

**B.Sc. PSYCHOLOGY****CHOICE BASED CREDIT SYSTEM –****LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2022-23 onwards)

**(NAAN MUDHALVAN SCHEME was implemented from 2<sup>nd</sup> to 6<sup>th</sup> Semester)**

Sem.	Part	Course	Title	Ins. Hrs	Credi	Exam Hours	Marks		Total
							Int.	Ext.	
I	I	Language Course – I Tamil \$ / Other Languages + #		6	3	3	25	75	100
	II	English Course - I		6	3	3	25	75	100
	III	Core Course – I (CC)	Basic Psychology I	5	5	3	25	75	100
		Core Practical – I (CP)	Psychology I	4	4	3	40	60	100
		First Allied Course – I (AC)	Foundations of Sociology	4	4	3	25	75	100
	IV	Value Education		2	2	3	25	75	100
	<b>TOTAL</b>			<b>30</b>	<b>21</b>	-	-	-	<b>600</b>
II	I	Language Course - II Tamil \$ / Other Languages + #		6	3	3	25	75	100
	II	English Course - II		4	3	3	25	75	100
	III	Core Course – II (CC)	Basic Psychology II	5	5	3	25	75	100
		Core Practical – II (CP)	Psychology II	4	4	3	40	60	100
		First Allied Course – II (AC)	Statistics in Psychology	3	2	3	25	75	100
		First Allied Course – III (AC)	Social Psychology	4	4	3	25	75	100
		Add on Course – I ##	Professional English- I	6*	4	3	25	75	100
	IV	Environmental Studies		2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Language Proficiency for Employability - Effective English	2	2	3	25	75	100
	<b>TOTAL</b>			<b>30</b>	<b>29</b>	-	-	-	<b>900</b>

III	I	Language Course – III Tamil \$ / Other Languages + #		6	3	3	25	75	100
	II	English Course - III		6	3	3	25	75	100
	III	Core Course – III (CC)	Physiological Psychology I	5	5	3	25	75	100
		Core Practical - III (CP)	Psychology III	4	4	3	40	60	100
		Second Allied Course – I (AC)	Principles of Public Administration	4	4	3	25	75	100
		Second Allied Course – II (AC)	Foundations of Criminology	3	-	-	-	-	-
		Add on Course – II ##	Professional English - II	6*	4	3	25	75	100
	IV	Non Major Elective I @ - Those who choose Tamil in Part I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part I must choose either a) Basic Tamil if Tamil language was not studied in school level <b>or</b> b) Special Tamil if Tamil language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> std.	Mental Health	2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Digital Skills for Employability – Microsoft Digital Skills	-	2	3	25	75	100
	<b>TOTAL</b>			<b>30</b>	<b>27</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>800</b>
IV	I	Language Course –IV Tamil \$ / Other Languages + #		6	3	3	25	75	100
	II	English Course – IV		6	3	3	25	75	100
	III	Core Course - IV (CC)	Physiological Psychology II	5	5	3	25	75	100
		Core Practical - IV (CP)	Psychology IV	4	4	3	40	60	100
		Second Allied Course – II (AC)	Foundations of Criminology	3	2	3	25	75	100
		Second Allied Course – III (AC)	Principles of Yoga	4	4	3	25	75	100
	IV	Non Major Elective II @ - Those who choose Tamil in Part I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part I must choose either a) Basic Tamil if Tamil language was not studied in school level <b>or</b> b) Special Tamil if Tamil language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> std.	Stress Management	2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Employability Skills - Employability Skills	-	2	3	25	75	100
	<b>TOTAL</b>			<b>30</b>	<b>25</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>800</b>

V	III	Core Course - V (CC)	Developmental Psychology I	5	5	3	25	75	100
		Core Course – VI (CC)	Abnormal psychology I	5	5	3	25	75	100
		Core Course – VII (CC)	Organizational Behaviour	5	5	3	25	75	100
		Core Practical -V (CP)	Psychology V	4	4	3	40	60	100
		Major Based Elective – I (Any one)	1. Counselling Psychology I 2. Sports Psychology	5	4	3	25	75	100
	IV	Skill Based Elective I	Consumer Behavior	4	2	3	25	75	100
		Soft Skills Development		2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Marketing & Design Tools – Digital Marketing	-	2	3	25	75	100
	TOTAL			30	29	-	-	-	800
VI	III	Core Course - VIII (CC)	Developmental Psychology II	6	5	3	25	75	100
		Core Course - IX (CC)	Abnormal Psychology II	6	5	3	25	75	100
		Core Practical – VI (CP)	Psychology VI	4	4	3	40	60	100
		Major Based Elective II (Any one)	1. Counselling Psychology II 2. Human Resource Management	5	4	3	25	75	100
		Project		4	3	-	20	80	100
	IV	Skill Based Elective – II	Educational Psychology	4	2	3	25	75	100
	V	Gender Studies		1	1	3	25	75	100
		Extension Activities **		-	1	-	-	-	-
	VI	Naan Mudhalvan Scheme (NMS) @@	Career Readiness Programme	-	2	3	25	75	100
	TOTAL			30	27	-	-	-	800
GRAND TOTAL			180	158	-	-	-	4700	

\$ For those who studied Tamil upto 10<sup>th</sup> +2 (Regular Stream).

+ Syllabus for other Languages should be on par with Tamil at degree level.

# Those who studied Tamil upto 10<sup>th</sup> +2 but opt for other languages in degree level under Part- I should study special Tamil in Part – IV.

## The Professional English – Four Streams Course is offered in the 2<sup>nd</sup> and 3<sup>rd</sup> Semester (only for 2022-2023 Batch) in all UG Courses. It will be taught apart from the Existing hours of teaching / additional hours of teaching (1 hour /day) as a 4 credit paper as an add on course on par with Major Paper and completion of the paper is must to continue his / her studies further. (As per G.O. No. 76, Higher Education (K2) Department dated: 18.07.2020).

\* The Extra 6 hrs / cycle as per the G.O. 76/2020 will be utilized for the Add on Professional English Course.

@ NCC Course is one of the Choices in Non-Major Elective Course. Only the NCC cadets are eligible to choose this course. However, NCC Course is not a Compulsory Course for the NCC Cadets.

\*\* Extension Activities shall be outside instruction hours.

@@ Naan Mudhalvan Scheme.

## SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES

Sl. No.	Part	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	I	Language Courses	4	12	400
2.	II	English Courses	4	12	400
3.	III	Core Courses	8	40	800
4.		Core Practical	7	29	700
5.		Allied Courses I & II	4	16	400
6.		Allied Practical	2	4	200
7.		Major Based Elective Courses	2	8	200
8.		Add on Courses	2	8	200
9.		Project	1	3	100
10.	IV	Non-Major Elective Courses (Practical)	2	4	200
11.		Skill Based Elective Courses	2	4	200
12.		Soft Skills Development	1	2	100
13.		Value Education	1	2	100
14.		Environmental Studies	1	2	100
15.	V	Gender Studies	1	1	100
16.		Extension Activities	1	1	--
17.	VI	Naan Mudhalvan Scheme	5	10	500
		<b>Total</b>	<b>48</b>	<b>158</b>	<b>4700</b>

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**First Year**

**CORE COURSE I  
BASIC PSYCHOLOGY I  
(Theory)**

**Semester I**

**Code:**

**Credit: 5**

**COURSE OBJECTIVES:**

- To understand the definition and history of Psychology
- To comprehend the basics of Sensation & Perception
- To appreciate the importance of Consciousness
- To know the nature of Learning, Memory & Forgetting
- To understand the nature and approaches to Motivation & Emotion

**UNIT – I:**

**The Historical foundations of Psychology** Definition of Psychology - History of Psychology, Early schools of Psychology: Structuralism, Functionalism Behaviourism, Psychoanalysis and Gestalt

**Contemporary Perspectives of Psychology** Bio-logical - Psychoanalytic - Behaviouristic - Cognitive and Subjectivist Perspectives - Areas of Specialization in Psychology

**UNIT – II:**

**Sensation** Definition of Sensation - Sensory thresholds - Sensory adaptation - Vision - Hearing - Touch - Smell - Taste and Kinaesthetic senses.

**Perception** Definition of Perception - Gestalt Principles - Perceptual Constancies - Depth Perception - Illusion - Extra Sensory Perception

**UNIT – III:**

**Consciousness** Definition of Consciousness - The Nature of Consciousness - Altered States of Consciousness - Drug-induced Altered States of Consciousness.

**Sleep** Biological Rhythms and Sleep - The Need for Sleep - Stages of Sleep - Sleep Disorders - Dream - Wish fulfilment - Manifest and Latent Content - Hypnosis - The Nature & Application of Hypnosis

**UNIT – IV:**

**Learning** Definition of Learning - Classical Conditioning - Operant Conditioning - Cognitive Learning - Observational Learning

**Memory** Definition of Memory - Two models of Memory - Three stages of memory - Working memory - Short-term memory and Long-term Memory - Implicit Memory - Amnesia - Techniques to improve Memory - Definition of Forgetting - Proactive and Retroactive Interference - Retrieval Inhibition

## **UNIT – V:**

**Motivation** Definition of Motivation - Approaches to Motivation - Instinct - Drive reduction - Arousal - Incentive - Needs - Self determination theory - Sexual motivation - Aggressive motivation

**Emotion** Definition of Emotion - Components of Emotions - Biology - Cognitive - and Socio-cultural Factors of Emotions - Theories of Emotion - James-Lange theory - Cannon-Bard theory - Lazarus theory - Putschik's theory - The Facial Feedback Hypothesis.

## **UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Latest developments in the field of Psychology, Technology development and sleep quality, Virtual learning, Emotional Management

## **REFERENCES:**

1. Baron A. R (2013). Psychology (V. Ed.) New Delhi, Prentice Hall.
2. Ciccarelli, S.K. and Meyer, G.E. (2008). Psychology, New Delhi, Pearson Longman – Dorling Kindersley (India) Private Limited.
3. Hoeksema, et., al., (2014). Atkinson and Higgard's Psychology: An Introduction (XV.Ed.), New Delhi, Cengage Learning India Private Limited.
4. Morgan, et., al., (2011). Introduction to Psychology (VII.Ed.), New Delhi: Tata McGraw –Hill Edition.
5. Santrock. J.W (2006). Psychology: Essentials. New Delhi Tata McGraw – Hill Edition.

## **COURSE OUTCOMES:**

- Aware of applications of contemporary and school of Psychology
- Develop skill of perception and perceptual constancies
- Appreciate the states of consciousness and biological rhythms
- Apply the implications of learning theories
- Develop ability to improve one's memory using the models and techniques of memory
- Develop ability to be self-motivated and empathetic and to motivate others

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**First Year**

**CORE PRACTICAL I  
PSYCHOLOGY I  
(Practical)**

**Semester I**

**Code:**

**Credit: 4**

**ANY FIVE OF THE FOLLOWING**

1. Muller – Lyer Illusion
2. Span of Attention
3. Distraction of attention
4. Learning through Maze
5. Habit Interference
6. Recall Versus Recognition
7. Retroactive and Proactive interference

**References:**

1. Parameshwaran E. G. and Ravichandran R. (2001): Experimental Psychology- Hyderabad: Neelkamal Publication Pvt.- Ltd.-
2. Kuppasamy B. (1954): Elementary Experiments in Psychology- Madras: Oxford University Press.
3. Postman and Egan- J. P. (1985): Experimental Psychology- New Delhi: Kalyani Publications.

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**First Year**

**FIRST ALLIED COURSE I  
FOUNDATIONS OF SOCIOLOGY  
(Theory)**

**Semester I**

**Code:**

**Credit: 4**

**COURSE OBJECTIVES:**

- To understand the basic Concepts of Sociology
- To comprehend Sociological Study Methods
- To examine general Sociological Theories
- To know the nature of Society
- To understand the basic aspects of Culture

**UNIT – I:**

**Introduction** Meaning of Sociology –Scope of Sociology - History – Sociology and other Social Sciences – Sociology and Psychology – Sociology Today – Technology and Social Sciences

**Sociological Methods** The Development of Social Science – The Scientific Method – Correlation and Causation – Quantitative and Qualitative Methods – Objective and Critical Methods – Ethics

**UNIT – II:**

**General Sociological Theories** Introduction - Structural-Functionalism - Conflict Theory - Symbolic Interactionism – Role theory - Social Constructionism - Integration Theory

**Society** Introduction – Societal Development: Hunter-Gatherer – Pastoralist – Horticulturalist - Agrarian – Industrial and Post Industrial – Classical Views on Social Change

**UNIT – III:**

**Culture** Introduction – Subcultures and Counter Cultures – Ethnocentrism and Cultural Relativism – Theories of Culture and Cultural Change – Cultural Sociology

**Socialization** What is Socialization? – Elements of Socialization: Goals of Socialization, Primary and Secondary, Socialization, Total Institutions, Broad and Narrow Socialization – Theoretical Understandings of Socialization

**UNIT – IV:**

**Groups And Collective Behaviour** Social Identity Theory – Primary and Secondary Groups – In Groups and Out Groups – Reference Groups – Group Size – Crowds – Theories of Crowd Behaviour – Diffuse Crowds

**Demography Introduction** The Need for Studying Demography – History – Data and Methods – The Demographic Transition – Population Growth and Overpopulation



## **UNIT – V:**

**Gender And Family** Gender and Sex – Biological Differences – Social and Psychological Differences – Sexism – Gender Theory – Family – Family Cross Culturally – Economic Role of the Family – Kinship Terminology

## **UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

‘Sociological’ Perspectives in India - interpretive sociology- industry and labour- social communication

## **REFERENCES:**

1. Bottommore, T.B. 1972, Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)
2. Brijjak, G.J. (1992). Sociology: Cultural Diversity in A Changing World. London: Alley and Baccon.
3. Giddens, A. (1982). Sociology, New York: Harcourt Brace Jovanovich.
4. Johnson, Harry M. (1995): Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
5. Gouldner, Alvin. 1977. ‘Sociology’s Basic Assumptions’ in Thompson, Kenneth and Jeremy Tunstall, Sociological Perspectives. New York: Penguin Books Ltd. (Pages 13- 17)
6. Sankar Rao C.N. (2009). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S Chand & Company Ltd.
7. Weber, Max. 1978. Economy & Society: An outline of Interpretive Sociology Vol. 1. Berkeley: University of California Press. (Basic Concepts, Pages 4-26)

## **COURSE OUTCOMES:**

- Be ethical and to be able to be part of the society
- Contribute to the society in terms of knowledge and skills having understood the social change
- Develop ability to be a strong lover of culture understanding social institutions
- Realize the significance of demographic transition and population growth of India
- Appreciate the values of gender and family

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**First Year**

**CORE COURSE II  
BASIC PSYCHOLOGY II  
(Theory)**

**Semester II**

**Code:**

**Credit: 5**

**COURSE OBJECTIVES:**

- To understand the nature and definition of Intelligence
- To know the concepts of Thinking & Language
- To find out the basics and importance of Creativity
- To appreciate the nature of Sexuality & Gender
- To understand the nature and theories of Sexuality & Gender

**UNIT – I:**

**Intelligence** Definition of Intelligence - Nature and Nurture views on intelligence  
- Measurement of Intelligence - Individual Differences in Intelligence

**Theories of Intelligence** Spearman - Gardner - Anderson - Sternberg and Cattell  
- Emotional Intelligence

**UNIT – II:**

**Thinking** Definition of Thinking - Concept Formation - Mental Images - Reasoning Prototypes - Problem Solving and Decision Making - Trial and Error - Algorithms - Heuristics - Insight - Problems With Problem Solving

**Language** Definition of Language - The Levels of Language Analysis - The Relationship between Language and Thought

**UNIT – III:**

**Creativity** Definition of Creativity – convergent & divergent thinking - Steps in creative Process: Preparation, Incubation, Insight, Evaluation and Elaboration

**Characteristics of Creative thinkers** Flexibility and Playful thinking - Inner Motivation - Willingness to Risk - Objective evaluation of work – The characteristics of Creative living

**UNIT – IV:**

**Sexuality** Definition of Sexuality – Primary and Secondary Sex Characteristics - Psychological Aspects of Human Sexuality

**Gender** Definition of Gender - Gender Roles and Gender Typing - Theories of Gender Role Development - Gender Stereotyping - Gender Differences - Transgender Issues

**UNIT – V:**

**Personality** Definition Of Personality - Theories of Personality - Sigmund Freud's Psychoanalytic Theory - Albert Bandura's Social Learning Theory - Kelly's

Personal Construct Theory - Roger's and Abraham Maslow's Humanistic Theory  
- Factor Analytic Theories of Eysenck Type - Allport and Cattell's Trait Theories

**Assessment of Personality** Self-Report - Interview -Questionnaires -Projective Tests -Behavioural Assessments -Personality Inventories.

#### **UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Cyber Psychology, media and psychology, latest personality assessments, gender sensitisation in the current scenario.

#### **REFERENCES:**

1. Baron A. R (2013). Psychology (V. Ed.). New Delhi: Prentice Hall.
2. Cicarelli S.K. and Meyer, G.E. (2008). Psychology. New Delhi: Pearson. Longman – Dorling Kindersley (India) Private Limited.
3. Hoeksemaet., al., (2014). Atkinson and Higgard's Psychology: An Introduction (XV.Ed.), New Delhi, Cengage Learning India Private Limited.
4. MORGANet., al., (2011). Introduction to Psychology (VII. Ed.), New Delhi: Tata McGraw – Hill Edition.
5. SANTROCK J.W (2006). Psychology: Essentials. New Delhi Tata McGraw – Hill Edition.

#### **COURSE OUTCOMES:**

- To be able to nurture intelligence in himself/herself and others and to be able to perceive one's own emotions
- Develop Ability to develop thinking and problem solving skills
- Develop sense of creativity through models and theories of creativity
- Learn to appreciate the ideals of gender and sex characteristics
- To be a personality and develop ability to assess one's personality

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**First Year**

**CORE PRACTICAL II  
PSYCHOLOGY II  
(Practical)**

**Semester II**

**Code:**

**Credit: 4**

1. Measurement of Intelligence: Progressive Matrices
2. Bhatia's Battery of Performance Test
3. Emotional Intelligence
4. Concept formation
5. Problem solving
6. Eysenck Personality Inventory
7. Big Five Questionnaire

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**First Year**

**FIRST ALLIED COURSE II  
STATISTICS IN PSYCHOLOGY  
(Theory)**

**Semester II**

**Code:**

**Credit: 2**

**Objectives**

- To understand the nature and definition of Statistics
- To comprehend Classification and Coding of Data
- To examine Measures of Central Tendency and Variability
- To understand the computation of Correlation & Diagrams
- To understand the nature & array of Non Parametric Tests
- To understand the Probability and the Normal Distribution

**UNIT – I:**

**Introduction** - Definition of Statistics Nature of Psychological Data, Levels of Measurement – (i) nominal, (ii) ordinal, (iii) interval and (iv) ratio, Variables – (i) categorical or discrete and (ii) continuous, Application of Statistics in Psychology - **Classification and Coding of Data** - Frequency Distribution, Graphic Presentation of Data : (i) bar diagram, (ii) histogram, (iii) frequency polygon, (iv) frequency curve, (v) cumulative frequency polygon, (vi) o-give, (vii) pie diagram

**UNIT – II:**

**Measures of Central Tendency** - Definition, Computation and uses of Mean, Median, Mode and Combined Arithmetic Mean for grouped and ungrouped data, - **Measures of Variability** - computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation for grouped and ungrouped data,

**UNIT – III:**

**Correlation** Definition –Types - Computation by Product Moment Method and Rank Order Method - Uses of Correlation - Scatter Diagram

**UNIT – IV:**

**Statistical Inference** Testing of Hypothesis - Important Terms in Hypothesis Testing – types of hypothesis - Type I & Type II errors - Level of significance - One tailed & Two tailed tests - Degrees of freedom -Rejection region - The P-value

**UNIT – V:**

**Non Parametric Tests for Psychological Data** Introduction - Advantages & Disadvantages of Non Parametric Tests - Chi-Square Test - Run Test - Sign Test - Median Test

**UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

**Probability and the Normal Distribution** - Historical Background in Understanding Probability, Classical Definition of Probability, The Meaning and

Importance of Normal Distribution, Properties of Normal Distribution, Measuring Divergence from Normality – (i) skewness and (ii) kurtosis, Applications of the Normal Probability Curve

#### **REFERENCES:**

1. Garrett. E. H (2004). Statistics in Psychology and Education, New Delhi: Paragon International Publishers.
2. Aron, A. Aron, E.N. and Coups, E.J. (2006) Statistics for Psychology, New Delhi: Pearson Education.
3. Verma. J.P. and Ghufuran, M. (2012). Statistics for Psychology – A Comprehensive Text, New Delhi: Tata McGraw Hill Education Private Limited.

#### **COURSE OUTCOMES:**

- To be able to apply scales of measurement in the relevant context
- Develop the skill of computing Measures of Central tendency and variability
- Compute correlational measures
- To be able to test hypothesis with suitable statistics
- Compute non parametric tests in Psychology

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**First Year**

**FIRST ALLIED COURSE III  
SOCIAL PSYCHOLOGY  
(Theory)**

**Semester II**

**Code:**

**Credit: 4**

**COURSE OBJECTIVES:**

- To know the meaning, scope & Latest trends in Social Psychology
- To understand the role of Social Cognition
- To know the Interpersonal Attraction, Close Relationships and Helping
- To identify the nature of Attitudes and Prejudice
- To Social Influence and Groups

**UNIT – I:**

**Introduction** Definition & Meaning of Social Psychology – Scope -History of Social Psychology - Current Trends in Social Psychology

**Attribution** Definition of Attribution - Theories- Basic sources of Errors - Impression Formation & Impression Management

**UNIT – II:**

**Social Cognition** Definition & Meaning of Social Cognition - Person perception, Schemas, Heuristics, Attribution, Impression Formation and Management

**Attitudes** -Definition & Meaning of Attitude - Forming Attitude - Social learning - Direct Experiences and Genetic factors - Attitude influence on Behavior

**UNIT – III:**

**Interpersonal Attraction** Definition& Meaning of Interpersonal Attraction - Situational Influences on Attraction – Affiliation

**Close relationships** Definition & Meaning of Close Relationships - Building relationships – Love - Varieties of Relationships - Ending Relationships

**UNIT - IV:**

**Prejudice** Definition and Meaning of Prejudice - Origins of Prejudice - Direct Intergroup Conflict - Early Experience - Social Categorization - Cognitive Factor

**Discrimination** Definition and Meaning of Discrimination - Discrimination against Female - Role Expectations - Role Self confidence - Negative reaction to Female leaders

**UNIT – V:**

**Conformity** Definition and Meaning of Conformity - Factors Affecting Conformity - Cohesiveness - Group Size - Social Norms - The Bases of Conformity - Normative and Informational Conformity

**Groups-** Definition and Meaning of Group - Nature and Functions of Groups - Behavior in Groups - Decision making in Groups

**UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Attitude towards marriage, concept of love then and now, peer influence, political psychology

**REFERENCES:**

1. Baron, R.A. & Byrne, D. (2006). Social Psychology. New Delhi: Prentice Hall of India.
2. Feldman, R.S. (1998). Social Psychology (2<sup>nd</sup>Ed). NJ: Prentice Hall, Inc.,.
3. Kuppaswamy, B. (1980). An introduction to Social Psychology. New Delhi, Media Promoters & Publishers Pvt., Ltd.
4. Myers, D.G. (2006). Social Psychology. New Delhi: Tata McGraw Hill Publishing.

**COURSE OUTCOMES:**

- Learn impression management understanding the trends in social psychology
- Develop ability to enrich inter-personal relationship
- To be able to form attitude towards social learning
- To be able to resolve prejudice and discrimination among the people
- Be decisive understanding the significance of conformity.

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**COURSE OBJECTIVES:**

- To understand the nature Physiological Psychology
- To know the concepts of Cells & Genes
- To find out the basics and importance of Neuron & Nervous system
- To appreciate the nature of Peripheral& Autonomous Nerve systems
- To understand the nature of Central Nervous System

**UNIT – I:**

**The Nature of Physiological Psychology** Meaning and Definition of Physiological Psychology - Historical views on human behavior - The Modern Era of Brain Imaging -Physiological Psychology and Neuroscience

**The Exploration of Nervous system** The working of Nerves - Measuring the Neural Impulse - Focusing on the Neuron - Brain Behavior Relations - The Operation of the Brain - Lashley's Attack

**UNIT – II:**

**The Cellular Basis of Behaviour** Receptors - Effectors - Conduct Cells - The structure and Functions of Cells - A Typical Cell - Extracting Energy - Amplifying Energy - Enzymes

**The Structure and Function of Genes** Definition - Double Helix - Reproduction - Enzyme Production - Abnormal Genes - The Evolutionary Bases of Behaviour - Tracing the Family Roots of Human - Intellectual Evolution

**UNIT – III:**

**The Structure and Functions of Neuron** Definition - Difference between Neurons and Cells - The Structure of Neurons - Dendrites and Axon - Sensory neurons - Motor Neurons - Interneurons - The synapse

**The Formation of Nervous system** The Genetic Factor - The Environmental Factor - Jacobson's theory - The Death of Neurons - Aging of Neurons - Injuring Neurons - The R3egeneration of Neurons - Sprouting Circuitry - Reconstructing Circuitry

**UNIT – IV:**

**The Structure and Functions of Peripheral Nervous System** The Structure of a Nerve - The Structure of the Peripheral Nervous System - The Functions of the Peripheral Nervous System - The Skeletal Nervous System

**The Structure and Functions of Autonomous Nervous System** The Divisions of the Autonomic Nervous System - The Structure of the Sympathetic and Parasympathetic Systems

#### **UNIT – V:**

**The Structure and Functions of Central Nervous System** The Major Divisions of the Nervous System - The Brain and Behaviour - Nonneural Materials in the Central Nervous System - The Meninges - The Blood-Brain Barrier - Cerebrospinal Fluid

**The Central nervous system and Behaviour** - The Spinal Cord and Behaviour - The Brain and the Reflex Action - The Brain - The Structural view of the Brain - The Hindbrain - The Midbrain - The Forebrain - The Hypothalamus - The Cortex - Between Hypothalamus and Cortex - The Brain in Action

#### **REFERENCES:**

1. Alen M. Schneider & Barry Tarshis. (1998). An Introduction to Physiological Psychology (3<sup>rd</sup> Ed.). New York: Random House, Inc.
2. Carlson R. Neil (2005). Foundations of Physiological Psychology. (6<sup>th</sup> Ed.). New York: Pearson education.

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**Second Year**

**CORE PRACTICAL III  
PSYCHOLOGY III  
(Practical)**

**Semester III**

**Code:**

**Credit: 4**

1. Determination of Two Point Threshold
2. Assessing Kinesthetic Sensitivity
3. Visual Acuity
4. Colour Blindness
5. Reaction Time
6. Bio feedback
7. Muscular Fatigue

**COURSE OBJECTIVES:**

- To understand the meaning of Public Administration
- To know the Theories of Organization
- To understand the Principles of Organization
- To familiarize with the Administrative Behaviours
- To understand the nature of Citizens and Administration

**UNIT – I:**

**The Nature of Public Administration** Public Administration: Evolution, Meaning, Nature, Scope, Significance and its relations with Political Science, Economics and Law. Public and Private Administration - The distinctions and similarities between public and private administration - New Public Administration and New Public Management - New Public Management Perspective

**UNIT – II:**

**Theories of Organization** Scientific Management - The Bureaucratic theory of Organization - Classical theory - The Human Relation theory - Behavioral Approach - Systems Approach - Organizational Effectiveness

**UNIT - III:**

**Principles of Organisation** Meaning and Basis of Principles of Organization - Formal and Informal Organisation, Hierarchy, Span of Control - Unity of Command, Authority and Responsibility, Coordination, Supervision, Centralization and Decentralisation Structure of Organisation: Chief Executive, Line and Staff Agencies, Department, Head quarter and field relationship

**UNIT – IV:**

**Administrative Behaviour** Decision Making: Meaning, Nature and Steps in decision making process. Theories of leadership – Communication: Meaning, Nature, Importance and Types. Motivation: Definition – Purpose – Theories on motivation. Control: Nature of control in administration and its importance

**UNIT – V:**

**Citizen and Administration** People's Participation in Administration - Public policy process and Policy making models - Role of civil society - Right to information and Citizen's Charter

**REFERENCES:**

1. Sharma, M.P. (1960). Public Administration: Theory and Practice. Allahabad: Kitab Mahal.
2. Lamikant, M. (2011). Public Administration. New Delhi: Tata McGraw Hill.
3. NoorjahanBava. (2010). Public Administration in the 21st Century. New Delhi: Kanishka Publishers.
4. Sahni, Pardeep, and Vayunandan, E. (2010). Administrative Theory. New Delhi: Prentice Hall of India.

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**COURSE OBJECTIVES:**

- To understand the meaning of crime and criminology
- To comprehend the nature of violent crimes.
- To enlist the property crimes
- To familiarize with public order crimes
- To understand the nature of white collar and organized crimes

**UNIT – I:**

**Crime and Criminology** - The Meaning of Crime – Criminology and Criminality – History of Criminology – The Role of Theory in Criminology - Schools of Thought in Criminology

**UNIT – II:**

**Violent Crimes** - Violence in History - Murder: Types of Murder – Forcible Rape – Robbery – Aggravated Assault - Theories of Violence

**UNIT – III:**

**Property Crime** - Meaning of Property Offence – Larceny-Theft – Burglary – Motor Vehicle Theft – Arson – Crimes of Guile and Deceit – Cybercrime

**UNIT - IV:**

**Public Order Crime** - Meaning of Public Order Crimes – Alcohol and Crime – Illegal Drugs and Crime – Prostitution and Commercialized Vice

**UNIT – V:**

**White Collar and Organized Crimes** - The Concept of White Collar Crime – Occupational Crime – Corporate Crime – Organised Crime – Theories of Organised Crime

**REFERENCES:**

1. Anthony Walsh. (2012). Criminology: The essentials. Sage Publications. New Delhi.
2. Kumar Anil. (2011). Criminology: Principles and Concepts. Ancient Publishing House. New Delhi.

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**Second Year**

**NON MAJOR ELECTIVE I  
MENTAL HEALTH  
(Theory)**

**Semester III**

**Code:**

**Credit: 2**

**COURSE OBJECTIVES:**

- To learn the meaning of mental health and its determinants
- To be aware of mental health disorders
- To learn mental health programme and services
- To be mentally healthy

**UNIT – I Introduction to Mental Health:**

Mental Health: Meaning, Definitions - Principles of mental health- 5 Pillars of Mental Health: Physical, Emotional, Spiritual, Intellectual, and Social.

**UNIT – II Determinants of Mental Health:**

Determinants- Characteristics and causes of poor mental health - Importance of Mental Health – Balanced Diet and Mental Health - Mental health for youth, adults, and geriatrics

**UNIT – III Disorders of Mental Health:**

Mental Health & Mental Illness - Classification of mental disorders- – Personality disorders- Mood disorders - Depression, Anxiety disorder, Attention Deficit Hyperactivity Disorder (ADHD).

**UNIT – IV Activities of Mental Health:**

Mental health activities: Deep breathing, Exercise, Gardening, Reading and Social interaction. Activities to promote resilience in students -Myths vs. facts about mental health

**UNIT – V Mental Health programme and services:**

National Mental Health Programme-Mental Health Services: primary, secondary and tertiary levels-Mental Health Agencies: Government and voluntary, National and International-Rights of mentally ill clients

**REFERENCES:**

1. Carson, R. C., Butcher, J. N., Mineka, S. (2000). Abnormal Psychology and Modern Life. (11th ed.). New Delhi: Pearson Education
2. Davar, B. (2001). Mental Health from a Gender Perspective. New Delhi: Sage
3. Nayar, U.S. (Ed.) (2012). Child and Adolescent Mental Health. New Delhi: Sage.
4. Patel, V. and Thara, R. (Ed.).(2003). Meeting the Mental Health Needs of Developing Countries. New Delhi: Sage Publications Ranganathan, N. (Ed.) (2012). Education for Mental Health. New Delhi: Shipra.

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**COURSE OBJECTIVES:**

- To understand the meaning of Ingestive Behavior
- To understand the Reproductive Behaviour and development
- To comprehend Emotion
- To familiarize with Learning and Memory
- To understand the nature Human Communication

**UNIT – I:**

**Ingestive Behavior** Physiological Regulatory Mechanisms - Drinking - fluid balance - two types of thirst- neural mechanisms of thirst - eating and metabolism - what starts a meal- what stops a meal - brain mechanisms - eating disorders - Anorexia nervosa and bulimia

**UNIT – II:**

**Reproductive Behavior** - Sexual development - Hormonal control of sexual behavior - Hormonal control of female reproductive cycles - organizational effects of androgens on behavior- effects of pheromones - human sexual behavior - sexual orientation - neural control of sexual behavior

**UNIT – III:**

**Emotion** - Emotion as response patterns - communication of emotions - feelings of emotions

**UNIT – IV:**

**Learning and memory** Learning and synaptic plasticity - perceptual learning - classical conditioning - instrumental learning - relational learning

**UNIT – V:**

**Human Communication** Speech production and comprehension - Brain Mechanisms - Disorders of Reading and Writing

**REFERENCES:**

1. Carlson- R. Neil (2005). Foundations of Physiological Psychology. 6<sup>th</sup> edition. Pearson education.
2. Kalat (2012). Biological Psychology. 11<sup>th</sup> edition- Brooks/ Cole publication.
3. Pinel (2006). Biopsychology. 6<sup>th</sup> Edition. Pearson Education.

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**Second Year**

**CORE PRACTICAL IV  
PSYCHOLOGY IV  
(Practical)**

**Semester IV**

**Code:**

**Credit: 4**

1. Attitude Scale(Towards Job/Marriage/Alcohol and Drug abuse, etc)
2. Interpersonal relationship (scale)
3. Group Influence on Problem Solving
4. Group Conformity
5. Bystander Effect
6. Social Facilitation/Social Loafing
7. Socio metry

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**COURSE OBJECTIVES:**

- To comprehend the Mind and Consciousness
- To understand the Types and Paths of Yoga
- To familiarize with Life energy and Health
- To study the Science of yoga
- To understand the holistic health

**UNIT - I:**

**Mind and Consciousness** Introduction - theoretical issues - Eastern and western views of mind - Consciousness: nature & states - Yoga - meaning - origin and growth - Misconception - Limitation - Theories of Human Existence - Yoga Sutras of Patanjali and Thirumoolar (selected verses)

**UNIT - II:**

**Types and Paths of Yoga** Karma yoga - Bakthi yoga - Jnana yoga - Raja yoga - Paths of Yoga - Ashtanga yoga: Yama - Niyama - Asana - Pranayama - Pratyahara - Dharana - Dhyanana - Samadhi - Samyama - Integral yoga - meaning - types

**UNIT - III:**

**Life Energy and Health** Meaning- Methods of Breathing - Complete Breathing - Pranayama - Meaning - Mechanisms - Classifications and effects - Health - Meaning - Health and Strength

**UNIT - IV:**

**Science of Yoga** Science of Illness - yogic view - Methods of Yoga Practices for specific Stress Disorders - Therapeutic Effects of Asana - Pranayama and Kriya - Yogic Diet - Meditation: Meaning- Methods and benefits - Importance of yoga in Physical Education and Sports

**UNIT - V:**

**Holistic Health** Introduction - Behavioral Epidemiology - Complementary and alternative therapies - Ayurveda - methods and benefits - Relationship between Ayurveda and Yoga - Pranic healing - Reiki

**REFERENCES:**

1. Iyengar B. K.S (1993): Light on Yoga- Harper Collins Publications- London.
2. Nagendra H.R. (1987): Yoga - Its Basis and Applications. Bangalore- Vivekananda Kendra Publications
3. Ghore M.M. (1991): Anatomy and Physiology of Yogic Practices- Pune- KanchanPrakashan.

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**COURSE OBJECTIVES:**

- To understand the nature and consequences of stress
- To understand the behaviour aspects of stress
- To recognise the stressors, Adaptive and Maladaptive behaviour
- To learn stress management strategies

**UNIT – I Introduction to Stress:**

Nature, meaning and types of stress- Factors influencing stress - Difference between eustress and distress- Meaning of stressors- Physiological and psychological stress

**UNIT – II Causes of Stress:**

Frustration and conflict- Stress in colleges- Cognitive load- Personality, Interest, Attitude - Causes of stress and its remedial measures- Symptoms of stress- Stereotype thinking.

**UNIT – III Behavioural aspects of Stress:**

Adaptive, Deviant and Maladaptive Behaviour- Excessive sleeping, withdrawing from gatherings, preferring isolation Stressful Thinking - Problem Solving- Assertive Vs Aggressive behaviour.

**UNIT – IV Stress Vs Performance:**

Relationship between stress and performance - Emotional regulation – Rational thinking -Conflict resolution- Stress and Health

**UNIT – V Stress Management:**

Strategies of Stress Management: Challenging the stress- Self Talk (Introspection) - Coping mechanism – Frustration and Adjustment- 4 A's in stress management: avoid, alter, adapt, or accept

**REFERENCES:**

1. Baron. L & Feist. J (2000) Health Psychology 4th edition, USA Brooks/Cole
2. Hariharan, M. and Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage. Martin, G. L. and Osborne, G. J. (1989). Psychology, Adjustment and Everyday Living. New Jersey: Prentice Hall.
3. Roy, S (2012) Managing stress, Sterling Publication

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**Third Year**

**CORE COURSE V  
DEVELOPMENTAL PSYCHOLOGY I  
(Theory)**

**Semester V**

**Code:**

**Credit: 5**

**COURSE OBJECTIVES:**

- To understand the meaning of Life span Development
- To comprehend the Theories and Research in Human Development
- To enlist the Developmental Stages during Birth, Infancy
- To familiarize with Development during Toddlerhood & Childhood
- To understand the nature of Psychosocial Development

**UNIT – I:**

**Life-span Development** – Meaning - Importance of Studying Life-span Development. The Nature of Development - The Historical perspective

**Theories of Human Development** Psychoanalytic theories, Cognitive theories, Behavioural & Social cognitive theories, Ethological & Evolutionary theories, Ecological theory – Context of life-span development

**UNIT – II:**

**Research in Human Development** Designs for studying Human Development- Ethics in Human Development Research

**Development during Prenatal Period** Characteristics of the Prenatal Period – Conception – Prenatal Environmental Influences

**UNIT – III:**

**Development during Birth** Childbirth – The Newborn Baby's Capacities - Prenatal development - prenatal environmental influences - Childbirth

**Development during Infancy and Toddlerhood** – Characteristics of Infancy and toddlerhood - Body growth & change - Brain Development - Influences on Early Physical Growth - Learning Capacities - Motor Sensory & Perceptual Development

**UNIT – IV:**

**Cognitive development in Infancy and Toddlerhood** - Piaget's Cognitive Developmental Theory - Information Processing - Social Context of Early Cognitive Development - Individual Differences in Early Mental Development - Language Development

**Emotional and Social development in Infancy and Toddlerhood** - Erikson's theory of infant and toddler personality - Emotional development - Temperament Development - Attachment Development - Self-Development during the first two years – Hayard's theory

## **UNIT – V:**

**Development during Childhood** – Characteristics of Childhood - Physical Development - Aspects of physical development, Health and safety - Cognitive Development- Piagetian Approach – Vygotsky's sociocultural theory - Information Processing Approach: Memory Development - Intelligence - Language Development

**Psychosocial Development**- Self-understanding - Emotional development - Moral Development - Peer relations - Gender typing - Family influences

## **REFERENCES:**

1. Berk. L.E (2007). Development through the lifespan. (3<sup>rd</sup> Ed). Pearson education.
2. Santrock .J.W (2007). A Topical approach to Life-Span Development. (3<sup>rd</sup> Ed) New Delhi Tata McGraw-Hill.
3. Hurlock .E.B (2007). Developmental Psychology A Life-Span Approach (5<sup>th</sup> Ed). New Delhi Tata McGraw-Hill.

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**Third Year**

**CORE COURSE VI  
ABNORMAL PSYCHOLOGY I  
(Theory)**

**Semester V**

**Code:**

**Credit: 5**

**COURSE OBJECTIVES:**

- To understand the meaning and definition of Abnormal Behavior
- To comprehend the Causal and Risk factors for abnormal behavior
- To learn about Anxiety Disorders
- To familiarize with Somatoform and dissociative disorder
- To understand the nature of Prevention and Treatment for Abnormal Behaviour

**UNIT – I:**

**Definition of abnormal behavior-** Incidence of mental disorders- Historical views of abnormal behavior- Humanitarian approach- Contemporary views of abnormal behavior

**UNIT – II:**

**Causal and risk factors for abnormal behavior-** Biological view point and causal factor- Psychosocial view point and causal factor- Socio cultural view point and causal factor

**UNIT – III:**

**Anxiety disorders** – Specific phobia- social phobia- panic disorders with and without Agoraphobia- generalized anxiety disorder- obsessive compulsive disorder; Biological psychosocial and socio cultural causal factors for all anxiety disorders- Treatment and outcome

**UNIT – IV:**

**Somatoform and dissociative disorder-** Somatoform disorder- Hypochondriasis- Somatization disorder- Pain disorder- Conversion disorder and Body dysmorphic disorder - Dissociative disorders- Depersonalization disorder- Dissociation amnesia and fugue- Dissociative identity disorder- Biological- Psychosocial and socio cultural causal factors of somatoform and dissociative disorders- Treatment and outcomes

**UNIT – V:**

**Prevention and treatment** - Perspectives on prevention- Psychological approach to treatment- Behaviour therapy- Cognitive and cognitive behavioural therapies- Humanistic and experiential therapy- Psychodynamic therapy- Family and marital therapy- Eclecticism and integration

## **REFERENCES:**

1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2<sup>nd</sup> edition. New York: Brooks\Cole Publishing Co.-
2. Robert C. Carson- James N. Butcher- Susan Mineka-Jill M. Hooley (2007). Abnormal psychology. 13<sup>th</sup> edition. Pearson Education.
3. James C. Coleman (1976). Abnormal psychology and modern life. 5<sup>th</sup> edition- Scott- Foresman and Company.
4. Irwin G. Sarason- Barbara Sarason (2005). Abnormal psychology. New Delhi: Prentice Hall Publication.

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**COURSE OBJECTIVES:**

- To introduce the importance of the study of organizational behavior in Psychology.
- To summarize the significance of psychological constructs such as personality, perception, attitude and motivation in OB.
- To explore the role of teams, leadership styles, importance of communication in an organization.

**UNIT - I:**

**INTRODUCTION:** OB: Definition, Fundamental concepts in OB; Historical antecedents of Organizational Behaviour- The Hawthorne Studies; Theoretical Foundation of Organizational Behaviour, Approaches to OB; Diversity in the Workplace; Challenges and Limitations

**UNIT - II:**

**PERSONALITY AND PERCEPTION:** Personality - The Myers-Briggs Type Indicator, The Big Five Personality Model, Other Personality Traits Relevant to OB. Perception – Process, Factors Influencing Perception, Person Perception: Attribution Theory, Impression formation and management; Perception and Individual Decision Making,

**UNIT - III:**

**ATTITUDE AND MOTIVATION:** Employee Attitudes-components & major attitudes at workplace, Job Satisfaction-Cause and Outcomes; Organizational Commitment-Meaning, Outcomes, Organizational Citizenship Behaviors; Work Motivation- Intrinsic and extrinsic Motivation, Early theories: Maslow, McClelland, Two factor; Contemporary theories: Equity, Expectancy, ERG; Job Characteristics Model

**UNIT - IV:**

**COMMUNICATION AND DYNAMICS IN OB:** Communication – Process and barriers; Power and Politics: Influence, sexual harassment, Conflict resolution, Stress and health, Organizational culture; Positive Organizational Behaviour – PSYCAP and well-being

**UNIT - V:**

**LEADERSHIP AND GROUPS:** Basic approaches: Trait theories, Behavioral theories, Contingency theories; Leadership styles and traits; Groups: Formation

and types; Differences between Groups and Teams, Types of Teams, Creating Effective Teams

## **REFERENCES**

1. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
2. Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior. New Delhi: Prentice Hall of India.
3. Davis, K. (2002) Organizational Behavior. Human Behavior at work; 11th Edition, New Delhi: McGraw Hill
4. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations. India: Dorling Kindersley.
5. Griffin, R.W., & Moorhead, G. (2011). Organizational Behavior. USA: Cengage Learning.

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**Third Year**

**CORE PRACTICAL V  
PSYCHOLOGY V  
(Practical)**

**Semester V**

**Code:**

**Credit: 4**

One Survey Research (Organization behaviour /Consumer Behaviour / Educational Psychology / Social Psychology, etc)

Assessment: A report shall be submitted on the basis of survey research conducted with the minimum of 50 as sample size

Internal Examination: 40 Mark

- |  |           |
|--|-----------|
| i. Progress of survey research(Periodical meeting) | : 20 mark |
| ii. Report submission                              | : 20 mark |

External Examination: 60 Mark

- |                          |      |
|--------------------------|------|
| i. Ppt Presentation      | : 10 |
| ii. Novelty              | : 10 |
| iii. Report Presentation | : 20 |
| Viva                     | : 20 |

**Third Year**

**MAJOR BASED ELECTIVE I**  
**1. COUNSELLING PSYCHOLOGY I**  
**(Theory)**

**Semester V**

**Code:**

**Credit: 4**

**COURSE OBJECTIVES:**

- To know the Origin and growth of the field of Counseling Psychology
- To understand the Counselor
- To comprehend the beginning Therapist
- To learn the Ethical Issues in Counselling
- To appreciate the Process of Counselling

**UNIT – I:**

**The Basics of Counselling** Meaning and Definition - The Emergence of Counseling Psychology – Important Periods in the Development of Counseling – Counseling & Psychotherapy - Advice and Guidance

**UNIT – II:**

**The Counsellor** Personal Characteristics of Effective Counsellor - Role of values in Counselling - Role of Values in Therapeutic goals - Competencies in Multicultural Counseling - Culture and Counselling Practices

**UNIT – III:**

**The Beginning Therapist's Issues** -Dealing with Anxieties - Disclosing - Avoiding Perfectionism - Being Honest - Understanding Silence - Sense Humour - Tolerating Ambiguity - Responsibility - Developing Counselling Style

**UNIT – IV:**

**Ethical Issues in Counselling** - Role of Ethics in Counselling - Steps in Making Ethical Decisions - Informed Consent - Dimensions of Confidentiality - Ethical Issues in Multicultural Context- Role of Diagnosis in Counselling

**UNIT – V:**

**Process of Counselling** Interviewing - Rapport Building - Verbal and Non Verbal Communication - Structuring the Counselling - Degree of Lead - Silence - Sharing of Experience - Summing Up

**REFERENCES:**

1. Narayana Rao. S (2007). Counseling & Guidance (II Ed) New Delhi: Tata McGraw Hill.
2. Tryon G. S. (2002). Counseling Based on Process Research. New Delhi: Pearson Education
3. Nelson Jones. R (2006). Theory and Practice of Counselling and Therapy (IV Ed) New Delhi: Sage.
4. Gerald Corey (2009). Counseling & Psychotherapy: Theory and Practice. New Delhi: Cengage Learning. ISBN-13:P978-81-315-1275-3.

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**UNIT – I:**

**History and origin** Development of Sports Psychology - Meaning, Definition - Nature - Scope of Sports Psychology - Relationship between sports and psychology - Need and importance of Sports Psychology - Summary and conclusions

**UNIT – II:**

**Basics of Psychology** Sensation - Meaning, Definition & Process, Perception - Meaning, Definition & Process - Cognition - Meaning, Definition & Process - Attention - Meaning, Definition & Process, Motivation - Meaning, Definition & Process - Summary and conclusions

**UNIT – III:**

**Application of psychology in sports** Role of sensation in sports, attention and perception in sports - ways of focusing and importance of perception in sports - Motivation - ways of improving motivation in practice games - Motor Learning - Stages of learning - Summary and conclusions

**UNIT – IV:**

**Research methods in sport psychology** Quantitative and qualitative research - The experimental model - The correlational method - Survey methods - Case studies - Archival studies - Review methods - Summary and conclusions

**UNIT – V:**

**Approaches in Psychology** Theoretical orientation in Psychology - Assessment in Sports Psychology - Who is a Sports Psychologist and the role of a Sports Psychologist - Testing and Training - Summary and conclusions

**REFERENCES:**

1. Liukkonen J. (2007) – Psychology For Physical Educators – Students in Focus, Human Kinetics, UK.
2. Shaw D.F, Gorely T Corban R.M (2005) – Sports and Exercise Psychology, BIOS Scientific Publishers, UK.
3. Jarvis, Matt, (1966) – Sport psychology: a student's handbook, Routledge Publishers, NY.

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**COURSE OBJECTIVES:**

- To introduce students to consumer behavior in the marketplace
- To enable students understand the principal factors that influence consumers as individuals and decision makers with an application to the buying decision process

**UNIT – I:**

**The marketing concept:** Consumer Research; Market segmentation, Targeting and Positioning; The Marketing Mix; Socially Responsible Marketing; Customer Value, satisfaction and retention; Consumer behavior is interdisciplinary.

**UNIT – II:**

**Consumer Research:** Developing Research objectives; collecting secondary data; designing primary research; the scope of quantitative research; quantitative research data collection instruments

**UNIT – III:**

**Consumer personality:** The facets of personality; Theories of personality; personality traits and consumer behavior; product and brand personification; The self and self- image

**UNIT – IV:**

**Consumers in their social settings:** The family and its social standing; family decision- making and consumption- related roles; the family life cycle; nontraditional families and non-family households; social standing and consumer behavior; measuring social class; social classes characteristics and consumer behavior; geo- demography and social class

**UNIT – V:**

**Consumer decision- making and diffusion of innovations:** Consumer decision-making model; consumer gifting behavior; diffusion and adoption of innovations.

**REFERENCES:**

1. Leon G Schiffman and Joseph L Wisenblit (2015). Consumer behavior 11<sup>th</sup> edition, Pearson Education Limited, England.
2. Michael Solomon, Gry Bamossy, Soren Askegaard, & Margaret K Hogg (2006). Consumer behavior- A European perspective, 3<sup>rd</sup> edition, Pearson Education Limited, England

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**Third Year**

**CORE COURSE VIII  
DEVELOPMENTAL PSYCHOLOGY II  
(Theory)**

**Semester VI**

**Code:**

**Credit: 5**

**UNIT – I:**

**Physical & Cognitive Development during Adolescence** – Characteristics of Adolescence - Physical Development- Conceptions of Adolescence – Puberty - The Adolescent Brain - Physical and Mental Health - Cognitive Development - Aspects of Cognitive Maturation - Self Understanding - Educational and Vocational Preparation

**Psychosocial Development during Adolescence** - The Search for Identity - Sexuality - Relationships with Family - Peers and Adult Society

**UNIT – II:**

**Physical & Cognitive Development during Young Adulthood** – Characteristics of Young Adulthood - Physical Development - Health and Physical Condition - Cognitive Development - Perspectives on Adult Cognition - Moral Reasoning - Education And Work

**Psychosocial Development during Young Adulthood** - Personality Development - Four Views - Changing Paths To Adulthood - Foundations of Intimate Relationships - Non-Marital And Marital Lifestyles - Sexual And Reproductive Issues - Family Life Cycle

**UNIT – III:**

**Development during Middle Adulthood** – Characteristics of Middle Adulthood - Physical Development - Physical Changes – Health - Cognitive Development- Measuring Cognitive Abilities In Middle Age - The Distinctiveness of Adult Cognition - Creativity

**Psychosocial Development during Middle Adulthood** - Change At Midlife - Self At Midlife - Relationships at Midlife - Consensual Relationships – Parenthood - Relationships With Maturing Children

**UNIT – IV:**

**Development during Late Adulthood** – Characteristics of Late Adulthood - Physical Development - Longevity and Aging - Physical Changes - Physical and Mental Health - Cognitive Development - Aspects of Cognitive Development

**Psychosocial Development during Adulthood** - Lifestyle and Social Issues Related to Aging - Personal Relationships in Late Life - Consensual Relationships - Retirement & Leisure - Successful Ageing - Death & Dying – Kubler-Ross Stages of Dying - Bereavement

## **UNIT – V:**

**Socio-Emotional Processes and Development across Life Span** Development of Emotion – Temperament - Attachment and Love - Development of the Self – Self-Esteem – Self-Concept – Self-Regulation - Development of Identity

**Moral Development across Life Span** - Contexts of Moral Development - Pro-social and Antisocial Behaviour - Kohlberg's theory - Development of Values – Religion - Spirituality and Meaning in Life including Fowlers Theory

## **REFERENCES:**

1. Berk. L.E (2007). Development through the lifespan. (3<sup>rd</sup> Ed). Pearson education.
2. Santrock .J.W (2007). A Topical approach to Life-Span Development. (3<sup>rd</sup> Ed) New Delhi Tata McGraw-Hill.
3. Hurlock .E.B (2007). Developmental Psychology A Life-Span Approach (5<sup>th</sup> Ed). New Delhi Tata McGraw-Hill.
4. Berk, Laura E. (2008). Exploring Lifespan Development. New York: Pearson, Allyn& Bacon.
5. Newman & Newman (2003). Development through life: A Psychosocial Approach. USA: Thomson Wadsworth.

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**COURSE OBJECTIVES:**

- To understand the meaning of Mood disorders
- To comprehend Schizophrenia
- To enlist the Personality disorders
- To familiarize with Addiction disorders
- To understand the nature of Sexual variants

**UNIT – I:**

**Mood disorders** - Unipolar mood disorders- Biological - psychosocial- socio cultural causal factors in Unipolar mood disorders - Bipolar disorders - Biological - Psychosocial and socio cultural causal factors affecting bipolar disorders - Treatment and outcomes

**UNIT – II:**

**Schizophrenia**- schizophrenia and clinical picture- subtypes of Schizophrenia- Causes of schizophrenia- Treatment and outcomes

**UNIT – III:**

**Personality disorders** - Clinical features- categories of personality disorders - Treatment and outcomes - Antisocial personality disorder and Psychopathy - etiology and treatment of antisocial personality disorder and Psychopathy

**UNIT - IV :**

**Addiction disorders**- Alcohol abuse and dependence- Drug abuse and drug dependence- Treatment and outcome

**UNIT - V :**

**Sexual variants**- sexual abuse and Sexual dysfunctions- Sexual and gender variants- Sexual abuse- Sexual dysfunction- Causes and treatment of sexual dysfunctions

**REFERENCES:**

1. David H. Barlow& Durand V. Mark (2000). Abnormal psychology. 2<sup>nd</sup> edition. Brooks\Cole Publishing Co.
2. Robert C. Carson- James N. Butcher- Susan Mineka-Jill M. Hooley (2007). Abnormal Psychology. 13<sup>th</sup> edition. Pearson Education.
3. James C. Coleman (1976). Abnormal Psychology and Modern Life. 5<sup>th</sup> ed. Scott- Foresman and Company.
4. Irwin G. Sarason- Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication.

**Third Year**

**CORE PRACTICAL VI  
PSYCHOLOGY VI  
(Practical)**

**Semester VI**

**Code:**

**Credit: 4**

**One Case Study Report** (Special school / Orphanage / Old age home / Juvenile home / Rehabilitation centre / Organization, etc)

Assessment: A report shall be submitted on the basis of the Case study

Internal Examination: 40 Mark

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|-----|--------------------------------------|-----------|
| I.  | Progress of work(Periodical meeting) | : 20 mark |
| II. | Report submission                    | : 20 mark |

External Examination: 60 Mark

- |     |                     |      |
|-----|---------------------|------|
| I.  | Ppt Presentation    | : 20 |
| II. | Report Presentation | : 20 |
|     | Viva                | : 20 |



**COURSE OBJECTIVES:**

- To understand the Theory of Psychoanalysis
- To know Cognitive Behaviour Therapy
- To learn Roger's Humanistic Theory
- To understand the Reality Therapy
- To comprehend the Feminist Therapy

**UNIT – I:**

**Psychoanalytic Therapy** Human Nature - Structure of Personality - Consciousness and the Unconscious - Anxiety - Ego Defence Mechanism - Therapeutic Goals Therapist's Function - Free Association and Dream Analysis - Interpretations

**UNIT – II:**

**Roger's Person Centered Therapy** - Existentialism and Humanism - View of Human Nature - Goals and Functions - Reflection of Feelings - Evolution of Person Centered Methods - Areas of Application

**UNIT – III:**

**Cognitive Behaviour Therapy** Human Nature - Emotional Disturbance - ABC Theory of Personality - Goals and Functions - Client's Experience - Rational Emotive Behaviour Therapy

**UNIT – IV:**

**Reality Therapy of William Glasser**- Choice Theory - Characteristics of Reality Therapy - Goals and Functions - Practice of Reality Therapy - Counselling Environment - Procedures of Change - The WDEP System

**UNIT - V:**

**Feminist Therapy** History - Human Nature - Principles of Feminist Psychology - Goals and Functions in Therapy - Assessment and Diagnosis - Techniques and Strategies - Role of Men in Feminist Therapy

**REFERENCES:**

1. NarayanaRao. S (2007). Counseling & Guidance (II Ed) New Delhi: Tata McGraw Hill.
2. Tryon G. S. (2002). Counseling Based on Process Research. New Delhi: Pearson Education
3. Nelson Jones. R (2006). Theory and Practice of Counselling and Therapy (IV Ed) New Delhi: Sage.
4. Gerald Corey (2009). Counseling & Psychotherapy: Theory and Practice. New Delhi: Cengage Learning. ISBN-13:978-81-315-1275-3

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**COURSE OBJECTIVES:**

- To Outline the nature and scope of human resource management
- To Relate the need for job analysis in Human Resource Planning and Recruiting
- To identify the training needs and development
- To Compare the techniques of performance appraisal

**UNIT - I:**

**INTRODUCTION:** Human Resource Management – nature, functions and importance, The trends shaping human resource management – Workforce demographics and diversity trends, trends in how people work, Globalization and Technological trends, Trends shaping HR. Skills for human resource professionals, HRM in India, Strategic human resource management, barriers to Strategic HRM, Managing ethics.

**UNIT - II:**

**JOB ANALYSIS, JOB DESIGN AND JOB EVALUATION:** The basics, nature and process of job analysis, Methods of collecting data, Problems and requisites in Job Analysis; Job design – Significance, approaches and factors affecting job design; Job evaluation – Process and methods.

**UNIT - III:**

**RECRUITMENT AND SELECTION:** Human resource planning; Recruitment process, need for effective recruiting, Internal sources of candidates, Outside sources of candidates, Recruiting a more diverse workforce; Selection Process, Barriers to effective selection process and evaluation of selection process.

**UNIT - IV:**

**TRAINING AND DEVELOPMENT:** Nature of training and development, Analyzing training needs and designing the program, Implementing training programs, Impediments to effective training, Evaluating the training effort; Ways for effective training.

**UNIT - V:**

**PERFORMANCE MANAGEMENT AND APPRAISAL:** Basic concepts in performance management and appraisal, Techniques for appraising performance – 360 degree feedback, MBO, Assessment Centre method, Behaviorally Anchored Rating scale, Psychological appraisal, Human Resource accounting, Future focused employee performance appraisal; dealing with performance appraisal problems.

## REFERENCES:

1. Dessler, G., & Varkkey, B. (2011). *Human Resource Management*. Dorling Kindersley (India) Pvt. Ltd: New Delhi.
2. Aswathappa, K. (2012). *Human Resource Management – Text and Cases*. Tata McGraw Hill: New Delhi
3. Gupta, C.N. (2005). *Human Resource Management*. New Delhi: Sulthan Chand Publishers
4. Cascio, W. F., & Nambudiri, R. (2010). *Managing Human Resources – Productivity, Quality of Work Life, Profits*. Tata McGraw Hill: New Delhi

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**Code:****Credit: 3**

The candidate shall be required to take up a Project Work by group or individual and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the students in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

**ASSESSMENT/EVALUATION/VIVA VOCE:****1. PROJECT REPORT EVALUATION (Both Internal & External)**

I. Plan of the Project - 20 marks

II. Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc. and presentation of the report. - 45 marks

III. Individual initiative - 15 marks

2. Viva-Voce / Internal & External - 20 marks

**TOTAL - 100 marks**

**PASSING MINIMUM:**

	<b>Vivo-Voce 20 Marks</b>	<b>Dissertation 80 Marks</b>
Project	40% out of 20 Marks (i.e. 8 Marks)	40% out of 80 marks (i.e. 32 marks)

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

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**COURSE OBJECTIVES:**

- To connect psychology in the field of Education in terms of Behaviouristic, Cognitive, Constructivist & Humanistic Perspectives
- To understand the principles of Pedagogy to integrate them in education
- To develop skills to have transfer of learning
- To understand the different types of learners
- To learn the characteristics of an effective teacher for effective classroom management

**UNIT - I:**

Introduction to Educational Psychology: Nature, scope, concepts and principles of educational psychology- Relationship with education and psychology- Perspectives: Behaviouristic, Cognitive, Constructivist & Humanistic Perspectives.

**UNIT - II:**

Principles of Pedagogy: Motivation -exposition- direction of activity- criticism- inviting imitation- Pedagogical knowledge- pedagogical content knowledge

**UNIT - III:**

Learning process: Learner & learning process-Goals of teaching- Objectives of learning-Growth and Maturity- Readiness for Learning- Transfer of learning- Factors affect learning

**UNIT - IV:**

Types of Learners: Visual Learners – Aural Learners- Tactile Learners - Verbal Learners - Logical Learners -Social Learners- Solo Learners- Natural/ Nature Learners.

**UNIT -V:**

Teachers and Classroom Management: Characteristics of Effective Teachers- attitude- Emotional Intelligence- Mental health of teachers- Adjustment mechanism -Issues in Classroom Management

**REFERENCES:**

1. Jennifer L. Martin and Sarah E. Torok-Gerard (2019). *Educational Psychology: History, Practice, Research, and the Future (Essentials of Psychology and Health)*. Praeger Publishers Inc.
2. Anita Woolfolk (2020). *Educational Psychology*, Global Edition. Pearson Publication.

3. Garner Samantha (2018). *Mental Health in Education*, Taylors and Francis.
4. Jeanne Ormrod and Brett Jones (2018). *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching* (5<sup>th</sup> Ed.), Pearson Publication.
5. Mangal S. K (2012). *Essentials of Education Psychology* (6<sup>th</sup> Ed.), Prentice Hall of India.
6. Joel Mark Witt and Antonia Dodge (2018). *Personality Hacker: Harness the Power of Your Personality Type to Transform Your Work, Relationships, and Life*, Ulysses Press.
7. Mishra, B.K. (2008). *Psychology study of human behaviour*, Prentice Hall of India.
8. Muralidhar Dash & Neena Dash (2006). *Fundamentals of Educational Psychology*, Atlantic Publication.
9. Nancy McWilliam (2011). *Psychoanalytic Diagnosis* (2<sup>nd</sup> Edition), Guilford Publication. New York.
10. Robert E. Slavin (2018). *Educational Psychology: Theory and Practice*, (12<sup>th</sup> Ed.), Pearson.
11. Daphne Hopkins (2018). *Educational and Developmental Psychology: A Strategic Approach*, Clanrye International Publication.
12. Ciccarelli Sandra K., White J. Noland and Misra Girishwar (2017). *Psychology* (5<sup>th</sup> edition). Pearson Publication.

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