modern or Classical Language – III	6	3	25	75	100
20U3LE03B	Languages	English – III	6	3	25	75	100
20U3PYC05	Core – 5	Developmental Psychology – I	5	5	25	75	100
20U3PYC06	Core – 6	Biopsychology	5	5	25	75	100
20U3PYA03	Allied – 3	Psychological Statistics	4	5	25	75	100
20U3PYN01	NMEC-I	Psychology for Effective Living	2	2	25	75	100
20U3PYS01	SBEC - I	Stress Management	2	2	25	75	100
<b>Total</b>			<b>30</b>	<b>25</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER – IV</b>							
19U4LT04	Languages	Tamil or anyone of the modern or Classical Language – IV	6	3	25	75	100
20U4LE04B	Languages	English – IV	6	3	25	75	100
20U4PYC07	Core -7	Developmental Psychology – II	5	5	25	75	100
20U4PYCP01	Core Practical – 1	Experimental Psychology-I (Practical)	5	5	25	75	100
20U4PYA04	Allied – 4	Research Methodology	4	5	25	75	100
20U4PYN02	NMEC-II	Personality Development	2	2	25	75	100
20U4PYS02	SBEC - II	Basics in Computer And Office Automation	2	2	25	75	100
<b>Total</b>			<b>32</b>	<b>25</b>	<b>175</b>	<b>525</b>	<b>700</b>

Subject Code	Course	Subject Title	Hrs / Week	Credits	Int. Mark	Ext. Mark	Total Mark
<b>SEMESTER – V</b>							
20U5PYC08	Core –8	Abnormal Psychology I	6	5	25	75	100
20U5PYC09	Core – 9	Guidance and Counselling	6	5	25	75	100
20U5PYCP02	Core Practical – II	Experimental Psychology-II (Practical)	5	5	25	75	100
20U5PYS03	SBEC-III	Organizational Behaviour	5	2	25	75	100
20U5PYS04	SBEC-IV	Communicative Skills	2	2	25	75	100
20U5PYE01	Elective-I	Research Ethics	2	2	25	75	100
20U5PYE02	Elective-II	Behaviour Modification	4	2	25	75	100
<b>Total</b>			<b>30</b>	<b>23</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER – VI</b>							
20U6PYC10	Core – 10	Abnormal Psychology II	6	5	25	75	100
20U6PYC11	Core – 11	Positive Psychology	6	4	25	75	100
20U6PYC12	Core – 12	Project work / Dissertation	6	5	25	75	100
20U6PYS05	SBEC-V	Psychology of Adjustment	2	2	25	75	100
20U6PYS06	SBEC-VI	Consumer Behaviour	2	2	25	75	100
20U6PYE03	Elective-III	Health Psychology	4	2	25	75	100
20U6PYE04	Elective-IV	Self and Personal Growth	4	2	25	75	100
		Extension Activities					
<b>Total</b>			<b>30</b>	<b>22</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>GRAND TOTAL</b>			<b>180</b>	<b>140</b>	<b>1050</b>	<b>3150</b>	<b>4200</b>

Subject code: 20U1PYC01

Semester: I

Credit: 5

Hours: 75

**B.SC PSYCHOLOGY**

**SEMESTER - I**

**CORE - I**

**GENERAL PSYCHOLOGY– I**

**Objectives:**

To enable the students to

- know the history of psychology
- understand the physiological basis of behaviour
- understand the concepts of sensation and perception
- analyze various theories of learning

***Learning Outcome***

*Students will be able to understand the meaning and history of psychology.*

*Students will be able to gain knowledge physiological basis of behavior.*

*Students will be able to understand the concepts of sensation and perception.*

*Students will be able to analyze various theories of learning.*

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To recall the concept, goals and history of psychology	K1
CO2	To explain about physiological bases of behavior.	K2
CO3	To perceive sensation and its properties.	K5
CO4	To change individual perception	K6
CO5	To identify the learning methods.	K3

**UNIT I : HISTORY AND PERSPECTIVES OF PSYCHOLOGY**

Psychology – Meaning – Goals – History of Psychology: Structuralism, Functionalism, Gestalt Psychology, Psychoanalytic Psychology, Behaviorism. Modern perspectives of psychology: Psychodynamic, Behavioural, Humanistic, Biopsychology, Cognitive, Socio-cultural, Evolutionary. Scope of Psychology. **(15 HOURS)**

**UNIT II : PHYSIOLOGICAL BASES OF BEHAVIOUR**

Nervous system: Structure of the neurons – Neural impulse – Synapse – Neurotransmitter. Central nervous system: Brain – Spinal cord. Peripheral nervous system: Somatic nervous system – Autonomic nervous system. Structure of the Brain: the brain stem – Structures under the cortex – The cortex. The endocrine glands. **(15 HOURS)**

### UNIT III: ATTENTION AND SENSATION

Attention- Forms of Attention- Models of attention. Sensation – Meaning. Vision: Psychological properties of light – Structure and functioning of the eye – Colour vision. Hearing: Psychological properties of sound - Structure and functioning of the ear – Theories of pitch. Other senses: Gustation – Olfaction – Kinesthetic sense – sensory thresholds (15 HOURS)

### UNIT IV : PERCEPTION

Perception – Meaning. The perceptual constancies: Size constancy – Shape constancy – Brightness constancy. The Gestalt principles of perception: Figure-ground – Proximity – Similarity – Closure – Continuity - Contiguity. Depth perception: Monocular cues – binocular cues. Perceptual illusions – Factors influencing perception- Pattern Recognition and Distance Perception (15 HOURS)

### UNIT V : LEARNING

Learning – Meaning. Theories of learning: Classical conditioning – Elements of classical conditioning – Pavlov's classical experiment. Operant conditioning: Thorndike's law of effect – B.F.Skinner's experiment – Concepts in operent conditioning. Kohler's insight learning – Bandura's observational learning – Tolman's latent learning. (15 HOURS)

### REFERENCE BOOKS:

1. Ciccarelli, K.S and Meyer, E.G. (2012). Psychology. New Delhi: Dorling Kindersley Pvt, Ltd.
2. Feldman, S.R. (2004). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
3. Morgan, King, Weiz and Schopler. (1998): Introduction to Psychology,7 Edition, New Delhi, TATA McGraw Hill.

### Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U1PYC02

Semester: I

Credit: 5

Hours: 75

**B. Sc. PSYCHOLOGY**  
**SEMESTER - I**  
**CORE - II**  
**SOCIAL PSYCHOLOGY-I**

**Learning Objectives:**

To enable the students to

- know the origin and development of social psychology
- understand the social perception and the role of cognition
- understand the aspects of social identity
- analyze the differences in prejudice and discrimination

***Learning Outcome***

*Students will be able to understand the origin and development of social psychology.*

*Students will be able to gain knowledge about social perception.*

*Students will be able to understand about the aspects of social identity*

*Students will be able to analyze the differences in prejudice and discrimination.*

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To explain the origins and development of social psychology	K2
CO2	To analyze about social perception and social cognition	K4
CO3	To develop positive attitude.	K5
CO4	To build the social identity	K3
CO5	To discuss the prejudice and discrimination	K6

**UNIT I: INTRODUCTION**

Definition – Origins and Development of Social Psychology – Research Methods in Social Psychology: Systematic Observation- Experimental and Correlational Methods - Role of theory in Social Psychology.

**(15 HOURS)**

**UNIT II: SOCIAL PERCEPTION AND COGNITIONS**

Social Perception: Nonverbal communication, attribution, impression formation and management – Social Cognition: Schemas and prototypes -Heuristics - Affect and Cognition. **(15 HOURS)**

### UNIT III: ATTITUDE AND ATTRACTION

Attitudes: Formation, influence, guiding behaviour, persuasion, resistance and cognitive dissonance. Attraction: internal and external sources, similarity and mutual liking and close relationships as foundations of social life. **(15 HOURS)**

### UNIT IV: SOCIAL IDENTITY

Aspects of Social Identity: The Self: concept and self-esteem, self functioning: focusing, monitoring and efficacy, Gender: Maleness, femaleness and stereotypes – Bem's Androgyny – social diversity. **(15 HOURS)**

### UNIT V: PREJUDICE AND DISCRIMINATION

Prejudice: Choosing whom to hate -Discrimination: prejudice in action - Origins of Prejudice: Direct intergroup conflict, racial violence, Social learning and social categorization. Prejudice based on gender and Striking back against prejudice. **(15 HOURS)**

### REFERENCE BOOKS:

1. Baron, Robert A. and Byrne, D. (2001) Social Psychology 8 Edition, Reprint, Prentice-Hall of India Pvt Ltd, New Delhi, India
2. Brehm, SS. and Kassin, S.N. (1996). Social Psychology, 3 Edition, Houghton Mifflin Company, Boston, USA.
3. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology, Sage Publications India Pvt Ltd., New Delhi, India.
4. Myers, D.G. (2002). Social Psychology, 7 International Edition, McGraw Hill Companies, New York,

### Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓

Subject code: 20U1PYA01

Semester: I

Credit: 5

Hours:75

**B. Sc. PSYCHOLOGY**

**SEMESTER - I**

**ALLIED - I**

**PRINCIPLES OF MANAGEMENT**

**Objectives:**

To enable the students to

- know the Meaning of Management
- understand the Concepts of Planning and Decision Making
- analyze the Concept of Organization
- illustrate Leadership and Motivation
- experiencing Coordination and Control

***Learning Outcome***

*Students will be able to understand the concepts and meaning of management*

*Students will be able to gain knowledge about planning and decision making.*

*Students will be able to understand the concept of organization, leadership and motivation*

*Students will be able to understand the coordination and control.*

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	To explain the concepts and meaning of management	K2
<b>CO2</b>	To analyze about planning and decision making.	K4
<b>CO3</b>	To understand the structure and need of the organization.	K5
<b>CO4</b>	To develop a leadership quality and self motivation	K6
<b>CO5</b>	To build the co ordination and control	K3

**UNIT I: MANAGEMENT: AN INTRODUCTION**

Management – Definition – Importance – Nature – Scope and Functions – Principles of Management. Evolution of Management Thoughts – Contributions of F.W. Taylor - Henry Fayol – Elton Mayo – Hawthorne Experiment. **(15 HOURS)**

## **UNIT II: PLANNING AND DECISION MAKING**

Planning – Importance – Advantage – Steps in planning – Types of Plans – Management by Objectives (MBO) – Process – Merits – Limitations. Decision Making – Definition – Types of decision – Process of decision making – Rational Decision making

**(15 HOURS)**

## **UNIT III: ORGANIZATION**

Nature and purpose of organizing - Organization structure - Formal and informal groups In organization - Line and Staff authority - Departmentation - Span of control - Centralization and Decentralization - Delegation of authority - Staffing - Selection and Recruitment - Orientation - Career Development - Career stages – Training - - Performance Appraisal.

**(15 HOURS)**

## **UNIT IV: LEADERSHIP AND MOTIVATION**

Directing – Meaning, Importance, Principles – Leadership – Styles of Leadership – Qualities for effective leadership. Motivation – Theories of motivation – Maslow's need hierarchy theory, Herzberg's two factor theory and their comparison

**(15 HOURS)**

## **UNIT V: COORDINATION AND CONTROL**

Coordinating – need – Principles – Approaches to achieve effective Co-ordination. Controlling – Meaning – Elements and significance – Steps in control process – control techniques.

**(15 HOURS)**

### **TEXT BOOKS:**

1. C.B. Gupta, Business Organization & Management, Sultan Chand & Sons.
2. L.M. Prasad, Principles of Management, Sultan Chand & Sons.

### **REFERENCE BOOKS:**

1. DingarPagare, Business Management, Sulthan Chand & Sons
2. Tripathi P.C. & P.N. Reddy, Principal of Management, TMH
3. Bhusan Y.K. Business Organization and Management, McGraw Hill
4. Koontz and O.Donnel, Essentials of Management, McGraw Hill



5. Ramasamy. T, Principles of Management, Macmillan India Ltd.,
6. Basu, Organisation& Management, S. Chand
7. M.C. Shukla, Business Organisation and Management, S.Chand
8. RustomDavar, Management Process, Progressive Corporation Pvt., Ltd
9. J. Jayashankar, Principal of Management, Margham Publications.
10. RupaGunaseelan& Kulandaisamy, Vikas Pub. House, S. Chand& Sons.
11. Dr.V.R.Palanivelu, Principles of Management, Himalaya Pub. House, Mumbai
12. Dr.S.Karhtick, Principles of Management, Shanlax Publication.

### Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-			-	✓	✓	-	-		✓	-		✓	✓
CO5	-		-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U2PYC03

Semester: II

Credit: 5

Hours: 75

## B. Sc. PSYCHOLOGY

### SEMESTER - II

### CORE - III

### GENERAL PSYCHOLOGY-II

**Learning objectives:** To enable the students to

- know and understand the concepts of memory and forgetting
- understand the consciousness
- understand the concepts of intelligence, thinking and role of language in thinking
- evaluate the different theories of emotions

#### ***Learning Outcome***

*Students will be able to understand the concepts of memory and consciousness.*

*Students will be able to gain knowledge about intelligence and thinking.*

*Students will be able to understand about motivation and emotion.*

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To explain the concepts of memory, types of memory.	K2
CO2	To analyze about need and purpose of sleep, sleeping disorders.	K4
CO3	To measure intelligence using various tests.	K5
CO4	To identify the methods in problems in problem solving.	K3
CO5	To improve motivation, and emotion.	K6

#### **UNIT I: MEMORY AND FORGETTING**

Models of memory: Levels of processing model – PDP model. Stages of memory: Sensory memory – Short- term memory – Long-term memory. Retrieval of long-term memory: Retrieval cues - Recall – Recognition. Forgetting; Curve of forgetting – Encoding failure – Memory and Study Strategies in encoding- Decay theory – Interference theory.

#### **UNIT II CONSCIOUSNESS: SLEEP, DREAMS AND HYPNOSIS**

Consciousness – Definition. Sleep – Necessity and purpose of sleep – Stages of Sleep – Sleep disorders: Insomnia – Sleep apnea – Narcolepsy. Dreams – Freud's interpretation of dreams: Manifest content – Latent content. Hypnosis: Steps in hypnotic induction – myths about hypnosis – Theories of hypnosis.

### UNIT III INTELLIGENCE

Intelligence – Definition. Nature- nurture issue on intelligence. Theories of Intelligence: Spearman's theory – Gardner's multiple intelligence – Sternberg's triarchic theory. Influences on intelligence: Genetic and Environmental. Measurement of intelligence: Binet's mental ability test – Stanford -Binet and I.Q – The Wechsler tests. Extremes in intelligence: Mental Retardation – giftedness- Emotional Intelligence.

### UNIT IV THINKING AND LANGUAGE

Thinking – Meaning. Mental imagery: Concepts – Prototypes. Problem solving and decision making: Methods in problem solving – Barriers in problem solving – Critical Thinking. Creativity – Divergent and convergent thinking. Language – Levels of language analysis – Relationship between language and thought.

### UNIT V MOTIVATION AND EMOTION

Motivation – Meaning. Approaches to motivation; Instinct approach – Drive-reduction approach – Arousal approach – Incentive approach – Humanistic approach (Maslow's hierarchy of needs) – Self-determination theory. Emotion – Meaning. Theories of Emotion: James-Lange theory – Cannon-Bard theory – Schachter-Singer and Cognitive arousal theory.

### REFERENCE BOOKS:

1. Ciccarelli, K.S and Meyer, E.G. (2012). Psychology. New Delhi: Dorling Kindersley Pvt, Ltd.
2. Feldman, S.R. (2004). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
3. Morgan, King, Weiz and Schopler. (1998): Introduction to Psychology,7<sup>th</sup> Edition, New Delhi, TATA McGraw Hill.

### Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO3	-	-	-	-	✓	-	-	-	-	-	-	✓	-	-	-
CO4	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
CO5	-	-	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓

**Subject code: 20U2PYC04**

**Semester: II**

**Credit: 5**

**Hours: 75**

**B. Sc. PSYCHOLOGY**  
**SEMESTER - II**  
**Core - IV**  
**SOCIAL PSYCHOLOGY - II**

**Learning objectives:**

To enable the students to

- understand the interpersonal attraction and its importance
- know the issues in relationships
- understand the social influences on behaviour
- differentiate the individual and group behaviour

***Learning Outcome***

*Students will be able to understand the interpersonal attraction*

*Students will be able to analyze the relationship issues*

*Students will be able to understand the social influence on behavior*

*Students will be able to get knowledge on individual and group behavior*

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	To Illustrate about physical surroundings and interpersonal attraction.	K2
<b>CO2</b>	To define the concepts of friendship, loneliness, love.	K1
<b>CO3</b>	To analyze about pro social behavior and its influencing factors	K4
<b>CO4</b>	To build groups, understand decision making concepts by groups.	K6
<b>CO5</b>	To identify the applications of social psychology	K3

**UNIT I: INTERPERSONAL ATTRACTION**

Meeting Strangers: Physical surroundings and positive and negative affect- Becoming acquainted: Need to affiliate and moving toward friendship and reciprocity.

**UNIT II: JOYS AND SORROWS IN RELATIONSHIPS**

Initial interdependent Relationships: Close relatives and friendships and loneliness – Romantic relationships, Friendship versus loneliness, Romantic Relationships, Love and Physical Intimacy, Marital Relationships.

### UNIT III: SOCIAL INFLUENCES, PRO-SOCIAL BEHAVIOUR AND AGGRESSION

Conformity and Compliance, Obedience - Universality - Social Relations – Pro-social behaviour: Responding to emergency, Factors that influence pro-social behaviour – Aggression and social determinants of aggression.

### UNIT IV: GROUPS AND INDIVIDUAL BEHAVIOUR

Group formation and functions, social facilitation and loafing. Perceived fairness: Judgment of fairness and Reactions to unfairness. Decision making by groups: Process, moderations and group think.

Leadership: Who becomes and how leaders operate? - Transformational leadership.

### UNIT V: ENVIRONMENTAL INFLUENCE AND APPLICATIONS

Environmental Influences: The urban environment and social behaviour - Environmental Stress. Social Psychology Applications: In legal system, In Business – Health Psychology – Environmental Psychology.

### REFERENCE BOOKS:

1. Baron, Robert A. and Byrne, D. (2001) Social Psychology 8<sup>th</sup> Edition, Reprint, Prentice-Hall of India Pvt Ltd, New Delhi, India
2. Brehm, SS. and Kassin, S.N. (1996). Social Psychology, 3<sup>rd</sup> Edition, Houghton Mifflin Company, Boston, USA.
3. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology, Sage Publications India Pvt Ltd., New Delhi, India.
4. Myers, D.G. (2002). Social Psychology, 7<sup>th</sup> International Edition, McGraw Hill Companies, New York, USA.

### Mapping

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
CO2	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-	-
CO4	-	-	-	-	-	✓	-	✓	-	-	✓	-	-	✓	✓
CO5	-	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-

Subject code: 20U2PYA02

Semester: II

Credit: 5

Hours: 40

**B. Sc. PSYCHOLOGY**

**SEMESTER - II**

**ALLIED - II**

**HUMAN RESOURCE MANAGEMENT**

**Learning Objectives:**

To enable the students to

- understand the basic concepts in HRM
- know HR planning and various Selection Procedures
- analyze the Concept of Career Planning
- apply Performance appraisal, Job Evaluation
- understand job Promotion and controlling Absenteeism

***Learning Outcome:***

*Students will be able to understand the nature and characteristics of Human Resource Management*

*Students will understand the importance of Human Resource Management.*

*Students are able to know the trends in managing the human resources in an organisation*

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	To define concepts of Human Resource management and job analysis.	K1
<b>CO2</b>	To illustrate about Human Resource Planning, recruitment and selection.	K2
<b>CO3</b>	To examine the importance of human resource planning.	K4
<b>CO4</b>	To evaluate importance of performance appraisal, potential appraisal.	K5
<b>CO5</b>	To identify the need for promotion and benefits of promotion policy.	K3

## **UNIT I: HRM: AN INTRODUCTION**

Perspectives: Definition –Objectives – Scope – Functions of HRM. Job analysis – Process of job analysis, Team analysis – Employee Empowerment.

## **UNIT II: HR PLANNING AND SELECTION**

Human Resource Planning – Objectives – Process of HRP– Importance of Planning - Forecasting Recruitment – Sources of recruitment. Selection Procedure - Test and Interview - Types – reference check – final selection -Placement – Induction (orientation).

## **UNIT III: HRD AND CAREER PLANNING**

HRD – Need – Functions – Training – Methods – Executive Development – Differences between Training and Development. Career Planning – Process – Succession Planning - Concept of Quality of Work Life (QWL).

## **UNIT IV: PERFORMANCE APPRAISAL AND JOB EVALUATION**

Performance appraisal – Process – Techniques – Difference between Performance appraisal and Job Evaluation. Job Evaluation – Process – potential appraisal.

## **UNIT V: PROMOTION AND ABSENTEEISM**

Promotion – Criteria – Benefits of effective promotion policy, Transfer – Purpose of transfer. Absenteeism – Causes – Measures - Labour Turnover – separation – VRS - retirement – dismissal.

## **TEXT BOOK**

1. S.S. Khanka, Human Resource Management, SulthanChand& Sons, New Delhi.

## **REFERENCE BOOKS**

2. C.B. Mamoria, Personnel Management – Humalaya publications house.
3. J. Jayasankar, Human Resource management, Margham Pub., Chennai.
4. K. Aswathappa, Human Resources and Personnel Management, TMH, New Delhi.
5. Kaushal Kumar, Human Resources Management – ABD Publishers.
6. Keith Davis, Human Relations at work – TMH.
7. G.R. Bassotia, Human Resources Management, Mangal Deep Publications.
8. Dr.K.Ramesh, “Human Resource Management”, Mithila Publications.

### Mapping

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



Subject code: 20U3PYC05

Semester: III

Credit: 5

Hours: 75

**B. Sc. PSYCHOLOGY**

**SEMESTER - III**

**CORE - V**

**DEVELOPMENTAL PSYCHOLOGY I**

**Learning objectives:**

To enable the students to

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

***Learning Outcome***

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

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

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

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

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

## **UNIT I : PERSPECTIVES ON LIFE SPAN DEVELOPMENT**

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

## **UNIT II : FERTILIZATION AND BIRTH**

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

## **UNIT III : INFANCY**

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

## **UNIT IV : EARLY CHILDHOOD**

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

## **UNIT V : MIDDLE CHILDHOOD**

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

## **REFERENCE BOOKS:**

1. Feldman, R.S. (2009). Discovering the Lifespan. New Delhi: Dorling Kindersley Pvt. Ltd.
2. Papalia, D.E, Olds, S.W and Feldman, R.D. (2004). Human development ( 9<sup>th</sup> edition). New Delhi: Tata McGraw-Hill.
3. Berk, E.L. (2007). Development through lifespan (3rd edition). New Delhi: Pearson Education, Inc.
4. Keenan, T and Evans, S. (2009). An Introduction to Child Development (2nd edition). New Delhi: Sage Publications.

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

### Mapping

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

Subject code: 20U3PYC06

Semester: III

Credit: 5

Hours: 75

## B. Sc. PSYCHOLOGY

### SEMESTER - III

### CORE – VI

## BIOPSYCHOLOGY

### Learning Objectives

To enable the students to

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

### ***Learning Outcome***

*Students will be able to understand the foundations of biopsychology*

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

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

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

### UNIT I: INTRODUCTION TO BIOLOGICAL BASIS OF HUMAN BEHAVIOUR

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

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

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

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

### UNIT III: THE RESEARCH METHODS OF BIOPSYCHOLOGY

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

### UNIT IV: BIOLOGICAL BASIS OF LEARNING AND MEMORY

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

### UNIT V: BIOLOGICAL BASIS OF LANGUAGE AND EMOTION

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

### REFERENCES

1. Pinel, J. P. J. (2011) Biopsychology, 8<sup>th</sup> Edition. Pearson Education, New Delhi.
2. Rozenweig, M. H. (1989). Physiological Psychology. New York: Random.

### Mapping

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

Subject code: 20U3PYA03

Semester: III

Credit: 5

Hours: 40

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

**Learning objectives:**

To enable the students to

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

***Learning Outcome***

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

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

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

*Students will be able to develop a Hypothesis testing skills.*

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

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

**UNIT I: INTRODUCTION TO THE STATISTICS**

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

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

## **UNIT II: CENTRAL TENDENCY & VARIABILITY**

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

## **UNIT III: THE NORMAL DISTRIBUTION AND CORRELATION**

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

## **UNIT IV: THE HYPOTHESIS TESTING AND THE INFERENTIAL STATISTICS**

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

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

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

## REFERENCE BOOKS:

1. Arthur Aron, Elaine N. Aron, & Elliot J. Coups. (2006). 'Statistics for Psychology'. 4th Edition Pearson Education, New Delhi.
2. David Howell (2012). Statistical method for psychology (8<sup>th</sup> Edition). Cengage Learning.
3. Gordon Bear, Bruce M. King, & Edward W. Minium (2008). Statistical Reasoning in Psychology and Education. Wiley India Pvt. Limited.
4. Henry E. Garrett. (2006). 'Statistics in psychology and Education' Paragon International Publishers, New Delhi.
5. Gupta, S.P. (1999), Statistical Methods, Educational publication. (3rd ed), New Delhi.
6. Alan Agresti & Barbara Finlay (2013). Statistical Methods for the Social Sciences. Pearson Education Ltd.
7. Gary Heiman. (2013). Basic Statistics for the Behavioral Sciences (7<sup>th</sup> Ed), Cengage Learning.

### Mapping

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



Subject code: 20U3PYN01

Semester: III

Credit: 2

Hours: 20

## B. Sc. PSYCHOLOGY

### SEMESTER - III

#### NMEC - I

### PSYCHOLOGY FOR EFFECTIVE LIVING

(Offered to the Other Department Students)

#### Learning objectives:

To enable the students to

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

#### ***Learning Outcome***

*Students will be able to understand their self-concept*

*Students will be able to acknowledge their body image*

*Students will be able to analyze their decision making skills*

*Students will be able to establish and maintain healthy interpersonal relationship*

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

#### UNIT I: SEEKING SELFHOOD

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

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

## UNIT II: A HEALTHIER YOU

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

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

## UNIT III: TAKING CHARGE OF YOUR LIFE

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

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

## UNIT IV: YOUR FRIENDS AND YOU

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

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

## UNIT V: LOVE AND COMMITMENT

Love and intimacy – Commitment – adjusting to intimate relationships – divorce and its consequences

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

## REFERENCE BOOK:

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

### Mapping

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

**Subject code: 20U3PYS01**

**Semester: III**

**Credit: 2**

**Hours: 20**

**B. Sc. PSYCHOLOGY**

**SEMESTER - III**

**SBEC - I**

**STRESS MANAGEMENT**

**Learning objectives:**

To enable the students to

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

***Learning Outcome***

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

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

*Students will be able to adopt various stress coping mechanisms*

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

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

**UNIT-I: STRESS: MEANING AND NATURE**

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

## **UNIT-II: APPROACHES TO UNDERSTAND STRESS-I**

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

## **UNIT-III: APPROACHES TO UNDERSTAND STRESS-II**

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

## **UNIT-IV: STRESS COPING**

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

## **UNIT-V: RELAXATION TECHNIQUES**

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

## **REFERENCE BOOKS:**

1. Seaward, B. L. (2016). Essentials of managing stress. Jones & Bartlett Publishers.
2. Palmer, S and Cooper, C. (2007). How to deal with Stress. New Delhi, Kogan Page India. Pvt Lt
3. Epstein, R. (2006). The Big Book of Stress-Relief Games. New Delhi. Tata McGraw - Hill Publishing Company.

### Mapping

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

**Subject code: 20U4PYC07**

**Semester: IV**

**Credit: 5**

**Hours: 75**

**B. Sc. PSYCHOLOGY**

**SEMESTER - IV**

**CORE - VII**

**DEVELOPMENTAL PSYCHOLOGY-II**

**Learning objectives:**

To enable the students to

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

***Learning Outcome***

*Students will be able to realize the importance of adolescence*

*Students will be able to understand the stages in prenatal development*

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

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

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

**UNIT I: ADOLESCENCE**

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

## **UNIT II: EARLY ADULTHOOD**

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

## **UNIT III: MIDDLE ADULTHOOD**

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

## **UNIT IV: LATE ADULTHOOD**

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

## **UNIT V: DEATH AND DYING**

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

## **REFERENCE BOOKS:**

1. Feldman, R.S. (2009). *Discovering the Lifespan*. New Delhi: Dorling Kindersley Pvt. Ltd.
2. Papalia, D.E, Olds, S.W and Feldman, R.D. (2004). *Human development* ( 9<sup>th</sup> edition). New Delhi: Tata McGraw-Hill.
3. Berk, E.L. (2007). *Development through lifespan* (3rd edition). New Delhi: Pearson Education, Inc.
4. Keenan, T and Evans, S. (2009). *An Introduction to Child Development* (2nd edition). New Delhi: Sage Publications.

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

### Mapping

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



**Subject code: 20U4PYCP01**

**Semester: IV**

**Credit: 5**

**Hours: 75**

**B. Sc. PSYCHOLOGY**

**SEMESTER - IV**

**CORE PRACTICAL -1**

**EXPERIMENTAL PSYCHOLOGY - I (Practical)**

**Learning Objectives:**

To enable the students to

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

***Learning Outcome***

*Students will be able to Understand the concept of testing*

*Students will be able to Understand the various psychological concepts*

*Students will be able to Knowing tests to measure psychological concepts*

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

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

**Introduction**

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

## **Psychological Tests**

### **Attention:**

Division of Attention Board with reset 6 digit impulse counter

Tachitoscope apparatus with Cards

Cutaneous Sense Spot Test

### **Perception**

Muller-Lyer Illusion

Size Constancy

Kinesthetic Figural After Effect

### **Learning**

Maze Learning

Insight Learning

Card Sorting Tray with Cards for Habit Interference

### **Memory**

Immediate memory

PGI memory scale

Long term memory

### **Problem Solving**

Concept formation

Pyramid puzzle

Passi-Usha Test of Creative Problem Solving

### **Motivation**

Level of aspiration

### **Intelligence**

Raven's progressive matrices

Bhatia's battery of intelligence

Social intelligence scale

### **Interest**

Thurston interest schedule

Minnesota vocational interest inventory

Vocational interest inventory for adolescents

### Adjustment

Bell's adjustment inventory

Marital adjustment inventory

Global adjustment inventory

### Personality

Eysenck's personality inventory

Rotter's I-E scale

16 personality factor

### Social Competence

Vineland Social Maturity Scale

### REFERENCES:

1. Freeman, F. (1970). Theory and Practice of Psychological Testing. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
2. Woodworth, R.S. & Schlosberg, H. (1977). Experimental Psychology .Rev. ed. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
3. Rajamanickam, M. (2005). Experimental Psychology with Advanced Experiments. New Delhi: Concept Publishing Company.
4. Pareek, U. (2007). Training Instruments In HRD And OD. 2nd ed. New Delhi: Tata McGraw Hill Publishing Company Pvt. Ltd.
5. Anatsi, A., Urbina, S. (2009). Psychological Testing. New Delhi: Prentice Hall

### Mapping

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

**Minimum of 10 experiments should be conducted**

**Evaluation:**

Internal Assessment – 40 Marks

External Assessment – 60 Marks

[Components of External Assessment]

Conduction : 10

Materials : 5

Plan & procedure : 5

Results & Discussion : 10

Viva-voce : 15

Record : 15

Subject code: 20U4PYA04

Semester: IV

Credit: 5

Hours: 40

## B. Sc. PSYCHOLOGY

### SEMESTER - IV

#### ALLIED – IV

### RESEARCH METHODOLOGY

#### Learning objectives:

To enable the students to

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

#### ***Learning Outcome***

*Students will be able to understand the different stages of research*

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

*Students will be able to identify and apply appropriate research tools*

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

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

#### UNIT I: RESEARCH: MEANING AND TYPES

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

#### UNIT II: RESEARCH PROBLEMS, HYPOTHESIS AND LITERATURE

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

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

### UNIT III: SAMPLING AND TOOLS OF RESEARCH

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

### UNIT IV: RESEARCH METHODS

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

### UNIT V: THE RESEARCH REPORT AND RESEARCH PROPOSAL

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

### REFERENCE BOOKS:

1. Kothari, C.R. (2008). Research Methodology – Methods and Techniques. New Delhi: Wiley Eastern Ltd.
2. Kundu. (2010). Research Methodology. New Delhi: Pearson Publishing.
3. Myers, J. (2008). Methods in Psychological Research. New Delhi: Sage Publications.
4. Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.
5. Coolican, H. (2009). Research Methods in Statistics in Psychology. New Delhi: Rawat Publications.

### Mapping

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

**Subject code: 20U4PYN02**

**Semester: IV**

**Credit: 2**

**Hours: 20**

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

(Offered to the Other Department Students)

**Learning objectives:**

To enable the students to

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

***Learning Outcome***

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

*Students will be able to analyze their attitudes for personal enrichment*

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

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	To Illustrate meaning and nature of personality.	K2
<b>CO2</b>	To identify personality enrichment skills	K3
<b>CO3</b>	To build motivation skills	K6
<b>CO4</b>	To choose success skills	K3
<b>CO5</b>	To analyze positive relationship with others	K4

**UNIT – I: MEANING AND NATURE OF PERSONALITY**

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

**UNIT – II: PERSONALITY ENRICHMENT**

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

### UNIT – III: MOTIVATION

Motivation: Meaning and nature, The difference between inspiration and motivation, Motivation redefined, External motivation vs. Internal motivation, Achievement motivation

### UNIT – IV: SUCCESS

Defining success-Real or imagined obstacles to success, Qualities that make a person successful, Reasons for failure – Interpersonal skills, Dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.

### UNIT – V: POSITIVE RELATIONSHIPS & PERSONALITY

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

### REFERENCE BOOKS:

- Nathan Dorman (2004). Personality Development. Abishek Publication, New Delhi.
- Jafar Mahmud (2004). Introduction to Psychology. APH Publishing Corporation, New Delhi.
- Zig Ziglar (2000). See You at the Top. Magna Publishing Co. Ltd., Mumbai.
- Shiv Khera (1998). You can win. MacMillan India Ltd., New Delhi.
- Walter Doyle Staples (2000). Think Like a Winner. Magna Publishing co. Ltd., Mumbai.

### Mapping

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



Subject code: 20U4PYS02

Semester: IV

Credit: 2

Hours:20

## B. Sc. PSYCHOLOGY

### SEMESTER - IV

#### SBEC - II

### BASICS IN COMPUTER AND OFFICE AUTOMATION

Common with Computer Science / BCA / IS

#### Learning objectives

To enable the students to

- understand the introduction and generation of computer
- identifying common screen element
- understand the basics of MS-Word
- understand the basics of MS-Excel
- Understand the basics of MS-Power Point

#### ***Learning Outcome***

*Students will be able to understand the introduction and generation of computer*

*Students will be able to identifying common screen element*

*Students will be able to understand the basics of MS-Word*

*Students will be able to understand the basics of MS-Excel*

*Students will be able to understand the basics of MS-Power Point*

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To Illustrate the generation of computers.	K2
CO2	To identifying common screen element	K3
CO3	To examine the basics of MS-Word	K4
CO4	To examine the basics of MS-Excel	K4
CO5	To discuss the basics of MS-Power Point	K6

#### UNIT - I

Introduction to computers- five Generations of Modern Computers- Classification of Digital Computer Systems- Anatomy of a Digital Computer- Memory UNITS- Input and Output Devices- Auxiliary Devices.

## UNIT - II

Getting Started: Starting a Program- Identifying Common Screen Elements- Choosing Commands- Finding Common Ways to Work- Getting Help with Office

## UNIT - III

MS- WORD: Learning Word Basics- Formatting a Word Document- Working with Longer Document

## UNIT - IV

MS-EXCEL: Creating a Simple Spreadsheet- Editing a Spreadsheet- Working with Functions and Formula-Formatting Worksheets – Completing Your Spreadsheet- Creating Charts.

## UNIT - V

MS-POWERPOINT: Creating and Viewing Presentations- Editing Presentation- Working with Presentation Special Effects.

### References:

1. Introduction to computers – Alex Leon, Mathew Leon (UNIT-I)
2. Microsoft office XP- fast and easy (UNIT- II, III, IV & V) Author: DIANE KOERS, Publisher: Prentice Hall of India Private Limited, New Delhi,2001.

### Mapping

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

**Subject code: 20U5PYC08**

**Semester: V**

**Credit: 5**

**Hours: 75**

**B. Sc. PSYCHOLOGY**

**SEMESTER - V**

**CORE - VIII**

**ABNORMAL PSYCHOLOGY I**

**Learning objectives:** To enable the students to

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

***Learning Outcome***

*Students will be able to know the historical roots of psychopathology*

*Students will be able to understand the classification system*

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

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

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

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

**UNIT II: DISORDERS OF CHILDHOOD**

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

### Unit III: EATING DISORDERS AND OBESITY

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

### Unit IV: DISORDERS OF EMOTIONAL DISTRESS

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

### Unit V: SOMATOFORM DISORDERS AND DEVELOPMENTAL DISORDERS

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

### REFERENCES:

1. Barlow, D. H., & Durand, V.M. (2007). Abnormal Psychology, 4<sup>th</sup> ed. Pacific Grove: Brookes / Cole Publishing Co
2. Sarason, I. G. & Sarason, B. R., (2007). Abnormal Psychology. 10<sup>th</sup> ed. New Delhi : Pearson Education.
3. Alloy, L. B. & Riskind, J. H., Manos, M.J. (2005). Abnormal Psychology. 9<sup>th</sup> ed. Delhi: Tata McGraw Hill Publishing Company Ltd.

### Mapping

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

Subject code: 20U5PYC09

Semester: V

Credit: 5

Hours: 75

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

**Learning Objectives:**

To enable the students to

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

***Learning Outcome***

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

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

*Students will be able to know the historical roots of counselling*

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

*Students will be able to develop basic counselling skills*

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

**UNIT I: GUIDANCE: AN INTRODUCTION**

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

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

## **UNIT II: GUIDANCE SERVICES AND PERSONNEL**

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

## **UNIT III: COUNSELLING: AN INTRODUCTION**

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

## **UNIT IV: INDIVIDUAL COUNSELLING**

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

## **UNIT V: COUNSELLING FOR CAREER PLANNING AND DECISION MAKING**

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

## **REFERENCE BOOKS:**

1. Ram Nath Sharma and Rachana Sharma. (2013). Guidance and Counselling in India. New Delhi: ATLANTIC Publishers & Distributors (P) LTD.
2. Gibson,R.L. and Mitchell,M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.
3. Kinra. (2010). Guidance and Counselling. New Delhi: Pearson Learning Inc.

4. Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.
5. McLeod, J. (2009). Counselling Skills. New Delhi: Rawat Books Ltd.

### Mapping

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

**Subject code:** 20U5PYCP02

**Semester:** V

**Credit:** 5

**Hours:** 75

**B. Sc. PSYCHOLOGY**

**SEMESTER - V**

**CORE PRACTICAL-2**

**EXPERIMENTAL PSYCHOLOGY - II (Practical)**

**Learning Objectives:**

To enable the students to

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

***Learning Outcome***

*Students will be able to* Understand the various psychological concepts

*Students will be able to* Knowing tests to measure psychological concepts

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

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

**Aptitude**

Differential aptitude test

Clerical aptitude scale (Kiran Gupta)

A Battery of Mechanical Aptitude Test (Atmananda Sharma)

**Leadership**

Leadership Preference Scale (L.I. Bhushan)

Student leadership Attitude Inventory (Bhagwat Singh)

Personality Study of Student leadership (Pramod Kumar)

**Creativity**

The Wallach-Kogan Battery of Creativity instruments

Passi Tests of Creativity

Non-Verbal Test of Creative Thinking (Baqer Mehdi)



**Emotion**

Emotional Maturity Scale (R. Pal)

Emotional Competence Scale (R. Bharadwa)

Emotional Stability Test for children (A.S. Gupta)

**Decision-making**

Career Decision Scale (Samuel H. Osipow)

Decision making Capacity of Educational Administrators (Ashok Kr. Pandey)

Decision-making style questionnaire

**Stress**

Occupational Stress Scale (A.K. Srivastava)

Stress Index for Parents of Adolescents (Peter L. Sheras, Richard R. Abidin and Timothy R. Konold)

Parents Stress Measuring Scale (M.N. Palsane)

**Anxiety**

Sinha Anxiety Scale

Taylor's Manifest Anxiety Scale

Test Anxiety Scale for Children (Kumar)

**Depression**

Children's Depression Scale

Beck Depression Inventory-II

Reynolds Adolescent Depression Scale

**Resilience**

Resiliency Scales for Children and Adolescents -

A Profile of Personal Strengths (Sandra Prince-Embury)

**Self-esteem**

Self Esteem Inventories (School & Adult Form) (Stanley-Coopersmith)

Self-Concept Inventory

Self Confidence Inventory (D.D. Pandey)

## Other tests used in education, clinic and counselling

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

Eating inventory

Indian adaptation of clinical analysis questionnaire

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

Pre Counselling Inventory (A. Schmilding)

## REFERENCES:

1. Freeman, F. (1970). Theory and Practice of Psychological Testing. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
2. Woodworth, R.S. & Schlosberg, H. (1977). Experimental Psychology .Rev. ed. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
3. Rajamanickam, M. (2005). Experimental Psychology with Advanced Experiments. New Delhi: Concept Publishing Company.
4. Pareek, U. (2007). Training Instruments In HRD And OD. 2nd ed. New Delhi: Tata McGraw Hill Publishing Company Pvt. Ltd.
5. Anatsi, A., Urbina, S. (2009). Psychological Testing. New Delhi: Prentice Hall

## Mapping

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

**Minimum of 10 experiments should be conducted**

## Evaluation:

Internal Assessment – 40 Marks

External Assessment – 60 Marks

[Components of External Assessment]

Conduction : 10

Materials : 5

Plan & procedure : 5

Results & Discussion : 10

Viva-voce : 15

Record : 15

Subject code: 20U5PYS03

Semester: V

Credit: 2

Hours: 20

## B. Sc. PSYCHOLOGY

### SEMESTER - V

#### SBEC-III

### ORGANIZATIONAL BEHAVIOUR

#### Learning objectives:

To enable the students to

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

#### ***Learning Outcome***

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

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

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

*Students will be able to* develop basic skills decision making

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

#### UNIT- I: INTRODUCTION

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

#### UNIT- II: THE INDIVIDUAL IN ORGANIZATION

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

### UNIT- III: THE GROUP IN ORGANIZATION

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

### UNIT- IV: THE ORGANIZATION SYSTEM AND STRESS MANAGEMENT

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

### UNIT- V: ORGANIZATIONAL DEVELOPMENT

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

### REFERENCES

1. Stephen P. Robbins and Timothy A. Judge, Organizational Behaviour, 12<sup>th</sup> edition, 2007. Prentice-Hall of India Pvt Ltd. New Delhi.
2. Eugene McKenna, Business Psychology and Organizational Behaviour, 4<sup>th</sup> edition ( Special Indian Edition) Psychology Press, Distributed by I K International Pvt. ltd, New Delhi.
3. John W. Newstrom, Organizational behaviour – Human Behaviour at Work, 12<sup>th</sup> edition, 2007. Tata McGraw Hill Publishing Company ltd, New Delhi.
4. John W Slocum and Don Hellriegel, Fundamentals of Organizational Behaviour, 2007. Thomson Learning. India.

### Mapping

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

Subject code: 20U5PYS04

Semester: V

Credit: 2

Hours: 20

## B. Sc. PSYCHOLOGY

### SEMESTER - V

#### SBEC-IV

### COMMUNICATIVE SKILLS

#### Learning objectives:

To enable the students to

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

#### ***Learning Outcome***

*Students will be able to understand the communication process*

*Students will be able to understand the components of listening skill*

*Students will be able to provide constructive feed back*

*Students will be able to acquire questioning and presentation skills*

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

#### UNIT I : THE COMMUNICATION PROCESS

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

#### UNIT II : ACTIVE LISTENING SKILLS AND NON-VERBAL COMMUNICATION

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

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

### UNIT III: GIVING CONSTRUCTIVE FEEDBACK

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

### UNIT IV: QUESTIONING SKILLS

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

### UNIT V: PRESENTATION SKILLS

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

### REFERENCES:

1. Hargie, O., Dickson, D., Tourish, D. (2004) Communication Skills for Effective Management. Palgrave Macmillan. Hampshire.
2. Adler, R. B. & Elmhorst, J. M. (1999) Communicating at Work: Principles and Practices for Business and the Professions McGraw Hill Singapore
3. Dixon, T., O'Hara, M (2010). Communication Skills. Open text book. [http://cw.routledge.com/textbooks/9780415537902/data/learning/11\\_Communication%20Skills.pdf](http://cw.routledge.com/textbooks/9780415537902/data/learning/11_Communication%20Skills.pdf)

### Mapping

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

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

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

**Learning objectives:** To enable the students to

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

***Learning Outcome***

*Students will be able to understand about research ethics*

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

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

**UNIT I: Foundations of Ethics**

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

**UNIT II: Scientific Aspects and Ethical Issues**

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

**UNIT III: Ethical Approaches and Theories**

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

**UNIT IV: Practical Applications of Ethical Principles and Rules**

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

**UNIT V: Plagiarism**

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

**REFERENCES**

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

**Mapping**

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



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

**B. Sc. PSYCHOLOGY**

**SEMESTER - VI**

**ELECTIVE - II**

**BEHAVIOUR MODIFICATION**

**Learning objectives:** To enable the students to

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

***Learning Outcome***

*Students will be able to understand about behavioural assessment*

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

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

**UNIT I: BASICS OF FORMAL ASSESSMENT**

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

**UNIT II: BEHAVIOURAL PROBLEMS**

Screening and Identification of Behavioural Problems –Assessment of Specific Disorders

### UNIT III: BASICS OF INFORMAL ASSESSMENT

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

### UNIT IV: RELAXATION TECHNIQUE

Jacobson Progressive Muscular Relaxation - Procedure and Applications

### UNIT V: OPERANT TECHNIQUES

Operant Techniques- Assessment Formulations- Intervention in Problem Behaviour

### REFERENCES

1. Martin, G & Pear, J (2019) Behaviour Modification, What it is and How to do it, Eleventh Edition, Routledge
2. Miltenberger, R. (2015), Behaviour Modification -Principles and Procedures ,Sixth Edition, Wadsworth Publishing Co Inc
3. Rimm, D., & Masters, J., (1974) Behaviour Therapy- Techniques and Empirical Findings , Geniza

### Mapping

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

Subject code: 20U6PYC10

Semester: VI

Credit: 5

Hours: 75

## B. Sc. PSYCHOLOGY

### SEMESTER - VI

#### CORE – X

### ABNORMAL PSYCHOLOGY II

#### Learning objectives:

To enable the students to

-understand the classification system

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

#### ***Learning Outcome***

*Students will be able to understand the classification system*

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

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

#### Unit I: PERSONALITY DISORDERS

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

#### Unit II: SUBSTANCE-RELATED DISORDERS

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

### Unit III: SCHIZOPHRENIA

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

### Unit IV: SEXUAL VARIANTS, ABUSE AND DYSFUNCTION

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

### Unit V: PREVENTION AND TREATMENT

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

### REFERENCES:

1. Barlow, D. H., & Durand, V.M. (2007). Abnormal Psychology, 4<sup>th</sup> ed. Pacific Grove: Brookes / Cole Publishing Co
2. Sarason, I. G. & Sarason, B. R., (2007). Abnormal Psychology. 10<sup>th</sup> ed. New Delhi : Pearson Education.
3. Alloy, L. B. & Riskind, J. H., Manos, M.J. (2005). Abnormal Psychology. 9<sup>th</sup> ed. Delhi: Tata McGraw Hill Publishing Company Ltd.

### Mapping

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

Subject code: 20U6PYC11

Semester: VI

Credit: 4

Hours: 75

## B. Sc. PSYCHOLOGY

### SEMESTER - VI

#### CORE – X1

### POSITIVE PSYCHOLOGY

#### Learning objectives:

To enable the students to

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

#### ***Learning Outcome***

*Students will be able to understand the movement of positive psychology*

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

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

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	To demonstrate methods of being happy	K2
CO2	To analyze coping approaches in positive psychology	K4
CO3	To determine the concept of flow and resilience	K5
CO4	To measure the health related behaviour	K5
CO5	To discuss the approaches towards positive mental health	K6

#### **Unit I: POSITIVE PSYCHOLOGY AND EMOTION FOCUSED APPROACHES**

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

#### **Unit II: COPING APPROACHES IN POSITIVE PSYCHOLOGY**

Positive response to loss: perceiving benefit and Growth - Pursuit of Meaningfulness in Life-Humor- Meditation and Positive Psychology - Spirituality.

### **UNIT – III: HEALTH**

Introduction and Definition to Health -Health promotion and the practice of health behaviour - Introduction to health behaviour - barriers to effective health promotion - factors influencing the practice of health behaviour.

### **UNIT – IV: HEALTH RELATED BEHAVIOUR**

Health enhancing behaviour - Exercise - benefits, determinants of regular exercise - Accident prevention - Cancer related health behaviour- weight control, maintaining a healthy diet, Health compromising behaviour - Alcoholism and problem drinking - Smoking - why do people smoke - Intervention to reduce smoking - smoking prevention

### **UNIT – V: APPROACHES TOWARDS POSITIVE MENTAL HEALTH**

Creativity - Role of personal control in Adaptive Functioning - Well-Being: Mindfulness versus positive Evaluation - Optimism - Hope Theory - Self Efficacy - Problem Solving Appraisal and Psychological Adjustment - Setting Goals for Life and Happiness. Self – Based Approaches -Reality Negotiation - Authenticity - Uniqueness seeking – Humility. Interpersonal approaches- Relationship Connection- Compassion -Forgiveness- Love- Empathy and Altruism- Sources of Moral motivation

### **REFERENCES**

1. Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. Oxford University Press
2. Boniwell, I. (2012). Positive Psychology In A Nutshell: The science of Happiness, Third Edition. Open University Press.
3. Seligman, E.P. (2002) Authentic Happiness. Atria Books.
4. Shelley E.Taylor (1995). Health Psychology. 6th edition. Tata McGraw Hill edition.
5. Edward P.Sarafino (1994). Health Psychology. John Wiley and Sons
6. David F Marks, Michael Murray, Brian Evans, Carla Willig, Cailine Woodall and Catherine M.Sykes (2008). Health Psychology: Theory, Research and Practice. 2nd edition. New Delhi: Sage Publications.

### Mapping

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

**Subject code: 20U6PYC12**

**Semester: VI**

**Credit: 5**

**B. Sc. PSYCHOLOGY**

**SEMESTER - VI**

**CORE - XII**

**PROJECT WORK / DISSERTATION**

**(Introducing Research Component in Under-Graduate Psychology Course)**

- **Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring real life psychological variables.
- The objective of the Project work is to further the student's critical thinking and scientific enquiry of psychological concepts through systematic investigation.
- Project work/Dissertation is prescribed for the 6<sup>th</sup> Semester Student and the student will be working under the teacher supervisor.
- The student is to undergo a 2 week data-collection field visit.
- Guides for the Project work will be allotted as per the student preference.
- The Project work may be a survey (fact findings or exploratory nature). collection of clinical case studies, a Problem solving assignment, Verification of existing or established theory and any other assignment as approved by the respective faculty guide and the HOD.
- The Project/Dissertation work consists of 15 credits.
- A Project/Dissertation work is a compulsory core paper.



## NORMS FOR EVALUATION FOR PROJECT REPORT

**Maximum Marks: 100**

**(Project Report 75 + Viva Voce 25)**

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

-----

Project Report		75 Marks
----------------	--	----------

Viva -Voce Examination	:	25 Marks
------------------------	---	----------

-----

<b>Total</b>		<b>100 Marks</b>
--------------	--	------------------

**Subject code: 20U6PYS05**

**Semester: VI**

**Credit: 2**

**Hours: 20**

**B. Sc. PSYCHOLOGY**

**SEMESTER - VI**

**SBEC - V**

**PSYCHOLOGY OF ADJUSTMENT**

***Learning Objectives:***

To enable the students to

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

***Learning Outcome***

*Students will be able to Understand the concept of adjustment*

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

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

*Students will be able to Explore the facets of marital adjustment*

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

**UNIT - I : THE DYNAMICS OF ADJUSTMENT**

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

**UNIT –II : PERSONALITY AND ADJUSTMENT**

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

### UNIT – III : STRESS AND ADJUSTMENT

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

### UNIT – IV : INTERPERSONAL COMMUNICATION

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

### UNIT - V : MARITAL ADJUSTMENT

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

### REFERENCES

1. Wayne Weiten, Margret A. Lloyd. (2004). Psychology Applied to modern Life : (7<sup>TH</sup> Edition).
2. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi : Sage Publications.

### Mapping

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

Subject code: 20U6PYS06

Semester: VI

Credit: 2

Hours: 20

**B. Sc. PSYCHOLOGY**  
**SEMESTER - VI**  
**SBEC - VI**  
**CONSUMER BEHAVIOUR**

**Learning objectives:**

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

***Learning Outcome***

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

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

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

*Students will be able to* develop basic skills decision making

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

**UNIT -I: INTRODUCTION**

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

**UNIT- II: FACTORS INFLUENCING CONSUMER BEHAVIOUR**

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

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

### **UNIT- III: CONSUMER ATTITUDE AND COMMUNICATION PROCESS**

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

### **UNIT- IV: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS**

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

### **UNIT- V: CONSUMER DECISION MAKING**

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

### **REFERENCES:**

1. Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective 1st Edition. Dreamtech Press, New Delhi.
2. Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9<sup>th</sup> edition, Prentice-Hall of India Pvt Ltd, New Delhi, India
3. Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour – Text and Cases, Excel Books, A-45, Naraina, Phase I, New Delhi, India.

### Mapping

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

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

**B. Sc. PSYCHOLOGY**  
**SEMESTER – VI- ELECTIVE - III**  
**HEALTH PSYCHOLOGY**

**Learning Objectives:**

**To enable the student to**

- Know the meaning of health and the models of health.
- Understand the various systems of the body.
- Understand the effects of healthy behaviours and types of health enhancing behaviours.
- Understand the meaning and effects of health promotion

***Learning Outcome***

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

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

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

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

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

**UNIT I : INTRODUCTION**

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

**UNIT II : THE SYSTEMS OF THE BODY**

The Nervous System – The Endocrine System – The Cardiovascular System – The Respiratory System – The Digestive System and the Metabolism of Food – The Renal System – The Reproductive System and Genetics – The Immune System.

### UNIT III : HEALTH BEHAVIOURS

An Introduction to Health Behaviours – Changing Health Habits – Cognitive Behavioural approaches to Health Behaviour Change – Transtheoretical Model of Behaviour Change – Changing Health Behaviours through Social Engineering – Venues for Health Habit Modification.

### UNIT IV HEALTHENHANCING BEHAVIOURS

Exercise – Accident Prevention – Maintaining a Healthy Diet – Weight Control – Eating Disorders – Sleep and Rest.

### UNIT V: HEALTH PROMOTION

Health Promotion – Stress and its Management – Health Services – Management of Serious Illness – Becoming a Health Psychologist.

### REFERENCES

1. Taylor, E.S. (2006). Health Psychology (6th Ed.). New Delhi: Tata McGraw-Hill Company Ltd.
2. Ogden, J. (2004). Health Psychology (3rd Ed.). Berkshire: Open University Press.
3. Sarafino, E. P. (2002). Health Psychology: Biopsychosocial Interactions. Fourth Edition. John Wiley and Sons Inc. New York.
4. Marks, D. F., Murray, M., Evans, B. & Willing, C. (2000). Health Psychology - Theory, Research and Applications. Sage Publications, New Delhi.
5. Hemalatha Natesan. (2004). Positive Therapy – Handbook for Healthy, Happy and Successful Living. Ganesh Krupa Publishers, Coimbatore.

### Mapping

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



Subject code: 20U6PYE04 Semester: VI Credit: 2 Hours: 20 hours

**B. Sc. PSYCHOLOGY**

**SEMESTER - VI**

**ELECTIVE - IV**

**SELF AND PERSONAL GROWTH**

**Learning objectives:** To enable the students to

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

***Learning Outcome***

*Students will be able to understand about self*

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

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

**UNIT I: Introduction**

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

**UNIT II: Self from a Developmental Perspective**

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

**UNIT III: Self in the Indian Thought**

Contributions of Indian thought to the understanding of self

## UNIT IV: Self and relationships

Importance of Family and Peer groups in one's life- Importance of Emotional Intelligence- Role of culture

## UNIT V: Personal Growth and actualizing self

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

## REFERENCES

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.
4. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge

### Mapping

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

## **QUESTION PAPER PATTERN**

**(For Theory & Problem oriented subjects)**

**Time: 3 Hours**

**Max. Marks: 75**

### **PART – A (20 x1 = 20 Marks)**

Answer All the Questions

(From each unit Four questions)

### **PART – B (5 x 5 = 25 Marks)**

Answer All Questions (Either or Type)

(From each unit One question)

### **PART – C (3 x 10 = 30 Marks)**

Answer Any Three out of Five Questions

(From each unit One question)

