

**RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS & SCIENCE (AUTONOMOUS)  
SULUR, COIMBATORE-641402**

**DEPARTMENT OF PSYCHOLOGY  
B.SC., PSYCHOLOGY**



**Syllabus effective for the students admitted during the Academic  
Year 2021 - 2022 Batch & onwards**

**(2021 - 2024)**

**HOD**

**PRINCIPAL**

**COE**

**PROGRAMME OUTCOMES (POs):**

PO1	Graduates can have strong fundamentals in their specific discipline along with DIGITAL STRATEGIC knowledge.
PO2	To increase student's ability to communicate effectively with the community /society in verbal /written courage for such as to give or receive clear instruction.
PO3	To enhance their ability to understand and identify the professional and ethical responsibilities.
PO4	To enrich their personality and character development

**PROGRAMME SPECIFIC OUTCOMES: (PSOs)**

Upon completion of Bachelor of Psychology Degree, STUDENTS are able to achieve the following outcomes.

PSO1	Apply basic principles, processes and strategies to understand the human behavior in various situations
PSO2	Formulate the basics of case conceptualizations (causes and consequences for any deviant behavior) and evaluate treatment plans.
PSO3	Understand the core competencies such as assessment, intervention and consultation
PSO4	Analyze and apply critical scientific thinking to enhance research activity.

## **GRADUATE ATTRIBUTES**

- DISIPLINE KNOWLEDGE
- PROBLEM ANALYSIS
- CRITICAL THINKING
- MODERN TOOLS USAGE
- SOFT SKILLS
- SELF LEARNING
- LIFE LONG LEARNING
- INDIVIDUAL & TEAM WORK
- PROJECT MANAGEMENT &FINANCE

**PROGRAMME: B.Sc., (PSYCHOLOGY)**  
**(Effective from the Academic year 2021- 2024)**  
**Structure, Credits & Marks Distribution**

Sl No.	Course Type	Number of Courses	Credits	Marks	Total Credits
1	Multi-Indian/ International Languages (MIL)	2	4	200	8
2	Ability Enhancement Compulsory Courses (AECC) – (I & II) : Group-I (English)	2	4	200	8
3	Ability Enhancement Compulsory Courses (AECC) –( II & IV) : Group-II	2	1+3	200	4
4	Discipline Specific Courses (DSC)	12	6	1200	72
5	Discipline Specific Elective Courses (DSE)	4+1	6	500	30
6	Extra Disciplinary Course (EDC) (DSE)	1	6	100	6
7	Skill Enhancement Courses (SEC)	2+1	4	200	8
8	ALCTA– e Learning in MOOC platform	1	4*	Pass	4*
9	Non Credit Courses – Group I	2	-	Grade	-
10	Non Credit Courses – Group II	4	-	Completed	-
<b>Total</b>				<b>2600</b>	<b>136+4*</b>

MULTI-INDIAN/ INTERNATIONAL LANGUAGES (MIL)								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
<b>Two Courses – Any ONE Group</b>								
<b>Group I</b>								
MIL	Tamil I	6	-	-	25	75	100	4
MIL	Tamil II	6	-	-	25	75	100	4
<b>Group II</b>								
MIL	Hindi I	6	-	-	25	75	100	4
MIL	Hindi II	6	-	-	25	75	100	4
<b>Group III</b>								
MIL	Malayalam I	6	-	-	25	75	100	4
MIL	Malayalam II	6	-	-	25	75	100	4
<b>Group IV</b>								
MIL	French I	6	-	-	25	75	100	4
MIL	French – II	6	-	-	25	75	100	4
<b>Group V</b>								
MIL	Arabic I	6	-	-	25	75	100	4
MIL	Arabic II	6	-	-	25	75	100	4
<b>Total</b>							<b>200</b>	<b>8</b>

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC) - GROUP I: (I & II SEMESTER)								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
AECC – G I - 1	English I	6	-	-	25	75	100	4
AECC – G I - 2	English II	6	-	-	25	75	100	4
<b>Total</b>							<b>200</b>	<b>8</b>

**ABILITY ENHANCEMENT COMPULSORY COURSES (AECC) - GROUP II: (II & IV SEMESTER)**

Course	Course Name	L	T	P	CIA	ESE	Total	Credits
AECC – G II – 1	Environmental Studies	1	-	-	100	-	100	1
AECC – G II – 2	Aptitude	3	-	-	25	75	100	3
<b>Total</b>							<b>200</b>	<b>4</b>

<b>DISCIPLINE SPECIFIC COURSES (DSC)</b>									
Course	Course Name	L	T	P	CIA	ESE	Total	Credits	
DSC - I	General Psychology – I	5	1	-	25	75	100	6	
DSC - II	Developmental Psychology- I	5	1	-	25	75	100	6	
DSC - III	General Psychology – II	4	-	4	25	75	100	6	
					40	60			
DSC - VI	Developmental Psychology- II	5	1	-	25	75	100	6	
DSC – V	Abnormal Psychology – I	5	1	-	25	75	100	6	
DSC – VI	Psychological Statistics	5	1	-	25	75	100	6	
DSC – VII	Abnormal Psychology - II	5	1	-	25	75	100	6	
DSC –VIII	Research Methodology	5	1	-	25	75	100	6	
DSC – IX	Social Psychology	5	1	-	25	75	100	6	
DSC – X	Bio Psychology	5	1	-	25	75	100	6	
DSC – XI	Industrial Psychology	5	1	-	25	75	100	6	
DSC – XII	Counseling Psychology	5	1	-	25	75	100	6	
<b>Total</b>							<b>1200</b>	<b>72</b>	

<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) I: (III SEMESTER)</b>									
Course	Course Name	L	T	P	CIA	ESE	Total	Credits	
<b>One Course – From the Group</b>									
DSE - I - 1	Psychology of Exceptional Children	5	1	-	25	75	100	6	
DSE - I - 2	Sports Psychology	5	1	-	25	75	100	6	
<b>Total</b>							<b>100</b>	<b>6</b>	

<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) II: (IV SEMESTER)</b>									
Course	Course Name	L	T	P	CIA	ESE	Total	Credits	
<b>One Course – From the Group</b>									
DSE - II - 1	Experimental Psychology – I - Practicals	4	-	4	25	75	100	6	
					40	60			
DSE - II - 2	Cognitive Psychology	5	1	-	25	75	100	6	

<b>Total</b>	<b>100</b>	<b>6</b>
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<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) III: (V SEMESTER)</b>								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
<b>One Course – From the Group</b>								
DSE - III - 1	Experimental Psychology - II - Practicals	4	-	4	25	75	100	6
					40	60		
DSE - III - 2	Consumer Behavior	5	1	-	25	75	100	6
<b>Total</b>							<b>100</b>	<b>6</b>

<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) IV: (V- SEMESTER)</b>								
<b>EXTRA DISCIPLINARY COURSE :(EDC)</b>								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
<b>One Course – From the Group</b>								
B.A English	Professional Communication	5	1	-	25	75	100	6
BBA	Entrepreneurship	5	1	-	25	75	100	6
BBA (CA)	Project Management	5	1	-	25	75	100	6
B.COM	Insurance and Risk Management	5	1	-	25	75	100	6
B.COM (CA)	Social Media Marketing	5	1	-	25	75	100	6
B.COM (IT)	E-Commerce	5	1	-	25	75	100	6
B.COM (PA)	Indian Tax System	5	1	-	25	75	100	6
B.COM (BA)	Digital Marketing	5	1	-	25	75	100	6
BCA	Responsive web Design	5	1	-	25	75	100	6
B.Sc., (CS)	Business Analytics	5	1	-	25	75	100	6
B.Sc., (IT)	Big Data Engineering	5	1	-	25	75	100	6
B.Sc., CSHM	Hospitality Management	5	1	-	25	75	100	6
B.Sc., ECS	Fundamentals of Digital Computers	5	1	-	25	75	100	6
B.Sc., (Maths)	Computational Mathematics	5	1	-	25	75	100	6
B.Sc., BC	Health Management	5	1	-	25	75	100	6
B.Sc., BT	Forensic Science	5	1	-	25	75	100	6
B.Sc., MB	Microbes – Health & Disease	5	1	-	25	75	100	6
B.Sc., N&D	Health & Life Style Disorders	5	1	-	25	75	100	6
B.Sc., Psychology	Stress and Conflict Management	5	1	-	25	75	100	6
<b>Total</b>							<b>100</b>	<b>6</b>

<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) V: (VI SEMESTER)</b>								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
<b>One Course – From the Group</b>								
DSE –V – 1	Experimental Psychology – III Practicals	4	-	4	25	75	100	6
					40	60		

DSE – V - 2	Forensic Psychology	5	1	-	25	75	100	6
<b>Total</b>							<b>100</b>	<b>6</b>

<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) VI: (VI SEMESTER)</b>								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
<b>One Course – From the group</b>								
DSE –VI - 1	Institutional Training Report – Viva – Voce	-	-	-	40	60	100	6
DSE – VI - 2	Group Project Report – Viva voce	-	-	-	100	-	100	6
<b>Total</b>							<b>100</b>	<b>6</b>

<b>SKILL ENHANCEMENT COURSES: GROUP I (III &amp; IV SEMESTER)</b>								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
SEC – GI-1	Communicative Skills - I	2	-	-	50	-	50	2
SEC – GI-2	Communicative Skills - II	2	-	-	50	-	50	2
<b>Total</b>							<b>100</b>	<b>4</b>

<b>SKILL ENHANCEMENT COURSES: GROUP II (V SEMESTER)</b>								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
<b>Any ONE Group</b>								
<b>Group A</b>								
SEC –GII – A1	Placement - College to Corporate - I	2	-	-	50	-	50	2
SEC –GII – A2	Placement - College to Corporate - II	2	-	-	50	-	50	2
<b>Group B</b>								
SEC – GII – B	Health Psychology	4	-	-	100	-	100	4
<b>Total</b>							<b>100</b>	<b>4</b>

<b>NON-CREDIT COURSE – GROUP I (III &amp; IV SEMESTER)</b>			
NCC – GI-1	Professional English - I	RVS Training Academy	
NCC – GI-2	Professional English - II	RVS Training Academy	
			Grade
			Grade

<b>NON-CREDIT COURSE – GROUP II (I - IV SEMESTER)</b>			
<b>Any ONE Course</b>			
NCC – G II	National Service Scheme	NSS	
	National Cadet Corps	NCC	
	Sports	Physical Education	
			Completion
			Completion
			Completion

	Literacy & Cultural Club	Language Department	Completion
	Youth Red Cross / Red Ribbon Club	YRC	Completion
	Fine Arts Club	Language Department	Completion

<b>EXTRA OPTIONAL CREDIT COURSE (ALCTA) I – VI SEMESTER</b>			
<b>Any ONE Course with 4 Extra Credits</b>			
I – VI Semester	e-Learning in MOOC Platform	4 Credits	Completion

**RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS & SCIENCE (Autonomous)**

**Sulur, Coimbatore – 641 402**

**SCHEME OF EXAMINATIONS**

**B. Sc., PSYCHOLOGY 2021 - 2024 BATCH**

Semester	Course Opted	Course Name	D	L	T	P	CIA	ESE	Marks	Credits
<b>I</b>	MIL - I	Tamil-I/Hindi-I / Malayalam – I/ French-I/Arabic- I	3	6	-	-	25	75	100	4
	AECC – G I -1	English-I	3	6	-	-	25	75	100	4
	DSC – I	General Psychology - I	3	5	1	-	25	75	100	6
	DSC – II	Developmental Psychology - I	3	5	1	-	25	75	100	6
	NCC – GII	NCC/NSS/ SPORTS/CULTURALS	-	1	-	-	-	-	-	-
	LIB	Library	-	1	-	-	-	-	-	-
	<b>Total</b>					<b>30</b>			<b>400</b>	<b>20</b>
<b>II</b>	MIL-II	Tamil-II/Hindi-II/Malayalam – II/French-II/Arabic-II	3	6	-	-	25	75	100	4
	AECC – GI -2	English-II	3	6	-	-	25	75	100	4
	DSC – III	General Psychology - II	3	4	-	4	25	75	100	6
			3				40	60		
	DSC – IV	Developmental Psychology - II	3	5	1	-	25	75	100	6
	AECC – G II - 1	Environmental Studies	3	1	-	-	100	-	100	1
	NCC – G II	NCC/NSS/ SPORTS/CULTURALS	-	1	-	-	-	-	-	-
	LIB	Library	-	1	-	-	-	-	-	-
<b>Total</b>					<b>34</b>			<b>600</b>	<b>21</b>	

Semester	Course Opted	Course Name	D	L	T	P	CIA	ESE	Marks	Credits
<b>III</b>	DSC – V	Abnormal Psychology - I	3	5	1	-	25	75	100	6
	DSC – VI	Psychological Statistics	3	5	1	-	25	75	100	6
	DSE - I	Elective – I	3	5	1	-	25	75	100	6



	SEC – G I – 1	Communicative Skills - I	3	2	-	-	50	-	50	2
	NCC – G I -1	Professional English - I	3	2	-	-	Grade			
	NCC – G II	NCC/NSS/ SPORTS/CULTURALS	-	1	-	-	-	-	-	-
	<b>Total</b>				<b>35</b>				<b>450</b>	<b>20</b>
IV	DSC – VII	Abnormal Psychology - II	3	5	1	-	25	75	100	6
	DSC – VIII	Research Methodology	3	5	1	-	25	75	100	6
	DSE - II	Elective – II	3	4	-	4	25	75	100	6
			3				40	60		
	AECC – G II - 2	APTITUDE	3	3	-	-	25	75	100	3
	SEC – G I – 2	Communicative Skills - II	3	2	-	-	50	-	50	2
	NCC – G I - 2	Professional English - II	3	2	-	-	Grade			
	NCC – G II	NCC/NSS/ SPORTS/CULTURALS	-	1	-	-	-	-	-	-
<b>Total</b>				<b>35</b>				<b>450</b>	<b>23</b>	

Semester	Course Opted	Course Name	D	L	T	P	CIA	ESE	Marks	Credits	
V	DSC – I X	Social Psychology	3	5	1	-	25	75	100	6	
	DSC – X	Bio Psychology	3	5	1	4	25	75	100	6	
	DSE - III	Elective – III	3	4	-	4	25	75	100	6	
			3				40	60			
	DSE - IV	Elective - IV (EDC)	3	5	1	-	25	75	100	6	
	<b>Any ONE Group</b>										
	<b>Group A</b>										
	SEC – G II – A - 1	Placement - College to Corporate I	3	2	-	-	50	-	50	2	
				2	-	-	50	-	50	2	
	<b>Group B</b>										
	SEC – G II – B	Health Psychology	3	4	-	-	100	-	100	4	
NCC – G II	NCC/NSS/SPORTS/CULTURALS	-	1	-	-	Good/ Satisfactory					
<b>Total</b>				<b>32</b>				<b>500</b>	<b>28</b>		
VI	DSC - XI	Industrial Psychology	3	5	1	-	25	75	100	6	
	DSC - X	Counselling Psychology	3	5	1	-	25	75	100	6	
	DSE - V	Elective – V	3	4	-	4	25	75	100	6	
			3				40	60			
	DSE – VI	Elective – VI	3	-	-	-	40	60	100	6	
ALCTA *	(e-Learning in MOOC Platform)	Extra Credits							4*		

	<b>Total</b>	<b>200</b>	<b>24</b>
<b>TOTAL</b>		<b>2600</b>	<b>136 +4* =140</b>

## ABBREVIATIONS

MIL	- Multi Indian/ International Languages
AECC-G1	- Ability Enhancement Compulsory Courses – I & II: Group - I (English)
AECC-G2	- Ability Enhancement Compulsory Courses – II & II: Group - II
DSC	- Discipline Specific Courses
DSE	- Discipline Specific Elective Courses
EDC	- Extra Disciplinary Course
NCC	- Non Credit Course
SEC	- Skill Enhancement Courses (Group-I & II)
ALCTA	- Advanced Learners Course in Thrust Areas– e Learning in MOOC platform

### DSE I - Discipline Specific Elective Courses I: (III Semester)

1. Psychology of Exceptional Children
2. Sports Psychology

### DSE II - Discipline Specific Elective Courses II: (IV Semester)

1. Experimental Psychology - Practicals - I
2. Consumer Behavior

### DSE III - Discipline Specific Elective Courses III: (V Semester)

1. Experimental Psychology - Practicals- II
2. Cognitive Psychology

### DSE IV – Discipline Specific Elective Courses IV: (V Semester)

1. Extra Disciplinary Course (EDC) – List Enclosed

### DSE V- Discipline Specific Elective Courses V: (VI Semester)

1. Experimental Psychology – Practicals - III
2. Forensic Psychology

### DSE VI- Discipline Specific Elective Courses VI: (VI Semester)

1. Institutional Training Report and Viva Voce
2. Group Project Report – Viva voce

### NCC - I (Non – Credit course) Group – I

The assessment will be done by RVS Training Academy and grade will be given based on internal evaluation in the respective semester

### NCC – II (Non – Credit Course) Group – II

The students shall complete the activities in the concerned semester and completion status will be mentioned in their fifth semester mark statement. However, completing the activities listed in Group – II is mandatory to complete their degrees.

## SEMESTER – I

Course Title : <b>GENERAL PSYCHOLOGY – I</b>	Course Code : <b>13 A</b>
Semester <b>I</b>	Course Group : <b>DSC - I</b>
Teaching Scheme in Hrs (L:T:P) : <b>5:1:0</b>	Credits: <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>90</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl. Ses	CL
CO1	Describe the history, perspectives and scientific methodology of Psychology	PSO1	18	Understand
CO2	Determine the science of sensation and perception i.e. able to determine how sensation travels through the central nervous system.	PSO1	09	Apply
CO3	Analyze the meaning and principles of perception and understand how illusions and other factors influence or alter perception.	PSO1	09	Apply
CO4	Describe the meaning and levels of consciousness, how does sleep work, why do people dream and what do they dream about, and the influence of psychoactive drugs in consciousness	PSO1	18	Understand
CO5	Describe the term learning, the important elements and characteristics of classical and operant conditioning and how do latent learning, learned helplessness, and insight relate to cognitive learning theory.	PSO1	18	Apply
CO6	Describe the processes and models of memory, types of short term and long term memory, how information is stored in long term memory, retrieval processes, why do we forget and neuroscience of memory.	PSO1	18	Apply

### GENERAL PSYCHOLOGY- I

**UNIT - I INTRODUCTION  
HOURS**

**LECTURE HOURS :18**

Psychology: Definition- The field of Psychology- Goals- The History of psychology: In the beginning- Titchner and Structuralism- William James and Functionalism- Modern Perspectives: Psychodynamic perspective- Behavioral perspective- Humanistic perspective- Cognitive perspective- Sociocultural perspective- Biopsychological perspective- Evolutionary perspective - Major Fields or areas of Psychology- The Scientific Methodology of Psychology: Why Psychologists use the Scientific method- Descriptive method- Finding relationships- Areas of Specialization or Scope of Psychology- Ethics of Psychological Research: The guidelines for doing research with people.

## UNIT - II SENSATION AND PERCEPTION

LECTURE HOURS - 18 HOURS

SENSATION: Definition: What is sensation- Sensory receptors- Sensory Thresholds- Habituation and Sensory Adaptation- Basic Sensation: **Vision:** Perceptual properties of light, The structure of the eye, How the eye works, Perception of color: Theories of Color Vision: The Trichromatic Theory- The Opponent Process Theory- Color Blindness- **Hearing:** The Structure of the Ear- Perceiving Pitch: Theories of Hearing (perceiving pitch): Place theory- Frequency theory- Volley principle theory Types of Hearing Impairment- **Chemical Senses:** Taste and Smell-Gustation- Olfaction- **Somesthetic Sense** (Perception of Touch, Pressure and Temperature)- Pain: Gate control theory – **The Kinesthetic sense- The vestibular sense-** Perception: Meaning- Perceptual Constancies (Size, shape and brightness)- Organising Principles- Depth perception – Cues for perceiving depth- Perceptual Illusions- Perceptual sets – Other factors that influence perception- ESP.

## UNIT - III STATES OF CONSCIOUSNESS

LECTURE HOURS: 18 HOURS

Consciousness- Definition of consciousness- Altered States: (a) Sleep: The biology of sleep: The rhythms of life- The role of hypothalamus- The adaptive theory of sleep- The restorative theory of sleep- How much sleep do people need- The stages of sleep- What happens in REM Sleep- Sleep disorders: Nightmares and REM Behavior disorder- Stage four sleep disorders- Night terrors- Insomnia- Sleep apnea- Narcolepsy- - Dreams: Why do people dream and What do they dream about- Freud's Interpretation: Manifest content- Latent content- The Activation-Synthesis Hypothesis- - (b) The effects of Hypnosis: Steps in hypnotic Induction- (c) The influence of psychoactive drugs: Physical dependence: Drug tolerance- Withdrawal- - Psychological dependence- Stimulants: Amphetamines- Cocaine- Nicotine- Caffeine-Depressants: The major Tranquilizers- The minor tranquilizers- Alcohol: Signs of Alcohol abuse- Narcotics: Opium- Morphine- Heroin- Hallucinogens: Manufactured Highs: LSD- PCP- MDMA- Nonmanufactured: Mescaline- Psilocybin- Highs- Marijuana - States of Consciousness:

## UNIT - IV LEARNING

LECTURE HOUR: 18 HOURS

Definition of Learning- Nature- **Theories of Learning:** a) Associational Learning: Classical Conditioning : Elements of Classical conditioning- Conditioned emotional responses and conditioned responses in humans- Why does classical conditioning work- Operant Conditioning: Thorndike's puzzle box and the law of effect- B. F. Skinner- The concept of reinforcement: Primary and secondary reinforcers- Positive and Negative reinforcement- - Schedules of reinforcement: The partial reinforcement effect- Fixed interval schedule of reinforcement- Variable interval schedule of reinforcement- Fixed ratio schedule of reinforcement- Variable ratio schedule of reinforcement-- The role of punishment in operant conditioning: Two kinds of punishment: Punishment by application- Punishment by removal- Problems with punishment- How to make punishment more effective- Stimulus control- Other concepts in operant and classical conditioning: Shaping- Extinction- Generalization and Spontaneous recovery- Using operant conditioning: Token economy- ABA- Biofeedback- Neuro feedback - b) Cognitive Learning Theory- Tolman's latent learning- Kohler's insight learning- Seligman's Learned Helplessness- Observational Learning: Bandura and the Bob doll-The four elements of Observational learning- : Latent Learning- Insight Learning- Observational Learning- Learned Helplessness.

## UNIT - V MEMORY AND FORGETTING

LECTURE HOUR: 18 HOURS

Memory: Definition- **Memory Process:** Encoding- Storage- Retrieval- **Models of memory:** Information processing model: Sensory memory: Iconic and Echoic sensory memory- - Short term Memory and working memory- Long term memory- Elaborative rehearsal- - Parallel distributed processing model- Levels of processing model - Types of long term memory: Procedural memory- Declarative memory- Retrieval of long term memory: Retrieval cues- Recall: Retrieval failure- The serial position effect: Primacy effect- Recency effect- Recognition: False positives- Automatic encoding: Flashbulb memories- Memory retrieval problem: The misinformation effect- Reliability of memory retrieval - Forgetting: Meaning- Why do we forget- Ebbinghaus and the forgetting curve- Encoding failure- Causes or Theories of Forgetting: Memory trace decay theory Interference theory- Neuroscience of memory- The Hippocampus and memory- Organic amnesia: Retrograde, Antrograde and Infantile amnesia - Biological basis of Memory- Memory Techniques- Study Habits.

**Textbook:**

1. Baron, R.A. (2001). Psychology (5<sup>th</sup> Edition), Pearson Education, New Delhi.
2. Ciccarelli, S.K., White, J.N. (2012). Psychology (3<sup>rd</sup> ed.). Boston, Mass: Pearson Learning Solutions.

**Reference Book**

Morgan, C.T., & King, R.A. (1993). Introduction to Psychology (7<sup>th</sup> Edition). New Delhi: Tata McGraw Hill Education Ltd.

Course Title: <b>DEVELOPMENTAL PSYCHOLOGY – I</b>	Course Code : <b>13 B</b>
Semester <b>I</b>	Course Group : <b>DSC – II</b>
Teaching Scheme in Hrs (L:T:P) : <b>5:1:0</b>	Credits: <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>90</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

No	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.Ses	CL
CO1	Determine developmental principles in human functioning	PSO1	18	Understand
CO2	Emphasize how genes and environments interact to influence most human characteristics	PSO1	18	Understand
CO3	Describe the connections between physical growth and psychological development	PSO1	09	Apply
CO4	Identify the crucial aspects of social and personality development	PSO1	09	Apply
CO5	Describe social, emotional and cognitive development of each period.	PSO1	18	Apply
CO6	Identify major theorists contribute to the field of developmental psychology	PSO1	18	Understand

**DEVELOPMENTAL PSYCHOLOGY-I**

**UNIT - I INTRODUCTION**

**LECTURE HOUR: 18 HOURS**

Developmental Psychology: Introduction: Development- Maturation – Learning- Meaning of developmental psychology – Meaning of developmental changes- Significant facts about development- The Lifespan- Obstacles in studying lifespan development- Results of Obstacles in studying development- Happiness and unhappiness during the life span - Goals of Developmentalists- Research Designs for studying development: Cross-sectional design- Longitudinal design- The sequential design- The micro genetic design- Ethical considerations in developmental research.

**UNIT - II PRENATAL PERIOD AND INFANCY**

**LECTURE HOUR: 18 HOURS**

Definition- Characteristics of Prenatal period- Beginning of Life: Maturation- Ovulation- Fertilization- Importance of Conception: Hereditary Endowment- Sex- Number of offspring- Effects on development- Long-term effects of twin ship- Ordinal position-Long term effects of Ordinal position- Periods of Prenatal Development: Period of Zygote- Period of Embryo- Period of Fetus- Hazards during Prenatal period: Physical Hazards (Common physical hazards during the prenatal period- Conditions influencing physical hazards – Long term effects- Attempts to cope with developmental irregularities- Psychological Hazards: Traditional beliefs about prenatal development- Mental stress during the prenatal period- Unfavourable attitude toward

the unborn child - Characteristics of Infancy- Major Adjustments of infancy- Conditions influencing adjustment to postnatal life- Characteristics of Infant: Physical development- Activities of the infant- Vocalization of the infant- Sensitivities of infant- Capacity for learning- emotions of the New born- Beginnings of personality- Hazards of Infancy: Physical hazards- Long term effects of prematurity- Psychological hazards- Piaget's Theory of Cognitive Development.

### **UNIT - III BABYHOOD**

**LECTURE HOUR: 18 HOURS**

Characteristics of Babyhood- Developmental Tasks of Babyhood- Physical Development: Pattern of physical development during babyhood- Psychological Functions: Sleep patterns- Eating patterns- Patterns of elimination- Muscle control: Pattern of motor control- Babyhood skills- Beginning of handedness- Speech Development: Comprehension- Learning to speak- Prespeech forms of communication- Crying- Babbling- Gesturing- Emotional expressions- Tasks in learning to speak- Emotional Behavior in babyhood: Common emotional patterns- Emotional Dominance in babyhood Developments in Socialization: Pattern of development of social behavior- Beginnings of Interest in Play: Play development follows a pattern- Value of play in babyhood- Development of understanding: How understanding develops- Beginnings of Morality: Role of discipline in Babyhood- Beginnings of sex role typing- Family relationships- Personality development in babyhood- Hazards in Babyhood: Physical hazards- Psychological hazards- Happiness in Babyhood: Causes of unhappiness in babyhood- Kohlberg's theory of Moral Development.

### **UNIT - IV EARLY CHILDHOOD**

**LECTURE HOUR: 18 HOURS**

Characteristics of Early childhood- Developmental Tasks: Physical Development- Physiological Habits- Skills of early childhood (Hand skills, leg skills, handedness) – Improvements in speech during early childhood: Improvement in comprehension- Improvement in speech skills- Content of speech- Amount of talking- Emotions of early childhood: Common emotional patterns- Variations in emotional patterns- Socialization in Early childhood: Patterns of early socialization- Early forms of behavior in social situations- Companions in Early childhood- Play in early childhood: Variations in play interests- Play patterns of early childhood- Development of understanding: Common categories of concepts- Moral development in Early childhood: Discipline in Early childhood- Childhood Misdemeanors- Common interests in Early childhood: Interests in Religion- Interests in Human body- Interest in self- Interest in sex- Interest in clothes- Sex-role typing in Early childhood: Learning sex-role stereotypes- Agencies of Sex-role typing- Family relationships in Early childhood: Parent-child relationships- Sibling relationships- Relationship with relatives- Personality development in Early childhood: Conditions shaping the self-concept in Early childhood- Increase in individuality- Hazards of Early childhood: Physical Hazards- Psychological Hazards- Happiness in Early childhood: Conditions contributing to happiness in Early childhood.

### **UNIT - V LATE CHILDHOOD**

**LECTURE HOUR: 18 HOURS**

Characteristics of Late childhood- Developmental Tasks of Late childhood: Physical Development in Late childhood- Skills of Late childhood: Categories of skills of Late childhood- Handedness- Improvements in speech during Late childhood: a) Areas of improvement: Vocabulary building- Pronunciation- Forming sentences- b) Improvement in comprehension- c) Content of speech- d) Amount of talking- Emotions and Emotional Expressions in Late childhood: Common emotional patterns of Late childhood- Periods of emotional heightened emotionality- Beginnings of emotional catharsis- Social Groupings and Social Behavior in Late childhood: Characteristics of children's gangs- Effects of gang belonging- Companions in Late childhood- Sociometric status- Leaders in Late childhood- Play interest and Activities in Late childhood: Constructive play- Exploring- Collecting- Games and sports- Amusements- Increase in understanding in Late childhood- Moral attitudes and behavior in Late childhood: Developments of moral codes- Role of discipline in moral development- Development of conscience- Misdemeanors in Late childhood: Interests in Late childhood- Sex role typing in Late childhood- Effects of sex-role typing- Changes in Family relationships: Effects of family relationships in Late childhood- Personality changes in Late childhood- Hazards of Late childhood: Physical Hazards- Psychological Hazards- Happiness in Late childhood.

#### **Textbook**

Hurlock, E.B. (2007). *Developmental Psychology: A Life Span Approach* (5<sup>th</sup> Edition). New Delhi: Tata McGraw Hill Education Pvt Ltd.

#### **Reference Book**

Papalia, D.E. (2004). *Human Development* (9<sup>th</sup> Edition). New Delhi: McGraw Hill Education Pvt Ltd.

## SEMESTER - II

<b>Course Title : GENERAL PSYCHOLOGY – II</b>	<b>Course Code : 23 A</b>
<b>Semester : II</b>	<b>Course Group: DSC - III</b>
<b>Teaching Scheme in Hrs. (L:T:P) : 4:0:4</b>	<b>Credits : 6 Credits</b>
<b>Map Code: C (THEORY CONCEPTS)</b>	<b>Total Contact Hours : 60</b>
<b>CIA : 25 Marks</b>	<b>SEE # : 75 Marks</b>
<b>Programme: B.SC., PSYCHOLOGY # - Semester End Exam</b>	

NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.Ses	CL
CO1	Determine the concept of motivation and its characteristics	PSO1	06	Understand
CO2	Identify the basic psychological dimensions of emotions and aspects of emotions	PSO1	06	Apply
CO3	Determine how mental images and concepts involved in the process of thinking.	PSO1	12	Apply
CO4	Identify how various perspectives in psychology view personality	PSO1	12	Apply
CO5	Describe the concepts of validity and reliability in psychological testing.	PSO1	12	Apply
CO6	Analyze how do various theories of intelligence differ and how it measured.	PSO1	12	Understand

### GENERAL PSYCHOLOGY – II

#### UNIT - I      MOTIVATION AND EMOTIONS      LECTURE HOUR: 12 HOURS

Motivation - Definition – Approaches to understanding motivation: Instinct approach- Drive reduction approaches- Arousal approaches- Incentive approaches- Humanistic approaches- Self-determination theory- Physiological components of hunger- Social components of hunger- Maladaptive eating problem – Classification of Motives – Conflict: Meaning- Types of conflict – Frustration : Meaning- Reactions to frustration- Sources of frustration · Emotion – Definition – Three elements of emotion: The physiology of emotion- The behavior of emotion (emotional experience)- Subjective experience (labelling emotion) Six Basic Emotions - Theories of Emotion: James lange theory- Cannon-Bard theory- Cognitive arousal theory- Facial feedback hypothesis- Cognitive-meditational theory.

#### UNIT - II      COGNITION AND LANGUAGE      LECTURE HOUR: 12 HOURS

Cognition – Definition –How people think: a) Mental images b) Concepts: Types of concepts- Prototypes- - Reasoning – Meaning- Types of reasoning – Problem Solving and decision making: Steps- Methods to solve problems: Trial and error – Algorithms- Heuristics- Insight - Barriers to

successful problem solving: a) Functional fixedness – b) Mental sets- c) Confirmation bias – Artificial Intelligence. Language –Nature and Development– The levels/elements/structures of language- Main Components of Language: Morphemes – Phonemes – Syntax Semantics – Pragmatics- Language Acquisition Device- The relationship between language and thought- Linguistic Relativity Hypothesis

### **UNIT - III INTELLIGENCE AND CREATIVITY LECTURE HOUR: 12 HOURS**

Intelligence – Definition – Concept of IQ – Theories of Intelligence: Thurston’s Group factor theory- Spearman’s G factor- Gardner’s Multiple Intelligences- Sternberg’s Triarchic theory- Thorndike’s Multifactor theory- Guilford’s Structure of Intellect theory- Cattell-Horns theory – Individual differences in intelligence: Intellectual disability: Meaning- Classifications- Causes- Giftedness – Emotional Intelligence: Meaning- Elements or components of emotional intelligence – The nature / Nurture controversy regarding intelligence: Genetic influences: Twin studies- Creativity – Definition – Nature – Steps in Creative Thinking – Characteristics of Creative People – Tests of Creativity

### **UNIT - IV PERSONALITY LECTURE HOUR: 12 HOURS**

Personality – Definition – Theories of Personality – Psychoanalytic theory of personality – The Neo Freudians: Carl Jung- Alfred Adler- Karen Horney- Erik Erikson – Humanistic theory of personality– Trait theories: Allport- Cattell and the 16 PF- The Five Factor Model of Personality- The Biology of Personality: Twin studies- Adoption studies

### **UNIT - V MEASURING INDIVIDUAL DIFFERENCES**

**LECTURE HOUR: 12 HOURS**

Psychological Test – Definition Psychometric (Meaning)- History of psychological testing- Types of tests: a) Individual test- b) Group test- Intelligence tests: Stanford Binet Test- Wechsler’s Tests- Raven’s Progressive Matrices- Bhatia’s battery of performance test- Aptitude : Definition- Aptitude tests: DAT- GATB- SAT – GRE- Achievement tests- Interest tests: Definition- Types of interest tests: Strong vocational interest battery- Kuder’s preference record- Vocational preference inventory- Campbell interest and skill survey- Personality tests: Objective tests or self report inventories- Projective tests.

#### **Textbook:**

Baron, R.A. (2001). Psychology (5<sup>th</sup> edition). Noida: Dorling Kindersley (India) Pvt. Ltd. [Licensee of Pearson]

Ciccarelli, S.K., White, J.N. (2012). Psychology (3<sup>rd</sup> ed.). Boston, Mass: Pearson Learning Solutions.

#### **Reference Book:**

Morgan, C.T., & King, R.A. (1993). Introduction to Psychology (7<sup>th</sup> Edition). New Delhi: Tata McGraw Hill Education Ltd.



Course Title: GENERAL <b>PSYCHOLOGY – II PRACTICALS</b>	Course Code : 23P
Semester : <b>IV</b>	Course Group: <b>DSE – II</b>
Teaching Scheme in Hrs. (L:T:P) : <b>4:0:4</b>	Credits: <b>6 Credits</b>
Map Code: <b>H (PRATICAL EXPERIMENT)</b>	Total Contact Hours : <b>60</b>
CIA : <b>40 Marks</b>	SEE # : <b>60 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

#### **LIST OF EXPERIMENTS (60 Hours)**

1. Study Habit Inventory
2. Big five Personality factors
3. Achievement Motivation Scale
4. Happiness Scale
5. Self esteem Scale
6. Bells Adjustment Inventory
7. Rotter's I-E Locus of Control
8. Aggression Scale

#### **References**

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
3. Collins, and Drever, J(1968).Experimental Psychology: Ludhiana: Lyall Book Depot

Course Title : <b>DEVELOPMENTAL PSYCHOLOGY – II</b>	Course Code : <b>23 B</b>
Semester : <b>II</b>	Course Group: <b>DSC - IV</b>
Teaching Scheme in Hrs. (L:T:P) : <b>5:1:0</b>	Credits : <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>90</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.ses	CL
CO1	Describe the connections between physical growth and psychological development of each period.	PSO1	18	Understand
CO2	Describe the hazards of adolescence period	PSO 1	09	Apply
CO3	Identify the crucial aspects of social and personality development of each period.	PSO1	09	Understand
CO4	Describe social, emotional and cognitive development of each period.	PSO1	18	Apply
CO5	Identify the importance of self and social cognition.	PSO1	18	Understand
CO6	Analyze the physical and psychological hazards of each period.	PSO1	18	Understand

## DEVELOPMENTAL PSYCHOLOGY- II

### UNIT - I PUBERTY

**LECTURE HOUR: 18 HOURS**

Characteristics of puberty – Criteria of puberty – Causes of Puberty – Age of Puberty – The puberty Growth spurt – Body Changes at puberty: Changes in body size- Changes in body proportions- Primary sex characteristics- Secondary sex characteristics- Effects of Puberty Changes – Effects of Deviant Maturing – Sources of Concern: Concerns about Normalcy- Concerns about sex-appropriateness - Hazards of Puberty: Physical hazards: Effects of Endocrine imbalance at puberty- Psychological hazards: Unfavourable self-concept- Underachievement- Lack of preparation for puberty changes- Acceptance of changed bodies- Acceptance of socially approved sex roles- Deviations in sexual maturing- Unhappiness at Puberty: Variations in unhappiness at puberty- Seriousness of unhappiness at puberty.

### UNIT - II ADOLESCENCE

**LECTURE HOUR: 18 HOURS**

The Adolescent years- Characteristics of adolescence – Developmental Tasks of Adolescence: Physical changes during adolescence: Variations in physical changes- Effects of physical changes- Concerns about physical changes- Emotionality during adolescence: Emotional patterns in

Adolescence- Emotional maturity- Social Changes during Adolescence: Increased peer group influence- Changes in social behavior- New social groupings- New values in selection of friends- New values in social acceptance- New values in selection of leaders- - Some Adolescent Interests: Recreational interests- Social interests- Personal interests- Educational interests- Vocational interest- Religious interest- Interest in status symbols- Changes in Morality during adolescence: Changes in moral concepts- Building a moral code- Inner control of behavior- Sex interests and sex behavior during adolescence: Development of heterosexuality- New patterns of heterosexuality- New attitudes toward sexual behavior- Approved Sex Roles during adolescence: Effects of sex-role typing on adolescents- Family Relationships during adolescence- Personality changes during adolescence – Hazards of Adolescence: Physical hazards – Psychological hazards- – Happiness in Adolescence

### **UNIT - III EARLY ADULTHOOD**

**LECTURE HOUR: 18 HOURS**

Characteristics of Early adulthood- – Developmental Tasks of Early adulthood: Aids to mastery of developmental tasks: Physical efficiency- Motor abilities- Mental abilities- Motivation- Role model- Changes in interests in Early adulthood: Personal interests- Recreational interests- Social interests- Social mobility in Early adulthood- Sex Role Adjustments in Early adulthood – Personal and Social Hazards of Early Adulthood: Physical hazards- Social hazards- Religious hazards- Sex-role hazards. Vocational Adjustments: Selection of a Vocation- Stability of Vocational selection- Adjustment to work- Appraisal of vocational adjustment- Marital Adjustments: Adjustment to a mate- Sexual adjustments- Financial adjustments- In-law adjustments- Adjustment to Parenthood: Voluntary childlessness- Single parenthood- Variations in adjustment to parenthood- Assessment of Marital adjustment- Adjustment to Singlehood: Reasons for singlehood- Effects of singlehood- Hazards of Vocational and Marital Adjustments during Early Adulthood: Vocational hazards- Marital hazards- Hazards of singlehood- Hazards of remarriage- Success of Adjustment to Adulthood: Achievement- Satisfaction- Personal adjustments.

### **UNIT - IV MIDDLE AGE**

**LECTURE HOUR: 18 HOURS**

Characteristics of middle age- – Developmental Tasks of Middle age: Adjustment to Physical Changes: Changes in appearance- Changes in sensory abilities- Changes in physiological functioning- Changes in health- Sexual changes- Assessment of adjustment to physical changes – Adjustment to Mental Changes – Adjustment to Changed Interests – Social Adjustments: Assessment of social adjustments in middle age- Personal and Social Hazards of Middle Age: Personal hazards- Social hazards - Vocational Adjustments: Sex differences in vocational adjustment- Factors influencing vocational adjustment in middle age- Assessment of vocational adjustment- Adjustment to Changed Family Patterns: Adjustment to changes roles- Adjustment to spouse- Sexual adjustments- Adjustments to in-laws- Adjustment to grandparenthood- Adjustment to Singlehood – Adjustment to Loss of a Spouse – Adjustment to Retirement – Adjustment to Old Age -Vocational and Marital Hazards of Middle Age : Vocational hazards: Failure to reach earlier goals- Decline in creativity- Boredom- Feeling of being ‘trapped- Unemployment- Unfavourable attitudes toward job- Geographic mobility- Marital hazards: Role changes- Boredom- Opposition to a child’s marriage- Sexual adjustments- Caring for an elderly parent- Loss of spouse- Remarriage- Assessment of adjustment to middle age: Achievements- Emotional states- Effects on personality- Happiness.

### **UNIT - V OLD AGE**

**LECTURE HOUR: 18 HOURS**

Characteristics of old age- Developmental Tasks: Adjustment to Physical Changes in Old Age: Changes in appearance- Internal changes- Changes in physiological functions- Sensory changes- Sexual changes- Changes in Motor Abilities in old age- Changes in Mental abilities in old age: Causes of changes in mental abilities- Variations in mental changes- Changes in Interests in Old Age: Personal interests- Recreational interests- Social interests- Religious interests- Interest in death- – Hazards to Personal and Social Adjustments in Old Age: Physical hazards- Psychological hazards- Vocational Adjustments in old age: Attitudes toward work- Vocational opportunities for older workers- Appraisal of older workers- Adjustment to retirement: Kinds of retirement- Attitudes toward retirement- Conditions affecting adjustment to retirement- Sex differences in adjustment to retirement- Adjustments to changes in family life in old age- Adjustment to Loss of a Spouse – Remarriage in old age- Adjustment to Singlehood in Old Age – Living Arrangements for the Elderly: Needs in living arrangements- Types of living arrangements- Institutional living for the elderly- Geographic Mobility in old age- – Vocational and Family Life Hazards of Old Age: Vocational hazards- Assessment of adjustments to old age: Quality of behavior pattern- Changes in emotional behavior- Happiness: Causes of happiness in old age- Variations in happiness in old age- Conditions contributing to happiness in old age.

#### **Textbook:**

Hurlock, E.B. (2007). Developmental Psychology: A Life- Span Approach (5<sup>th</sup> edition). New Delhi: Tata McGraw Hill Education Pvt Ltd.

**Reference Books:**

Papalia, D.E et.al., (2004). Human development (9th edition). New Delhi: McGraw Hill Education (India) Pvt Ltd.

Santrock, J.W. (2011). Life Span development (13<sup>th</sup> edition).NY: McGraw Hill Companies. Berk, L.C. (2008). Child Development: New Delhi: Prentice Hall India (P) Ltd.

**SEMESTER - III**

<b>Course Title : ABNORMAL PSYCHOLOGY – 1</b>	<b>Course Code : 33A</b>
<b>Semester : III</b>	<b>Course Group: DSC – V</b>
<b>Teaching Scheme in Hrs. (L:T:P) : 5:1:0</b>	<b>Credits : 6 Credits</b>
<b>Map Code: C (THEORY CONCEPTS)</b>	<b>Total Contact Hours : 90</b>
<b>CIA : 25 Marks</b>	<b>SEE # : 75 Marks</b>
<b>Programme: B.SC., PSYCHOLOGY # - Semester End Exam</b>	

S.NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.ses	CL
1	Describe abnormality, Classifying mental disorders, gathering information about mental disorder, and kinds of research design used to conduct research in abnormal psychology.	PSO1	18	Understand
2	Analyze the basic elements in assessment, psychosocial assessment and the process of classifying abnormal behavior.	PSO3	18	Apply
3	Determine the role of emotional state in physical health, how does the stress respond to stress, clinical features, risk factors, and treatment approaches of stress and dissociative disorders.	PSO3	18	Apply
4	Describe the clinical features, risk factors and treatment approaches of anxiety disorders, panic disorders and obsessive compulsive disorders.	PSO3	18	Apply
5	Describe mood disorder, causal factors of Unipolar and bipolar disorder, treatment, clinical picture and causal factor of suicide and prevention of suicide.	PSO3	09	Apply
6	Determine the clinical aspects of eating disorders and its risk and causal factors, and how are eating disorders treated.	PSO3	09	Apply

**ABNORMAL PSYCHOLOGY – I****UNIT - I ABNORMAL BEHAVIOR****LECTURE HOUR: 18 HOURS**

Abnormality: Meaning – Indicators of abnormality – The DSM 5 and the Definition of Mental disorders- Advantages and disadvantages of classification – Perspectives to understand the causes of abnormal behavior: Biological perspective: Imbalances of Neurotransmitters and Hormones- Genetic vulnerabilities- Temperament- Brain dysfunction and neural plasticity- The impact of the biological viewpoint- - Psychodynamic perspective- Humanistic & Existential perspective- Behavioral perspective- Cognitive behavioral perspective.

## **UNIT - II CLINICAL ASSESSMENTS AND DIAGNOSIS**

**LECTURE HOUR: 18 HOURS**

Basic elements in Assessment: The relationship between assessment and diagnosis – Taking a social or behavioral history: Personality factors- The social context- Trust and rapport between the clinician and the client – Assessment of physical organism: The general physical examination – The neurological Examination – The Neuropsychological examination: Halstead category test- Tactual performance test- Rhythm test- Speech sounds perception test- Finger Oscillation test- Psychosocial assessment: Assessment interviews: Structured and Unstructured interview- – The clinical observation of behavior: Rating scales- Psychological tests: Intelligence tests- Projective personality tests- Objective personality tests- The integration of Assessment data: Ethical issues in assessment

## **UNIT - III STRESS DISORDERS AND DISSOCIATIVE DISORDERS**

**LECTURE HOUR: 18 HOURS**

What is Stress? – Stress and the DSM – Factors predisposing a person to stress- Characteristics of Stressors- Resilience- Stress and the stress response: Biological costs of stress- Stress and Physical Health: Cardiovascular disease: Hypertension – Coronary heart disease- Treatment of Stress-related physical disorders: Biological Interventions- Psychological interventions: Emotional disclosure- Biofeedback- Relaxation and meditation- Cognitive-Behavior therapy- Stress and Mental Health: Adjustment Disorders- PTSD: Criteria for PTSD- Acute stress disorder- Clinical description- Prevention and Treatment of Stress disorders: Prevention- Treatment- Psychological Debriefing- Somatic symptom and related disorders: Somatic symptom disorders- Hypochondriasis- Somatization disorder- Pain disorder- Conversion disorders- Dissociative disorders: Depersonalization disorder- Dissociative amnesia and Fugue- Dissociative identity disorder.

## **UNIT - IV ANXIETY DISORDERS**

**LECTURE HOUR: 18 HOURS**

Fear and Anxiety Response Patterns- Overview of the anxiety disorders -Anxiety disorder- Specific phobia: Criteria- Treatments – Social Phobia: Criteria- Treatments: Cognitive and behavioral therapies- Medications – Panic disorder: Criteria for panic disorder- Agoraphobia: Criteria for agoraphobia- Co morbidity with other disorders- Treatments- Generalized Anxiety Disorder: Criteria- Co morbidity with other disorders- Treatments - Obsessive compulsive Disorder: Criteria- Co morbidity with other disorders- Treatments - Body Dysmorphic disorder: Criteria- Hoarding disorder- Trichotillomania

## **UNIT - V EATING DISORDERS, MOOD DISORDERS AND SUICIDE**

**LECTURE HOUR: 18 HOURS**

Eating disorders: Anorexia nervosa: Criteria for anorexia nervosa- Bulimia nervosa: Criteria for bulimia nervosa- Binge eating disorder: Criteria for Binge eating disorder - Treatment of eating disorders: Treatment of Anorexia nervosa- Treatment of bulimia nervosa- Treatment of Binge eating- The problem of Obesity- Risk and causal factors in obesity- Treatment of Obesity-Mood disorders: Types of mood disorders- Criteria for Major Depressive Disorders- Criteria for Manic episode- Unipolar depressive disorder: Dysthymic disorder: Criteria for Dysthymic disorder- Major depressive disorder- Bipolar and related disorders: Cyclothymic disorder: Criteria- Bipolar disorders I and II-Treatments and Outcomes - Suicide: The clinical picture- Suicidal ambivalence- Suicide prevention and intervention.

### **TEXT BOOK:**

Butcher, J.N., Hooley, J.M., & Mineka, S. (2018). *Abnormal Psychology*. (17 ed.) Pearson.

### **REFERENCE BOOK:**

Sarason, I.G., & Sarason, B.R. (2017). *Abnormal Psychology: The problem of maladaptive behavior*. (11 ed.) Englewood Cliffs, N.J: Prentice Hall.

Course Title: <b>PSYCHOLOGICAL STATISTICS</b>	Course Code : 33B
Semester : <b>III</b>	Course Group: <b>DSC – VI</b>
Teaching Scheme in Hrs. (L:T:P) : <b>5:1:0</b>	Credits: <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>90</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

NO	Course Outcome	PSOs	Cl. Ses	CL
	At the completion of the course, the students will be able to			
CO1	Describe the meaning and concepts of statistics and able to identify the distinction between categorical variables	PSO4	18	Understand
CO2	Identify the ways of organizing data and summarizing them by using various graphs, charts, and frequency distribution table.	PSO4	18	Understand
CO3	Determine the measure of central tendency of a distribution of scores and the variability of a group of scores	PSO4	18	Understand
CO4	Determine the basic concepts of probability and some of its rules.	PSO4	09	Apply
CO5	Analyze and use the rules of probability to make inferences concerning a particular outcome.	PSO4	09	Apply
CO6	Describe the concept of sampling distribution, the concept of confidence interval, and how to obtain confidence interval estimates for the mean and the proportion.	PSO4	18	Apply

## PSYCHOLOGICAL STATISTICS

### UNIT - I INTRODUCTION

**LECTURE HOUR: 18 HOURS**

Statistics: Definition- Importance of statistics in Psychology and Research- The two branches of Statistical Methods: Descriptive Statistics- Inferential statistics- The purpose of descriptive and inferential statistics- Some basic concepts: Variables, Values and Scores- Levels of Measurement (Kinds of variable): Nominal- Ordinal- Interval- Ratio- Continuous and Discrete scales of Measurement- Data collection: Collection of primary data- Collection of secondary data

### UNIT - II PRESENTING DATA IN CHARTS AND TABLES

**LECTURE HOUR: 18 HOURS**

Presenting categorical data: a) The summary table- b) The Bar chart- c) The Pie chart- The Pareto diagram- Two-way cross classification tables- Presenting numerical data: a) The frequency and percentage distribution- b) Histogram: How to make a Histogram- c) The Dot scale diagram- d) The Time series plot- e) The Scatter plot- Frequency Distribution: Definition- Frequency distribution table: How to make a frequency table- Frequency table for nominal variables- Grouped Frequency table- Bar graph- Pie diagram- Polygon- Using SPSS to create Frequency table and Histogram.

### **UNIT - III DESCRIPTIVE STATISTICS FOR NUMERICAL VARIABLES**

**LECTURE HOUR: 18 HOURS**

Measures of Central tendency: Meaning- The Mean: Definition- Formula for the mean and statistical symbols- The Mode- The Median- Comparing the mean, median and mode- Geometric mean- Harmonic mean- Quartiles- Measures of Variation: Variability: Meaning- Measures of the variability: a) The Variance- b) The Standard Deviation- Formulas for the Variance and Standard deviation- c) The Range- The importance of variability in psychological research - Standard z Scores- Shape of Distribution: a) Symmetrical shape- b) Left skewed shape- Right-skewed shape- The box-and-Whisker plot - Co efficient of Variance- Using SPSS to find mean, median, mode.

### **UNIT - IV PROBABILITY AND PROBABILITY DISTRIBUTIONS**

**LECTURE HOUR: 18 HOURS**

Probability: Definition- Basic concepts: a) Event- b) Elementary event- c) Random variable- d) Probability- e) Collectively Exhaustive events- Some rules of probability- Assigning probability: a) Classical approach- b) Empirical approach- c) Subjective approach- Probability distributions: Probability distributions for Discrete variables: Discrete probability distribution- The expected value of a random variable- Standard deviation of random variable- The Binominal and Poisson probability distribution: The Binominal Distribution: Meaning- Characteristics- The Poisson Distribution: Meaning- Characteristics- Continuous Probability distribution and Normal Distribution: Normal distribution: Meaning- Using Standard deviation Units- Finding the z value from the area under the normal curve- The Normal probability plot.

### **UNIT - V SAMPLING DISTRIBUTIONS AND CONFIDENCE INTERVALS**

**LECTURE HOUR: 18 HOURS**

Sampling Distributions: Meaning- Sampling distribution of the Mean and the Central Limit Theorem- Sampling Distribution of the Proportion- What you need to know about sampling distributions- Sampling Error and Confidence Intervals: Sampling Error- Confidence Interval Estimate- Confidence Interval Estimate for the mean using the t Distribution: t distribution- Confidence Interval Estimation for the proportion.

### **TEXT BOOK**

Levine D.M., & Stephan D.F. (2005). Even you can Learn statistics: A Guide for Everyone Who Has Ever Been Afraid of Statistics. Pearson Printice Hall.

Aron, A., Aron, E., Coups, E. J. (6<sup>th</sup> edition). (2006). Statistics for Psychology. Upper Saddle River, N. J: Pearson Education

### **REFERENCE**

Howell, D.C. (2010). Statistical Methods for Psychology. Belmont, CA: Thomson Wadsworth

Course Title: <b>ELECTIVE – I</b>	Course Code : 33C
Semester : <b>III</b>	Course Group: <b>DSE – I</b>
Teaching Scheme in Hrs. (L:T:P) : <b>5:1:0</b>	Credits: <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>90</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

### COURSE OUTCOME

No	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.Ses	CL
CO1	Describe the meaning of disability and exceptional children, problems of labeling them and historical perspective.	PSO1	18	Understand
CO2	Examine the meaning and objective of special education, importance of individualized education program, and how to educate those special children.	PSO1	18	Understand
CO3	Identify the characteristics, causes, identification, diagnosis, treatment and educational measures of slow learners, children with learning disability and mentally retarded.	PSO3	18	Apply
CO4	Identify the characteristics, causes, identification, assessment, treatment measures and educational measures of children with hearing impairment, visual impairment and children with emotionally impaired.	PSO3	18	Apply
CO5	Describe the concept of autism and communication disorders and its causes, identification, assessment, treatment and educational measures.	PSO3	09	Apply
CO6	Analyze the characteristics, causes, diagnosis and identification, treatment measures and educational measures for children with autism and juvenile delinquents.	PSO3	09	Apply

### PSYCHOLOGY OF EXCEPTIONAL CHILDREN

#### UNIT - I CONCEPT OF EXCEPTIONALITY AND EXCEPTIONAL CHILDREN LECTURE HOUR: 18 HOURS

Exceptional children: Meaning and concept- Statistical model- Biological model- Behavioral or social model- The concept of positive, negative and Multiple Deviation- Causes lying behind exceptionality: Hereditary factors- Environmental factors- Interaction of Hereditary and Environment- The concept of Impairment, Disability and Handicap- Who are Exceptional children- Classifying and labeling of Exceptional children- Needs and problems of Exceptional children: Needs and problems of General nature felt by other children – Needs and problems of the Special nature associated with their exceptionality- Historical perspectives of exceptional children: a) The Global Scenario- b) Indian scenario- Organization and administration of special education in India: a) Organization and administration at the Central Level: Ministry of Human Resource development , Government of India- b) Organization and Administration at the State Level: Ministry of Social welfare- Ministry of Education of the State.

#### UNIT - II CONCEPT AND PROVISIONS OF SPECIAL EDUCATION



## **LECTURE HOUR: 18 HOURS**

Special education: Meaning and definition of special education- - Nature and Characteristics of special education- What is special about special education: a) Subject considerations- b) Curriculum considerations- c) Methodology considerations- d) Placement considerations- e) Human resources considerations – Objectives of special education- Continuum of Special education Services Provision/ Alternative Programs: a) Residential institutions- b) Special day schools- c) Special classes- d) Regular classroom with resource room facility- e) Regular classroom with Itinerant teacher- f) Regular classroom with teacher consultant- g) Regular classrooms- - Moving towards Integrated and Inclusive Education: a) De-institutionalizations- b) Normalization- c) Least restrictive environment- d) Mainstreaming-e) Inclusive education- Types or Models of Inclusive education: Model of full inclusion- Model of partial inclusion.

### **UNIT - III SLOW LEARNERS, LEARNING DISABILITIES AND MENTAL RETARDATION LECTURE HOUR: 18 HOURS**

Slow learners: Who are slow learners and educationally backward children- Definition- Characteristics- Types of slow learners or educationally backward children- Causes of slow learning or backwardness- Identification and Diagnosis of slow learners- Treatments and educational measures of slow learners- Learning Disabilities: Meaning and Definitions- Nature and Characteristics of Learning Disabled- Causes of Learning disability- Identification and Labeling as Learning Disabled- Educational provisions for the Learning Disabled- Remedial measure for specific learning deficiencies and problems: a) Handwriting problems- b) Spelling problems- c) Reading problems- e) Oral communication problem- f) Problems related to Thinking and Reasoning- g) Deficiencies in social skills- h) Attention deficit- i) Learning difficulties in mathematics- j) Dyslexia- Specialized approaches and Techniques for helping the Learning Disabled- Mentally Retarded Children: Meaning and Definitions- Characteristics of Mentally Retarded Children- a) Physical characteristics- b) Cognitive characteristics- c) Personality and Behavioral characteristics- Detecting or Identifying the mentally Retarded- Classifications of mentally retarded- Causes of mental retardation: a) Biological factors- b) Socio-Psychological factors- Prevention of Mental Retardation: a) Genetic counselling and voluntary birth control- b) Proper care of mother and child- c) Provision of normal and stimulating environment after birth- d) Making use of medical advances and tests- Remedial measures for mental retardation- Planning education according to the levels of mental retardation.

### **UNIT - IV HEARING AND VISUALLY IMPAIRED AND EMOTIONALLY DISTURBED CHILDREN LECTURE HOUR: 18 HOURS**

Hearing Impairment: Meaning and Definitions- Types of Hearing Impaired children- Causes of Hearing Impairment- Identification and Assessment of the hearing impaired children- The role of Schools and Teachers in identification of the learning impairments- Education and Adjustment of the hearing impaired children: Early intervention- Educational considerations for the Hearing impaired children- Development of communication skills- Educational Placement considerations- General teaching strategies and consideration- Use of developed technological means- Visual Impairment: Meaning and Definition- Causes of visual impairment or disability- Identification and Assessment: a) Clinical assessment- b) Functional vision assessment- Educational provisions for the visually impaired children: a) Decisions concerning educational placement- Decisions concerning Curriculum- Decision concerning Curriculum implementation- Emotionally disturbed children: Meaning and Definitions- Nature and Characteristics- Causes of the emotionally disturbed behavior: Biological factors- Environmental factors- Identification and Assessment of emotionally disturbed children- Educational measures- Treatment measures.

### **UNIT - V CHILDREN WITH ADHD, COMMUNICATION DISORDERS, AUTISM AND JUVENILE DELINQUENTS LECTURE HOUR: 18 HOURS**

ADHD: Historical background of the ADHD- Meaning and Definitions- Diagnosis of ADHD: Criteria prescribed by APA- Criteria prescribed by WHO- Causes of ADHD: a) Neurological factors- b) Genetic factors- c) Environmental factors- Treatment and Education with the children of ADHD: a) Counseling and education of the parents, family members, and teachers b) Medical therapy- c) Adaptation and the Structuring of the environment- d) Behavior therapy- Educational provisions for the children with ADHD- Communication disorders: Defining the basic terms: a) Communication- b) Language: Language and its components- Development of language among children- c) Speech: Speech and its production- What are communication disorders- What are language disorders: What are speech disorders: Types of speech disorder- Relationship between communication, language and speech disorders- Causes of communication disorders- Identification and Assessment of Communication disorders- Educational measures for the children with communication disorder- Autism: Meaning and Definition- Nature and Characteristics of children with autism- Diagnosis and Identification of autism- Causes of autism- Treatment measures for the autism- Educational measures for children with autism- Juvenile Delinquents: Meaning- Who are juvenile delinquents- What leads a child to get into a criminal career- Home environment and delinquency- Maladjustments in school- Uncongenial social environment outside the home- Remedy: Prevention and treatment of delinquency- Treatment and

Reformatory measures for delinquency.

**TEXT BOOK**

Mangal, S.K. (2009). Educating Exceptional Children. New Delhi: PHI Learning publication.

**REFERENCE**

Kirk, S.A., & Gallagher, J.J. (2015). Educating Exceptional Children. (14<sup>th</sup> Edition). CT: Stamford, Cengage Learning.

## SEMESTER – IV

Course Title : <b>ABNORMAL PSYCHOLOGY – II</b>	Course Code : 43A
Semester : <b>IV</b>	Course Group: <b>DSC – VII</b>
Teaching Scheme in Hrs. (L:T:P) : <b>5:1:0</b>	Credits: <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>90</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

### COURSE OUTCOME

NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.ses	CL
CO1	Describe the general features of personality disorders, what characteristics do the cluster A, B & C personality disorders in common, clinical pictures of personality disorders and how is this disorder treated.	PSO3	18	Understand
CO2	Analyze the symptoms and prevalence of schizophrenia, risk and causal factors associated with schizophrenia, how the brain is affected and what neurotransmitters are implicated in schizophrenia and how is it treated.	PSO3	18	Understand
CO3	Describe alcohol abuse, drug abuse and dependence and able to identify whether are there addictive disorders other than alcohol and abuse.	PSO3	09	Understand
CO4	Describe the sexual and gender variants, primary types of sexual abuse, examine paraphilias and gender identity disorders, causal factors and treatments of paraphilias and gender identity disorders and describe the sexual dysfunction.	PSO3	09	Understand
CO5	Describe the clinical features and causes of neurocognitive disorders, meaning of delirium and how it is treated, risk factors of Alzheimer's disease and how it is treated, the common disorders of childhood, specific disorders in childhood, and better programs to help children and adolescents.	PSO3	18	Understand
CO6	Determine the goals of psychotherapy and how the success of psychotherapy measured is, the factors considered to provide optimal treatment, what psychological approaches are used to treat abnormal behavior, and the roles of social values and culture in psychotherapy.	PSO3	18	Apply

## ABNORMAL PSYCHOLOGY – II

### UNIT - I PERSONALITY DISORDERS

**LECTURE HOUR: 18 HOURS**

Clinical features of personality disorders- Difficulties in diagnosing personality disorders- Cluster A personality disorders: Paranoid personality disorder: Criteria- Schizoid personality disorder: Criteria - Schizotypal personality disorder: Criteria- Cluster B personality disorders: Histrionic personality disorder: Criteria - Narcissistic personality disorder: Criteria - Antisocial personality disorder- Borderline personality disorder: Criteria - Co morbidity for other disorders- Cluster C personality disorders: Avoidant personality

disorder: Criteria- Dependent personality disorder: Criteria- Obsessive-compulsive personality disorder: Criteria- Treatments and outcomes for personality disorders: Adapting therapeutic techniques to specific personality disorders- Treating Borderline personality disorder: Biological Treatments- Psychosocial treatments: Dialectical Behavior therapy- Treating other personality disorders - Antisocial personality disorder and psychopathy

## **UNIT - II SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS**

**LECTURE HOUR: 18 HOURS**

Schizophrenia: Origin- Epidemiology- Criteria for Schizophrenia- Clinical picture- Subtypes of schizophrenia- Other psychotic disorders: Schizoaffective disorder: Criteria for Schizoaffective disorder- Schizophreniform disorder: Criteria for Schizophreniform disorder- Delusional disorder: Criteria for delusional disorder- Brief psychotic disorder: Criteria for Brief Psychotic disorder- Treatments and outcomes- Psychosocial approaches: Family therapy- Social skills training- Cognitive remediation- Cognitive-Behavioral therapy- Individual Treatment.

## **UNIT - III SUBSTANCE-RELATED DISORDERS AND SEXUAL DISORDERS**

**LECTURE HOUR: 18 HOURS**

Alcohol related disorders: Co morbidity- Development of alcohol dependence- The physical effects of chronic alcohol use- Psychosocial effects of alcohol abuse and dependence- Failures in parental guidance- Psychological vulnerability- Stress, Tension reduction and Reinforcement- Expectations of social success- Marital and other intimate relationship- Sociocultural causal factors- Treatment of alcohol related disorders: Use of medications in treating alcohol abuse and dependency- Psychological treatment approaches - Alcoholics anonymous- Relapse prevention- Drug abuse and dependence- Sexual disorders: The paraphilias- Criteria for several different paraphilic disorders- treatments for paraphilias- Gender dysphoria: Criteria- Sexual abuse: Childhood sexual abuse- Pedophilic disorder- incest- Rape- Sexual dysfunctions: criteria- Sexual dysfunctions in men- Male hypoactive sexual desire disorder- Female sexual interest or arousal disorder

## **UNIT - IV NEUROCOGNITIVE AND NEURODEVELOPMENTAL DISORDERS**

**LECTURE HOUR: 18 HOURS**

Brain impairments in adults: Clinical signs of brain damage - Delirium: Criteria for delirium- Treatments and outcomes- Major Neurocognitive disorder (Dementia): Criteria for dementia- Parkinson's disease- Huntington's disease- Alzheimer's disease- Treatment and outcome- Early detection- Supporting caregivers- Amnesic disorders- Disorders involving head injuries- Treatments and outcomes- Common disorders of childhood: ADHD- Criteria for ADHD- Treatments and outcomes- Disruptive, Impulse control and Conduct disorder- Criteria for conduct disorder- Treatments and outcomes- Anxiety disorders of childhood and adolescence- Childhood depression and Bipolar disorder- Elimination disorders: Enuresis- Encopresis- Sleepwalking- Tic disorders- Neurodevelopmental disorders: Autism spectrum disorder- Criteria for autism spectrum disorder- Treatments and outcomes of autism- Specific learning disorders- treatments and outcomes- Intellectual disability: Levels- Prevention, treatment and outcomes.

## **UNIT - V THERAPIES**

**LECTURE HOUR: 18 HOURS**

An overview of treatment: Why do people seek therapy? – Who provides psychotherapeutic services- The therapeutic relationship –What therapeutic approaches should be used: Evidence-based treatment- Medication/psychotherapy- Combined treatments- Psychosocial approaches to treatment: a) Behavior therapy: Exposure therapy- Aversion therapy- Modeling- Systematic use of reinforcement- Token economies- b) Cognitive and Cognitive Behavioral therapy: Rational emotive behavior therapy- Beck's cognitive therapy- c) Humanistic- Experiential therapies: Client-centered therapy- Motivational interviewing- Gestalt therapy- d) Psychodynamic therapies: Freudian psychoanalysis: Free association- Analysis of dreams- Analysis of resistance- Analysis of transference- e) Couple and Family therapy: Couple therapy- Traditional behavioral couple therapy- Integrative behavioral couple therapy- f) Family therapy: Structured family therapy- Biological approaches to treatment: Antipsychotic drugs- Antidepressant drugs- Antianxiety drugs- Lithium and other mood stabilizing drugs- Electroconvulsive therapy- Neurosurgery.

## **TEXT BOOK**

Butcher, J.N., Hooley, J.M., & Mineka, S. (2018). *Abnormal Psychology*. (17 ed.) Pearson.

## **REFERENCE:**

Sarason, I.G., & Sarason, B.R. (2017). *Abnormal Psychology: The problem of maladaptive behavior*. (11 ed.) Englewood Cliffs, N.J: Prentice Hall.

Course Title : <b>RESEARCH METHODOLOGY</b>	Course Code : 43B
Semester : <b>IV</b>	Course Group: <b>DSC – VIII</b>
Teaching Scheme in Hrs. (L:T:P) : <b>5:1:0</b>	Credits: <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>90</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

No	Course Outcome	PSOs	Cl.Ses	CL
	At the completion of the course, the students will be able to			
CO1	Analyze how research can be used to gather evidence, the applications of research, characteristics and requirements of the research process, and the types of research.	PSO4	18	Analyze
CO2	Describe the formulation of research problem by understanding the how to carry out a literature review, steps in formulating a research problem, types of variables and measurement scales.	PSO4	09	Apply
CO3	Determine the functions of hypothesis in the research, how hypothesis are tested, how to formulate a hypothesis and how errors in the testing of a hypothesis can occur.	PSO4	09	Apply
CO4	Understand the important functions of research design, issues to consider when designing the research, common study designs in quantitative and qualitative research and when to use them and strengths and weakness of different study designs.	PSO4	18	Understand
CO5	Describe the major approaches to information gathering, collecting data using primary and secondary sources and methods of data collection in qualitative research.	PSO4	18	Understand
CO6	The important criteria of report writing, how to write a research report and ethical issues in research.	PSO4	18	Understand

## RESEARCH METHODOLOGY

### UNIT - I MEANING OF RESEARCH

**LECTURE HOUR: 18 HOURS**

Research: Definition – Meaning of Research – Objectives and applications of research - Types of Research : a) from the view point of application: Pure research and applied research- b) from the view point of objectives: Descriptive research, Exploratory research, Correlational research, Explanatory research- from the view point of Enquiry mode: Qualitative research and Quantitative research- The research process: a) Formulating a research problem- b) Conceptualizing a research design- d) selecting a sample- e) Writing research proposal- f) Collecting data- g) Processing and displaying data- h) Writing a research report- Ethics of Research.

### UNIT - II FORMULATING A RESEARCH PROBLEM

**LECTURE HOUR: 18 HOURS**

Review of Literature: Meaning – Purpose and objectives - Sources of Review: a) Books – b) Journals- c) the internet- Plagiarism. Formulating a research problem: The importance of formulating a research problem- Sources of research problems- Steps in formulating a research problem- The formulation of research objectives- The study population- Establishing operational definitions- Identifying variables: Meaning - Types of Variables: a) From the view point of causal relationship: Independent variables, Dependent variables, Intervening variables- Extraneous variables- b) From the view point of Study design: Active variables and Attribute variables- From the view point of the unit of measurement: Quantitative variables, Qualitative variables, Continuous variables, and Categorical or discrete variables- Constructing Hypothesis: Definition- The functions of hypothesis- The characteristics of hypothesis- The process of the testing of a hypothesis-

Types of hypothesis: a) Alternate hypothesis: Null hypothesis- b) Research hypothesis: Hypothesis of no difference, Hypothesis of difference, Hypothesis of point prevalence, Hypothesis of association- Errors in testing a hypothesis: Type I error and Type II error.

### **UNIT - III RESEARCH DESIGN**

**LECTURE HOUR: 18 HOURS**

Research Design: Definition- The functions of research design- Purpose of Research Design- Criteria of research design- Study design: Difference between quantitative and qualitative study design-Types of study design: Study designs in quantitative research: a) Study design based on the number of contacts with the study population: Cross-sectional studies, Before-and-after studies, and Longitudinal studies- b) Study design based on the reference period: The retrospective study design, The prospective study design, and The Retrospective-prospective study design- c) Study designs based on the nature of the investigation: Experimental Design, Non-experimental design and Quasi or Semi experimental design- Study designs in Qualitative research: a) Case study- b) Oral history- c) Focus group/ group interviews- d) Participant observation- e) Holistic research- f) Community discussion forums- g) Reflective journal log- Other commonly used philosophy-guided research: Action research, Participatory and collaborative research, Ex-post facto design.

### **UNIT - IV DATA COLLECTION TECHNIQUES**

**LECTURE HOUR: 18 HOURS**

Selecting a method of data collection: Methods of data collection: a) Primary data: i) observation: Types of Observation: Participant observation and Non-participant observation- ii) The Interviewing: Structured interviews and Unstructured interviews-Snowball sampling- iii) The Questionnaire- Secondary data: i) Documents- Selecting a sample: Meaning and definitions of sampling- Principles of sampling- Types of sampling: a) Random or Probability sampling: i) Simple random sampling- ii) Stratified random sampling- iii) Cluster sampling- b) Non-random or Non-probability sampling: i) Quota sampling- ii) Judgmental sampling- iii) Accidental sampling- iv) Expert sampling- c) Mixed sampling: i) Systematic sampling- Sampling in qualitative research- The concept of saturation in qualitative research- Ethical issues in the data collection- Test development and Standardization – Reliability: Meaning – Types – Validity: Meaning- Types.

### **UNIT - V REPORT WRITING**

**LECTURE HOUR: 18 HOURS**

Report Writing: Meaning - Outline of a Research Report ( Developing an outline) – General purpose of writing a research report- Structure or format of a research report- General APA guidelines for writing style and format- The elements of an APA Style Research report: a) Title of page – b) Abstract- c) Introduction- d) Method- e) Results- f) Discussions- g) References- h) Tables and Figures- i) Appendix- j) Conference presentations: Papers and Posters- Submitting a manuscript for publication- Writing a research proposal: Why write a research proposal- How to write a research proposal- Declaration certificate – Acknowledgements - Table of Contents – Summary – Limitations - Conclusions and recommendations- Ethical issues in psychological research.

### **TEXTBOOK**

Singh, A.K. (2016). Test Measurements and Research methods in Behavioral Sciences. Bharati Bhawan Publishers, New Delhi.

Gravetter, F.J. (2012). Research Methods for the Behavioral Sciences. Wadsworth: Cengage Learning.

Kumar, R. (2011). Research Methodology: A step-by-step guide for beginners. Sage Publications, New Delhi.

### **REFERENCE**

Tripathi, P.C. (2007). Research Methodology in Social Science. Sultan Chand and Sons, New Delhi.

Course Title : <b>ELECTIVE – II</b>	Course Code : 43C
Semester : <b>IV</b>	Course Group: <b>DSE – II</b>
Teaching Scheme in Hrs. (L:T:P) : <b>4:0:4</b>	Credits: <b>6 Credits</b>
Map Code: <b>C (THEORY CONCEPTS)</b>	Total Contact Hours : <b>60</b>
CIA : <b>25 Marks</b>	SEE # : <b>75 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

NO	Course Outcome	PSOs	Cl.Ses	CL
	At the completion of the course, the students will be able to			
CO1	Describe the basic terms pertaining to psychological tests, difference between individual test and group test, and major developments in the history of psychological tests.	PSO3	12	Understanding
CO2	Identify the difference between a structured and unstructured interview, the role of interviewer's attitude in the process of interview, characteristics of effective interviewing, various sources of error in the interview, and explain how interview skills are acquired and developed.	PSO3	06	Apply
CO3	Identify the advantages and disadvantages of alternative individual ability tests, the main theory behind learning disability, identify and evaluate major group ability tests for college entrance.	PSO3	06	Understand
CO4	Identify the group ability tests widely used in businesses, industrial settings, and civil and military services and non verbal group ability tests.	PSO3	12	Understand
CO5	Determine the major characteristics of structured personality tests; identify the underlying assumptions of structured personality tests based on logical content strategy and theoretical strategies, criterion group strategy and factor analytic strategy.	PSO3	12	Understand
CO6	Identify the interest measures, describe how the SCII, CISS and SII improved on the SVIB, and describe the important health care situations in which psychological tests are used, defining clinical neuropsychology, application of tests in employee selection.	PSO3	12	Understand

### **EXPERIMENTAL PSYCHOLOGY – I THEORY**

#### **UNIT - I INTRODUCTION**

**LECTURE HOUR: 12 HOURS**

Psychological tests: What a test is? – What is a Psychological test? - Types of tests: - Historical perspectives- basic statistics for testing- Why we need statistics?

Experimental Method: Meaning and Types of experiment- Meaning and types of variable- forms of behavior- advantages and limitations of experimental method.

#### **UNIT - II TEST NORMS**

**LECTURE HOUR: 12 HOURS**

Norms: Meaning- Age-related norms- Criterion referenced and norm referenced tests- Test administration: The examiner and the subject: The relationship between examiner and test taker- Expectancy effects- Effects of reinforcing responses- Computer-assisted test administration- Mode of administration

#### **UNIT - III ASSESSMENT APPLICATIONS - I**

**LECTURE HOUR: 12 HOURS**

Measurement of learning- Types of learning- Application of learning tests- types of intelligence tests used in clinical and other settings- Application of problem solving tests.

**UNIT - IV ASSESSMENT APPLICATIONS – II**

**LECTURE HOUR: 12 HOURS**

Measurements of sensory and motor ability- Types of sensory and motor tests- Implications of sensory and motor tests

Measurements of perceptual ability - Types of perceptual ability tests- Implications of perceptual ability tests

**UNIT - V ASSESSMENT APPLICATIONS – III**

**LECTURE HOUR: 12 HOURS**

Measurements of attention- Types of attention tests- Implications of attention tests

Measurements of memory- Types of memory tests: STM – LTM- Forgetting. Implications of memory tests

**TEXT BOOK**

Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi: Concept Publishing Company

Collins, and Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot



Course Title : <b>ELECTIVE – II</b>	Course Code : 43S
Semester : <b>IV</b>	Course Group: <b>DSE – II</b>
Teaching Scheme in Hrs. (L:T:P) : <b>4:0:4</b>	Credits: <b>6 Credits</b>
Map Code: <b>H (PRACTICAL EXPERIMENT)</b>	Total Contact Hours : <b>60</b>
CIA : <b>40 Marks</b>	SEE # : <b>60 Marks</b>
Programme: <b>B.SC., PSYCHOLOGY</b> # - <b>Semester End Exam</b>	

### **EXPERIMENTAL PSYCHOLOGY - PRACTICALS- I**

**60 HOURS**

The students shall complete ANY 10 the following tests.

1. Color Blindness
2. Tweezer Dexterity
3. Muller Iyer illusion
4. Span of Attention
5. Distraction of Attention
6. Digit span test
7. Retroactive inhibition
8. Pyramid puzzle (Tower of Hanoi)
9. Alexander Pass Along test
10. Koh's Block design
11. Internet Addiction Test
12. Beck Depression Inventory
13. MBTI
14. General Health Questionnaire

### **References**

Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.

Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi: Concept Publishing Company

Collins, and Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot