ST.TERESA'S COLLEGE (AUTONOMOUS) ERNAKULAM

(Affiliated to Mahatma Gandhi University, Kottayam)

CURRICULUM AND SYLLABI FOR

BACHELOR'S PROGRAMME IN PSYCHOLOGY

AND

SYLLABI FOR COMPLEMENTARY COURSES IN PSYCHOLOGY

Under Choice Based Credit & Semester System

(2018 Admissions)

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

DEPARTMENT OF PSYCHOLOGY

BOARD OF STUDIES IN PSYCHOLOGY

Sl No	Name of the Member	Official Address	Designation
1	**Dr. S Vinod Kumar**	**Head of the Department and Course Director. School of Behavioural Sciences, Kannur University, Kerala**	**Chairman**
2	**Dr. Rajeev Kumar N**	**Associate Professor. School of Behavioural Sciences, Mahatma Gandhi University, Kerala.**	**University Nominee**
3	**Dr. Velayudhan Arumugham**	**Head of the Department, Bharathiyar University, Coimbatore**	**Subject Expert**
4	**Dr. Malini R**	**Assistant Professor. Union Christian College. Aluva**	**Subject Expert**
5	**Dr. Neelima Ranjith**	**Assistant Professor, Union Christian College. Aluva**	**Subject Expert**
6	**Dr. K Manikandan**	**Associate Professor. Department of Psychology. Calicut university.**	**Subject Expert**
7	**Dr. Fr. Varghese Puthussery**	**Director and Head. Santhwana Institute of Counselling and Psychotherapy,**	**Industry Expert**

Sl No	Name of the Member	Official Address	Designation
		Kacheripady, Ernakulam	
8	**Ms. Greena Ann Devasia**	**Department of Psychology, St. Teresa's College, Ernakulam.**	**Head of the Department**
9	**Ms. Shency Shaji**	**Department of Psychology, St. Teresa's College, Ernakulam.**	**Assistant Professor**

FACULTY MEMBERS WHO HAVE CONTRIBUTED TOWARDS THE CURRICULUM AND SYLLABUS IN PHYSICS

Sl No	Name of the Member	Official Address	Designation
1	**Ms. Greena Ann Devasia**	**Department of Psychology, St. Teresa's College, Ernakulam.**	**Head of the Department**
2	**Ms. Shency Shaji**	**Department of Psychology, St. Teresa's College, Ernakulam.**	**Assistant Professor**

PREFACE

As an autonomous college under Mahatma Gandhi University, St. Teresa's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of the University/Higher Education Council, to ensure a well-balanced Curriculum. Within the constraints of a prescribed syllabus, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution.

The syllabus restructuring of 2017 aims to provide the students many opportunities to engage with authentic, real world learning. This has been evident through the significant number of new Programmes introduced at the wake of autonomy in 2014 with their integral placement opportunities. I acknowledge the efforts taken by the teachers in developing Programme and Course outcomes that focus on cognitive and intellectual skills of the learners ,confidence to carry out independent and scholarly research in area of professional interest to them and to position themselves globally effective cross- cultural educators .

I congratulate the efforts taken by the Principal Dr. Sajimol Augustine M. and the team for restructuring the syllabi under the leadership of Smt. Shanty B.P in a meaningful manner. Transformation is what makes St. Teresa's distinctive. Transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of knowledge. We look forward to sharing with you the outcomes of our curriculum restructuring and these resources we hope will enable you to reflect on learning gain in our own institution.

Dr. Sr. Vinitha (Celine E)

Director

FOREWORD

Autonomy in the field of higher education implies responsibility and accountability and this in turn leads to excellence in academics and pro-active governance. St Teresa's College was given autonomous status in the year 2014 and we have made a concerted attempt to maintain a high level of quality in the standard of education that we impart.

Academic autonomy has granted us the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines. Structured feedback was taken from the Students, Alumni and the experts from the industry and the changes suggested by them were duly incorporated in the syllabi.

The Board of Studies constituted for each department meet regularly in the stipulated time frame and in depth discussions are conducted about the different dimensions of the curricula and syllabi. The IQAC team has felicitated the conduct of a number of workshops and conferences to equip the faculty with the necessary skill set to frame the syllabi, set question papers for internal tests that evaluate whether the learning outcomes enlisted in the syllabus have been achieved and to ensure the fair and transparent conduct of examinations.

The responsibility that autonomy has placed on us is indeed onerous but we have strived together to meet all the challenges that were placed in our way. We have worked towards moulding young women as responsible citizens who will carry forward the task of nation building in an exemplary manner. All effort has been made to nurture their academic ambitions as well as their skills in co-curricular activities.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Sr. Dr. Vinitha, the Director of the College.

I specially thank the team headed by Smt. Shanty B. P. for updating the syllabi, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

Dr. Sajimol Augustine M
Principal

ACKNOWLEDGEMENT

The study of psychology is so widespread in modern world with different sub-disciplines or branches of psychology being widely recognized and frequently leveraged in an array of industries. So the curriculum and syllabi of an academic programme offering psychology has to be framed systematically to increase its significance and relevance in present time.

I wish to express my sincere thanks to Dr. S. Vinod Kumar, Head of the Department and Course Director, School of Behavioural Sciences, Kannur University, Kerala and Dr. Rajeev Kumar N, Associate Professor, School of Behavioral Sciences, M.G. University, Kottayam for their selfless and timely service and for giving us all the help and guidance we needed. I also acknowledge my thanks to Ms. Malinini R, Assistant Professor, Department of Psychology, Union Christian College, Aluva, Dr.Neelima Ranjith, Assistant Professor, Department of Psychology, Union Christian College, Aluva, and Dr.L. Manikandan, Associate Professor, Department of Psychology, Calicut University, and Dr, Fr. Varghese Puthussery, Director and Head. Santhwana Institute of Counselling and Psychotherapy, Kacheripady, for their invaluable suggestions.

Our Director, Dr. Sr. Vinitha and our Principal Dr. Sajimol Augustine have always rendered motivation and help in all our ventures and were the driving force behind this new curriculum. On behalf of Psychology Department, St Teresa's College, I am happy to express my sense of gratitude to them.

- **Head of the Department**

Ms. Greena Ann Devasia

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ST. TERESA'S COLLEGE (AUTONOMOUS) ERNAKULAM

DEPARTMENT OF PSYCHOLOGY B.Sc. PROGRAMME IN PSYCHOLOGY

Under Choice Based Credit & Semester System

(2017 admissions onwards)

PREAMBLE

The Department of Psychology offers a three year undergraduate program. 'B.Sc. Programme in Psychology' that provides interest in Psychology with its focuses on the different areas of human mind. The program seeks to inculcate in students to understand human mind and behavior through the learning of lifespan psychology, search through the cognitive aspects, understanding of normality and abnormality, and to know about human behavior in organizational and social areas of his life.

The program provides students broad and diverse course work in counselling, test analysis, skills in scientific reporting in Psychology, and encourage students to know different therapeutic techniques. It implements practical, innovative experiences, projects and internships to prepare students for successful psychologists, counselors, and researchers. It is the mission of the department to help the students to be acquainted with the human nature as well as human behavior in order to respond accurately, precisely and relevantly.

GRADUATE ATTRIBUTES

On completion of the B.Sc. programme in Psychology, Students should be able to demonstrate the graduate attributes listed below.

- To generate interest in psychology
- To understand the basics of various perspectives in psychology
- To appreciate the psychological processes behind behaviour
- To develop critical thinking ability of students
- To inculcate in students the need and importance of statistics in Psychology
- To get them equipped with different statistical presentation of data
- To understand psychological processes that contribute to individual differences.
- To familiarize the different application of Psychological principles and techniques in the different fields of psychology.
- Enable the student to explain various social phenomena and social psyche through the analysis of cultural products.
- Develop and familiarize personal efficacy and skills.
- Apply topics like leadership, motivation, power, and conflict, negotiation in organizations and to learn strategies to manage organizations more effectively.
- Facilitate research applications in fields of Psychology.
- Make the student understand different aspects of normality and abnormality.
- Be informed and open-minded about social, cultural and linguistic diversity in India and the world.
- Be able to effect change and be responsive to the situations and environments in which they openness.
- Be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest.

AIMS AND OBJECTIVES

At the end of First year (1st and 2nd semesters)

1) The course is intended to introduce the student to the basic concepts and principles of Psychology.

2) The course provides students with the basic ideas of research and physiological aspects of human mind.

3) The course also introduces the student to the history of Psychology and its branches.

At the end of Second year (3rd and 4th semesters)

1) Students achieve an understanding of social world around them.

2) The learners will learn the basics of statistics in the field of Psychology.

3) Students will be introduced to the body systems and functions.

At the end of Third year (5th and 6th semesters)

1) Students will be provided with knowledge and understanding of normality and abnormality.

2) Students will receive a comprehensive understanding of management subjects such as Organizational behaviour, human resource development, and managing behaviour in organization setting.

3) Students achieve a firm understanding of Child development.

4) Students will get the methods to treat disorders and conduct research in the fields of Psychology.

PROGRAMME DESIGN

The B.Sc. programme in Psychology includes (a) Common courses (b) Core courses (c) Complementary courses (d) Open Courses (e) Practical and (f) Project. No course shall carry more than 8 credits. The student shall select any Choice based course offered by the department which offers the core courses, depending on the availability of teachers and infrastructure facilities, in the institution. Open course shall be offered in any subject during the fifth semester. Students of the B.Sc. Psychology Programme can opt for any one open course offered to them by the self-financing Departments.

Courses

The Bachelor's programme contains 33 courses in six semesters. The total credits of all the courses of the programme are 120. The number of Courses for the programme should contain 10 compulsory core courses, 1 choice-based core course, 2 practical and two project; 8 complementary courses, from the relevant subjects for complementing the core of study and 1 open course. There should be 10 common courses which includes the first and second language of study.

All students are expected to do one open course of their choice from any discipline other than their parent discipline. Departments have the freedom to change current papers /choose other papers if found relevant. But changes should not affect number of teaching hours (workload of each teacher) of each department.

Project

All students shall do a project related to the core course. The project can be done individually or as a group of maximum 3 students. However, the viva on this project will be conducted individually. The projects are to be identified during the 5th semester of the programme with the help of the supervising teacher. Each student should submit at least four case studies for the evaluation at the end of the semester. Empirical research is to be done during the 6th semester. The report of the project in duplicate is to be submitted to the department by the end of 6th semester and are to be produced before the external examiners.

PROGRAMME STRUCTURE

Model-1		
Course	**No**	**Credits**
Common course 1	10	22
Common course 2		16
Core courses	10	39
Core practical	4	17
Project	2	4
Choice based core Course	1	3
Complementary courses I & II	8	16
Open course	1	3
Attendance		75%
Total	**34**	**63 (Core)** **16 (Complementary)** **3 (Open Course)** **38 (Common)**
Grand Total	**34**	**120**

SCHEMES OF COURSES

The different types of courses and its number is as follows:

Model- I	
Courses	**Number**
Common Courses	10
Core Courses (Theory)	10
Project/ Industrial Visit and comprehensive viva	2
Practical	4
Open Course	1
Choice based Course	1
Complementary Courses	8
Total	**36**

COURSES WITH CREDITS

For MODEL 1 is given below

Courses	**Credits**
Core Courses	39
Open Course	3
Choice Based Core	3
Project, I.V. & Viva	4
Practical	17
Total	**66**
Complementary Courses I	8
Complementary Courses II	8
Total	**16**
Common Courses	38
Total	**38**
Grand Total	**120**

DURATION OF PROGRAMME

- The duration of U.G. Programmes shall be **6 semesters**.
- A student may be permitted to complete the programme, on valid reasons, within a period of 12 continuous semesters from the date of commencement of the first semester of the programme.
- Attendance: Students having a minimum of 75% average attendance for all the courses only, can register for the examination.

STRUCTURE OF THE PROGRAMME

Bachelor's Programme in Psychology model 1

Sem	Course type	Course code	Course Title	Hrs /week	Credits	Max Marks	
						ISA	ESA
I	Common course I	EN1CC01	FINE-TUNE YOUR ENGLISH	5	4	20	80
		EN1CCT02	PEARLS FROM THE DEEP	4	3	20	80
	Common course II	ML1CCT01	KATHASAHITHYAM	4	4	20	80
		HN1CCT01	KAHAANI AUR UPANYAS			20	80
		FR1CCT01	FRENCH LANGUAGE AND COMMUNICATIVE SKILLS –I			20	80
	Complementary course I	PY1CMT02	BODY SYSTEMS AND BEHAVIOR	3	2	20	80
	Complementary course II	PY1CMT03	BASIC STATISTICS	2	2	20	80
	Core course	PY1CRT01	FOUNDATIONS AND METHODS OF PSYCHOLOGY	7	4	20	80
	Total Credits for Semester I = 19						
II	Common course I	EN2CCT03	ISSUES THAT MATTER	5	4	20	80
		EN2CCT04	SAVOURING THE CLASSICS	4	3	20	80
	Common course II	ML2CCT02	KAVITHA	4	4	20	80
		HN2CCT02	KAVITA VYAKARAN AUR ANUVAD			20	80
		FR2CCT02	FRENCH LANGUAGE AND COMMUNICATIVE SKILLS-II			20	80
	Complementary course I	PY2CMT05	BIOLOGICAL BASIS OF BEHAVIOR	2	2	20	80
	Complementary course II	PY2CMT06	STATISTICAL TOOLS	2	2	20	80
	Core	PY2CRT04	BASIC COGNITIVE				

Sem	Course type	Course code	Course Title	Hrs /week	Credits	Max Marks	
						ISA	ESA
	course		PROCESSES	7	4	20	80
	Total Credits for Semester II = 19						
III	**Common course I**	EN3CCT05	LITERATURE AND/AS IDENTITY	5	4	20	80
	Common course II	ML3CCT03	DRISYAKALASAHITHYAM	5	4	20	80
		HN3CCT03	NAATAK AUR LAMBI KAVITA			20	80
		FR3CCT03	AN ADVANCED COURSE IN FRENCH –I			20	80
	Complementary course I	PY3CMT08	NEUROPHYSIOLOGY OF BEHAVIOR	2	2	20	80
	Complementary course II	PY3CMT09	STATISTICAL METHODS AND ELEMENTARY PROBABILITY	3	2	20	80
	Core course	PY3CRT07	LIVING IN THE SOCIAL WORLD	7	4	20	80
	Practical	PY3PO1	PSYCHOLOGY PRACTICALS- I	2	-	-	-
	Total Credits for Semester III = 16						
IV	**Common course I**	EN4CCT06	ILLUMINATIONS	5	4	20	80
	Common course II	ML4CCT04	MALAYALA GADHYARACHANAKAL	5	4	20	80
		HN4CCT04	GADYA AUR EKANKI			20	80
		FR4CCT04	AN ADVANCED COURSE IN FRENCH –II			20	80
	Complementary course I	PY4CMT11	BIOPHYSIOLOGY OF BEHAVIOR	2	2	20	80
	Complementary course II	PY4CMT12	STATISTICAL INFERENCE	2	2	20	80
	Core course	PY4CRT10	SOCIAL INTERACTIONS AND HUMAN BEHAVIOR	7	4	20	80

Sem	Course type	Course code	Course Title	Hrs /week	Credits	Max Marks	
						ISA	ESA
	Practical	PY4P02	PSYCHOLOGY PRACTICALS- II	2	1	20	80
	Total Credits for Semester IV = 17						
V	**Core course**	PY5CRT15	ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS	4	4	20	80
		PY5CRT13	ABNORMAL PSYCHOLOGY	4	4	20	80
		PY5CRT14	FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR	3	3	20	80
	Open course	OFFERED BY OTHER DEPARTMENTS		4	3	20	80
	Practical	PY5P03	EXPERIMENTAL PSYCHOLOGY	8	8	20	80
	Project	PY5Pro01	PROJECT	2	2	20	80
	Total Credits for Semester V = 24						
VI	**Core course**	PY6CRT16	PSYCHOLOGY OF MALADAPTIVE BEHAVIOR	4	4	20	80
		PY6CRT17	CHILD DEVELOPMENT	4	4	20	80
		PY6CRT18	MANAGING BEHAVIOR IN ORGANIZATIONS	4	4	20	80
		PY6CB1	CHOICE BASED CORE COURSE THEORY AND PRACTICE OF COUNSELLING	3	3	20	80
	Core Course	PY6P04	PRACTICAL- PSYCHOLOGICAL ASSESSMENT	3	8	10	40
	Project	PY6Pro02	PROJECT 2	2	2	20	80
	Total Credits for Semester VI = 25						

Total credits = 120

CONSOLIDATED SCHEME FOR I TO VI SEMESTERSPROGRAMME STRUCTURE

B.Sc. PSYCHOLOGY PROGRAMME (MODEL - I) CORE COURSES

Course Code	Title of the Course	Category	Hrs. per week	Credits
SEMESTER-1				
PY1CRT01	FOUNDATIONS AND METHODS OF PSYCHOLOY	Core	7	4
	Total Credits	**4**		
SEMESTER-2				
PY2CRT04	BASIC COGNITIVR PROCESSES	Core	7	4
	Total Credits	**4**		
SEMSTER-3				
PY3CRT07	LIVING IN THE SOCIAL WORLD	Core	7	4
PY3P01	PSYCHOLOGY PRACTICALS-1	Practical	2	-
	Total credits	**4**		
SEMESTER-4				
PY4CRT10	SOCIAL INTERACTIONS AND HUMAN BEHAVIOR	Core	7	4
PY4P02	PSYCHOLOGY PRACTICALS -II	Practical	2	1
	Total Credits	**5**		
SEMESTER-5				
PY5CRT15	ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS	Core	4	4
PY5CRT13	ABNORMAL PSYCHOLOGY	Core	4	4
PY5CRT14	FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR	Core	4	3
Offered by other departments	OPEN COURSE	Open	4	3
PY5P03	EXPERIMENTAL PSYCHOLOGY	Practical	8	8
PY5Pro01	Project	Core	2	2

Course Code	Title of the Course	Category	Hrs. per week	Credits
	Total Credits	**24**		
SEMESTER-6				
PY6CRT16	PSYCHOLOGY OF MALADAPTIVE BEHAVIOR	Core	4	4
PY6CRT17	CHILD DEVELOPMENT	Core	4	4
PY6CRT18	MANAGING BEHAVIOR IN ORGANIZATIONS	Core	4	4
PY6CB1	CHOICE BASED CORE COURSE	Choice Based	3	3
PY6P04	PRACTICAL- PSYCHOLOGICAL ASSESSMENT	Practical	8	8
PY6Pro02	PROJECT 2	Core	2	2
	Total Credits	**25**		

CHOICE BASED COURSES

Sl. No.	Semester	Course Code	Course Title
1	VI	PY6CB1	THEORY AND PRACTICE OF COUNSELLING
2	VI	PY6CB2	SCHOOL PSYCHOLOGY
3	VI	PY6CB3	HUMAN RESOURCE DEVELOPMENT
4	VI	PY6CB4	HEALTH PSYCHOLOGY

OPEN COURSES

Sl. No.	Semester	Course Code	Course Title
1	V	PY5OP1	BASICS OF COUNSELLING PSYCHOLOGY
2	V	PY5OP2	LIFE SKILLS DEVELOPMENT

Complementary courses offered by the Department

For Bachelor programme in Psychology

Course Code	Title of the Course	Hrs per week	Credits
SEMESTER 1			
PY1CMT02	BODY SYSTEMS AND BEHAVIOR	3	2
PY1CMT03	BASIC STATISTICS	2	2
Total Credits per Semester =4			
SEMESTER 1I			
PY2CMT05	BIOLOGICAL BASIS OF BEHAVIOR	2	2
PY2CMT06	STATISTICAL TOOLS	2	2
Total Credits per Semester =4			
SEMESTER 1II			
PY3CMT08	NEUROPHYSIOLOGY OF BEHAVIOR	2	2
PY3CMT09	STATISTICAL METHODS AND ELEMENTARY PROBABILITY	2	2
Total Credits per Semester =4			
SEMESTER 1V			
PY4CMT11	BIOPHYSIOLOGY OF BEHAVIOR	2	2
PY4CMT12	STATISTICAL INFERENCE	2	2
Total Credits per Semester =4			

EXAMINATIONS

The external theory examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment. Examinations have two parts: Internal or In-Semester Assessment (ISA) & External or End–Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:4. Both internal and external marks are to be rounded to the next integer.

MARKS DISTRIBUTION FOR END-SEMESTER ASSESSMENT (ESA) AND IN-SEMESTER ASSESSMENT (ISA)

Marks distribution for ESA and ISA and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

For all courses without practical

a) End–Semester Assessment (ESA): 80 marks

b) In-Semester Assessment (ISA): 20 marks

ISA - Theory	Marks
Attendance	**5**
Assignment/Seminar/Viva	**5**
Test papers (2 x 5)	**10**
Total	**20**

Attendance:

% of Attendance	Marks
>90%	**5**
Between 85 and 90	**4**
Between 80 and 85	**3**
Between 75 and 80	**2**
75 %	**1**
< 75	**0**

FOR ALL PRACTICAL PAPERS

(a) End–Semester Assessment (ESA): 80

(b) In-Semester Assessment (ISA): 20

ISA components	**Marks**
Attendance	**5**
Lab Involvement	**5**
Record*	**10**
Total	**20**

*Marks awarded for Record should be related to number of experiments recorded

FOR PROJECTS/ INDUSTRIAL VISIT AND COMPREHENSIVE VIVA-VOCE*:

(a) End–Semester Assessment (ESA): 80
(b) In-Semester Assessment (ISA): 20

Components of Project/I.V. and Viva – ESA	**Marks**
Dissertation (External)	50
Comprehensive Viva-voce (External)	30
Total	**80**

* Bonafide reports of the project work or Industrial Visit conducted shall be submitted at the time of examination.

All the four components of the ISA are mandatory.

Components of Project/ I.V. – ISA	**Marks**
Punctuality	5
Experimentation / Data Collection	5
Knowledge	5
Report	5
Total	**20**

ASSIGNMENTS

Assignments are to be done from 1st to 4th Semesters. At least one assignment should be done in each semester for all courses.

SEMINAR / VIVA

A student shall present a seminar in the 5th semester and appear for Viva- voce in the 6th semester for all courses.

IN-SEMESTER ASSESSMENT - TEST PAPERS

Two internal test- papers are to be attended in each semester for each paper. The evaluations of all components are to be published and are to be acknowledged by the students. All documents of internal assessments are to be kept in the college for two years. The responsibility of evaluating internal assessment is vested on the teachers who teach the course.

END-SEMESTER ASSESSMENT:

The End-Semester examination of all courses shall be conducted by the College on the close of each semester. For reappearance/ improvement, students can appear along with the next batch.

Pattern of Question Paper:

A question paper shall be a judicious mix of short answer type, short essay type/ problem solving type and long essay type questions.

For each course the End-semester Assessment is of 3 hours duration. The question paper has 3 parts. Part A contains 12 objective type questions of which 10 are to be answered. Part B contains 9 short essay questions of which 6 are to be answered. Part C has 4 long essay questions of which 2 are to be answered.

Part	**No. of Questions**	**No. of questions to be answered**	**Marks (for courses with practical)**	**Marks (for courses without practical)**
A (Short Answer type)	12	10	10 x 1 = 10	10 x 2 = 20
B (Short Essay)	9	6	6 x 5 = 30	6 x 5 = 30
C (Long Essay)	4	2	2 x 10 =20	2 x 15 = 30

CONDUCT OF PRACTICAL EXAMINATIONS

PRACTICAL EXAMINATION

Practical examinations will be conducted only at the end of even semesters for all programmes.

PATTERN OF QUESTION PAPERS

Pattern of questions for end-semester assessment of practical papers will be decided

by the concerned Board of practical examination.

GRADES

A 7-point scale based on the total percentage of marks (ISA + ESA) for all courses (theory, practical, project)

% of marks	Grade	Grade point
>95	S - Outstanding	10
85 - 95	A^+ - Excellent	9
75 - 85	A - Very good	8
65 - 75	B^+ - Good	7
55 - 65	B - Above average	6
45 - 55	C - Satisfactory	5
35 - 45	D - Pass	4
<35	F - Failure	0
	Ab - Absent	0

PASS CRITERIA:

- A separate minimum of 30% marks each for ISA and ESA (for both theory and practical) and aggregate minimum of 35% is required for a pass in a course.
- For a pass in a programme, a separate minimum of Grade D is required for all the individual courses.
- If a candidate secures F Grade for any one of the courses in a semester/programme, only F grade will be awarded for that semester/programme until she improves this to D Grade or above within the permitted period.
- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.

CREDIT POINT AND CREDIT POINT AVERAGE

Credit Point (CP) of a course is calculated: $CP = C \times G$

where C = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a semester: $SGPA = TCP/TC$

where TCP = Total Credit Point of that semester ,

TC = Total Credit of that semester

Cumulative Grade Point Average (CGPA) is calculated: $CGPA = TCP/TC$

TCP = Total Credit Point of that programme

TC = Total Credit of that programme

GRADE POINT AVERAGE (GPA)

GPA of different category of courses viz. Common courses, Complementary courses, Core courses etc. are calculated: $GPA = TCP/TC$

TCP = Total Credit Point of a category of course

TC = Total Credit of that category of course

Grades for the different courses, semesters and overall programme are given based on the corresponding GPA

GPA	Grade
>9.5	S - Outstanding
8.5 – 9.5	A^+ - Excellent
7.5 – 8.5	A - Very good
6.5 – 7.5	B^+ - Good
5.5 – 6.5	B - Above average
4.5 – 5.5	C - Satisfactory
3.5 – 4.5	D - Pass
<3.5	F - Failure

- For reappearance/improvement of I, II, III & IV semesters, candidate have to appear along with the next batch.
- There will be supplementary exams for V sem in the respective academic year.
- Notionally registered candidates can also apply for the said supplementary examinations.
- A student who registers her name for the end semester assessment for a semester will be eligible for promotion to the next semester.
- A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in ISA can re-do the same registering along with the ESA for the same semester, subsequently
- There shall be no improvement for internal evaluation

SYLLABUS FOR

PSYCHOLOGY CORE COURSES

SEMESTER 1

PY1CRT01 FOUNDATIONS AND METHODS OF PSYCHOLOGY

Credits : 4

Total Lecture hours : 126

Aims and Objectives : To generate interest in psychology .To understand the basics of various perspectives in psychology .To appreciate the psychological processes behind behavior. To develop critical thinking ability of students.

Course overview

In semester 1 the students deal with different properties in psychology, origin and branches of psychology, scientific investigation, methods of psychology, objectives and subjective factors, attention span, gestalt principles, dream and sleep, nature of consciousness determinants of personality, trait theories and psychoanalytic approach.

Module 1: Perspectives in Psychology (20hrs.)

What is Psychology? A working definition. Origin of Psychology. Philosophical origin: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origin: Darwin, Genetics. Schools of Psychology- Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt psychology, Modern Perspectives: Biological, Psychodynamic, Behaviouristic, Humanistic, Cognitive, Evolutionary, Socio-cultural. Branches of Psychology. Critical thinking: Pseudo-psychology – Palmistry, Astrology, Graphology, Ouija board etc.

Textbooks*;*

- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson.*
- *Baron, R.A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education, Ch. 1.*

Module 2: The Science of Psychology (26hrs)

Psychology as a science.Goals of scientific enterprise.Steps in scientific investigation. Methods of Psychology: Naturalistic observation, case study, survey, correlational studies. Experimental method: Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control – placebo effect, experimental effect, double blind procedure, lab and field experiment.

Textbooks :

- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson, Ch. 1.*
- *Baron, R. A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education, Ch. 1.*

Module 3: Sensation, Attention and Perception (30hrs)

Sensation: Psychophysics; Absolute threshold. JND.Perceptualdefense.Subliminal perception. Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – set in attention, span of attention, division of attention, distraction of attention. Perception: Top-down Vs. Bottom-up processes, Perceptual organization: Gestalt principles. Depth perception: monocular and binocular cues. Perceptual constancies. And Illusions of different types, Colour perception – colour theories (in brief).Perceptual styles, Habituation, Critical thinking: Extra sensory perception, enhancing perceptual accuracy.

Textbook *:*

- *Baron, R. A., &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education,*
- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson*

- *Coon, D. (1998).Introduction to psychology: Exploration and application. USA: Brooks/Cole Publishing Co.*

Module 4: Consciousness (20)

States of mind: Nature of consciousness. Changes in consciousness: dream and sleep. Stages of sleep. Altered states: Hypnosis, meditation, drug induced states. (Applications) Critical thinking: Hypnosis: facts and myths

Textbooks *:*

- *Baron, R. A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education, Ch. 3.*
- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson*
- *Coon, D. (1998).Introduction to psychology: Exploration and application. USA: Brooks/Cole Publishing Co., Ch. 8.*

Module 5: Personality (30hrs)

Concept of personality.Determinants of personality – biological, cultural, social & situational. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, somatotypes. Modern theories (In brief). Psychoanalytic approach. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development. Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Big Five (In Brief) Eysenck (In Brief). Humanistic theories – Rogers, Maslow, Self – self concept, self efficacy, self control, self regulation. Assessment of Personality: Self reports – questionnaires, inventories, interviews, projective tests.

Textbooks

- *Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2011).Social Psychology, 12thed. New Delhi : Pearson Education, Ch. 4*

- *Baron, R.A., &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education, Ch. 12.*
- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson, Ch. 12.*

Note – Activity based assignments and seminars Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior. Discuss how behavior is learned and shaped.

References

- Bootzin, R., & Bower, G.H.(1991). Psychology today- An Introduction, 7thed. New York: McGraw Hill Inc.
- Kuppuswamy, B. (1990). Elements of Ancient Indian psychology, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd. Lee, J. A. (2010) The Scientific Endeavour. New Delhi. Pearson
- Lefrancois, G.R. (2000). Theories of human learning, 4th ed. London: Wadsworth.
- Mishra, B. K. (2008). Psychology: The study of human behaviour. New delhi: Prentice Hall of India.
- Morgan, C.T., King, R. A., Weisz, J. R., &Schopler, J. (1993).Introduction to psychology, 7thed. New Delhi: Tata McGraw Hill.

Competencies

- Discuss the history of psychology.
- Explain perspectives of psychology.
- Summarize the schools of psychology.
- Classify research methods in psychology.
- State phenomena associated with attention.
- Explain colour theories and colour perception.
- Explain altered states of consciousness.
- Summarize approaches to personality.

- Express the importance of Freud's theory.
- Mention different defence mechanisms**.**

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PY1CRT01-FOUNDATIONS AND METHODS OF PSYCHOLOGY

MODULE	**HOUR**	**PART A** **2 MARKS** **10/12**	**PART B** **5 MARKS** **6/9**	**PART C** **15 MARKS** **2/4**	**Total** **129/80**
I	20	2	2	1	29
II	26	2	1	-	9
III	30	3	2	1	31
IV	20	2	2	1	29
V	30	3	2	1	34

Model question paper

FOUNDATIONS AND METHODS OF PSYCHOLOGY

B.Sc. DEGREE EXAMINATION (CBCSS)

FIRST SEMESTER

CORE COURSE- PSYCHOLOGY

PY1CRT01 - Fundamentals and Methods of Psychology

Time: 3hrs **Total marks: 80**

Section A.

Write short notes on any 10. Each carries 2 marks.

1. Define Tabula rasa
2. What Introspection
3. Explain Super ego
4. Define Repression
5. What is Case study
6. Define Palmistry
7. Explain Placebo effect
8. What is NREM sleep
9. What are Archetypes?
10. Define Dependent variable
11. Define Define personality
12. Explain Hypnosis

(10 X 2 = 20 marks)

Section B.

Answer in a paragraph. Answer any 6. Each carries 5 marks.

13. Write a note on Defense mechanism
14. Discuss Functionalism
15. Explain Perception and its principles.
16. Discuss the phenomena associated with attention.
17. Discuss Levels of consciousness

18. Explain Differential threshold
19. Write a note on Span of attention
20. Explain Naturalistic observation
21. Discuss ESP

(6 x 5 = 30 marks)

Section C

Long answer questions. Answer any 2. Each carries 15 marks.

22. Define consciousness. Describe various altered states of consciousness.
23. How do you understand psychology as a science? Describe various methods used in psychology.
24. 24. Define psychology? Describe how different schools of psychology understand mind and mental process.
25. Define perception. Describe the principles involved in perceptual organization.

(2 x 15 = 30 marks)

PY2CMT04 BASIC COGNITIVE PROCESSES

Semester : 2

Credit : 4

Total lecture hours: 126

Aims and Objective

To improve meta cognitive abilities .To apply memory techniques to improve academic performance.To understand psychological processes that contribute to individual differences.

Course overview

This course deals with cognitive processes like memory,intelligence, motivation, and emotion. It gives brief understanding of topics like models of memory, theories related to intelligence, emotion, creativity, etc.

Module 1: Memory (30hrs)

Definition: Encoding, storage and retrieval processes. Models of memory: Modal model (Atkinson Shiffrin model) sensory memory, STM, LTM, Neural network model (Parallel distributed model), Levels of processing view Types of information in memory: Semantic, episodic and procedural memory. Retrieval cues: State dependent, context dependent. Measuring memory: recall, recognition, relearning, redintegration, implicit memory test, priming. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Forgetting: Curve of forgetting. Theories (Reasons) of forgetting: trace decay hypothesis, interference, distortion, repression, amnesia, absence of stimulation. Factors that can prevent forgetting: Rate of original learning, over learning, periodic reviews, meaningfulness, intention to learn, spaced vs. massed learning. Strategies for remembering: recitation, rehearsal, elaboration, organization, Mnemonics (techniques to improve memory): method of loci, peg word method, key word, SQ3R, stories you tell yourself, chunking.

Textbooks;

- *Baron, R. A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education,*
- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson,*
- *Weiten, W. (2002).Psychology: Themes and variations, 5thed. New York: Brooks/Cole Publishing Co.*

Module 2: Cognitive processes (20 hrs)

Cognition: Definition, Thinking: Components of thought - Images, Concepts, Propositions. Reasoning - deductive and inductive Basic sources of error in reasoning -mood states, beliefs, confirmation bias, hind sight. Problem solving – Steps, Barriers to effective problem solving, Strategies of problem solving - algorithms, heuristics, means to end analysis, backward search. Creativity: Convergent and divergent thinking, Stages in creativity. Language: Structure of language, theories of language acquisition - Behaviourist theory, nativist theory, interactionist theory. Language and thought.Culture, cognitive style and problem solving.

Textbooks;

- Baron, R. A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education.
- Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asian ed. New Delhi: Pearson,
- Weiten, W. (2002).Psychology: Themes and variations, 5thed. New York: Brooks/Cole Publishing Co.

Module 3: Motivation and Emotion (23hrs)

Motivation : Definition, Theories – drive theory, arousal theory (Yerkes-Dodson law), expectancy theory, goal setting theory, Maslow's hierarchy of need theory, Types of motivation – hunger, sexual, aggressive, achievement, intrinsic & extrinsic motivation. Primary and secondary motives.Role of instincts. Emotion : Definition, nature and expression

and impact of emotions – James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis. Biological basis of emotions, external expression of emotions – nonverbal cues, culture & emotion – Rasa &Bhava theory of emotions (sage Bharat of Natyasasthra).

Textbooks;

- *Baron, R. A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education,*

Module 4: Intelligence (20hrs)

Definition. Concept of IQ,EQ, Social and spiritual intelligence, Determinants of intelligence: heredity and environment. Theories – Two factor theory (Spearman), Primary Mental Abilities (Thurstone), Multifactor theory (Thorndike), Multiple intelligence (Gardner), Triarchic (Sternberg) Structure of intellect (Guilford), Fluid & Crystallized (Cattell), Stage theory of Cognitive development (Piaget), PASS theory (Das, Naglieri, Kirby) Concept of IQ. Emotional intelligence Evolution of intelligence testing: Stanford-Binet, Wechsler scales, group tests. Extremes of intelligence- Mental retardation and giftedness.

Textbooks;

- *.Baron, R. A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education,*
- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asianed. New Delhi: Pearson,*
- *Weiten, W. (2002).Psychology: Themes and variations, 5thed. New York: Brooks/Cole Publishing Co.*
- *Zimbardo, P. G &Gerrig, R. J. (1999). Psychology and life, 15th ed. USA: Longman Publication*

Module 5: Learning (25hrs)

Definition. Basic forms of learning Classical conditioning - Elements, principles, generalization, discrimination, second order conditioning. Operant conditioning - Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect, Premack principle. Observational learning - Process and principles, Social and cognitive learning .Trial and error learning, Verbal learning, Latent learning, cognitive map, Insight learning. Application of learning principles: Behaviour modification techniques.

Textbooks :

- *.Baron, R. A. &Misra, G. (2014).Psychology, 5thed. New Delhi: Pearson Education,*
- *Ciccarelli, S. K., & Meyer, G. E. (2008).Psychology, South Asianed. New Delhi: Pearson,*

Note – Activity based assignments and seminars Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior. Discuss how behavior is learned and shaped.

References

- Aleem, S. (2012).Theories of Personality. Dorling Kindersly India Pvt. Ltd.
- Bootzin, R., & Bower, G.H. (1991).Psychology today- An Introduction, 7thed. New York: McGraw Hill Inc.
- Coon, D. (1983).Introduction to Psychology: Exploration and application. New York: West Publishing Co.
- Friedman, H. S. &Schustack, M. W. (2003).Personality: Classic Theories and Modern Research, 2nd ed.. Delhi: Pearson Education.
- Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India.

- Morgan, C. T., King, R. A., Weisz, J. R., &Schopler, J. (1993).Introduction to psychology, 7thed. New Delhi: Tata McGraw Hill.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (1972).Introduction to Psychology, 3rded. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Competencies

- Mention models of memory.
- Explain theories of forgetting.
- Explain thinking and components of thought.
- State the different classifications of language.
- Explain theories of motivation.
- Summarize theories of emotion
- State two factor theory of intelligence.
- Explain the evolution of intelligence testing.
- Mention basic forms of learning. Explain classical conditioning.
- State curve of forgetting.
- State the two types of reasoning.
- Classify types of creativity.
- Classify primary and secondary motives.
- Explain the concepts of IQ

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PY2CRT 04 BASIC COGNITIVE PROCESSES

MODULES	**HOURS**	**PART A** **2 MARKS** **10/12**	**PART B** **5 MARKS** **6/9**	**PART C** **15 MARKS** **2/4**	**Total** **129/80**
1	30	3	2	1	31
II	20	2	2	-	14
III	23	2	2	1	29
IV	28	3	2	1	31
V	25	2	1	1	24

PY3CRT07-LIVING IN THE SOCIAL WORLD

Credit : 4

Total lecture hours : 126

Aims and Objectives:

To understand the psychological processes behind human behaviour in a social setting**.** Explain the psychological aspects of various social phenomena(Understand the psychological aspects of various social issues in the society and the nation) **.** Implication of social psychology in everyday living

Course overview

Enable the students to understand about interpersonal relationships, attitudes, prejudice, stereotyping and various psychological phenomena related to social setting.

Module I: Introduction to Social Psychology (15hrs)

Social Psychology (Definition). Focus of social psychology. Research methods in Social Psychology (very briefly) – Systematic observation, Survey, Correlation, Experimental method, Field experiment, Sociometry. Socialization (Definition).

Textbooks:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. &Branscombe,N.R. (2015). Social Psychology.Delhi: Pearson.*
- *Singh, A. K. (2015). Social Psychology. Delhi: PHI learning Pvt. Ltd.*

Module II: Social Cognition (20hrs)

Social Cognition (Definition). Schemas: Types. Priming. Self- fulfilling prophecy. Heuristics - Types. Automatic processing. Potential sources of error in social cognition (Briefly): Negativity bias, Optimistic bias, Overconfidence barrier, Planning fallacy, Counterfactual

thinking, Thought suppression, Magical thinking, Terror management. Affect and Cognition: How feelings shape thoughts and thought shapes feelings.

Textbooks;

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *.Baron, R.A. &Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*
- *Singh, A. K. (2015). Social Psychology. Delhi: PHI learning Pvt. Ltd.*

Module III: Social Perception (25hrs)

Social perception: Nonverbal communication- Facial expressions, Gazes, Stares, Body language, Touching. Deception and Microexpressions. Attribution: Theories of Attribution – Heider, Jones and Davis, Kelly, Shaver, Weiner. Basic sources of attribution errors. Applications of Attribution theory in understanding depression. Impression formation (Definition). Impression management- tactics.

Textbook:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. &Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*
- *Singh, A. K. (2015). Social Psychology. Delhi: PHI Learning Private Ltd.*

Module IV: Attitudes and Social dissonance (20hrs)

Attitudes- Definition and Types. Attitude formation: How attitudes develop? Persuasion:How attitudes are changed? Resistance to persuasion (briefly). Cognitive dissonance. Hypocrisy.

Textbook;

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. &Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*

Module V: Stereotyping, Prejudice and Discrimination (26hrs)

Prejudice, Stereotype, Discrimination-(Definition). Stereotype- Nature and Origins of stereotyping (Briefly). Prejudice- Origins of prejudice (Briefly), Techniques to reduce prejudice. Discrimination: Prejudice in action (Briefly). Consequences of discrimination based on religion, caste and gender in India.

Textbooks:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. &Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*

Module VI: Interpersonal Attraction and Relatioship (20hrs)

Interpersonal attraction (Definition). Determinants of interpersonal attraction- Internal: Need to affiliate and the role of affect, External: Proximity and others' observable characteristics, and Interactive: Similarity of attitudes, values and personal characteristics, Mutual evaluations. Romantic relationships: Forms of love- Pasionate and Compassionate love, Sternberg's triangular theory of love.

Textbooks:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *.Baron, R.A. &Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson. pp. 211-241 Singh, A. K. (2015). Social Psychology, Delhi: PHI Learning Pvt. Ltd.*

Activity based assignments

Submit reports of monitored field visits to Family Courts/ NGO s dealing with women and children issues/ Adivasi settlements/ Old age homes/ Orphanages. 19 Observe the social behavior in various settings viz. Public places/ Social gatherings/ Institutions and submit a report. Discuss various social phenomena of the psychological nature in the classroom, with special relevance to the contemporary Kerala society. Analyze contemporary articles and newspapers of relevance.

References:

- Baron, R. A., &Branscombe, N. R. (2016). Social Psychology (14thed.).
- Boston, MA: Pearson/Allyn and Bacon. Baron, R. A. & Byrne, D. (2003). Social Psychology (10thed). New Delhi:Pearson Education.
- Myers, D. G. (2012). Social Psychology (11thed.). New York: McGraw-Hill

Competencies

- Explain the research methods used in social psychology.
- Define heuristics. Classify types of heuristics.
- Mention the potential sources of error in social cognition.
- Discuss nonverbal communication.
- State the theories of attribution.
- Express impression management.
- Explain persuasion.
- State cognitive dissonanace.
- Differentiate prejudice, stereotyping and discrimination.
- Discuss the determinants of attraction.

Blue print

PY3CRT07 -LIVING IN THE SOCIAL WORLD

MODULE	HOURS	PART A 2MARK 10/12	PART B 5 MARKS 6/9	PART C 15 MARKS 2/4	Total (129/80)
I	15	1	2	-	12
II	20	2	1	1	24
III	25	2	2	1	29
IV	20	3	2	-	16
V	26	2	1	1	24
VI	20	2	1	1	24

PY4CRT10- SOCIAL INTERACTIONS AND HUMAN BEHAVIOUR

Semester : 4

Credit : 4

Total Lecture Hours: 72

Aims and Objectives:

To understand the psychological processes behind human behaviour in a social setting. Explain the psychological aspects of various social phenomena(Understand the psychological aspect of various social issues in the society and the nation) . Implication of social psychology in everyday living. To help the students to get an understanding on measuring human behaviour

Course overview

Make the student aware about the influence of society in daily life through psychological perspective.

Module 1: Social Influence (25hrs)

Social influence, Social norms-Definition.

Conformity: Asch's research, Factors affecting conformity, Social roots of conformity, Resisting pressures to conform.

Compliance: Underlying principles and tactics.

Obedience: Milgram's experiment, Destructive obedience- Why it occurs and Resisting its effects.

Intense indoctrination (briefly).

Textbooks:

- *1.Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*

- *Baron, R.A. &Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*
- *Baron, R. A. & Byrne, D. (2003). Social Psychology (10th ed). New Delhi: Pearson Education.*

Module 2: Prosocial Behaviour (25hrs)

Prosocial Behaviour – Definition

Motives for Prosocial Behaviour: Theories- Empathy-Altruism, Negative-state relief, Empathic joy, Competitive altruism, Kin selection theory.

Responding to an emergency- Five crucial steps determine helping versus not helping

Determinants of prosocial behaviour- External and Internal influences on helping behavior: Situational factors, Emotions and Prosocial behavior, Empathy, Social Exclusion, Altruistic Personality.

Textbooks:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. & Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*

Module 3: Aggression (18hrs)

Aggression: Theoretical perspectives on Aggression

Determinants and Causes of aggression: Social, Cultural, Personal and Situational 23

Textbooks:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. & Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*
- *Baron, R. A. & Byrne, D. (2001). Social Psychology (8th ed). New Delhi: Prentice Hall of India Pvt Ltd.*

Module 4: Groups and Individuals (26hrs)

Groups, Common-bond groups, Common-identity groups, Entitativity- Definition.

Key components/Features of groups: Status, Roles, Norms and Cohesiveness.

Why do people join a group?: Benefits and costs of joining.

Effects of the presence of others: Social facilitation, Social Loafing, Effects of being in a crowd: Deindividuation.

Decision making by groups- Decision making process, Downside of group decision making.

Textbooks:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. & Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*

Module 5: Social Psychology and Legal system (15hrs)

Social influence and the Legal system.

Social cognition and the Legal system: Eyewitness testimony.

Influence of Prejudice and Stereotypes on the Legal system.

Textbooks:

- *Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.*
- *Baron, R.A. & Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.*

Module 6: Measuring Human Behaviour (19hrs)

Psychological test (Definition). Characteristics of a good psychological test.

Difference between Testing and Assessment.

Classification of test (Briefly): Norm referenced and criterion- referenced. Speed test and power test, Individual and group tests, Verbal, nonverbal and performance tests, Intelligence, Personality, Aptitude, Attitude, Achievement.

Uses and limitations of psychological test. Ethical issues in psychological testing. Report writing (very briefly).

Textbooks:

- *Hussain, A. (2012). Psychological Testing. New Delhi: Pearson Edition.*
- *Singh, A. K. (2010). Tests, measurements and Research Methods in Behavioral Sciences. New Delhi: Bharathi Bhawan.*

References:

- .American Psychological Association. (2010). *Publication manual of the American*
- *Psychological Association* (6th ed.). Washington, DC: Author.
- Baron, R. A., &Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA:
- Pearson/Allyn and Bacon.
- Baron, R. A. & Byrne, D. (2003). *Social Psychology (*10th ed). New Delhi:Pearson Education.
- .Flick, U. (2011). *Introducing Research Methodology*. New Delhi: Sage Publications.
- Jones, S & Forshaw, M. (2014). *Psychology Express: Research Methods in Psychology*.
- New Delhi: Pearson.
- Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill

Competencies

- Explain social influence in different context.
- Differentiate conformity, obedience, and compliance.
- Classify motives for prosocial behavior.
- Discuss the determinants of prosocial behavior.
- Mention theoretical perspectives of aggression.
- State deindividuation.
- Explain the role of legal system in the field of social psychology.
- Express the characteristics of a good psychological test.
- Classify different psychological tests.

Blue print

PY4CRT10 - SOCIAL INTERACTIONS AND HUMAN BEHAVIOR

MODULE	HOURS	PART A 2 MARK 10/12	PART B 5 MARKS 6/9	PART C 15 MARKS 2/4	Total (129/80)
I	25	2	1	1	24
II	25	2	2	1	29
III	18	2	1	1	24
IV	26	2	2	1	29
V	15	2	2	-	14
VI	19	2	1	-	9

PY5CRT15

ENVIORNMENTAL PSYCHOLOGY AND

HUMAN RIGHTS

Semsetser : 5

Credit : 4

Total lecture Hours: 72hrs

Aims and Objectives:

- To encourage students to do research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- To help students understand how their decisions and actions affect the environment, build knowledge and skills necessary to address complex environmental issues, as well as ways to take action that can keep our environment healthy and sustainable for the future. It encourages character building, and develop positive attitudes and values.
- To develop a sense of awareness among the students about the environment and its various problems and to help the students in realizing the interrelationship between man and the environment and helps to protect the nature and natural resources.
- To acquaint students with the nature and basic concepts of environmental psychology
- To synthesize diverse information relevant to human-environment relationships in the context of environmental psychology.
- **Course overview:** Enable the students to acquire the basic knowledge about the environment and the social norms that provide unity with environmental characteristics and create a positive attitude about the environment.

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance (**2 hrs**)

Need for public awareness.

Unit 2 : Natural Resources :

Renewable and non-renewable resources : Natural resources and associated problems.

a) **Forest resources** : Use and over-exploitation, deforestation, case studies.

Timber extraction, mining, dams and their effects on forest and tribal people.

b) **Water resources** : Use and over-utilization of surface and ground water,

floods, drought, conflicts over water, dams-benefits and problems.

c) **Mineral resources** : Use and exploitation, environmental effects of extracting

and using mineral resources, case studies.

d) **Food resources** : World food problems, changes caused by agriculture and

overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water

logging, salinity, case studies.

e) **Energy resources**: Growing energy needs, renewable and non renewable energy

sources, use of alternate energy sources, Case studies.

f) **Land resources**: Land as a resource, land degradation, man induced landslides, soil

erosion and desertification

 Role of individual in conservation of natural resources.

 Equitable use of resources for sustainable life styles. **(10 hrs)**

Unit 3: Ecosystems

Concept of an ecosystem

 Structure and function of an ecosystem

 Producers, consumers and decomposers

 Energy flow in the ecosystem

 Ecological succession

 Food chains, food webs and ecological pyramids.

 Introduction, types, characteristic features, structure and function of the given ecosystem:- Forest ecosystem **(6 hrs)**

Module II

Unit 1: Biodiversity and its conservation

- Introduction
- Biogeograhical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India **(8 hrs)**

Unit 2: Environmental Pollution

Definition

Causes, effects and control measures of: -

a. Air pollution

b. Water pollution

c. Soil pollution

d. Marine pollution

e. Noise pollution

f. Thermal pollution

g. Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides. (**8 hrs**)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies

- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (**10 hrs**)

Module III

Unit 1. Environmental psychology

- What is Environmental Psychology
- Nature and Characteristics of Environmental Psychology

Unit 2. Introduction to concepts in environmental psychology

Definition of:

- Environmental perception
- Environmental cognition
- Environmental attitudes, beliefs, values & dispositions (**8 hrs**)

Module IV

Unit1. Environment and Human Behaviour

- Nature and Human Nature (Briefly)
- Theories of Environment-Behaviour Relationships (Briefly) -Arousal, Environmental Load, Adaptation Level and Ecological Approach.
- Personal space
- Territoriality
- Crowding

Unit 2. Practice in environmental psychology

- Changing Behavior to Save the Environment
- Environmental Impact Assessment (Briefly) (**12 hrs**)

Module – V

Unit 1- Human Rights

An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations

Contributions, main human rights related organs - UNESCO,UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights

Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthurirengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. **(8 Hrs)**

REFERENCES

Environmental Studies

- BharuchaErach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
- Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)

- Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
- Dc A.K. Envioronmental Chemistry, Wiley Eastern Ltd.(Ref)
- Down to Earth, Centre for Science and Environment (Ref)
- Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
- Jadhav.H&Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
- Mekinney, M.L &Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
- Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
- Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
- Rao.M.N&Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)

Competencies

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- Classify natural resources.
- Explain the role of individual in conservation of natural resources.
- Discuss the role of ecosystem.
- Explain the role of biodiversity and its conservation.
- Discuss hot-spots of biodiversity.
- Explain environmental pollution.
- Classify environmental pollutions.

- State social issues and the environment.
- Discuss environmental psychology.
- Explain the influence of environment on human behavior.

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PY5CRT15 - ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS

MODULE	HOURS	PART A 2 MARK 10/12	PART B 5 MARKS 6/9	PART C 15 MARKS 2/4	Total (129/80)
I	18	2	2	-	14
II	26	3	1	1	26
III	8	2	1	1	24
IV	12	3	2	1	31
V	8	2	3	1	34

PY5CRT13 ABNORMAL PSYCHOLOGY

Credit : 4

Total lecture hours: 72hrs

Aims and Objectives:

To acquaint the students with the history and meaning of abnormal behavior. To develop in them awareness about classification systems .To acquaint the students with the basic minor and major disorders .To have an understanding regarding the causal patterns and treatment of disorders

Course overview:

Encourage the students to have an interest in the area of abnormal psychology and enable them to differentiate normality and abnormality.

Module 1: Abnormal Psychology: An overview (9hrs)

The concept of normality and abnormality, Different Criteria. Historical views of abnormal behaviour: current status, classification systems-ICD, DSM, The evolution of DSM, The DSM 5definition of mental disorder, DSM 5: major changes in classification.Merits and demerits of classification. Prevalence and incidence of mental disorders.

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 2: Casual factors of Abnormal behavior (1Ohrs)

Causes and risk factors - Necessary, sufficient and contributory causes, feedback and circularity in abnormal behavior, Diathesis-stress models, Viewpoints for understanding the causes of abnormal behavior -Biological view points and causal factors, Psychological view points, The Psychological causal factors, Socio-cultural view points and Sociocultural causal factors.

Textbook: *Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.).*

Module 3: Anxiety Disorders (11hrs)

Fear and anxiety; Anxiety Disorders -Specific Phobias, Social Phobias, Panic disorder, Agoraphobia, Generalized Anxiety Disorder and separation anxiety disorder. Causal factors: Biological and psychosocial causal factors.Treatment and outcome.

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 4: Obsessive compulsive and related disorders (9hrs)

Obsessive compulsive disorder, Body dysmorphic disorder, Hoarding disorder, Hair-pulling disorder(Trichotillomania).Causal factors: Biological, psychological, Treatment and outcome

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 5: Mood Disorders (15hrs)

Mood Disorders: Types- Unipolar depressive disorders and Bipolar disorders, Prevalence.

Unipolar depressive disorders- Major depressive disorder- Different specifiers, Persistent depressive disorder (Dysthymic disorder), Premenstrual DysphoricDisorder. Causal factors: Biological, Psycho social and Socio cultural factors. Treatment and outcome.

Bipolar and related disorders- Cyclothymic disorder, Bipolar I disorder, Bipolar II disorder, Causal factors: Biological, Psychological factors. Treatment and outcome

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 6: Schizophrenia and delusional disorder (18hrs)

Schizophrenia- Clinical picture, Subtypes of schizophrenia, Causal factors: Biological causal factors, Psychosocial and socio cultural causal factors. Treatment and Outcome

Delusional disorder- Clinical features, types, etiology, and treatment; Schizoaffective disorder.

Textbooks:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

References:

- American Psychiatric Association (2013).*Diagnostic and Statistical Manual of Mental*
- *Disorders- DSM 5* (5th ed.), Washington D.C: American Psychiatric Publishing.
- Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). *Abnormal Psychology* (16th ed.), England:
- Pearson Education Ltd.
- Sadock, B.J., Sadock, V.A, & Ruiz

Competencies

- Explain the concept of normality and abnormality.
- Classification systems of abnormal psychology.
- Discuss the causal factors of abnormality.
- Classify anxiety disorders.
- Explain mood disorders.
- Differentiate depressive disorders.
- Classify schizophrenia.
- State the positive and negative symptoms of schizophrenia.
- Discuss delusional disorder.

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PY5CRT13 ABNORMAL PSYCHOLOGY

MODULES	**HOURS**	**PART A 2MARK 10/12**	**PART B) 5 MARKS 6/9**	**PART C 15 MARKS 2/4**	**Total (129/80)**
I	9	2	2	-	14
II	10	2	2	-	14
III	11	2	1	1	24
IV	9	2	2	1	29
V	15	2	2	1	29
VI	18	2	1	1	24

PY5CRT14 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR

Semester : 5

Credit : 4

Total lecture Hours: 72hrs

Aims and Objectives:

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

Module: 1 Introduction (11hrs)

Defining Organizational behaviour,Why individual differences are important, Different Organizational structures. Individual differences influencing work behaviour.Brief history of OB- the scientific management, the behavioral school of management thought and practice-early contributions, human relations model, and the cognitive school. Frame work of organizational behaviour.

Textbook:

- *.Luthans, F. (1997).Organizational Behavior. (7thed). New York: McGraw Hill International.*
- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd.*

Module: 2: Organizational Theory and design (16hrs)

Classical organizational theory: Bureaucratic Model, Modern view of Bureaucracies. Centralization and decentralization- Flat, and tall structure, departmentation, line/staff concept of organization. Modern Organizational theory: Organization as open system, information processing view, Ecological theories.Modern organizational designs: project, matrix, horizontal, network designs.

Textbook:

- *Jones, G. R., Mathew, M. (2013).Organizational Theory, Design and change. India: Dorling Kindersley Pvt. Ltd.*
- *Luthans, F. (1997).Organizational Behavior. (7thed). New York: McGraw Hill International.*

Module: 3 Work Motivation: and Job design (12hrs)

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

Job design- Job design and quality of work life, Job analysis- Job rotation and job Enlargement, Designing Job depth : Job enrichment, Total quality management and job design.

Textbook:

- *Luthans, F. (1997).Organizational Behavior. (7thed). New York: McGraw Hill International,*
- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd.*

Module: 4 Communication in Organization (10hrs)

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

Textbook:

- *Luthans, F. (1997).Organizational Behavior. (7th ed). New York: McGraw Hill International.*

- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt.*

Module: 5 Leadership in organization (12hrs):

Definition, Characteristics, Skills and Roles, leadership processes, Trait approaches, Behavioural approaches, Situational approaches, Other perspectives, concepts and issues of leadership, Theories of leadership: Leader centric, interactive relationship, contingency theories, NT- Styles.

Textbook:

- *Luthans, F. (1997).Organizational Behavior. (7thed). New York: McGraw Hill International.*
- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd.*

Module-6 Group and Team work (11hrs)

Type, Structure, Group Dynamics, The nature of informal Organizations, Formal groups.

Teams and Team Building - Organizational context for teams, types of teams, Teamwork, Team building.Importance of Emotional Intelligence in team building and influence of Emotional Labour among team members.Teams and groups diversity- consensus, dilemma, types of teams, building teams in Indian organizations.

Textbooks:

- *Hellriegel& Slocum.(2004).Organizational Behaviour. Singapore: ThompsonSouth-western publishers.*
- *Luthans, F. (1997).Organizational Behavior. 7thed. New York: McGraw Hill International.*
- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd.*

References

- Hellriegel& Slocum.(2004).*Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
- Hitte, M. A., Miller, C. C., &Colella, A. (2006).*Organizational Behaviour*.New Delhi: Wiley India.
- Luthans, F. (1997).*Organizational Behaviour*. (7thed). New York: McGraw Hill International
- Luthans, F. (2007).*Organizational Behaviour*. (11thed). New York: McGraw Hill International
- Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson.
- Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage.
- Steers, R. M. (1994).*Organizational behaviour*. New Jersey, Prentice Hall.
- Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd.

Competencies

- Classify different organizational structure.
- Discuss the history of organizational behavior.
- State different organizational theories.
- Discuss various theories of work motivation.
- Explain job design.
- Discuss the process of communication.
- List the barriers to effective communication.
- Explain the process of leadership.
- Explain the concept and issues of leadership.
- State theories of leadership.
- Discuss the structure of group.
- Classify different teams.

PY5CRT14-FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR

MODULE	HOURS	PART A 2 MARKS 10/12	PART B 5 MARKS 6/9	PART C 15 MARKS 2/4	Total (129/80)
I	11	2	1	-	9
II	16	2	2	1	29
III	12	2	2	1	29
IV	10	2	1	1	24
V	12	2	2	1	29
VI	11	2	1	-	9

PY6CRT16- PSYCHOLOGY OF MALADAPTIVE BEHAVIOR

Semester : 6

Credit : 4

Total lecture Hours: 72hrs

Aims and Objectives:

To encourage the students to know the causal pattern and the different therapeutic techniques in the management of personality, somatic symptom and dissociative disorders and To acquaint the students with the symptoms of childhood disorders, substance dependence and neurocognitive disorders

Course overview:

Main focus is to have an idea about different therapeutic techniques to treat neurotic and psychotic disorders.

Module 1: Personality disorders (14hrs)

Clinical features of personality disorders. Types of personality disorders-Cluster A- Paranoid, Schizoid and Schizotypal personality disorders; B- Histrionic, Narcissistic, Antisocial, Borderline, & Personality disorder; & C- Avoidant, Dependent and Obsessive-Compulsive Personality disorder. Causal factors in personality disorders: Biological, Psychological and Socio-Cultural.Treatments and Outcomes for personality disorders.

Sexual Variants and Sexual Abuse- TheParaphilias,Genderdysphoria, Sexual abuse-Childhood sexual abuse, Pedophilic disorder.

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.).

Module 2: Somatic, Dissociative and Stress disorders (12hrs)

Somatic symptom and related disorders- Somatic symptom disorder, Illness anxiety disorder, Conversion disorder (Functional neurological symptom disorder), Factitious Disorder.

Dissociative disorders-Depersonalization/Derealization disorder, Dissociative Amnesia and Dissociative fugue, Dissociative Identity disorder.

Causal factors: Biological, Psychological and Sociocultural factors. Treatment and outcome.

Stress and Stressors – Characteristics, factors predispose a person to stress, Biological responses, Psychoneuroimmunology; Trauma and Stress related Disorders- Adjustment disorder, PTSD, Causal factors, Prevention and Treatment.

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 3: Substance-Related Disorders (10hrs)

Alcohol abuseand dependence - Clinical picture, prevalence and comorbidity, alcohol-related disorders.Drug abuse and dependence –Opioids, Hallucinogens, Cannabis, Caffeine, Nicotine, Inhalants, , Sedatives, Stimulants;Biological, Psychosocial and Socio cultural causal factors, Treatment and outcome.

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 4: Neurodevelopmental disorders 15hrs

Common disorders of childhood- Attention deficit hyperactivity disorder (ADHD), Oppositional Defiant disorder,Conductdisorder.Intellectual disability, Autism Spectrum disorders, Specific Learning disorder.

Causal factors, Treatment and outcome.

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 5: Neurocognitive disorders (11hrs)

Brain impairment in adults, Delirium, Major neurocognitive disorder (Dementia)-Parkinson's disease, Alzheimer's disease, Huntington's disease, Dementia due to Vascular disease, Dementia due to HIV infection; Traumatic brain injury; Amnestic disorder

Clinical picture, Treatment and Outcomes.

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)

Module 6: Clinical Assessment and Diagnosis (10hrs)

The basic elements of assessment, Types of assessment - Neurological Examination, Neuropsychological examination, Psychosocial Assessment- Interview, The Clinical Observation of behaviour, Psychological tests; Ethical issues in Assessment

Textbook:

Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). Abnormal Psychology (16thed.)Pages:100-127

References:

- American Psychiatric Association (2013).*Diagnostic and Statistical Manual of Mental*
- *Disorders- DSM 5* (5th ed.), Washington D.C: American Psychiatric Publishing.

- Butcher, J. N., Hooley, J. M., &Mineka, S. (2015). *Abnormal Psychology* (16th ed.), England; Pearson Education Ltd.
- Sadock, B.J., Sadock, V.A, & Ruiz, P. (2015).*Kaplan and Sadock's Synopsis of Psychiatry*, Behavioral Sciences / Clinical Psychiatry (11thed.). New Delhi: Wolter Kluwer.

COMPETENCIES

- Classify different personality disorders.
- Discuss the sexual variants.
- Discuss the somatic disorders.
- Classify dissociative disorders.
- State stress disorders.
- Mention substance related disorders.
- Classify common disorders of childhood.
- Explain different neurocognitive disorders.
- Explain the methods of clinical diagnosis.
- Classify clinical assessment techniques.

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PY6CRT16 - PSYCHOLOGY OF MALADAPTIVE BEHAVIOR

Modules	**HOURS**	**PART A 2MARK (10/12)**	**PART B 5 MARKS (6/9)**	**PART C 15 MARKS (2/4)**	**Total (129/80)**
I	14	2	1	1	24
II	12	2	2	1	29
III	10	2	-	1	19
IV	11	2	2	1	29
V	15	2	3	-	19
VI	10	2	1	-	9

PY6CRT17 - CHILD DEVELOPMENT

Semester : 6

Credit : 4

Total lecture Hours: 72hrs

Aims and Objectives:

To understand the process and nature of child development, To create and inspire interest in observing the process of child development and to learn to relate the observation to current theories of child development

Course overview:

Focus on to generate interest in the area of child psychology by learning about developmental stages(physical, psychological, cognitive, emotional, and spriritual aspects.)

Module 1: Introduction to Child Development (10hrs)

The field of child development, Domains of development, Periods of development, Basic issues, significant facts about development, Philosophies of John Locke, Jean Jacques Rousseau and Charles Darwin. Designs for studying development: Longitudinal, Cross sectional, Sequential designs and microgenic.

T*EXTBOOK:*

Berk, L. E. , Hurlock, E.B.

Module 2: Theories of development (12hrs)

Theories by Freud and Erikson, Behaviourism and social learning theories, Theory of Cognitive development; Piaget (in detail), Information processing theory, Ethological theory, Vygotsky's Socio cultural theory, Ecological system theory and new directions.

Textbooks :Berk, L. E. pp 15-32, Santrock, J.W.

Module 3: Prenatal Development (13hrs)

Stages of prenatal development: Germinal period-embryonic period-Fetal period. Prenatal diagnostic tests.Effects of teratogens, Neonatal health and responsiveness. Pre term and low birth weight infants.

Module 4: Physical and Sensory Development (14hrs)

Cephalocaudal and proximodistal pattern, Sequence of motor development; Gross motor and fine motor development.New born reflexes, Handedness.Perceptual development; touch, taste, smell, hearing, vision and intermodal perception (in brief). Physical growth, Brain development,factors affecting physical growth

Textbook :Berk, L.E

Module 5: Socio Emotional Development (10hrs)

Language development, components of language, milestones and met linguistic awareness. Bilingualism

Development of emotional expression, basic emotions and self conscious emotions, emotional self regulation from infancy to adolescence..

Textbook Berk, L. E.

Module 6: Temperament and Moral Development(13hrs)

Temperament, structure of temperament, Models of temperament; Thomas &Chess and Rothbart. Development of attachment, Bowlby's theory, security of attachment.

Moral development theories by Piaget and Kohlberg

Textbook: Berk, L. E.

References

- Berk, L. E. (2010).*Child Development* (8thed.). New Delhi: Prentice Hall.
- Hallahan,D., Kauffman, J & Pullen, P.C. (1994). *Exceptional Learners: An introduction to Special Education.* MA: Allyn& Bacon.

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- Papalia, D.E. &Olds,S.W.(1994*). Human Development*(5th ed.)Tata McGraw Hill.
- Santrock, J.W. (2007).*Child Development*, 13thed. New Delhi: Tata McGraw Hill.
- Wenar, C. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw Hill, USA.

Competencies

- State the theories of development.
- Classify the periods of development.
- Classify the domains of development.
- Explain the stages of prenatal development.
- Discuss neonatal health and responsiveness.
- Discuss the physical development of a child.
- Explain the sensory motor development.
- Mention the components of language.
- Discuss the importance of emotional regulation for the development of self.
- Explain the structure of temperament.
- State the theory of Piaget.

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PY6CRT17-CHILD DEVELOPMENT

MODULE	HOURS	PART A 2MARK 10/12	PART B 5 MARKS 6/9	PART C 15 MARKS 2/4	Total (129/80)
I	10	2	3	-	19
II	12	2	1	1	24
III	13	2	-	1	19
IV	14	2	2	1	29
V	10	2	2	-	14
VI	13	2	1	1	24

PY6CRT18 MANAGING BEHAVIOR IN ORGANIZATIONS

Semester : 6

Credit : 4

Total lecture hours: 72hrs

Aims and Objectives:

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

Course overview:

Course focus on introducing different aspects of organizational behavior to give an idea about how to manage an organization and its employees.

Module1: Organizational Decision Making: (13hrs)

Definition, Nature of decision making: decision characteristics, types of decisions. Decision making process, Problems in decision making process: misunderstanding a situation, rushing the decision Making process. Improving decision making process: Improving the roles of individual, structured group decision making process.Techniques of decision making. Models of Individual decision making: Classical, Behavioral decision making models, Individual decision making process.

Textbook:

- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd.*
- *Luthans, F. (1997).Organizational Behaviour. (7thed). New York: McGraw Hill International.*

Module 2: Power conflict and negotiation: (15hrs)

Definition, bases of power, power tactics, Indian perspectives on power. Power in action.

Conflict: Conflict: conflict process , Sources, Types, Functionality and Dysfunctionality of Conflict, Classification of Conflict Intra Individual, Interpersonal, Intergroup and Organizational, Resolution of Conflict, Meaning and Types of Grievance and Process of Grievance Handling. Negotiation- Process, types, Johari window.

Empowerment and Participation - The nature of empowerment and participation, How participation works, Programs for participation, Important considerations in participation.

Assertive Behaviour - Interpersonal Orientations, Facilitating smooth relations, Stroking.

Textbook:

- *Singh, K. (2013). Organizational Behaviour.India: Dorling Kindersley Pvt. Ltd.,Pp.*
- *Hellriegel& Slocum.(2004).Organizational Behaviour. Singapore: ThompsonSouth-Western publishers,*

Module 3: Organizational culture: (12hrs)

What is organizational culture: definition, Concept, Characteristics, Elements of Culture, Implications of Organizational culture, Process of Organizational culture, cultural typologies, Strong vs. Weak cultures, culture vs. formalization, Organizational culture vs. National culture What do cultures do? Culture's functions, culture as a liability.

Creating and sustaining culture: How a culture Begins, Keeping a culture Alive.

How employees learn culture: Rituals, Material symbols, language. 48

Textbook:

- *Singh, K. (2013). Organizational Behaviour.India: Dorling Kindersley Pvt. Ltd.*
- *Robbins, S. P., Judge, T. A., &Sanghi, S. (2009). Organizational Behaviour.Dorling Kindersley Pvt. Ltd.,*

Module 4: Managing Organizational Change and Development: (13hrs)

Concept, forces of change, managing planned change, Changing structure, changing technology, changing the physical setting, changing people.

Resistance to change: Individual resistance, organizational resistance, overcoming resistance to change, the politics of change.

Approaches to managing organizational change: Lewin's three-step Model Organizational Development: OD values, OD interventions. Key issues of management change: Innovation, Creating a Learning organization.

Textbook:

- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd.*
- *Luthans, F. (1997).Organizational Behaviour. (7thed). New York: McGraw Hill International.*

Module 5: Organizational Stress: (9hrs)

Work place stress: Meaning of Job Stress-Definition Burnout, Background of stress.

Causes of Stress: Individual, Group, Organizational, Extra organizational Stress.

Effect of Job Stress: Physical, Psychological, Behavioral problems.Coping Strategies: Individual, organizational.

Employee counseling, Types of counseling.

Textbook

- *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd.*

- *Luthans, F. (1997).Organizational Behaviour. (7thed). New York: McGraw Hill International.*

Module 6: Social Responsibility and Ethics: (10hrs)

Nature of social responsibility: Law and social responsibility, Historical perspectives, social responsibility organizational stake holders. Diverging Views on social responsibility. The nature of Managerial Ethics: Sources of ethics, moral development, Managerial ethics. Ethical and unethical managerial Behavior: Ethical standard and Managerial dilemma.

Ethics and Ethical behavior in Organization: Sexual harassment, pay and promotion discrimination, Employee privacy issue.

Textbook:

- *Sinha, J. B. P. (2008). Cultural and Organizational Behavior. New Delhi: Sage*
- *Steers, R. M. (1991).Introduction to Organizational Behavior. New York: Harper Collins.*

References

- .Hellriegel & Slocum.(2004). *Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
- Hitte, M. A., Miller, C. C., &Colella, A. (2006).*Organizational Behaviour*. New Delhi: WileyIndia.
- Luthans, F. (1996).*Organizational Behavior*.(7thed). New York: McGraw Hill International.
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- McShane & Glinow.*Organizational Behaviour*, McGraw Hill Publication.
- Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behaviour*. Noida: Thomson
- Robbins, S. P., Judge, T. A., &Sanghi, S. (2009). *Organizational Behavior*.Dorling Kindersley Pvt. Ltd.
- Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage
- Steers, R. M. (1991).*Introduction to Organizational Behaviour*. New York: Harper Collins.

Competencies

- Define organizational decision making.
- Mention the process of decision making.
- Listout the techniques of decision making.
- Define conflict.
- Explain power tactics.
- Classify conflicts.
- Discuss empowerment and participation.
- Define organizational culture.
- Discuss the implications of organizational culture.
- Explain resistance to organizational change.
- Explain three step model of organizational change.
- Classify ethics in organization.
- List out the managerial ethocs.

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PY6CRT18 -MANAGING BEHAVIOR IN ORGANIZATION

MODULE	**HOURS**	**PART A** **2 MARK** **10/12**	**PART B** **5 MARKS** **6/9**	**PART C** **15 MARKS** **2/4**	**Total** **(129/80)**
I .	13	2	1	1	24
II	15	2	1	1	24
III	12	2	3	-	19
IV	13	2	1	1	24
V	9	2	2	-	14
VI	10	2	1	1	24

SYLLABUS FOR CHOICE BASED COURSE

PY6CB1

THEORY AND PRACTICE OF COUNSELLING

Semester : VI

Credit : 4

Total lecture Hours: 54hrs

Aims and Objectives:

To understand the process and technique of counseling,to differentiate the various approaches to counseling and to be aware of the assumptions and issues of counselling applications

Course overview

This gives an idea about introduction to couselling psychology, process of counseling,and different approaches to counseling.

Module 1: Introduction to Counselling (10hrs)

Definition of counselling, Counselling, Psychotherapy and Guidance as related fields.Counselling as a helping relationship. Scope of counselling, Goals of counselling, Counselling ethics.

Textbooks *:Rao, N.&Sahajpal,*

Module 2: Counseling Process (9hrs)

Stages of counselling process, Variables affecting counselling process: Counsellor Characteristics and skills; counselee characteristics. Core conditions of helping relationship; empathy, unconditional positive regard and congruence.

Textbooks*: Rao, N & Sahajpal, P., Jones, R.N.*

Module 3: Approaches and techniques of Counseling (8hrs)

Briefly explain the view of human nature, Role of counsellors, Goals and strengths and limitations of: Freud, Person centred counseling, Existential counseling and Gestalt

counselling, -Techniques: Psychoanalysis(brief), client entered therapy, existential therapy, T.A.

Textbooks*: Gladding, S. T. Rao, N. &Sahajpal, P.*

Module 4: Cognitive Behavioral approaches and techniques (10hrs)

Briefly explain the view of human nature, Role of counsellors, Goals and strengths and limitations of: behavioral approach, cognitive approach, techniques: behavioral modification, systematic desensitization, social skill training, and cognitive therapy: REBT, Reality, CBT

Textbooks: *Gladding, S. T.*

Module 5: Indian approaches in Counseling (9hrs)

Indian approach of Yoga and meditation in counselling, type of yogic practices, stages of raja yoga, Indian model of healthy personality, Relaxation techniques: JPMR, hypnosis

Textbooks *Rao,N.& Sahajpal,P.*

Module 6: Special areas in Counseling (8hrs)

Counselling and rehabilitation of differently abled persons; categories under differently abled, counseling weaker section and minorities; psychological barriers, diagnosis and intervention.counselling for alcohol and substance abusers; role of counselors, rehabilitation and counseling legal offenders and victims of abuse and crisis intervention counseling.

Textbooks Rao, N. &Sahajpal, P.

References

- Gladding, S.T. (2009). *Counselling: A comprehensive profession*(6th ed.). New Delhi: Pearson India.
- Jones, R.N. (2012). *Basic counseling skills –A Helper's Manual*; 3rd ed. Sage south Asia ed.
- Rao, N. &Sahajpal, P.
- Rao,S.N. &Sahajpal P.(2013).*Counselling and Guidance* 54

COMPETENCIES

- Define counseling.
- State counseling as a helping relationship.
- Explain the goals and ethics of counseling.
- Explain the stages of counseling process.
- Define unconditional positive regard.
- Discuss person centered therapy.
- Explain the techniques of counseling.
- Explain REBT.
- Listout the Indian perspectives of counseling.

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PY6CB1 -THEORY AND PRACTICE OF COUNSELLING

MODULE	HOURS	PART A 2 MARKS 10/12	PART B 5 MARKS 6/9	PART C 15 MARKS 2/4	Total (129/80)
I	10	2	1	1	24
II	9	2	1	1	24
III	8	2	3	-	19
IV	10	2	1	1	24
V	9	2	-	1	19
VI	8	2	3	-	19

PY6CB2 -SCHOOL PSYCHOLOGY

Semester: 6

Credit : 4

Total lecture Hours:54hrs

Aims and Objective:

To equip the students with the theoretical and practical know-how of how to work as a school psychologist

Course Overview:

Gives an idea about school psychology. Focuses on the importance and significance of counseling on different areas of a student life.

Module 1: (12hrs)

Role of a School Psychologist. School counsellor. Individual and group counselling in schools. Guidance and career counselling

Module 2: (15hrs)

School mental health. Multi-level Conceptual design for school-based mental health delivery. Assessment at each level. Crisis service.

Intervention methods: Social and Emotional learning, Behaviour modification in school setting, Play therapy: Directive and Non-directive therapy.

Module 3: (17hrs)

Foundations of Positive Behavioural Support. Functional assessment methods for Positive Behavioural Support. Development and implementation of PBS Plans. Intervention strategies for PBS. Redesigning environmental systems

Life skills education

Module 4 (10hrs)

Assessment of intelligence, creativity, aptitude, interest, achievement, anxiety, adjustment, motivation, study habits. Personality variables, and behavior problems

For discussion in the class: Concerns regarding school mental health in the Indian/Kerala setting. Basic information about various agencies and schemes in this area: SSA, NCERT, State CERTs, Social justice Departments etc. Public awareness programs on school mental health.

Module 5: Practicum: Internship as School Psychologist

Objectives are to-

1. Get experience in actual work situation.

2. Acquire practice skills of guidance and counseling already learned during the course.

3. Design and impart life skills education development programmes for school students.

3. Develop an insight into the causal relationships in the problems of students regarding school environment.

4. Develop the ability to co-ordinate among teachers, parents and management.

During the internship period students will identify the problems, administer psychological tests, identify strengths and weaknesses, develop and execute programme for enhancing life skills etc. They will also handle cases of varied types as referred to them.

Students' practicum are to be supervised and their reports are to be evaluated.

References:

- Christner, R. W., &Mennuti, R.B. (2009).*School-based mentalhealth: A practitioner's guide to comparative practices.* NY: Routledge.
- Cooper J.O., Heron T. E., &Heward, W. L. (1990).*Applied BehaviourAnalysis.*Prentice Hall.
- Di Giulio, R. C. (2007). *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed.* Corwin Press.
- Karmel, L.J. (1970). *Measurement and evaluation in the schools.* London: The Macmillan Company.
- Khalsa, S. S. (2007). *Teaching Discipline & Self-Respect - Effective Strategies, Anecdotes, and Lessons for Successful Classroom Management.* Corwin Press.
- Kochhar, S.K. (2000). *Guidance and counselling in colleges and universities.* New Delhi: Sterling Publishers.
- Kottler, J. A., &Kottler, E. (2007).*Counseling Skills for Teachers, 2nd ed.* Corwin Press.
- Lee, C. (2007). *Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff.*Paul Chapman Publishing.
- Reid, G. (2007). *Motivating Learners in the Classroom - Ideas and Strategies.*Paul Chapman Publishing.
- Rogers, B. (2007). *Behaviour Management- A Whole School Approach, 2nd ed.*.Paul Chapman Publishing.
- WHO. (1997). *WHO Programme on Mental Health: Life Skills in Schools. HO/MNH/PSF/93.7A Rev. 2.* Geneva: WHO, Division of Mental Health and Prevention of Substance Abuse. 56

COMPETENCIES

- Define school psychology.
- Discuss the duties of school counselor.
- List out the intervention methods in school counselling.
- Explain school based mental health delivery.
- Classify play therapy.
- Discuss the foundations of positive behavioral support.
- Mention the intervention strategies for PBS.
- Explain the assessment of intelligence.
- Mention different personality variables.

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PY6CB2-SCHOOL PSYCHOLOGY

Module	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
I	12	3	2	1	31
II	15	2	2	1	29
III	17	4	3	1	33
IV	10	3	2	1	31

PY6CB3 HUMAN RESOURCE DEVELOPMENT

Semester :6

Credits :4

Total lecture hours :54hrs

Aims and Objectives:

To introduce the principles and concepts of HRD. And to learn how to implement HRD programmes to improve the effectiveness of organizations through self development of employees at all levels.

Course overview

Gives an idea about concept of HRD, training in the management fiels,career planning, employee counsellin and mentoring, and employee empowerment programmes.

Module 1: Introduction to HRD (9hrs)

Concept of HRD- Difference between HRD and HRM- Objectives – Mechanisms and Assumptions of HRD- Need and significance of HRD in India. Principles and approaches of HRD- Challenges and ethics of HRD

Module 2: Training and Development (10hrs)

Concept of Training, Definition, Types, Objectives, Methods, Evaluating effectiveness of training. Concept of management development: Objectives, principles and strategies of development.

Module 3: Career Planning and development (8hrs)

Career planning: Nature, Definition, Characteristics, Objectives of career planning. Career development: Nature, definition, characteristics, objectives, Importance, Principles, Theories, Strategies-career development, career strategies: Nature, concept, process.

Module 4: Performance appraisal and Potential (9hrs)

Appraisal: Definition, Performance appraisal model, objectives of performance appraisal, elements of performance appraisal, Purposes, uses, Designing of performance appraisal, performance appraisal process, appraisal interview, methods of performance appraisal, types of performance appraisal.

Module 5: Employee counseling and mentoring (9hrs)

Employee counseling: Concepts, objectives, Skills of employee counseling Theoretical approaches, Types of EC, Counseling process, measures of effective EC. Employee coaching: Concept, definition, objectives, types of EC, Process of EC, Coaching techniques. Mentoring: Concept, Definition, objectives, Characteristics of Mentoring, Matching of Mentor and Mentee, Principles, Dynamics, Qualities and roles, types of mentoring, functions of mentoring, mentoring process.

Module 6: Employee Empowerment (9hrs)

Definition, objectives and prerequisites of EE, types, process, Strategies of Employee empowerment.

References

- Deb, T. (2009).*Human Resource Development. Theories and Practice*. New Delhi: Anne Books.
- Gupta, C. B. (1996). *Human Resource Management*. New Delhi: Sultan Chand.
- Rao, S., &Rao, V.S. P. (1997).*Human Resource Management*. New Delhi: Konark Publishers.

Competencies

- Define human resource development.
- Discuss the need and importance of HRD in India.
- State the principles and approaches to HRD.
- Define training.

- Classify the types of training.
- Discuss the concept of management development.
- Define career planning.
- Explain career strategies.
- Explain performance appraisal model.
- List out the skills needed for counseling employee.
- Define employee empowerment.
- Discuss the strategies of empowerment.

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PY6CB3 – HUMAN RESOURCE DEVELOPMENT

MODULE	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
I	9	2	2	1	29
II .	10	2	1	1	24
III	8	2	2	1	29
IV	9	2	2	-	14
V	9	2	1	-	9
VI	9	2	1	1	24

PY6CB4- HEALTH PSYCHOLOGY

Semester :6

Credit :4

Total lecture hours: 54hrs

Aims and Objectives:

To make awareness about the scope of health psychology and its role in achievement and maintenance of health, to make awareness about of the stress and coping behavior of individuals in various life situations and to make aware of the role of Psychology in general health and chronic health problems.

Course overview

This is to give an idea about the importance of psychology in general health, stressful conditions, chronic disease conditions etc.

Module I: History and concepts. (12hrs)

Need and Significance of Health Psychology, Historical and Conceptual basis of Health Psychology. Quality of Life in relation to health-wellness state and illness state

Module 2: Psychobiology of Health Biomedical Science and Health Psychology. (11hrs)

Mental Health .Illness as an expression of emotional needs, Stress, Coping and Management.Role of psychological process in Somatoform disorders.

Module 3: Health and Behavior Change Health Behaviour and Health Models. (9hrs)

Health Compromising Behaviour: Alcohol use and abuse, smoking, sexual behaviour, Jealousy, Rumor spreading.Health Enhancing techniques: Exercise, Yoga,Eating and health, positive thinking, skill development.

Module 4: Society and Health Culture,Social class, Gender and attitude in relation to Health. (10hrs)

Social relationships – Support system, social networking, friendships service availability and utilization Doctor- Patient communication & relationship in the context of Health psychology.

Module 5: Managing Lifestyle illness and terminal illness (12hrs)

Psychological factors in Cancer , Diabetes ,Coronary Heart Disease and Asthma. Psychological Factors in Degenerative Neurological diseases- Alzheimer's disease, Dementia and Problems of aging and adjustment.Psychological factors in Pain and Pain management.

References

- .Dematteo, R. M. &Martin,R. L. (2007).*Health Psychology*, Pearson Education.
- .Marks, (2008).*Health Psychology*: *Theory and Practice*. Delhi: Sage.
- Marks, D., Murray, M., Evans, B.,Willig, C.Woodwall, C.&Syskes, C. (2008).*Health Psychology*, New Delhi: Sage
- Mohan, J. &Sehgal, M. (2006).*Health Psychology: Recent Perspectives*
- Roberts, R., Towell, T., & Golding, J. F. (2001).*Foundations of Health Psychology*.New York PalgraveHoundmills
- Sarafino, E. P. (1998). Health Psychology: Bio-psychosocial interactions (2nd and 3rded.), John Wiley & Sons Inc.
- Sheridan, C. L. &. Radmacher, S. A. (1992). *Health Psychology*: *Challenging the Biomedical Model*, John Wiley & Sons Inc., 1992
- Taylor, S. E. (2006).*Health psychology*, New Delhi: McGraw Hills Inc.

Competencies

- Define health psychology.
- Discuss the need and importance of health psychology.
- Define quality of life.
- Define mental health.
- Explain the role of psychological process in somatoform disorders.
- State health compromising behavior.
- Discuss health enhancing techniques.
- Explain social relationship in relation to health.
- Classify different neurological diseases.

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PY6CB4 -Health Psychology

MODULE	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
I	12	2	2	1	29
II	11	2	2	1	29
III	9	3	3	-	21
IV	10	3	-	1	21
V	12	2	2	1	29

SYLLABI FOR OPEN COURSES

PY5OP1 -BASICS OF COUNSELING PSYCHOLOGY

Semester : 5

Credit : 3

Total lecture Hours: 72hrs

Aims and Objectives:

To facilitate Students with nature and process of counselling and its meaning,to expose the Students to different factors and applications of counseling, to enable the Students to acquire sufficient knowledge in the area of counselling in order to apply in various walks of life.

Course overview

To have an understanding of basics of counseling and counseling process, ethics in counseling, and special areas in counseling.

Module 1: Introduction (12hrs)

What is Psychology, Working Definition of Psychology, Pseudo Psychology, Brief History of Modern Scientific Psychology, Branches of Psychology.

***Textbook** :*

- *Baron,R.A&Misra, G.E. (2014). Psychology,5th Ed.New Delhi: Pearson education*
- *Ciccarelli, S.K.,&Meyer,G.E.(2008). Psychology, South Asia Ed.New Delhi: Pearson*

Module 2: Basic cognitive processes (11hrs)

 Attention (features of attention), learning (principles)

 learning enhancementmethod): Classical and Operant Conditioning), Observational learning,

 Memory (sensory, short term, long term) Forgetting, Memory Improvement Techniques

***Textbook**:*

- *Baron, R.A.,&Misra ,G.(2014). Psychology 5th Ed.New Delhi: Pearson Education*
- *Ciccarelli, S.K., Meyer,G.E(2008). Psychology, South Asia Ed.New Delhi: Pearson*

Module 3: Motivation& Emotion (14hrs)

Motivation (Maslow, Goal expectancy, Yerkes Dodson), Classification of Motives (Primary and Secondary Motives)

Emotions (James Lange, Cannon Bard, Schatter Singer, facial feedback)

Textbook:

- *Ciccarelli, S.K Meyer,G.E.(2008). Psychology, south Asian Ed.New Delhi: Pearson*
- *Weiten, W.(2002). Psychology: Themes and variations,5thed. New York:Brooks/Cole publishing Co 39*

- *Cooper, J., Heron,The.E.&Heward,WL.(2007). Applied BehaviorAnalysis. New Jersey: Pearson Education*

Module 4: Counseling (12hrs)

Definition of Counseling, Skills, Phases of counseling (in stages explain interview, observation), Types (Directive, Non-Directive), Core Conditions of Counseling: Congruence, Unconditional Positive Regard, Empathy, Concept of Mental Health, Scope of Counseling, Difference between Psychotherapy and Counseling.

Textbook :

- *Rai,N&Sahajpal,P.(2013). Counseling & Guidance .3rd Ed.Tata MC Graw -Hill,New Delhi*
- *Jones,R.N.(2012). Theory and Practice of Counseling and Therapy.5th Ed. New Delhi:Sage publications.*

Module 5: Approaches to counseling: (13hrs)

Psychoanalytic (Freud) Cognitive Approach, Behavioral Approach. Person Centered Counseling

Module 6: Counseling Techniques (10hrs)

Psychoanalytic techniques: Dream analysis, hypnosis, and free association (in brief), Behavioral Modification Techniques: Systematic Desensitization, Flooding, and Contingency management. REBT, Reality

Textbook

- *Jones,N.R.(2012). Theory and Practice of Counselling and Therapy.5th Ed.New Delhi: Sage Publications*
- *Cuppuzzi, D and Stauffer,M.D.(2016). Counseling and Psychotherapy - Theories and Interventions.6th ed. American Counseling Association.*

References

- Baron,R.A.&Misra,G.(2014). Psychology,5thEd.New Delhi: Pearson Education.
- Ciccarelli, S.K., Meyer,G.E. (2008).Psychology, South Asian Ed.New Delhi: Pearson.

- Coon,D.(1998). Introduction to psychology: exploration and application
- USA:Brooks/Cole publishing Co
- 4.Weiten, W.(2002). Psychology: Themes and Variations,5thEd.New York: Brooks/Cole Publishing Co

COMPETENCIES

- Define pseudo psychology.
- Mention the branches of psychology.
- State the theories of motivation.
- Discuss various cognitive process.
- Define counselling.
- Discuss the scope of counselling.
- Explain psychoanalytic approach.
- Discuss counselling techniques.

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PY5OP1 -BASICS OF COUNSELING PSYCHOLOGY

MODULE	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15marks**	**Total**
I	12	2	2	1	29
II	11	1	1	1	22
III	14	3	2	1	31
IV	12	3	2	-	16
V	13	2	1	-	9
VI	10	1	1	1	27

PY5OP2 - LIFE SKILLS DEVELOPMENT

Semester : 5

Credit : 3

Total lectures Hours: 72 hrs

Aims and Objectives:

To develop abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life and to form the foundation of life skills education for the promotion of mental well being, and healthy interaction and behaviour.

- To enable students to translate knowledge, attitudes and values into actual abilities – ie., what to do and how to do it.
- To contribute to students' perception of self efficacy, self confidence and self esteem.

Course overview

This will provide the foundation for different skills like presentation skills, relationship skills, critical thinking skills, etc.

Module 1: Life Skills (20 hrs)

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

Activity1: Assessing own communication skills

Activity 2: Assessing own body language

Module 2: Presentation skills (15 hrs)

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

Activity 1: Preparing a systematic presentation Activity 2: Assessing the delivery skills Activity 3: Using mind skills to manage presenting material anxiety

Module 3: Relationship skills (20 hrs)

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

Activity 1: Listening and understanding skills

Activity 2: Relationship skills

Activity 3: Building a friend 42

Module 4: Critical thinking skills (17hrs)

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

Activity 1:Make a plan for critical thinking

Activity 2: Conflict management

References

- Jones,R.N (2007) Life Coaching Skills- How to develop skilled clients. New Delhi, Sage Publications. Lewis,H (2000) Body Language- a guide to professionals. New Delhi, Response books.
- Kaul, A (2005) The effective presentation- Talk your way to success. New Delhi, Response Books. Lata,P. &Kumar,S. (2007) Communicate or Collapse. New Delhi, Prentice Hall India Pvt Limited Mishra,B.K (2008) Psychology- The study of Human Behaviour. New Delhi, Prentice Hall India Ltd. Sherfield,R.M., Montgomery,R.J., and Moody,P.G. (2009) Developing Soft Skills- Fourth edition. New Delhi, Pearson Education.
- Shephard,K (2005) Presenting at conferences, seminars and meetings. New Delhi, Response Books Sanghi,S (2007) Towards a personal excellence – Psychometric tests and self improvement techniques for managers. New Delhi, response Books.
- North House,P.G (2007) Leadership- Theory and Practice. New Delhi, Sage Publications.
- Caroselli,M. (2004) Quick Wits. New Delhi, Ane Books.
- The Training House.(2004) Games and simulations.New Delhi, Ane Books.

Competencies

- Define life skill
- Explain the concept of life skill.
- Classify different life skills.
- List out the skills needed for an effective presentation.
- Discuss the major components of relationship skills.
- Explain the stages of creativity.
- Mention the stages of problem solving.

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PY5OP2- LIFE SKILL DEVELOPMENT

MODULE	**HOURS**	**PART A (10/12)** **2 marks**	**PART B (6/9)** **5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
I	20	4	2	1	33
II	15	2	1	1	24
III	20	3	3	1	36
IV	17	3	3	1	36

SYLLABI FOR COMPLEMENTARY COURSES

PY1CMT03 BODY SYSTEMS AND BEHAVIOR

Semester : 1

Credit : 2

Total lecture Hours:54hrs

Aims and Objective:

To understand the biological foundations of behavior.

Course overview:

This course focuses on the physiology behind different systems of the body and physiology behind sleep and emotionality.

Module 1: Introduction (10hrs)

Physiological psychology and neuroscience. Digestive and respiratory system-**in brief functional relevance only.**

Module 2: Sensory Systems (20hrs)

Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Visual cortex.

Auditory system- Anatomy of the Auditory system, Nervous connections of the ear, pathway- Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, auditory cortex.

Module 3: Cardiovascular System(10hrs)

Structure of the human heart and its working (mention also the SA node, AVnode& Purkinje System); Structure of arteries, veins, and capillaries, pulmonary and systemic circulation.Blood, a fluid connective tissue; components (Plasma, RBC, WBC and platelets).

Module 4: Emotionality (14hrs)

Physiological basis for emotionality .Hypothalamus and limbic system in emotionality.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body.

References:

- Ahluwalia, K. B. (1994*) Genetics*. 4th Print,Wiley Eastern Ltd.
- Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics* (4th ed. Wiley Eastern Ltd.
- Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
- Leukal, F. (1985).*An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd ed.) Prentice-Hall of India Pvt. Ltd.
- Pinel,J.P. (2007). *Biopsychology*.India: Dorling Kindersley Pvt. Ltd.
- Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004).*Biological Psychology*, (4thed.). USA: Sinauer Associates, lnc.
- Schneider, A.M. &Tarshis, B. (1986).*An Introduction to Physiological Psychology*.(3rd ed.). New York: Random House, Inc.

Competencies

- Explain physiological psychology.
- Differentiate physiological psychology and neuroscience.
- Discuss digestive system.
- Classify different systems of the body.
- Explain visual pathway.
- Discuss auditory pathway.
- List out the components of blood.
- Explain structure of heart and its functioning.
- State physiological basis of emotionality.
- Explain the role of hypothalamus and limbic system in emotionality.

B.Sc. DEGREE EXAMINATION (CBCS)

FIRST SEMESTER

PY5CMT02 - COMPLEMENTARY COURSE

BODY SYSTEMS AND BEHAVIOUR

Time: 3hrs **Total marks: 80**

PART A

Write short notes on any 10. Each carries 2 marks.

1. What are the branches of neuroscience?
2. Define Capillary bed.
3. Define emotion
4. What is limbic system?
5. Differentiate Sympathetic and parasympathetic nervous system
6. Neurophysins
7. Functions of pancreas
8. What are the components of cardiovascular system?
9. Discuss James – Lange theory of emotion.
10. platelets
11. Define cognitive neuroscience.
12. Lobes of brain. (10 X 2=20 marks)

Section B.

Answer in a paragraph. Answer any 6. Each carries 5 marks.

13. Write a note on systemic and pulmonary circulation
14. What are the components of blood? Explain.
15. Discuss the physiological methods.
16. Explain the nervous connections of the eye.
17. Discuss in brief the working respiratory system
18. Explain the structure of arteries.
19. What are the functions of hypothalamus?

20. Discuss the role of limbic system in emotionality.
21. Discuss visual cortex (6 x5= 30)

Section C

Long answer questions. Answer any 2. Each carries 15 marks.

22. Discuss the structure of human heart and its working.
23. Explain the physiological basis of emotionality.
24. Briefly explain the anatomy of eye.
25. Discuss neuroscience. (2 x 15= 30)

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PY1CMT02 -BODY SYSTEMS AND BEHAVIOUR

MODULE	**Hours**	**PART A (10/12)** **2 marks**	**PART B (6/9)** **5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
1	10	3	3	-	21
II	20	3	1	2	41
III	10	3	3	1	26
IV	14	3	2	1	31

PY1CMT03 - BASIC STATISTICS

Semester :1

Credit :2

Total lecture hours:36hrs

Aims and Objectives :

To introduce the basic concepts in Statistics and to develop the knowledge of sampling techniques.

Course Overview and Context:

This course introduces the basic concepts of Statistics. It outlines the techniques to expose the students to many Statistical ideas and rules that underline statistical reasoning.

Module I : Introduction to Statistics (10hrs)

Introduction to Statistics.Need and importance of Statistics in Psychology. Variables and attributes, Levels of Measurement: Nominal, Ordinal, Interval and Ratio. Collection of data- primary and secondary, census and sampling, classification and tabulation, grouped and ungrouped frequency table .Diagrammatical and graphical representation of data- bar diagram, pie diagram, frequency polygon and curve, histogram, ogives. (20L)

Module II: Census and Sampling.(12hrs)

Different methods of sampling.Requisites of a good sampling method.Advantages of sampling methods.Simple random sampling, Stratified sampling.Systematic sampling.

Module III Measures of central tendency- (14hrs)

mean, median and mode- properties, merits and Demerits

Reference:

- Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.
- Aron, A., Aron. R., & Coups, E. J. (2006).Statistics for Psychology. (4thed). New

Delhi: Pearson Education

- Mangal, S. K. (2002). Statistics in Psychology and Education. (2nded). New Delhi: Prentice-Hall of India Private Limited.
- Hentry E Garett – Statistics in Psychology &Education 4. J.F. Guilford Fundamentals of Statistics in Psychology & EducationMcGraw-Hill
- S.C. Gupta and V.K. Kapoor : Fundamentals of Mathematical Statistics, Sultan Chand and Sons. Fundamentals of Statistics: DN Elhance, KitabMahal , Allahabad

Competencies

- Explain measures of central tendency
- Investigate the properties of AM,GM, and HM
- Compute arithmetic mean.

Xi	0-5	5-10	10-15	15-20	20-25
fi	5	4	3	2	1

BLUE PRINT

PY1CMT03-BASIC STATISTICS

MODULE	**HOURS**	**PART A (10/12)** **2 marks**	**PART B (6/9)** **5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
I	10	4	3	1	38
II	12	4	4	1	43
III	14	4	2	2	48

Model Question Paper

B.Sc. PSYCHOLOGY – SEMESTER I

PY1CMT03 - BASIC STATISTICS

TIME 3 HRS TOTAL MARKS :80

Section A : Answer any 10 Questions. Each carries 2 marks

1.State the uses of Ogives

2.Define Primary data

3.Define (i)Variable (ii) Attributes

4.Distinguish between grouped and ungrouped frequency table

5.State the merits and demerits of Arithmetic Mean

6.Define mode and find the mode of the given observations :24,67,90,54,24,12,34,54,64,70,24

7.Find the average speed of a plane travelling at speeds 46,59 and 30 km per hour respectively.

8.State the empirical relation between mean, median and mode

9.Differentiate between Census and sampling. Give examples

10.Define Population

11.Define Enumeration

12.Define Lottery Method

(10*2=20)

Section B : Answer any 6 Questions. Each carries 5 marks

13.Define Variables and attributes with examples. Explain the classification of Variables.

14.Define grouped and ungrouped frequency tables with examples

15.Explain the construction of a cumulative frequency curve with an example.

16.State the merits and demerits of Sampling over census

17.Explain Simple Random Sampling

18.Explain the different measures of Central Tendency.

19.State the merits and demerits of Median and Mode

20. The AM of weight of 98 students as calculated from a frequency distribution is 50 kgs. It was later found that the frequency of the class (30-40) was wrongly taken as 8 instead of 10. Calculate the AM.

21. Calculate the Arithmetic Mean for a group of 10 observations if $\sum(x_i-5) = 20$ (6*5=30)

Section C: Answer any 2 Questions. Each carries 15 marks

22.Explain the different types of sampling Methods in Detail.

23.(i)Define (a)Pictogram and (b)Cartogram (c)Pie Chart (d)Greater than Ogive (e)Tabulation

(ii)Explain the scales based on the level of measurement of level of variables

24.(i)State the properties of Mean, Median and Mode.

(ii) Eleven candidates appeared for a test. When result was declared,4 of them got disqualified. The scores of the qualified candidates are 43,52,63,37,81,68,41. Find the median score of the candidates

(iii) Find the missing Frequencies of the following data:

Size	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80
frequency	15	20	10	-	13	10	-	6

24.Form a less than and a greater than Ogive , Frequency curve, Histogram, Bar Diagram and Frequency Polygon from the following frequency Table:

Class Interval	0-19	20-39	40-59	60-79	80-99	100-119
Frequency	9	10	5	6	4	3

(15*2=30)

****

PY2CMT05 BIOLOGICAL BASIS OF BEHAVIOUR II

Semester :2

Credit :2

Total lecture Hours:54hrs

Aims and Objective:

To enable students to understand the influence of physiological system in human behaviour

COURSE OVERVIEW

Course focus on genetics and its disorders, physiological basis behind different motives, physiology behind sleep and arousal and stress.

Module 1: Genetics, Mutations and Genetic disorders (15hrs)

Mendel's Principles, modern concept of gene and gene action, sex - linked, sex – limited, sex-influenced characters. Gene mutation-Kinds of mutation, classification (Somatic, gametic, point, spontaneous, induced, dominant, recessive and silent mutations). Gene mutation disorders - albinism, phenylketonuria, alkaptonuria, galactosemia, brachydactyli. Autosomal anomalies - Down's syndrome, Edward's syndrome, Cri du chat syndrome. Sex chromosomal anomalies - Klinefelter's syndrome and Turner's syndrome.

Module 2: Physiological basis of sexual behavior, **hunger and thirst (11hrs)**

Defining sexual behavior, Dynamics, hormones and its impact, external cues, the brain and sexual behavior. Role of Hypothalamus and amygdala(Physiological motives and emotion- fear and anger)

Model 3: **Physiology of Stress (12hrs)**

Stress response, indicators of stress (hormonal, anatomical, and physiological), stress and disease. Stress, emotionality and endorphins.

Model 4: Physiology of sleep and arousal (16hrs)

Arousal, Sleep and Circadian Rhythms- Physiological measures of alertness and arousal-EEG. Physiological conceptions of wakefulness and sleep. Conceptions of sleep. Circadian rhythms and biological clock.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to discuss various problems and issues that may be developed in the immune system, endocrine system, neuron or cardiovascular systems

References:

- Ahluwalia, K. B; (1994*) Genetics*.4th Print,Wiley Eastern Ltd.
- Gardner; Eldon J. S, Michael J.S., &Peter.*Principles of Genetics* (4thed). Wiley Eastern Ltd.
- Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
- Leukal, F. (1985).*An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.)Prentice-Hall of India Pvt. Ltd.
- Pinel,J.P. (2007). *Biopsychology*.India: Dorling Kindersley Pvt. Ltd.
- Rosensweig, M.R., Leiman, A. L., Breedlove, &Marc, S., (1996). *Biological Psychology*, SinauerAssociateslnc.
- Schneider, A.M. &Tarshis, B. (1986).*An Introduction to Physiological Psychology*.(3rd ed.). New York: Random House Inc.

Competencies

- State Mendel's laws of inheritance
- Classify gene mutations.
- Define gene.
- Define sexual behavior.
- Explain sexual response cycle
- Discuss the role of brain in sexuality.
- Classify the indicators of stress.
- Explain the role of endorphin in emotionality.
- Define circadian rthythm.
- Explain the conceptions of sleep.
- Explain biological clock
- Classify the physiological measures of alertness and arousal.

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PY2CMT05- BIOLOGICAL BASIS OF BEHAVIOR

MODULE	HOURS	PART A (10/12) 2 marks	PART B (6/9) 5 marks	PART C (2/4) 15 marks	Total (129/80)
1	15	3	3	1	36
II	11	3	1	1	26
III	12	3	3	1	36
IV	16	3	2	1	31

PY2CMT06- STATISTICAL TOOLS

Semester : II

Credit :2

Total lecture hours:36hrs

Aims and Objectives :

To develop data reduction Techniquesandto identify the relationship between variables

Course Overview and Context:

This course enables the students to develop data reduction techniques and also to identify the relationship between variables and by how much degree does the relationship exist

Module I (10hrs)

Measures of dispersion-Range, quartile deviation, mean deviation, standard Deviation-properties ,merits and demerits, coefficient of variation

Module II (12hrs)

Raw Moments, Central Moments, Inter Relationships (First Four Moments), Skewness – Measures – Pearson, Bowley and Moment Measure, Kurtosis-Measures of Kurtosis – Moment Measure.

Module III (14hrs)

Karl Pearson's Coefficient of Correlation, Scatter Diagram, Interpretation of Correlation Coefficient, Rank Correlation, Regression, Regression Equation, dentifying the Regression Lines

Text book:

Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.

References

- Aron, A., Aron. R., & Coups, E. J. (2006).*Statistics for Psychology*. (4thed). New Delhi: Pearson Education (ISBN: 81-317-1464-20.
- Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203
- Hentry E Garett – Statistics in Psychology &Education
- J.F. Guilford Fundamentals of Statistics in Psychology & Education-McGraw-Hill
- S.C. Gupta and V.K. Kapoor : Fundamentals of Mathematical Statistics, Sultan Chand and Sons.
- Fundamentals of Statistics: DN Elhance, KitabMahal , Allahabad.

COMPETENCIES

- Investigate standard deviation and quartile deviation as measures of dispersion.
- Explain measures of dispersion.
- Compute CV.

xi	**0-5**	**5-10**	**10-15**	**15-20**	**20-25**
fi	**5**	**10**	**15**	**20**	**25**

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PY2CMT06-STATISTICAL TOOLS

MODULE	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
I	10	4	3	1	38
II	12	4	4	1	43
III	14	4	2	2	48

PY3CMT08 NEUROPHYSIOLOGY OF BEHAVIOR

Semester :3

Credit :2

Total lecture Hours:2/week

Aims and Objective

To help students understand brain behavior relationship

Course overview

This course focuses on the relationship between brain and behavior and neurons and behavior.

Module 1: Nervous system&Communication within a neuron and neurotransmitter: (10hrs)

Brain- Behaviour relations, Cells of the Nervous system-Neurons, Structure of neuron, External, internal and supporting structures, types of neurons.

Membrane potential, resting potential, depolarization, hyper polarization, sodium-potassium pump, action potential.Neurotransmitters- Role of neurotransmitters in transmission of impulses.Excitatory and inhibitory post synaptic potentials.

Module 2: The Anatomy of the Central Nervous system (7hrs)

Central Nervous system, Forebrain, Midbrain and Hindbrain, Hypothalamus, Cortex, Spinal cord.

Module 3: The Anatomy of the Peripheral Nervous system (10hrs)

Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system

Module 4: The Hemispheres of the Neocortex (9hrs)

Structure, functional asymmetry (surgical studies, clinical studies, behavioural studies), capabilities of the right and left hemispheres, language, handedness, cortex and learning.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body. Discuss various problems and issues that may be developed in neurotransmitters, psychoneuroimmunology.

References:

- Ahluwalia, K. B. (1994*).Genetics*.4th Print,Wiley Eastern Ltd.
- Gardner; Eldon J. S, Michael J. S., &Peter.*Principles of Genetics* (4thed.). Wiley Eastern Ltd.
- Guyton, A. *Medical Physiology* (8thed.), W. B. Saunders' Co.
- Leukal, F. (1985).*An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rded.)Prentice-Hall of India Pvt. Ltd.
- Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004).*Biological Psychology*, (4thed.). USA: Sinauer Associates, lnc.
- Schneider, A.M. &Tarshis, B. (1986).*An Introduction to Physiological Psychology*. (3rded.). New York: Random House, Inc.
- Pinel,J.P. (2007). *Biopsychology*.India: Dorling Kindersley Pvt.

Competencies

- Explain the structure of nervous system.
- List out the cells in the nervous system.
- Classify the types of neurons.
- Define membrane potential.

- Differentiate membrane potential and resting potential.
- Discuss the anatomy of the central nervous system.
- Explain the structure of brain.
- Differentiate sympathetic and parasympathetic nervous system.
- Explain autonomic nervous system.
- Explain the structure of neocortex.
- Define handedness.
- Mention the hemispheres of brain and its functions.

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PY3CMT08-NEUROPHYSIOLOGY OF BEHAVIOR

MODULE	HOURS	PART A (10/12) 2 marks	PART B (6/9) 5 marks	PART C (2/4) 15marks	Total(129/80)
I	10	3	2	1	31
II	7	4	2	1	33
III	10	3	2	1	31
IV	9	2	3	1	34

PY3CMT09- STATISTICAL METHODS AND ELEMENTARY PROBABILITY

Semester III

Credit :2

Total lecture hours: 54hrs

Aims and Objectives:

To introduce the basic concepts of Probabilityand to introduce Binomial and Normal Distributions

Course Overview and Context:

This course introduces the basic concepts of Probability in Statistics and also makes the students understand the usage and importance of Binomial and Normal Distribution.

Module-I (20hrs)

Probability: Basic concepts, different approaches, conditional probability, independence, addition theorem, multiplication theorem (without proof) for two events, simple examples.

Module-II (18hrs)

Random variables, Discrete and Continuous, p.m.f and p.d.f., c.d.f of discrete r.v.
Mathematical Expectation of a discrete r.v., Mean and Variance of a discrete r.v.

Module-III (16hrs)

Binomial distribution- mean and variance, simple examples. Normal distribution - definition, p.d.f. simple properties, calculation of probabilities using standard normal table, simple problems.

Textbook:

Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi

References

- Aron, A., Aron. R., & Coups, E. J. (2006).*Statistics for Psychology*. (4thed). New Delhi: Pearson Education (ISBN: 81-317-1464-20.
- Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi:Prentice-Hall of India Private Limited.(ISBN:978-81-203-8).
- Hentry E Garett – Statistics in Psychology &Education
- J.F. Guilford Fundamentals of Statistics in Psychology & Education-McGraw-Hill
- S.C. Gupta and V.K. Kapoor : Fundamentals of Mathematical Statistics, Sultan Chand and Sons.
- Fundamentals of Statistics: DN Elhance, KitabMahal , Allahabad.

COMPETENCIES

- Explain probability.
- Define random variable.
- State the properties of binomial and normal distribution.
- Explain the basic concepts of probability.
- State multiplication theorem.

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PY3CMT09-STATISTICAL METHODS AND ELEMENTARY PROBABILITY

MODULE	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
1	20	4	3	2	53
II	18	4	3	1	38
III	16	4	3	1	38

PY4CMT11 BIOPHYSIOLOGY OF BEHAVIOR

Semester :4

Credit :2

Total lecture Hours:36hrs

Aims and Objectives

To help students to understand the branch of psycho-neuroimmunology and to understand the physiological basis of basic processes

Course overview

Course focuses on the new branches like psychoneuro- immunology and psychoneuro-endocrinology and biological and physiological mechanism behind learning and memory.

Module 1: The immune system and Psychoneuro-immunology (10hrs)

Humoural immunity, cell mediated immunity, non-specific defenses; anatomy of an immune response; memory boosters; immunosuppression; Hypersensitivity reactions, autoimmunity.

Psychoneuroimmunology-Connections between emotions, nervous system and immune functions, Placebo effect, Immune deficiency, Effect of meditation and biofeedback.

Module 2: The Endocrine system and Psychoneuro-endocrinology (8hrs)

The endocrine glands and hormones, Hypothalamus- Autonomic nervous system, Hypothalamohypophysial endocrine system (HPT axis, HPA axis). Hormonal influence on learning and memory and behavior, Behaviour (emotion) and the limbic system .

Module 3: Mechanisms of Learning and Memory (9hrs)

Physiological changes during learning, Anatomical requirements for Learning, Physiological mechanisms for memory in the brain, triggers for memory retrieval.Amnesia, Dementia and Alzheimer's disease.

Module 4: Brain Chemistry, Drugs and Mental illness (9hrs)

Brain metabolism. Barrier to the brain.Major neurotransmitters in the brain.Opioid peptides and receptors in the brain.Brain chemistry and the use of psychiatric drugs.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to physiological basis of psychological processes and sensory processing.

References:

- Ahluwalia, K. B. (1994*) Genetics*. 4th Print,Wiley Eastern Ltd.
- Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics*, (4thed.). Wiley Eastern Ltd.
- Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
- Leukal, F. (1985).*An Introduction to Physiological Psychology*, (1sted.). New Delhi: CBS Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rded.)Prentice-Hall of India Pvt. Ltd.
- Pinel,J. P. (2007). *Biopsychology.*India: Dorling Kindersley Pvt. Ltd.
- Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004).*Biological Psychology*, (4thed.). USA: Sinauer Associates, lnc.
- Schneider, A.M. &Tarshis, B. (1986).*An Introduction to Physiological Psychology*. (3rded.). New York: Random House, Inc.

COMPETENCIES

- Define humoural immunity.
- Discuss the anatomy of immune response.
- Define psychoneuroimmunology.
- Explain the role of nervous system in immune functioning.

- Define placebo effect.
- Classify endocrine glands and hormones.
- Differentiate HPA axis and HPT axis.
- Explain the hormonal influence on learning and behavior.
- List out the physiological changes during learning.
- Mention the triggers of memory retrieval.
- Differentiate dementia, Alzheimer's disease and amnesia.
- Explain the major neurotransmitters in the brain.

Blue print

PY4CMT11-Biophysiology of Behavior

MODULE	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15 marks**	**Total (129/80)**
I	10	4	2	1	33
II	8	2	2	1	29
III	9	4	3	1	38
IV .	9	1	2	1	27

PY4CMT12 STATISTICAL INFERENCE

Semester :IV

Credit :2

Total teaching hours :54hrs

Aims and Objectives :

To introduce the concept of research and testing and to develop the knowledge of testing in experiments in students

Course Overview and Context:

This course enables the students to make decisions regarding the results of an experiment.

Module I (17hrs)

Testing of hypothesis- Statistical hypothesis, Simple and composite hypothesis Null and Alternate hypothesis, Type I and Type II errors, Critical Region, Size

Module II (17hrs)

Large sample tests - z-tests for means, difference of means, proportion and difference of

roportion, chi-square tests for independence, homogeneity

Module III : Small Sample Tests (20hrs)

Normal tests for mean, difference of means and proportion (when σ known), t-tests for mean and difference of means (when σ unknown), paired t-test, test for proportion (binomial), chi-square test for variance, F-test for ratio of variances.

Textbook:

Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.

References

- Aron, A., Aron. R., & Coups, E. J. (2006).*Statistics for Psychology*. (4thed). New Delhi: Pearson Education (ISBN: 81-317-1464-20.

- Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203-8).

Competencies

- Classify the hypothesis
- Differentiate null and alternate hypothesis.
- Explain large sample tests.
- Explain type 1 and type II errors.
- Define F test for ratio of variance.

BLUE PRINT

PY4CMT12-STATISTICAL INFERENCE

MODULE	**HOURS**	**PART A (10/12) 2 marks**	**PART B (6/9) 5 marks**	**PART C (2/4) 15marks**	**Total (129/80)**
I	17	4	3	1	38
II	17	4	4	1	43
111	20	4	2	2	48

SYLLABI FOR PRACTICAL

PY3 P01 PSYCHOLOGY PRACTICALS-I

Semester : 3

Credit :

Total lecture Hours: 48 hrs

Aims and Objectives

To introduce the basic concepts of experimental psychology, to facilitate comprehension of the theoretical concepts through experiments, to develop awareness of psychological instruments and techniques and to provide basic training in planning and conducting experiments.

Each student is required to conduct a ***minimum of 5 experiments*** out of the following should be compulsorily administered by each student and the record of experiments should be submitted ***at the end of the Fourth semester***.

Psychophysical experiments: Two point Threshold

Illusions: Horizontal-Vertical, Muller-Lyer,

Depth perception

Attention: Span, Division, Distraction, Set

PY4PO2- PSYCHOLOGY PRACTICALS- 11

Semester : 4

Credit : 1

Total lecture Hours: 48 hrs

Aim and Objectives

To study experimentally the sensory experience and perceptual processes and experimentally prove how our perceptual process differs and affect our cognitive processesand to observe and study the social psychological phenomenon in every days life situations.

Sensation and perception: Colour Blindness, Localization of Sound, Visual Acuity, Snellen Chart

Social Psychology Experiments: Suggestibility, Compliance, Grapevine, Pro-Social Behaviour **or any other available tests to assess the social behavior** of individuals.

(The evaluation of the practical of both ***third and semester will be done internally*** in ***hundred marks***)

PY5P03--EXPERIMENTAL PSYCHOLOGY (Practical)

Semester : 5

Credit : 8

Total lecture Hours: 144 hrs

Aims and Objectives:

To develop scientific and experimental attitudes in the student, to facilitate comprehension of the theoretical concepts through experiments, to develop the skills of observation and scientific reporting in psychology and to provide basic training in planning and conducting a psychological experiment .

Each student is required to conduct a ***minimum of 10 experiments*** out of the following should be compulsorily administered by each student and the record of experiments should be submitted for evaluation at the end of the semester.

One suitable experiment from ***each of the following*** sections is to be conducted. Include simple designs like before- after, 2 group experimental- control and correlational designs in order to familiarize the students with the concept of designs.

Memory: Immediate memory span

Reaction time: Simple, Choice

Learning: Massed Vs. Spaced, Rote Vs. Meaningful, Trial And Error, Maze Learning,

Rational Learning.

Transfer of Learning: Bilateral, Habit Interference, Level Of Aspiration, Knowledge Of

Results

Motor tests: Tracing Test, Steadiness Test, Tweezer Dexterity, Finger Dexterity

Cognitive Lab: Problem Solving, Concept Formation, Multiple Choice, Stroop Effect

(Evaluation of the practicals will be done internally in hundred marks. The division of the marks are done in the following manner. Record- 20 Marks, Introduction and Procedure-20 Marks, Administration- 10 marks, Result and discussion- 20 Marks& Viva-30)

PY6P04 -PSYCHOLOGICAL ASSESSMENT (Practical)

Semester : 6

Credit : 8

Total lecture hours :144 hrs

Aims and Course Objectives:

To develop the ability to understand self and others, to familiarize with psychological instruments and tools, to generate interest in the analysis of psychological data, to develop the skills of testing and scientific reporting in psychology and to generate interest in working in the community with a psychological outlook.

Each student is required to conduct a minimum of 10 tests from the following sections and submit the record for evaluation at the end of the semester.

Introduce basic principles of psychological testing; Characteristics of psychological tests, Ethical application of psychological tests.

Intelligence & cognitive skills: SPM, Bhatia's battery, Mathew mental abilities etc.

Personality: EPQ, Big five inventory, Locus of control, type A/ B, 16 PF etc.

Tests of interests, aptitude, attitude, creativity, adjustment, values etc.

Tests for children: Seguin Form Board, VSMS, WISC (Indian), etc. can also be administered.

PROJECT

PSY5PR01B18

EXPERIENTIAL LEARNING PROJECT

Semester : 5

Credit : 2

Total Lecture Hours : 36 hrs

Each student should submit **at least four case studies/ reports** for evaluation at the end of the semester.

Internship and volunteering: Mental health centers, old age homes, industries, special education, rehabilitation, de-addiction centers, pain and palliative care units. Students should do internship or volunteer work and submit case study/ reports for the same.

Study tour (visit to nationally reputed institutions) may be conducted and a report of the visit should be submitted for evaluation.

Conduct qualitative research: (Eg; systematic observation of child behavior / social behaviour). In such case, report/ presentation of the same can be evaluated.

Training for additional skill development; students can get training in relaxation techniques, techniques of stress management, communication skills, assertiveness training etc. In such case, report/ presentation of its application can be evaluated.

PSY6PR02B18

RESEARCH PROJECT

Semester : 6

Credit : 2

Total teaching hours : 36 hrs

Empirical research to be done using the principles of research methodology and statistics. This enables the students to get firsthand experience in doing research. The undergraduate experience is greatly enriched by attaining research experience early. Research experience allows undergraduate students to better understand published works, learn to balance collaborative and individual work, determine an area of interest, and jump start their careers as researchers. Through exposure to research as undergraduates, many students discover their passion for research and continue on to graduate studies and faculty positions.

Guidelines for the project work:

a) The research work shall be a quantitative, qualitative or exploratory study.

b) Students are to do the project individually and submit the report in printed/ typed form (A4 size).

c) Project work should be carried out with the supervision of faculty member in the department.

d) The report should not exceed 50 pages.

e) The project report should strictly follow APA format.

f) The report should be submitted with five chapters, viz., Introduction, review, method, result and discussion, summary and conclusion, and references.

g) An abstract of the study should be attached with the research report.

The project will be valued both internally and externally.

RESEARCH PROJECT

Empirical research to be done using the principles of research methodology and statistics.This enables the students to get firsthand experience in doing research. The undergraduate experience is greatly enriched by attaining research experience early. Research experience allows undergraduate students to better understand published works, learn to balance collaborative and individual work, determine an area of interest, and jump start their careers as researchers. Through exposure to research as undergraduates, many students discover their passion for research and continue on to graduate studies and faculty positions.

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