

**SACRED HEART COLLEGE (AUTONOMOUS), THEVARA
KOCHI, KERALA, 682013**



CURRICULUM AND SYLLABUS

FOR

B.Sc. PSYCHOLOGY

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

INTRODUCED FROM 2023 ADMISSIONS ONWARDS

**Prepared by
Board of Studies in Psychology
Sacred Heart College Thevara, Kochi.**

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1. Preface

Sacred Heart College, Thevara became an autonomous college under the Mahatma Gandhi University, Kottayam in 2014. Under autonomy, the college enjoys the freedom to start new UG or PG programmes with the approval of the Academic Council and the Governing Body of the college. B.Sc. Psychology programme started in the college from 2020-21 academic year onwards.

Psychology aims to understand human behaviour and mental processes as well as its application to various spheres of human activity. Learning psychology helps to know oneself and others better, improve critical thinking and communication skills, understand relationships, appreciate different stages of development, develop a new perspective on mental health, improve scientific rigor and appreciate the relevance of interdisciplinarity.

B.Sc. Psychology programme of Sacred Heart College follows the syllabus approved by MG University for the academic year 2023-24. It is a six semester programme distributed over three years. The course structure consists of 10 core courses in psychology, 4 complementary courses pertaining to physiology of behaviour, 4 complementary courses in statistics, 4 courses in psychology practicals, 1 experiential learning project and 1 research project. Additionally, there are 6 common courses in English, 4 common courses in additional languages, 1 open course (elective) and 1 elective core course.

Syllabus of core courses (semester I to VI) is designed to cover all major areas of Psychology. Four complementary courses in Physiology are offered (semester I to IV) to help students appreciate and understand the biological underpinnings of behaviour. Four complementary courses in Statistics are included in order to acquaint the students with presentation and interpretation of scientific data. Psychology is an applied science and the future professional needs to be equipped with skills for understanding behaviour, through scientific experiments and empirical research. For this purpose, practical courses in Experimental Psychology (semester III to VI), an experiential learning project (semester V) and a research project (semester VI) are included in the syllabus. In addition to this, programme also offers six common courses in English (semester I to IV), four common courses in an additional language (common course II, semester I to IV), one open course (semester V) and one core elective course (semester VI).

Eligibility for admission: A pass in Plus Two or equivalent examination or an examination recognized by MG University as equivalent thereto.

2. REGULATIONS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES -2023

Preamble

Sacred Heart College, Thevara became an autonomous college under Mahatma University Kottayam in 2014. Since then, academic programmes of the college are being conducted as per the curriculum and syllabus approved by the various Boards of studies and the academic council of the college. The college revised the syllabi of the undergraduate (UG) programmes in 2015-16 and 2019-20. The curriculum and syllabus under the choice based credit and semester system (CBCSS) for the under graduate programmes effective from 2019-20 admissions offer Outcome Based Education (OBE). The new 'REGULATIONS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES -2023' is a continuation of the effort of the college for providing best education to the UG students of the college.

2.1 Title

These regulations shall be called **"SACRED HEART COLLEGE THEVARA REGULATIONS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) FOR UNDER GRADUATE PROGRAMMES -2023"**

2.2 Scope

Applicable to all under graduate (UG) programmes of the college with effect from 2023 admissions onwards, except otherwise approved by the Academic Council of the College

2.3. Definitions

- i. **'Programme'** means the entire course of study and examinations.
- ii. **'Duration of Programme'** means the period of time required for the conduct of the programme. The duration of under graduate programmes shall be 6 semesters, post-graduate programme shall be of 4 semesters and M Phil programmes shall be 2 semesters.
- iii. **'Semester'** means a term consisting of a minimum of 90 working days, inclusive of examination, distributed over a minimum of 18 weeks of 5 working days, each with 5 contact hours of one hour duration
- iv. **'Course'** means a segment of subject matter to be covered in a semester. Each Course is to be designed variously under lectures / tutorials / laboratory or fieldwork / study tour /seminar / project / practical training / assignments/evaluation etc., to meet effective teaching and learning needs.

- v. **‘Common Course I’** means a course that comes under the category of courses for English and **‘Common Course II’** means additional language, a selection of both is compulsory for all students undergoing undergraduate programmes (Model I)
- vi. **‘Core course’** means a course in the subject of specialization within a degree programme.
- vii. **‘Complementary Course’** means a course which would enrich the study of core courses.
- viii. **‘Open course’** means a course outside the field of his/her specialization, which can be opted by a student.
- ix. **‘Additional core course’** means a compulsory course for all undergraduate students (as per the UGC directive) to enrich their general awareness.
- x. The U.G. programmes shall include (a) Common courses (b) Core courses (c) Complementary Courses (d) Open Course (e) Study tour and (f) Internship for selected programmes.
- xi. **‘Additional Course’** is a course registered by a student over and above the minimum required courses.
- xii. **‘Credit’ (Cr)** of a course is the numerical value assigned to a course according to the relative importance of the content of the syllabus of the programme.
- xiii. **‘Extra credits’** are additional credits awarded to a student over and above the minimum credits required for a programme for achievements in co-curricular activities carried out outside the regular class hours OR curricular activities/courses completed for value addition, as directed by the College/ department. It is the numerical value assigned to Club activities, Social service, Internship, add on courses etc. which is not added with the total academic credits of the students. Additional credit components
 - (a) Talent & career club activity (optional)
 - (b) Social service (mandatory)
 - (c) Internship for Commerce, Communication and Computer applications (mandatory).
 - (d) Internship (desirable for other programmes).
 - (e) Add on courses (optional)
- xiv. **‘Programme Credit’** means the total credits of the UG Programme.
- xv. **‘Programme Elective course’** Programme Elective course means a course, which can be chosen from a list of electives and a minimum number of courses is required to

complete the programme.

- xvi. **‘Programme Project’** Programme Project means a regular project work with stated credits on which the student undergoes a project under the supervision of a teacher in the parent department / any appropriate Institute in order to submit a dissertation on the project work as specified.
- xvii. **‘Internship’** is on-the-job training for professional careers.
- xviii. **‘Plagiarism’** Plagiarism is the unreferenced use of other authors’ material in dissertations and is a serious academic offence.
- xix. **‘Tutorial’** Tutorial means a class to provide an opportunity to interact with students at their individual level to identify the strength and weakness of individual students.
- xx. **‘Seminar’** seminar means a lecture by a student expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.
- xxi. **‘Evaluation’** means every course shall be evaluated by 25% continuous (internal) assessment and 75% end course/end semester (external) assessment.
- xxii. **‘Repeat course’** is a course that is repeated by a student for having failed in that course in an earlier registration.
- xxiii. **‘Audit Course’** is a course for which no credits are awarded.
- xxiv. **‘Department’** means any teaching Department offering a course of study approved by the college / Institute as per the Act or Statute of the University.
- xxv. **‘Parent Department’** means the Department which offers a particular UG/PG programme.
- xxvi. **‘Department Council’** means the body of all teachers of a Department in a College.
- xxvii. **‘Faculty Advisor’** is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities undertaken in the Department.
- xxviii. **‘College Co-ordinator’** means a teacher from the college nominated by the College Council to look into the matters relating to CBCSS
- xxix. **‘Letter Grade’** or simply **‘Grade’** in a course is a letter symbol (O, A, B, C, D, etc.) which indicates the broad level of performance of a student in a course.
- xxx. Each letter grade is assigned a **‘Grade point’** (GP) which is an integer indicating the numerical equivalent of the broad level of performance of a student in a course.
- xxxi. **‘Credit point’** (CP) of a course is the value obtained by multiplying the grade point (GP) by the Credit (Cr) of the course $CP = GP \times Cr$.
- xxxii. **‘Semester Grade point average’** (SGPA) is the value obtained by dividing the sum

of credit points (CP) obtained by a student in the various courses taken in a semester by the total number of credits taken by him/her in that semester . The grade points shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

- xxxiii. **Cumulative Grade point average'** (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits and shall be rounded off to two decimal places.
- xxxiv. **'Grace Marks'** means marks awarded to course/s, as per the orders issued by the college from time to time, in recognition of meritorious achievements in NCC/NSS/Sports/Arts and cultural activities.

2.4 ATTENDANCE

Being a regular college, physical presence in the regular activities, especially, classes and exams, is mandatory for the students. However, if a student secures 75% of attendance s/he is eligible to appear for the exams, provided there are no other impediments like disciplinary proceedings, malpractice record etc.

- i. A maximum of 5 marks (5%) for a course is given for attendance
- ii. **Absence:** A student found absent for one hour in the forenoon or afternoon session is deprived of the attendance for the entire session as far as eligibility for final exam is concerned.
- iii. The hour related calculation in a course is meant for awarding marks for the course concerned.
- iv. **Late entry:** A student is supposed to be in time in the class. Late arrival related treatment is left to the discretion of the individual teacher. However, as a norm, a late arriving student may be permitted to the class, if it is not inconvenient or distraction to the class as such; though attendance MAY NOT BE GIVEN. Late arrival beyond 5 minutes is treated as ABSENCE; though the teacher may consider permitting the student to sit in the class.
- v. **Leave :** A student has to formally report his/her absence with reasons either in advance, or immediately after the absence for obtaining an approved leave. This applies to all sorts of leave – medical, on duty or other.
- vi. The student is supposed to report in prescribed format on the very next day of the absence; however, upto a week's time is permitted. Afterwards, the leave applications will not be considered.

- vii. The student has to retain a copy/section of the approved leave form and produce the same as proof, in case there is any confusion regarding the leave sanctioning. In the absence of such proof, the claims will not be entertained.
- viii. **Duty Leave:** A student representing the college in sports, arts, social service or academic matters, has to get sanction from the class teacher concerned and submit the leave application form duly endorsed by teacher concerned & the class teacher, and submit it to the faculty Dean (or Vice Principal). The same will be forwarded by the Dean/Vice Principal for attendance entry. **SPORTS:** The approval of the Department of Physical Education and the class teacher is required. The time limit for submission mentioned above is applicable in the case of duty leave as well.
- ix. **CONDONATION:** a student may have the privilege of condonation of attendance shortage (upto a maximum of 10 days) on the basis of genuineness of the grounds of absence (medical reasons or college duty), duly recommended by the department. This is not a matter of right. It is a matter of privilege based on Principal's discretion and the good conduct of the student on the campus. A student of UG programme may have a maximum of two such opportunities.
- x. **RE-ADMISSION** – a student whose attendance is inadequate will have to discontinue the studies. Such students, whose conduct is good, may be re-admitted with the approval of Governing Body, on the basis of recommendation from the department, and assurance from the student and the guardian regarding good conduct and compliance in academic and discipline matters. For this the prescribed re-admission fee has to be paid.

As a condition for re-admission, the student should have cleared all academic arrears, or should have appeared for the exams in which he/she is having an arrear (if the results are not out), and should have fulfilled all academic assignments prescribed by the department for compensating for his lack of attendance.
- xi. **UNAUTHORISED ABSENCE & REMOVAL FROM ROLLS:** A student absent from the classes continuously for 10 consequent days without intimation or permission, shall be removed from the rolls, and the matter intimated to the student concerned. On the basis of recommendation of the department concerned, re-admission process may be permitted by the Principal.

2.5 PROGRAMME REGISTRATION

- i. A student shall be permitted to register for the programme at the time of admission.

- ii. A UG student who registered for the programme shall complete the same within a period of 12 continuous semesters from the date of commencement of the programme.

2.6 PROMOTION: A student who registers for the end semester examination shall be promoted to the next semester. However, in extreme circumstances, a student having sufficient attendance who could not register for the end semester examination may be allowed to register notionally by the Principal with the recommendation of the Head of the department concerned and , by paying the prescribed fee.

2.7 UNDER GRADUATE PROGRAMME STRUCTURE

Model I BA/B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	22
d	Credits required from Common Course II	16
e	Credits required from Core course and Complementary courses including Project	79
f	Open Course	3
g	Minimum attendance required	75%

Model I/II B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	14
d	Credits required from Common Course II	8
e	Credits required from Core and Complementary/ Vocational courses including Project	95
f	Open Course	3
g	Minimum attendance required	75%

Model II BA/B.Sc.

a	Programme Duration	6 Semesters
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b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	16
d	Credits required from Common Course II	8
e	Credits required from Core + Complementary + Vocational Courses including Project	93
f	Open Course	3
g	Minimum attendance required	75%

Model III BA/B.Sc./B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	8
d	Credits required from Core + Complementary + Vocational Courses including Project	109
e	Open Course	3
f	Minimum attendance required	75%

2.8 EXAMINATIONS

All the End Semester Examinations of the college will be conducted by the Controller of Examination. The Principal will be the Chief Controller of Examinations. An Examination committee consists of the Chief Controller of Examinations, Controller of Examinations, Additional Chief Superintendent, Deans, IQAC Coordinator and other faculty members nominated by the Principal will act as an advisory body of the matters relating to the conduct of examinations.

2.9. EVALUATION AND GRADING

The evaluation scheme for each course shall contain two parts;

- a. Continuous Internal Evaluation (CIA) and
- b. End Semester Examination (ESE).

The internal to external assessment ratio shall be 1:3, for both courses with or without practical except for (i) BA Animation and Graphics (ii) BA Animation and Visual effects and (iii) BBA. For courses without practical, there shall be a maximum of 75 marks for external evaluation and maximum of 25 marks for internal evaluation. For courses with

practical, generally external evaluation shall be for a maximum of 60 marks and internal evaluation for 20 marks. Both internal and external evaluation shall be carried out in the mark system and the marks are to be rounded to the nearest integer.

The internal to external assessment ratio for BA Animation and Graphics, BA Animation and Visual effects and BBA shall be decided by the respective Board of studies subject to a minimum of 60 marks for external examinations.

2.9.1. Continuous Internal Assessment (CIA)/ Continuous Assessment: The internal evaluation shall be based on predetermined transparent system involving periodic written tests, assignments, seminars/viva/field survey and attendance in respect of theory courses and based on written tests, lab skill/records/viva and attendance in respect of practical courses. The marks assigned to various components for internal evaluation as follows.

Components of Internal Evaluation (for theory without practical)

	Components	Marks
i.	Assignments	5
ii	Seminar/Quiz/Field survey /Viva etc.	5
iii	Attendance	5
iv	Two Test papers(2x5)	10
	Total	25

- i. **Assignments:** Every student shall submit one assignment as an internal component for every course.

Components	Marks
Punctuality	1
Content	2
Conclusion	1
Reference/Review	1
Total	5

- ii. **Seminar:** The seminar lecture is expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.

Components	Marks
Content	2
Presentation	2
Reference/Review	1
Total	5

iii. Evaluation of Attendance

The attendance of students for each course shall be another component of internal assessment.

% of attendance	Mark
Above 90%	5
Between 85 and below 90	4
Between 80 and below 85	3
Between 76 and below 80	2
Between 75 and below 76	1

Components of Internal Evaluation (for theory with practical)

Components of Theory – Internal Evaluation	Marks
Attendance	5
Seminar/ Assignment (Written assignments, preparation of models, charts, posters etc., field survey, field work)	5
Test paper(s)	10
Total	20

Components of Internal Evaluation (for Core Practical without theory)

Components	Marks
Attendance and Lab involvement	2
Record	2
Viva/Exam	1
Total	5

- iv. **Class Tests:** Every student shall undergo **two class tests** as an internal component for every course.

2.9.2 End Semester Examination (ESE): The End Semester Examination in theory courses shall be conducted by the college with question papers set by external experts/ question bank. The evaluation of the answer scripts shall be done by the examiners based on a well-defined scheme of evaluation given by the question paper setters/Prepared as per the direction of the Chairman, Board of Examiners. The evaluation of the End Semester Examinations shall be done immediately after the examination preferably through the centralised valuation.

2.9.3 Project

Project work is a part of the syllabus of most of the programmes offered by the college. The guidelines for doing projects are as follows:

- i. Project work shall be completed by working outside the regular teaching hours.
- ii. Project work shall be carried out under the supervision of a teacher in the concerned department or an external supervisor.
- iii. A candidate may, however, in certain cases be permitted to work on the project in an industrial / Research Organization/ Institute on the recommendation of the Supervisor.
- iv. There should be an internal assessment and external assessment for the project work in the ratio 1:3
- v. The external evaluation of the project work consists of valuation of the dissertation (project report) followed by presentation of the work and viva voce.
- vi. The mark and credit with grade awarded for the program project should be entered in the grade card issued by the college.

Components of Internal Evaluation for Projects

Components	Marks
Topic/Area selected	2
Experimentation/Data collection	5
Punctuality-Regularity	3
Compilation	5
Content	5
Presentation	5
Total	25

2.9.4 Comprehensive Viva-voce

Comprehensive Viva-voce shall be conducted at the end of the programme, which covers questions from all courses in the programme as per the syllabus.

2.10. Grade and Grade Points

For all courses (theory & practical), Letter grades and grade point are given on a 10-point scale based on the total percentage of marks, (CIA+ESE) as given below:-

Percentage of Marks	Grade	Grade Point (GP)
95 and above	S Outstanding	10
85 to below 95	A ⁺ Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B ⁺ Good	7
55 to below 65	B Above Average	6
45 to below 55	C Average	5
35 to below 45	D Pass	4
Below 35	F Fail	0
	Ab Absent	0

Grades for the different semesters and overall programme are given based on the corresponding SGPA/CGPA as shown below:

SGPA/CGPA	Grade
Equal to 9.5 and above	<i>S Outstanding</i>
Equal to 8.5 and below 9.5	<i>A+ Excellent</i>
Equal to 7.5 and below 8.5	<i>A Very Good</i>
Equal to 6.5 and below 7.5	<i>B+ Good</i>
Equal to 5.5 and below 6.5	<i>B Above Average</i>
Equal to 4.5 and below 5.5	<i>C Average</i>
Equal to 4.0 and below 4.5	<i>D Pass</i>
Below 4.0	<i>F Failure</i>

A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a course. A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the end semester examination for the same semester, subsequently. A student who fails to secure a minimum marks/grade for a pass in a course can be permitted to write the examination along with the next batch.

After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of semester, a student should pass all courses and score at least the minimum CGPA grade 'D'. However, a student is permitted to move to the next semester irrespective of her/his SGPA.

Credit Point (CP) of a course is calculated using the formula

CP = Cr x GP, where Cr = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a Semester is calculated using the formula

SGPA = TCP/TCr, where

TCP = Total Credit Point of that semester = $\sum_1^n CP_i$;

TCr = Total Credit of that semester = $\sum_1^n Cr_i$

Where n is the number of courses in that semester

Cumulative Grade Point Average (CGPA) of a Programme is calculated using the formula

$$\text{CGPA} = \frac{\sum (\text{SGPA} \times \text{TCr})}{\sum \text{TCr}}$$

SGPA/CGPA shall be round off to two decimal places

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board/website at least one week before the commencement of external examination. There shall not be any chance for improvement for internal mark.

The course teacher and the faculty advisor shall maintain the academic record of each student registered for the course which shall be forwarded to the controller of examinations through the Head of the Department and a copy should be kept in the department for at least two years for verification.

2.11. Registration for the examination

- a. All students admitted in a programme with remittance of prescribed fee are eligible for the forthcoming semester examinations.
- b. Online application for registration to the various End Semester Examinations shall be forwarded to the CE along with prescribed fee for each course in prescribed format.
- c. The eligible candidates who secure the prescribed minimum attendance of the total duration of the course and possess other minimum qualification prescribed in the regulations for each course shall be issued the hall tickets. The hall ticket shall be downloaded by the students from the college website.
- d. The mode of fee remittance shall be through the prescribed bank.

2.12. Supplementary Examinations

Candidates who failed in an examination can write the supplementary examination conducted by the College along with regular examinations.

2.13. Improvement of Examination

A candidate can improve his/her marks once by appearing again for the examination with the subsequent batch with the remittance of prescribed fee. In such cases the better of the two marks shall be taken as the marks awarded to him.

Internal assessment marks shall be carried over to the subsequent semester examination.

There shall not be any provision for improving internal assessment marks.

2.14. Promotion to the Next Higher Semester

A candidate shall be eligible for promotion from one semester to the next higher semester if,

- a. He / she secures a minimum 75 % attendance and registered for the End Semester Examination of the programme for which he/she is studying.
- b. His / her progress of study and conduct are satisfactory during the semester completed, as per the assessments recorded by the course teachers and the Head of the Department concerned.

2.15 Certificates

1. Degree certificates are issued by the Mahatma Gandhi University, Kottayam as per the act and statues of the University on the submission of the consolidated mark/score cards of the students by the College.
2. A consolidated mark/score card shall be issued to the candidates after the publication of the results of the final semester examination taken by the candidate.
3. A Course Completion Certificate with classification shall be issued to students till the provisional certificate is issued by the university.

2.16. Award of Degree

The successful completion of all the courses with 'D' grade shall be the minimum requirement for the award of the degree.

2.17. Monitoring

There shall be a Monitoring Committee constituted by the principal consisting of faculty advisors, HoD, a member from teaching learning evaluation committee (TLE) and the Deans to monitor the internal evaluations conducted by college. The Course teacher, Class teacher and the Deans should keep all the records of the internal evaluation, for at least a period of two years, for verification.

Every Programme conducted under Choice Based Credit System shall be monitored by the College Council under the guidance of IQAC Coordinator, Controller of Exams, academic deans and HoDs.

2.18. Grievance Redressal Mechanism

In order to address the grievance of students regarding Continuous internal assessment (CIA) a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: At the level of the concerned course teacher

Level 2: At the level of a department committee consisting of the Head of the Department, a coordinator of internal assessment for each programme nominated by the HoD and the course teacher concerned.

Level 3: A committee with the Principal as Chairman, Dean of the Faculty concerned, HOD of the department concerned and one member of the Academic council nominated by the principal every year as members.

B. Sc. PSYCHOLOGY
Programme Structure

Semester	Course Code	Common/Core/Complementary/Elective Courses	Credits	Hours
Semester 1	23U1CCENG01	Common Course I (English): Homo Loquens: Effective Listening and speaking	4	5
	23U1CCENG02	Common Course I (English): Pearls from the Deep	3	4
	23U1CCMAL1A/ HINA /FRN1A	Common Course II : (Additional Language)	4	4
	23U1CRPSY01	Foundations and Methods of Psychology (Core)	4	7
	23U1CPBHS1	Body Systems and Behaviour (Complementary - Physiology)	2	2
	23U1CPSTP1	Basic Statistics (Complementary - Statistics)	2	3
Semester 2	23U2CCENG03	Common Course I (English) : Text and Context: A Guide to Effective Reading and Writing	4	5
	23U2CCENG04	Common Course I (English): Savouring the Classics	3	4
	23U2CCMAL2A/ HIN2A/FRN2A	Common Course II : (Additional Language)	4	4
	23U2CRPSY02	Basic Cognitive Processes (Core)	4	7
	23U2CPBHS2	Biological Basis of Behaviour (Complementary - Physiology)	2	2
	23U2CPSTP2	Statistical Tools (Complementary - Statistics)	2	3
Semester 3	23U3CCENG05	Common Course I (English): Scripting the Nation: Readings on Indian Polity, Secularism and Sustainability	4	5
	23U3CCMAL3A/ HIN3A/FRN3A	Common Course II : (Additional Language)	4	4
	23U3CRPSY03	Living in the Social World (Core)	4	7
	23U3CPBHS3	Neurophysiology of Behaviour (Complementary - Physiology)	2	3
	23U3CPSTP3	Statistical Methods and Elementary Probability (Complementary - Statistics)	2	3
	23U3PRPSY1	Psychology Practical -1 (Core)	-	2
Semester 4	23U4CCENG06	Common Course I (English): Illuminations	4	5
	23U4CCMAL4A/	Common Course II : (Additional Language)	4	5

	HIN4A/FRN4A			
	23U4CRPSY04	Social Interactions and Human Behaviour (Core)	4	7
	23U4CPBHS4	Biophysiology of Behaviour (Complementary Physiology)	2	3
	23U4CPSTP4	Statistical Inference (Complementary - Statistics)	2	3
	23U4PRPSY2	Psychology Practical -2 (Core)	1	2
Semester 5	23U5CRPSY05	Abnormal Psychology (Core)	4	4
	23U5CRPSY06	Introduction to Organizational Behavior (Core)	3	3
	23U5CRPSY07	Environmental Psychology and Human Rights (Core)	4	4
		Open Course (Any one course offered by the college)	3	4
	23U5PRPSY3	Psychology Practical 3: Experimental Psychology (Core)	8	8
	23U5PJPSY1	Experiential Learning Project	2	2
Semester 6	23U6CRPSY08	Psychology of Maladaptive Behaviour (Core)	4	4
	23U6CRPSY09	Managing Behaviour in Organizations (Core)	4	4
	23U6CRPSY10	Child Development (Core)	4	4
		Elective Course (Any one from the following)		
	23U6CRPSY11A	1. Theory and Practice of Counselling	3	3
	23U6CRPSY11B	2. School Psychology		
	23U6CRPSY11C	3. Human Resource Development		
	23U6CRPSY11D	4. Health Psychology		
	23U6PRPSY4	Psychology Practical 4 : Psychological Assessment (Core)	8	8
	23U6PJPSY2	Psychology Project 2	2	2
		TOTAL	120	150

CC – Common Course Theory

CP – Complementary Course Theory

PJ – Core Course Project

EL – Elective

CR – Core Course Theory

PR – Core Course Practical

OC – Open Course

3. Syllabus of Core and Complementary Courses

Course 01: FOUNDATIONS AND METHODS OF PSYCHOLOGY

Course Code	23U1CRPSY01
Title of the course	Foundations and Methods of Psychology
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	72

Objectives:

- To generate interest in psychology
- To understand the basics of various perspectives in psychology
- To appreciate the psychological processes behind behaviour
- To develop critical thinking ability of students

Module 1: Perspectives in Psychology

What is Psychology? A working definition.

Origin of Psychology. Philosophical origin: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origin: Darwin, Genetics.

Schools of Psychology- Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt psychology, Modern Perspectives: Biological, Psychodynamic, Behaviouristic, Humanistic, Cognitive, Evolutionary, Socio-cultural. Branches of Psychology.

Critical thinking: Pseudo-psychology – Palmistry, Astrology, Graphology, Ouija board etc.

References:

1. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.
2. Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1.

Module 2: The Science of 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.

References:

1. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.1.
2. Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch.1.

Module 3: Sensation, Attention and Perception

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

Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – set in attention, span of attention, division of attention, distraction of attention.

Perception: Top-down Vs. Bottom-up processes, Perceptual organization: Gestalt principles. Depth perception: monocular and binocular cues. Perceptual constancies. And Illusions of different types, Colour perception – colour theories (in brief). Perceptual styles, Habituation, Critical thinking: Extra sensory perception, enhancing perceptual accuracy.

References:

1. Baron, R. A., & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch.3.
2. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.3.
3. Coon, D. (1998). *Introduction to psychology: Exploration and application*. USA: Brooks/Cole Publishing Co., Ch. 7.
4. Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. California: Sage Publications Inc., Ch. 2, 3.
5. Weiten, W. (2002). *Psychology: Themes and variations*, 5thed. New York: Brooks/Cole Publishing Co., Ch. 4.

Module 4: Consciousness

States of mind: Nature of consciousness.

Changes in consciousness: dream and sleep. Stages of sleep.

Altered states: Hypnosis, meditation, drug induced states. (Applications) Critical thinking:

Hypnosis: facts and myths

References:

1. Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch.3.
2. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 3.
3. Coon, D. (1998). *Introduction to psychology: Exploration and application*. USA: Brooks/Cole Publishing Co., Ch. 8.

Module 5: Personality

Concept of personality. Determinants of personality – biological, cultural, social & situational. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, somatotypes. Modern theories (In brief).

Psychoanalytic approach. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development. Neo Freudian Approaches- Jung, Adler, Horney. (In Brief)

Trait theories- Allport, Cattell, Big Five (In Brief) Eysenck (In Brief).

Humanistic theories – Rogers, Maslow, Self – self-concept, self-efficacy, self-control, self-regulation. Assessment of Personality: Self reports – questionnaires, inventories, interviews, projective tests.

References

1. Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*, 12thed. New Delhi: Pearson Education, Ch.4
2. Baron, R.A., & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch.12.
3. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.12.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior. Discuss how behavior is learned and shaped.

For additional reading:

1. Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*, 7thed. New York: McGraw Hill Inc.
2. Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konrad Publishers Pvt. Ltd.
3. Lee, J. A. (2010) *The Scientific Endeavour*. New Delhi. Pearson
4. Lefrancois, G.R. (2000). *Theories of human learning*, 4th ed. London: Wadsworth.
5. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
6. Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to psychology*, 7thed. New Delhi: Tata McGraw Hill.

Course 02: BODY SYSTEMS AND BEHAVIOUR

Course Code	23U1CPBHS1
Title of the course	Body Systems and Behaviour
Semester in which the course is to be taught	1
No. of credits	2
No. of contact hours	36

Objective:

- To understand the biological foundations of behaviour

Module 1: Introduction

Physiological psychology and neuroscience. Digestive and respiratory system-**in brief functional relevance only.**

Module 2: Sensory Systems

Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Visual cortex.

Auditory system- Anatomy of the Auditory system, Nervous connections of the ear, pathway- Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, auditory cortex.

Module 3: Cardiovascular System

Structure of the human heart and its working (mention also the SA node, AV node & Purkinje System); Structure of arteries, veins, and capillaries, pulmonary and systemic circulation. Blood, a fluid connective tissue; components (Plasma, RBC, WBC and platelets).

Module 4: Emotionality

Physiological basis for emotionality. Hypothalamus and limbic system in emotionality.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body.

References:

1. Ahluwalia, K. B. (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
2. Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics* (4th ed.). Wiley Eastern Ltd.
3. Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
4. Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
5. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd ed.) Prentice-Hall of India Pvt. Ltd.
6. Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.
7. Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4thed.). USA: Sinauer Associates, Inc.
8. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd ed.). New York: Random House, Inc.

Course 03: BASIC STATISTICS

Course Code	23U1CPSTP1
Title of the course	Basic Statistics
Semester in which the course is to be taught	1
No. of credits	2
No. of contact hours	36

Objectives:

- To inculcate in students the need and importance of statistics in Psychology
- To get them equipped with different statistical presentation of data

Module I

Introduction to Statistics- Introduction to Statistics. Need and importance of Statistics in Psychology. Variables and attributes, Levels of Measurement: Nominal, Ordinal, Interval and Ratio. Collection of data-primary and secondary, census and sampling, classification and tabulation, grouped and ungrouped frequency table. Diagrammatical and graphical representation of data- bar diagram, pie diagram, frequency polygon and curve, histogram, ogives. (15L)

Module II

Census and Sampling. Different methods of sampling. Requisites of a good sampling method. Advantages of sampling methods. Simple random sampling, Stratified sampling. Systematic sampling. (10L)

Module III

Research Methodology: An Introduction

Meaning of Research - Objectives of Research - Types of Research - Significance of Research - Research Methods versus Methodology - Research Process - Criteria of Good Research - Problems Encountered by Researchers in India- Ethical Principles in the conduct of research with human participants (15L)

Module IV

Measures of central tendency- mean, median and mode- properties, merits and Demerits (15L)

Core References:

1. Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi. (Module I, II and IV)
2. Kothari, C.R. (2004). Research methodology : Methods and techniques (2nd revised edition). New Delhi: New Age International (P) Limited, Publishers. (Module III)

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006).Statistics for Psychology. (4th ed). New Delhi: Pearson Education.
2. Mangal, S. K. (2002). Statistics in Psychology and Education. (2nded). New Delhi: Prentice-Hall of India Private Limited.
3. Hentry E Garrett – Statistics in Psychology & Education
4. Guilford, J. P., & Fruchter, B. (1973).Fundamental statistics in psychology and education. New York: McGraw-Hill.
5. Gupta, S. C., & Kapoor, V. K. (2020). Fundamentals of mathematical statistics. Sultan Chand & Sons.
6. Elhance, D. N. (1962). Fundamentals of statistics. Kitab Mahal
7. Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.

Course 04: BASIC COGNITIVE PROCESSES

Course Code	23U2CRPSY04
Title of the course	Basic Cognitive Processes
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	72

Objectives:

- To improve meta cognitive abilities
- To apply memory techniques to improve academic performance.
- To understand psychological processes that contribute to individual differences.

Module 1: Memory

Definition: Encoding, storage and retrieval processes.

Models of memory: Modal model (Atkinson Shiffrin model) sensory memory, STM, LTM, Neural network model (Parallel distributed model), Levels of processing view

Types of information in memory: Semantic, episodic and procedural memory. Retrieval cues: State dependent, context dependent.

Measuring memory: recall, recognition, relearning, redintegration, implicit memory test, priming. Memory construction.

Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory.

Forgetting: Curve of forgetting. Theories (Reasons) of forgetting: trace decay hypothesis, interference, distortion, repression, amnesia, absence of stimulation.

Factors that can prevent forgetting: Rate of original learning, over learning, periodic reviews, meaningfulness, intention to learn, spaced vs. massed learning.

Strategies for remembering: recitation, rehearsal, elaboration, organization, Mnemonics (techniques to improve memory): method of loci, peg word method, key word, SQ3R, stories you tell yourself, chunking.

References

1. Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch.6.

- Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.6.
2. Weiten, W. (2002). *Psychology: Themes and variations*, 5thed. New York: Brooks/Cole Publishing Co., Ch. 7.

Module 2: Cognitive processes

Cognition: Definition

Thinking: Components of thought - Images, Concepts, Propositions.

Reasoning - deductive and inductive Basic sources of error in reasoning -mood states, beliefs, confirmation bias, hind sight.

Problem solving – Steps, Barriers to effective problem solving, Strategies of problem solving- algorithms, heuristics, means to end analysis, backward search.

Creativity: Convergent and divergent thinking, Stages in creativity.

Language: Structure of language, theories of language acquisition - Behaviourist theory, nativist theory, interactionist theory. Language and thought. Culture, cognitive style and problem solving.

References

1. Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 7.
2. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.8.
3. Weiten, W. (2002). *Psychology: Themes and variations*, 5thed. New York: Brooks/Cole Publishing Co., Ch.8.

Module 3: Motivation and Emotion

Motivation: Definition, Theories – drive theory, arousal theory (Yerkes-Dodson law), expectancy theory, goal setting theory, Maslow's hierarchy of need theory, Types of motivation – hunger, sexual, aggressive, achievement, intrinsic & extrinsic motivation. Primary and secondary motives. Role of instincts.

Emotion: Definition, nature and expression and impact of emotions – James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis. Biological basis of emotions, external expression of emotions – nonverbal cues, culture & emotion – Rasa & Bhava theory of emotions (sage Bharat of Natyasastra).

Reference

1. Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 10.

Module 4: Intelligence

Definition. Concept of IQ, EQ, Social and spiritual intelligence, Determinants of intelligence: heredity and environment.

Theories – Two factor theory (Spearman), Primary Mental Abilities (Thurstone), Multifactor theory (Thorndike), Multiple intelligence (Gardner), Triarchic (Sternberg) Structure of intellect (Guilford), Fluid & Crystallized (Cattell), Stage theory of Cognitive development (Piaget), PASS theory (Das, Naglieri, Kirby)

Concept of IQ. Emotional intelligence

Evolution of intelligence testing: Stanford-Binet, Wechsler scales, group tests. Extremes of intelligence- Mental retardation and giftedness.

References

1. Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 11.
Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.8.
2. Weiten, W. (2002). *Psychology: Themes and variations*, 5thed. New York: Brooks/Cole Publishing Co., Ch. 9.
3. Zimbardo, P. G & Gerrig, R. J. (1999). *Psychology and life*, 15th ed. USA: Longman Publication, Ch. 14

Module 5: Learning

Definition. Basic forms of learning

Classical conditioning - Elements, principles, generalization, discrimination, second order conditioning.

Operant conditioning - Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect, Premack principle.

Observational learning - Process and principles, Social and cognitive learning

Trial and error learning, Verbal learning, Latent learning, cognitive map, Insight learning.

Application of learning principles: Behaviour modification techniques.

References:

1. Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 5.

2. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 5.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior. Discuss how behavior is learned and shaped.

For additional reading:

1. Aleem, S. (2012). *Theories of Personality*. Dorling Kindersly India Pvt. Ltd.
2. Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*, 7thed. New York: McGraw Hill Inc.
3. Coon, D. (1983). *Introduction to Psychology: Exploration and application*. New York: West Publishing Co.
4. Friedman, H. S. & Schustack, M. W. (2003). *Personality: Classic Theories and Modern Research*, 2nd ed. Delhi: Pearson Education.
5. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
6. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to psychology*, 7thed. New Delhi: Tata McGraw Hill.
7. Munn, N. L., Fernald, L. D., & Fernald, P. S. (1972). *Introduction to Psychology*, 3rded. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Course 05: BIOLOGICAL BASIS OF BEHAVIOUR II

Course Code	23U2CPBHS2
Title of the course	Biological Basis Of Behaviour II
Semester in which the course is to be taught	2
No. of credits	2
No. of contact hours	36

Objective:

- To enable students to understand the influence of physiological system in human behavior

Module 1: Genetics, Mutations and Genetic disorders

Mendel's Principles, modern concept of gene and gene action, sex - linked, sex – limited, sex-influenced characters. Gene Mutation-Kinds of mutation, classification (Somatic, gametic, point, spontaneous, induced, dominant, recessive and silent mutations). Gene mutation disorders - albinism, phenylketonuria, alkaptonuria, galactosemia, brachydactyli. Autosomal anomalies - Down's syndrome, Edward's syndrome, Cri du chat syndrome. Sex chromosomal anomalies - Klinefelter's syndrome and Turner's syndrome.

Module 2: Physiological basis of sexual behavior, hunger and thirst

Defining sexual behavior, Dynamics, hormones and its impact, external cues, the brain and sexual behavior. Role of Hypothalamus and amygdala (Physiological motives and emotion- fear and anger)

Model 3: Physiology of Stress

Stress response, indicators of stress (hormonal, anatomical, and physiological), stress and disease. Stress, emotionality and endorphins.

Model 4: Physiology of sleep and arousal

Arousal, Sleep and Circadian Rhythms- Physiological measures of alertness and arousal-EEG.

Physiological conceptions of wakefulness and sleep. Conceptions of sleep. Circadian rhythms and biological clock.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to discuss various problems and issues that may be developed in the immune system, endocrine system, neuron or cardiovascular systems

References:

1. Ahluwalia, K. B; (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
2. Gardner; Eldon J. S, Michael J.S., & Peter. *Principles of Genetics* (4thed). Wiley Eastern Ltd.
Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
3. Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
4. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.) Prentice-Hall of India Pvt. Ltd.
5. Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.
6. Rosensweig, M.R., Leiman, A. L., Breedlove, & Marc, S., (1996). *Biological Psychology*, Sinauer Associates Inc.
7. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd ed.). New York: Random House Inc.

Course 06: STATISTICAL TOOLS

Course Code	23U2CPSTP2
Title of the course	Statistical Tools
Semester in which the course is to be taught	2
No. of credits	2
No. of contact hours	36

Credit :2

Teaching Hours:3/week

Module I: Measures of dispersion

Range, quartile deviation, mean deviation, standard deviation-properties, merits and demerits, coefficient of variation (15L)

Module II: Moments, Skewness and Kurtosis

Raw Moments, Central Moments, Inter Relationships (First Four Moments), Skewness – Measures – Pearson, Bowley and Moment Measure, Kurtosis. Measures of Kurtosis – Moment Measure. (13L)

Module III: Correlation and Regression

Karl Pearson's Coefficient of Correlation, Scatter Diagram, Interpretation of Correlation Coefficient, Rank Correlation, Regression, Regression Equation, Identifying the Regression Lines (15L)

Module IV: Defining the Research Problem

What is a Research Problem? - Selecting the Problem - Necessity of Defining the Problem - Technique Involved in Defining a Problem (12L)

Core References:

1. Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi. (Module I, II and IV)

2. Kothari, C.R. (2004). Research methodology : Methods and techniques (2nd revised edition). New Delhi: New Age International (P) Limited, Publishers. (Module III)

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). Statistics for Psychology. (4th ed). New Delhi: Pearson Education.
2. Mangal, S. K. (2002). Statistics in Psychology and Education. (2nd ed). New Delhi: Prentice-Hall of India Private Limited.
3. Hentry E Garrett – Statistics in Psychology & Education
4. Guilford, J. P., & Fruchter, B. (1973). Fundamental statistics in psychology and education. New York: McGraw-Hill.
5. Gupta, S. C., & Kapoor, V. K. (2020). Fundamentals of mathematical statistics. Sultan Chand & Sons.
6. Elhance, D. N. (1962). Fundamentals of statistics. Kitab Mahal.
7. Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.

Course 07: LIVING IN THE SOCIAL WORLD

Course Code	23U3CRPSY03
Title of the course	Living in the Social World
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	72

Objectives:

- To understand the psychological processes behind human behaviour in a social setting
- Explain the psychological aspects of various social phenomena (Understand the psychological aspects of various social issues in the society and the nation)
- Implication of social psychology in everyday living

Module I: Introduction to Social Psychology

Social Psychology (Definition). Focus of social psychology.

Research methods in Social Psychology (very briefly) – Systematic observation, Survey, Correlation, Experimental method, Field experiment, Sociometry.

Socialization (Definition).

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 5-14, 23-27.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp.2-11, 18-24.
3. Singh, A. K. (2015). *Social Psychology*. Delhi: PHI learning Pvt. Ltd. pp. 169-170.

Module II: Social Cognition

Social Cognition (Definition). Schemas: Types. Priming. Self- fulfilling prophecy. Heuristics - Types. Automatic processing.

Potential sources of error in social cognition (Briefly): Negativity bias, Optimistic bias, Overconfidence barrier, Planning fallacy, Counterfactual thinking, Thought suppression, Magical thinking, Terror management.

Affect and Cognition: How feelings shape thoughts and thought shapes feelings.

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*.

Delhi: Pearson. pp. 39-69.

2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 34-64.
3. Singh, A. K. (2015). *Social Psychology*. Delhi: PHI learning Pvt. Ltd. pp. 109-125.

Module III: Social Perception

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

Attribution: Theories of Attribution – Heider, Jones and Davis, Kelly, Shaver, Weiner. Basic sources of attribution errors. Applications of Attribution theory in understanding depression.

Impression formation (Definition). Impression management- tactics.

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 75 - 105.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 68-97.
3. Singh, A. K. (2015). *Social Psychology*. Delhi: PHI Learning Private Ltd. pp. 126-165

Module IV: Attitudes and Social dissonance

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

Cognitive dissonance. Hypocrisy.

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 148-180.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 138-170.

Module V: Stereotyping, Prejudice and Discrimination

Prejudice, Stereotype, Discrimination-(Definition). Stereotype- Nature and Origins of stereotyping (Briefly).

Prejudice- Origins of prejudice (Briefly), Techniques to reduce prejudice. Discrimination: Prejudice in action (Briefly).

Consequences of discrimination based on religion, caste and gender in India.

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 188-221.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 174-207.

Module VI: Interpersonal Attraction and Relationship

Interpersonal attraction (Definition). Determinants of interpersonal attraction- Internal: Need to affiliate and the role of affect, External: Proximity and others' observable characteristics, and Interactive: Similarity of attitudes, values and personal characteristics, Mutual evaluations. Romantic relationships: Forms of love- Passionate and Compassionate love, Sternberg's triangular theory of love.

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 226-257
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 211-241
3. Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. pp. 387- 408

Activity based assignments

Submit reports of monitored field visits to Family Courts/ NGO s dealing with women and children issues/ Adivasi settlements/ Old age homes/ Orphanages.

Observe the social behavior in various settings viz. Public places/ Social gatherings/ Institutions and submit a report.

Discuss various social phenomena of the psychological nature in the classroom, with special relevance to the contemporary Kerala society.

Analyze contemporary articles and newspapers of relevance.

Additional References:

1. Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14thed.). Boston, MA: Pearson/Allyn and Bacon.
2. Baron, R. A. & Byrne, D. (2003). *Social Psychology* (10thed). New Delhi: Pearson Education.
3. Myers, D. G. (2012). *Social Psychology* (11thed.). New York: McGraw-Hill.

Course 08: NEUROPHYSIOLOGY OF BEHAVIOUR

Course Code	23U3CPBHS3
Title of the course	Neurophysiology of Behaviour
Semester in which the course is to be taught	3
No. of credits	2
No. of contact hours	36

Objective

- To help students understand brain behavior relationship

Module 1: Nervous system & Communication within a neuron and neurotransmitter:

Brain- Behaviour relations, Cells of the Nervous system-Neurons, Structure of neuron, External, internal and supporting structures, types of neurons.

Membrane potential, resting potential, depolarization, hyper polarization, sodium-potassium pump, action potential. Neurotransmitters- Role of neurotransmitters in transmission of impulses. Excitatory and inhibitory post synaptic potentials.

Module 2: The Anatomy of the Central Nervous system

Central Nervous system, Forebrain, Midbrain and Hindbrain, Hypothalamus, Cortex, Spinal cord.

Module 3: The Anatomy of the Peripheral Nervous system

Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system

Module 4: The Hemispheres of the Neocortex

Structure, functional asymmetry (surgical studies, clinical studies, behavioural studies), capabilities of the right and left hemispheres, language, handedness, cortex and learning.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body.

Discuss various problems and issues that may be developed in neurotransmitters, psychoneuroimmunology.

References:

1. Ahluwalia, K. B. (1994). *Genetics*. 4th Print, Wiley Eastern Ltd.
2. Gardner; Eldon J. S, Michael J. S., & Peter. *Principles of Genetics* (4thed.). Wiley Eastern Ltd.
3. Guyton, A. *Medical Physiology* (8thed.), W. B. Saunders' Co.
4. Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
5. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rded.) Prentice-Hall of India Pvt. Ltd.
6. Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4thed.). USA: Sinauer Associates, Inc.
7. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rded.). New York: Random House, Inc.
8. Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.

Course 09: STATISTICAL METHODS AND ELEMENTARY PROBABILITY

Course Code	23U3CPSTP3
Title of the course	Statistical Methods and Elementary Probability
Semester in which the course is to be taught	3
No. of credits	2
No. of contact hours	36

Credit: 2

Teaching Hours: 3/week

Module I: Probability

Basic concepts, different approaches, conditional probability, independence, addition theorem, multiplication theorem (without proof) for two events, simple examples. (15L)

Module II: Random Variables and Probability Distributions

Random variables, Discrete and Continuous, p.m.f and p.d.f., c.d.f of discrete r.v. Mathematical Expectation of a discrete r.v., Mean and Variance of a discrete r.v. (10L)

Module III: Standard distributions

Binomial distribution- mean and variance, simple examples.

Normal distribution -definition, p.d.f. simple properties, calculation of probabilities using standard normal tables, simple problems. (15L)

Module IV: Research Design

Meaning of Research Design - Need for Research Design - Features of a Good Design -

Important Concepts Relating to Research Design - Different Research Designs - Basic

Principles of Experimental Designs (15L)

Core References:

1. Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi. (Module I, II and IV)
2. Kothari, C.R. (2004). Research methodology : Methods and techniques (2nd revised edition). New Delhi: New Age International (P) Limited, Publishers. (Module III)

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). Statistics for Psychology. (4th ed). New Delhi: Pearson Education.
2. Mangal, S. K. (2002). Statistics in Psychology and Education. (2nd ed). New Delhi: Prentice-Hall of India Private Limited.
3. Hentry E Garrett – Statistics in Psychology & Education
4. Guilford, J. P., & Fruchter, B. (1973). Fundamental statistics in psychology and education. New York: McGraw-Hill.
5. Gupta, S. C., & Kapoor, V. K. (2020). Fundamentals of mathematical statistics. Sultan Chand & Sons.
6. Elhance, D. N. (1962). Fundamentals of statistics. Kitab Mahal.
7. Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.

Practical Course P01: PSYCHOLOGY PRACTICALS-I

Course Code	23U3PRPSY1
Title of the course	Psychology Practicals -I
Semester in which the course is to be taught	3
No. of credits	-
No. of contact hours	36

Credit: -

Teaching Hours: 2/week

Objectives:

To introduce the basic concepts of experimental psychology

To facilitate comprehension of the theoretical concepts through experiments

To develop awareness of psychological instruments and techniques.

To provide basic training in planning and conducting experiments.

Each student is required to conduct a *minimum of 5 experiments* out of the following should be compulsorily administered by each student and the record of experiments should be submitted for **evaluation at the end of the Fourth semester.**

Psychophysical experiments: Two-point Threshold

Illusions: Horizontal-Vertical, Muller-Lyer,

Depth perception

Attention: Span, Division, Distraction, Set.

Course 10: SOCIAL INTERACTIONS AND HUMAN BEHAVIOUR

Course Code	23U4CRPSY04
Title of the course	Social Interactions and Human Behaviour
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	72

Objectives:

- To understand the psychological processes behind human behaviour in a social setting
- Explain the psychological aspects of various social phenomena (Understand the psychological aspect of various social issues in the society and the nation)
- Implication of social psychology in everyday living
- To help the students to get an understanding on measuring human behaviour

Module 1: Social Influence

Social influence, Social Norms-Definition.

Conformity: Asch's research, Factors affecting conformity, Social roots of conformity, Resisting pressures to conform.

Compliance: Underlying principles and tactics.

Obedience: Milgram's experiment, Destructive obedience- Why it occurs and Resisting its effects.

Intense indoctrination (briefly).

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 271-299.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 246-75.
3. Baron, R. A. & Byrne, D. (2003). *Social Psychology* (10th ed). New Delhi: Pearson Education.pp. 380- 382.

Module 2: Prosocial Behaviour

Prosocial Behaviour – Definition

Motives for Prosocial Behaviour: Theories- Empathy-Altruism, Negative-state relief, Empathic joy, Competitive altruism, Kin selection theory.

Responding to an emergency- Five crucial steps determine helping versus not helping

Determinants of prosocial behaviour- External and Internal influences on helping behavior: Situational factors, Emotions and Prosocial behavior, Empathy, Social Exclusion, Altruistic Personality.

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 304-325.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 281- 302

Module 3: Aggression

Aggression: Theoretical perspectives on Aggression

Determinants and Causes of aggression: Social, Cultural, Personal and Situational Prevention and control of aggression, Media violence, Child abuse - Types, causes

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 336-366.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp.310-343.
3. Baron, R. A. & Byrne, D. (2001). *Social Psychology* (8th ed). New Delhi: Prentice Hall of India Pvt Ltd. pp. 416-419

Module 4: Groups and Individuals

Groups, Common-bond groups, Common-identity groups, Entitativity- Definition. Key components/Features of groups: Status, Roles, Norms and Cohesiveness.

Why do people join a group?: Benefits and costs of joining.

Effects of the presence of others: Social facilitation, Social Loafing, Effects of being in a crowd: Deindividuation.

Decision making by groups- Decision making process, Downside of group decision making.

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*.

Delhi: Pearson. pp. 378-409.

2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 348-377.

Module 5: Social Psychology and Legal system

Social influence and the Legal system.

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

References

1. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 418-429.
2. Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 402-405.

Module 6: Measuring Human Behaviour

Psychological test (Definition). Characteristics of a good psychological test. Difference between Testing and Assessment.

Classification of test (Briefly): Norm referenced and criterion- referenced. Speed test and power test, Individual and group tests, Verbal, nonverbal and performance tests, Intelligence, Personality, Aptitude, Attitude, Achievement.

Uses and limitations of psychological test. Ethical issues in psychological testing. Report writing (very briefly).

References

1. Hussain, A. (2012). *Psychological Testing*. New Delhi: Pearson Edition. Ch. 1, 7, 8 & 9.
2. Singh, A. K. (2010). *Tests, measurements and Research Methods in Behavioral Sciences*. New Delhi: Bharathi Bhawan. Ch.1, 2 & 23.

Activity based assignments:

Analysis of media reports on current issues.

Make a report of social loafing/social facilitation by observing group activities in campus.

Study tours to places where significant social interactions have taken place (conflicts/cooperation).

Interviews with local people, qualitative analysis of documents (such as the media

report/police report), discussions with experts (such as local MLA/Panchayat members/ Police officers) and/or personal impressions of students may be submitted.

Analyze popular films and TV programmes to find out the representation of women, children, disadvantaged groups etc. Discuss the cultural psychological meaning of these representations. Discuss how media reflect and influence social norms.

Discuss various social phenomena of the psychological nature in the classroom, with special relevance to the contemporary Kerala society. Analyze contemporary articles and newspapers of relevance.

Additional References:

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.
3. Baron, R. A. & Byrne, D. (2003). *Social Psychology* (10th ed). New Delhi: Pearson Education.
4. Flick, U. (2011). *Introducing Research Methodology*. New Delhi: Sage Publications.
5. Jones, S & Forshaw, M. (2014). *Psychology Express: Research Methods in Psychology*. New Delhi: Pearson.
6. Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill.

Course 11: BIOPHYSIOLOGY OF BEHAVIOUR

Course Code	23U4CPBHS4
Title of the course	Biophysiology of Behaviour
Semester in which the course is to be taught	4
No. of credits	2
No. of contact hours	36

Objectives

- To help students to understand the branch of psycho-neuroimmunology
- To understand the physiological basis of basic processes

Module 1: The immune system and Psychoneuro-immunology

Humoural immunity, cell mediated immunity, non-specific defenses; anatomy of an immune response; memory boosters; immunosuppression; Hypersensitivity reactions, autoimmunity. Psychoneuroimmunology-Connections between emotions, nervous system and immune functions, Placebo effect, Immune deficiency, Effect of meditation and biofeedback.

Module 2: The Endocrine system and Psychoneuro-endocrinology

The endocrine glands and hormones, Hypothalamus- Autonomic nervous system, Hypothalamo-hypophysial endocrine system (HPT axis, HPA axis). Hormonal influence on learning and memory and behavior, Behaviour (emotion) and the limbic system.

Module 3: Mechanisms of Learning and Memory

Physiological changes during learning, Anatomical requirements for Learning, Physiological mechanisms for memory in the brain, triggers for memory retrieval. Amnesia, Dementia and Alzheimer's disease.

Module 4: Brain Chemistry, Drugs and Mental illness

Brain metabolism. Barrier to the brain. Major neurotransmitters in the brain. Opioid peptides and receptors in the brain. Brain chemistry and the use of psychiatric drugs.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to physiological basis of psychological processes and sensory processing.

References:

1. Ahluwalia, K. B. (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
2. Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics*, (4thed.). Wiley Eastern Ltd.
3. Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
4. Leukal, F. (1985). *An Introduction to Physiological Psychology*, (1sted.). New Delhi: CBS Publishers and Distributors.
5. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rded.) Prentice-Hall of India Pvt. Ltd.
6. Pinel, J. P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.
7. Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4thed.). USA: Sinauer Associates, Inc.
8. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rded.). New York: Random House, Inc.

Course 12: STATISTICAL INFERENCE

Course Code	23U4CPSTP4
Title of the course	Statistical Inference
Semester in which the course is to be taught	4
No. of credits	2
No. of contact hours	36

Credit: 2

Teaching Hours: 3/week

Module I: Testing of hypothesis

Statistical hypothesis, Simple and composite hypothesis Null and Alternate hypothesis, Type I and Type II errors, Critical Region, Size of the test, P value. (10L)

Module II: Large sample tests

z-tests for means, difference of means, proportion and difference of proportion, chi-square tests for independence, homogeneity. (15L)

Module III: Small Sample Tests

Normal tests for mean, difference of means and proportion (when σ known), t-tests for mean and difference of means (when σ unknown), paired t-test, test for proportion (binomial), chisquare test for variance, F-test for ratio of variances. (15L)

Module IV: Report Writing

Significance of Report Writing- Different Steps in Writing Report - Layout of the Research Report- Types of Reports- Oral Presentation - Mechanics of Writing a Research Report- Precaution for Writing Research Reports (15L)

Core References:

1. Gupta. S. P., Statistical Methods. Sulthan Chand and Sons New Delhi. (Module I, II and IV)
2. Kothari, C.R. (2004). Research methodology: Methods and techniques (2nd revised edition).

New Delhi: New Age International (P) Limited, Publishers. (Module III)

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). Statistics for Psychology. (4th ed). New Delhi: Pearson Education.
2. Mangal, S. K. (2002). Statistics in Psychology and Education. (2nd ed). New Delhi: Prentice-Hall of India Private Limited.
3. Hentry E Garrett – Statistics in Psychology & Education
4. Guilford, J. P., & Fruchter, B. (1973). Fundamental statistics in psychology and education. New York: McGraw-Hill.
5. Gupta, S. C., & Kapoor, V. K. (2020). Fundamentals of mathematical statistics. Sultan Chand & Sons.
6. Elhance, D. N. (1962). Fundamentals of statistics. Kitab Mahal.
7. Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.

Practical Course P02: PSYCHOLOGY PRACTICALS-II

Course Code	23U4PRPSY2
Title of the course	Psychology Practicals - II
Semester in which the course is to be taught	4
No. of credits	1
No. of contact hours	36

Objectives:

- To study experimentally the sensory experience and perceptual processes
- Experimentally prove how our perceptual process differs and affect our cognitive processes
- To observe a study on the social psychological phenomenon in everyday life situations.

Sensation and perception: Colour Blindness, Localization of Sound, Visual Acuity, Snellen Chart

Social Psychology Experiments: Suggestibility, Compliance, Grapevine, Pro-Social Behaviour or any other available tests to assess the social behavior of individuals.

(The evaluation of the practicals of both third and fourth semester will be done internally in hundred marks.)

The detailed mark distribution is as follows:

Components	Internal Evaluation (25 marks)
Record	10
Lab involvement	5
Exam/Viva	5
Attendance	5

Components	End Semester Examination (75 marks)
Record	10
Introduction and Procedure	15
Administration	10
Result and Discussion	15
Viva	25

Course 13: ABNORMAL PSYCHOLOGY

Course Code	23U5CRPSY05
Title of the course	Abnormal Psychology
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	72

Objectives:

- To acquaint the students with the history and meaning of abnormal behaviour
- To develop in them awareness about classification systems
- To acquaint the students with the basic minor and major disorders
- To have an understanding regarding the causal patterns and treatment of disorders

Module 1: Abnormal Psychology: An overview

The concept of normality and abnormality, Different Criteria. Historical views of abnormal behaviour: current status, classification systems-ICD, DSM, The evolution of DSM, The DSM 5 definition of mental disorder, DSM 5: major changes in classification. Merits and demerits of classification. Prevalence and incidence of mental disorders.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages 1-53

Module 2: Causal factors of Abnormal behaviour

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

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.). Pages: 54-99

Module 3: Anxiety Disorders

Fear and anxiety; Anxiety Disorders -Specific Phobias, Social Phobias, Panic disorder, Agoraphobia, Generalized Anxiety Disorder and separation anxiety disorder. Causal factors: Biological and psychosocial causal factors. Treatment and outcome.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages:162-210

Module 4: Obsessive compulsive and related disorders

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

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages:162- 210

Module 5: Mood Disorders

Mood Disorders: Types- Unipolar depressive disorders and Bipolar disorders, Prevalence. Unipolar depressive disorders- Major depressive disorder- Different specifiers, Persistent depressive disorder (Dysthymic disorder), Premenstrual Dysphoric Disorder. Causal factors: Biological, Psycho social and Socio cultural factors. Treatment and outcome. Bipolar and related disorders- Cyclothymic disorder, Bipolar I disorder, Bipolar II disorder, Causal factors: Biological, Psychological factors. Treatment and outcome

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages:211-261

Module 6: Schizophrenia and delusional disorder

Schizophrenia- Clinical picture, Subtypes of schizophrenia, Causal factors: Biological causal factors, Psychosocial and socio cultural causal factors. Treatment and Outcome
Delusional disorder- Clinical features, types, etiology, and treatment; Schizoaffective disorder.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages: 443- 483

References:

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders- DSM 5* (5th ed.), Washington D.C: American Psychiatric Publishing.
2. Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.), England: Pearson Education Ltd.
3. Sadock, B.J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan and Sadock's Synopsis of Psychiatry, Behavioral Sciences / Clinical Psychiatry* (11thed.). New Delhi: Wolter Kluwer.

Course 14: INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

Course Code	23U5CRPSY06
Title of the course	Introduction to Organizational Behavior
Semester in which the course is to be taught	5
No. of credits	3
No. of contact hours	54

Objectives:

- To familiarize and learn concept of human organizations and behavior in organizations.
- To introduce topics like Leadership, Motivation, Power, Conflict, Negotiation, in organizations and to learn strategies to Manage organizations more effectively.

Module: 1 Introduction

Defining Organizational behaviour, Different Organizational structures. Individual differences influencing work behavior, why individual differences are important. Brief history of OB- the scientific management, the behavioral school of management thought and practice- early contributions, human relations model, and the cognitive school. Frame work of organizational behaviour.

References

1. Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International. Pp. 3-23.
2. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 6-27.

Module: 2: Organizational Theory and design

Classical organizational theory: Bureaucratic Model, Modern view of Bureaucracies. Centralization and decentralization- Flat, and tall structure, departmentation, line/staff concept of organization.

Modern Organizational theory: Organization as open system, information processing view, Ecological theories.

Modern organizational designs: project, matrix, horizontal, network designs.

References

1. Jones, G. R., Mathew, M. (2013). *Organizational Theory, Design and change*. India: Dorling Kindersley Pvt. Ltd. Pp. 151-180.
2. Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International. Pp. 560-579.

Module: 3 Work Motivation: and Job design

Meaning and definition. Theories of work motivation

Content theories: Manifest need theory, learned need, hierarchy of needs, ERG theory, two factor theory, self-determination theory.

Process theories: Vroom expectancy theory, Potter-Lawler Model.

Contemporary theories of Work Motivation: Equity theory, attribution theory, other emerging theories of work motivation.

Job design- Job design and quality of work life, Job analysis- Job rotation and job Enlargement, Designing Job depth: Job enrichment, Total quality management and job design.

References

1. Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International, Pp. 230-246.
2. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 144-164, 264-276.

Module: 4 Communication in Organization

Importance, processes of communication. Communication within organization: Downward, Upward, lateral. Interpersonal communication: Formal Vs Informal, communication media, technology, non-verbal communication.

Barriers of effective communication: organizational and Individual.

Overcoming communication barriers: Communication audits, Communication cultures, individual actions.

References

1. Luthans, F. (1997). *Organizational Behavior*. (7th ed). New York: McGraw Hill International. Pp. 506-525.

2. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 205-224.

Module: 5 Leadership in organization:

Definition, Characteristics, Skills and Roles, leadership processes, Trait approaches, Behavioural approaches, Situational approaches, Other perspectives, concepts and issues of leadership, Theories of leadership: Leader centric, interactive relationship, contingency theories, NT- Styles.

References

1. Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International. Pp.452-482.
2. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 265-294.

Module-6 Group and Team work

Type, Structure, Group Dynamics, The nature of informal Organizations, Formal groups. Teams and Team Building - Organizational context for teams, types of teams, Teamwork, Team building. Importance of Emotional Intelligence in team building and influence of Emotional Labor among team members. Teams and groups diversity- consensus, dilemma, types of teams, building teams in Indian organizations.

References

1. Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-western publishers. Pp. 193-215.
2. Luthans, F. (1997). *Organizational Behavior*. 7thed. New York: McGraw Hill International. Pp. 370-390.
3. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 242-255.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

Experiential Learning:

- Students should visit an organization or industry and observe any of the theoretical concepts they have studied in this Course and learn its application in real life setting. A report must be submitted on the basis of it.
- Duration of visit: 1 day
- Evaluative components:
 - Report of industrial visit
 - Certificate
 - Presentation

References

1. Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
2. Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behaviour*. New Delhi: Wiley India.
3. Luthans, F. (1997). *Organizational Behaviour*. (7thed). New York: McGraw Hill International
4. Luthans, F. (2007). *Organizational Behaviour*. (11thed). New York: McGraw Hill International
5. Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson.
6. Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage.
7. Steers, R. M. (1994). *Organizational behaviour*. New Jersey, Prentice Hall.
8. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 242-255.

Course 15: ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS

Course Code	19U5CRPSY07
Title of the course	Environmental Psychology and Human Rights
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	72

Objectives

- To encourage students to do research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- To help students understand how their decisions and actions affect the environment, build knowledge and skills necessary to address complex environmental issues, as well as ways to take action that can keep our environment healthy and sustainable for the future. It encourages character building, and develop positive attitudes and values.
- To develop a sense of awareness among the students about the environment and its various problems and to help the students in realizing the interrelationship between man and the environment and helps to protect the nature and natural resources.
- To help the students to acquire the basic knowledge about the environment and the social norms that provide unity with environmental characteristics and create a positive attitude about the environment.
- To acquaint students with the nature and basic concepts of environmental psychology
- To synthesize diverse information relevant to human-environment relationships in the context of environmental psychology.

Module I

Unit 1: Multidisciplinary nature of environmental studies

Definition, scope and importance

(2 hrs.)

Need for public awareness.

Unit 2: Natural Resources:

Renewable and non-renewable resources: Natural resources and associated problems.

Forest resources: Use and over-exploitation, deforestation, case studies.

Timber extraction, mining, dams and their effects on forest and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification

- Role of individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles. **(10 hrs.)**

Unit 3: Ecosystems

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the given ecosystem: - Forest ecosystem **(6 hrs.)**

Module II

Unit 1: Biodiversity and its conservation

- Introduction
- Biogeographical classification of India

- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India (8 hrs.)

Unit 2: Environmental Pollution

Definition

Causes, effects and control measures of: -

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides. (8 hrs.)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act

- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

(10 hrs.)

Module III

Unit 1. Environmental psychology

- What is Environmental Psychology
- Nature and Characteristics of Environmental Psychology

Unit 2. Introduction to concepts in environmental psychology Definition of:

- Environmental perception
- Environmental cognition
- Environmental attitudes, beliefs, values & dispositions **(8 hrs.)**

Module IV

Unit1. Environment and Human Behaviour

- Nature and Human Nature (Briefly)
- Theories of Environment - Behaviour Relationships (Briefly)-Arousal, Environmental Load, Adaptation Level and Ecological Approach.
- Personal space
- Territoriality
- Crowding

Unit 2. Practice in environmental psychology

- Changing Behavior to Save the Environment
- Environmental Impact Assessment (Briefly) **(12 hrs.)**

Module – V

Unit 1- Human Rights

An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations

Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights

Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western Ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc.

(8 Hrs.)

REFERENCES

Environmental Studies

1. BharuchaErach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
3. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196pp.(Ref)
4. Dc A.K. Envioronmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jahaveh & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)

9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E. P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M. N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, 2016.Environmental Studies from crisis and cure, Oxford University Press, Published (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref) (M) Magazine (R) Reference (TB) Textbook

Human Rights

1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
3. Law Relating to Human Rights, Asia Law House,2001.
4. Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi.
5. S.K. Khanna, Children and The Human Rights, Common Wealth Publishers,1998. 2011.
6. Sushi Kapoor, Human Rights in 21st Century, Mangal Deep Publications, Jaipur,2001.
7. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.

Environmental Psychology

1. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* (5 ed.). Toronto: Harcourt Brace College Publishers.

2. Gifford, R. (2007). *Environmental psychology: Principles and practice* (4 ed.). Colville, WA: Optimal Books.
3. *Environmental Impact Assessment (EIA)*. Retrieved from <http://www.moef.nic.in/division/introduction-8>
4. *Environmental Impact Assessment (EIA)*. Retrieved from <http://www.moef.gov.in/citizen/specinfo/eia.html>

Internal:

Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site– Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc.
- Study of simple ecosystem-pond, river, hill slopes, etc (Field work equal to 5 lecture hour)

Practical Course P03: EXPERIMENTAL PSYCHOLOGY

Course Code	23U5PRPSY3
Title of the course	Experimental Psychology
Semester in which the course is to be taught	5
No. of credits	8
No. of contact hours	72

Objectives:

- To develop scientific and experimental attitudes in the student.
- To facilitate comprehension of the theoretical concepts through experiments
- To develop the skills of observation and scientific reporting in psychology
- To provide basic training in planning and conducting a psychological experiment

Each student is required to conduct a *minimum of 10 experiments* out of the following should be compulsorily administered by each student and the record of experiments should be submitted for evaluation at the end of the semester.

One suitable experiment from *each of the following* sections is to be conducted. Include simple designs like before- after, 2 group experimental- control and correlational designs in order to familiarize the students with the concept of designs.

Memory: Immediate memory span

Reaction time: Simple, Choice

Learning: Massed Vs. Spaced, Rote Vs. Meaningful, Trial and Error, Maze Learning, Rational Learning.

Transfer of Learning: Bilateral, Habit Interference, Level of Aspiration, Knowledge of Results

Motor tests: Tracing Test, Steadiness Test, Tweezer Dexterity, Finger Dexterity

Cognitive Lab: Problem Solving, Concept Formation, Multiple Choice, Stroop Effect

(Evaluation of the practicals will be done internally in hundred marks. The division of the marks are done as in Semester 4.)

Project Course PR01: EXPERIENTIAL LEARNING PROJECT

Course Code	23U5PJPSY1
Title of the course	Experiential Learning Project
Semester in which the course is to be taught	5
No. of credits	2
No. of contact hours	36

Each student is required to complete the following experiential learning components and submit the reports for evaluation at the end of the semester.

1: Internship and volunteering

- Students are required to undertake an internship in the Department of Psychiatry and/or Psychology of any of the following institutions:
 - Mental health centres, Hospitals, special education centres, rehabilitation centres, de-addiction centres, pain and palliative care units.
- Duration of internship: 36 hours
- Tasks to be undertaken:
 - Understanding the role of psychologist in the institution.
 - Conduct at least two case studies in accordance with the format specified by the faculty.
 - Prepare a reflective report of the duration spent in the institution.
- Evaluative components:
 - Case study report
 - Attendance sheets
 - Reflective report
 - Viva

2: Study tour

- Students are required to visit any reputed institution associated with mental health and submit a report of the visit for evaluation.

- Duration of visit: 1 day
- Evaluative components:
 - Reflective report of the visit
 - Presentation

3: Training for additional skill development

- Students can get training in relaxation techniques, techniques of stress management, communication skills, assertiveness training etc. from recognised institutions or forums or certified MOOCs.
- Based on the learning, students should prepare a presentation and conduct a one-hour training program incorporating the techniques.
- Evaluative component:
 - Presentation
 - Report of the training session

An extra credit is provided for the students for the successful completion of internship and volunteering, study tour and training for additional skill acquisition (mandatory).

EVALUATION

Mode of evaluation : Internal

Total Marks : 100

Distribution of marks

EXPERIENTIAL LEARNING COMPONENT		MARKS	
INTERNSHIP AND VOLUNTEERING	CASE STUDY REPORT	20	50
	REFLECTIVE REPORT	10	
	ATTENDANCE	10	
	VIVA	10	
STUDY TOUR	REFLECTIVE REPORT	10	25
	PRESENTATION	15	
TRAINING FOR	PRESENTATION	15	25

ADDITIONAL SKILL ACQUISITION	REPORT OF TRAINING SESSION	10	
TOTAL		100	

Course 16: PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR

Course Code	23U6CRPSY08
Title of the course	Psychology of Maladaptive Behaviour
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

Objectives:

- To encourage the students to know the causal pattern and the different therapeutic techniques in the management of personality, somatic symptom and dissociative disorders
- To acquaint the students with the symptoms of childhood disorders, substance dependence and neurocognitive disorders

Module 1: Personality disorders

Clinical features of personality disorders. Types of personality Disorders-Cluster A- Paranoid, Schizoid and Schizotypal personality disorders; B- Histrionic, Narcissistic, Antisocial, Borderline, & Personality disorder; & C- Avoidant, Dependent and Obsessive-Compulsive Personality disorder. Causal factors in personality disorders: Biological, Psychological and Socio-Cultural. Treatments and Outcomes for personality disorders.

Sexual Variants and Sexual Abuse- The Paraphilias, Gender dysphoria, Sexual abuse- Childhood sexual abuse, Pedophilic disorder.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages:327-422

Module 2: Somatic, Dissociative and Stress disorders

Somatic symptom and related disorders- Somatic symptom disorder, Illness anxiety disorder, Conversion disorder (Functional neurological symptom disorder), Factitious Disorder.

Dissociative Disorders-Depersonalization/Derealization disorder, Dissociative Amnesia and Dissociative fugue, Dissociative Identity disorder.

Causal factors: Biological, Psychological and Sociocultural factors. Treatment and outcome. Stress and Stressors – Characteristics, factors predispose a person to stress, Biological responses, Psychoneuroimmunology; Trauma and Stress related Disorders- Adjustment disorder, PTSD, Causal factors, Prevention and Treatment.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages: 129-136, 143-161, 263-292

Module 3: Substance-Related Disorders

Alcohol abuse and dependence - Clinical picture, prevalence and comorbidity, alcohol-related disorders. Drug abuse and dependence – Opioids, Hallucinogens, Cannabis, Caffeine, Nicotine, Inhalants, Sedatives, Stimulants, Biological, Psychosocial and Socio cultural causal factors, Treatment and outcome.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages: 367- 403

Module 4: Neurodevelopmental disorders

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

Causal factors, Treatment and outcome.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.) Pages: 508-581

Module 5: Neurocognitive disorders

Brain impairment in adults, Delirium, Major neurocognitive disorder (Dementia)-Parkinson's disease, Alzheimer's disease, Huntington's disease, Dementia due to Vascular disease, Dementia due to HIV infection; Traumatic brain injury; Amnesic disorder

Clinical picture, Treatment and Outcomes.

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.)
Pages:482- 507

Module 6: Clinical Assessment and Diagnosis

The basic elements of assessment, Types of assessment - Neurological Examination, Neuropsychological examination, Psychosocial Assessment- Interview, The Clinical Observation of behaviour, Psychological tests; Ethical issues in Assessment

References:

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.)
Pages:100- 127

References:

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders- DSM 5* (5th ed.), Washington D.C: American Psychiatric Publishing.
2. Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16th ed.), England; Pearson Education Ltd.
3. Sadock, B.J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan and Sadock's Synopsis of Psychiatry, Behavioral Sciences / Clinical Psychiatry* (11thed.). New Delhi: Wolter Kluwer.

Course 17: MANAGING BEHAVIOR IN ORGANIZATION

Course Code	23U6CRPSY09
Title of the course	Managing Behavior in Organizations
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

Objectives:

- To familiarize and learn concept of human organizations and behavior in organizations.
- To introduce topics like Decision making, Power, Conflict, Negotiation in organizations and to learn strategies to Manage organizations more effectively.

Module1: Organizational Decision Making:

Definition, Nature of decision making: decision characteristics, types of decisions. Decision making process, Problems in decision making process: misunderstanding a situation, rushing the decision Making process. Improving decision making process: Improving the roles of individual, structured group decision making process. Techniques of decision making. Models of Individual decision making: Classical, Behavioral decision making models, Individual decision making process.

References

1. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 329-347. Luthans, F. (1997). *Organizational Behaviour*. (7thed). New York: McGraw Hill International.
2. Pp. 532-547

Module 2: Power conflict and negotiation:

Definition, bases of power, power tactics, Indian perspectives on power. Power in action. Conflict: Conflict: conflict process, Sources, Types, Functionality and Dysfunctionality of Conflict, Classification of Conflict Intra Individual, Interpersonal, Intergroup and Organizational, Resolution of Conflict, Meaning and Types of Grievance and Process of

Grievance Handling. Negotiation- Process, types, Johari window.

Empowerment and Participation - The nature of empowerment and participation, How participation works, Programs for participation, Important considerations in participation.

Assertive Behaviour - Interpersonal Orientations, facilitating smooth relations, Stroking.

References

1. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd., Pp. 377-393.
2. Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-Western publishers, Pp. 225-244.

Module 3: Organizational culture:

What is organizational culture: definition, Concept, Characteristics, Elements of Culture, Implications of Organizational culture, Process of Organizational culture, cultural typologies, Strong vs. Weak cultures, culture vs. formalization, Organizational culture vs. National culture What do cultures do? Culture's functions, culture as a liability.

Creating and sustaining culture: How a culture Begins, Keeping a culture Alive. How employees learn culture: Rituals, Material symbols, language.

References

1. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd., Pp. 399-416.
2. Robbins, S. P., Judge, T. A., & Sangha, S. (2009). *Organizational Behaviour*. Dorling Kindersley Pvt. Ltd., Pp. 600-623.

Module 4: Managing Organizational Change and Development:

Concept, forces of change, managing planned change, changing structure, changing technology, changing the physical setting, changing people.

Resistance to change: Individual resistance, organizational resistance, overcoming resistance to change, the politics of change.

Approaches to managing organizational change: Lewin's three-step Model Organizational Development: OD values, OD interventions. Key issues of management change: Innovation,

Creating a Learning organization.

References

1. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 425-460.
2. Luthans, F. (1997). *Organizational Behaviour*. (7thed). New York: McGraw Hill International. Pp.592-610

Module 5: Organizational Stress:

Work place stress: Meaning of Job Stress-Definition Burnout, Background of stress. Causes of Stress: Individual, Group, Organizational, Extra organizational Stress.

Effect of Job Stress: Physical, Psychological, Behavioral problems. Coping Strategies: Individual, organizational.

Employee counseling, Types of counseling.

References

1. Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 181-198.
2. Luthans, F. (1997). *Organizational Behaviour*. (7thed). New York: McGraw Hill International. Pp. 194-207.

Module 6: Social Responsibility and Ethics:

Nature of social responsibility: Law and social responsibility, Historical perspectives, social responsibility organizational stake holders. Diverging Views on social responsibility. The nature of Managerial Ethics: Sources of ethics, moral development, Managerial ethics. Ethical and unethical managerial Behavior: Ethical standard and Managerial dilemma.

Ethics and Ethical behavior in Organization: Sexual harassment, pay and promotion discrimination, Employee privacy issue.

References

1. Sinha, J. B. P. (2008). *Cultural and Organizational Behavior*. New Delhi: Sage
2. Steers, R. M. (1991). *Introduction to Organizational Behavior*. New York: Harper Collins.

Activity based assignments and seminars -Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

1. Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
2. Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behaviour*. New Delhi: Wiley India.
3. Luthans, F. (1996). *Organizational Behavior*. (7thed). New York: McGraw Hill International.
4. Luthans, F. (2007). *Organizational Behaviour*. (11thed). New York: McGraw Hill International.
5. McShane & Glinow. *Organizational Behaviour*, McGraw Hill Publication.
6. Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behaviour*. Noida: Thomson
7. Robbins, S. P., Judge, T. A., & Sanghi, S. (2009). *Organizational Behavior*. Dorling Kindersley Pvt. Ltd.
8. Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage
9. Steers, R. M. (1991). *Introduction to Organizational Behaviour*. New York: Harper Collins.

Course 18: CHILD DEVELOPMENT

Course Code	23U6CRPSY10
Title of the course	CHILD DEVELOPMENT
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	72

Objectives:

To understand the process and nature of child development

To create and inspire interest in observing the process of child development

To learn to relate the observation to current theories of child development

Module 1: Introduction to Child Development

The field of child development, Domains of development, Periods of development, Basic issues, significant facts about development, Philosophies of John Locke, Jean Jacques Rousseau and Charles Darwin. Designs for studying development: Longitudinal, Cross sectional, Sequential designs and microgenic.

References:

1. Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall. pp 4- 15, 60-65
2. Hurlock, E.B. (2009). *Child Development*; 6thed. New Delhi: Tata McGraw Hill Edition. pp.22-44

Module 2: Theories of development

Theories by Freud and Erikson, Behaviourism and social learning theories, Theory of Cognitive development; Piaget (in detail), Information processing theory, Ethological theory, Vygotsky's Socio cultural theory, Ecological system theory and new directions.

References:

1. Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall. pp 15-32
2. Santrock, J.W. (2007). *Child Development*, 13thed. New Delhi: Tata McGraw Hill. pp. 172-190

Module 3: Prenatal Development

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

References:

1. Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall. pp 88-117
2. Papalia, D.E. & Olds, S.W. (1994). *Human Development* (5th ed.) Tata McGraw Hill.

Module 4: Physical and Sensory Development

Cephalocaudal and proximodistal pattern, Sequence of motor development; Gross motor and fine motor development. New born reflexes, Handedness. Perceptual development; touch, taste, smell, hearing, vision and intermodal perception (in brief). Physical growth, Brain development, factors affecting physical growth

References:

Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall. pp 130-131, 147-169, 176, 203-204.196-212

Module 5: Socio Emotional Development

Language development, components of language, milestones and met linguistic awareness. Bilingualism

Development of emotional expression, basic emotions and self-conscious emotions, emotional self - regulation from infancy to adolescence.

References:

Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall. pp 359-360, 405-412,418-421,428-431,496-510

Module 6: Temperament and Moral Development

Temperament, structure of temperament, Models of temperament; Thomas &Chess and Rothbart. Development of attachment, Bowlby's theory, security of attachment.

Moral development theories by Piaget and Kohlberg

References:

Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall. pp 359-360, 405-412,418-421,428-431,496-510

References

1. Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall.
2. Hallahan, D., Kauffman, J & Pullen, P.C. (1994). *Exceptional Learners: An introduction to Special Education*. MA: Allyn & Bacon.
3. Hopkins, B., Ronald, Barr. G., & George, F. (2005). *Encyclopedia of Child Development*
4. Hurlock, E.B. (2009). *Child Development*; 6thed. New Delhi: Tata McGraw Hill Edition
5. Papalia, D.E. & Olds, S.W. (1994). *Human Development* (5th ed.) Tata McGraw Hill.
6. Santrock, J.W. (2007). *Child Development*, 13thed. New Delhi: Tata McGraw Hill.
7. Wear, C. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw Hill, USA.

Experiential Learning:

- Students are required to conduct systematic observation of child behaviour / social behaviour based on the guidelines provided and submit a report/ presentation of the same for evaluation.
- Evaluative components:
 - Report of observation

Activity based Assignments

- Study Social/cognitive/speech development of children over a period of time.
- Visit children's home/orphanage/children with chronic illnesses/institution for children with special needs and submission of reports of the same.

Core Elective Course 01: THEORY AND PRACTICE OF COUNSELLING

Course Code	23U6CRPSY11A
Title of the course	Theory and Practice of Counselling
Semester in which the course is to be taught	6
No. of credits	3
No. of contact hours	54

Objectives:

- To understand the process and technique of counselling to differentiate the various approaches to counseling.
- To be aware of the assumptions and issues of counselling applications.

Module 1: Introduction to Counselling

Definition of counselling, Counselling, Psychotherapy and Guidance as related fields. Counselling as a helping relationship. Scope of counselling, Goals of counselling, Counselling ethics.

References:

1. Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance*. Pp.26 -65

Module 2: Counselling Process

Stages of counselling process, Variables affecting counselling process: Counsellor Characteristics and skills; counselee characteristics. Core conditions of helping relationship; empathy, unconditional positive regard and congruence.

References:

1. Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance*. Pp. 84-113
2. Jones, R.N. (2012). *Basic counseling skills –A Helper's Manual*; 3rd ed. Sage south Asia ed. Pp. 32 – 35

Module 3: Approaches and techniques of Counselling

Briefly explain the view of human nature, Role of counsellors, Goals and strengths and

limitations of: Freud, Person centered counselling, Existential counselling and Gestalt counselling, -Techniques: Psychoanalysis(brief), client entered therapy, existential therapy, T.A.

References:

1. Gladding, S.T. (2009). *Counselling: A comprehensive profession* (6th ed.). New Delhi: Pearson India. Pp. 186- 218
2. Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance* Pp.218-223.

Module 4: Cognitive Behavioural approaches and techniques

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

References:

1. Gladding, S.T. (2009). *Counselling: A comprehensive profession* (6th ed.). New Delhi: Pearson India. Pp. 186- 218

Module 5: Indian approaches in Counselling

Indian approach of Yoga and meditation in counselling, type of yogic practices, stages of raja yoga, Indian model of healthy personality, Relaxation techniques: JPMR, hypnosis

References:

1. Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance*

Module 6: Special areas in Counselling

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

References:

1. Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance* pp. 317-327,334-335,339-350

Note-Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior

References

1. Gladding, S.T. (2009). *Counselling: A comprehensive profession* (6th ed.). New Delhi: Pearson India.
2. Jones, R.N. (2012). *Basic counseling skills –A Helper's Manual*; 3rd ed. Sage south Asia ed.
3. Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance*

Core Elective Course 02: SCHOOL PSYCHOLOGY

Course Code	23U6CRPSY11B
Title of the course	School Psychology
Semester in which the course is to be taught	6
No. of credits	3
No. of contact hours	54

Objective:

- To equip the students with the theoretical and practical know-how of how to work as a school psychologist

Module 1:

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

Module 2:

School mental health. Multi-level Conceptual design for school-based mental health delivery. Assessment at each level. Crisis service.

Intervention methods: Social and Emotional learning, Behaviour modification in school setting, Play therapy: Directive and Non-directive therapy

Module 3:

Foundations of Positive Behavioural Support. Functional assessment methods for Positive Behavioural Support. Development and implementation of PBS Plans. Intervention strategies for PBS. Redesigning environmental systems
Life skills education

Module 4:

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

For discussion in the class: Concerns regarding school mental health in the Indian/Kerala

setting. Basic information about various agencies and schemes in this area: SSA, NCERT, State CERTs, Social justice Departments etc. Public awareness programs on school mental health.

Module 5: Practicum: Internship as School Psychologist

Objectives are to-

1. Get experience in actual work situation.
2. Acquire practice skills of guidance and counseling already learned during the course.
3. Design and impart life skills education development programmes for school students.
4. Develop an insight into the causal relationships in the problems of students regarding school environment.
5. Develop the ability to co-ordinate among teachers, parents and management.

During the internship period students will identify the problems, administer psychological tests, identify strengths and weaknesses, develop and execute programme for enhancing life skills etc. They will also handle cases of varied types as referred to them.

Students' practicum is to be supervised and their reports are to be evaluated.

References:

1. Christner, R. W., & Mennuti, R.B. (2009). *School-based mental health: A practitioner's guide to comparative practices*. NY: Routledge.
2. Cooper J.O., Heron T. E., & Heward, W. L. (1990). *Applied Behaviour Analysis*. Prentice Hall.
3. Di Giulio, R. C. (2007). *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed*. Corwin Press.
4. Karmel, L.J. (1970). *Measurement and evaluation in the schools*. London: The Macmillan Company.
5. Khalsa, S. S. (2007). *Teaching Discipline & Self-Respect - Effective Strategies, Anecdotes, and Lessons for Successful Classroom Management*. Corwin Press.
6. Kochhar, S.K. (2000). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers.
7. Kottler, J. A., & Kottler, E. (2007). *Counseling Skills for Teachers*, 2nd ed. Corwin Press.
8. Lee, C. (2007). *Resolving Behaviour Problems in your School: A Practical Guide for*

Teachers and Support Staff. Paul Chapman Publishing.

9. Reid, G. (2007). *Motivating Learners in the Classroom - Ideas and Strategies*. Paul Chapman Publishing.
10. Rogers, B. (2007). *Behaviour Management- A Whole School Approach, 2nd ed.* Paul Chapman Publishing.
11. WHO. (1997). *WHO Programme on Mental Health: Life Skills in Schools. HO/MNH/PSF/93.7A Rev. 2*. Geneva: WHO, Division of Mental Health and Prevention of Substance Abuse.

Core Elective Course 03: HUMAN RESOURCE DEVELOPMENT

Course Code	23U6CRPSY11C
Title of the course	Human Resource Development
Semester in which the course is to be taught	6
No. of credits	3
No. of contact hours	54

Objectives:

- To introduce the principles and concepts of HRD.
- To learn how to implement HRD programmes to improve the effectiveness of organizations through self-development of employees at all levels.

Module 1: Introduction to HRD

Concept of HRD- Difference between HRD and HRM- Objectives – Mechanisms and Assumptions of HRD- Need and significance of HRD in India. Principles and approaches of HRD- Challenges and ethics of HRD

Module 2: Training and Development

Concept of Training, Definition, Types, Objectives, Methods, Evaluating effectiveness of training. Concept of management development: Objectives, principles and strategies of development.

Module 3: Career Planning and development

Career planning: Nature, Definition, Characteristics, Objectives of career planning. Career development: Nature, definition, characteristics, objectives, Importance, Principles, Theories, Strategies-career development, career strategies: Nature, concept, process.

Module 4: Performance appraisal and Potential

Appraisal: Definition, Performance appraisal model, objectives of performance appraisal, elements of performance appraisal, Purposes, uses, Designing of performance appraisal,

performance appraisal process, appraisal interview, methods of performance appraisal, types of performance appraisal.

Module 5: Employee counseling and mentoring

Employee counseling: Concepts, objectives, Skills of employee counseling Theoretical approaches, Types of EC, Counseling process, measures of effective EC. Employee coaching: Concept, definition, objectives, types of EC, Process of EC, Coaching techniques. Mentoring: Concept, Definition, objectives, Characteristics of Mentoring, Matching of Mentor and Mentee, Principles, Dynamics, Qualities and roles, types of mentoring, functions of mentoring, mentoring process.

Module 6: Employee Empowerment

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

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

1. Deb, T. (2009). *Human Resource Development. Theories and Practice*. New Delhi: Anne Books.
2. Gupta, C. B. (1996). *Human Resource Management*. New Delhi: Sultan Chand.
3. Rao, S., & Rao, V.S. P. (1997). *Human Resource Management*. New Delhi: Konark Publishers.

Core Elective Course 04: HEALTH PSYCHOLOGY

Course Code	23U6CRPSY11D
Title of the course	Health Psychology
Semester in which the course is to be taught	6
No. of credits	3
No. of contact hours	54

Objectives:

- To make awareness about the scope of health psychology and its role in achievement and maintenance of health.
- To make awareness about of the stress and coping behavior of individuals in various life situations.
- To make aware of the role of Psychology in general health and chronic health problems.

Module 1: History and concepts.

Need and Significance of Health Psychology, Historical and Conceptual basis of Health Psychology. Quality of Life in relation to health-wellness state and illness state

Module 2: Psychobiology of Health Biomedical Science and Health Psychology.

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

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

Health Compromising Behaviour: Alcohol use and abuse, smoking, sexual behaviour, Jealousy, Rumor spreading. Health Enhancing techniques: Exercise, Yoga, Eating and health, positive thinking, skill development.

Module 4: Society and Health Culture, Social class, Gender and attitude in relation to Health.

Social relationships – Support system, social networking, friendships service availability and

utilization Doctor- Patient communication & relationship in the context of Health psychology.

Module 5: Managing Lifestyle illness and terminal illness

Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma. Psychological Factors in Degenerative Neurological diseases- Alzheimer's disease, Dementia and Problems of aging and adjustment. Psychological factors in Pain and Pain management.

References

1. Dematteo, R. M. & Martin, R. L. (2007). *Health Psychology*, Pearson Education.
2. Marks, (2008). *Health Psychology: Theory and Practice*. Delhi: Sage.
3. Marks, D., Murray, M., Evans, B., Willing, C. Woodwall, C.&Syskes, C. (2008). *Health Psychology*, New Delhi: Sage
4. Mohan, J. & Sehgal, M. (2006). *Health Psychology: Recent Perspectives*
5. Roberts, R., Towell, T., & Golding, J. F. (2001). *Foundations of Health Psychology*. New York Palgrave Houndmills
6. Sarafino, E. P. (1998). *Health Psychology: Bio-psychosocial interactions* (2nd and 3rded.), John Wiley & Sons Inc.
7. Sheridan, C. L. & Radmacher, S. A. (1992). *Health Psychology: Challenging the Biomedical Model*, John Wiley & Sons Inc., 1992
8. Taylor, S. E. (2006). *Health psychology*, New Delhi: McGraw Hills Inc.

Practical Course P04: PSYCHOLOGICAL ASSESSMENT (Practical)

Course Code	23U6PRPSY4
Title of the course	Psychological Assessment (Practical)
Semester in which the course is to be taught	6
No. of credits	8
No. of contact hours	72

Objectives:

- To develop the ability to understand self and others.
- To familiarize with psychological instruments and tools To generate interest in the analysis of psychological data
- To develop the skills of testing and scientific reporting in psychology
- To generate interest in working in the community with a psychological outlook

Each student is required to conduct a minimum of 10 tests from the following sections and submit the record for evaluation at the end of the semester.

Introduce basic principles of psychological testing; Characteristics of psychological tests, Ethical application of psychological tests.

Intelligence & cognitive skills: SPM, Bhatia's battery, Mathew mental abilities etc.

Personality: EPQ, Big five inventory, Locus of control, type A/ B, 16 PF etc.

Tests of interests, aptitude, attitude, creativity, adjustment, values etc.

Tests for children: Seguin Form Board, VSMS, WISC (Indian), etc. can also be administered.

(The practicals will be valued both internally and externally. The division of marks are as in Semester 4.)

Course PR02: RESEARCH PROJECT

Course Code	23U6PJPSY2
Title of the course	Project 2
Semester in which the course is to be taught	6
No. of credits	2
No. of contact hours	36

Empirical research to be done using the principles of research methodology and statistics. This enables the students to get firsthand experience in doing research. The undergraduate experience is greatly enriched by attaining research experience early. Research experience allows undergraduate students to better understand published works, learn to balance collaborative and individual work, determine an area of interest, and jump start their careers as researchers. Through exposure to research as undergraduates, many students discover their passion for research and continue on to graduate studies and faculty positions.

Guidelines for the project work:

- a. The research work shall be a quantitative, qualitative or exploratory study.
- b. Students are to do the project individually and submit the report in printed/ typed form (A4 size).
- c. Project work should be carried out with the supervision of faculty member in the department.
- d. The report should not exceed 50 pages.
- e. The project report should strictly follow APA format.
- f. The report should be submitted with five chapters, viz., Introduction, review, method, result and discussion, summary and conclusion, and references.
- g. An abstract of the study should be attached with the research report.

The project will be valued both internally and externally.

Complementary course in Psychology for B. A. English

23U1CPPSY1 - BASIC PSYCHOLOGICAL PROCESSES

Semester 1

Objectives:

- To gain understanding regarding the basics of Psychology as a scientific discipline
- To understand the chief applications of the field of Psychology in social and clinical settings.

Module 1: Introducing Psychology

Definition of Psychology, The science of Psychology and Psychology as Science and Arts, Origin of Psychology, Contribution from Ancient Indian and Greek philosophies, Biological basis- heredity and genetics, Brief history of scientific Psychology-Structuralism, Functionalism, Gestalt, Behaviourism, Humanism, Existentialism, and Cognitive perspectives.

Branches of Psychology-Developmental Psychology, Social Psychology, Clinical Psychology, Human Resource Development, Positive Psychology, Sports Psychology etc. Professionals in Psychology-Distinction between Psychiatrist, Clinical psychologist, Psychologist, Counselling psychologist, Social worker and corresponding professional qualifications.

References

1. Baron, R.A. & Misra, G. (2014). *Psychology*, 5th ed. New Delhi: Pearson Education, Ch. 1
2. Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch1

Module 2: Methods of psychological research

Descriptive methods– Introspection, Observation (Naturalistic and Controlled), Interview (Structured and unstructured), Surveys, Questionnaire, Psychological tests, Case Study
Correlational method, Experimental method – Lab and field experiments, Variables (Independent and dependent), Experimental and control groups, placebo effect. Ethical issues in conducting research and stages of research.

References

1. Baron, R.A., & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1
2. Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.

Module 3: Psychology in social settings

Attribution-theories and errors. Forms of Social influence - Conformity, compliance and obedience, social facilitation and social loafing, group think and group polarization, Impression formation, Pro-social behavior

Reference

1. Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 13.
2. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.
3. Baron, R.A. & Branscombe, N. R. (2015). *Social Psychology*. Delhi: Pearson.
4. Singh, A. K. (2015). *Social Psychology*. Delhi: PHI learning Pvt. Ltd.

Module 4: Attitudes

Attitude formation: how attitudes develop; How attitudes guide behaviour. Prejudice, stereotype, discrimination.

Persuasion: How attitudes are changed, resisting persuasion, cognitive dissonance

Reference

1. Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 13.
2. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.
3. Baron, R.A. & Branscombe, N. R. (2015). *Social Psychology*. Delhi: Pearson.
4. Singh, A. K. (2015). *Social Psychology*. Delhi: PHI learning Pvt. Ltd.

Module 5: Psychological disorders

Concept of normality-statistical definition, social norm deviance, subjective discomfort,

inability to function normally. Resilience and sources of resilience. The concept of stress, cognitive factors in stress: Lazarus's cognitive appraisal approach, coping with stress- Problem-focused and emotion-focused, Enhancing wellness. Key symptoms of personality disorders, anxiety disorders, mood disorders, schizophrenia.

Reference

1. Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 14.

23U2CPPSY2 – VARIATIONS IN PSYCHOLOGICAL ATTRIBUTES

Semester 2

Objectives:

- To generate understanding about the key psychological processes
- To generate interest to know more about the concept of personality and the theories underlying it.

Module 1: Psychological Processes

Attention: definition, factors affecting attention, set in attention.

Perception: definition, Gestalt laws, subliminal perception, Extra Sensory Perception

Memory: definition, Atkinson-Shiffrin model of memory, Memory enhancement methods.

Cognition: definition, problem solving & creativity: stages, strategies (algorithms & heuristics) and barriers, mental set & functional fixedness.

Reference

1. Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 3., Ch. 6, Ch. 8.

Module 2: Intelligence

Nature and nurture controversy, IQ and tests of intelligence, Theories of intelligence; Gardner, Sternberg, Thurston. Emotional intelligence: definition and components. Giftedness, mental retardation: types and causes.

Reference

1. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.8

Module 3: Emotion & motivation

Physiological correlates of emotion, James-Lange, Cannon-Bard, two factor theory, facial feedback hypothesis, cognitive appraisal theory, opponent process theory.

Motivational concepts: need, drive, homeostasis. Types of motives: intrinsic & extrinsic, Primary and secondary. Maslow's hierarchy, Murray, McClelland: Need for achievement, affiliation and power.

Reference

1. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.9.

Module 4: Perspectives and concepts of personality

Definition of personality. Psychodynamic Perspective-Freud's Psychoanalysis (Levels of Consciousness, structure of mind, Anxiety and defense mechanisms), Jung: Collective unconscious, Adler: Striving for superiority, Karen Horney: basic anxiety, Behaviourism-Classical, operant and observational learning, Trait approach: types of traits: Allport, Cattell, Big Five, Humanistic perspective: Maslow and self-actualization, Rogers: phenomenological perspective,

Reference

1. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.12.

Module 5: Theories of psychological development:

Psychosexual development (Freud), Psychosocial development (Erikson), Cognitive development (Piaget), Social learning theory (Bandura)

References

1. Baron, R. A. & Misra, G. (2014). *Psychology* (Indian Subcontinent Edition), Ch. 12.
2. Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.12.

5. SYLLABUS – OPEN COURSES

Open Course 01: BASICS OF COUNSELING PSYCHOLOGY

Course Code	23U5OCPSY1A
Title of the course	Basics of Counseling Psychology
Semester in which the course is to be taught	5
No. of credits	3
No. of contact hours	54

Objectives:

- To facilitate Students with nature and process of counselling and its meaning
- To expose the Students to different factors and applications of counselling
- To enable the Students to acquire sufficient knowledge in the area of counselling in order to apply in various walks of life.

Module 1: Introduction

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

References:

1. Baron, R.A & Misra, G. (2014). Psychology, 5th Ed. New Delhi: Pearson education
2. Ciccarelli, S.K., & Meyer, G.E. (2008). Psychology, South Asia Ed. New Delhi: Pearson

Module 2: Basic cognitive processes

Attention (features of attention), learning (principles)

learning enhancement method): Classical and Operant Conditioning), Observational learning, Memory (sensory, short term, long term) Forgetting, Memory Improvement Techniques

References:

1. Baron, R.A., & Misra, G. (2014). Psychology 5th Ed. New Delhi: Pearson Education
2. Ciccarelli, S.K., Meyer, G.E (2008). Psychology, South Asia Ed. New Delhi: Pearson

Module 3: Motivation & Emotion

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

and Secondary Motives)

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

References:

1. Ciccarelli, S.K Meyer, G.E. (2008). Psychology, south Asian Ed. New Delhi: Pearson
2. Weiten, W. (2002). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole publishing Co.

Module 4: Counseling

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

References:

1. Rai, N & Sahajpal, P, P. (2013). Counseling & Guidance .3rd Ed. Tata MC Graw - Hill, New Delhi
2. Jones, R.N. (2012). Theory and Practice of Counseling and Therapy. 5th Ed. New Delhi: Sage publications.

Module 5: Approaches to counseling:

Psychoanalytic (Freud) Cognitive Approach, Behavioral Approach. Person Centered Counseling

Module 6: Counseling Techniques

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

References:

1. Jones, N.R. (2012). Theory and Practice of Counselling and Therapy. 5th Ed. New Delhi: Sage Publications
2. Cuppuzzi, D and Stauffer, M.D. (2016). Counseling and Psychotherapy - Theories and Interventions. 6th ed. American Counseling Association.

3. Cooper, J., Heron, The. E. & Heward, WL. (2007). Applied Behavior Analysis. New Jersey: Pearson Education

Note- Activity based Assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena to day to day aspect of behavior.

References

1. Baron, R.A. & Misra, G. (2014). Psychology, 5th Ed. New Delhi: Pearson Education.
2. Ciccarelli, S.K., Meyer, G.E. (2008). Psychology, South Asian Ed. New Delhi: Pearson.
- Coon, D. (1998). Introduction to psychology: exploration and application USA: Brooks/Cole publishing Co
3. Weiten, W. (2002). Psychology: Themes and Variations, 5th Ed. New York: Brooks/Cole Publishing Co
4. Morgan, C.T., King. R.A., Weisz, J.R., & Schiller, J., (1993). Introduction to psychology 7th Ed. New Delhi: Tata MC Graw Hill.
5. Jones, N.R. (2012). Theory and Practice of counselling. 5th ed. New Delhi: Sage publications
- Cuppuzzi, D and Stauffer, MD. (2016). Counseling and psychotherapy - Theories and interventions.6th ed. American counseling Association
6. Seligman, L & Reich Enberg, L.W. (2014). Theories of counselling and psychotherapy- systems, strategies and skills.4th Ed. Delhi: PHI Learning.

Open Course 02: LIFE SKILLS DEVELOPMENT

Course Code	23U5OCPSY1B
Title of the course	LIFE SKILLS DEVELOPMENT
Semester in which the course is to be taught	5
No. of credits	3
No. of contact hours	54

Objectives:

- To develop abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life.
- To form the foundation of life skills education for the promotion of mental well-being, and healthy interaction and behaviour.
- To enable students to translate knowledge, attitudes and values into actual abilities – i.e., what to do and how to do it.
- To contribute to students' perception of self-efficacy, self-confidence and self-esteem.

Module 1: Life Skills

What is a life skill? Concept of Life styles, Communication and action skills. Verbal communication skills, vocal communication skills, body language- traits and attitudes, mind skills, rules skills, perception skills, self-talk skills, visual images skills, explanation skills, expectation skills, realistic goals skills, time management skills, Self-awareness

Activity1: Assessing own communication skills Activity 2: Assessing own body language

Module 2: Presentation skills

Planning, structuring and delivering a presentation, effective use of language and audio visual aids, developing delivery skills, communication skills, managing performance anxiety, relaxation techniques, Interviews and Group discussions.

Activity 1: Preparing a systematic presentation Activity 2: Assessing the delivery skills

Activity 3: Using mind skills to manage presenting material anxiety

Module 3: Relationship skills

Relationship skills, skills for listening and showing understanding, skills for choosing and

starting a relationship, skills for managing shyness, skills for developing intimacy, assertiveness skills, skills for anger management, coping with emotions and stress, attitude formation, leadership skills.

Activity 1: Listening and understanding skills Activity 2: Relationship skills

Activity 3: Building a friend

Module 4: Critical thinking skills

Critical thinking, restraining emotions, Creative thinking- stages, nature, barriers and strategies to improve creativity, looking at things differently, analyzing information, asking questions, solving problems, distinguishing facts from opinion, seeking truth in arguments and persuasion, Decision making, Problem solving- steps, strategies, and factors affecting problem solving, and creative thinking skills.

Activity 1: Make a plan for critical thinking

Activity 2: Conflict management

References

1. Jones, N. R. (2007). Life Coaching Skills- How to develop skilled clients. New Delhi, Sage Publications.
2. Lewis, H. (2000). Body Language- a guide to professionals. New Delhi, Response books.
3. Kaul, A. (2005). The effective presentation- Talk your way to success. New Delhi, Response Books.
4. Late, P. & Kumar, S. (2007). Communicate or Collapse. New Delhi, Prentice Hall India Pvt Limited
5. Mishra, B.K. (2008). Psychology- The study of Human Behaviour. New Delhi, Prentice Hall India Ltd.
6. Sheffield, R.M., Montgomery, R.J., and Moody, P.G. (2009). Developing Soft Skills- Fourth edition. New Delhi, Pearson Education.
7. Shephard, K. (2005). Presenting at conferences, seminars and meetings. New Delhi, Response Books
8. Sanghi, S. (2007). Towards a personal excellence – Psychometric tests and self-improvement techniques for managers. New Delhi, response Books.

9. North House, P.G. (2007). Leadership- Theory and Practice. New Delhi, Sage Publications. Caroselli, M, (2004). Quick Wits. New Delhi, Ane Books.
10. The Training House. (2004). Games and simulations. New Delhi, Ane Books.

Open Course 03: PSYCHOLOGY OF GENDER

Course Code	23U5OCPSY1C
Title of the course	Psychology of Gender
Semester in which the course is to be taught	5
No. of credits	3
No. of contact hours	54

Objectives:

- Critique the history of research on sex differences
- Explain various LGBTQIA+ movements and its impact on the society
- Analyze the distinction between stereotyped differences and actual differences between men and women as substantiated by research.
- Explain various theoretical positions on gender differences.
- Articulate skills gained from the course that can apply to students' intergender relationships.

Module 1: Introduction

The concept of sex and gender, Biology of sex and gender. History of Gender in Psychology. Theoretical approaches to gender development. Gender identity, Gender terminologies. Women's movements. Men's movements. LGBTQIA+ movements

Module 2: Gender roles and stereotypes.

Attitude towards gender roles. Affective component: Sexism. Traditional versus modern sexism. Hostile versus benevolent sexism. Attitude towards lesbians, gays, bisexuals, and transgendered persons. Cognitive component: Gender role stereotyping. Components of gender role stereotypes. Sub categories of gender role stereotypes. Effects of gender role stereotypes. Altering gender role stereotypes. Behavioural Component: Sex discrimination

Module 3: Gender issues

Gender inequality. Gender division of labour. Domestic gender division of labour- limitations on men's involvement. Gender based violence, cyber bullying, Power inequalities – Domestic

Violence (Acts and laws – briefly), Abuse (POCSO), Sexual Harassment at workplace (POSH, Vishaka guidelines, etc.), glass ceiling effect, and glass cliff effect.

Module 4: Gender and Mental Health

Sex differences in access to mental health. Gender differences in the prevalence, onset and course of mental disorders. Stigma, gender and mental health. Gender dysphoria and gender identity disorders. Towards a gender sensitive society. Queer affirmative therapy.

Note-Activity based Assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena to day to day aspect of behaviour.

References

1. Bosson, J. K. , Vandello, J. A. & Buckner, C. E. (2019). *The Psychology of Sex and Gender* (1st ed.). Sage Publications
2. Brannon, L. (2016). *Gender – Psychological Perspectives* (7th ed.). Routledge.
3. Chrisler, J. C. & McCreary, D. R. (eds.) (2010). *Handbook of Gender Research in Psychology* (Vol 1). Springer Science.
4. Else-Quest, N. L. & Hyde, J. S. (2018). *The Psychology of Women and Gender*. (9th ed.). SAGE Publications.
5. Gergen, M. M. & Davis, S. N. (eds.) (1997). *Toward A New Psychology of Gender*. Routledge.
6. Helgeson, V. S. (2012). *The Psychology of Gender* (4th ed.). Pearson Education.
7. Kalat, J. (2018). *Biological psychology*. Cengage.
8. Rudman, L. A. & Glick, P. (2008). *The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations*. Guilford Press.
9. Safdar, S. & Kosakowska-Berezecka, N. (2015). *Psychology of Gender Through the Lens of Culture: Theories and Applications*. Springer.
10. Tosh, J. (2016). *Psychology and Gender Dysphoria: Feminist and Transgender Perspectives*. Routledge.
11. Wood, G. W. (2018). *The Psychology of Gender*. Routledge.

12. World Health Organization. (1970, January 1). *Gender and Mental Health*. World Health Organization. Retrieved July 01, 2022, from <https://apps.who.int/iris/handle/10665/68884>

6. Model Question Papers

B.Sc. DEGREE END SEMESTER EXAMINATION

SEMESTER –1: PSYCHOLOGY (CORE COURSE)

COURSE: 23U1CRPSY01 – FOUNDATIONS AND METHODS OF PSYCHOLOGY

Time: Three Hours

Max. Marks: 75

PART A

Answer all questions. Each question carries 1 mark.

1. John Locke came up with the concept of which translates to ‘blank slate’.
2. is the branch of psychology that studies the human thought process and how people obtain, process, and store information in the brain.
3. quantitatively investigates the relationship between physical stimuli and the sensations and perceptions they produce.
4. A study is one in which neither the participants nor the experimenters know who is receiving a particular treatment.
5. One of the advantages of the method is the possibility of collecting data as it happens in the natural setting.
6. The tendency to fill any missing part or incomplete figures and see them as complete figures illustrates the principal.
7. Sleep spindles usually happen in stage of sleep.
8. used in sleep studies, is the record of electrical activities in various muscles.
9. is the personality trait that indicates reliability, persistence, control, organized.
10. is considered the founder of the trait theory of personality.

(1 x 10 = 10)

PART B

Answer any eight of the following in not more than 50 words each. Each question carries 2 marks

11. Who are the main psychologists of the Gestalt branch?
12. Briefly explain two applied branches of psychology.

13. "Correlation does not prove causation". Explain
14. What are the goals of psychology as a science?
15. Define sensation and perception.
16. Define JND and give one application of it.
17. What are Delta waves? What is the frequency and mental state associated with it?
18. Differentiate between hypnagogic and hypnopompic states.
19. Differentiate between suppression and repression.
20. Explain archetypes using a couple of examples.

(2 x 8 = 16)

PART C

Answer any five of the following in not more than 200 words each. Each question carries 5 marks

21. Compare and contrast the structuralism and functionalism schools in Psychology.
22. What is meant by object constancy? Explain the various types of constancies.
23. What is experimental control and what are the methods of control used in the experimental method?
24. Describe the functions of sleep.
25. Explain the Big-Five Theory of Personality.
26. Elucidate the term 'self' and the different aspects of self.
27. With examples, explain the various errors in perception.

(5 x 5 = 25)

PART D

Answer any two of the following in not more than 500 words each. Each question carries 12 marks

28. Elaborate on the modern perspectives in Psychology.
29. Discuss the Gestalt principles of organization in detail using illustrations and also its role in perception.
30. Describe the various altered states of consciousness.
31. Who were the Neo-Freudians and why were they called so? Discuss their theories briefly.

(12 x 2 = 24)

B. Sc. DEGREE END SEMESTER EXAMINATION
SEMESTER –1: COMPLEMENTARY 1 FOR B. Sc PSYCHOLOGY
COURSE: 23U1CPBHS1 – BODY SYSTEMS AND BEHAVIOUR - I

Time: Three Hours

Max. Marks: 75

PART A

Answer all questions. Each question carries 1 mark.

1. Erythrocytes contain the oxygen-carrying protein which is a pigment called
2. is the most numerous blood plasma proteins which functions as transport proteins for fatty acids.
3. is the oval central portion of the bony labyrinth
4. is a thin, transparent outer layer of the heart wall.
5. The right ventricle is separated from the left ventricle by a partition called the
6. Each lung is enclosed and protected by a double-layered serous membrane called the
7. help stop blood loss from damaged blood vessels.
8. The first part of the small intestine is the which is the shortest region.
9. Cardiac excitation normally begins in the located in the right atrial wall.
10. Iris regulate the amount of light entering the eyeball through the hole called

(1 x 10 = 10)

PART B

Answer any eight of the following in not more than 50 words each. Each question carries 2 marks

11. Enumerate four functions of digestive system.
12. Differentiate between sclera and cornea.
13. Write notes on Superior colliculus.
14. What is binocular vision?
15. Comment on semicircular canals.
16. What is coronary sulcus?
17. What is Bradycardia?
18. How are hormones transported to target organs?

19. What are globulins?
20. What is James-Lange theory?

(2 x 8 = 16)

PART C

Answer any five of the following in not more than 200 words each. Each question carries 5 marks

21. Describe the role of saliva in digestion.
22. Differentiate between aqueous humor and vitreous humor.
23. Briefly explain the 3 theories of emotion.
24. Explain the structure and function of monocyte with the help of a neat labelled diagram.
25. Explain systemic circulation
26. Describe the architecture of different chambers of heart.
27. Write short notes on nervous connections of ear

(5 x 5 = 25)

PART D

Answer any two of the following in not more than 500 words each. Each question carries 12 marks

28. Write an essay on the anatomy of eye with the help of a neat labelled diagram
29. Describe in detail the conducting system of heart
30. Discuss the role of amygdala and hippocampus in emotionality
31. Write an essay on the structure and function of different types of leucocytes.

(12 x 2 = 24)

B. Sc. DEGREE END SEMESTER EXAMINATION
SEMESTER 2: PSYCHOLOGY (CORE COURSE)
COURSE: 23U2CRPSY02: BASIC COGNITIVE PROCESSES

Time: Three Hours

Max. Marks: 75

PART A

Answer All (1 mark each)

1. Which mnemonic method is best to learn a new foreign language?
2. Who proposed flashbulb memory?
3. According to heuristic, people employ a certain starting point (“the anchor”) and make adjustments until they reach an acceptable value over time.
4. What is the name of the theory in linguistics that suggests that some rules of grammar are hard-wired into the brain, and manifest without being taught?
5. The rate at which the body burns energy when a person is resting is called
6. Justin is a starting left fielder for his baseball team and looks forward to every game and practice, as he genuinely loves playing the sport. Which type of motivation is Justin experiencing?
7. WAIS stands for
8. According to Piaget, certain physical attributes of an object remain unchanged even though its outward appearance changes are known as
9. involves changes brought about by experience, whereas maturation describes changes resulting from biological development.
10. A person is more likely to perform a non-preferred task if it is followed by a preferred task is known as

PART B

Answer any 8 (2 marks each)

11. Define memory and its processes.
12. Why an individual cannot remember experiences that happened in the first three years of life?

13. What are the basic sources of errors in reasoning?
14. Describe behaviourist theory of language acquisition?
15. Define sexual orientation and its types.
16. Explain expectancy theory?
17. What are the different products according to Guilford?
18. Briefly explain Thorndike's theory of Intelligence?
19. Explain fixed schedule of reinforcement?
20. Explain higher-order conditioning?

PART C

Answer any 5 (5 marks each)

21. Explain psychological and biological cause of Amnesia.
22. Explain Interference theory.
23. Write a short note on different types of heuristics?
24. Differentiate cognitive appraisal theory and cognitive arousal theory?
25. Explain Gardner's theory of Multiple Intelligence.
26. Elucidate Sternberg's theory of Triarchic intelligence.
27. Explain verbal learning.

(5 x 5 = 25)

PART D

Answer any 2 (12 marks each)

28. Explain different ways to test memory.
29. Define motivation and elaborate on its type.
30. Explain Piaget's theory of Cognitive Development.
31. Give an account of classical conditioning.

(12 x 2 = 24)

B A DEGREE END SEMESTER EXAMINATION
SEMESTER 2: PSYCHOLOGY (COMPLEMENTARY FOR B A ENGLISH)
COURSE: 23U2CPPSY2: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Time: Three Hours

Max. Marks: 75

PART A

Answer any 10 (1 marks each)

1. is a type of attention that is involved in multi-tasking.
2. is the most central member of a category.
3. is a condition characterised by significant limitations both in intellectual functioning and in conceptual, social and practical adaptive skills.
4. Which psychologist invented the first individual intelligence test?
5. operates under the pleasure principle.
6. is the pattern of enduring characteristics that produce consistency and individuality in a given person.
7. According to Freud, in what stage of psychosexual development does the Oedipus complex take place?
8. According to Erickson, what is the developmental crisis that happens in the sixth stage of psychosocial development?
9. is the tendency to resist change in order to maintain a stable, relatively constant internal environment.
10. theory states that an initial emotional reaction is followed by the opposite reaction in an attempt to produce homeostasis.

PART B

Answer any 4 (2 marks each)

11. Define memory and its processes.
12. What are the different types of perceptual constancy?
13. What are the levels of support required by the four distinct categories of MR?
14. How is Wechsler tests different from Stanford-Binet test?

15. Explain variable schedule of reinforcement?
16. Differentiate stimulus generalization and stimulus discrimination.
17. Define object permanence?
18. What is Reciprocal determinism?
19. What are need, drive and homeostasis?
20. Describe the characteristics of individuals with high achievement motivation?

PART C

Answer any 5 (5 marks each)

21. Explain components of thought.
22. Explain Dunker's candle box experiment?
23. Elucidate WAIS.
24. Write a short note on (i) Phenylketonuria (ii) Down syndrome (iii) Fragile X-syndrome.
25. Explain levels of consciousness and Structure of mind.

(5 x 5 = 25)

PART D

Answer any 2 (12 marks each)

26. Elaborate on psychosexual stages of development.
27. Give an account of McClelland's Theory of Needs?
28. Discuss cognition in detail.
29. Explain the nature and nurture controversy with regard to intelligence.

(12 x 2 = 24)