

**CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR  
UNDERGRADUATE PROGRAMME (CBCSSUG, 2019)**

**UNIVERSITY OF CALICUT**

**REVISED CURRICULUM FOR BSC PSYCHOLOGY (2019**

**ADMISSION ONWARDS)**

## Course Structure of BSc Psychology

### SEMESTER I

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
1		Common Course I-English	64	4	4
2		Common Course II-English	80	5	3
3		Common Course III-Language other than English	64	4	4
4	PSY1B01	Basic themes in Psychology-I	64	4	3
5	PSG1CO1	Human Physiology	64	4	3
6	STA 1C 02	Psychological Statistics	64	4	3
7	*Audit Course	Environment Studies	-	-	-
Total				25	20

### SEMESTER II

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
8		Common Course IV-English	64	4	4
9		Common Course V-English	80	5	3
10		Common Course VI-Language other than English	64	4	4
11	PSY2B01	Basic themes in Psychology-II	64	4	3
12	PSG2CO1	Human Physiology	64	4	3
13	STA 2C 02	Psychological Statistics	64	4	3
14	*Audit Course	Disaster Management	-	-	-
Total				25	20

**SEMESTER III**

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
15		Common Course VI-English	80	5	4
16		Common Course VIII-Language other than English	80	5	4
17	PSY3B01	Psychological measurement and testing	48	3	3
18		Experimental Psychology Practical –I	32	2	**
19	PSG3CO1	Human Physiology	80	5	3
20	STA 3C 02	Psychological Statistics	80	5	3
21	*Audit Course	Human Rights/Intellectual Property Rights/Consumer Protection****	-	-	-
Total				25	17

**SEMESTER IV**

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
22		Common Course IX-English	80	5	4
23		Common Course X-Language other than English	80	5	4
24	PSY4B01	Individual Differences	48	3	3
25	PSY4B02	Experimental Psychology Practical –I	32	2	4
26	PSG4CO1	Human Physiology	80	5	3
27	STA 4C 02	Psychological Statistics	80	5	3
28	*Audit Course	Gender Studies/Gerontology****	-	-	-
Total				25	21

Course Code	Course Title
STA 1C 02	<b>DESCRIPTIVE STATISTICS</b>
STA 2C 02	<b>REGRESSION ANALYSIS AND PROBABILITY THEORY</b>
STA 3C 02	<b>PROBABILITY DISTRIBUTIONS AND PARAMETRIC TESTS</b>
STA 4C 02	<b>STATISTICAL TECHNIQUES FOR PSYCHOLOGY</b>

(note - Instead of psychological statistics)

#### SEMESTER V

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
29	PSY5B01	Abnormal Psychology-I	48	3	3
30	PSY5B02	Social Psychology	48	3	2
31	PSY5B03	Developmental Psychology -I	48	3	3
32	PSY5B04	Psychological Counseling	48	3	3
33	PSY5B05	Health Psychology	48	3	3
34		Open Course	48	3	3
35		Experimental Psychology Practical- II	48	3	***
36		Experimental Psychology Practical –III	48	3	***
37		Project	16	1	
Total				25	17

#### SEMESTER VI

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
38	PSY6B01	Abnormal Psychology II	64	4	3
39	PSY6B02	Applied Social Psychology	64	4	3
40	PSY6B03	Developmental Psychology II	48	3	3
41	PSY6B04	Life Skill Education: Applications and training	48	3	3
42	PSY6B05	Elective	48	3	3
43	PSY6B06	Experimental Psychology Practical – II	48	3	4
44	PSY6B07	Experimental Psychology Practical- III	48	3	4
45	PSY6B08	Project	32	2	2
Total				25	25

**It is advisable to submit a report during the end of V<sup>th</sup> semester on the basis of the study tour conducted to various institutions comprising psychotherapeutic centres, managerial training institutions etc so as to familiarize the students, the application of Psychological principles and theories in different specializations.**

\*Course with 4 credits which is not meant for class room study and its credits are not counted for CGPA or SGPA

\*\*External examination will be conducted at the end of IV<sup>th</sup> semester

\*\*\*External examination will be conducted at the end of VI<sup>th</sup> semester

\*\*\*\* Colleges can opt any one of the courses

### **Elective Papers**

1. PSY6B05-01 Organisational Behaviour
2. PSY6B05-02 Psychology of Criminal Behavior
3. PSY6B05-03 Positive Psychology
4. PSY6B05-04 Educational Psychology
5. PSY6B05-05 Cognitive Psychology

### **Open Course**

Choice I

Code:PSY5D01          Psychology and Personal

Growth Choice II

Code:PSY5D02          Life skill Applications

Choice III

Code: PSY5D03          Child and Adolescent Mental Health

# **B.SC PSYCHOLOGY**

**SEMESTER I**

**PSY1B01**

**Credits : 3**

## **BASIC THEMES IN PSYCHOLOGY- I**

**64 hours**

### **Objectives:**

- To generate interest in Psychology
- To make familiar the basic concept of the field of Psychology with an emphasis on applications of Psychology in everyday life.
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and Consciousness.

### **Module 1 Introduction**

**16 hours**

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas of Descartes, Locke. Biological origins; Darwin, Genetics. Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semi structured and unstructured interviews; Surveys; case study; Questionnaires; Correlational studies; experimental method.

### **Module 2 Attention and Perception**

**16 hours**

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Sensation and perception: Difference between sensation and perception: sensory threshold; absolute threshold; difference threshold; just noticeable differences; subliminal perception.

Perceiving forms, patterns and objects: perceptual set, feature analysis, bottom-up processing, top- down processing.

Perceptual organization; Gestalt principles, figure and ground segregation, phi-phenomenon. Perceptual constancies: size, shape, brightness constancies.

Visual illusions; Theories of colour vision; Theories of auditory perception.

### **Module 3 States of Consciousness**

**14 hours**

Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders

Dreams: psychodynamic, physiological and cognitive views.

Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.

## Module 4 Learning

18 hours

Concept of learning, Nature of learning, learning curve.

Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination. Applications of classical conditioning.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning.

Cognitive learning: Cognitive map; latent learning; sign learning. Observational learning/ Modelling

## REFERENCES

1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
2. Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: Mc Graw Hill Inc.
3. Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
4. Coon,D.& Mitterer,J.O.(2013)Introduction to Psychology: Gateways to Mind and Behavior, 13th ed.Wadsworth, Cengage Learning
5. Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

## Additional References:

Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson

Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.

Mishra, B.K. (2008). Psychology: *The study of Human Behavior*. New Delhi: Prentice Hall of Ind

## **complementary**

### **PSG1C01: Human Physiology**

#### **objectives**

This course familiarizes the student of Psychology with the most essential and fundamental aspects of cell biology and basics of genetics that are essential for understanding the anatomy and physiology of the nervous system in general and of the CNS that they are to master in the following semesters.

#### **Module 1 Cellular organization**

Cell structure, plasma membrane (fluid mosaic model), and cell organelles.

Cell inclusions-brief description on the structure of carbohydrates, lipids and proteins.

Cell theory, cell principle.

Unicellularity to multicellularity, differentiation. Brief mention of spatial and temporal control of gene activity.

Tissues- brief description of major types. (Hours - 20)

#### **Module 2 Genes and chromosomes**

Structure of D.N.A, D.N.A replication.

Concept of a gene - genetic code, introns, exons.

Morphology of chromosomes-size, shape, karyotype, idiogram, kinds of chromosomes.

Linkage and crossing over, sex linked chromosomes. (Hours - 14)

#### **Module 3 Cell division**

Cell cycle.Mitosis. Meiosis. (Hours - 12)

#### **Module 4 Elements of heredity and variation**

Mendel's work and laws of inheritance (monohybrid cross, dihybrid cross, test cross).

Brief explanation of terms-alleles, homozygosity, heterozygosity, genotype, phenotype.



Brief description of other patterns of inheritance and genotype expression- incomplete dominance, co-dominance, multiple alleles, epistasis, pleiotropy. (Hours - 12)

### **Module 5 Mutations and Genetic disorders**

Gene mutation-Kinds of mutation, classification (Somatic, gametic, point, spontaneous, induced, dominant, recessive and silent mutations).

Gene mutation disorders - albinism, phenylketonuria, alkaptonuria, galactosemia, brachydactyly.

Autosomal anomalies - Down's syndrome, Edward's syndrome, Cri du chat syndrome.

Sex chromosomal anomalies - Klinefelter's syndrome and Turner's syndrome.

### **REFERENCES**

1. Dewitt-Saunders, Biology of the cell.
2. Strickberger W.M-Mac Millon, Genetics.
3. Gerald Karp, Cell and Molecular Biology: Concept and Experiments.
4. Roothwell, Human Genetics, Prentice Hall.
5. Lodish;Verk; et.al; Molecular Cell Biology, W.H. Freeman publishers.
6. De Robertis, E. D. P. and De Robertis, E. M. F., Cell and molecular Biology, 7 Edn, Hol- Saunders International Editions.
7. Harold Harper, Review of Physiological chemistry, Marusan Co.
8. Lehninger Albert, Biochemistry, Kalyani publications, N. Delhi.
9. Plummer David T, An introduction to practical Biochemistry, Tata Mac Graw Hill.
10. Stryer Lubert & Hall John E, Biochemistry, Freeman.
11. Voet Donald & Voet Judith, Biochemistry, John Wiley sons, US.
12. Text book of Medical Physiology, AP Krishna, Scientific publication, New Delhi.
13. Molecular Biology of the Gene by James D. Watson; Michael Levine; Tania A. Baker; Alexander Gann; Stephen P. Bell.

14. Molecular Cell Biology, by Harvey Lodish, Arnold Berk, S Lawrence Zipursky, Paul Matsudaira, David Baltimore, and James Darnell.
15. Cell and Molecular Biology by E.D.P . De Robertis and E.M.F. De Robertis Jr.
16. Molecular biology of cells by B. Alberts,D. Bray, J. Lewis.
17. Molecular Cloning: A laboratory manual by Sambrook & Russel.  
Genetics: Principles and analysis by Daniel L Hartl

# complementary

## STA 1C 02- DESCRIPTIVE STATISTICS

### Objectives

1. To generate interest in Statistics
2. To equip the students with the concepts of basic Statistics
3. To provide basic knowledge about Statistical methods

**Module 1:** *A basic idea about data*- collection of data, primary and secondary data, organization, planning of survey and diagrammatic representation of data

**10 Hours**

**Module 2:** *Classification and tabulation*- Classification of data, frequency distribution, formation of a frequency distribution, Graphic representation viz. Histogram, Frequency Curve, Polygon, Ogives, Bar diagram and Pie diagram

**10 Hours**

**Module 3:** *Measure of central tendency*- Arithmetic Mean, Median, Mode, Geometric Mean, Harmonic Mean, Combined Mean, Advantages and disadvantages of each average

**20 Hours**

**Module 4:** *Measures of dispersion*- Range, Quartile Deviation, Mean Deviation, Standard Deviation, Combined Standard Deviation, Percentiles, Deciles, Relative Measures of Dispersion, Coefficient of variation

**16 Hours**

**Module 5:** *Skewness and Kurtosis*- Pearson's and Bowley's coefficient of skewness, Percentile Measure of Kurtosis

**16 Hours**

### References

Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.

Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.

Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.

Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.

Mukhopadhyay, P. *Mathematical Statistics*. New central Book Agency (P) Ltd: Calcutta.

## **SEMESTER II    PSY2B01Credits: 3 BASIC THEMES IN PSYCHOLOGY- II**

**64hours**

### **Objectives:**

- To generate interest in Psychology
- To make familiar the basic concept of the field of Psychology with an emphasis on the applications of Psychology in everyday life
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like cognition, memory, motivation and emotion.

### **Module 1 Cognitive Processes**

**16 hours**

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language, Role of language in thinking.

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, approaches or strategies of problem solving-trial and error, heuristics, algorithm, forming sub goals, searching for analogies, changing the representation of the problem ;Culture, cognitive style and problem solving. Creative thinking; convergent and divergent thinking; stages of creative thought.

Decision making; Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

### **Module 2 Memory**

**18 hours**

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing.

STM; Iconic memory; Working memory, Alan Baddeley's components of working memory; Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory; Flash-bulb memory, tip of the tongue phenomenon.

Implicit and explicit memory-priming.

Measuring memory; Recall, Recognition, Relearning.

Retrieval cues; Encoding specificity principle; Context dependent memory, State dependent memory; Serial position effect; Reconstructive memory; Source Monitoring; Eyewitness testimony; False memory; Metamemory.

Forgetting: Curve of forgetting; Reasons of forgetting-ineffective coding, decay, interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics).

### **Module 3 Motivation**

**16 hours**

Motivation; A model of Motivation; Sources of Motivation-Drives, Incentives, Instincts.

Theories of motivation: Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory- Yerkes-Dodson's Law; Goal setting theory; Evolutionary theory; Cognitive theories-

Balance theory, Cognitive dissonance theory, Expectancy theory, Attribution theory.

Types of Motives; Biological motives and learned motives. The motivation of hunger and eating; Biological factors in the regulation of hunger; Environmental factors in the regulation of hunger; Sexual motivation; Hormones and human sexual behaviour; Sexual orientation.

Achievement motivation: Individual differences; situational determinants of achievement behaviour; Measuring achievement motivation.

Aggressive motive; Power motive; Affiliation motive. Intrinsic and extrinsic motivation.

## **Module 4 Emotion**

**14 hours**

Emotion: The elements of emotional experience; The cognitive component, The physiological component; The behavioural component; Primary emotions; Positive emotions.

Emotion and the brain; Physiology and emotion; fight or flight, sudden death, lie detectors.

Expression of emotions; Facial expressions, non-verbal cues and body language; Assessment of emotions.

Theories of emotion: James-Lang theory; Cannon-Bard theory; Opponent process theory; Cognitive appraisal theories of emotion-Schachter's two-factor theory and Lazarus's theory of cognitive appraisal; Facial feedback hypothesis; Evolutionary theories of emotion.

## **REFERENCES**

Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.

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

Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.

Coon, D. & Mitterer, J.O. (2013) Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning

Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.

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

## **Additional References:**

Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson

Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.

Mishra, B.K. (2008). Psychology: *The study of Human Behavior*. New Delhi: Prentice Hall of India

# **complementary**

## **PSG2C01: Human Physiology**

### **Objective**

This course imparts extensive information to the Psychology student on the nervous system with special emphasis on the CNS. It also introduces the student to states of brain activities and techniques in neurophysiology

### **Module 1 The Nervous System**

Divisions (CNS,PNS - somatic and autonomic)

Nervous tissue (neurons, nerve fibres, nerves, synapse).

Non nervous tissue and other materials (neuroglia, meninges, cerebro-spinal fluid, Blood - CSF and blood - brain barriers).

Nerve impulse - generation, conduction, synaptic transmission, role of calcium ions, action of transmitter substances on postsynaptic neuron, types of transmitter substances. (Hours - 20)

### **Module 2 The Central Nervous System**

Brain - an overview (Forebrain, midbrain, hindbrain).

Spinal cord - an overview of its structure and organization.

Reflex Action - monosynaptic reflex, multisynaptic reflex, crossed extension reflex, mass reflex. (Hours – 14)

### **Module 3 The Cerebellum and the Basal Ganglia**

The Cerebellum and its motor functions.

Anatomical functions, areas of the cerebellum.

Function of the cerebellum in overall motor control.

The basal ganglia-their motor functions, role of the basal ganglia for cognitive control, functions of neurotransmitters with basal ganglia. (Hours – 14)

### **Module 4 The Cerebral Cortex**

Functions of the specific cortical areas -association areas (parieto occipito temporal, prefrontal and limbic association areas with special emphasis on Wernike's area and Broca's area), area for recognition of faces, concept of the dominant hemisphere.

Function of the brain in communication - Sensory and Motor aspects of communication.

(Hours – 12)

### **Module 5 States of brain activity and Techniques in neurophysiology**

Sleep -Basic theories of sleep, Brain waves, Slow wave sleep and REM sleep.

Brain imaging - CT, MRI, PET, CBF, EEG, Lesioning and Electrical Stimulation of Brain (ESB).

(Hours - 12)

#### **REFERENCES**

1. Schneider A.M & Tarshis B., An introduction to Physiological Psychology, Random House, New York.
2. Guyton & Hall - Textbook of Medical Physiology, 12 Edn., Saunders.
3. Sherwood L, Thomson, Human Physiology.
4. Kalat J.W, Wadsworth C.A, Biological Psychology.
5. Levinthal C.F, Introduction to Physiological Psychology, Prentice Hall, New delhi

## Complementary

### STA 2C 02- REGRESSION ANALYSIS AND PROBABILITY THEORY

#### Objectives

1. To make the students aware of various Statistical tools
2. To create awareness about probability

**Module 1:** *Bivariate data*- relationship of variables, correlation analysis, methods of studying correlation, Scatter Diagram, Karl Pearson's Coefficient of Correlation, Calculation of Correlation from a 2-way table, Interpretation of Correlation Coefficient, Rank Correlation

**11 Hours**

**Module 2:** *Regression analysis*- linear regression, Regression Equation, Identifying the Regression Lines properties of regression coefficients, numerical problems

**9 Hours Module**

**3:** *Partial and Multiple Correlation Coefficients*- Multiple Regression Equation, Interpretation of Multiple Regression Coefficients (three variable cases only)

**16 Hours**

**Module 4:** *Basic probability*- Sets, Union, Intersection, Complement of Sets, Sample Space, Events, Classical, Frequency and Axiomatic Approaches to Probability, Addition and Multiplication Theorems, Independence of Events (Up-to three events)

**20 Hours**

**Module 5:** *Random Variables and their probability distributions*- Discrete and Continuous Random Variables, Probability Mass Function, Distribution Function of a Discrete Random Variable

**16 Hours**

#### References

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Mukhopadhyay, P. *Mathematical Statistics*. New central Book Agency (P) Ltd: Calcutta.



**PSYCHOLOGICAL MEASUREMENT AND TESTING****48 Hours****Objectives:**

- To offer foundation on psychological measurement and testing
- To provide the basis of test construction and to build up skills on developing psychometric test
- To familiarize the uses of psychological tests
- To make aware of ethical principals in testing

**Module 1: Introduction to Measurement and Scaling Techniques****12 Hours**

Definition of measurement, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Distinction between psychological measurement and physical measurement, Problems in psychological measurements.

Concepts of psycho physics: Absolute threshold, Difference threshold, Weber's law, Fechner's law, Psychophysical/ psychological scaling methods- Method of Average Error, Method of Minimal Changes, Method of Constant Stimuli, Method Of Pair Comparison, Method Of Rank Order.

**Module 2: Nature and Use of Psychological Tests****10 Hours**

Definition of psychological test, Historical perspective of psychological testing

Uses of psychological test, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, ethical issues in psychological testing, Factors influencing Test Administration- Examiner, Testing Conditions, Test Taker.

Classification of psychological tests: Speed test and power test, Individual and group tests, Verbal, Non-verbal and performance tests, culture specific and culture free tests, Objective and subjective tests.

**Module 3: Test Construction and Administration****12 Hours**

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardisation ,Meaning of Reliability, Types of reliability, Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity,

Concept of Norms –norm referenced and criterion- referenced norms, types of norms- percentile,

standard score, age equivalent, grade equivalent and T-score.

#### **Module 4: Basics of Psychological research**

**14 Hours**

Meaning and characteristics of scientific research, types of research: historical, basic versus applied research, experimental versus descriptive/non experimental.

Research Process- identifying the problem-types of problems, hypothesis- types of hypothesis, variables- dependent, independent, extraneous variables, formulating research design, reviewing the literature-sources of review, Sampling- fundamentals of sampling,

Data collection techniques-questionnaire and schedule, interview, content analysis, observation, rating scale, carrying out statistical analysis-difference between descriptive and inferential statistics, drawing conclusions.

Structure of a research report, APA style of writing research report

#### **References**

Singh, A.K.(2008). Tests, Measurements and research Methods in Behavioural Sciences(3<sup>rd</sup> ed.). Patna: Bharati Bhawan Publishers

Chadha.N.K.,(2009).Applied Psychometry. New Delhi: Sage Publications India Pvt Ltd.

Anastasi, A., & Urbina, S. (2005). Psychological Testing (7<sup>th</sup> ed.).New Delhi: Prentice –Hall Of India.

Kaplan R. M.& Saccuzzo D. P,(2007), Psychological Testing –Principles, Applications And Issues. (6<sup>th</sup> Edition).New Delhi Thomson And Warsworth.

#### **Additional references**

Kothari, C. R. (2009). Research Methodology- Methods & Techniques. (2<sup>nd</sup> ed.). India: Repro India Limited

Goodwin.C J.(2002). Research in Psychology: Methods and design (3<sup>rd</sup> ed.) New York: John Wiley & Sons, Inc

Evans, A. N & Rooney, B. F. (2008).Methods in Psychological Research. USA: Sage Publications

Gregory,R.J .(2000).Psychological Testing:History,Principles,And Applications (3<sup>rd</sup> ed.) Boston:Allyn & Bacon

**EXPERIMENTAL PSYCHOLOGY PRACTICAL I**

**Objectives**

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

**PART I**

**Attention**

1. Span of attention
2. Set in attention
3. Division of attention
4. Distraction of attention
5. Colour blindness test
6. Depth perception

***Each student is required to conduct a minimum of 4 experiments from the above experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure attention and perception. Evaluation will be made at the end of fourth semester.***

**References**

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

## **Complementary**

### PSG3C01: Human Physiology

#### **OBJECTIVES**

This course familiarizes the student of Psychology with the sensory systems, pathways and perception of various senses. It also introduces the student to the endocrine system.

#### **Module 1 The Visual System**

Structure of the human eye, Organization of retina and visual pathways.

Functioning of the eye, visual coding, chemistry of vision, transduction in the retina, theories of color vision, visual perception.

Visual defects (myopia, hypermetropia, presbyopia, astigmatism, cataract, color blindness, nyktelopia). (Hours – 18)

#### **Module 2 Auditory System**

Anatomy of the auditory system.

Auditory pathways, auditory perception and hearing abnormalities.

Statoreceptors. (Hours - 16)

#### **Module 3 Gustatory and Olfactory system**

Anatomy of taste buds and its function, primary sensations of taste, taste thresholds and intensity discrimination, taste preferences and control of the diet.

Taste pathways and transmission of signals into the central nervous system.

Organization of the olfactory membrane, sense of smell and stimulation of the olfactory cells.

Categorizing smell, transmission of smell signals into the central nervous system. (Hours - 16)

#### **Module 4 Cutaneous senses (Somatic sensations)**

Classification - the mechanoreceptive somatic senses (tactile and position), the thermoreceptive senses (heat and cold), the pain sense.

Detection and transmission of tactile sensations - tactile receptors, detection of vibration, tickling and itch.

Sensory pathways for transmitting somatic signals into the central nervous system, somatosensory cortex, position senses, position sensory receptors.

Thermal sensations - thermal receptors, their excitation and transmission of thermal signals.

Pain - purpose, types, pain receptors, pain suppressive system, pain sensation

### **Module 5 Endocrine system**

Introduction to endocrinology, an overview of the importance of endocrine glands.

Mode of action of hormones and influence on growth and behavior.

Major endocrine glands - their location, structure, hormones produced and its role (Hypothalamus, pituitary, thyroid, adrenal, gonads, thymus, pineal body, placenta).

(Hours - 20)

### **REFERENCES**

1. Guyton & Hall, Textbook of Medical Physiology 12 Edn., Saunders.
2. Barrett E. Kim, Barman M. Susan et.al; Ganong's review of Medical Physiology, Tata McGraw Hill Education Pvt. Ltd.
3. Sarada Subrahmanian and K. MadhavanKutty, A Text Book of Physiology. Oriented Longman Publication.
4. Harold Harper, Review of Physiological chemistry, Marusan Co.
5. Lehninger Albert, Biochemistry, Kalyani publications, N. Delhi.
6. Plummer David T, An introduction to practical Biochemistry, Tata Mac Graw Hill.
7. Stryer Lubert & Hall John E, Biochemistry, Freemann.

Voet Donald & Voet Judith, Biochemistry, John Wiley sons, US

## Complementary

### STA 3C 02- PROBABILITY DISTRIBUTIONS AND PARAMETRIC TESTS

#### Objectives

1. To get a general understanding on various probability distributions
2. To familiarize the uses of Statistical test.

**Module 1:** *Distribution Theory*- Binomial, Poisson and Normal Distributions, Mean and Variance (without derivations), Numerical Problems, Fitting, Importance of Normal Distribution, standard normal distribution, simple problems using standard normal tables, Central Limit Theorem (Concepts only)

**25 Hours**

**Module2:** *Methods of Sampling*- Random Sampling, Simple Random Sampling, Stratified, Systematic and Cluster Sampling, Non Random sampling, Subjective sampling, Judgment sampling and convenience sampling

**20 Hours**

**Module 3:** *Fundamentals of Testing*- Type-I & Type-II Errors, Critical Region, Level of Significance, Power,  $p$  value, Tests of Significance

**15 Hours**

**Module 4:** *Large Sample Tests* – Test of a Single, Mean Equality of Two Means, Test of a Single Proportion, and Equality of Two Proportions

**10 Hours**

**Module 5:** *Small Sample tests*-Test of a Single Mean, Paired and Unpaired t-Test, Chi- Square Test of Variance, F-Test for the Equality of Variance, Tests of Correlation

**20 Hours**

#### References

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffer and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Mukhopadhyay, P. *Mathematical Statistics*. New central Book Agency (P) Ltd: Calcutta.

**INDIVIDUAL DIFFERENCES****48 hours****Objectives:**

- To provide theoretical knowledge about systems and processes like intelligence and personality
- To understand the history of intelligence and Personality Testing
- To familiarize the student with various types of tests in Psychology

**Module 1: Intelligence****12 hours**

Definition, nature and meaning of intelligence,. Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory.

**Module 2: Assessment of intelligence, Aptitude and achievement****10 hours**

Assessment of intellectual abilities-history of assessment- Sir Francis Galton, Alfred Binet, Lewis Terman – concept of IQ, intelligence tests-Stanford-Binet intelligence scale, Wechsler scale, Kaufman's Scale, Raven's Progressive Matrices, Bhatia's Test Of Intelligence, Seguin-Form Board Test, Extremes of intelligence

Define Aptitude and Achievement, Distinction Between Aptitude Test And Achievement Test, Uses Of Achievement Tests, Types Of Aptitude Test- DAT, GATB, Sensory Tests, Motor Dexterity Test .

**Module 3: Personality****12 hours**

Concept of Personality, Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development. Jung: Structure of personality, Basic concepts in Individual Psychology. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

**Module 4:** *Large Sample Tests* – Test of a Single, Mean Equality of Two Means, Test of a Single Proportion, and Equality of Two Proportions

**10 Hours**

**Module 5:** *Small Sample tests*-Test of a Single Mean, Paired and Unpaired t-Test, Chi- Square Test of Variance, F-Test for the Equality of Variance, Tests of Correlation

**20 Hours**

## **References**

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Mukhopadhyay, P. *Mathematical Statistics*. New central Book Agency (P) Ltd: Calcutta.



## **B.SC PSYCHOLOGY**

**SEMESTER IV**

**PSY4B01**

**Credits: 3**

### **INDIVIDUAL DIFFERENCES**

**48 hours**

#### **Objectives:**

- To provide theoretical knowledge about systems and processes like intelligence and personality
- To understand the history of intelligence and Personality Testing
- To familiarize the student with various types of tests in Psychology

#### **Module 1: Intelligence**

**12 hours**

Definition, nature and meaning of intelligence,. Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory.

#### **Module 2: Assessment of intelligence, Aptitude and achievement**

**10 hours**

Assessment of intellectual abilities-history of assessment- Sir Francis Galton, Alfred Binet, Lewis Terman – concept of IQ, intelligence tests-Stanford-Binet intelligence scale, Wechsler scale, Kaufman's Scale, Raven's Progressive Matrices, Bhatia's Test Of Intelligence, Seguin-Form Board Test, Extremes of intelligence

Define Aptitude and Achievement, Distinction Between Aptitude Test And Achievement Test, Uses Of Achievement Tests, Types Of Aptitude Test- DAT, GATB, Sensory Tests, Motor Dexterity Test .

#### **Module 3: Personality**

**12 hours**

Concept of Personality, Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development. Jung: Structure of personality, Basic concepts in Individual Psychology. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,.

Eysenck: dimensions of personality. Introduction to Humanistic perspective: Rogers, Maslow.

#### **Module 4 : Assessment of Personality**

**14 hours**

Meaning and purpose of personality assessment. Tools of personality assessment -Self report inventories, Strength and weakness of self report inventories, 16PF, MMPI ,EPQ: General outline about these tests. Questionnaires and Inventories, Projective measures of personality – Strengths and weakness of projective tests, TAT, Other measures: Behavioral Observation and Interviews, situational tests. Measurement of interest- types of interest tests, Strong Interest Inventory. Strengths and Weaknesses of Projective tests.

#### **References**

Passer M.W.& Smith.R E.,(2007).Psychology-the science of mind and behaviour(3<sup>rd</sup> ed.). New Delhi: Tata McGraw Hill

Singh, A.K.(2008). Tests, Measurements and research Methods in Behavioural Sciences(3<sup>rd</sup> ed.). Patna: Bharati Bhawan Publishers

Gerrig R.J &Zimbardo.P.G. (2005).Psychology and Life(17<sup>th</sup> ed.).New Delhi: Pearson

Education. Anastasi, A., & Urbina, S. (2005). Psychological Testing (7<sup>th</sup> ed.).New Delhi: Prentice –Hall Of India.

Coon, D. (1983). Introduction to Psychology: Exploration and Application. New York: West Publishing Co.

Morgan,C.T., King, R.A., Weisz, J.R.,& Schopler, J. (1993). Introduction to Psycholgy, 7<sup>th</sup> ed. New Delhi: Tata McGraw Hill

#### **Additional References**

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

Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.

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

Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.

**Objectives:**

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

**PART II**

## Illusion

1. Horizontal-Vertical illusion
2. Muller-Lyer

## Illusion Memory

- 3.Immediate memory

span 4.Working

memory scale

- 5.Children's memory

scale 6.PGI Memory

Scale

7. Weschler Memory Scale

***Each student is required to conduct any of the above 4 experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure illusion and memory. Evaluation for Part I (III Sem ) & Part II (IV Sem) will be made at the end of the fourth semester.***

**References**

Anastasi, A.,& Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.

Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.

Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.

Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Lt

## **Complementary**

### **PSG4C01: Human Physiology**

#### **OBJECTIVES**

This course familiarizes the student of Psychology with the most essential and fundamental aspects of physiological processes underlying psychological events like hunger, thirst, sexual behavior and emotion. It also dwells on brain damage and Neuroplasticity.

#### **Module 1 Physiological basis of hunger**

Neural control of food intake - Role of hypothalamus, Neural centers that influence mechanical process of feeding.

Factors that regulate quantity of food intake, role of hormones (effect of Cholecystokinin, Peptide YY, GLP, Ghrelin).

Short-term regulation of food intake, intermediate and long-term effect of food intake. (Effect of blood concentrations of glucose, aminoacids, lipids on hunger and feeding), temperature regulation of food intake

Obesity - causes and treatment, Eating disorders (Bulimia, Anorexia, Inanition, Cachexia, Picca). (Hours - 20)

#### **Module 2 Physiological basis of thirst**

Peripheral factors in water regulation.

Central factors in water regulation (cellular dehydration thirst and hypovolemic thirst).

(Hours - 14)

#### **Module 3 Physiological basis of sexual behavior**

Hormones and sexual development - Fetal hormones and the development of reproductive organs, Sex differences in the brain, Perinatal hormones and behavioral development, Puberty: hormones and development of secondary sexual characteristics.

Effects of gonadal hormones on adults - Male reproduction related behavior and testosterone, Female reproduction related behavior and gonadal hormones.

Neural mechanisms of sexual behavior - Structural differences between the male hypothalamus and female hypothalamus, the hypothalamus and male sexual behavior, the hypothalamus and female sexual behavior.

(Hours - 20)

## **Module 4 Neural basis of emotion**

Role of frontal lobes.

Behavioural functions of the hypothalamus and associated limbic structures,  
Reward centers, Rage - its association with punishment centers, placidity  
and tameness.

Functions of Amygdala.

(Hours - 18)

## **Module 5 Brain Damage and Neuroplasticity**

Causes of brain damage - Brain tumors, Cerebrovascular disorders (Cerebral hemorrhage, Cerebral ischemia), Infections of the brain (Bacterial infections, Viral infections), Neurotoxins, Genetic factors, Apoptosis.

Neuropsychological disorders - Epilepsy (Grand Mal Epilepsy, Petit Mal Epilepsy and Focal Epilepsy), Parkinson's disease, Huntington's disease, Multiple sclerosis, Alzheimer's disease.

(Hours - 18)

### **REFERENCES**

1. Schneider A.M & Tarshis B, An introduction to Physiological Psychology, Random House, New York.
2. Guyton & Hall, Saunders, Textbook of Medical Physiology
3. Sherwood L, Thomson, Human Physiology.
4. Kalat J.W, Wadsworth C.A, Biological Psychology.
5. Levinthal C.F, Introduction to Physiological Psychology, Prentice Hall, New Delhi.
6. Pinel P.J John, Biopsychology, Pearson.
7. Neil.R.Carlson, Physiology of behavior, Pearson publishers.
8. Barrett E. Kim; Barman M. Susan et al., Ganong's Review of Medical Physiology; Tata McGraw Hill Education Pvt. Ltd.
9. Alcock John, Animal Behavior, 6<sup>th</sup> edition, Sinauer Associates, Inc. Sunderland, Massachusetts.
10. Carlson, Neil, R., Physiology of Behavior, 8 edition, Pearson.

## Complementary

### STA 4C 02- STATISTICAL TECHNIQUES FOR PSYCHOLOGY

#### Objectives

1. To make the students aware of various Statistical test in different areas of Psychology
2. To give knowledge about applications of Statistics in different areas of Psychological studies.

**Module 1:** *Analysis of Variance*- assumptions, One-way and Two-way Classification with Single Observation per Cell, Critical Difference

**20 Hours**

**Module 2:** *Non Parametric tests*- Chi-square Test of Goodness of Fit, Test of Independence of Attributes, Test of Homogeneity of Proportions

**20 Hours**

**Module 3:** *Sign Test*- Wilcoxon's Signed Rank Test, Wilcoxon's Rank Sum Test, Run Test and Krushkal-Wallis Test

**20 Hours**

**Module 4:** *Factorial Design*- Basics of factorial Design, Factorial experiments and their uses in Psychological studies, Concepts of  $2^2$ ,  $2^3$  factorial experiments (without derivation), simple problems

**15 Hours**

**Module 5:** *Preparation of Questionnaire*- Scores and Scales of Measurement, Reliability and Validity of Test Scores

**15 Hours**

## References

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Douglas C. Montgomery. *Design and Analysis of Experiments*. 9th Edition.



**Objectives:**

- To enable students to understand the concepts of abnormal behavior
- To develop awareness about different types of anxiety and stress disorders
- To encourage the students to know different therapeutic techniques in management of anxiety and stress disorders.

**Module 1: Basic concepts****8 hours**

Mental disorder, classification, Historical views of abnormal behaviour, causal factors- Biological- psychosocial and socio cultural

**Module2: Stress disorders and anxiety disorders****10 hours**

Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; Anxiety disorder: specific phobia, social phobias, Generalized Anxiety disorders, obsessive-compulsive disorder. Causal factors

**Module 3: Somatoform and dissociative disorder****16 hours**

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID). causal factors

**Module 4: Personality disorders****14 hours**

Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder. Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder. Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal Factors.

**Reference**

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16<sup>th</sup> ed.). U.S.A : Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10<sup>th</sup> ed.). New York : Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4<sup>th</sup> ed.). New York : W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V.A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry ( 11<sup>th</sup> ed.). U.S.A: Wolters Kluwer.

**Objectives:**

To enable the student to

- Understand and explain behavior in social settings
- Explain the psychological aspects of various social phenomena
- To create awareness about the management of human behaviour in group settings

**Module 1: Introduction to Social Psychology**

**10 hours**

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Methods of social psychology

**Module 2: Social perception and Attitudes**

**13 hours**

Social Perception-Definition, Non-Verbal Communication- facial expression, gazes, stares, body language, touching, deception and micro expressions.

Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors.

Attitude and behavior - Definition, nature, components, functions and formation of attitudes.

**Module 3: Group, Leadership and Social Influence 13 hours**

Groups: nature and functions. Types and theories of leadership. Social facilitation, social loafing.

Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Obedience and destructive obedience.

**Module 4: Interpersonal attraction and prosocial behavior**

**12ours**

Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants-Love- Triangular Model of love.

Prosocial behavior -Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism

## REFERENCES

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12 th ed.* New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson Education.

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderbad: Neelkamal Publications Pvt.Ltd.

Feldman, R.S. (2001). *Social Psychology, 3rd ed.* N J. Pearson Education.

Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Australia: Thomson Wadsworth Publication.

Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi : Pearson Education

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage

**Objectives:**

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive development

**Module 1: Introduction and theories to Life Span Development****10 hours**

Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social learning, Vygotsky, Periods of Development and Erikson's Theory. Developmental tasks of each stages of development.

**Module 2: Prenatal Development****14 hours**

Fertilization- Germinal Period, Embryonic Period, Fetal Period- Effect of long term & short term use of Teratogens- Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects. Post partum period- physical, emotional adjustment.

**Module 3: Physical Development****10 hours**

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early & middle adulthood.

**Module4: CognitiveDevelopment****14hours**

Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage. Language development: Pre-linguistic, Phonological, Semantic, Grammatical and Pragmatic Development .Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development, Sternberg - Cognitive Development of middle adulthood.

**REFERENCE**

Berk, L.E (2003) *Child Development* (3<sup>rd</sup> de). New Delhi: Pearson Education Pvt Ltd.

Hurlock, E.B (1996) *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company.

Papalia, D.E et.al (2004) *Human Development* (9<sup>th</sup> Ed). New Delhi: Tata McGraw Hill Publishing Company.

Santrock, J.E (2007) *Child Development* (2<sup>nd</sup> end) New Delhi: Tata McGraw Hill Publishing Company.

**Objectives:**

- To acquire theoretical knowledge in the areas of psychological counseling
- To understand the applications of counseling in various settings
- To practice counseling techniques through role plays

**Module 1:****16 hours**

Counseling and Helping. Definition and scope of Counseling. Goals of counseling. Conditions facilitating effective counseling. Counsellor and counsellee characteristics. Characteristics of an effective counsellor.

An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

**Module 2:****8 hours**

Approaches to counselling: Person-centered counselling, Psychoanalytic counselling, Cognitive counselling, Behavioral counselling, Eclectic approach

**Module 3:****14 hours**

Counseling Skills and Techniques

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Rapport building. Listening techniques - Active listening, forms of poor listening

Open-ended questions, Silence, Focusing, Empathic responding, Paraphrasing and reflecting, Probing and Summarising, Structuring

Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy

Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills

**Module 4:****10 Hours**

Applications of Counseling in various settings (briefly): School counselling, Career Counseling and Guidance, College counselling, Premarital counselling, HIV/AIDS counselling, counselling for

terminally ill. Group counseling

Values in counselling. Ethics in counselling. Legal aspects in counselling. Professional codes.

***Note: A few major skills like active listening, paraphrasing and reflecting are to be practiced through role plays in the class.***

**Reference:**

1. Capuzzi, D. (2007). *Counselling and psychotherapy: Theories and intervention*. New Delhi: Dorling Kindsley.
2. Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. Thomson Brooks/Cole Publishing Co.
3. Jones, R.N. (2008). *Basic Counselling Skills- A helper's manual*. New Delhi: Sage Publishers.

**48 hours**

**Objectives:**

- To understand the Psychological, behavioral and cultural factors contributing to physical and mental health
- To study the management of different illnesses

**MODULE 1: INTRODUCTION TO HEALTH PSYCHOLOGY**

**12 hours**

Definition of Health Psychology, Mind Body Relationship, Need And Significance of Health Psychology, Biopsychosocial Model V/S Biomedical Model

**MODULE 2: HEALTH BEHAVIOUR AND PRIMARY PREVENTION**

**12 hours**

Health Behaviours, Changing Health Habits-Attitude Change, Cognitive Behavioural Approach-Health Belief Model, Theory Of Planned Behaviour, Trans Theoretical Model, Protection Motivation Theory, Social Cognitive Theory And Attribution Theory, Models Of Prevention

**MODULE 3: STRESS AND COPING**

**12 hours**

Stress, Theoretical Contributions To Stress-Fight-Flight, Selye's General Adaptation Syndrome, Tend –Befriend, Psychological Appraisal & Stress, Coping: Moderators Of Coping-Personality, Social Support, Other Life Stressors, Stress Management Programmes

**MODULE 4: PSYCHOSOCIAL ISSUES AND MANAGEMENT OF ADVANCING AND TERMINAL ILLNESS**

**12 hours**

Emotional Responses To Chronic Illness, Psychosocial Issues —Continued Treatment, Issue Of Non Traditional Treatment, Stages To Adjustment To Dying, Psychological Management Of Terminal Illness, Medical Staff And Terminal Ill Patient, Individual Counselling, Family Therapy, Management Of Terminal Illness In Children

**REFERENCE**

Taylor E. S. (2006). Health Psychology (6<sup>TH</sup> EDITION), MC Graw Hill Companies, California

**ADDITIONAL REFERENCE**

1. Naima Khatoon (2012). Health Psychology, Dorling kindersley (INDIA) Pvt. Ltd.
2. Marks, F.D., Murray M., Evans B., and Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3<sup>rd</sup> edition). Sage Publications India Pvt. Ltd.



**B.SC PSYCHOLOGY**  
**SEMESTER V**  
**EXPERIMENTAL PSYCHOLOGY PRACTICAL II**

**48 hours**

**Objectives:**

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

**PART I**

Learning

1. Massed v/s spaced learning
2. Rote V/s Meaningful learning
3. Trial and error learning

Transfer of training

4. Bilateral transfer
5. Habit interference

Motivation

6. Level of aspiration
7. Knowledge of result

***Each student is required to conduct any 6 experiments and submit record for evaluation at the end of the semester. The list includes experiments that measure learning and motivation. Evaluation will be made at the end of sixth semester(PSY6B06) .***

**References**

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

## SEMESTER V

### EXPERIMENTAL PSYCHOLOGY PRACTICAL III

48 hours

#### Objectives:

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

#### PART I

1. Standard Progressive Matrices
2. Eysenck Personality questionnaire
3. Bhatias Battery of Performance intelligence Tests
4. Tests of creativity
5. Bells adjustment inventory
6. Locus of control
7. Multiphasic interest inventory
8. Achievement value and anxiety inventory
9. Career decision making scale

***Each student is required to conduct a minimum of 6 tests and submit record for evaluation at the end of the semester. The list includes psychological assessments that measure intelligence and personality. Evaluation will be made at the end of sixth semester(PSY6B08).***

#### REFERENCES

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

## SEMESTER V

### PROJECT

16 hours

Pursuing a *research project* enables students to pursue an original study about a topic of interest. Students are expected to conduct a small project on socially relevant topics. Project work should be carried out with the supervision of faculty members in the department. The project work must be started from the fifth semester onwards and students should submit their report at the end of sixth semester.

#### Guide lines for the Project work

- The project work shall be a quantitative, qualitative or exploratory study and the use of simple statistical techniques may be encouraged.
- Students must do the project work individually and submit the report in manuscript format ( handwritten form).
- Preferably tool can be prepared by the students themselves such as interview schedule, observation schedule, questionnaires, categories of content analysis etc
- Authenticity of the project work should be verified.
- The report should not exceed 30 pages
- The report must have five chapters such as Introduction, review, method, result and discussion, summary and conclusion and reference (APA format).
- An abstract of the study should be submitted along with the research report.
- The project will be valued both internally and externally

## **OPEN COURSE**

One among the following three courses may be offered by Departments of Psychology for other students

### **CHOICE I**

CODE: PSY5D01 PSYCHOLOGY AND PERSONAL GROWTH Credit : 3

### **CHOICE II**

CODE: PSY5D02 LIFE SKILL APPLICATIONS Credit : 3

### **CHOICE III**

CODE:PSY5D03 CHILD AND ADOLESCENT MENTAL HEALTH Credit:3

## **OPEN COURSE**

To be offered by Department of Psychology for other students

### **OPEN COURSE CHOICE I**

**SEMESTER V**

**PSY5D01**

**Credits : 3**

**PSYCHOLOGY AND PERSONAL GROWTH**

**48 hours**

#### **Objectives:**

- To understand the basic concepts in Psychology
- To acquaint with the students with the aspects of personal growth

#### **Module 1 : Introduction to Psychology**

**10 hours**

Psychology: Definition, goals of psychology, application of psychology in personal and social life : Branches of psychology

#### **Module 2 : Positive Psychology**

**14 hours**

Positive Psychology: definition, assumption, and goals. Well-being : Definition, subjective and psychological well-being, eastern and western perspectives of well-being. Hope, Optimism, Mindfulness.

**Module 3 : Happiness****14 hours**

Positive emotions and negative affectivity. Happiness : Causes and effects of happiness, Happiness across life span, Gender, Marriage, Money and culture in happiness, Close relationship and happiness.

**Module 4 : Methods of personal growth****10 hours**

Stress : Distress and eustress, responses to stress, stress management techniques. Meditation and yoga techniques for enhancing personal effectiveness. Resilience : Definition, Risk, protective factors of resilience, Models of resilience

**Reference**

Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.

Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education Carr, Alan (2011). Positive Psychology (2nd Edn), New York: Routledge Taylor and Francis Group.

Mishra, B.K. (2008). Psychology: The study of Human Behavior. New Delhi: Prentice Hall of India

Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2nd edition). Sage Publications India Pvt. Ltd, New Delhi.

**Additional Reference:**

Fadiman, James Frager, and Robert. (2002). Personality and Personal Growth (5th Edn) Prentice Hall.

## OPEN COURSE CHOICE II

**SEMESTER V**

**PSY5D02**

**Credits : 3**

**LIFE SKILL APPLICATIONS**

**48 hours**

### **Objectives:**

- To promote life skill education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem

### **Module 1 : Introduction**

**8 hours**

Life Skill: Concept, meaning, definition, need, Importance, Ten core life skills.

### **Module 2: Self awareness, Empathy and Problem solving**

**12 hours**

Self awareness: concept, importance of self awareness, skills to become self aware and benefits of self awareness in real life.

Empathy: Need for empathy, importance of empathy in building relationships, benefits of empathy in real life. Problem solving: Steps of problem solving, using problem solving skill in solving real life problems

### **Module 3 :Survival Skills, Effective communication and Negotiating skills**

**14 hours**

Survival Skills: Interpersonal relations-building of interpersonal relations, skill to improve interpersonal relations

Effective communication: listening skills, verbal and non verbal communications.

Negotiating skills: decision making-importance of effective decision making in real life, career decision making

### **Module 4: Life skill in different area**

**14 hours**

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).

### **Reference**

Hurlock,B.E. (2007). Developmental Psychology. New Delhi:Tata MC Grew Hill Publishing Co.Ltd

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers

Rajasenana ,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

UNESCO and Indian Natotional Commission for Cooperation .(2001). Life skills in Non formal Education;A Review. Paris.

UNESCO-<http://www.unesco.org>

Wadker,A.(2016).Lifeskills for success. Delhi:Sage Publications

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva

WHO-<http://www.who.int/en/>

## OPEN COURSE CHOICE III

**SEMESTER V**

**PSY5D03**

**Credits : 3**

**CHILD AND ADOLESCENT MENTAL HEALTH**

**48 hours**

### **Objectives:**

- To gain knowledge about the importance of mental health along with physical health
- To understand general mental health issues during developmental years
- To get an insight about how to effectively handle the general mental health problems

### **Module 1:**

**10 hours**

Definition of Mental Health (WHO), Prevalence of mental health issues in young people, Assessment of mental health issues in children and adolescents: Interview, Case study, Observation, Psychological testing (in brief)

### **Module 2:**

**12 hours**

Factors affecting mental health in young children (brief description): Biological factors , Psychological factors: Intellectual factors, Temperament, Environmental factors: Role of parenting, peer influence, Impact of school, Impact of culture and community

### **Module 3:**

**16 hours**

General mental health issues (brief description of): Emotional problems: Separation anxiety, social anxiety. Behavioural problems: Temper tantrums, conduct disorders, risk taking behavior, bullying, alcohol and drug abuse. Other common mental health issues: Attention Deficit Hyperactivity Disorders, Learning Disability, Depression and self harm and Schizophrenia.

### **Module 4:**

**10 hours**

Basics of management of Mental Health Issues (brief description):-Counselling, Psychoeducation, Behaviour Therapy, Cognitive Behaviour Therapy, Play Therapy, Family Intervention. . Mental health professionals:- Psychiatrist, School Psychologist, Clinical Psychologist, Social Worker.



**Reference**

Dogra,N; Parkin, A; Frake,C and Gale,F(2002). A multidisciplinary Handbook of Child and Adolescent Mental health for Front-Line Professionals. Jessica Kingsley Publishers : London.

**Suggested Reading:**

Thompson, M; Hooper,C; Laven-Bradbury, C and Gale, C (2012). Child and Adolescent Mental Health Theory and Practice .2<sup>nd</sup> edition, Hodder Education :UK.

## **B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B01**

**Credits : 3 ABNORMAL PSYCHOLOGY-II**

**64 hours**

### **Objectives:**

- To develop awareness about major psychological disorders
- To acquaint the students with causes of major psychological disorders

### **Module 1: Substance abuse disorder hours**

**18**

Alcohol Related Disorders - Clinical Picture of Alcohol Related Disorders, Biological Causal Factors in the Abuse of and Dependence on Alcohol, Psychosocial Causal Factors in Alcohol Abuse and Dependence, Sociocultural Causal Factors. Drug Abuse and Dependence - Opium and Its Derivatives (Narcotics), Cocaine and Amphetamines (Stimulants), Methamphetamine, Barbiturates (Sedatives) , Hallucinogens, Ecstasy, Marijuana , Stimulants

### **Module 2: Schizophrenia and other psychotic disorder hours**

**18**

Schizophrenia - Origins of the Schizophrenia Construct, Epidemiology, Clinical Picture- Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms. Subtypes of Schizophrenia, Other Psychotic Disorders - Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder , Brief Psychotic Disorder . Causal factors

### **Module 3: Mood Disorder hours**

**16**

Mood Disorders: Types of Mood Disorders. Unipolar Depressive Disorders -Major Depressive Disorder, Other Forms of Depression, Premenstrual Dysphoric Disorder , Dysthymic Disorder (Persistent Depressive Disorder). Bipolar and Related Disorders-Cyclothymic Disorder, Bipolar Disorders (I and II) .Causal Factors.

### **Module 4: Developmental disorders**

**12hour**

**s**

Attention-Deficit/Hyperactivity Disorder, Conduct Disorder, Autism Spectrum Disorder, Specific learning Disorders, Intellectual Disability. Causal factors

### **Reference**

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology

(16th ed.). U.S.A : Pearson Education, Inc.

- 2 Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10th ed.). Newyork : Harper Collins College Publishers.
- 3 Seligman, M. E. P., Walker, E. P. , & Rosenhan , D. L. (2001). *Abnormal Psychology* (4th ed.). Newyork : W. W. Norton & Company, Inc.
- 4 Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry* ( 11th ed.). U.S.A : Wolters Kluwer

**Objectives:**

- To familiarize the theoretical concept and research methods in applied Psychology.
- To give knowledge about application of Social Psychology in different areas like clinical, Educational, health and media.
- To understand the major social issues in India.

**Module 1: Foundations of Applied Social psychology 16 hours**

Social psychology and related disciplines. Applied social psychology: historical context. Social Psychological theories- cognitive dissonance theory, group think theory.

**Module 2: Applying Social psychology to Clinical and Counseling Psychology 16 hours**

Social psychological roots of social anxiety. Social psychological model of depression. Treatment and prevention- self presentation theory, hopelessness theory and biases in clinical decision making.

**Module 3: Applying Social psychology to the Media and Aggression 16 hours**

Consequence of viewing media violence- fear, aggressive thoughts. Effects of exposure to violent pornography. Reducing the harmful effects of exposure to violent sexual material. Effects of media influence on our thought. Aggression. Theoretical perspectives on aggression: role of biological factors, drive theories, modern theories of aggression. Determinants of aggression: social, personal, situational. Prevention and control of aggression.

**Module 4: Social problems in India and applying Social Psychology 16 hours**

The concept of social problems, characteristics, causes, types, stages in the development of social problems, and solving social problems. Brief description about the concept of poverty, unemployment, population explosion, child abuse and child labor

**REFERENCES**

1. Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderabad: Neelkamal Publications Pvt. Ltd.

2. Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi: Pearson Education.
3. Ram Ahuja (1999). *Social Problems in India*. Jaipur and New Delhi:  
Rawat Publications.
4. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage Publication.

**DEVELOPMENTAL PSYCHOLOGY –II****48 hours****Objectives:**

- To study emotional and social development of life span periods.
- To study the vocational development and adjustments in adulthood.
- To understand the period of late adulthood.

**Module 1: Emotional Development  
hours****12**

Emotion- types of emotions. Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Self development- role of family, parenting and peer relations in emotional development. Close relationships in adulthood. Adult life changes, marriage and family in adulthood.

**Module 2: Social Development  
hours****12**

Process of socialization from infancy to middle adulthood. Vygotsky's theory of social development - ZPD. Development of attachment: types, Bowlby's Ethological theory of attachment, Factors affecting attachment. Marital Life Style & Parenthood in Young Adulthood. Empty nest syndrome. Attraction, love and close relationships- adult marriage life. Moral development- theories: Piaget, Kohlberg.

**Module3: Vocational Development 12hours**

Vocational development and adjustment in early adulthood. Career, work and leisure in middle adulthood. Selecting a job, appraisal of vocational adjustment. Work life balancing. Vocational adjustment in Middle Adulthood-Changed working conditions that affect middle aged workers, conditions influencing vocational adjustment and satisfaction in middle age.

**Module 4: Late adulthood  
hours****12**

Characteristic of late adulthood. Gerontology. Physical –cognitive – language- and socio- emotional development in late adulthood. Development of personality and self. Family and relationships. Biological theories of ageing. Vocational adjustment

and adjustment to retirement in late adulthood. Facing death and loss: Psychological issues, Pattern of grieving, special losses.

## **REFERENCES**

1. Hurlock, Elizabeth.B(1996).*Developmental Psycholgy: A Life-Span Approach*. New Delhi: Tata McGraw Hill Publishing Company.
2. Papalia, Diane. E et.al(2004).*Human Development, 9<sup>th</sup> ed*. New Delhi. Tata McGraw Hill Publishing Company Limited.
3. Santrock, J. E (2007) *Child Development* (2<sup>nd</sup> end) New Delhi: Tata McGraw Hill Publishing Company

**LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.**

**48 hours**

**Objectives:**

- To promote life skill education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem

**Module 1 Introduction to life skills  
12hours**

. Life skill; Need and importance-definition and interpretation by WHO-Origin and development of concept of life skill.

**Module 2 Mother Skills, Survival skills and Communication skills 12 hours**

Mother skills: self awareness – development of self theories-assessment ; empathy.

Survival Skill: inter personal and intrapersonal orientations, interpersonal attraction & theories-skill to develop relations and resolve conflicts.

Effective communication: components of communication. Listening-verbal and non verbal skills.

**Module 3 Thinking Skills, Coping Skills 12 hours**

Thinking skills: Critical thinking & creative thinking and media thought. Negotiating skills: Decision making-problem solving.

Coping skills: Life skills for stress & time management; symptoms of anxiety-overcoming anxiety-goal setting and planning.

**Module 4 Life skill in different area 12 hours**

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups

(Adolescents, youth).

**References**

Hurlock,B.E. (2007). Developmental Psychology. New Delhi:Tata MC Graw Hill Publishing Co.Ltd

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage

Publishers Rajasenan ,U. (2010). Life skills,Personality and

Leadership.Chennai,RGNIYD

UNESCO and Indian Natotional Commission for Cooperation. (2001). Life skills in Non



formal Education;A Review. Paris.

UNESCO-<http://www.unesco.org>

Wadker,A.(2016).Life skills for success. Delhi:Sage Publications

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva

WHO-<http://www.who.int/en/>

**SEMESTER VI      PSY6B05      Credit : 3**

**ELECTIVES**

**Each student has to opt one elective among the following five courses**

1. PSY6B05-01 Organisational Behaviour
2. PSY6B05-02 Psychology of Criminal Behavior
3. PSY6B05-03 Positive Psychology
4. PSY6B05-04 Educational Psychology
5. PSY6B05-05 Cognitive Psychology

**ORGANIZATIONAL BEHAVIOUR****48 hours****Objectives:**

- To familiarize the concept of human Behaviour in Organizations
- To give knowledge about work-motivation, group, leadership and organizational culture

**MODULE1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR 12 hours**

The Concept of Organization – Need and Importance of Organizational Behaviour – Goals- Scope and Challenges of Organization - Organization Structure-Types – Organizational behaviour Models.

**MODULE 2: INDIVIDUAL BEHAVIOUR 12 hours**

Attitude – Characteristics – Components – Formation of attitude. Perception– Importance – Factors influencing perception – Interpersonal perception- Impression Management. Motivation - Meaning and types of Motivation, content theories and process theories.

**MODULE 3: GROUP BEHAVIOUR AND LEADERSHIP 12 hours**

Concept of groups - Basic groups- Theories of group formation. Communication - Processes of communication in organization-Functions of communication. Transactional Analysis. Leadership- Functions of a leader- Approaches to the study of leadership phenomenon.

**MODULE 4: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR 12 hours**

Meaning of conflict - The processes of conflict, Types and sources of conflict, Resolution of conflict. Meaning of stress- Work stressors - Consequences and management of stress- Balancing work and life. Organizational development – Characteristics –Objectives – Organizational effectiveness.

## **REFERENCES**

Robbins, S.P.(2005) *Essentials of Organizational Behaviour*, 8<sup>th</sup> ed. New Delhi: Prentice Hall India Pvt. Ltd.

Sharma, R.A.(2000) *Organizational Theory and Behaviour*, 2<sup>nd</sup> ed. New Delhi: Tata McGraw Hill Publishing Company Limited.

**PSYCHOLOGY OF CRIMINAL BEHAVIOR****48 hours****Objectives:**

- Mold youngsters with conceptual knowledge in Criminology.
- To enable the students to build up on their analytical skills in Criminology.

**MODULE 1: THEORY AND METHOD****12****hours**

Crime, Criminal law and Criminals-Theories of Crime-Foundations of Modern Criminology- Theories of

Crime-Radical, Situational, and Rationality perspectives-Getting a Line on Crime: The production and Use of Data.

**MODULE 2: CRIMES AND CRIMINAL OFFENDERS****12****hours**

Murder and Assault-Robbery: Theft by violence and varieties of non-violent-Occupational and Organized Crime- Public Order Crime.

**MODULE 3: CORRECTIONAL PSYCHOLOGY****12****hours**

Correction Psychology in Adult Setting- Psychological Assessment in Corrections-Treatment and Rehabilitation in Correctional Facilities- Juvenile Corrections.

**MODULE 4: FORENSIC PSYCHOLOGY****12****hours**

Definition- General Concepts- Special areas: Investigative Psychology-Police Psychology-Child Forensic Psychology-Forensic Psychology

**REFERENCES:**

Bartol, C.R & Bartol, A.M. (2004) *Forensic Psychology*. U.K: Sage Publications. Barlow, H.D (1987). *Introduction to Criminology*, Boston: Little Brown & Co.

Howtt (2002) *Forensic and Criminal Psychology*. London:

Prentice Hall. Dutta, R.K. (2003) *Crime against Women*. New

Delhi: Reference Press

Pognebin, M.R (2003) *Qualitative Approaches to Criminal Justice perspective from the field*. London: Sage Publications.

*Objectives*

- familiarize the important concepts in positive psychology
- To understand the importance of well being which allows people to understand what makes life worth living
- To give knowledge about the importance of factors contributing happiness

**MODULE 1: INTRODUCTION TO POSITIVE PSYCHOLOGY 12 hours**

What is positive psychology? Positive Psychology: assumptions, goals and definitions Eastern and western perspectives in positive psychology

**MODULE 2 : WELL-BEING 12 hours**

Well-Being: Definition, subjective and psychological well-being, perspectives on well-being: hedonic and eudaimonic, other theories of well-being.

**MODULE 3 : HOPE,OPTIMISM AND FLOW 12 hours**

Optimism, hope, mindfulness, expectationism, risk homeostasis theory, and time perspective, neurobiology of optimism. Flow: Self determination theory & intrinsic motivation, meta- motivational state and reversal theory. Resilience: sources of resilience, mindfulness meditation

**MODULE 4 : HAPPINESS 12 hours**

Positive emotions, positive & negative affectivity. Happiness : Measuring happiness, effect of happiness, causes of happiness, circumstances & happiness, happiness enhancement. Happiness across life span, gender & happiness, marriage & happiness, gender difference in the benefits of marriage, money, happiness and culture, close relationships and happiness

## **REFERENCES**

Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.

Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2<sup>nd</sup> edition). Sage publications India Pvt. Ltd, New Delhi.

Baumgardner S. & Crothers M. (2015). Positive Psychology. Dorling Kindersley ( India ) Pvt. Ltd. New Delhi



**EDUCATIONAL PSYCHOLOGY****48 hours****Objectives:**

- To promote an understanding of the application of Psychological principles in the process of education.
- To familiarise the students with the characteristics of normal and exceptional children.
- To provide the ways and methods of teaching and classroom management.

**Module 1: Educational Psychology** **10 hours**

Nature and Scope of Educational Psychology – Contribution of Piaget, Vygotsky, Skinner, Rogers and Maslow, Dewey, and Gardener on Education. .

**Module 2: Child Development and Learning** **10 hours**

Age-level characteristics and education – Physical, social, emotional and cognitive characteristics of Pre-school to Higher secondary students. Role of teacher in each stages of education.

Learning: Behavioural approach – Objectives of instruction – Mastery Learning – Behaviour modification techniques.

**Module 3: Motivation** **14 hours**

Behavioural, Cognitive and humanistic approaches of motivation – Implication of achievement motivation and attribution theories –Techniques for enhancing student motivation. Class room communication- verbal, non- verbal and unintended communication.

**Module 4: Educating Exceptional Children** **14 hours**

Education of Gifted Children, Juvenile delinquent, Learning Disabled , Mentally Retarded , Physically Disabled , Emotional and Behavioural Disordered. Role of special educator in dealing with exceptional children.

## **REFERENCES**

Bichler, R. F & Snowman, J (1990) *Psychology Applied to Teaching* (6<sup>th</sup> Edn) Boston: Houghton Mifflin Company.

Santrock, J.W. (2011). *Educational Psychology* (4<sup>th</sup> ed.). New Delhi: Tata

McGraw-Hill. Woolfolk, A (2004) *Educational Psychology* (9<sup>th</sup> Edn) Delhi:

Pearson Education.

Seifert, K.Sutton,R. (2009) *Educational Psychology* (2<sup>nd</sup> Edn).Zurich:Global Text.

**Objectives :**

- To familiarize the field of Cognitive Psychology
- To enable students to gain an understanding about the development of the field of Cognitive Psychology
- Create awareness about the current shading of the field.

**Module 1 : Introduction** **12**  
**hours**

Define cognitive Psychology, The domains of Cognitive Psychology, Paradigms of Cognitive Psychology: the information processing approach, connectionist approach, evolutionary approach

**Module 2 : History and methods** **12**  
**hours**

Brief history of Cognitive Psychology: Philosophical, Psychological, and Technological roots

Methods of tapping the mind: Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive neuroscience

**Module 3 :Basic processes in Cognition** **12**  
**hours**

Perceiving objects and recognizing patterns: Gestalt approaches, bottom –up processes, top down processes, Disruptions of perception

Memory: working memory and executive functioning

**Module 4: Representation and Organization of Knowledge** **12**  
**hours**

Concepts and categorization, theoretical descriptions of the nature of concepts, the nature of mental imagery, Mnemonics and memory codes

**References**

1. Galotti, M.K.,(2008).,Cognitive Psychology: Perception, Attention and Memory.,Wardworth: gengage learning.
2. Solso.L.R.,(2001).,Cognitive Psychology (6<sup>th</sup> Edn) .,Pearson Education Pte.Ltd,New Delhi.
3. Kellogg. T. R., (1997) ., Cognitive psychology., Sage Publications , New Delhi.

Sternberg R.J., (2007) ., Cognitive Psychology (5<sup>th</sup> edn) Delhi: Thomson wardsorth

**PART II**

1.Simple

reaction

time

2.Choice

reaction

time

3.Tracing

test

4.Steadine

ss tests

5.Finger

dexterity

6.Tweezer

dexterity

7. Conformity Behaviour

8. Social Maturity Scale

9. Self-expression Inventory

10. Parental Encouragement Scale

***Each student is required to conduct any 6 experiments from the above experiments and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem ) & Part II (VI Sem) will be made at the end of the sixth semester(PSY6B06).***

**References**

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

**PART II**

1. 16 PF
2. Weschler adult performance intelligence scale
3. Emotional Intelligence inventory
4. Aptitude Tests
5. IAS rating scale
6. Occupational stress inventory
7. Materialism spiritualism scale
8. Family relationship inventory
9. Risk taking scale
10. Study habit scale

***Each student is required to conduct a minimum of 6 tests from the above tests and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem ) & Part II (VI Sem) will be made at the end of the sixth semester(PSY6B07).***

**References**

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

**SEMESTER VI**

**PSY6B08**

**Credits: 2**

**PROJECT**

**32 hours**

**Pattern of evaluation of Project**

<b>External Evaluation</b>  <b>40 marks</b>		<b>Internal Evaluation</b>  <b>10 marks</b>	
Relevance of the topic, Statement of the Objectives	8 marks	Originality	2 marks
Reference, Bibliography, Presentation, quality of Analysis, Use of Statistical Tools	8 marks	Methodology	2 marks
Findings and Recommendations	12 marks	Scheme/ Organisation of the report	3 marks
Viva Voce	12 marks	Viva Voce	3 marks