

**ST. TERESA'S COLLEGE (AUTONOMOUS)**

**ERNAKULAM**

**Affiliated to Mahatma Gandhi University, Kottayam**



**CURRICULUM AND SYLLABI FOR THE PROGRAMME**

**B.Sc. PSYCHOLOGY**

**PROGRAMME CODE: BPSY**

**Under Choice Based Credit and Semester System**

**(2023 Admission Onwards)**

**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM**

**DEPARTMENT OF PSYCHOLOGY**

**BOARD OF STUDIES IN PSYCHOLOGY (2021-2024)**

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<b>Sl. No</b>	<b>Category</b>	<b>Name</b>	<b>Designation</b>	<b>Official Address</b>
1	Chairperson (HOD)	Ms. Bindu John	Head of the Department	Department of Psychology, St. Teresa's College (Autonomous), Ernakulam.
2	Faculty Member	Ms. Jisha Sekhar	Asst. Professor	Department of Psychology, St. Teresa's College (Autonomous), Ernakulam..
3	Faculty Member	Ms Ann Joseph	Asst. Professor	Department of Psychology, St. Teresa's College (Autonomous), Ernakulam..
4	Faculty Member	Ms Anjitha Venugopal	Asst. Professor	Department of Psychology, St. Teresa's College (Autonomous), Ernakulam..
5	Subject Expert - 1 Outside MG University	Dr. Velayudhan Arumugham	Professor	Bharathiar University, Coimbatore

6	Subject Expert - 2 Outside MG University	Dr Preetha Menon	Assistant Professor (Grade 2)	Department of Spiritual Studies, Amrita Vishwa Vidyapeetham, Amritapuri Campus.
7	University Nominee	Dr. Rajeev Kumar N	Professor	School of Behavioural Sciences, Mahatma Gandhi University, Kerala.
8	Representative from Industry/ Corporate Sector/ Allied field related to placement	Dr. Fr. Varghese Puthussery	Director and Head.	Santhwana Institute of Counselling and Psychotherapy, Kacheripady, Ernakulam

## **PREFACE**

The curriculum, which encompasses the totality of student experience, should ensure a collective and dedicated effort to birth an inspiring academic culture in a campus. It is this vision of quality knowledge, its production and transmission, that has fueled the Teresian quest for essential and elemental student development. St. Teresa's College has taken meticulous care in the conception of the new well-balanced curriculum by retaining the fundamental prerequisites mentioned by the University/Higher Education Council. With the constraints of a prescribed syllabus in mind, we have created an academic sanctuary, where a deeper access to knowledge is achievable to students and teachers as well.

The Syllabus restructuring of 2023 instigates opportunities of real-world learning to equip a modern scholar with the practicality of experience. As an autonomous institution under Mahatma Gandhi University, St. Teresa's College offers a significant number of Programmes with definite placement windows to the learners. Student knowledge and training across a range of subject areas is efficiently enriched by engaging them in work-based learning, as provided by the revised and restructured curriculum.

The indefatigable effort taken by the teachers in developing Programmes and Course outcomes is commendable. The blossoming of the cognitive and intellectual skills of the scholars, the initiation of a research mentality, and pragmatic skill sets to venture out confidently into a professional space, are the core off-shoots that are anticipated. The curriculum should equip the students to be educators themselves, with a voice that echoes global effectiveness.

I congratulate the efforts taken by the Principal Dr. Alphonsa Vijaya Joseph and her team for restructuring the syllabus in keeping with the latest demands in academia. We trust that the syllabus will transform minds to embark upon higher academic summits and thereby mould learners who will make significant contributions to the world. We look forward to sharing the outcomes of our restructured curriculum and the positive changes that would reshape the academic lives of all our scholars.

**Dr. Sr. Vinitha**

**Manager**

## **FOREWORD**

The most significant characteristic of an autonomous college is its commitment to curriculum renewal or revision. Academic autonomy has granted the college the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students, the new educational scenario in the global context and incorporation of skill-based curricula. Revision of the syllabus implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. 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.

A revision of the syllabus is implemented by modifying the curriculum after review to evaluate the effectiveness of the curriculum after it has been implemented and to reflect on what students did and did not get out of it. In line with the New Educational Policy, a big educational reform can be effected by restructuring of syllabi to maintain a high level of quality in the standard of education that we impart.

The three themes under Higher Education relevant to policy initiative for restructuring of the curriculum i.e., integrating skill development in higher education, linking higher education to society and integration of new knowledge are considered with utmost importance during revision of the syllabus.

Outcome-Based Education emphasizes that the learning process is innovative, interactive and effective, where the main goal is student achievement at the end of the learning period. St. Teresa's College in its pursuit of imparting quality education has adopted Outcome Based Education (OBE) system that involves restructuring of curriculum, academic processes, teaching methodologies, assessment and evaluation systems in education to reflect the achievement of high order learning. It is a student-centric instruction model that focuses on measuring student performance through outcomes that include knowledge, skills and attitudes.

The revised syllabus and curriculum is the result of the combined efforts of the members of the Board of studies, curriculum expert committee and the syllabus committee who worked as a team to revise the syllabus and curriculum in the stipulated period. Active consultations were held with various stakeholders to elicit multiple perspectives in higher education which were incorporated in the new curriculum.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Dr. Sr. Vinitha, Provincial Superior and Manager, Rev. Sr. Emeline, Director, Dr. Sajimol Augustine M., Senior Administrator, Smt. Betty Joseph, Vice-Principal and Dr. Beena Job, Dean of self-financed programmes. I specially thank the team headed by Dr. Betty Rani Isaac, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

**Prof. Alphonsa Vijaya Joseph**

**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 extend my gratitude to our Provincial Superior and Manager Dr. Sr. Vinitha, Principal Dr. Alphonsa Vijaya Joseph, Director Rev. Sr. Emeline, Senior Administrator Dr. Sajimol Augustine M, Vice Principal Ms. Betty Joseph, and the Dean of Self Financing Programmes Dr. Beena Job for their constant support in all our ventures and for being the driving force in the restructuring of the syllabus.

My sincere thanks to Dr. Kala M.S., Professor and IQAC Co-ordinator, Department of Physics and Dr. Betty Rani Issac, Associate Professor, Department of Home Science and other members of the syllabus committee for the guidance and help given to shape the overall frame work and structure of the curriculum and syllabus.

I wish to express my sincere thanks to Dr. Rajeev Kumar N, Associate Professor, School of Behavioural Sciences, M.G. University, Kottayam, Dr. Velayadhan Arumugham, Professor, Department of Psychology, Bharathiar University, Coimbatore and Dr Preetha Menon, Assistant Professor (Grade 2), Department of Spiritual Studies, Amrita Vishwa Vidyapeetham, Amritapuri Campus, for their selfless and timely service and for rendering all help and guidance for restructuring the syllabus. I also acknowledge Dr. Fr. Varghese Puthussery, Director and Head. Santhwana Institute of Counselling and Psychotherapy, Kacheripady, for his invaluable contribution to the syllabus restructuring.

**Ms. Bindu John**

**Head of the Department**

<b>CONTENTS</b>	<b>PAGE NO</b>
Preamble	1
Programme Outcomes	2
Programme Specific Outcomes	3
Eligibility	3
Programme Design	4
Programme Structure	4
Courses	5
Scheme of Courses	5
Scheme of Distribution of Instructional hours for core courses	5
Course Code Format	6
Duration of Programme	6
Detailed Programme Structure	7
Scheme- Core Courses	11
Scheme- Open Courses	13
Scheme- Choice Based Core Courses	13
Scheme- Complementary Courses	13
Examinations	14
Pass Criteria	18
Credit Point and Credit Point Average	18
Syllabus	21



## **B.Sc. Programme in Psychology under Choice Based Credit and Semester System (2023 admission onwards)**

### **PREAMBLE**

The Department of Psychology offers a three-year undergraduate program. 'B.Sc. Programme in Psychology' that provides an in-depth knowledge in Psychology with a focus on the different areas of the human mind. The program seeks to inculcate in students an understanding of the human mind and behaviour through the learning of psychology, cognitive processes, normality and abnormality, and to know about human behaviour in organizational and social areas of life.

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

Outcome based education involves assessment and evaluation practices in education reflecting the attainment of expected learning and mastery in the programme. It is a systematic way to determine if a programme has achieved its goal. This approach of learning makes the student an active learner, the teacher a good facilitator and together they lay the foundation for life-long learning. The process includes framing of specific course outcomes at various appropriate levels of taxonomy, mapping the course outcomes of each course with the Programme Specific Outcomes and finally calculating the course attainment based on the marks scored by the student in both the Internal and External assessments.

### **PROGRAMME OUTCOME (POs)**

On completion of an Undergraduate programme from St. Teresa's College (Autonomous) students should be able to demonstrate the programme outcomes listed below:

#### ***PO 1. Disciplinary knowledge***

- Demonstrate a mastery of the fundamental knowledge and skills required in the discipline to function effectively as an entry-level professional in the field.

#### ***PO 2. Scientific Temper***

- Experiment with new approaches, challenge existing knowledge boundaries and take informed action to solve problems related to society.
- Identify, define, and deal with problems through logical, analytical and critical thinking acquired from different domains of knowledge

#### ***PO 3. Research and Digital Competence***

- Develop a research culture for lifelong learning and demonstrate competency in creating new knowledge.
- Analyze and choose from available data and information sources to communicate, collaborate and network through a range of digital media.

#### ***PO 4. Communication Skills***

- Develop language proficiency through interactions embedded in meaningful contexts.
- Demonstrate communicative competence particularly using technology in social and global environments.

#### ***PO 5. Leadership, Teamwork and Interpersonal Skills***

- Function effectively both as leader and/or member of a team.
- Collaborate and interact effectively with others.

#### ***PO 6. Moral and Ethical Awareness and Social Responsibility***

- Demonstrate social and national responsibility.

- Engage in activities that contribute to the betterment of society, with a preferential option for the economically challenged and the marginalized.

### **PROGRAM SPECIFIC OUTCOMES**

On completion of the Bachelors Programme in Psychology, students should be able to demonstrate the programme outcomes listed below:

**PSO1:** Summarise theories, major concepts and mechanisms which explain human behaviour.

**PSO2:** Illustrate the concept of body-mind interaction

**PSO3:** Apply the theories and systems of psychology to conduct psychological assessments.

**PSO4:** Differentiate aspects of human behaviour in organizational, social and environmental context.

**PSO5:** Prepare research reports using the APA style and develop communication skills.

### **ELIGIBILITY**

Candidates are required to have passed the plus two or equivalent examination or an examination recognized by the University as equivalent thereto.

### 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 core 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.

### PROGRAMME STRUCTURE

<b>Model-1</b>		
<b>Course</b>	<b>No</b>	<b>Credits</b>
<b>Common course 1</b>	10	22
<b>Common course 2</b>		16
<b>Core courses</b>	10	39
<b>Core practical</b>	3	17
<b>Project</b>	2	4
<b>Choice based core Course</b>	1	3
<b>Complementary courses I and II</b>	8	16
<b>Open course</b>	1	3
<b>Total</b>	<b>35</b>	<b>63 (Core)</b> <b>16 (Complementary)</b> <b>3 (Open Course)</b> <b>38 (Common)</b>
<b>Grand Total</b>	<b>35</b>	<b>120</b>

## COURSES

The programme (Model I) consists of common courses with 38 credits, core course, Choice based core course and complementary courses with 79 credits and open course with 3 credits.

### SCHEMES OF COURSES

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

Sl.No.	Model- I		
1.	<i>Courses</i>	<b>Number of courses</b>	<b>Credits</b>
2.	Common Courses	10	38
3.	Core Courses (Theory)	10	39
4.	Project/ Industrial Visit and comprehensive viva	2	4
5.	Practical	3	17
6.	Open Course	1	3
7.	Choice based Core Course	1	3
8.	Complementary Courses	8	16
	<b>Total</b>	<b>35</b>	<b>120</b>

### SCHEME OF DISTRIBUTION OF INSTRUCTIONAL HOURS FOR CORE COURSES

Semester	Model I	
	Theory	Practical
First	7	0
Second	7	0
Third	7	2
Fourth	7	2
Fifth	12	8
Sixth	12	8

## COURSE CODE FORMAT

The programme is coded according to the following criteria.

1. The first letter plus second letter/any letter from the programme i.e., **PY**
2. One digit to indicate the semester. i.e., **PY1 (Psychology, 1st semester)**
3. Letters depict the type of courses such as - **A** for common course, **B** for Complementary course, **C** for core course, **D** for Open course, **CP** for Practical and **PR** for Project.
4. Two digits to indicate the course number of that semester i.e., PY1C01(Psychology, 1st semester, Core course, course number is 01)
5. The letter B to indicate the type of programme i.e., PY1C01B (Psychology, 1st semester, Core course, core course number is 01, and **B** for bachelors Programme)
6. 23 to indicate the year i.e., PY1C01B23
7. The letter B denotes complementary course- it should come after the code letter for the course i.e., PY1B01B23
8. The letter P denotes practical – it should come after the code letter for the course i.e., CP (core practical- eg.PY4CP01B23)
9. The letter PR denotes project i.e., Psychology Core Project PY5PR01B23

## 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.

**DETAILED PROGRAMME STRUCTURE**  
**BACHELOR'S PROGRAMME IN PSYCHOLOGY**

Sem	Course type	Course code	Course Title	Hrs per week	Credits	Max Marks	
						ISA	ESA
I	Common course I	EN1A01B23	Fine-Tune Your English	5	4	20	80
		EN1A02B23	Pearls from The Deep	4	3	20	80
	Common course II	MA1A01B23	Kathasahithyam	4	4	20	80
		HN1A01B23	Kahaani Aur Upanyas			20	80
		FR1A01B23	French Language and Communicative Skills –I			20	80
	Core course	PY1C01B23	Foundations and Methods of Psychology	7	4	20	80
	Complementary course I	ZY1B02B23	Body Systems and Behaviour	2	2	20	80
	Complementary course II	ST1B02B23	Basic Statistics	3	2	20	80
	Total Credits for Semester I = 19						
II	Common course I	EN2A03B23	Issues That Matter	5	4	20	80
		EN2A04B23	Savouring the Classics	4	3	20	80
	Common course II	MA2A03B23	Kavitha	4	4	20	80
		HN2A03B23	Kavita Vyakaran Aur Anuvad			20	80
		FR2A03B23	French Language and Communicative Skills-II			20	80
	Core course	PY2C02B23	Basic Cognitive Processes	7	4	20	80

	<b>Complementary course I</b>	ZY2B02B23	Biological Basis of Behaviour II	2	2	20	80
	<b>Complementary course II</b>	ST2B02B23	Statistical Tools	3	2	20	80
	<b>Total Credits for Semester II = 19</b>						
<b>III</b>	<b>Common course I</b>	EN3A05B23	Literature And/As Identity	5	4	20	80
	<b>Common course II</b>	MA3A05B23	Drisyakalasaahithyam	5	4	20	80
		HN3A05B23	Naatak Aur Lambi Kavita			20	80
		FR3A05B23	An Advanced Course in French –I			20	80
	<b>Core course</b>	PY3C03B23	Living in The Social World	7	4	20	80
	<b>Complementary course I</b>	ZY3B02B23	Neurophysiology of Behaviour	3	2	20	80
	<b>Complementary course II</b>	ST3B02B23	Probability and Probability Distributions	3	2	20	80
	<b>Core Practical</b>	PY4CP01B23	Psychology Practical	2	-	-	-
	<b>Total Credits for Semester III = 16</b>						
<b>IV</b>	<b>Common course I</b>	EN4A06B23	Illuminations	5	4	20	80
	<b>Common course II</b>	MA4A06B23	Malayala Gadhyarachanakal	5	4	20	80
		HN4A06B23	Gadya Aur Ekanki			20	80



		FR4A06B23	An Advanced Course in French –II			20	80
	<b>Core course</b>	PY4C04B23	Social Interactions and Human Behaviour	7	4	20	80
	<b>Complementary course I</b>	ZY4B02B23	Bio physiology of Behaviour	3	2	20	80
	<b>Complementary course II</b>	ST4B02B23	Testing of Hypotheses	3	2	20	80
	<b>Core Practical</b>	PY4CP01B23	Psychology Practical	2	1	20	80
	<b>Total Credits for Semester IV = 17</b>						
<b>V</b>	<b>Core course</b>	PY5C05B23	Abnormal Psychology	4	4	20	80
		PY5C06B23	Foundations of Organizational Behaviour	3	3	20	80
		PY5C07B23	Environmental Psychology and Human Rights	4	4	20	80
	<b>Open Course</b>	Offered by Other Departments		4	3	20	80
	<b>Core Practical</b>	PY5CP02B23	Experimental Psychology	8	8	20	80
	<b>Project</b>	PY5PR01B23	Experiential Learning Project	2	2	20	80
	<b>Total Credits for Semester V = 24</b>						
<b>VI</b>	<b>Core Course</b>	PY6C08B23	Psychology of Maladaptive Behaviour	4	4	20	80
		PY6C09B23	Child Development	4	4	20	80
		PY6C10B23	Managing Behaviour In Organizations	4	4	20	80

		PY6C11AB23	<b>CHOICE BASED CORE COURSE</b> Theory and Practice of Counselling	3	3	20	80
	<b>Core Practical</b>	PY6CP03B23	Practical- Psychological Assessment	8	8	20	80
	<b>Project</b>	PY6PR02B23	Project 2	2	2	20	80
	<b>Total Credits for Semester VI = 25</b>						

**Total credits = 120**

**COURSES**  
**CONSOLIDATED SCHEME- CORE COURSES**  
**CONSOLIDATED SCHEME FOR I TO VI SEMESTERS**

Course Code	Title of the Course	Category	Hrs. per week	Credits
SEMESTER-1				
PY1C01B23	Foundations and Methods of Psychology	Core	7	4
	Total Credits	4		
SEMESTER-2				
PY2C02B23	Basic Cognitive Processes	Core	7	4
	Total Credits	4		
SEMSTER-3				
PY3C03B23	Living In the Social World	Core	7	4
PY4CP01B23	Psychology Practical	Practical	2	-
	Total credits	4		
SEMESTER-4				
PY4C04B23	Social Interactions and Human Behaviour	Core	7	4
PY4CP01B23	Psychology Practical	Practical	2	1
	Total Credits	5		
SEMESTER-5				
PY5C05B23	Abnormal Psychology	Core	4	4
PY5C06B23	Foundations of Organizational Behaviour	Core	4	3
PY5C07B23	Environmental Psychology and Human Rights	Core	4	4
Offered by other departments	Open Course	Open	4	3

PY5CP02B23	Experimental Psychology	Practical	8	8
PY5PR01B23	Project	Core	2	2
	<b>Total Credits</b>		<b>24</b>	
<b>SEMESTER-6</b>				
PY6C08B23	Psychology of Maladaptive Behaviour	Core	4	4
PY6C09B23	Child Development	Core	4	4
PY6C10B23	Managing Behaviour in Organizations	Core	4	4
PY6C11AB23	Choice Based Core Course	Choice Based Core	3	3
PY6CP03B23	Practical- Psychological Assessment	Practical	8	8
PY6PR02B23	Project 2	Core	2	2
	<b>Total Credits</b>		<b>25</b>	

### SCHEME OF CHOICE BASED CORE COURSES

Sl. No.	Semester	Course Code	Course Title	Hours per week	Credits
1	VI	PY6C11AB23	Theory and Practice of Counselling	3	3
2	VI	PY6C11BB23	School Psychology		
3	VI	PY6C11CB23	Human Resource Development		
4	VI	PY6C11DB23	Health Psychology		

### SCHEME OF OPEN COURSES

Sl. No.	Semester	Course Code	Course Title	Hours per week	Credits
1	V	PY5D01AB23	Life Skills Development	4	4
2	V	PY5D01BB23	Basics of Counselling Psychology		

### COMPLEMENTARY COURSES OFFERED BY THE DEPARTMENT

Course Code	Title of the Course	Hrs per week	Credits
<b>SEMESTER I</b>			
ZY1B02B23	Body Systems and Behaviour	2	2
ST1B02B23	Basic Statistics	3	2
<b>Total Credits per Semester = 4</b>			
<b>SEMESTER II</b>			
ZY2B02B23	Biological Basis of Behaviour	2	2
ST2B02B23	Statistical Tools	3	2
<b>Total Credits per Semester = 4</b>			
<b>SEMESTER III</b>			
ZY3B02B23	Neurophysiology of Behaviour	3	2
ST3B02B23	Probability and Probability Distributions	3	2
<b>Total Credits per Semester = 4</b>			
<b>SEMESTER IV</b>			

ZY4B02B23	Bio physiology of Behaviour	3	2
ST4B02B23	Testing of Hypotheses	3	2
<b>Total Credits per Semester = 4</b>			

## 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) and 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

<b>ISA - THEORY</b>	<b>Marks</b>
Attendance	5
Assignment/Seminar/Viva*	5
Test papers (2 x 5)	10
<b>TOTAL</b>	<b>20</b>

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### **ATTENDANCE**

<b>% of Attendance</b>	<b>Marks</b>
90% or above	5
Between 85 and below 90	4
Between 80 and below 85	3
Between 75 and below 80	2
75 %	1
< 75	0

### **FOR COURSES WITH PRACTICAL**

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

<b>ISA PRACTICAL COMPONENTS</b>	<b>Marks</b>
Attendance	5
Lab Involvement	5
Record**	10
<b>TOTAL</b>	<b>20</b>

\*\*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

<b>ESA COMPONENTS OF PROJECT and VIVA</b>	<b>Marks</b>
Dissertation (External)	50
Comprehensive Viva-voce (External)	30
<b>TOTAL</b>	<b>80</b>

- Bonafide reports of the project work or Industrial Visit conducted shall be submitted at the time of examination.
- \* Projects which are preferably socially relevant/ industry oriented/ research oriented are to be undertaken by the students and the reports have to be submitted.

ISA COMPONENTS OF PROJECT	Marks
Punctuality	5
Experimentation / Data Collection	5
Knowledge	5
Report	5
<b>TOTAL</b>	<b>20</b>

**All the four components of the ISA are mandatory.**

### **ASSIGNMENTS**

- Assignment:** for core papers (III and IV Semester), the student must undertake a project/Field work/Industrial Visit/Internship and the report of the same should be submitted for evaluation. The marks awarded to this can be considered for assignment of any one core paper.
- Assignment** (project/field work/industrial visit) for Semester I and II- to be given by language teachers, report of which has to be submitted and for those programmes which do not have additional language the students must undertake the assignment (project/field work/industrial visit) for any one core paper.

### **IN-SEMESTER ASSESSMENT - TEST PAPERS**

Two internal test papers are to be attended in each semester for each paper. The evaluations for 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.

<b>Part</b>	<b>No. of Questions</b>	<b>No. of questions to be answered</b>	<b>Marks (for courses with practical)</b>	<b>Marks (for courses without practical)</b>
<b>A</b> (Short Answer type)	12	10	10 x 1 = 10	10 x 2 = 20
<b>B</b> (Short Essay)	9	6	6 x 5 = 30	6 x 5 = 30
<b>C</b> (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 10 -point scale based on the total percentage of marks (ISA + ESA) for all courses (theory, practical, project)

Percentage of Marks	Grade	Grade Point
Equal to 95 and above	S Outstanding	10
Equal to 85 and < 95	A+ Excellent	9
Equal to 75 and < 85	A Very Good	8
Equal to 65 and < 75	B+ Good	7
Equal to 55 and < 65	B Above Average	6
Equal to 45 and < 55	C Satisfactory	5
Equal to 35 and < 45	D Pass	4
Below 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:  $CP = C \times GP$

$C$  = Credit;  $GP$  = Grade point

**Semester Credit Point Average (SCPA) of a semester:**

$$SCPA = TCP/TC$$

$TCP$  = Total Credit Point of that semester

$TC$  = Total Credit of that semester

Cumulative Credit Point Average (CCPA) is calculated:

$$CCPA = TCP/TC$$

$TCP$  = Total Credit Point of that programme

$TC$  = Total Credit of that programme

### **CREDIT POINT AVERAGE (CPA)**

CPA of different category of courses viz. Common courses, Complementary courses, Core courses etc. are calculated:

$$CPA = TCP/TC$$

$TCP$  = 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

<b>CPA</b>	<b>GRADE</b>
Equal to 9.5 and above	S Outstanding
Equal to 8.5 and < 9.5	A+ Excellent
Equal to 7.5 and < 8.5	A Very Good
Equal to 6.5 and < 7.5	B+ Good
Equal to 5.5 and < 6.5	B Above Average
Equal to 4.5 and < 5.5	C Satisfactory
Equal to 4 and < 4.5	D Pass
Below 4	F Failure

- For reappearance/improvement of I, II, III and IV semesters, candidate have to appear along with the next batch.
- There will be supplementary exams for V semester 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.
- **All rules and regulations are subject to change as and when modified by Mahatma Gandhi University to which St. Teresa's College (Autonomous) is affiliated.**

# **SYLLABI FOR CORE COURSES**

## **SEMESTER I - CORE**

### **PY1C01B23 FOUNDATIONS AND METHODS OF PSYCHOLOGY**

**Credits : 4**

**Hours per week : 7**

**Total hours : 126 hours**

#### **Course overview and Context:**

The broad field of Psychology studies the various aspects of behavior and cognitive functions. The course deals with understanding the historical roots of Psychology and the psychological process that underlie behavior. It also helps students to understand the classic approaches to personality and various factors that effect cognition.

The students develop the skill to study human behavior using the various methods in psychology.

#### **Course Outcomes**

**CO1:** Identify the basic viewpoints and perspectives of psychology  
(Understand)

**CO2:** Discover the scientific basis for behavior and explain the involved psychological processes (Apply)

**CO3:** Differentiate among the different concepts of cognitive psychology  
(sensation, perception and attention) (Analyze)

**CO4:** Compare the states of mind and review the changes in consciousness (Analyze)

**CO5:** Interpret the concepts of personality and explain different theories  
related to personality (Apply)

#### **Course Content**

##### **Module 1: Perspectives in Psychology (21 hours)**

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.

**Module 2: The Science of Psychology** (20 hours)

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.

**Module 3: Sensation, Attention and Perception** (35 hours)

Sensation: Psychophysics; Absolute threshold. JND. Perceptual defense. 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.

**Module 4: Consciousness** (18 hours)

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

**Module 5: Personality** (32 hours)

Concept of personality. Determinants of personality – biological, cultural, social and 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.

*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 analyse phenomena relating to day-to-day aspects of behaviour. Discuss how behaviour is learned and shaped.*

### **Text Books**

- Baron, R. A. & Misra, G. (2014). *Psychology* (5 th ed.). 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.

### **References**

- Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction* (7th ed.). New York: McGraw Hill Inc.
- Kuppaswamy, 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* (7th ed.). New Delhi: Tata McGraw Hill.



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**MODEL QUESTION PAPER**

**B.Sc. DEGREE(C.B.C.S) EXAMINATION, NOVEMBER 2023**

**SEMESTER I - CORE COURSE FOR B.Sc. PSYCHOLOGY**

**PY1C01B23 - FOUNDATIONS AND METHODS OF PSYCHOLOGY**

Time : 3 hours

Maximum marks: 80

**Part A**

**(Answer any ten questions. Each question carries 2 marks)**

<b>Q. No.</b>	<b>Questions</b>	<b>CO</b>	<b>Level</b>
<b>1.</b>	Explain the concept of Tabula rasa.	CO1	U
<b>2.</b>	Describe Introspection as a method of studying human behavior.	CO1	U
<b>3.</b>	Explain Super ego.	CO1	U
<b>4.</b>	Explain Repression.	CO5	Ap
<b>5.</b>	Explain the Case study method.	CO2	Ap
<b>6.</b>	Describe the concept of Palmistry.	CO1	U
<b>7.</b>	Explain Placebo effect	CO2	Ap
<b>8.</b>	Explain the NREM stage of sleep	CO4	An
<b>9.</b>	Describe Archetypes.	CO5	U
<b>10.</b>	Differentiate between Dependent variable and Independent variable.	CO2	Ap
<b>11.</b>	Describe the concept of personality	CO5	U
<b>12.</b>	Explain Hypnosis.	CO4	An

**(10 x 2 = 20 marks)**

**Part B**

**(Answer any six questions. Each question carries 5 marks)**

Qn.No.	Questions	CO	Level
13.	Explain the various types of Defence mechanism.	CO5	Ap
14.	Discuss Functionalism	CO1	U
15.	Explain Perception and its principles.	CO3	An
16.	Discuss the phenomena associated with attention.	CO3	An
17.	Discuss the various Levels of consciousness.	CO4	An
18.	Explain Differential threshold.	CO3	An
19.	Explain Span of attention	CO3	An
20.	Explain Naturalistic observation.	CO2	Ap
21.	Discuss ESP.	CO3	U

(6 x 5 = 30 marks)

### Part C

(Answer any two questions. Each question carries 15 marks.)

Qn.No.	Questions	CO	Level
22.	Explain the concept of consciousness. Describe various altered states of consciousness.	CO4	An
23.	Describe various methods used in psychology.	CO2	Ap
24.	Explain the different schools in psychology.	CO1	U
25.	Explain the concept of perception. Describe the principles involved in perceptual organization.	CO3	An

(2 x 15 = 30 marks)

**CO: Course Outcomes**

**Level: R – Remember, U – Understand, Ap- Apply, An- Analyze, E- Evaluate, C- Create**

## SEMESTER II

### PY2C02B23 BASIC COGNITIVE PROCESSES

**Credit : 4**

**Hours per week : 7**

**Total hours : 126 hours**

#### Course overview and Context

The study of Basic Cognitive Processes gives insight into the different processes in cognition like memory, intelligence, motivation etc. that influence human behavior.

The course equips students with strategies to improve meta cognitive abilities and apply memory techniques to improve performance.

#### Course Outcomes

**CO1:** Infer the ways in which the processes of memory and forgetting work (Understand)

**CO2:** Discuss the cognitive processes of thought, problem-solving, creativity and language. (Understand)

**CO3:** Describe the processes of Motivation and Emotion. (Understand)

**CO4:** Interpret the concept of intelligence and explain its variations. (Apply)

**CO5:** Differentiate the various forms of learning. (Understand)

#### Course Content

##### **Module 1: Memory**

(32 hours)

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.

## **Module 2: Cognitive processes**

(18 hours)

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.

## **Module 3: Motivation and Emotion**

(21 hours)

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 and 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 and Bhava theory of emotions (sage Bharat of Natyasasthra).

## **Module 4: Intelligence**

(28 hours)

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 and 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.

## Module 5: Learning

(27 hours)

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.

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 analyse phenomena relating to day-to-day aspect of behaviour. Discuss how behaviour is learned and shaped.

### Text Books

- Baron, R. A. & Misra, G. (2014). *Psychology* (5th ed.). 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* (5th ed.). New York: Brooks/Cole Publishing Co.
- Zimbardo, P. G & Gerrig, R. J. (1999). *Psychology and life* (15th ed.), USA: Longman Publication.

### References

- Aleem, S. (2012). *Theories of Personality*. Dorling Kindersly India Pvt. Ltd.
- Bootzin, R., & Bower, G.H. (1991). *Psychology Today- An Introduction* (7th ed.). 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* (7th ed.). New Delhi: Tata McGraw Hill.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (1972). *Introduction to Psychology* (3rd ed.). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

## SEMESTER III

### PY3C03B23 LIVING IN THE SOCIAL WORLD

**Credit : 4**

**Hours per week : 7**

**Total hours : 126 hours**

#### **Course overview and Context:**

Living in the social world looks at how an individual our group behaviour is influenced by the presence and behaviour of others. The course emphasises on different cognitive processes in social settings like social cognition, social perception, attitudes and other topics.

Students develop the skill to differentiate social behaviours and also enhances their research skills in the field of social psychology.

#### **Course Outcomes**

**CO1:** Infer the field of Social Psychology and its focus. (Understand)

**CO2:** Distinguish the different methods of research designs in Social Psychology. (Understand)

**CO3:** Discuss social cognition and identify the errors in cognition. (Understand)

**CO4:** Describe the theories of attribution. (Understand)

**CO5:** Illustrate the concepts of attitude and recognize prejudice, stereotype and discrimination. (Analyze)

**CO6:** Identify the determinants of interpersonal attractions. (Understand)

#### **Course Content**

##### **Module I: Introduction to Social Psychology (18 hours)**

Social Psychology (Definition). Focus of social psychology. Socialization (Definition).

Research methods in Social Psychology: Meaning and Characteristics of Research. Research Designs: Correlation design, Descriptive design, Experimental design, Systematic observation, Survey, Sociometry.

##### **Module II: Social Cognition (21 hours)**

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.

**Module III: Social Perception and Attitude** (32 hours)

Social perception: Nonverbal communication- Facial expressions, Gazes, Stares, Body language, Touching. Deception and Micro expressions. 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.

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

**Module IV: Stereotyping, Prejudice and Discrimination** (20 hours)

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.

**Module V: Interpersonal Attraction and Relationship** (17 hours)

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- Passionate and Compassionate love, Sternberg's triangular theory of love.

**Module VI: Introduction to Research in Social Sciences** (18 hours)

Research process and factors affecting the validity of research. Reliability and Validity. Variables- Meaning and types. Qualitative research and types (briefly)



### **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. Observe the social Behaviour 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.

### **Text Books**

- 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.

### **References:**

- 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.
- Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill

## SEMESTER IV

### **PY4C04B23 SOCIAL INTERACTIONS AND HUMAN BEHAVIOUR**

**Credit : 4**

**Hours per week : 7**

**Total hours :126 hours**

#### **Course overview and Context:**

The course gives an insight into different aspects of social psychology like prosocial behaviour, aggression. The course explores the influence of interpersonal and group behaviours on human relationship.

Students develop social cognitive skills in the legal setting and attain skills required to measure human behaviour using psychological assessments and tests.

#### **Course Outcomes**

**CO1:** Discuss the application of seminal works within the field of social psychology (including the areas of social influence, conformity, aggression, intergroup relations) to social contexts. (Understand)

**CO2:** Elucidate the theories of prosocial behavior (Remember)

**CO3:** Differentiate the theories of aggression and causes of aggressive behavior (Analyze)

**CO4:** Discuss the characteristics of groups and why we form them (Understand)

**CO5:** Identify and differentiate psychological tests in measuring human behavior including ethical testing (Understand)

**CO6:** Summarize the research on social influence on the legal system. (Understand)

**CO7:** Demonstrate the significance and importance of writing research reports. (Understand)

#### **Course Content**

##### **Module 1: Social Influence**

(19 hours)

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).

## **Module 2: Prosocial Behaviour**

(20 hours)

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 Behaviour: Situational factors, Emotions and Prosocial Behaviour, Empathy, Social Exclusion, Altruistic Personality.

## **Module 3: Aggression, Social Influence and Legal system**

(20 hours)

Aggression: Theoretical perspectives on Aggression

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

**Social Psychology and Legal system:** Social influence and the Legal system. Social cognition and the Legal system: Eyewitness testimony. Influence of Prejudice and Stereotypes on the Legal system.

## **Module 4: Groups and Individuals**

(22 hours)

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.

## **Module 5: Measuring Human Behaviour**

(25 hours)

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.

**Module 6: Application and Interpretation of Parametric and Non parametric tests.**

(20 hours)

Application and Interpretation of Parametric and Non-Parametric Tests (Correlation, t test, u test, ANOVA, Regression). Research report: Purpose and structure of report. APA style of report writing. Ethical issues in testing; research- informed consent, collecting socio-demographic data, plagiarism, paraphrasing.

**Text Books**

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

## **CORE PRACTICAL I: SEMESTER III AND IV**

### **PY4CP01B23 PSYCHOLOGY PRACTICALS**

**Credit : 1**

**Hours per week : 2**

**Total Hours : 36 hours**

#### **Course overview and Context**

Psychology practical enable the use of subjective and objective test to gauge information regarding the various aspects of human behavior. The course introduces the basic concepts of experimental psychology and facilitates comprehensive understanding of theoretical concepts through experiments and aim to provide basic training in planning and conducting experiments.

The course enables the student to observe and study the psychological phenomena in professional settings.

#### **Course Outcomes**

**CO1:** Test the phenomenon of illusion and depth perception (Evaluate)

**CO2:** Test the different aspects of attention (Evaluate)

**CO3:** Demonstrate the process by which brain selects, organizes and interprets information through sense organs (Apply)

**CO4:** To test the concepts of social psychological phenomenon in routine life situation (Evaluate)

#### **Course Content**

**Psychophysical experiments:** Two-point Threshold

**Illusions:** Horizontal-Vertical, Muller-Lyer,

**Depth perception**

**Attention:** Span, Division, Distraction, Set

Note: 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.

**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 Behaviour of individuals.

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

## SEMESTER V

### PY5C05B23 ABNORMAL PSYCHOLOGY

**Credit : 4**

**Hours per week : 4**

**Total hours :72 hours**

#### **Course overview and Context**

The course generates understanding on the history of the field of Abnormal psychology and the concepts of normality and abnormality. Emergence of diagnostic classification systems and use of the same are being discussed. The course also creates an awareness on the causal factors, treatments, and diagnosis of an array of minor and major psychological disorders.

The course will equip the students to effectively use the classification systems, to diagnose and to create treatment plans for various psychological disorders.

The course also contributes to the development of professional ethics and human values among the students.

#### **Course Outcomes**

**CO1:** Discuss the historical views of abnormal behavior (Understand)

**CO2:** Identify the causal factors of abnormal behavior (Understand)

**CO3:** Analyze the symptoms and causal factors of anxiety disorders (Analyze)

**CO4:** Assess the signs and symptoms of obsessive compulsive and related disorders (Evaluate)

**CO5:** Summarize the causes, types and treatment of mood disorders (Evaluate)

**CO6:** Distinguish signs and symptoms of schizophrenia and delusional disorders (Analyze)

#### **Course Content**

##### **Module 1: Abnormal Psychology: An Overview**

(10 hours)

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

5 definition of mental disorder, DSM 5: major changes in classification. Merits and demerits of classification. Prevalence and incidence of mental disorders.

**Module 2: Casual Factors of Abnormal behaviour** (12 hours)

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

**Module 3: Anxiety Disorders** (13 hours)

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.

**Module 4: Obsessive Compulsive And Related Disorders** (10 hours)

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

**Module 5: Mood Disorders** (15 hours)

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

Unipolar depressive disorders- Major depressive disorder- Different specifiers, Persistent depressive disorder (Dysthymic disorder), Premenstrual Dysphoric Disorder. 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

**Module 6: Schizophrenia and Delusional Disorder** (12 hours)

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* (16th ed.), England: Pearson Education Ltd.

**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. and Ruiz, P. (2020). *Kaplan and Sadock's Comprehensive Textbook of Psychiatry* (11th ed.). Wolters Kluwer, Alphen aan den Rijn.

## SEMESTER V

### **PY5C06B23 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR**

**Credit : 4**

**Hours per week : 4**

**Total hours : 54 hours**

#### **Course overview and Context:**

The course imparts essential theories and concepts for analysing, understanding, and managing complex human behaviour in organization. The course helps students to understand the nature of management and elaborates concepts such as work motivation, importance of teamwork, leadership and organisation communication.

The course will enable students to identify different strategies that can be used in developing and fostering communications as well as to compare different models that can be implemented to explain individual behaviour related to motivation and leadership in professional levels.

#### **Course Outcomes:**

**CO1:** Summarize the history and framework of organizational behaviour (Understand)

**CO2:** Compare and contrast different organizational structures and designs (Analyze)

**CO3:** Relate different motivational theories in work settings (Understand)

**CO4:** Illustrate different types of communication and barriers in communication (Understand)

**CO5:** Discuss the different dimensions of leadership in an organization (Understand)

**CO6:** Explain the importance of groups and team work in organizations (Understanding)

#### **Course Content:**

**Module 1: Introduction to Organizational Behaviour (9 hours)**

Defining Organizational behaviour, why individual differences are important, Different Organizational structures. Individual differences influencing work behaviour. Brief history of OB- the scientific management, the behavioural school of management thought and practice-

early contributions, human relations model, and the cognitive school. Frame work of organizational behaviour.

**Module 2: Organizational Theory and Design** (10 hours)

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.

**Module 3: Work Motivation and Job design** (10 hours)

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.

**Module 4: Communication in Organization** (9 hours)

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

**Module 5: Leadership in organization** (8 hours)

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.

**Module 6: Group and Team work** (8 hours)

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.

### Text Books

- Luthans, F. (1997). *Organizational Behaviour*. (7th ed.). New York: McGraw Hill International.
- Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd.
- Jones, G. R., Mathew, M. (2013). *Organizational Theory, Design and change*. India: Dorling Kindersley Pvt. Ltd.
- Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-western publishers.

### 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*. (7th ed.). New York: McGraw Hill International,
- Luthans, F. (2007). *Organizational Behaviour*. (11th ed.). New York: McGraw Hill International
- Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behaviour*. 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.

## SEMESTER V

### **PY5C07B23 ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS**

**Credit : 4**

**Hours per week : 4**

**Total hours : 72 hours**

#### **Course overview and Context:**

The course creates a knowledge base on the concepts of psychology in connection with the individual's environment. Effect of crowding, territoriality and personal space on the behavior of the individual are being focused in the course. Changing of behaviors for protection of the environment is discussed in detail.

The course will enable the students to plan and implement measures to save the biodiversity and ecosystems. Concept of Human rights and practice of the same are encouraged.

This course addresses various issues related to the environment and sustainability. Also promotes the rights of children and women.

#### **Course Outcomes**

**CO1:** Explain the need for public awareness on various resources and eco-systems (Understand)

**CO2:** Summarize the various social issues related to environment and its conservation (Understand)

**CO3:** Elucidate the different attitudes, beliefs, value and dispositions related to the environment (Understand)

**CO4:** Assess the behaviors required to save the environment (Evaluate)

**CO5:** Summarize the functions and role of international agencies in protecting human rights and environment (Understand)

## **Course Content**

### **Module I**

(10 hours)

#### **Unit 1: Multidisciplinary nature of environmental studies**

Definition, scope and importance

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.

#### **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

### **Module II**

(15 hours)

#### **Unit 1: Biodiversity and its conservation**

- Introduction
- Biogeographical 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

## **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.

## **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

## **Module III**

(14 hours)

### **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 and dispositions

## **Module IV**

(12 hours)

### **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 Behaviour to Save the Environment
- Environmental Impact Assessment (Briefly)

## **Module V**

(21 hours)

### **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,



Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc.

### Text Books

- Bharucha. E. (2013). *Textbook of Environmental Studies for Undergraduate Courses* (2nd ed.). University Grants Commission.

### References

- Bharucha. E. (2013). *Textbook of Environmental Studies for Undergraduate Courses* (2nd ed.). University Grants Commission.
- Clark, R.B. (2001). *Marine Pollution* (5<sup>th</sup> ed.). Clanderson Press: Oxford.
- Cunningham, W.P., Cooper, T.H., Gorhani, E., & Hepworth, M.T.(2001). *Environmental Encyclopaedia*, Mumbai: Jaico Publ. House.
- De,A.K. (1990). *Environmental Chemistry*. New Delhi: Wiley Eastern Ltd.
- Heywood, V.H & Watson, R.T.(1995). *Global Biodiversity Assessment*, Cambridge University Press.
- Jadhav, H., & Bhosale,V.M. (1995). *Environmental Protection and Laws*, Delhi: Himalaya Publication House.
- Mekinney, M.L., & Schoch. R.M. (1996). *Environmental Science Systems & Solutions*. Web enhanced edition.
- Miller,G.T., & Spoolman, S.(2010) *Environmental Science*. Wadsworth Publishing Co.
- Odum.E.P. (1971). *Fundamentals of Ecology* (3<sup>rd</sup> ed.). W.B. Saunders Co. USA.
- Rao, M.N., &Datta, A.K. (1987) *Waste Water treatment*. Oxford & IBII Publication Co.Pvt.Ltd.

## CORE PRACTICAL II: SEMESTER V

### PY5CP02B23 EXPERIMENTAL PSYCHOLOGY (Practical)

**Credit : 8**

**Hours per week : 8**

**Total Hours: 144 hours**

#### **Course overview and Context**

Experimental psychology looks into the use of scientific and empirical methods to collect data and perform research. Experiments are used to explain different psychological concepts like memory, attention, learning, motor abilities and other topics.

Students gain the skills required for conducting an experiment, the ethical considerations to be followed, interpretation of results and preparation of a report.

#### **Course Outcomes**

**CO1:** Examine memory retention capacity (Apply)

**CO2:** Determine the effect of time on learning. (Apply)

**CO3:** Predict the level at which an individual sets goals. (Apply)

**CO4:** Examine the accuracy of hand and finger movements under controlled conditions. (Apply)

**CO5:** Measure the ability to maintain a fixed posture of hand. (Apply)

**CO6:** Determine the positive or negative effect of knowledge of results on the performance. (Apply)

**CO7:** Test the transference of physical performance learned by one side to the opposite side of the body. (Apply)

#### **Course Content**

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)

## SEMESTER V

### PY5PR01B23 EXPERIENTIAL LEARNING PROJECT

**Credit : 2**

**Hours per week : 2**

**Total Hours : 36 hours**

#### **Course overview and Context**

The Experiential Learning Project aims to engage students in the practical aspect of the subject and help them get better understanding of the topics studied in classrooms.

The course equips the students with skills necessary to work in mental health centers, industries or care homes where they are required to observe, study and report about the factors that influence behavior. It also improves the employability skills of the students and enable them to work effectively in a professional setting.

#### **Course Outcomes**

**CO1:** Report an individual's current mental status, signs and symptoms of a disorder. (Create)

**CO2:** Practice the knowledge gained through skill development programs. (Apply)

**CO3:** Evaluate the structure and functions of an organization. (Apply)

#### **Course Content**

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

**Internship and volunteering:** Mental health centres, 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 Behaviour / 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.

## SEMESTER VI

### **PY6C08B23 PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR**

**Credit : 4**

**Hours per week : 4**

**Total hours : 72 hours**

#### **Course overview and context**

The course encourages the students to know and understand the causal patterns of various disorders. Therapeutic techniques used for the management of personality, Psychosomatic and dissociative disorders are being discussed. The students are made able to distinguish between various childhood disorders and neuro-cognitive disorders through this course.

The course equips the students in the assessment of various disorders including substance abuse disorder. Research skills are also engaged through clinical assessments.

The course also promotes the importance of human values and professional ethics.

#### **Course Outcomes**

**CO1:** Categorize the various personality disorders and sexual variants (Analyze)

**CO2:** Discriminate somatic dissociative and stress disorders and summarize the etiology and treatment. (Analyze)

**CO3:** Compare the clinical features of various substance related disorders. (Evaluate)

**CO4:** Compare and contrast neuro-developmental and neuro-cognitive disorders (Analyze)

**CO5:** Plan and prepare clinical assessment and diagnosis (Create)

#### **Course Content**

##### **Module 1: Personality Disorders (12 hours)**

Clinical features of personality disorders. Types of personality disorders-Cluster A- Paranoid, Schizoid and Schizotypal personality disorders; B- Histrionic, Narcissistic, Antisocial, Borderline, and Personality disorder; and 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- The Paraphilias, Gender dysphoria, Sexual Abuse- Childhood sexual abuse, paedophilic disorder.

**Module 2: Somatic, Dissociative and Stress disorders** (15 hours)

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.

**Module 3: Substance-Related Disorders** (10 hours)

Alcohol abuse and 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.

**Module 4: Neurodevelopmental Disorders** (12 hours)

Common disorders of childhood- Attention deficit hyperactivity disorder (ADHD), Oppositional Defiant disorder, Conduct disorder. Intellectual disability, Autism Spectrum disorders, Specific Learning disorder. Causal factors, Treatment and outcome.

**Module 5: Neurocognitive Disorders** (13 hours)

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; Amnesic disorder. Clinical picture, Treatment and Outcomes.

## Module 6: Clinical Assessment and Diagnosis

(10 hours)

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

### Text Book

- Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.), England: Pearson Education Ltd.

### 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*, Behavioural Sciences / Clinical Psychiatry (11th ed.). New Delhi: Wolter Kluwer.



## SEMESTER VI

### PY6C09B23 CHILD DEVELOPMENT

**Credit : 4**

**Hours per week :4**

**Total hours :72 hours**

#### **Course overview and Context**

The course aims to create an understanding regarding the physical, social, psychological and emotional aspects of development. It will help students understand about prenatal and neonatal health, and the various factors that influence the cognitive development of the child.

Students will develop the necessary skills required to work effectively in the field of child psychology.

#### **Course Outcomes**

**CO1:** Describe the domains and philosophies of child development (Understand)

**CO2:** Explain the various theories of development. (Understand)

**CO3:** Review the stages of prenatal development (Understand)

**CO4:** Differentiate between physical and sensory development (Analyze)

**CO5:** Summarize socio-emotional and moral development (Evaluate)

#### **Course Content**

##### **Module 1: Introduction to Child Development (10 hours)**

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 microgenetic.

##### **Module 2: Theories of development (12 hours)**

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.

### **Module 3: Prenatal Development**

(10 hours)

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

### **Module 4: Physical and Sensory Development**

(13 hours)

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

### **Module 5: Socio Emotional Development**

(12 hours)

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.

### **Module 6: Temperament and Moral Development**

(15 hours)

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.

### **Text Books**

- Berk, L. E. (2010). *Child Development* (8th ed.). New Delhi: Prentice Hall.
- Hurlock, E.B. (2009). *Child Development* (6th ed.). New Delhi: Tata McGraw Hill Edition.

### **References**

- Hallahan, D., Kauffman, J & Pullen, P.C. (1994). *Exceptional Learners: An introduction to Special Education*. MA: Allyn & Bacon.
- Hopkins, B., Ronald, Barr. G., & George, F. (2005). *Encyclopaedia of Child Development*

- Hurlock, E.B. (2009). *Child Development*; 6th ed. New Delhi: Tata McGraw Hill Edition,
- Papalia, D.E. & Olds, S.W. (1994). *Human Development* (5th ed.) Tata McGraw Hill.
- Santrock, J.W. (2007). *Child Development*, 13th ed. New Delhi: Tata McGraw Hill.
- Wenar, C. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw Hill, USA.

## SEMESTER VI

### **PY6C10B23 MANAGING BEHAVIOUR IN ORGANIZATIONS**

**Credit : 4**

**Hours per week : 4**

**Total hours : 72 hours**

#### **Course overview and Context**

The course familiarizes the concept of decision-making process in an organization, different strategies that can be implemented to manage behavior of people in organization such as conflict management, negotiation tools, managing employee resistance to change and stress. The subject highlights the role of individual, team and organization structure in achieving organizational goals effectively and efficiently.

The subject helps the students to foster their employability and entrepreneurial skills by understanding the strategies and tactics that can be implemented in work place that leads to employee satisfaction and productivity elevation. It also helps students to describe how people behave under different conditions and understand why people behave as they do that implies human values.

#### **Course Outcomes**

**CO1:** Discuss individual and group decision making (Understand)

**CO2:** Describe the ethical use of power, politics, and influence to accomplish work.  
(Understand)

**CO3:** Analyze the different types of organizational culture and its impact on business organizations. (Analyze)

**CO4:** Identify the need and methods of change management in the organization as a means to adapt to changing business environment. (Understand)

**CO5:** Assess stress in the workplace and develop programs to successfully reduce stress of employees. (Evaluate)

**CO6:** Discuss how social responsibility and managerial ethics impacts the work place.  
(Understand)

#### **Course Content**

##### **Module 1: Organizational Decision Making**

(10 hours)

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, Behavioural decision-making models, Individual decision-making process.

## **Module 2: Power Conflict and Negotiation**

(15 hours)

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.

## **Module 3: Organizational Culture**

(12 hours)

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.

## **Module 4: Managing Organizational Change and Development**

(13 hours)

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.

### **Module 5: Organizational Stress**

(10 hours)

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, Behavioural problems. Coping Strategies: Individual, organizational. Employee counselling, Types of counselling.

### **Module 6: Social Responsibility and Ethics**

(12 hours)

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 Behaviour: Ethical standard and Managerial dilemma. Ethics and Ethical behaviour in Organization: Sexual harassment, pay and promotion discrimination, Employee privacy issue.

#### **Textbook:**

- Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage
- Steers, R. M. (1991). *Introduction to Organizational Behaviour*. New York: Harper Collins.
- Luthans, F. (1997). *Organizational Behaviour*. (7th ed.). New York: McGraw Hill International.

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- Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
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- McShane & Glinow. *Organizational Behaviour*, McGraw Hill Publication.

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- Steers, R. M. (1991). *Introduction to Organizational Behaviour*. New York: Harper Collins.

### CORE PRACTICAL III: SEMESTER VI

#### PY6CP03B23-PSYCHOLOGICAL ASSESSMENT (Practical)

**Credit : 8**

**Hours per week : 8**

**Total Hours : 144 hours**

#### Course overview and Context

The course enables the students to better understand a person's strengths and weaknesses, identify potential problems with the individual's personality, cognitions, emotionality, intelligence, and creativity. The course helps the students to make recommendations for increasing the wellbeing of the individual.

It equips the students with the skills required to conduct assessments in a clinical setting and how to interpret and prepare a report.

#### Course Outcomes

**CO1:** Measure the intellectual ability of the subject (Evaluate)

**CO2:** To test the cognitive skills of the subject (Create)

**CO3:** Assess the personality traits of the subject (Evaluate)

**CO4:** Evaluate the level of interest, creativity and adjustment of the subject (Evaluate)

**CO5:** report the findings of administering various tests for children (Create)

**CO6:** Analyze and report the findings of psychological assessments (Create)

#### Course Content

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 and 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



## SEMESTER VI

### PY6PR02B23 RESEARCH PROJECT

**Credit : 2**

**Hours per week : 2**

**Total Hours : 36 hours**

#### **Course overview and Context**

Research project focuses on helping students understand the steps involved in research process. It enables them to differentiate between the various types of research designs and assessment.

The course enables the students to get first hand experience in doing research. This allows students to better understand published works, determine an area of interest and jump start their careers as researchers. Through exposure to research as undergraduates, students can pursue higher studies and work as research assistant.

#### **Course Outcomes**

**CO1:** Plan and prepare a research report in any area of interest in Psychology (Create)

**CO2:** Formulate a hypothesis and test it statistically (Create)

**CO3:** Analyze and report the research findings (Create)

#### **Course Content**

Empirical research to be done using the principles of research methodology and statistics. This enables the students to get first-hand 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 first-hand 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.

## **SYLLABI FOR OPEN COURSES**

## SEMESTER V

### PY5D01AB23 - LIFE SKILLS DEVELOPMENT

**Credit : 3**

**Hours per week : 4**

**Total Hours : 72 hours**

#### **Course overview and Context**

The course equips students with social and interpersonal skills that enable them to cope with the demands of everyday life. The course will help the students to attain skills such as relationship skills, presentation skills, Group Discussion skills, stress and anger management skills, Creative and critical thinking skills that promotes their mental well-being, positive behaviour and healthy interaction with the outside world.

The course help the students to build self-confidence, manage their emotions, fosters good communication skills thereby improves value of their life.

By practicing all these skills, students are getting solid sense of confidence, time management skills, ability to generate new ideas and also analysing it in different dimensions that leads the development of successful entrepreneurs.

#### **Course Outcomes**

**CO1:** Describe the different life skills needed to succeed (Understand)

**CO2:** Create powerful presentations and express oneself effectively for job interviews (Create)

**CO3:** Elucidate the different skills required for good interpersonal relationships (Understand)

**CO4:** Summarize the different skills required for problem solving and decision making (Evaluate)

#### **Course Content**

**Module 1: Life Skills** (16 hours)

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

Activity 1: Assessing own communication skills

Activity 2: Assessing own body language

**Module 2: Presentation skills** (16 hours)

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** (18 hours)

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** (22 hours)

Critical thinking, restraining emotions, Creative thinking- stages, nature, barriers and strategies to improve creativity, looking at things differently, analysing 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.
- Sheffield, R.M., Montgomery, R.J., & Moody, P.G. ( 2009) *Developing Soft Skills-* (4th ed.). 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.
- Northouse, 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, Anne Books.

## SEMESTER V

### PY5D01BB23 BASICS OF COUNSELLING PSYCHOLOGY

**Credit : 3**

**Hours per week : 4**

**Total Hours : 72 hours**

#### **Course overview and Context**

The course provides an understanding regarding the basics of counseling and counseling process. It creates awareness regarding the special areas in counseling.

The course enables the students with the skills required by the counselor in professional settings.

The course also contributes to the development of professional ethics and human values among the students.

#### **Course Outcomes**

**CO1:** Explain the history of Psychology and illustrate the branches of Psychology (Understand)

**CO2:** Determine the types of learning and explain the various cognitive processes (Apply)

**CO3:** Discuss the process of motivation and emotion (Understand)

**CO4:** Identify the central concepts of counselling and explain the scope of counselling (Understand)

**CO5:** Summarize the techniques and approaches to counselling (Understand)

#### **Course Content**

##### **Module 1: Introduction (10 hours)**

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

##### **Module 2: Basic cognitive processes (12 hours)**

Attention (features of attention), learning (principles), learning enhancement method): Classical and Operant Conditioning), Observational learning. Memory (sensory, short term, long term) Forgetting, Memory Improvement Techniques

**Module 3: Motivation and Emotion**

(10 hours)

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

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

**Module 4: Counselling**

(13 hours)

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

**Module 5: Approaches to counselling**

(12 hours)

Psychoanalytic (Freud) Cognitive Approach, Behavioural Approach. Person Centered Counselling

**Module 6: Counselling Techniques**

(15 hours)

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

**Textbook**

- Jones, R.N. (2012). *Basic counselling skills –A Helper's Manual* (3rd ed.). Sage South Asia ed.
- Capuzzi, D., Stauffer, M. D. (2016). *Counselling and Psychotherapy: Theories and Interventions*. Germany: Wiley.

**References**

- Baron, R. A. & Misra, G. (2014). *Psychology* (5 th ed.). 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.



- Weiten, W. (2002). *Psychology: Themes and Variations* (5th ed.). New York: Brooks/Cole Publishing Co

# **SYLLABI FOR CHOICE BASED CORE COURSE**

## SEMESTER VI

### PY6C11AB23 THEORY AND PRACTICE OF COUNSELLING

**Credit : 4**

**Hours per week : 3**

**Total Hours : 54 hours**

#### **Course overview and Context**

The field of counselling psychology encompasses therapeutic practices that aims to help people improve wellbeing, alleviate distress and resolve crisis. The course enables the student to gain clarity in counselling process and in the different approaches to counselling.

The students develop skills to be an effective counsellor keeping in mind the implications and ethical issues of counselling.

The course also contributes to the development of professional ethics and human values among the students.

#### **Course Outcomes:**

**CO1:** Discuss the goals and scope of counselling (Understand)

**CO2:** Illustrate the various stages of counselling process. (Understand)

**CO3:** Explain the various approaches and techniques of counselling. (Understand)

**CO4:** Summarize the Indian approaches to counselling (Evaluate)

**CO5:** Identify and review the special areas in counselling (Understand)

#### **Course Content**

##### **Module 1: Introduction to Counselling (9 hours)**

Definition of counselling, Counselling, Psychotherapy and Guidance as related fields.

Counselling as a helping relationship. Scope of counselling, Goals of counselling, Counselling ethics.

##### **Module 2: Counselling Process (9 hours)**

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.

### **Module 3: Approaches and Techniques of Counselling**

(11 hours)

Briefly explain the view of human nature, Role of counsellors, Goals and strengths and limitations of: Freud, Person centred counselling, Existential counselling and Gestalt counselling, -Techniques: Psychoanalysis(brief), client entered therapy, existential therapy, T.A.

### **Module 4: Cognitive Behavioural Approaches and Techniques**

(8 hours)

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

### **Module 5: Indian Approaches in Counselling**

(9 hours)

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

### **Module 6: Special Areas in Counselling**

(8 hours)

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

### **Text Books**

- Jones, R.N. (2012). *Basic counselling skills –A Helper's Manual* (3rd ed.). Sage South Asia ed.
- Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: McGraw Hill Education.
- Gladding, S.T. (2009). *Counselling: A comprehensive profession* (6th ed.). New Delhi: Pearson India.

### **References**

- Gladding, S.T. (2009). *Counselling: A comprehensive profession* (6th ed.). New Delhi: Pearson India.

- Jones, R.N. (2012). *Basic counselling skills –A Helper's Manual* (3rd ed.). Sage South Asia ed.
- Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: McGraw Hill Education.

## SEMESTER VI

### PY6C11BB23-SCHOOL PSYCHOLOGY

**Credit : 4**

**Hours per week : 3**

**Total Hours : 54 hours**

#### **Course overview and Context**

School psychology is a field of psychology that focuses on educational and psychological needs of children and youth. The course explores the foundations of positive behavioural support and life skills education.

The course develops the skills required for assessing intelligence, creativity, aptitude, interest, achievement and other personality variables. The students are equipped to handle different cases through internships.

#### **Course Outcomes**

- CO1:** Explain the role of school counsellor and the importance of counselling in schools (Understand)
- CO2:** Determine the intervention methods employed in schools (Apply)
- CO3:** Discuss the foundations of positive behavioural support. (Understand)
- CO4:** Examine the psychological assessments used in schools. (Apply)
- CO5:** Plan and develop programme for enhancing life skills (Create)

#### **Course Content**

##### **Module 1 (12 hours)**

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

##### **Module 2 (12 hours)**

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

(11 hours)

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

(10 hours)

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

(9 hours)

Objectives are to-

1. Get experience in actual work situation.
2. Acquire practice skills of guidance and counselling 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 is to be supervised and their reports are to be evaluated.

### Text Books

- Christner, R. W., & Mennuti, R.B. (2009). *School-based mental health: A practitioner's guide to comparative practices*. NY: Routledge.

- Cooper J.O., Heron T. E., &Heward, W. L. (1990). *Applied Behaviour Analysis*. Prentice Hall.
- Di Giulio, R. C. (2007). *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed*. Corwin Press.

## References

- 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). *Counselling 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.



## SEMESTER VI

### PY6C11CB23 HUMAN RESOURCE DEVELOPMENT

**Credit : 4**

**Hours per week : 3**

**Total Hours : 54 hours**

#### **Course overview and Context**

Human Resource Development gives an insight into different techniques or framework that helps the employees with personal and organisational skills, knowledge and abilities.

The course provides the students with the necessary skills required for career planning, employee counselling and mentoring, and employee empowerment programmes.

#### **Course Outcomes**

**CO1:** Discuss the key terms, theories/ concepts, and practices within the field of HRD (Understand)

**CO2:** Explain the design, conduct, and evaluation employee training process. (Understand)

**CO3:** Describe the methods for career planning in the work place. (Understand)

**CO4:** Analyze different and effective ways to counsel and mentor employees. (Analyze)

**CO5:** Analyze employee performance management and organizational effectiveness. (Analyze)

**CO6:** Identify various methods of employee empowerment. (Understand)

#### **Course Content**

##### **Module 1: Introduction to HRD (9 hours)**

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 (9 hours)**

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**

(11 hours)

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**

(8 hours)

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 counselling and mentoring**

(9 hours)

Employee counselling: Concepts, objectives, Skills of employee counselling Theoretical approaches, Types of EC, Counselling 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**

(8 hours)

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

**Text Books**

- Deb, T. (2009) *Human Resource Development. Theories and Practice*. New Delhi: Anne Books.

**References**

- 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.

## SEMESTER VI

### PY6C11DB23 HEALTH PSYCHOLOGY

**Credit : 4**

**Hours per week : 3**

**Total Hours : 54 hours**

#### **Course overview and Context**

Health psychology is a recent field in psychology that focuses on how biological, social and psychological factors that influence an individual's general health and well-being.

The course equips students with different skills to cope with stress, manage pain, lifestyle illness and terminal illness. The students will be competent to identify behaviour that tends to affect health negatively.

#### **Course Outcomes**

**CO1:** Discuss the need and significance of health psychology (Understand)

**CO2:** Determine the role of psychological processes in the development of illness (Apply)

**CO3:** Explain health compromising behaviour and health enhancing techniques (Apply)

**CO4:** Examine the role of society, culture, and gender in relation to health. (Apply)

**CO5:** Articulate the psychological factors in lifestyle illness and terminal illness (Apply)

#### **Course Content**

**Module I: History and concepts.** (10 hours)

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** (12 hours)

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

**Module 3: Health and Behaviour Change Health Behaviour and Health Models.**

(11 hours)

Health Compromising Behaviour: Alcohol use and abuse, smoking, sexual behaviour, Jealousy, Rumour 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.** (10 hours)

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

**Module 5: Managing Lifestyle illness and terminal illness** (11 hours)

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.

**Text Books**

- 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., Woodward, C., & Syskes, C. (2008). *Health Psychology*, New Delhi: Sage

**References**

- Mohan, J. & Sehgal, M. (2006). *Health Psychology: Recent Perspectives*
- Roberts, R., Towell, T., & Golding, J. F. (2001). *Foundations of Health Psychology*. New York Palgrave Houndmills
- Sarafino, E. P. (1998). *Health Psychology: Bio-psychosocial interactions* (2nd and 3rd ed.), 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.

## **APPENDIX A**

## **BLUE PRINT**

**SEMESTER I - CORE COURSE**

**PY1C01B23 FOUNDATIONS AND METHODS OF PSYCHOLOGY**

**Credits: 4**

**Total Lecture Hours: 126**

<b>MODULE</b>	<b>HOUR</b>	<b>PART A 2 MARKS 10/12</b>	<b>PART B 5 MARKS 6/9</b>	<b>PART C 15 MARKS 2/4</b>	<b>Total 129/80</b>
I	15	2	2	1	29
II	14	2	1	-	9
III	15	3	2	1	31
IV	14	2	2	1	29
V	14	3	2	1	34

**SEMESTER II CORE COURSE**

**PY2C02B23 BASIC COGNITIVE PROCESSES**

**Credit : 4**

**Total hours : 126 hours**

<b>MODULES</b>	<b>HOURS</b>	<b>PART A 2 MARKS 10/12</b>	<b>PART B 5 MARKS 6/9</b>	<b>PART C 15 MARKS 2/4</b>	<b>Total 129/80</b>
I	15	3	2	1	31
II	14	2	2	-	14
III	15	2	2	1	29
IV	14	3	2	1	31
V	14	2	1	1	24

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**SEMESTER III CORE COURSE**

**PY3C03B23 LIVING IN THE SOCIAL WORLD**

**Credit : 4**

**Total hours : 126 hours**

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

**SEMESTER IV - CORE COURSE**

**PY4C04B23 SOCIAL INTERACTIONS AND HUMAN BEHAVIOUR**

**Credit : 4**

**Total hours : 126 hours**

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

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**SEMESTER V CORE COURSE**

**PY5C05B23 ABNORMAL PSYCHOLOGY**

**Credit : 4**

**Lecture hours: 72 hours**

<b>MODULES</b>	<b>HOURS</b>	<b>PART A 2MARK 10/12</b>	<b>PART B) 5 MARKS 6/9</b>	<b>PART C 15 MARKS 2/4</b>	<b>Total (129/80)</b>
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

**SEMESTER V - CORE COURSE**

**PY5C06B23 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR**

**Credit : 4**

**Lecture hours :54 hours**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A 2 MARKS 10/12</b>	<b>PART B 5 MARKS 6/9</b>	<b>PART C 15 MARKS 2/4</b>	<b>Total (129/80)</b>
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



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**SEMESTER V - CORE COURSE**

**PY5C07B23 ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS**

**Credit : 4**

**Lecture hours : 72 hours**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A 2 MARK 10/12</b>	<b>PART B5 MARKS 6/9</b>	<b>PART C 15 MARKS 2/4</b>	<b>Total (129/80)</b>
I	14	2	2	-	14
II	14	3	1	1	26
III	15	2	1	1	24
IV	15	3	2	1	31
V	14	2	3	1	34

**SEMESTER VI -CORE COURSE**

**PY6C08B23 PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR**

**Credit : 4**

**Lecture hours : 72 hours**

<b>Modules</b>	<b>HOURS</b>	<b>PART A 2MARK (10/12)</b>	<b>PART B 5 MARKS (6/9)</b>	<b>PART C 15 MARKS (2/4)</b>	<b>Total (129/80)</b>
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

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**SEMESTER VI CORE COURSE**  
**PY6C09B23 CHILD DEVELOPMENT**

**Credit : 4**

**Lecture hours: 72 hours**

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

**SEMESTER VI - CORE COURSE**

**PY6C10B23 MANAGING BEHAVIOUR IN ORGANIZATIONS**

**Credit : 4**

**Lecture hours: 72**

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

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**SEMESTER VI CHOICE BASED CORE COURSE**  
**PY6C11AB23 THEORY AND PRACTICE OF COUNSELLING**

**Credit : 4**

**Total lecture Hours: 54hrs**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A 2 MARKS 10/12</b>	<b>PART B 5 MARKS 6/9</b>	<b>PART C 15 MARKS 2/4</b>	<b>Total (129/80)</b>
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

**SEMESTER VI CHOICE BASED CORE COURSE**  
**PY6C11BB23 -SCHOOL PSYCHOLOGY**

**Credit : 4**

**Total lecture Hours: 54hrs**

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

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**SEMESTER VI CHOICE BASED CORE COURSE**  
**PY6C11CB23 HUMAN RESOURCE DEVELOPMENT**

**Credits :4**

**Total lecture hours : 54hrs**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (10/12)  2 marks</b>	<b>PART B (6/9)  5 marks</b>	<b>PART C (2/4)  15marks</b>	<b>Total (129/80)</b>
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

**SEMESTER VI CHOICE BASED CORE COURSE**  
**PY6C11DB23 HEALTH PSYCHOLOGY**

**Credit :4**

**Total lecture hours: 54hrs**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (10/12)  2 marks</b>	<b>PART B (6/9)  5 marks</b>	<b>PART C (2/4)  15 marks</b>	<b>Total (129/80)</b>
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

**SEMESTER V OPEN COURSE**  
**PY5D01AB23 - LIFE SKILLS DEVELOPMENT**

**Credit : 3**

**Total lectures Hours: 54 hrs**

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

**SEMESTER V OPEN COURSE**  
**PY5D01BB23 BASICS OF COUNSELLING PSYCHOLOGY**

**Credit : 3**

**Total lecture Hours: 54 Hrs**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (10/12)  2 marks</b>	<b>PART B (6/9)  5 marks</b>	<b>PART C (2/4)  15 marks</b>	<b>Total</b>
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

## **APPENDIX B**

### **COURSE MAPPING – CORE COURSES**

**SEMESTER I CORE COURSE**

**PY1C01B23 FOUNDATIONS AND METHODS OF PSYCHOLOGY**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	1	3	1
<b>CO2</b>	3	3	3	2	1
<b>CO3</b>	3	3	1	3	1
<b>CO4</b>	3	3	1	3	1
<b>CO5</b>	3	3	3	3	1

**SEMESTER II CORE COURSE**

**PY2C02B23 BASIC COGNITIVE PROCESSES**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	1	1	1
<b>CO2</b>	3	1	1	1	1
<b>CO3</b>	3	1	1	1	1
<b>CO4</b>	3	1	1	2	1
<b>CO5</b>	3	1	1	1	1

**SEMESTER III CORE COURSE**

**PY3C03B23 LIVING IN THE SOCIAL WORLD**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	1	2	1
<b>CO2</b>	3	1	1	1	1
<b>CO3</b>	3	2	1	3	1
<b>CO4</b>	3	2	1	2	1
<b>CO5</b>	2	2	1	2	1
<b>CO6</b>	3	1	1	2	1

**SEMESTER IV CORE COURSE**

**PY4C04B23 SOCIAL INTERACTIONS AND HUMAN BEHAVIOUR**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	2	2	3	1
<b>CO2</b>	3	1	2	3	1
<b>CO3</b>	2	3	2	3	1
<b>CO4</b>	3	1	3	3	1
<b>CO5</b>	3	1	3	2	2
<b>CO6</b>	3	1	1	2	1
<b>CO7</b>	2	1	3	2	3



**SEMESTER V CORE COURSE**

**PY5C05B23 ABNORMAL PSYCHOLOGY**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	1	2	1
<b>CO2</b>	3	3	1	2	1
<b>CO3</b>	3	2	2	2	1
<b>CO4</b>	3	2	2	2	1
<b>CO5</b>	3	2	2	2	1
<b>CO6</b>	3	2	2	2	1

**SEMESTER V CORE COURSE**

**PY5C06B23 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR**

Mapping	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	1	2	1
<b>CO2</b>	3	1	1	2	1
<b>CO3</b>	3	2	2	2	1
<b>CO4</b>	2	2	1	2	2
<b>CO5</b>	3	1	1	2	1
<b>CO6</b>	2	1	1	2	1

**SEMESTER V CORE COURSE**

**PY5C07B23 ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	1	1	2	2
<b>CO2</b>	2	1	1	2	2
<b>CO3</b>	3	2	1	3	1
<b>CO4</b>	3	2	3	2	2
<b>CO5</b>	2	1	1	2	2

**SEMESTER VI CORE COURSE**

**PY6C08B23 PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	2	1
<b>CO2</b>	3	3	2	2	1
<b>CO3</b>	2	3	2	2	1
<b>CO4</b>	2	3	2	2	1
<b>CO5</b>	1	1	3	2	3

**SEMESTER VI CORE COURSE**

**PY6C09B23 CHILD DEVELOPMENT**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	2	1	2	1
<b>CO2</b>	3	3	1	3	1
<b>CO3</b>	3	3	1	2	1
<b>CO4</b>	2	3	1	2	1
<b>CO5</b>	3	2	1	1	1

**SEMESTER VI CORE COURSE**

**PY6C10B23 MANAGING BEHAVIOUR IN ORGANIZATIONS**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	1	2	3	1
<b>CO2</b>	3	1	1	3	1
<b>CO3</b>	2	1	1	2	1
<b>CO4</b>	2	1	1	2	1
<b>CO5</b>	2	2	2	2	2
<b>CO6</b>	3	1	1	3	1

**SEMESTER VI CHOICE BASED CORE COURSE**  
**PY6C11AB23 THEORY AND PRACTICE OF COUNSELLING**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	2	1	1	1
<b>CO2</b>	3	2	1	2	1
<b>CO3</b>	3	2	2	2	1
<b>CO4</b>	3	2	1	3	1
<b>CO5</b>	3	3	2	2	2

**SEMESTER VI CHOICE BASED CORE COURSE**

**PY6C11BB23 SCHOOL PSYCHOLOGY**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	2	2	2	1
<b>CO2</b>	2	3	3	2	1
<b>CO3</b>	3	2	2	2	1
<b>CO4</b>	2	3	3	2	1
<b>CO5</b>	2	2	2	2	2

**SEMESTER VI CHOICE BASED CORE COURSE**

**PY6C11CB23 HUMAN RESOURCE DEVELOPMENT**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	2	1
CO2	3	2	2	2	2
CO3	3	2	2	2	1
CO4	3	2	2	2	1
CO5	3	2	2	2	2
CO6	3	1	1	2	2

**SEMESTER VI CHOICE BASED CORE COURSE**

**PY6C11DB23 HEALTH PSYCHOLOGY**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1
CO2	3	3	1	2	1
CO3	3	3	1	2	1
CO4	3	2	1	3	1
CO5	3	3	3	2	1

**CORE PRACTICAL I: SEMESTER III AND IV**

**PY4CP01B23 PSYCHOLOGY PRACTICALS**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	2	2	3	2	2
<b>CO2</b>	2	2	3	2	2
<b>CO3</b>	2	3	3	2	2
<b>CO4</b>	2	3	3	2	2

**SEMESTER V**

**PY5CP02B23 EXPERIMENTAL PSYCHOLOGY (Practical)**

Mapping	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	2	2	3	1	3
<b>CO2</b>	2	1	3	1	3
<b>CO3</b>	2	1	3	2	3
<b>CO4</b>	2	3	3	1	3
<b>CO5</b>	2	2	3	1	3
<b>CO6</b>	2	1	3	1	3
<b>CO7</b>	2	3	3	1	3

**SEMESTER VI**

**PY6CP03B23 PSYCHOLOGICAL ASSESSMENT**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	2
<b>CO2</b>	3	3	3	3	2
<b>CO3</b>	3	3	3	3	2
<b>CO4</b>	3	2	3	3	2
<b>CO5</b>	3	2	3	1	3
<b>CO6</b>	3	1	3	3	3

**SEMESTER V CORE PROJECT**

**PY5PR01B23 EXPERIENTIAL LEARNING PROJECT**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	1	3
<b>CO2</b>	3	1	1	1	2
<b>CO3</b>	3	1	1	3	2

**SEMESTER V CORE PROJECT**  
**PY6PR02B23 RESEARCH PROJECT**

<b>Mapping</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	1	3	3	3
<b>CO2</b>	3	1	3	3	3
<b>CO3</b>	3	1	3	3	3