

**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 2020 – 2021 Batch & onwards**

2020 onwards

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PRINCIPAL

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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 2022- 2025)
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	-
Total				2600	136+4*

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

MIL	French – II	6	-	-	25	75	100	4
Group V								
MIL	Arabic I	6	-	-	25	75	100	4
MIL	Arabic II	6	-	-	25	75	100	4
Tota l							200	8

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
Total							200	8
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
Total							200	4

DISCIPLINE SPECIFIC COURSES (DSC)								
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
Tota l							1200	72

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

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) II: (IV SEMESTER)								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
One Course – From the Group								
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
Total							100	6

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) III: (V SEMESTER)								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
One Course – From the Group								
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
Total							100	6

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) IV: (V- SEMESTER)								
EXTRA DISCIPLINARY COURSE :(EDC)								
Course	Course Name	L	T	P	CIA	ESE	Total	Credits
One Course – From the Group								
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

Course	Course Name	L	T	P	CIA	ESE	Total	Credits
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
Total							100	6

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) V: (VI SEMESTER)

Course	Course Name	L	T	P	CIA	ESE	Total	Credits
One Course – From the Group								
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
Total							100	6

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) VI: (VI SEMESTER)

Course	Course Name	L	T	P	CIA	ESE	Total	Credits
One Course – From the group								
DSE –VI - 1	Institutional Training Report – Viva – Voce	-	-	-	40	60	100	6
DSE – VI - 2	Group Project Report – Viva voce	-	-	-	100	-	100	6

Tota l	100	6
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SKILL ENHANCEMENT COURSES: GROUP I (III & IV SEMESTER)								
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
Total							100	4

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

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

NON-CREDIT COURSE – GROUP II (I - IV SEMESTER)			
Any ONE Course			
NCC – G II	National Service Scheme	NSS	Completion
	National Cadet Corps	NC C	Completion
	Sports	Physical Education	Completion
	Literacy & Cultural Club	Language Department	Completion
	Youth Red Cross / Red Ribbon	YR	Completion

	Club	C	on
	Fine Arts Club	Language Department	Completi on
EXTRA OPTIONAL CREDIT COURSE (ALCTA) I – VI SEMESTER			
Any ONE Course with 4 Extra Credits			
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
I	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 – G2	NCC/NSS/ SPORTS/CULTURALS	-	1	-	-	-	-	-	-
	LIB	Library	-	1	-	-	-	-	-	-
	Total I					30			400	20
II	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 2	NCC/NSS/ SPORTS/CULTURALS	-	1	-	-	-	-	-	-
	LIB	Library	-	1	-	-	-	-	-	-
Total I					34			600	21	
Semester	Course Opted	Course Name	D	L	T	P	CIA	ESE	Marks	Credits
	DSC – V	Abnormal Psychology - I	3	5	1	-	25	75	100	6

II I	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	-	5 0	2

	NCC – G I -1	Professional English - I	3	2	-	-	Grade				
	NCC – G II	NCC/NSS/SPORTS/CULTURALS	-	1	-	-	-	-	-	-	
	Total				35	450				20	
I V	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			
	ECC – 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	-	-	-	-	-	-		
	Total				35	450				23	
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	
	Any ONE Group										
	Group A										
	SEC – G II – A - 1	Placement - College to Corporate I	3	2	-	-	50	-	50	2	
	SEC – G II – A - 2	Placement - College to Corporate II		2	-	-	50	-	50	2	
	Group B										
SEC – G II – B	Health Psychology	3	4	-	-	100	-	100	4		

	NCC – G II	NCC/NSS/SPORTS/CULTU RALS	-	1	-	-	Good/ Satisfactory		
Tota I					32			500	28

Semester	Course Opted	Course Name	D	L	T	P	CI A	ESE	Marks	Credits
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							
Total									200	24
TOTAL									2600	136 +4* =140

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

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

LECTURE HOURS :18 HOURS

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 HOURS

LECTURE HOUR: 18

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
HOURS

LECTURE HOUR: 18

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, Anterograde and Infantile amnesia - Biological basis of Memory- Memory Techniques- Study Habits.

Textbook:

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

Reference Book

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

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

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 HOURS

LECTURE HOUR: 18

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- Unfavorable 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- Pre speech 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* (5th Edition). New Delhi: Tata McGraw Hill Education Pvt Ltd.

Reference Book

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

SEMESTER - II

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

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 behaviour 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 (5th edition). Noida: Dorling Kindersley (India) Pvt. Ltd.
[Licensee of Pearson]

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

Reference Book:

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

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

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 (7th 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: DEVELOPMENTAL PSYCHOLOGY – II	Course Code : 23 B
Semester: II	Course Group: DSC - IV
Teaching Scheme in Hrs. (L: T:P): 5:1:0	Credits: 6 Credits
Map Code: C (THEORY CONCEPTS)	Total Contact Hours: 90
CIA : 25 Marks	SEE # : 75 Marks
Programme: B.SC., PSYCHOLOGY # - Semester End Exam	

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: Unfavorable 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- Unfavorable 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 (5th 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 (13th edition). NY: McGraw Hill Companies. Berk, L.C. (2008). Child Development: New Delhi: Prentice Hall India (P) Ltd.

SEMESTER - III

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

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

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 HOURS

LECTURE HOUR: 18

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 - Coefficient 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 Binomial and Poisson probability distribution: The Binomial 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. (6th 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: ELECTIVE – I	Course Code : 33C
Semester: III	Course Group: DSE – I
Teaching Scheme in Hrs. (L: T:P): 5:1:0	Credits: 6 Credits
Map Code: C (THEORY CONCEPTS)	Total Contact Hours: 90
CIA : 25 Marks	SEE # : 75 Marks
Programme: B.SC., PSYCHOLOGY # - Semester End Exam	

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. (14th Edition). CT: Stamford, Cengage Learning.

SEMESTER – IV

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

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	PSO3	18	Apply

	psychotherapy.			
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ABNORMAL PSYCHOLOGY – II

UNIT - I PERSONALITY DISORDERS HOURS

LECTURE HOUR: 18

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

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 is 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 HOURS

LECTURE HOUR: 18

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 HOURS

LECTURE HOUR: 18

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
HOURS**

LECTURE HOUR: 18

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
HOURS**

LECTURE HOUR: 18

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

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 nonverbal 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 HOURS

LECTURE HOUR: 12

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 variables- forms of behavior- advantages and limitations of experimental method.

UNIT - II TEST NORMS HOURS

LECTURE HOUR: 12

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 HOURS

LECTURE HOUR: 12

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 HOURS

LECTURE HOUR: 12

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 HOURS

LECTURE HOUR: 12

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

EXPERIMENTAL PSYCHOLOGY - PRACTICLAS- 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 (7th 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

SEMESTER – V

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

NO	Course Outcome	PSOs	Cl. Ses	CL
	At the completion of the course, the students will be able to			
CO1	Describe the foundations of social psychology and various perspectives of social psychology such as cognitive and multicultural perspective.	PSO1	18	Understand
CO2	Describe social cognition and explain the concept of Schemas, impact of schemas on social cognition and how to reduce the effect of schemas on social cognition.	PSO1	09	Apply
CO3	Explain the concept of Attitude, attitude formation and how attitudes develop through social and observational learning and describe the role of persuasion in changing one's attitude.	PSO1	09	Apply
CO4	Describe the various aspects of social identity such as self-concept, self-esteem, gender identity and stereotypes and explain the concept of prejudice and discrimination.	PSO1	18	Understand
CO5	Identify the terms used to explain helping behavior of humans such as prosocial behavior and describe the functions of prosocial behavior.	PSO1	18	Apply
CO6	Identify the terms used to explain social influences of others such as conformity and explain the factors affecting conformity and other underlying principles.	PSO1	18	Apply

SOCIAL PSYCHOLOGY

UNIT – I INTRODUCTION

LECTURE HOURS: 18 HOURS

Social Psychology: Definition- aspects/ characteristics of social psychology- new perspectives of social psychology: Cognitive perspective- Multicultural perspective- Social perception: Nonverbal communications: The basic channels- Recognizing Deception- Attribution: Theories of attribution- Basic sources of attribution error- Impression Formation

UNIT – II SOCIAL COGNITION AND ATTITUDES

LECTURE HOURS: 18 HOURS

Social cognition: Meaning- Schemas: The impact of schemas on social cognition- Reduce effort in social cognition: Heuristics and Automatic processing- Potential sources of error in social cognition: negativity bias- Optimistic bias- Counterfactual thinking- The influence of effect on cognition- Attitude: Meaning- Attitude formation- How do attitudes develop: Social learning-Observational learning- Social comparisons- Genetic factors- When do attitudes influence behavior- Persuasion: The early approach- The cognitive approach- When attitude change fails: Resistance to persuasion- Cognitive dissonance.

UNIT – III SOCIAL IDENTITY AND PREJUDICE

LECTURE HOURS: 18 HOURS

Social identity: an overview- The self: Self-concept- Self-esteem- Other aspects of self-functioning- Sex and Gender- Gender role behavior and reactions to Gender role behavior- Gender identity and gender stereotypes- Prejudice and Discrimination: Nature – Social Categorization- Techniques for countering the effects of prejudice: Direct intergroup contact- Recategorization- Cognitive interventions.

UNIT – IV PROSOCIAL BEHAVIOUR

LECTURE HOURS: 18 HOURS

Prosocial Behavior: Meaning- Responding to Emergency- The helpers and Those Who Receive Help- Explaining Prosocial Behavior- Aggression: Determinants of Human aggression- The Prevention and Control of aggression- Groups: What they are and how they function- How groups affect individual performance: Social loafing and social facilitation- Decision making by groups: The decision-making process- The nature of group decisions- Potential dangers of group decision making.

UNIT – V SOCIAL INFLUENCES

LECTURE HOURS: 18 HOURS

Conformity: Meaning- Asch's Research on conformity- Factors affecting conformity- The bases of conformity- Compliance: Meaning- The underlying principles- Tactics for gaining compliance: Tactics based on liking- Tactics based on commitment- Tactics based on reciprocity- Tactics based on scarcity- Other tactics- Groups: Meaning- How groups function- How groups affect individual performance: Social facilitation- Social Loafing- Meaning- Reducing Social loafing- Coordination in groups: a) Cooperation- Factors influencing cooperation- b) Conflict- Nature, causes and effects

Text book:

Baron, R. A., Byrne, D. (2006). Social Psychology, New Delhi: Prentice Hall.

Reference:

Myers, D. G. (2006): Social Psychology, New Delhi: Tata McGraw Hill Publishing.

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

NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.Ses	CL
CO1	Describe the foundations of physiology of behavior, and the role of natural selection in the evolution of behavior of traits.	PSO1	18	Understand
CO2	Identify the parts of neurons, supporting cells of the nervous system and their functions and between and within neural communications.	PSO1	09	Understand
CO3	Identify the terms used to indicate directions and planes of brain sections, development of the central nervous system and its structures and functions.	PSO1	09	Understand
CO4	Analyze the routes of administration of drugs, the effects of drugs on nervous system, and various types of neurotransmitters.	PSO1	18	Understand
CO5	Determine the role of neurotransmitters in the etiology and treatment of various psychopathologies	PSO1	18	Apply
CO6	Identify the causes and symptoms of degenerative disorders, speech and language disorders, Seizure disorder, Autistic disorder, ADHD and Stress disorders.	PSO1	18	Apply

BIOPSYCHOLOGY

UNIT – I ORIGINS OF PHYSIOLOGICAL PSYCHOLOGY

LECTURE HOURS: 18 HOURS

Physiological Psychology: Definition- The nature of Physiological Psychology: The Goals of Research- Biological roots of Physiological Psychology- Natural Selection and Evolution: Functionalism and inheritance of traits- Evolution of the Human species- Ethical issues in research with animals- Careers

in Neuroscience.

UNIT – II STRUCTURE AND FUNCTIONS OF THE CELLS OF THE NERVOUS SYSTEM
LECTURE HOURS: 18 HOURS

Cells of the Nervous system: Neurons- Supporting cells- The Blood-Brain Barrier- Communication Within a Neuron: Neural Communication- Measuring Electrical potentials of Axons- The membrane potential- The Action potential- Conduction of the Action potential – Communication Between neurons: Structure of Synapses- Release of the Neurotransmitter- Activation of Receptors- Postsynaptic potential- Termination of Postsynaptic Potentials- Effects of Postsynaptic potentials- Auto receptors- Axoaxonic synapses Nonsynaptic communication: Neuromodulators and hormones.

UNIT – III STRUCTURES OF THE NERVOUS SYSTEM
LECTURE HOURS: 18 HOURS

Basic features of the Nervous system: An overview- Meninges- The ventricular system and production of cerebrospinal fluid- The Central nervous system: Development of the central nervous system: An overview of brain development- - The fore brain: Telencephalon- Diencephalon- - The mid brain: Tectum- Tegmentum- - The Hind brain: Metencephalon- Myelencephalon- - The Spinal cord- The Peripheral Nervous system: Spinal nerves- Cranial nerves- The Autonomic nervous system: Sympathetic division of ANS- Parasympathetic division of ANS.

UNIT – IV PSYCHOPHARMACOLOGY
LECTURE HOURS: 18 HOURS

Psychopharmacology: Definition-Principles of Psychopharmacology: Pharmacokinetics- Drug effectiveness- Effects of repeated Administration- Placebo effects- Sites of Drug action: Effects on production of Neurotransmitters- Effects on storage and release of Neurotransmitters- Effects on receptors- Effects on Reuptake or destruction of neurotransmitter- Neurotransmitters and Neuromodulators: Acetylcholine- The Monoamines- Peptides- Lipids- Nucleosides- Soluble gases.

UNIT- V NEUROLOGICAL DISORDERS AND OTHER DISORDRS
LECTURE HOURS: 18 HOURS

Seizure Disorders: a) Generalized seizure- b) Partial seizure: Simple partial seizure and complex partial seizure- c) Grand Mal seizure- Degenerative Disorders: Parkinson's disease- Huntington's disease- Alzheimer's disease- Multiple Sclerosis- Disorders caused by Infectious diseases: Encephalitis- Meningitis- Rabies- Autistic disorder: Description- Possible causes- ADHE: Description- Possible causes- Stress disorders: The physiology of stress response- Health effects of long term stress- The coping response- Stress and infectious diseases- Disorder's in speech production and comprehension: Broca's aphasia- Wernicke's aphasia- Conduction aphasia- Disorders of Reading and Writing: Pure alexia- Dyslexia: a) Surface dyslexia- b) Phonological dyslexia- c) Direct dyslexia- Dysgraphia: a) Phonological dysgraphia- Orthographic dysgraphia- Memory disorders: Korsakoff's syndrome

References:

Carlson, N.R. (6th edition). (2008). Foundations of Physiological Psychology. Boston, Mass: Allyn and Bacon.

Text book:

Pinel, J. P. J. (6th ed). (2014). Biopsychology. Harlow, Essex: Pearson Education Limited.

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

EXPERIMENTAL PSYCHOLOGY -II - PRACTICLAS

60 HOURS

The students shall complete ANY 10 the following tests.

1. Conformity behavior
2. Coping Mechanism
3. Emotional Intelligence
4. Family environment scale
5. Introversion/Extroversion inventory
6. Narcissism Scale
7. Social Distance Scale
8. Vocational interest record
9. Perceived Loneliness Scale
10. Family environment scale
11. Two-point Limen
12. Kinesthesiometer Board Test

References

Anastasi and Urbina (2010). Psychological Testing (7th 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

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

NO	Course Outcome	PSOs	Cl.Ses	CL
	At the completion of the course, the students will be able to			
CO1	Describe the history of experimental psychology and explain how to conduct a good experiment, steps involved in conducting and reporting the experiment.	PSO3	12	Understand
CO2	Identify the methods of verbal learning such as free recall, serial recall, paired association methods and the effects of verbal learning.	PSO3	12	Apply
CO3	Identify the types of reaction time, duration and the effect of various reaction times.	PSO3	12	Understand
CO4	Describe the nature and types of thinking, explain the role of images, language and mental set in thinking process.	PSO3	06	Understand
CO5	Describe problem solving and the related concepts in problem solving.	PSO3	06	Understand
CO6	Determine the concept of motivation and attention and its characteristics.	PSO3	12	Understand

EXPERIMENTAL PSYCHOLOGY – II THEORY

UNIT - I INTRODUCTION TO EXPERIMENT

LECTURE HOURS: 12 HOURS

Historical background of experimental psychology - meaning of experiment –characteristics of a good experiment – conducting and reporting an experiment: steps involved in conduction of an experiment - reporting an experiment: stages in preparation of report.

UNIT – II VERBAL LEARNING

LECTURE HOURS: 12 HOURS

Verbal learning: introduction to verbal learning –Nonsense syllabus-methods of verbal learning – methods of free recall- method of serial recall – methods of paired associates – serial positions effects in verbal learning – learning efficacy of meaningful and meaningless verbal material.

UNIT - III REACTION TIME**LECTURE HOURS: 12 HOURS**

Reaction time: meaning – types of reaction time – duration of sensitivity of stimulus – effects of mental set on reaction time – comparative study of simple and complex time – effects of force period on reaction time.

UNIT - IV THINKING AND PROBLEM SOLVING**LECTURE HOURS: 12 HOURS**

Thinking: meaning- nature – types of thinking- role of image and language in thinking - role of set in thinking – trial and error in thinking – problem solving: meaning – techniques of problem solving – barriers of problem solving- set in problem solving- concept formation – process of concept formation.

UNIT - V MOTIVATION AND ATTENTION**LECTURE HOURS: 12 HOURS**

Motivation: meaning – nature – measurements in motives – importance of motivation in learning or performance – effects of knowledge results on performance – zeigarnik effect – determination of level of aspiration – attention: meaning- nature – span of apprehension for dots- span of apprehension for unrelated letters and words – distraction of attention – fluctuation of attention – division of attention

TEXTBOOK

Hussain, Akbar (2014). Experiment in Psychology, Publishers: PHI Learning Pvt. Ltd

REFERENCES

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

NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.Ses	CL
CO1	Describe the stress, stressors, physiology of stressors and explain the various types of stressors	PSO1	18	Understand
CO2	Explain the various relaxation techniques to deal with the stressors of everyday life.	PSO1	09	Apply
CO3	Describe other various coping strategies such as natural language processing, timeline therapy and brainstorming techniques	PSO1	09	Apply
CO4	Analyse the route of applying the mindfulness techniques to deal with stressors especially for anxiety and stress related disorders like PTSD	PSO1	18	Apply
CO5	Describe the conflicts, various forms and sources of conflicts a human being faces in their day-to-day life and also in interpersonal relationships	PSO1	18	Understand
CO6	Describe the various conflict management styles, their model and their principles.	PSO1	18	Apply

EDC - STRESS AND CONFLICT MANAGEMENT

UNIT - I INTRODUCTION

LECTURE HOURS: 18 HOURS

Stress: Definition-What are Stressors-Environment Stressors-Psychological Stressors-Physiological Factors: Stress and Health-Physiology of Stress-Cognitive and Personality Factors-Social factors.

UNIT - II COPING STRATEGIES

LECTURE HOURS: 18 HOURS

Relaxation Techniques: diaphragmatic breathing – countdown affirmation techniques-Jackson’s relaxation techniques – autogenic techniques- relaxation response – NLP techniques to stress. Anxiety: circle of excellence- NeuroKinesthetic method- Timeline therapy techniques – Tapping –Engage your left brain get rid of unwanted thoughts.

UNIT – III MINDFULNESS & WELLBEING

LECTURE HOURS: 18 HOURS

Mindfulness: meaning –Mindfulness and the mind-body connection- how to practice mindfulness meditation for anxiety & stress – Interpersonal Mindfulness.

UNIT - IV CONFLICT

LECTURE HOURS: 18 HOURS

Conflict: meaning – forms of conflict- sources of conflict: Inter-personal conflict- Role conflict- Inter-group conflict- Multiparty conflict.

UNIT - V CONFLICT MANAGEMENT

LECTURE HOURS: 18 HOURS

Conflict management styles: Rahim-Bonoma Model of conflict management styles-Thomas and Rilmann Model of conflict Management Style-Conflict Resolution: Meaning – Principles- conflict Resolution Model.

Text Book:

Ciccarelli, S. K., White, J. N., & Ciccarelli, S. K. (2012). Psychology. Boston, Mass: Pearson Learning Solutions.

Course Title: HEALTH PSYCHOLOGY	Course Code :
Semester: V	Course Group : SEC - II
Teaching Scheme in Hrs. (L: T:P): 4:0:0	Credits: 4 Credits
Map Code: C (THEORY CONCEPTS)	Total Contact Hours: 60
CIA : 100 Marks	SEE # : 0 Marks
Programme: B.SC., PSYCHOLOGY # - Semester End Exam	

S.NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.ses	CL
1	Describe health psychology, need for health psychology, Bio-Psycho socio model and researches in health psychology.	PSO1	12	Understand
2	Analyze the various system of our human body.	PSO3	12	Apply
3	Determine the role behavioral factors in disease and disorder, health promotion and changing health habits.	PSO3	12	Apply
4	Describe the health promoting behavior such as exercise, accident preventions and vaccinations.	PSO3	06	Apply
5	Describe the health compromising behavior such as obesity, eating disorder and substance abuse.	PSO3	06	Apply
6	Determine the origin, physiology and sources of stress, coping mechanism to deal with various stressors.	PSO3	12	Apply

HEALTH PSYCHOLOGY

UNIT - I INTRODUCTION TO HEALTH PSYCHOLOGY

LECTURE HOUR: 12 HOURS

Health Psychology: Definition – The rise of biopsychosocial model. Need for Health Psychology: Changing patterns of Illness-Advances in Technology and Research- Expanded health care services-Increased Medical acceptance. Health Psychology Research: The role of theory in research-Experiments-Correlational Studies-Qualitative Research.

UNIT - II SYSTEMS OF THE BODY HOURS

LECTURE HOUR: 12

The Systems of the Body: Nervous System– Endocrine System – Cardio – Vascular System –

Respiratory System – Digestive System – Renal System – Reproductive System – Immune System.

UNIT - III HEALTH BEHAVIOURS
HOURS

LECTURE HOUR: 12

An Introduction to Health Behaviors: Role of behavioral factors in Disease and disorder. Health Promotion: Healthy behaviors and Health Habits-Barriers to modifying poor health behaviors-Health Promotion and Older Adults. Changing Health Habits: The Health Belief Model-The Theory of Planned Behavior-Self-determination theory. The Transtheoretical Model of Behavioral Change: Stages of change.

UNIT – IV HEALTH PROMOTING & COMPROMISING BEHAVIORS
LECTURE HOUR: 12 HOURS

Health Promoting behavior: Exercise-Accident Prevention-Vaccinations and Screening-Sun Safety Practices-Developing a Healthy Diet- Sleep. Health Compromising Behavior: Obesity-eating disorders-Alcoholism and Problem Drinking-Smoking.

UNIT - V STRESS AND COPING

LECTURE HOUR: 12 HOURS

What is Stress? – Origin of stress: Fight or flight- Selye’s General Adaptation Syndrome. Physiology of stress- Sources of chronic stress. Coping: Coping with stress and resilience- Coping Interventions-Social support.

TEXT BOOK:

Taylor, E.S (2018). Health Psychology. (18 ed.) McGraw Hill Education.

REFERENCE BOOK:

Brannon, L., Feist, J & Udegraff, J.A. (2013). Health Psychology: An introduction to behavior and health. (8 ed.) Wadsworth Learning.

SEMESTER – VI

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

NO	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl. Ses	CL
CO1	Describes the emergence of counselling psychology, needs and principles of guidance, counselling and the process of counselling	PSO1	18	Understand
CO2	Explain the differential types of counselling, formation and process of group counselling and some forms of group counselling.	PSO1	18	Understand
CO3	Describes the psychoanalytic, humanistic, behavioural and cognitive theories of counselling and their therapies and techniques.	PSO2	09	Understand
CO4	Analyze the Related fields of counselling, psycho diagnosis and diagnostic classifications systems of counselling.	PSO3	09	Understand
CO5	Identify and analyze the special areas in counselling and the orientation of educational counselling	PSO1	18	Apply
CO6	Determine the specific skills of counselling and counsellor, analysing the client's perception and the qualities of a good counsellor.	PSO1	18	Apply

COUNSELLING PSYCHOLOGY

UNIT – 1 INTRODUCTION

LECTURE HOURS: 18 HOURS

Emergence of counselling : Factors contributing to the emergence of Counselling - Important Periods in the Development of Counselling - Guidance and Counseling: Definition – Need for guidance and counseling – Basic principles – Goals of guidance and counseling – Counseling Process: Relationship establishment – Problem identification and exploration – Planning for problem solving – Solution, application and termination – Areas of Guidance and Counseling: Educational – Vocational – Personal.

UNIT – 2 TYPES OF COUNSELLING

LECTURE HOURS: 18 HOURS

Types of Counseling: Directive counseling – Non Directive counseling – Eclectic counseling – Variables effecting the counseling process – Counsellor's skills - Group Counseling : Definition - Aims of group

counseling – Selection of group members – Group Process: Establishment of the group – Identification – Productivity – Realization – Termination – Pre- marital counseling – Marriage and family counseling.

UNIT – 3 THEORIES AND PRACTICE OF COUNSELLING LECTURE HOURS: 18 HOURS

Psychoanalytic: Theory and therapy – Cognitive: Theory and therapy – Behavioural: Theory and therapy – Humanistic: Theory and therapy – Logo therapy – Eysenck’s Incubation Theory – Wolpe’s Reciprocal Inhibition Technique - Related fields of counselling: Counselling as a helping relationship – Counselling as a solution to human problems - Psycho diagnosis – Limitations of diagnosis – Common diagnostic classification system in counseling.

UNIT – 4 SPECIAL AREAS IN COUNSELLING LECTURE HOURS: 18 HOURS

Introduction: Family Group Consultation – Counselling With Families – Concerning Children – Counselling with Parents – Counselling the Delinquent – Counselling Reluctant Clients – Marriage Counselling – Pre Marital Counselling – Role of school counselors - Educational Counselling: Introduction – The Role of Teachers in Counselling – Educational Counselling Curriculum – Evaluation of Programmes of Educational Counselling – Present Status of Counselling.

UNIT – 5 SPECIFIC SKILLS IN COUNSELLING LECTURE HOURS: 18 HOURS

Counselling Skills: Meaning – importance - Understanding the internal frame of reference – Showing attention and interest – Paraphrasing and reflecting feelings – Starting & structuring – Asking questions – Monitoring – Offering challenges & feedback – improving client’s self-talk – Improving Clients perception - Training clients in relaxation – Qualities of a good counsellor

Text book:

1. Jones, N., “The Theory and Practice Of Counseling Psychology”, Holt Rinehart & Winston, New York,1982.
2. Egan, G., “The Skilled Helper”, 5th Edition, Brooks/Cole,California,1994.
3. Tryon, G. S. , “Counseling Based On Process Research”, Pearson Education,NewDelhi,2002.
2. Robert L. Gibson & McH Mitchell, (2005): Introduction to Counseling and Guidance, (6th Edition), New Delhi: Prentice Hall of India.

Reference:

1. Richard Nelson & Jones, (2008): Basic Counselling Skills, (2nd Edition), New Delhi: Sage Publications India.

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

No	Course Outcome At the completion of the course, the students will be able to	PSOs	Cl.Ses	CL
CO1	Understand the origin and development of industrial psychology and importance of psychology in the organisation.	PSO1	18	Understand
CO2	Describe the job analysis and understand the various methods of training for the development of interpersonal skills	PSO3	18	Apply
CO3	Describe the various methods of appraisal of employee in the industries and scope of job evaluation	PSO3	18	Apply
CO4	Understand the concepts of motivation and importance of job satisfaction.	PSO1	09	Understand
CO5	Understand scope of job involvement in the industry.	PSO1	09	Understand
CO6	Describe the various styles of leadership and stress in the workplace	PSO2	18	Understand

INDUSTRIAL PSYCHOLOGY

UNIT- I

LECTURE HOURS-18

INTRODUCTION AND PERSONNEL SELECTION

Industrial / Organizational Psychology: Definition – Fields, Hawthorne Experiments Personnel Selection: Recruitment – Methods of Personnel Selection: Interviews – Assessment Centres – Work Sample – Biographical Information – Psychological Tests – Graphology – Polygraph

UNIT- II

LECTURE HOURS-18

JOB ANALYSIS, TRAINING AND DEVELOPMENT

Job Analysis - Definition, Applications and Scope - Various Methods of Job Analysis -Training and

Development: Scope of organizational training programs – Goals of organizational training programs – The Pretraining Environment - Psychological factors in training – Training Methods – Evaluating organizational training programs – Career development and planning

UNIT –III

LECTURE HOURS-18

JOB EVALUATION AND PERFORMANCE APPRAISAL

Job Evaluation: - Various Methods of Job Evaluation. Performance Appraisal: The need for Performance Appraisal – Techniques of Performance Appraisals: Objective Performance Appraisal Methods –Errors and Bias in Performance Appraisal- Judgemental Methods Of Appraisal Performance- Research on Forced Choice Method, Rater Characteristics- Dimension Of Criteria- Executive Performance Appraisal- Performance Appraisal Interview.

UNIT- IV

LECTURE HOURS-18

MOTIVATION, JOB SATISFACTION AND JOB INVOLVEMENT

Motivation: - Content Theories of Motivation – Process Theories of Motivation Stress- Job Satisfaction: Impact of Personal Characteristics – Job Satisfaction and On the Job Behaviour – Job Involvement and Organisational Commitment

UNIT-V

LECTURE HOURS- 18

LEADERSHIP AND STRESS IN THE WORKPLACE

Leadership: Meaning – Styles of leadership Stress in workplace: Occupational Health Psychology – Physiological Effects of Stress – Individual Differences in Stress Responses – Work Family Conflicts – Causes of Stress in the Workplace – Effects of Stress in the Workplace – Treating Stress in the Workplace.

Text books:

1. Schultz, D. and Schultz.E. Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2009.
2. Muchinsky, P. M. (2007): Psychology Applied to Work. New Delhi: Thompson Wadsworth

Reference books:

1. Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992
2. Christine E. Doyle (2012): Work and Organizational Psychology (1st Edition). New Delhi, India: Nutech Photolithographers.

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

NO	Course Outcome	PSOs	Cl.Ses	CL
	At the completion of the course, the students will be able to			
CO1	Describe fundamental concept of testing ,varied applications and consequences of psychological testing.	PSO3	12	Understand
CO2	Describe the various norms and psychometric properties like reliability and validity.	PSO3	12	Apply
CO3	Analyse the issues involved in the assessment of creativity, Emotional intelligence,optimism,hope,forgiveness and gratitude.	PSO3	12	Understand
CO4	Discuss about the role of psychological tests in making decisions about personnel,such as hiring,placement,promotion and evaluation.	PSO3	06	Understand
CO5	Analyse the unique challenges encountered by vocational psychologists who provide career guidance and assessment.	PSO3	06	Understand
CO6	Discuss the Contemporary applications of computers in psychological assessment and theoretical and professional issues raised by this practice	PSO3	12	Understand

Experimental Psychology III Theory

UNIT-I

LECTURE HOURS: 12HOURS

APPLICATIONS AND CONSEQUENCIES OF PSYCHOLOGICAL TESTING

Nature and uses of Psychological testing: Definition of test-Types of test – Uses of Testing – Standardized procedures in Test Administration – Desirable procedures of Test Administration - Influence of the Examiner - Background and Motivation of the Examinee.

UNIT –II

LECTURE HOURS: 12 HOURS

TEST STANDARDISATION: NORMS, RELIABILITY AND VALIDITY.

Concept of Reliability – types of reliability. Validity and Test-Basic Concept of Validity – Definition –types of validity : Content Validity –Criterion Related Validity – Construct Validity –Test Constructions – testing, revising and publishing the result.

UNIT-III**LECTURE HOURS: 12 HOURS****POSITIVE PSYCHOLOGICAL ASSESSMENT**

Assessment of Creativity-measures of emotional intelligence-assessment of optimism-assessment of gratitude –sense of humor-self report measures.

UNIT-IV**LECTURE HOURS: 12 HOURS.****INDUSTRIAL, AND CAREER ASSESSMENT.**

The role of testing in personnel selection-Autobiographical data- The employment interview-cognitive ability tests-Personality tests –paper and pencil integrity test-work sample and situational exercises-Appraisal of work performance-Approaches to performance appraisal – sources of error in performance appraisal.

Career development and the functions of work: Theory of Person Environment fit-theory of person environment correspondence-stage theory of career development –social cognitive approaches-o*NET in career Development –Inventories for career assessment-inventories for interest assessment.

UNIT –V**LECTURE HOURS: 12 HOURS.****COMPUTERISED ASSESSMENT AND THE FUTURE OF TESTING.**

Computers in testing : computer based test interpretation : current status- interactive video, virtual reality, and smart phones- evaluation of computer based test interpretation –computerised adaptive testing-the future of testing.

TEXTBOOK:

Gregory, Robert,J., and Emeritus,Psychological Testing : History,Principles, and Appication (7th ed),Pearson Education,copyright 2013.

REFERENCE

1. Hussain, Akbar (2014). Experiment in Psychology, Publishers: PHI Learning Pvt. Ltd
- 2 .Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi: Concept PublishingCompany

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

EXPERIMENTAL PSYCHOLOGY -III - PRACTICALS

(60 HOURS)

General Mental Health Questionnaire:

1. Hardiness Scale
2. Impulsiveness Scale
3. Perceived stress scale
4. State trait anxiety test
5. Obsessive Compulsive Inventory

Psychological tests in Industries:

1. Decision Making Scale
2. Organisational role stress Scale
3. Job involvement Scale
4. Comprehensive scale of Entrepreneurship

Demonstration:

1. Case study, Genogram, Mental Status Examination
2. Personnel Selection Process

References

1. Anastasi and Urbina (2010). Psychological Testing (7th 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: ELECTIVE – VI (PROJECT WORK / INSTITUTIONAL TRAINING AND VIVA VOICE)	Course Code :
Semester: VI	Course Group: DSE – VI
Teaching Scheme in Hrs. (L: T:P): 4:0:4	Credits : 6 Credits
Map Code: I (PROJECT)	Total Contact Hours: 60
CIA : 40 Marks	SEE # : 60 Marks
Programme: B.SC., PSYCHOLOGY # - Semester End Exam	

GROUP PROJECT:

Students of graduate programme psychology have to do a group project work in Psychology and its related field during the programme and have to submit a report in the End semester of the VI Semester. The students group for group project will be assigned randomly.

INSTITUTIONAL TRAINING:

- Have hands on training in their subject of choice.
- To apply the theoretical Knowledge into practical field.

Institutional training shall be done individually by the students during Semester V holidays in an industry/ fields Psychological relevance, as approved by the department of Psychology for a period of 20 days. A report of the training along with the certificate from the organization where they undergone the training will be evaluate by the faculty in the department assigned by the Head of the department, for 60 marks according to the evaluation given in the scheme of examination. The remaining 40 marks will be awarded by the respective institution supervisor.