

**KONGUNADU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS) COIMBATORE – 641 029**

Curriculum and Scheme of Examinations (CBCS)

(2021-2022 onwards)



DEPARTMENT OF PSYCHOLOGY (UG)

## **DEPARTMENT OF PSYCHOLOGY**

### **Vision:**

Assuring Global standard in psychological studies through traditional and holistic way.

### **Mission:**

- Promoting a foundation for the scientific understanding of behavior and mental process.
- Providing an enhanced learning with committed competency to apply to the real world situations.

### **PROGRAMME OUTCOME(PO)**

**PO1** To develop their skills through practical and theoretical knowledge of Psychology.

**PO2** To expertise students as psychologists to earn more and to contribute to the social development of the state and nation.

**PO3** To analyze the influence of psychology on individuals, organizations, and society, including ethical, legal, and social issues

**PO4** To enhance their skill to pursue higher education in various fields of psychology

**PO5** An ability to identify the problem, formulate case and its associated intervention in the area of clinical, counseling, educational and industrial settings.

**PO6** Ability to gain knowledge in the area of developmental psychology to understand the developmental problems

**PO7** Ability to conduct psychological experiment to understand the psychological components.

**PO8** Exhibit the ability to appreciate the values of others' culture, value, and background, follow the ethics, and work constructively with the team as a professional.

## **PROGRAMME SPECIFIC OUTCOME (PSO)**

**PSO1** Students will be able to understand the theories, major concepts and underpinning mechanisms, which explain human thought and behaviour pertain to specific and larger context.

**PSO2** Students will be able to locate, evaluate, and apply psychological information that strengthen the individual, group, community and build public policies

**PSO3** Students would gain competencies and professional skills for working and conducting research the field of clinical psychology, counselling and health psychology.

**PSO4** Assess and critically evaluate central ideas and assumptions comprehensively facilitating a research and analysis of data.

**PSO5** Students will be able to understand the nature of organizational psychology, it's contemporary trends, work related attributes and work motivation, different leadership styles in organization, concept of organizational stress and it's causes and management.

UPS 1

**KONGUNADU ARTS AND SCIENCE COLLEGE (AUTONOMOUS)**  
COIMBATORE – 641 029

Course Name :B.Sc Psychology

Curriculum and Scheme of Examination under CBCS

(Applicable to the students admitted during the Academic Year 2021-2022)

Semester	Part	Subject Code	Title of the Paper	Instruction hours/cycle	Exam. Marks			Duration of Exam (hours)	Credits
					CIA	ESE	TOTAL		
<b>I</b>	I	21TML101	Language I @	6	50	50	100	3	3
	II	21ENG101	English –I	6	50	50	100	3	3
	III	21UPS101	Core Paper 1 – General Psychology – I	5	50	50	100	3	4
	III	21UPS102	Core Paper 2 – Developmental Psychology-I	5	50	50	100	3	4
	III	21UPS1A1	Allied Paper 1 –Bio psychology- I	6	50	50	100	3	5
	IV	21EVS101	Environmental Studies **	2	-	50	50	3	2
	<b>Total</b>			<b>30</b>	-	-		-	<b>21</b>
<b>II</b>	I	21TML202	Language II@	6	50	50	100	3	3
	II	21ENG202	English –II	6	50	50	100	3	3
	III	21UPS203	Core Paper 3- General Psychology – II	5	50	50	100	3	4
	III	21UPS204	Core Paper 4 - Developmental Psychology-II	5	50	50	100	3	4
	III	21UPS2A2	Allied Paper 2 – Biopsychology – II	6	50	50	100	3	5
	IV	21VED201	Value Education- Moral and Ethics**	2	-	50	50	3	2
	<b>Total</b>			<b>30</b>	-	-		-	<b>21</b>
<b>III</b>	I	21TML303	Language III@	6	50	50	100	3	3
	II	21ENG303	English –III	6	50	50	100	3	3
	III	21UPS305	Core Paper 5–Abnormal Psychology– I	5	50	50	100	3	5
	III	21UPS3CL	Core Practical - Experimental Psychology – I	4	50	50	100	3	2
	III	21UPS3A3	Allied Paper 3– Psychological statistics	5	50	50	100	3	5
	IV	21UPS3S1	Skill Based subject 1- Counselling Psychology – I	2	50	50	100	2	3
	IV	21TBT301/ 21TAT301/ 21UHR3N1	Basic Tamil* / Advanced Tamil**/ Non-major elective- I**	2	-	75	75	3	2
	<b>Total</b>			<b>30</b>	-	-		-	<b>23</b>

UPS 2

IV	I	21TML404	Language IV @	6	50	50	100	3	3
	II	21ENG404	English –IV	6	50	50	100	3	3
	III	21UPS406	Core Paper 6 - Abnormal Psychology – II	5	50	50	100	3	5
	III	21UPS4CM	Core Practical - Experimental Psychology – II	4	50	50	100	3	2
	III	21UPS4A4	Allied Paper 4-Research Methodology	5	50	50	100	3	5
	IV	21UPS4S2	Skill Based subject 2- Counselling Psychology – II	2	50	50	100	3	3
	IV	21TBT402/ 21TAT402/ 21UWR4N2	Basic Tamil* / Advanced Tamil**/ Non-major elective- II**	2	-	75	75	3	2
	<b>Total</b>			<b>30</b>	-	-		-	<b>23</b>
V	III	21UPS507	Core Paper 7 - Social Psychology-I	5	50	50	100	3	5
	III	21UPS508	Core Paper 8–Industrial Psychology –I	5	50	50	100	3	4
	III	21UPS509	Core Paper 9– Health Psychology	5	50	50	100	3	4
	III	21UPS5CN	Core Practical - Experimental Psychology – III	4	50	50	100	3	2
	III	21UPS510	Core Paper 10 – Forensic Psychology	5	50	50	100	3	4
	III	21UPS5E1	Major Elective 1	4	50	50	100	3	5
	IV		<b>EDC</b>	2	50	50	100	3	3
	-	<b>21UPS5IT</b>	<b>Internship Training ****</b>	Grade					
<b>Total</b>				<b>30</b>	-	-		-	<b>27</b>
VI	III	21UPS611	Core Paper 11- Social Psychology-II	6	50	50	100	3	5
	III	21UPS612	Core Paper 12 - Industrial Psychology – II	6	50	50	100	3	4
	III	21UPS6CO	Core Practical - Experimental Psychology – IV	5	50	50	100	3	2
	III	21UPS6E2	Major Elective 2	5	50	50	100	3	5
	III	21UPS6Z1	#Project***	4	50	50	100	-	5
	IV	21UPS6S3	Skill Based Subject 3- Psychological Applications in Industry	2	25	25	50 @@	3	1
	IV	21UPS6NM ###	Project Based Learning: Advanced Platform Technology / Data Analytics & Visualization <a href="http://kb.naanmudhalvan.in/images/d/d1/Digital_Marketing.pdf">http://kb.naanmudhalvan.in/images/d/d1/Digital_Marketing.pdf</a>	2	25	25	50 ##		2
	<b>Total</b>			<b>30</b>	-	-		-	<b>24</b>
	V	21NCC/NSS/ YRC/PYE/E CC/RRC/ WEC101#	Extension Activities*	-	50	-	50	-	1
<b>Grand Total</b>				-	-	-	<b>3800</b>	-	<b>140</b>

**Note :**

CBCS – Choice Based Credit system    CIA – Continuous Internal Assessment  
ESE – End of Semester Examinations

### UPS 3

@ Tamil/Hindi/Malayalam/ French/ Sanskrit – 21TML/HIN/MLM/FRN/SAN101 - 404

@@ End semester examination will be conducted for 50 marks and the marks will be converted to 25 marks.

## Naan Mudhalvan Course: End of semester will be assessed by Industry for 25 marks and CIA will be done by the course teacher

### The course can be opted to suit the skill set requirement of the core domain from the courses provided by the Bharathiar University and the same may be intimated to the COE during the beginning of that particular semester.

\* - No End-of-Semester Examinations. Only Continuous Internal Assessment (CIA)

\*\* - No Continuous Internal Assessment (CIA). Only End-of-Semester Examinations (ESE)

\*\*\* Project Report – 35 marks; Viva voce – 15 marks; Internal-50 marks

\*\*\*\* The students shall undergo an Internship training / field work for a minimum period of 2 weeks at the end of the fourth semester during summer vacation and submit the report in the fifth semester. The report will be evaluated for 100 marks along with the internal viva voce by the respective Faculty. According to their marks, the grades will be awarded as given below.

Marks %	Grade
85 – 100	O
70 – 84	D
60 – 69	A
50 – 59	B
40 – 49	C
< 40	U (Reappear)

#### **Major Elective Papers (2 papers are to be chosen from the following 6 papers)**

1. Consumer Behaviour
2. Human Resource Management
3. Behaviour Modification
4. Sports Psychology
5. Guidance & Counselling Services
6. Psychology and Gender issues

#### **Non-Major Elective Papers**

1. Human Rights
2. Women's Rights
3. Consumer Affairs

#### **Sub.Code & Title of the Extra Departmental Course (EDC) :**

21UPS5X1 – Personality Assessment

**# List of Extension Activities:**

1. National Cadet Corps (NCC)
2. National Service Scheme (NSS)
3. Youth Red Cross (YRC)
4. Physical Education (PYE)
5. Eco Club (ECC)
6. Red Ribbon Club (RRC)
7. Women Empowerment Cell (WEC)

**Note:** In core/ allied subjects, no. of papers both theory and practical are included wherever applicable. However, the total credits and marks for core/allied subjects remain the same as stated below.

**Tally Table:**

S.No.	Part	Subject	Marks	Credits
1.	I	Language – Tamil/Hindi/Malayalam/ French/ Sanskrit	400	12
2.	II	English	400	12
3.	III	Core – Theory/Practical	1600	60
	III	Allied	400	20
		Electives/Project	300	15
4.	IV	Basic Tamil / Advanced Tamil (OR) Non-major electives	150	4
		Skill Based subject	300	9
		EDC	100	3
		Environmental Studies	50	2
		Value Education	50	2
5.	V	Extension Activities	50	1
		<b>Total</b>	<b>3800</b>	<b>140</b>

- 50% CIA is applicable to all subjects except JOC, COP and SWAYAM courses which are considered as extra credit courses.
- The students to complete any **MOOC On learning platforms like SWAYAM, NPTEL, Course era, IIT Bombay Spoken Tutorial etc.**, before the completion of the 5<sup>th</sup> semester and the course completion certificate should be submitted through the HOD to the Controller of Examinations. Extra credits will be given to the candidates who have successfully completed.
- A **Field Trip** preferably relevant to the course should be undertaken every year.

**Components of Continuous Internal Assessment**

Components		Marks	Total
Theory			
CIA I	75	(75+75) converted to 30	50
CIA II	75		
Problem based Assignment**		10	
Attendance		5	
Others*		5	
Theory			
CIA I	75	(50+50) Converted to 15	25
CIA II	75		
Assignment/Seminar		5	
Attendance		5	
Practical			
CIA Practical		(50) converted to 30	50
Observation Notebook			
Attendance		5	
Project			
Review		45	50
Regularity		5	

\* Class Participation, Case Studies Presentation, Field Work, Field Survey, Group Discussion, Term Paper, Workshop/Conference Participation. Presentation of Papers in Conferences, Quiz, Report/Content writing. Etc.

\*\* Two Assignments to be given. (Each 5 marks).

**BLOOM'S TAXONOMY BASED ASSESSMENT PATTERN**

(K1-Remembering;K2-Understanding;K3-Appling;K4-Analyzing;K5-Evaluating)

**Theory Examination – Part I, II & III**

i) CIA I & II and ESE: 75 Marks

Knowledge Level	Section	Marks	Description	Total
K1 Q1 to 10	A (Answer all)	10 x 1 = 10	MCQ	75**
K1 – K5 Q11 to 15	B (either or type)	5 x 5= 25	Short Answers	
K2 – K5 Q16 to 20	C (either or type)	5 x 8 = 40	Descriptive / Detailed	

**\*\*For ESE 75 marks converted to 50 marks.**



**CIA I & II and ESE: 50 Marks**

<b>Knowledge Level</b>	<b>Section</b>	<b>Marks</b>	<b>Description</b>	<b>Total</b>
K1 Q1 to 10	A (Answer all)	10 x 1 = 10	MCQ	50**
K1 – K5 Q11 to 15	B (Either or pattern)	5 x 3 = 15	Short Answers	
K2 – K5 Q16 to 20	C (Either or pattern)	5 x 5 = 25	Descriptive / Detailed	

**\*\*For ESE 50 marks converted to 25 marks.**

**ESE Practical Examination:**

Knowledge Level	Section	Marks	Total
K3	Experiments	45	50
K4		05	
K5	Record Work		

**ESE Project Viva Voce:**

Knowledge Level	Section	Marks	Total
K3	Project Report	35	50
K4		15	
K5	Viva voce		

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 1 – General Psychology – I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	I	5	75	4

**Course Objectives**

1. To understand the definition and history of Psychology
2. To know the meaning and perspective of psychology
3. To comprehend the basics of Sensation & Perception

**Course Outcomes (CO)**

At the end of the course, the students will be able to

K1 to K5	CO1	Understand the concept and scope of psychology
	CO2	To gain the knowledge about sensation and perception in psychology.
	CO3	To understand different models of human behavior based on Psychology
	CO4	To gain the knowledge about the nature of consciousness
	CO5	Apply learning principles to everyday life

**UNIT I****(14 Hours)****Introducing psychology**

What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics, Development of psychology in India

Branches of psychology- Scope of psychology- Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines

**UNIT II****(15 Hours)****Experimentation and critical thinking in Psychology**

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

How to evaluate claims of human behaviour ? Pseudo – psychologies – palmistry, astrology, graphology, Ouija board etc. How do they work? How to evaluate popular psychology news? Developing critical thinking abilities.

**UNIT III****(16 Hours)****Sensation and Perception**

Sense modalities, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd) Attention– factors affecting attention – subjective and objective factors Selective attention, Phenomena associated with attention – \*span of attention, division of attention, distraction of attention.

Perception, Subliminal perception. Perceptual set, Perceptual defense. Perceptual organization. Gestalt principles Perception of depth, space and distance: monocular and binocular cues. Perceptual styles Perceptual constancies Color perception – color theories- Illusions of different types. Habituation, Extra sensory perception – critical view. Enhancing perceptual accuracy.

**UNIT-IV****(16 Hours)****Mind, Consciousness and altered states**

Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circadian Rhythm, Sleep cycle, Stages of sleep.

Altered states: Lucid dreaming, Hypnosis- facts and myths, \*meditation, Hallucinations, Religious ecstasy, drug induced states.

**UNIT V****(14 Hours)****Learning**

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. \*Behavior modification.

Types of learning- Verbal learning. Social and cognitive learning: \*Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. Improving learning-Economy in learning.

\* denotes Self study

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion
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**Text Books**

1. Baron, R.A. (2004), **“Psychology”**, 5th ed. New Delhi: Pearson Education.
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993), **“Introduction to Psychology”**, 7th ed. New Delhi: Tata McGraw Hill.

**Reference Books**

1. Lee, J A (2010), **” The Scientific Endeavour”**. New Delhi. Pearson
2. Mishra, B. K. (2008), **” Psychology: The study of human behaviour”**, New Delhi: Prentice Hall of India.
3. Weiten, W. (2002), **”Psychology: Themes and variations”**, 5th ed. New York: Brooks/Cole Publishing Co.
4. Richard J. Gerrig & Philip G. Zimbardo (2002), **” Psychology and life “**, 16<sup>th</sup> edition, USA: Allyn & Bacon publishers.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	M	H	M
<b>CO2</b>	S	H	M	S	H
<b>CO3</b>	H	S	M	M	H
<b>CO4</b>	S	H	S	H	S
<b>CO5</b>	S	M	M	M	S
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 2 – Developmental Psychology-I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	I	5	75	4

### Course Objectives

1. To gain the knowledge about the life span development and historical perspective
2. To understand the physical development in Puberty
3. To know the stages of cognitive development
4. To learn the emotions of infancy, childhood and adulthood period

### Course Outcomes (CO)

K1 to K5	CO1	Students are able to understand the importance of Life span development
	CO2	Understanding the physical development of childhood
	CO3	To know the cognitive development of infancy to adulthood
	CO4	To analyse the Piagets and Kohlbergs Theory
	CO5	Summarize and point out factors that drive human behavior

### UNIT I

(15 Hours)

#### Introduction to Life Span Development

Introduction. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study. Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation.

### UNIT II

(14 Hours)

#### Prenatal Development

Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.

### UNIT III

(16 Hours)

#### Physical Development

Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception) Height and weight in infancy and childhood. Gross and fine motor skills. Handedness Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.

**UNIT IV****(16 Hours)****Cognitive Development**

Stages of cognitive development- sensory motor stage- object permanence- preoperational stage- intuitive thought- concrete operations- semantics- pragmatics.

\*Language development - How language develops- babbling- two word utterance- advances in early, middle and late childhood- metalinguistic awareness.

**Unit V: Emotional Development****(14 Hours)**

Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates.

Theories of attachment- \* care giving and attachment Moral development- Piaget's and Kohlberg's theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self-control- Empathy- Moral characters.

\* denotes Self study

**Teaching Methods**

Smart classroom / PowerPoint presentation / Seminar / Quiz / Discussion

**Text Books:**

1. Hurlock, E.B (1996) "**Developmental Psychology-A Life span Approach**"

New Delhi : Tata McGraw Hill Publishing Company

**Reference Books**

1. Berk, L.E (2003) , "**Child Development**", (3rd ed). New Delhi: Pearson Education Pvt Ltd

2. Hurlock, E.B (1978) , "**Child Development**", (6<sup>th</sup> ed.) London: McGraw Hill Book Company

3. Papalia, D.E et.al (2004), "**Human Development**", (9th Ed). New Delhi: Tata

McGrawHill Publishing Company

4. Santrock, J.E (2007), "**Child Development**", (2nd end) New Delhi: Tata

McGrawHill Publishing Company

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	M	H	H
<b>CO2</b>	M	H	S	H	M
<b>CO3</b>	H	M	M	S	S
<b>CO4</b>	M	M	S	S	S
<b>CO5</b>	H	H	M	M	L

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Allied Paper 1 - Bio Psychology - I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	I	6	90	5

### Course Objectives

- 1.To understand the relationship between the body, mind and the brain.
2. To explain the biological foundations of behavior, including theories, history, and research methods.
3. Understand the evolution and development of the nervous system.
4. To learn the structures and functions that underlie sensation, perception, and motor control.

### Course Outcomes (CO)

K1 to K5	CO1	To remember process of signaling between nerve cells including chemical neurotransmitters
	CO2	Understand anatomy and functions of the basic cell of the nervous system
	CO3	To analysis the role of neurotransmitters in human functioning
	CO4	Able to evaluate basic brain structures and functional neural systems
	CO5	Describe the biological underpinnings of cognition and socioemotional functioning

### UNIT I

(18 Hours)

#### Introduction to Biopsychology

Understanding human consciousness: A Physiological approach. Nature of Physiological approach: Goals of Research, Biological roots of Physiological Psychology. Natural selection and evolution: Functionalism and Inheritance of Traits, Evolution of human species, evolution of large brains. Ethical issues in research with animals. Careers in neuroscience.

### UNIT II

(18 Hours)

#### Nervous System

Cells of the Nervous System: Neurons, supporting cells. Neural Communication: Measuring electrical potentials of axons, Membrane potential, The action potential and its conduction. Communication between neurons- Non-synaptic communication.

### UNIT III

(18 Hours)

#### The Structure of the Nervous System

Basic feature of the Nervous System. The central nervous system: its development, The forebrain, The midbrain, The hindbrain, The spinal cord. The Peripheral Nervous System: Spinal nerves, cranial nerves, the autonomic nervous system.

**UNIT IV****(18 Hours)****Methods and Strategies of Research in Biopsychology**

Experimental ablation: Evaluating the behavioural effects of brain damage, producing brain lesions. Stereotaxic surgery, Histological methods, Tracing neural connections, Study of the living human brain. Recording and stimulating neural activity: neural activity, metabolic and synaptic activity, measuring brain's secretions, Stimulating neural activity, behavioural effects of electrical brain stimulation. Neurochemical methods-Genetic methods

**UNIT V****(18 Hours)****Psychobiology of Sensory Systems**

Psychobiology of Sensory Systems: Anatomy of the visual system: The eyes, Photoreceptors. Connections between eye and brain. Audition: The stimulus, Anatomy of the ear, Auditory hair cells and the transduction of auditory information. Somatosenses-Gustation Olfaction

\* denotes Self study

**Teaching Methods**

Smart Classroom / Powerpoint Presentation / Seminar / Quiz / Discussion
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**Text Book**

1. Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc
2. Pineal, J. P. J. (2006), "Biopsychology" (6<sup>th</sup> Ed.), India, DorlingKindersley.
3. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole

**Reference Books**

- 1 Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	H	H	H
<b>CO2</b>	S	H	S	H	H
<b>CO3</b>	H	M	H	S	S
<b>CO4</b>	M	M	S	S	H
<b>CO5</b>	M	H	M	M	M

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 3- General Psychology II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	II	5	75	4

**Course Objectives**

1. To learn the concept of Long term memory and short term memory
2. To develop the ability of thinking and Language
3. To understand the theory of Emotions

**Course Outcomes (CO)**

K1 to K5	CO1	Understanding the concept of Emotions
	CO2	Memory, its stages and functions and strategies to improve memory
	CO3	To learn the concept of emotional intelligence
	CO4	Critically analyze approaches to the study of personality and its measurement
	CO5	Understand and apply the process of encoding ,storing and retrieval of information

**UNIT I****(15 Hours)****Memory**

Encoding, storage and retrieval processes. Sensory, short term and long term memories. Organizing information-Chunking, Hierarchies. Information processing model of memory, Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. \*Measuring memory: recall, recognition, relearning, and integration. Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Goodsleep.

**UNIT II****(14 Hours)****Thinking and language**

Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammar. Language and thought. Reasoning: deductive and inductive. \*Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity. Convergent and divergent thinking, Stages in creativity. Decision making: Using and misusing heuristics, Belief perseverance phenomenon, \*Overconfidence.

**UNIT III****(16 Hours)****Motivation And Emotion**

Definition of motivation, Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation, Need to belong, Levels of arousal, Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis Cognition and emotion.



**UNIT IV****(16 Hours)****Intelligence**

Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences, PASS model. Relationship of intelligence with Creativity  
 Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: \* heredity and environment. Emotional intelligence.

**UNIT V****(14 Hours)****Personality**

Self-concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.

\* denotes Self study

**Teaching Methods**

Smart Classroom / Powerpoint Presentation / Seminar / Quiz / Discussion

**Text Books:**

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Myers, D.G. (2010). *Psychology* 9<sup>th</sup> edition. New York, Worth publishers

**References Books**

1. Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7th ed. New York: McGraw Hill Inc.
2. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
3. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Delhi: Tata McGraw Hill.
4. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	H	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	M	M	S
<b>CO4</b>	M	S	S	S	S
<b>CO5</b>	H	H	M	M	M
<b>S – Strong</b>	<b>H – High</b>	<b>M – Medium</b>	<b>L – Low</b>		

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 4 - Developmental Psychology II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	II	5	75	4

**Course Objectives**

1. To understand the characteristics of early and late childhood.
2. To know the physical change in adolescence
3. To learn about the characteristics of middle age and hazards of old age

**Course Outcomes (CO)**

K2 to K5	CO1	Understanding the characteristics of early and late childhood
	CO2	Understanding the development task of adolescence
	CO3	To know about the family adjustment and marital adjustment in adulthood
	CO4	List and describe critical biological changes during adolescence
	CO5	To learn adjustment to retirement and coping with family life

**UNIT I****(15 Hours)**

**Childhood:** Introduction- Characteristics of Early & Late Childhood- Speech Improvement in Childhood, Emotional Expression in Childhood, Social Behavior in Childhood, \* Moral development in Childhood, Hazards of Childhood

**UNIT II****(16 Hours)****Adolescence:**

Introduction- Characteristics of Adolescence, Development Tasks of Adolescence, Physical change in Adolescence, Social and Morality Change in Adolescence, Sex- Role typing in Adolescence, Family Relationships in Adolescence, Physical & Psychological Hazards of Adolescence

**UNIT III****(14 Hours)****Adulthood:**

Introduction- Characteristics of Early & Late Adulthood- Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood, \*Hazards of Adulthood

**UNIT IV****(16 Hours)****Middle Age:**

Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment, Hazards of Middle Age

**UNIT V****(14 Hours)****Old Age:**

Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, ,Adjustment to Retirement, Coping with Family Life, \* Hazards of Old Age

\* denotes Self study

**Teaching Methods**

Smart Classroom / Powerpoint Presentation / Seminar / Quiz / Discussion

**Text Books:**

1. Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5<sup>th</sup> ed.) New Delhi: Tata McGraw Hill PublishingCompany
2. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education PvtLtd

**ReferenceBooks**

1. Hurlock, E.B (1978) Child Development (6<sup>th</sup> ed.) London: McGraw Hill BookCompany
2. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGrawHill PublishingCompany
3. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGrawHill PublishingCompany

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	M
<b>CO2</b>	M	H	M	S	H
<b>CO3</b>	H	S	M	S	S
<b>CO4</b>	M	M	S	M	M
<b>CO5</b>	H	H	M	M	S

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper:		Allied Paper 2 - Bio Psychology - II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	II	6	90	5

### Course Objectives

- 1.To understand the importance of physiology of emotion
2. To explain the physiology basis of learning
3. To understand the physiology basis of memory
4. To explain the influence of stress, drug – intake on the brain functioning

### Course Outcomes (CO)

K1 to K5	CO1	Recall the influence of brain over various physiological human motives
	CO2	Identify the importance of brain damage and various disorders related to human brain
	CO3	Examine the role of limbic system in managing human emotions
	CO4	Illustrate the role of left cerebral hemisphere in decision making
	CO5	Analyze the impact of neural degeneration in an individual

### UNIT I

**(18 Hours)**

#### Physiology of Emotions

Physiology of Emotions – Emotion as response patterns: Fear, Anger and Aggression Hormonal control of aggressive behavior. Communication of emotions: Facial expression emotions.

Neural basis of the communication of emotions. Feelings of Emotions.

### UNIT II

**(18 Hours)**

#### Physiological basis of Learning

Physiological basis of Learning: The nature of learning. Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors. Mechanisms of synaptic plasticity, Long term depression. Perceptual learning.

Physiology of Classical conditioning - Physiology of instrumental conditioning

### UNIT III

**(18 Hours)**

#### Physiological basis of Memory

Physiological basis of Memory: Relational learning. Human anterograde amnesia: Basic description- Spared learning abilities – Declarative and nondeclarative memories. Anatomy of anterograde amnesia.

Failure of relational learning – Role of hippocampal formation in spatial memory. Relational learning in laboratory animals.

**UNIT IV****(18 Hours)****Physiology of Reproductive Behaviour**

Physiology of Reproductive Behaviour: Hormonal control of sexual behavior: female reproductive cycles. Hormonal control of sexual behavior of laboratory animals. Androgens and behavior: Masculinization and defeminization.

Effects of pheromones-Human sexual behavior-Sexual orientation. Neural control of sexual behavior-Parental behaviour

**UNIT V****(18 Hours)****Neurological Disorders**

Neurological Disorders: Tumors –Seizure disorders – Cerebrovascular accidents. Disorders of development.

Degenerative disorders: Transmissible spongiform encephalopathies, Parkinson's disease Huntington's disease, Alzheimer's disease, Multiple sclerosis. Disorders caused by infectious diseases.

**\* denotes Self study**

**Teaching Methods**

Smart Classroom / Powerpoint Presentation / Seminar / Quiz / Discussion

**Text Book**

1. Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc
2. Pineal, J. P. J. (2006), "Biopsychology" (6<sup>th</sup> Ed.), India, DorlingKindersley.

**Reference Books**

- 1 Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc
3. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education
4. Gerrig, R. J & Zimbardo, P. G. (2002). Psychology and life (16th Ed). USA: Allyn & Bacon publishers

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	M	H	H	S	M
<b>CO3</b>	H	S	S	M	S
<b>CO4</b>	M	M	H	S	M
<b>CO5</b>	H	H	M	M	S
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 5 – Abnormal Psychology - I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	III	5	75	5

### Course Objectives

- 1.To learn the historical antecedents to modern understandings of abnormal behavior.
2. Describe the major classes and characteristics of psychological disorders
3. Know the primary treatments for psychological disorders

### Course Outcomes (CO)

K1 to K5	CO1	To understand the historical background and paradigms of abnormal behavior
	CO2	Understand abnormal behaviour patterns and apply the knowledge to assessment .diagnosis and classification systems
	CO3	Design, conduct, or evaluate treatment process
	CO4	Evaluate psychological research relevant to the study of abnormal behavior
	CO5	Apply the contemporary theories and research related to causes and treatments of psychological disorders

### Unit 1: Introduction and Paradigms in Abnormality (14 hours)

Range of Abnormal behavior- triggers, stigma and adaptive and Maladaptive behavior- Historical background- Epidemiology of Maladaptive Behaviour . Theoretical perspectives on Maladaptive Behaviour .

Biological perspective- Psychodynamic- Behavioural- \*Cognitive- Humanistic- Existential- Community- Cultural Perspective- Interactional approach

### Unit 2: Classification and Assessment (15 hours)

Classification: Advantages and Disadvantages- Vulnerability- Resilience- Coping- Multiaxial Approach- DSM IV TR- Major Diagnostic Categories- Evaluation

Assessment: Basis of Classification – Interview- Intelligence tests- Neuropsychological tests- Personality- Behavioural and Cognitive Assessment- Relational and Bodily assessment

### Unit 3: Stress, Coping and Maladaptive Behaviour (16-hours)

Stress and Coping- Coping Skills- Process- Social Support- Stressful Situations and Life transitions \*Clinical Reactions to Stress- Adjustment Disorder- Acute Stress disorder- Dissociative Disorder- Treating Stress related Problems

**Unit 4: Anxiety Disorders**

(16 hours)

Generalized Anxiety Disorder- Panic Disorder- Phobias- Obsessive Compulsive Disorder- Post traumatic Stress Disorder. Interpreting and Treating Anxiety disorders

**Unit 5: Bodily Maladaptations**

(14 hours)

Biopsychosocial Model- Stress and Illness- Eating disorders- Sleep disorders- psychophysiological disorders- diagnostic dilemmas

Disorders of Bodily preoccupation- Somatoform disorders

\* denotes Self study

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion
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**Reference Book:**

Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11<sup>th</sup> Edition: New Delhi: Prentice Hall of India.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	M	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	S	H	L
<b>CO4</b>	M	S	H	S	S
<b>CO5</b>	H	H	M	M	M
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Practical - Experimental Psychology I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	III	4	60	2

### Course Objectives

1. To enable students to understand the experimental approach in scientific investigation.
2. To develop the structured report writing skill of the experiments.
3. To enable students to identify and apply appropriate experimental tests according to the requirements

### Course Outcomes (CO)

K1 to K5	CO1	Experiment with testing human capacities such as sensory , perception and attention
	CO2	Relate the acquired knowledge of psychological processes to the method employed in testing
	CO3	Demonstrate understanding of how psychological processes can be established objectively
	CO4	To become proficient in measuring sensory dimensions of human behaviour
	CO5	Make observation, interpret and use the data obtained from measurement to analyze individual differences in human capacities

Suggestion (10 hours)

Size Weight Illusion box (22 weights)

Progressive Weight Box

Two Hand Coordination with error counter

Suggestible Questions

Association (14 hours)

Free Association Test (Word list method)

Free Association Test (Chain method)

Colour Preference Apparatus

Sensory and Motor Test (10 hours)

Finger Maze Apparatus

Finger Dexterity Board with Pins

Tweezers Dexterity Board with Pins

Minnesota Rate of Manipulation test (MRMT)



Attention (12 hours)

Division of Attention Board with reset 6 digit impulse counter

Clerical Aptitude Scale

Tachitoscope apparatus with Cards

Cutaneous Sense Spot Test

Perception (14 hours)

Depth Perception Apparatus

Size Constancy Apparatus

Kinesthetic Figural After Effect

Muller Lyre Apparatus with Stand

### References

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot
4. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
5. Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

### Teaching Methods

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion

### MAPPING

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	S	S	S	H
<b>CO2</b>	M	H	S	H	H
<b>CO3</b>	H	M	H	S	S
<b>CO4</b>	M	M	S	S	S
<b>CO5</b>	M	H	S	M	S
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper :		Allied paper 3 : Psychological Statistics		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	III	5	75	5

### Course Objectives

1. To give basic knowledge about statistical concepts.
2. To solve the social problems using various statistical techniques.
3. To provide knowledge and skills to select and conduct appropriate statistical tests for psychological research.

### Course Outcomes (CO)

K1 to K4	CO1	Select appropriate Statistical techniques for summarizing and displaying social science data.
	CO2	Interpret measures of central tendency and formulate percentile by arranging the data from smallest to largest.
	CO3	Identify and carryout variations in sociological problems.
	CO4	Analyze and interpret the variance form ANOVA output.
	CO5	Evaluate the skills to select the appropriate tools for psychological research

### UNIT I

(15 Hours)

Introduction Meaning and Definition of Statistics – Nature and Scope of Statistics – Uses and Limitations of Statistics – Application of Statistics in Psychology - Meaning and Definition of variable – Dependent variable – Independent variable – Descriptive Statistics – Inferential Statistics

### UNIT II

(15 Hours)

Organization of Data: Introduction – Meaning of Enquiry – Planning and Designing of Enquiry – Primary Data – Secondary Data – Framing a schedule – Classification and Tabulation of Data – Frequency Distribution. Diagrammatic and Graphical Representation of Data.

### UNIT III

(15 Hours)

Measures of Central Tendency: Meaning and Purpose of Measures of Central Tendency - Characteristics and Types of Measures – Characteristics and Uses of Mean, Median and Mode – Computation of Mean, Median and Mode .Meaning, Purpose and Uses of Percentiles and Percentile Ranks.

### UNIT IV

(15 Hours)

Measures of Variability: Concept of Variability – Meaning and Importance of Variability – Range - Quartile Deviations – Mean Deviation – Standard Deviation – Computation and Uses – Application in Psychology.

**UNIT V****(15 Hours)**

Parametric and Non-parametric Tests: Meaning, purpose and assumptions of Analysis of variance – One way ANOVA – Meaning and assumptions of distribution free statistics – Chi square. Meaning and Characteristics of Correlation – Types of Correlation – Person's Product Moment Correlation – Spearman's Rank order Correlation

\* denotes Self Study (Questions for Examination may be taken from the Self Study Portion also).

**Teaching Methods**

Chalk and Talk, Power point Presentations, Seminar, Assignment, Smart Class Room

**Text Book:**

1. Garrett, H.E. (2004). Statistics in Psychology and Education, 6<sup>th</sup> Edition, New Delhi: Paragon International Publishers.
2. Guilford, J.P., and Fruchter. (1987). Fundamental Statistics in Psychology and Education, 6<sup>th</sup> Edition, Singapore: McGraw Hill.
3. Mangal, S.K. (2004). Statistics in Psychology and Education, 2<sup>th</sup> Edition, New Delhi: Prentice Hall.
4. Girija, M., Sasikala, L., and Girija. (2004). Introduction to Statistics, 1<sup>st</sup> Edition, New Delhi: Vrinda Publications.
5. Bhandarkar, K.M. (2006). Statistics in Education, 1<sup>st</sup> Edition, Hyderabad: Neelkamal.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	M	M	M	S	H
<b>CO2</b>	H	H	S	M	S
<b>CO3</b>	S	M	M	H	M
<b>CO4</b>	H	S	H	S	H
<b>CO5</b>	H	M	S	S	M

S - Strong;

H-High;

M-Medium;

L-Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 6 - Abnormal Psychology - II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	IV	5	75	5

**Course Objectives**

- 1.To understand the maladaptive behavior in humans
2. To explain the causes and risk factors of psychiatry disorders
3. To understand the types of personality disorders
4. To explain the treatment and therapeutic approaches

**Course Outcomes (CO)**

K1 to K5	CO1	Define the experience of anxiety and related disorders in an individual
	CO2	Outline the disorders of sexual variance and cognitive impairment
	CO3	Identify the spectrum disorders of schizophrenia
	CO4	Identify the bipolar tendencies experienced by an individual
	CO5	Examine the various forms of therapies and their effectiveness

**Unit 1: Mood Disorders****(15 hours)**

Mood disorders- Depression vulnerability factors-Depressive disorders- Causes and treatment of depression Bipolar disorders- Causes and treatment-\* Suicide and prevention of suicide

**Unit 2: Personality disorders****(15 hours)**

Classifying personality disorders- odd or eccentric behavior- dramatic, emotional or erratic behavior- anxious or fearful behavior- treatment of personality disorder

**Unit 3: Sexual disorders****(15 hours)**

Changing views of sexual behaviour- sexual dysfunction types and treatment- gender identity disorder- paraphilias- sexual victimization.

**Unit 4: Schizophrenia and other psychotic disorders****(15 hours)**

\*Psychotic disorders- Schizophrenia- subtypes- positive and negative symptoms- development of schizophrenia- vulnerability- therapeutic approaches- other psychotic disorders

**Unit 5: Cognitive impairment disorders****(15 hours)**

Vulnerability to brain disorders- delirium tremens- dementia- \*cognitive impairment disorders  
 Disorders of childhood and adolescence- externalizing and internalizing disorders- pervasive developmental disorders

\* denotes Self study

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion

**Reference Book:**

Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11<sup>th</sup> Edition: New Delhi: Prentice Hall of India.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	H	H	M	S	H
<b>CO3</b>	H	M	S	M	S
<b>CO4</b>	M	M	S	M	L
<b>CO5</b>	H	H	M	M	S
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Practical - Experimental Psychology II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	IV	4	60	2

**Course Objectives**

- 1.To provide students with practical exposure.
2. To assess, apply and interpret various questionnaires.
3. To understand the various types of test related to perception.
4. To explain the motivation analysis test

**Course Outcomes (CO)**

K1 to K5	CO1	To assess the various emotion pattern of an individual
	CO2	To evaluate the reaction time of an individual
	CO3	To analyze the need pattern of social motive
	CO4	To analyze the learning process of an individual
	CO5	To analyze the learning process of an individual

Feeling and Emotion

Judging Emotions from Photographs

Motivation

Motivation Analysis Test

Need Pattern Scale

Social Motive Scale

Achievement Motivation Scale

Reaction Time

Simple Reaction Time Apparatus

Choice Reaction Time Apparatus

Association Reaction Time Apparatus

Discrimination Time Reaction Time Apparatus

Learning

Maze Learning Apparatus

Winking Reflex Apparatus Air/Puff Apparatus

Retroactive Inhibition (Effect of Interpolated Activities on Previous Learning)

Card Sorting Tray with Cards for Habit Interference

Imagination

Vividness of Imagery

Thinking and Problem Solving Concept Formation (Yerkes's Multiple Choice Apparatus)

Problem Solving Ability Test (**L.N. Dubey**)

Passi-Usha Test of Creative Problem Solving

Test of Thinking Strategies (**Smriti Swarup and D.H. Mehta Swarup Mehta**)

### Teaching Methods

Smart classroom / Power point presentation / Seminar / Quiz / Discussion
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### References

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot
4. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
5. Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

### MAPPING

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	H	H	H
<b>CO2</b>	M	H	H	M	H
<b>CO3</b>	H	M	S	S	S
<b>CO4</b>	M	M	S	M	S
<b>CO5</b>	H	L	M	M	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper :		Allied paper 4 : Research Methodology		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	IV	5	75	5

### Course Objectives

1. To give basic knowledge about research and its methodologies.
2. To identify the concepts and procedures of sampling, data collection, analysis and reporting.
3. To develop an understanding of various research designs and techniques.

### Course Outcomes (CO)

K1 to K5	CO1	Select and define appropriate research problem and parameters.
	CO2	Understand the concepts of sampling, error and its degrees of freedom.
	CO3	Identify various sources of information for data collection.
	CO4	Analyze, explain, compare and prepare key elements of a research report.
	CO5	Evaluating Various research designs and techniques in different field of psychology

### UNIT I

**(15 Hours)**

Introduction: Objectives, importance, characteristics and utility of research. Defining research problems, sources of research ideas, developing good research questions Ethical consideration in Psychological research.

### UNIT II

**(15 Hours)**

Testing of Hypothesis: Hypothesis meaning of statistical inference, Population and Sample, Sampling distribution Standard Errors of Mean, Degrees of freedom.

Computation and interpretation of t-values, Level of significance, Type I and Type II Errors.

### UNIT III

**(15 Hours)**

Research Design: Meaning, Need and characteristics of Good Design, Internal and External Validity: Need for sampling, Types and implications of sampling.

### UNIT IV

**(15 Hours)**

Data Collection: Meaning and Importance of Data, Types of Data: Primary and Secondary Data. Methods of Data Collection: Observation Method, Interview Method and Questionnaire Method, Experimental method- Collection of Secondary data.



**UNIT V****(15 Hours)**

Analysis and Report Writing: Statistical techniques for Data Analysis, Uses of Statistical software packages. Techniques of Data presentation and interpretation. Steps involved in report writing, APA writing style.

\* Denotes Self Study (Questions for Examination may be taken from the Self Study Portion also).

**Teaching Methods**

Chalk and Talk, Power point Presentations, Seminar, Assignment, Smart Class Room

**Text Book:**

1. Kenneth, B.S., & Bruce, A. B. (2001). Research Design and Methods: A Process Approach, 5<sup>th</sup> Edition, McGraw Hill.
2. Kothari, C. R. (2007). Research Methodology: Methods and Techniques, 2<sup>nd</sup> Edition, New Age International Publishers.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	S	M	S	S	H
<b>CO2</b>	M	H	S	M	S
<b>CO3</b>	S	M	M	H	M
<b>CO4</b>	H	S	H	S	H
<b>CO5</b>	H	H	M	H	L

S - Strong;

H-High;

M-Medium;

L-Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 7 - Social Psychology I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	V	5	75	5

### Course Objectives

1. Introduce the students to the discipline of social psychology and highlight the influences of various perspectives on it.
2. Understand the relationship between attitude and behavior and thereby enable them to predict social behavior.
3. Gain knowledge about various sources of prejudice and thereby devise techniques to reduce prejudice.

### Course Outcomes (CO)

K1 to K5	CO1	Understanding the roots of Social Psychology
	CO2	Enhancing the non-verbal communication skills
	CO3	Analyze reasons for being with and deviating from the group
	CO4	Understand human behaviour in social setting
	CO5	Able to evaluate of ourselves

#### Unit – I: An Introduction To Social Psychology (14 hours)

Definition - The Boundaries of Social Psychology - The roots of Social Psychology - The Future of Social Psychology - Research in Social Psychology: Theories and Hypotheses, Experimental Research, Correlation Research

#### Unit – II: Perceiving And Understanding Others (15 hours)

\*Non verbal communication-Attribution: Situational and Dispositional Causes - Theories of Attribution: Jones and Davis's Theory - Kelley's Theory –Impression formation and impression management

#### Unit – III: Prejudice, Discrimination And Stereotypes (16 hours)

Prejudice- Discrimination and Stereotypes – The causes effects and cures- Nature and origins stereotyping-Prejudice and Discrimination: Feelings and action toward Social groups- Techniques for countering its effects

#### Unit – IV: The Self And Attitude (16 hours)

Defining the Self: Self presentation-Self knowledge-Thinking about the self-Personal versus social identity- Self-Esteem-Attitudes towards our selves- Social comparison- \*Evaluation of ourselves- Attitude formation-Development of attitudes-Attitude influence and guide behavior-Fine art of persuasion- Cognitive Dissonance

Unit – V: Interpersonal Attraction: Close Relationships

(14 hours)

Internal determination and external determinants of attraction – Factors based interacting with others – Interdependent relationships with family and friends – Marriage - Troubled Relationships and the effects of Marital Failure.

\* denotes Self study

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion

**REFERENCES**

- 1.Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.
- 2.Baron, R.A. and Byrne, D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 1997.
- 3.Baron,R.A., Bharadwaj.,G.,Branscombe.N.R. and Byrne,D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009)

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	H	M	M	S	H
<b>CO3</b>	H	M	S	S	S
<b>CO4</b>	M	H	S	M	H
<b>CO5</b>	L	H	M	M	S
<b>S – Strong                      H – High                      M – Medium                      L – Low</b>					

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 8 - Industrial Psychology - I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	V	5	75	4

### Course Objectives

- 1.To understand the nature of organizational behaviour
2. To identify the processes used in developing communication and resolving conflicts
3. To explain group dynamics and demonstrate skills required for working in groups
- 4.. To discuss the implementation of organizational Training program.

### Course Outcomes (CO)

K1 to K4	CO1	To analyze the psychological principles influence behavior in the workplace.
	CO2	Evaluate individual behavior in the workplace as influenced by personality, values, perceptions, and motivations
	CO3	Understand the management style as it relates to influencing and managing behavior in work settings
	CO4	Create modules to enhance group dynamics, communication, leadership
	CO5	Apply relevant contemporary theories, concepts and models to analyze real life management situations

Unit-1: Introduction (14 hours)

Definition – Historical development of I-O Psychology – Scope of I-O Psychology –Challenges for I-O Psychology – I-O Psychology as a career Working Conditions - Physical working conditions – Work schedules.

Unit – 2: Job Analysis And Job Evaluation (15 hours)

Job Analysis - Definition, Applications and Scope - \*Various Methods of Job Analysis - Job Evaluation: - Various Methods of Job Evaluation.

Unit 3: Employee Selection Principles And Techniques (16 hours)

Employee preferences – The recruitment process – Selection Techniques: Biographical information – Application Blanks – \*Biographical Inventories – Interviews – References and Letters of recommendation – Assessment Centers.

**Unit –4: Training And Development****(16 hours)**

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 – 5: Performance Appraisal****(18 hours)**

The need for Performance Appraisal – Techniques of Performance Appraisals: Objective Performance Appraisal Methods – Judgemental Performance Appraisal Methods – Performance Appraisal for Managers – Bias in Performance Appraisal – Improving Performance Appraisals – The Post appraisal Interview.

\* **denotes Self study**

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion

**REFERENCES**

1. Schultz, D. and Schultz.E.Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004.
2. Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	M	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	M	S	L
<b>CO4</b>	M	H	S	S	S
<b>CO5</b>	H	L	S	M	S
<b>S – Strong</b>	<b>H – High</b>	<b>M – Medium</b>	<b>L – Low</b>		

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper:		Core Paper 9 - Health Psychology		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	V	5	75	4

### Course Objectives

- 1.To enable students to understand the need and perspectives of health psychology.
2. Various models available to conceptualize health.
- 3.The influence of stress and pain on health and the importance of social support in managing stress and pain
4. The nature pain and its management.

### Course Outcomes (CO)

K1 to K5	CO1	To understand the effects of bio, psycho and social factors on a person's health
	CO2	Knowledge about research in health psychology and critically evaluate the key studies
	CO3	Apply health psychology theories and research findings to address health-related issues
	CO4	Analysis the effects of health status and changes in health based on a person's emotions, thinking, and behaviour
	CO5	Create the healthy relationship and to understand health compromising behaviors

UNIT 1: Foundation of Health Psychology (14 hours)

Introducing Health Psychology- Conducting Health Research- Seeking and Receiving Health Care- Adhering to healthy Behaviour

UNIT: 2: Stress, Pain and Coping (15 hours)

Defining, Measuring and Managing Stress- Understanding Stress, Immunity and Disease-: Understanding and Managing Pain- Considering Alternative Approaches

UNIT 3: Behaviour and Chronic Disease (16 hours)

Behavioural Factors in Cardiovascular disease- Behavioural Factors in Cancer- Living with Chronic illness

UNIT4: Behavioural Health (18 hours)

Smoking Tobacco- Using Alcohol and other drugs- Eating and Weight- Exercising

UNIT 5: Looking Toward the Future

(14 hours)

Future Challenges

\* denotes Self study

Teaching Methods

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AVAILABLE TEXTBOOKS

1. Brannon, L., & Feist (2007). *Health Psychology*. San Francisco: Wadsworth.
2. Friedman, H.S. (2002). *Health Psychology*, 2nd edition. Upper Saddle River, NJ: Prentice Hall.

REFERENCES

1. Allen, F. *Health Psychology: Theory and Practice*. Allen & Unwin. (1998).
2. Bennett, P., Sprugeon, P., & Weinman, J. (1990). *Current Developments in Health Psychology*. Gordon & Breach Publishing.
3. Bernard, L.C. & Krupat, E. *Health Psychology*. Harcourt Brace College. (1997).
4. Carroll, D. *Health Psychology: Stress, Behavior, and Disease*. Taylor & Francis, Inc. (1992).
5. Crossley, M.L. *Rethinking Health Psychology*. Open University Press.(2000).
6. Kaplan, R., Patterson, T.L., & Sallis, J.F. *Health and Human Behavior*. McGraw Hill Companies, Inc. (1993).

MAPPING

<div> <div>PSO</div> <div>CO</div> </div>	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	H	M
CO2	M	H	M	S	H
CO3	H	M	S	S	S
CO4	M	L	S	M	S
CO5	S	H	M	M	M
<b>S</b> – Strong <b>H</b> – High <b>M</b> – Medium <b>L</b> – Low					

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper:		Core Practical - Experimental Psychology III		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	V	4	60	2

### Course Objectives

1. To enable students to understand the experimental approach in scientific investigation.
2. To develop the structured report writing skill of the experiments.
3. To enable students to identify and apply appropriate experimental tests according to the requirements.
4. To enhance the skills needed for conducting experiments and psychological tests

### Course Outcomes (CO)

K1 to K5	CO1	To become proficient in measuring personality tests
	CO2	To become proficient in measuring individual's aspiration
	CO3	To become proficient in measuring memory and learning aspects of human behavior
	CO4	To become proficient in measuring tests related to imagination
	CO5	To become proficient in measuring social dimensions of human behavior

#### Personality

Eysenck Personality Inventory

Rotter's I-E Locus of Control

Myers-Briggs Type Indicator (MBTI)

Big Five Personality Factor

#### Memory

Short Term Memory Test (**Asthana**)

Long Term Memory Test (**Asthana**)

Span of Immediate Memory (**Rakhi Bhargava**)

P. G. I. Memory Scale (**D. Pershad and N. N. Wig**)

Aspiration Level of Aspiration Measure (Mahesh Bhargava and M.A. Shah)

Target Dart Test (**Rajamanickam**)

Occupational Aspiration Scale (**J. S. Grewal**)



Educational Aspiration Inventory (**T. Pradeep Kumar**)

Adjustment Belles Adjustment Inventory

Marital Adjustment Inventory (**H. M. Singh**)

Global Adjustment Scale (**Sanjay Vohra**)

Youth Problem Inventory (**M. Verma**)

### Teaching Methods

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### References

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot
4. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
5. Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

### MAPPING

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	S	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	M	S	S
<b>CO4</b>	S	M	S	S	M
<b>CO5</b>	H	L	M	M	M

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 10 - Forensic Psychology		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	V	5	75	4

**Course Objectives**

- 1 To understand basics of forensic psychology
- 2..Apply knowledge of forensic psychology in analyzing cases
3. Appreciate the role of forensic psychologist in crime scene analysis, offender profiling and eyewitness testimony

**Course Outcomes (CO)**

K1 to K5	CO1	Being able to conceptualize forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
	CO2	Apply choice of correct techniques in criminal investigation
	CO3	Understanding the roles of forensic psychologists and psychologists in court
	CO4	demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
	CO5	Developing an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.

Unit- I (14 hours)

Forensic sciences; forensic psychology: \*past and present. Psychology & law. Psychologist as an expert witness

Unit- II (15 hours)

\*Understanding Criminal Behavior. Psychology of crime. Determinants of criminal behavior biological, psychological, neuropsychological and social.

Unit- III (16 hours)

Forensic Psychology in Crime Investigation. Psychological examination of crime scene. Offender profiling; examination of high-risk offenders- Forensic interviewing

Unit- IV (16 hours)

Forensic Psychology as an Aid to Investigation. Psychological profiling. Detection of deception: polygraph examination, firm, lie detection, brain electrical oscillation signature profiling, narcoanalysis, forensic hypnosis, voice-stress analysis. Theories, techniques, instrumentation, methodology, procedure & critical evaluation.

Unit- V

(14 hours)

Forensic Psychology in Criminal Proceedings. Criminal responsibility, diminished capacity, risk assessment. Eye-witness testimony

\* **denotes Self study**

### Teaching Methods

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### Text Books

Fulero, S ,& Wrightsman , L,. (2014). Forensic Psychology. New York: Wadsworth Publishers

Goldstein A.M (2012) Forensic Psychology: Emerging Topics and Expanding Roles. New York; John Wiley

Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). London: SAGE

### MAPPING

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	S	H	H
<b>CO2</b>	S	H	M	S	H
<b>CO3</b>	H	M	M	M	S
<b>CO4</b>	M	M	L	S	L
<b>CO5</b>	H	H	M	M	S

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 11 - Social Psychology II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	VI	6	90	5

### Course Objectives

- 1.To understand the theories, concepts, perspectives in social psychology.
2. To explain how theories used to describe human attitude and behaviour.
3. Analysis the nature of human diversity and attitudes toward diversity

### Course Outcomes (CO)

K1 to K5	CO1	Illustrate group influences and apply the knowledge to explain day to day events
	CO2	To understand the key substantive content of the field of social psychology
	CO3	Identify reasons for why, when people help and devise strategies to promote pro-social behavior
	CO4	Use existing knowledge and concepts to identify the causes of the social behavior
	CO5	Develop the abilities to analysis regarding the principles of social behavior

Unit – I: Prosocial Behavior (18 hours)

Prosocial Behaviour and Altruism: Dealing with emergencies-Motives for prosocial behavior. Responding to an emergency- External and internal influence on helping behavior- Long term commitment to prosocial acts

Unit – II: Aggression (18 hours)

Perspectives on aggression- Causes of human aggression: Social, culture, personal, and Situational –Aggression in ongoing relationship: bullying and aggression at work-The prevention and control of aggression: some useful techniques

Unit-III: Groups And Individuals (18 hours)

\*Benefits of joining :Effects of the presence of others : From task performance to Behavior in Crowds-Social loafing : Letting others do the work –Coordination in groups- Perceived fairness in groups: Its nature and effects- \*Decision making by groups

Unit – IV: Conformity, Compliance And Obedience (18 hours)

Conformity: Factors affecting Conformity - The bases of Conformity - Compliance: The Foot-in-the-Door Technique – The Door-in-the-Face Technique - The That's-Not-All Technique - The Lowballing \*Technique - On-the-Job Influence. Obedience: Obedience to Authority - Milgram Studies - Defying Social Pressure.

## Unit – V: Applying Social Psychology

(18 hours)

Applying Social Psychology to the interpersonal aspects of the legal System – The Testimony of Eyewitnesses - Problems and solutions – Processing Health Related Information – world of work – \*Job satisfaction – Helping – and Leadership.

\* denotes Self study

## Teaching Methods

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## References

1. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.
2. Baron, R.A. and Byrne, D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 1997.
3. Myers, David G. Social Psychology. (8<sup>th</sup> Edition). New Delhi: Tata McGraw – Hill Publishing Company Limited. 2006.
4. Baron, R.A., Bhardwaj, G., Branscombe, N.R. and Byrne, D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009)

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	S	H	H
<b>CO2</b>	M	M	S	S	H
<b>CO3</b>	H	M	S	M	S
<b>CO4</b>	H	M	S	S	M
<b>CO5</b>	H	H	M	M	M
<b>S – Strong</b>	<b>H – High</b>	<b>M – Medium</b>		<b>L – Low</b>	

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Paper 12 - Industrial Psychology - II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	VI	6	90	4

### Course Objectives

1. To comprehend motivation in the industry and job satisfaction
2. To know the accident and prevention techniques
3. To learn the stressors in the work place
4. To explain the engineering psychology
5. To understand the Industrial clinical psychology

### Course Outcomes (CO)

K1 to K5	CO1	Define the motivation and job satisfaction.
	CO2	Outline the various components of job involvement
	CO3	Identify the stress in the workplace.
	CO4	To analyze the psychological principles influence behavior in the workplace
	CO5	Examine the effectiveness of Industrial Clinical Psychology

Unit – I: Motivation, Job Satisfaction And Job Involvement (18 hours)

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

Unit – II: Accident and Safety (18 hours)

Accident Statistics – \*Causes of Accidents – Accident Proneness – Accident Prevention.

Unit – III: Stress In The Workplace (18 hours)

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.

Unit – IV: Engineering Psychology (18 hours)

History and Scope of Engineering Psychology – Time and Motion Study – Person Machine Systems – Workspace Design – Displays – Controls – Design of Computer Work Stations.

Unit – V: Industrial Clinical Psychology

(18 hours)

Meaning – The Clinical Model and Performance Control – Individual Causes of Failure – \*Group Causes of Failure – Organisational/Contextual Causes of Failures – Treatment and Corrective Action.

### References

1. Schultz, D. and Schultz.E.Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004.
2. Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992.

\* denotes Self study

### Teaching Methods

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### MAPPING

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	M	H	M	S	H
<b>CO3</b>	H	S	M	S	S
<b>CO4</b>	S	M	S	S	L
<b>CO5</b>	H	H	H	M	M

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Core Practical - Experimental Psychology IV		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	VI	5	60	2

### Course Objectives

- 1.To provide students with practical exposure.
2. To assess, apply and interpret various questionnaires.
3. To understand the various types of test related to thinking.
4. To explain the social psychology test
5. To know the testing and assessment

### Course Outcomes (CO)

K1 to K5	CO1	To asses and interpret the thinking of an individual
	CO2	To assess the various social skills of an individual
	CO3	Applying various test methods in research methodology
	CO4	To evaluate the intelligence of an individual
	CO5	To analyze the ability of an individual

Social Psychology

Aggression Scale

Altruism Scale

Attitude Scale (Adult)

Social Skills Problem Behaviour Checklist (**Madhu Mathur and Saroj Aurora**)

Research Methodology

Test of Significance

Correlation Methods

One Way Anova



**Testing and Assessment**

Alexander Pass-along Test

Raven's Progressive Matrices

Bhatia's Battery

Binet Kamath Test of Intelligence

Reasoning Ability Test ( Shailaja Bhagawat)

**References**

1. Anastasi and Urbina (2010). Psychological Testing (7<sup>th</sup> Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company
3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot
4. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
5. Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.
6. Freeman F.S. (1976). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	M	M	H	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	M	L	S
<b>CO4</b>	M	M	S	S	H
<b>CO5</b>	S	H	M	M	S

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Project Work & Viva – Voce		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	VI	4	60	5

### PROJECT WORK AND VIVA VOCE (100 MARKS)

The students are required to take up a group project work on an issue of psychological importance under the supervision of teachers. The project work may be either examining the relationship among certain psychological variables or psychological case analyses.

The project work shall be carried out during the VI semester and the project report shall be submitted at the end of the VI semester neatly typed and bound (1 Hard Copy and 1 Soft Copy in PDF format).

#### Guidelines

1. Assure that the topics selected must be within the limits of the individual or group members capacity.
2. Authenticity of data should be verified and assured.
3. Genuine issues of psychological interest have to be selected.
4. Hypothesis has to be framed to represent the problem of study.
5. Independent variable, dependent variable and intervening variables have to be properly identified.
6. Sufficient review of literature about the variables selected has to be presented.
7. Appropriate experimental design, if necessary, has to be selected.
8. Study should be based on viable methodology.
9. Proper sampling technique has to be adopted.
10. Analysis must be completed
11. Interpretation of results should be substantiated with conceptual and other proofs.
12. References should be complete.
13. If possible, project work can be an extension of the test constructed.

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper:		Skill Based subject 1- Counselling Psychology – I		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	III	2	30	3

### Course Objectives

To enable the students to

1. Understand the meaning and importance of counselling in the present context
2. Learn the methods of establishing counselling relationship
3. Know the dynamics and termination of counselling relationship
4. Understand the behavioural, cognitive and other approaches to counselling

### Course Outcomes (CO)

At the end of the course, the students will be able to

K1 to K5	CO1	Understand the concept of counselling psychology
	CO2	To gain the knowledge about the need and importance of counselling psychology.
	CO3	To understand different models of human behavior based on Psychology
	CO4	Evaluate the psychoanalytic and humanistic approaches to counselling.
	CO5	Applying the counselling principles to everyday life

#### UNIT – I

**(4 Hours)**

##### INTRODUCTION

History of and Trends in Counselling - Definition of Counselling – History of Counselling – Current trends in the New Millennium - Dealing with violence, trauma and crises, the challenge of managed care, promoting wellness, concern for social justice, greater emphasis on the use of technology and leadership.

#### UNIT - II

**(6 Hours)**

##### COUNSELLING PROCESS

Building Counselling Relationships – Factors that influence the Counselling process – Seriousness of the presenting problem, Structure, Initiative, The physical setting, Client qualities and Counsellor qualities - Types of Initial Interviews – Conducting the initial interview – exploration and the identification of goals.

#### UNIT - III

**(4 Hours)**

##### COUNSELLING RELATIONSHIPS

Working in a Counselling Relationship – Counsellor skills in the understanding and action phases – Transference and Counter transference – the real relationship. Termination of Counselling Relationships – Function of termination – Timing of termination – Issues of termination – Resistance to termination – Premature termination – Counsellor initiated termination.

#### UNIT - IV

**(8 Hours)**

##### THEORIES OF COUNSELLING

Psychoanalytic, Adlerian and Humanistic Theories of Counselling– Psychoanalytic theories – Psychoanalysis - Adlerian theory – Adlerian Counselling - Humanistic theories – Person Centered Counselling, Existential Counselling and Gestalt therapy.

**UNIT - V****(8 Hours)****THEORIES OF COUNSELLING**

Behavioural, Cognitive, Systemic, Brief and Crisis Theories of Counselling – Behavioural Counselling – Cognitive and Cognitive-Behavioural counselling – Systems Theories – Brief Counselling Approaches –Solution-focussed counselling, Narrative Counselling – Crisis Counselling Approaches.

**REFERENCES**

1. Samuel T. Gladding. (2009). Counselling– A Comprehensive Profession. Sixth Edition. Pearson Education.
2. Narayana Rao, S.: Counselling Psychology (2010). New Delhi: Tata McGraw Hill.
3. Nelson Jones, Richard. (1982). The Theory and Practice of Counselling Psychology, London: Holt, Rinehart and Winston.
4. Gibson, Robert L and Mitchell, Marianne H, (1981). Introduction to Guidance, New York: MacMillan

**\* denotes Self study**

**Teaching Methods**

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**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	S	H	S
<b>CO2</b>	M	H	M	S	H
<b>CO3</b>	H	M	S	S	S
<b>CO4</b>	M	M	M	S	M
<b>CO5</b>	H	H	M	M	S
<b>S – Strong</b>	<b>H – High</b>	<b>M – Medium</b>	<b>L – Low</b>		

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper:		Skill Based subject 2- Counselling Psychology - II		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	IV	2	30	3

### Course Objectives

To enable the students to

1. Learn the nature, types and issues of group counselling
2. Understand the basic elements in career counselling
3. Know the importance and process of marriage counselling
4. Understand the counselling process in educational institutions

### Course Outcomes (CO)

At the end of the course, the students will be able to

K1 to K5	CO1	Understand the benefits of group counselling method
	CO2	To gain the knowledge about the Developmental Theories and Social Cognitive Theory.
	CO3	To understand the importance of education counselling in educational institutions.
	CO4	Evaluate the student-life service approaches to counselling.
	CO5	Applying the method of counselling for disabled individuals

### UNIT – I

**(4 Hours)**

#### GROUPS IN COUNSELLING

A brief history of groups – the place of groups in counselling – Benefits and drawbacks of groups – Types of groups – Psycho educational groups, Counselling groups, Psychotherapy groups and Task/Work groups - Stages in groups – Issues in groups.

### UNIT – II

**(6 Hours)**

#### CAREER COUNSELLING

The importance of Career Counselling – The scope of Career Counselling and careers – Career Information – Career development theories and counselling – Trait and Factor Theory, Developmental Theories and Social Cognitive Theory - Career counselling with diverse populations.

### UNIT – III

**(4 Hours)**

#### MARRIAGE, COUPLE AND FAMILY COUNSELLING

The changing forms of family life – The beginnings of Marriage, Couple and Family Counselling – Associations, Education and Research – Family life and Family life cycle – Marriage / Family Counselling versus Individual / Group Counselling – The process of Marriage, Couple and Family Counselling.

**UNIT – IV****(8 Hours)****EDUCATIONAL COUNSELLING**

Elementary school counselling and guidance – Middle school counselling and guidance – Secondary school counselling and guidance – 21<sup>st</sup> century school counselling. College Counselling and Student life services – The beginning of student-life services and college counselling – The theoretical bases and professional preparation for working with college students – College counselling – Student-life professionals – Counselling and student-life services with non-traditional students.

**UNIT – V****(8 Hours)****ABUSE AND DISABILITY COUNSELLING**

Abuse – Interpersonal abuse – Preventing and treating interpersonal abuse – Interpersonal abuse – Affiliation, Certification and Education of substance abuse counsellors – Counselling people with Compulsive Gambling and Work Addiction – Counselling people with disabilities – The nature of disabilities - Affiliation, Certification and Education of disability counsellors – Working with people with disabilities – Counselling related to specific disabilities.

**REFERENCES**

1. Samuel T. Gladding. (2009). Counselling– A Comprehensive Profession. Sixth Edition. Pearson Education.
2. Narayana Rao, S.: Counselling Psychology (2010). New Delhi: Tata McGraw Hill.
3. Nelson Jones, Richard. (1982). The Theory and Practice of Counselling Psychology, London: Holt, Rinehart and Winston.
4. Gibson, Robert L and Mitchell, Marianne H, (1981). Introduction to Guidance, New York: MacMillan.

\* denotes Self study

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion
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**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	H	M	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	M	M	H	M	S
<b>CO4</b>	M	M	S	S	H
<b>CO5</b>	H	H	M	M	S

**S** – Strong      **H** – High      **M** – Medium      **L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Skill Based subject 3 - Psychological Application in Industry		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	VI	2	30	1

### Course Objectives

1. To gain understanding of key human relations skills demanded at the workplace
2. To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills
3. perform as a focused leader in today's tough business environment

### Course Outcomes (CO)

K1 to K4	CO1	To acquire the knowledge about behavior modification and to know the history and applications
	CO2	To understand the basic principles of Behavior Modification
	CO3	To analyze behavior change and to know the principles of recording
	CO4	To understand the behavior modification techniques
	CO5	To apply the behavior modification techniques in their day today life.

### Unit 1

**(4 Hours)**

Self management and social awareness: Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

### Unit 2

**(6 Hours)**

Inter-personal Communication: Verbal (Oral, writing) and Non-verbal Communication at Work, Overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback

### Unit 3

**(4 Hours)**

Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

### Unit 4

**(8 Hours)**

Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

### Unit 5

(8 Hours)

Industrial / Organisational Counselling: - Meaning – Problems in industry / Organisations – Methods of Industrial / Organisational Counselling – Approaches to industrial / Organisational Counselling.

#### References:

1. De Bono, E. (1985). Six Thinking Hats: An Essential Approach to Business Management. New York: Little, Brown, & Company.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley
3. Hayes, J. (2002). Interpersonal skills at work, 2nd edition. New York: Routledge
4. Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. Proceedings of the western training laboratory in group development. Los Angeles: UCLA
5. Miner, John B. Industrial Organizational Psychology. New York: McGraw – Hill.

### MAPPING

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	M	H	H
<b>CO2</b>	M	H	S	S	H
<b>CO3</b>	H	M	H	S	L
<b>CO4</b>	M	H	M	S	S
<b>CO5</b>	H	H	M	M	S
<b>S – Strong</b> <b>H – High</b> <b>M – Medium</b> <b>L – Low</b>					

Subject Code: 21UPS5X1

Programme Code: 21	B.Sc (Psychology)
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Title of the Paper:		Extra Departmental course - Personality assessment		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	V	2	30	3

### Course Objectives

1. To know the basic concepts of personality assessment
2. To understand the importance of self-report inventories
3. To explain the Minnesota Multiphasic Personality Inventory
4. To know the different types of personality assessment

### Course Outcomes (CO)

K1 to K4	CO1	Define the fundamental concepts of personality assessment
	CO2	Classify the various scales of self – report.
	CO3	Identify the various assessment tools available under clinical disorders
	CO4	Identify the various performance based measures.
	CO5	Examine various interest, ability and aptitude scales used for career based assessments

### Syllabus

#### Unit I: Basic Considerations

(4 hours)

History of Personality Assessment – Emergence of personality Psychology- world War II and the expansion of clinical psychology-Trends over time : Shrinkage and Growth- The Personality Assessment- Purpose of personality Assessment-Preparing of Personality Assessment Conducting Personality Assessments-Interpreting Personality Assessment Data-Reporting Personality Assessment Findings Psychometric Foundations of Assessment-Reliability-Validity-Clinical Decision Making- Impediments to Accurate Decisions- Ethical Considerations in Personality Assessment- Bases for assessments- Use of assessments-Release of Test data-Training students in Personality Assessment

#### Unit 2: Self - Report Inventories

(6 hours)

Nature of self-report inventories-Item characteristics-Administration and Scoring-standardization (Normative) Group-Method of scale Development-Validity Assessment Minnesota Multiphasic Personality Inventory-2- history- administration- Scoring- Assessing Validity-Psychometric Foundations.

#### Unit 3: Self - Report Inventories

(4 hours)

Minnesota Multiphasic Personality Inventory-Adolescent- history-administration-Scoring Assessing Validity-Psychometric Foundations- Million Clinical Multi-axial Inventory III- history-administration-Scoring-Assessing Validity-Psychometric Foundations

**Unit 4: Personality Assessment Inventory**

(8 hours)

History-administration-Scoring-Assessing Validity-\*Psychometric Foundations- Revised NEO Personality Inventory- history-administration-Scoring-Assessing Validity-Psychometric Foundations

**Unit 5: Performance Based Measures**

(8 hours)

Nature of the Rorschach Inkblot Method- history- administration-coding and Scoring Interpretation Structural , Behavioural and Thematic Variables-Psychometric foundations- Thematic Apperception Test- history- administration-coding- Interpretation: card pull, story meaning- Psychometric foundations Figure Drawing Methods- Nature and history of Figure Drawing Methods- \*administration- Scoring- Interpretation-Applications- Psychometric foundations- Sentence Completion methods- Nature and history of Sentence Completion methods- administration- Scoring- Interpretation Applications- Psychometric foundations

\* denotes Self study

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion

**Reference**

1. Weiner, Irving B. (2008). Handbook of Personality Assessment New Jersey: John Wiley and Sons.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	S	H	H
<b>CO2</b>	M	H	S	H	H
<b>CO3</b>	M	H	S	S	S
<b>CO4</b>	M	M	M	S	H
<b>CO5</b>	H	H	M	L	S

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper		Major Elective 1 – Consumer Behaviour		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	V	4	60	5

### Course Objectives

1. Demonstrate how knowledge of consumer behaviour can be applied to marketing
2. To learn about factors which influence consumer behaviour
3. Relate psychological aspects such as personality, perception, and attitude to the choice's consumers make.
4. Demonstrate methods to improve customer satisfaction

### Course Outcomes (CO)

K1 to K5	CO1	To understand consumer behaviour in an informed and systematic way
	CO2	To analyses personal, socio-cultural, and environmental dimensions related to consumer behavior
	CO3	To enable students in designing and evaluating the marketing strategies
	CO4	Application of market research in framing effective marketing strategies
	CO5	Analyze the major stages which consumers usually go through when making a consumption

### Unit:1 Introduction to Consumer Behaviour

(12 hours)

The marketing concept. The role of technology in exchange between consumers and markets. Consumer values, satisfaction and retention. Consumer decision making.

### Unit:2 Segmentation, Targeting and Positioning

(12 hours)

Market segmentation and effective targeting. Bases for segmentation: Demographics and other bases. Behavioural targeting. Positioning and repositioning. Perceptual mapping

### Unit:3 Consumer Motivation and Personality

(12 hours)

The dynamics of motivation. Systems of need – Measurement of motives The nature and theories of personality. Personality traits and consumer behaviour. Product and brand personification – Self and self-image

**Unit:4 Consumer Perception****(12 hours)**

The elements of perception. Perceptual selection – Perceptual organization. Perceptual interpretation – Consumer imagery Perceived quality – Perceived risk

**Unit:5 Consumer Learning****(12 hours)**

The elements of consumer learning. Classical conditioning – Instrumental conditioning - Observational learning. Information processing – Cognitive learning Consumer involvement and Hemispheric lateralization Outcomes and measures of consumer learning

**\* denotes Self study**

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion

**Text books**

- 1.Schiffman, .G.L, Wisenblit, J. & Kumar, R.S. (2018). Consumer Behaviour (11th Ed.), Noida. Pearson Education
- 2.Loudon, D., Consumer Behaviour, Concepts and Applications, Albert Biutta, McGraw Hill, 2004

**References**

Kurder, K. Consumer Behaviour, PHI/Pearson, 2002

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	M	S	H	H
<b>CO2</b>	H	H	H	S	H
<b>CO3</b>	H	H	H	M	L
<b>CO4</b>	S	H	S	M	S
<b>CO5</b>	H	H	M	M	S
<b>S – Strong</b>	<b>H – High</b>	<b>M – Medium</b>	<b>L – Low</b>		

<b>Programme Code: 21</b>		<b>B.Sc (Psychology)</b>		
Title of the Paper:		Major Elective 2 – Behaviour Modification		
Batch	Semester	Hours / Week	Total Hours	Credits
2021-2022	VI	4	60	5

**Course Objectives**

- 1.To understand the concept of human behavior
- 2.To enable the students to focus on their behavior
- 3.Implemeneted the behavior modification methods in their life

**Course Outcomes (CO)**

K1 to K4	CO1	To acquire the knowledge about behavior modification and to know the history and applications
	CO2	To understand the basic principles of Behavior Modification
	CO3	To analyze behavior change and to know the principles of recording
	CO4	To understand the behavior modification techniques
	CO5	To apply the behavior modification techniques in their day today life.

**Unit I**

(15 hours)

Introduction to Behavior Modification: Human Behavior: Meaning - Behavior Modification: Meaning – Characteristics Historical Roots - Areas of Application: Developmental Disabilities - Mental illness . Education – Rehabilitation Community - Business, Industry, and Human Services Self-Management- Child Management – Sports.

**Unit II**

(15 hours)

\*Basic Principles of Behavior Modification. Reinforcement: Factors Influencing the Effectiveness of Reinforcement. Schedules of Reinforcement – Extinction: Factors Influencing Extinction. Punishment: Factors Influencing the Effectiveness of Punishment. Stimulus Control: Discrimination and Generalization. Shaping - Modelling.

**Unit III**

(15 hours)

Measurement of Behavior and Behavior Change: Target Behavior – Definition. Observing and Recording Behavior- - The Logistic of Recording . Methods of Recording -Recording Instrument . Graphing Behavior and Measuring Change

**Unit IV**

(15 hours)

\*Behaviour Modification Techniques: Systematic Desensitization Process- Application.\* Basic Techniques: JPMR - REBT - Aversive techniques - Flooding- Modeling- Shaping. Prompting - Fading- Chaining- Token Economy- Time Out.

**Unit V**

(15 hours)

Management of Bio-psychosocial Issues: Management of Anxiety. Stress - Obesity - Phobia - Stuttering and Stammering . Cognitive Behaviour Modification: Cognitive Therapy- Cognitive Restructuring. Self Management methods. Risk Factor Modification . Lifestyle Management - Interventions for Chronic Illness.

\* denotes Self study

**Teaching Methods**

Smart classroom / Powerpoint presentation / Seminar / Quiz / Discussion
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**Text Books:**

- 1.Miltenberger, R. G ., (2000). Behavior Modification (2nd ed). Library of Congress Cataloging-inPublication Data.
- 2.Martin,G; Pear, J (2007). Behavior Modification: What it is and how to do it (8th ed). Upper Saddle River, NJ: Pearson Prentice Hall

**References:**

1. Wolpe.J., (1972). The Practice of Behavior Therapy. NJ: Pearson Prentice Hall. Introduction Behaviour Modification.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	M	H	H	H
<b>CO2</b>	M	H	H	S	H
<b>CO3</b>	H	M	M	L	S
<b>CO4</b>	M	M	M	M	S
<b>CO5</b>	H	H	M	M	S

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code : 21</b>		<b>B.Sc Psychology</b>		
Title of the Paper:		PART IV -NON MAJOR ELECTIVE –I HUMAN RIGHTS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2021-2024	III	2	30	2

### Objectives

1. To prepare for responsible citizenship with awareness of the relationship between Human Rights, democracy and development.
2. To impart education on national and international regime on Human Rights.
3. To sensitive students to human suffering and promotion of human life with dignity.
4. To develop skills on human rights advocacy
5. To appreciate the relationship between rights and duties
6. To foster respect for tolerance and compassion for all living creature.

### Course Outcomes (CO)

K1 – K5	CO1	To understand the hidden truth of Human Rights by studying various theories.
	CO2	To acquire overall knowledge regarding Human Rights given by United Nation Commission. (UNO)
	CO3	To gain knowledge about various organs responsible for Human Rights such as National Human Rights Commission and state Human Right commission (UNHCR)
	CO4	To get habits of how to treat aged person, others and positive social responsibilities
	CO5	To treat and confirm, child, refugees and minorities with positive social justice.

### UNIT – I

Definition, Meaning, Concept ,Theories and Kinds of Human Rights- Evaluation and Protection of Human Rights in India- Development of Human Rights under the United Nations.

### UNIT – II

United Nations Charter and Human Rights - U.N.Commission on Human Rights- Universal Declaration of Human Rights - International Covenant on

- Civil & Political Rights
- Economic, Social and Cultural Rights

### UNIT – III

Human Rights and Fundamental Rights (Constitution) - Enactments regarding Human Rights Laws in India - National Human Rights Commission and State Human Rights Commission.

**UNIT – IV**

Aged persons and their Human Rights - Human Rights of Persons with Disabilities - Tribal Human Rights in India - Three Generation Human Rights -Social Awareness and Responsibilities of Individuals.

**UNIT – V**

Rights of Women, Child, Refugees and Minorities –Social media and Human Rights - NGO's in protection of Human Rights - Right to Election

**Books for Study:**

1. Human Rights (2019) Published by Kongunadu Arts and Science College, Coimbatore –29.

**Book for Reference:**

1.Human Rights, (2018)Jaganathan,MA.,MBA.,MMM.,ML.,ML., Humanitarian Law and Refugee Law

2. J.P.Arjun Proprietor,Usha Jaganathan law series, 1<sup>st</sup> floor, Narmatha Nanthi

Street, Magathma Gandhi Nagar, Madurai – 625014.

**Question Paper Pattern**

**(External only)**

Duration: 3 hrs

Max: 75 marks

**Section A(5x5=25)**

Short notes

Either – Or/ Type - Question from each unit

**Section B(5X10=50)**

Essay type

Either – Or/ Type - Question from each unit



Programme Code: 21		<b>B.Sc Psychology</b>		
Course Code: <b>21UWR4N2</b>		<b>Part IV -Non- Major Elective – II Women's Rights</b>		
Batch <b>2021-2022</b>	Semester <b>IV</b>	Hours / Week <b>2</b>	Total Hours <b>30</b>	Credits <b>2</b>

**Objectives**

1. To know about the laws enacted to protect Women against violence.
2. To impart awareness about the hurdles faced by Women.
3. To develop a knowledge about the status of all forms of Women to access to justice.
4. To create awareness about Women's rights.
5. To know about laws and norms pertaining to protection of Women.
6. To understand the articles which enables the Women's rights.
7. To understand the Special Women Welfare laws.
8. To realize how the violence against Women puts an undue burden on healthcare services.

**Course Outcomes (CO)**

**After Completion of the Course the student will be able to**

K1 to K5	CO1	Appraise the importance of Women's Studies and incorporate Women's Studies with other fields.
	CO2	Analyze the realities of Women Empowerment, Portrayal of Women in Media, Development and Communication.
	CO3	Interpret the laws pertaining to violence against Women and legal consequences.
	CO4	Contribute to the study of the important elements in the Indian Constitution, Indian Laws for Protection of Women.
	CO5	Spell out and implement Government Developmental schemes for women and create awareness on modernization and impact of technology on Women.

**Syllabus****Unit I****(6 Hours)****Women's Studies:**

Basic concepts of Women's studies in Higher education, Women's studies perspectives- Socialization- Patriarchy- Women's studies as an academic discipline- Growth and development of Women's studies as a discipline internationally and in India.

**Unit II****(6 Hours)****Socio-Economic Development of Women:**

Family welfare measures, role of Women in economic development, representation of Women in media, status of Women land rights, Women Entrepreneurs, National policy for the empowerment of women.

**Unit III**

**(6 Hours)**

**Women's Rights – Access to Justice:**

Crime against Women, domestic violence – physical abuse- verbal abuse – emotional abuse - economic abuse – minorities, dowry- harassment and death, code of conduct for work place, abetment of suicide.

**Unit IV**

**(6 Hours)**

**Women Protective acts:**

Protective legislation for Women in the Indian constitution- Anti dowry, SITA, PNDDT, and Prevention Sexual Harassment at Workplace (Visaka case), Domestic violence (Prevention) Act.

**Unit V**

**(6 Hours)**

**Women and Child welfare:**

Safety provisions - various forms of mass media, radio, visual, internet, cyber space, texting, SMS and smart phone usage. Healing measures for the affected Women and child society by private and public sector, NGO and society.

**Teaching Methods:**

Smart Class Room / Powerpoint Presentation / Seminar / Quiz / Discussion / Flipped Class

**Text Book:**

1. **Women's Rights** (2021), Published by Kongunadu Arts & Science College, Coimbatore – 641 029.

**Reference Books:**

1. **“Rights of Indian Women”** by Vipul Srivatsava. Publisher: Corporate Law Advisor, 2014.
2. **“Women's security and Indian law”** by Harsharam Singh. Publisher: Aabha Publishers and Distributors, 2015.
3. **“Women's Property Rights in India”** by Kalpaz publications, 2016.

**Question Paper Pattern**

Duration :3 hrs  
Max: 75 marks

**Section A (5 X 5=25 Marks)**

Short notes

Either – Or/ Type - Question from each unit.

**Section B (5 X 10=50 Marks)**

Essay type - Either – Or/ Type - Question from each unit.

Title: For B.A., BBA, B.Com, BCA and B.Sc., Degree Students				
Title of the Paper: PART IV – ENVIRONMENTAL STUDIES				
Batch 2021-2022	Semester I	Hours / Week 2	Total Hours 30	Credits 2

## COURSE OBJECTIVES

- The course will provide students with an understanding and appreciation of the complex interactions of man, health and the environment. It will expose students to the multi-disciplinary nature of environmental health sciences
- To inculcate knowledge and create awareness about ecological and environmental concepts, issues and solutions to environmental problems.
- To shape students into good “Eco citizens” thereby catering to global environmental needs.
- This course is designed to study about the types of pollutants including gases, chemicals petroleum, noise, light, global warming and radiation as well as pollutant flow and recycling and principles of environmental pollution such as air, water and soil
- The course will address environmental stress and pollution, their sources in natural and workplace environments, their modes of transport and transformation, their ecological and public health effects, and existing methods for environmental disease prevention and remediation.

## COURSE OUTCOMES

On successful completion of the course, the students will be able to

<div style="display: flex; align-items: center; justify-content: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">K1</div> <div style="margin: 0 10px;"> <div style="height: 100px; border-left: 1px solid black; position: relative;"> <div style="position: absolute; top: 0; left: -5px;">↑</div> <div style="position: absolute; bottom: 0; left: -5px;">↓</div> </div> </div> </div>	CO1	Understand how interactions between organisms and their environments drive the dynamics of individuals, populations, communities and ecosystems
	CO2	Develop an in-depth knowledge on the interdisciplinary relationship of cultural, ethical and social aspects of global environmental issues
	CO3	Acquiring values and attitudes towards complex environmental socio-economic challenges and providing participatory role in solving current environmental problems and preventing the future ones
	CO4	To gain inherent knowledge on basic concepts of biodiversity in an ecological context and about the current threats of biodiversity
	CO5	To appraise the major concepts and terminology in the field of environmental pollutants, its interconnections and direct damage to the wildlife, in addition to human communities and ecosystems
K5		

## UNIT I MULTIDISCIPLINARY NATURE OF ENVIRONMENT

**(6 HOURS)**

Definition : scope and importance – Need for public awareness - Natural resources – Types of resources – Forest Resources – Water Resources – Mineral Resources – Food Resources – Energy Resources – Land Resources.

**UNIT II ECOSYSTEMS****(6 HOURS)**

Concept of an ecosystem – Structure and functions of an ecosystem – Procedures, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food web and ecological pyramids – Structure and function of the following ecosystem – Forest Ecosystem – Grassland Ecosystem – Desert Ecosystem – Aquatic Ecosystem.

**UNIT III BIODIVERSITY AND ITS CONSERVATION****(6 HOURS)**

Introduction – Definition – Genetic – Species and ecosystem diversity- Bio geographical classification of India – Value of biodiversity – Biodiversity at global, national and local levels – India as a mega - diversity Nation - Hot spot of biodiversity – Threats to biodiversity - Endangered and endemic species of India – Conservation of Biodiversity – *In situ* Conservation of Biodiversity – *Ex situ* Conservation of Biodiversity

**UNIT IV ENVIRONMENTAL POLLUTION****(6 HOURS)**

Definition - Causes, effects and control measures of : Air Pollution – Water Pollution – Soil Pollution – Marine Pollution – Noise Pollution – Thermal Pollution – Nuclear Pollution – Solid Waste Management: Causes, effects, control measures of urban and industrial wastes – Role of individual in prevention of pollution – Pollution case studies – domestic waste water, effluent from paper mill and dyeing, cement pollution – Disaster Management – Food, Drought, Earthquake, Tsunami, Cyclone and Landslide.

**UNIT V SOCIAL ISSUES AND THE ENVIRONMENT****(6 HOURS)**

Sustainable Development – Smart City, Urban planning, Town Planning , Urban problems related to energy – Water Conservation: Rain Water Harvesting and Watershed Management – Resettlement and rehabilitation of people, its problems and concerns, case studies Narmatha Valley Project – Environmental ethics, issues and possible solutions – Climate change, global warming, ozone layer depletion, acid rain, nuclear accidents and holocaust, case studies – Hiroshima and Nagasaki, Chernobyl – Consumerism and waste products – Environmental Protection Act – Air Pollution Act (Prevention and Control) – Water Pollution Act (Prevention and control) – Wild Life Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness – Human Population and the environment – Population Growth and Distribution – Population Explosion – Family Welfare Programme – Environment and Human Health – Human Rights – Value Education – HIV/ AIDS – Women and Child Welfare – Role of Information Technology in Environment and Human Health.

**Text Book**

1.P.Arul, A Text Book of Environmental Studies, Environmental Agency, No 27, Nattar street, Velacherry main road, Velacheery, Chennai – 42, First Edition, Nov.2004.

**References**

- 1.Purohit Shammi Agarwal, A text Book of Environmental Sciences, Publisher Mrs.Saraswati Prohit, Student Education , Behind Naswan Cinema Chopansi Road, Jodhpur.
- 2.Dr.Suresh and K.Dhameja, Environmental Sciences and Engineering , Publisher S.K.Kataria & Sons, 424/6, Guru Nanak Street, Vaisarak, Delhi -110 006.
- 3.J.Glynn Henry and Gary W Heinke, Environmental Science and Engineering, Prentice Hall of India Private Ltd., New Delhi – 110 001

<b>Programme Code: 21</b>		All UG First years		
Title of the Paper:		MORAL AND ETHICS		
<b>Batch</b> 2021-2022	<b>Semester</b> II	<b>Hours / Week</b> 2	<b>Total Hours</b> 30	<b>Credits</b> 2

### Course Objectives

- To impart Value Education in every walk of life.
- To help the students to reach excellence and reap success.
- To impart the right attitude by practicing self introspection.
- To portray the life and messages of Great Leaders.
- To insist the need for universal brotherhood, patience and tolerance.
- To help the students to keep them fit.
- To educate the importance of Yoga and Meditation.

### Course Outcomes (CO)

After completing the course, the students:

K1 to K5	CO1	will be able to recognize Moral values, Ethics, contribution of leaders, Yoga and its practice
	CO2	will be able to differentiate and relate the day-to-day applications of Yoga and Ethics in real life situations
	CO3	can emulate the principled life of great warriors and take it forward as a message to self and the society
	CO4	will be able to Analyze the Practical outcome of practicing Moral values in real life situation
	CO5	could Evaluate and Rank the outcome of the pragmatic approach to further develop the skills

### Syllabus

#### UNIT I: (4 Hours)

**Moral and Ethics:** Introduction – Meaning of Moral and Ethics – Social Ethics – Ethics and Culture – Aim of Education.

#### UNIT II: (6 Hours)

**Life and Teachings of Swami Vivekananda:** Birth and Childhood days of Swami Vivekananda – At the Parliament of Religions – Teachings of Swami Vivekananda

#### UNIT III: (4 Hours)

**Warriors of our Nation:** Subhas Chandra Bose – Sardhar Vallabhbhai Patel – Udham Singh – V. O. Chidambaram Pillai – Bhagat Singh – Tiruppur Kumaran – Dheeran Chinnamalai – Thillaiyadi Valliammai – Velu Nachiyar – Vanchinathan

**UNIT IV:**

**(8 Hours)**

**Physical Fitness and Mental Harmony:** Simplified Physical Exercise – Hand Exercises – Leg Exercises – Neuro Muscular Breathing Exercises – Eye Exercises – Kabalabathi – Maharasana A & B – Massage - Acupressure – Relaxation – Kayakalpa Yogam - Life Force – Aim & Objectives – Principle – Methods. Introspection – Analysis of Thoughts – Moralization of Desires – Neutralization of Anger – Eradication of Worries

**UNIT V:**

**(8 Hours)**

**Yoga and Meditation – The Asset of India:** Yogasanam – Rules & Regulations – Surya Namaskar – Asanas –Sitting – Stanging – Prone - Supine - Pranayama – Naadi Sudhi – Ujjayi – Seethali – Sithkari - Benefits. Meditation – Thanduvassudhi - Agna – Shanthi – Thuriyam – Benefits.

**Text Books:**

Value Based Education – Moral and Ethics – Published by Kongunadu Arts and Science College (Autonomous), First Edition (2020).

**Reference Books:**

1. Swami Vivekananda – A Biography, Swami Nikhilananda, Advaita Ashrama, India, 24<sup>th</sup> Reprint Edition (2010).
2. Gandhi, Nehru, Tagore and other eminent personalities of Modern India, Kalpana Rajaram, Spectrum Books Pvt. Ltd., revised and enlarged edition(2004).
3. Freedom Fighters of India, Lion M.G. Agrawal, Isha Books Publisher, First Edition (2008).
4. Easy steps to Yoga by Swami Vivekananda, A Divine Life Society Publication(2000).
5. Yoga Practices - 1 – The World Community Service Centre – Vethathiri Publications, Sixth Edition (2017),Erode.
6. Yoga Practices - 2 – The World Community Service Centre – Vethathiri Publications – Eighth Edition (2017),Erode.

**Question paper pattern (External Only)**

**Duration: 3 hrs**

**Max: 75 Marks**

**Section A (5 x 5=25)**

Short notes

Either – or / type – question from each unit.

**Section B (5 x 10=50)**

Essay type

Either – or / type – question from each unit.

