

B.SC. PSYCHOLOGY PROGRAMME

(UNDER GRADUATION)

PROGRAMME OF STUDY

(As Approved by the Academic Council wide Appendix - 2020)



SINCE 1881

DEPARTMENT OF PSYCHOLOGY

THEAMERICANCOLLEGE

MADURAI-625002

2020

About the College

The American College, a higher education known for its focus on academic excellence and social relevance. Its pioneering role in the development of College autonomy in India, its successful early implementation of Choice Based Credit System in 1978 and its completion of 135 years of service bear testimony to the position that the college currently enjoys. Originally founded as a missionaries in 1841, The American College grew into a collegiate department in 1881 at Pasumalai by the initiatives taken by Rev.G.T.Washburn, the Founder-Principal of the college. In the year 1906, the college was shifted to the present campus during the time of the second Principal Rev.W.M.Zumbro. It became independent of the mission in 1934 when an autonomous Governing council was formed to manage its own affairs. Earlier, it was affiliated to the University of Madras and later, it came under the jurisdiction of Madurai Kamaraj University.

With its extreme sensitivity to national policies and community needs, the college has grown from strength to strength. It was one of the first set of seven colleges to be made autonomous by the UGC in 1977-1978. Today the college offers thirty undergraduate and sixteen postgraduate Programmes. There are seven research centres offering M.Phil., and Ph.D Programmes in various disciplines, and two autonomous centres like Department of Applied Sciences (DAS) and Study Centre for Indian Literature in English and Translation (SCILET) receiving national and international attention. Its alumni shine as luminaries internationally as scientists, intellectuals, administrators, corporate managers, statesmen and leaders. The College has active theatre groups, National Service Scheme, N.C.C. units and service learning Programme (SLP) that offer students a wide variety of opportunities to serve society. These activities add up to make the campus a vibrant place for developing one's personality.

VISION

To be a Christian higher educational institution of global standards and reputation

MISSION

- To train students for being responsible global citizens
- To impart knowledge in every discipline
- To develop in students individual competencies to meaningfully relate with the emerging global space
- To develop a vibrant campus sub-culture of pluralism, Christian inclusiveness, and aesthetic self expression

- To inculcate in students the highest ideals of service to the poor and the marginalized

The Department of Psychology

The Department of Psychology was established in 2017 and is affiliated to Madurai Kamaraj University. The department exposes the students on various subjects in psychology such as General Psychology, Abnormal Psychology, Biological Psychology, Counselling & Guidance, Developmental Psychology, Experimental Psychology, Rehabilitation Psychology, Research Methodology, Social Psychology, Geriatric Psychology, Statistics and Psychological Testing. The Department is well equipped with a state of art classroom, Psychological Laboratory and a well-equipped library with a huge number of books.

The program offers exposure through field visits, Research projects and hands-on experience which includes theoretical concepts and bridge the gap with practical and field visits in the domain of psychology. The curriculum is integrated with field work in hospitals, industries and rehabilitation settings, schools and Old Age homes, keeping in view of students placement after the successful completion of the course.

Courses Offered:

- B.Sc. (Psychology)
- M.Sc. (Applied Psychology)

Eligibility for UG admission

Admission requirement for Undergraduate Programme (UG)

Candidates should qualify under any of the following examinations:

1. Candidates who have passed Higher Secondary Examination of the Board of Higher Secondary Examination, Government of Tamil Nadu.
2. Candidates who have passed Senior School Certificate Examination (XII standard) of the Central Board of Secondary Examination with not less than five subjects, of which English shall be one.
3. Candidates who have passed ICS Examination of the Council for Indian School Certificate Examination with not less than five subjects, of which English shall be one.

4. Candidates who have passed any Examination conducted by a State Government or a University or Board under the 10+2 pattern with not less than five subjects, of which English shall be one.
5. Candidates from other universities or bodies and those from other countries having qualification not listed above should send their transcripts to The Registrar, Madurai Kamaraj University, Madurai- 625 021, Tamilnadu, India and obtain provisional eligibility certificate for admission as per Government of circular, Ministry of Education, dated 20 April 1992.

Eligibility for PG (Applied Psychology)

A pass in Bachelor's Degree in Psychology or a degree in Science/ Social Sciences / Humanities / Business Management degree from a recognized university is required for applying. Those who are awaiting the final semester results can also apply. However, their admission, if selected, will be provisional and will be confirmed only if they produce the final mark sheet of the qualifying examinations on or before the deadline fixed by the college in this regard. Applicants are requested to provide details of any other qualifications and work experience

ENTRANCE TESTS / COUNSELLING FOR PG PROGRAMMES

1. Candidates applying for postgraduate programmes are required to take corresponding Entrance Tests/Counselling as given in the schedule below. Candidates who do not appear for Entrance Tests/Counselling will NOT be considered for admission.
2. The candidates will be tested for their basic understanding of the major subject concerned, analytical ability and creativity.
3. Ranking will be made on the basis of weighing the UG marks against the Entrance Test / Counselling marks on a 50:50 ratio

UNDERGRADUATE DEPARTMENT OF PSYCHOLOGY

PROGRAMME FOR B.Sc. PSYCHOLOGY FROM 2020 BATCH ONWARDS

SEM	PART	CODE	TITLE	Hr/Wk	Cr	Marks
I	Part I	Lang	Tamil/Hindi/French	3	2	30
	Part II	Lang	English	3	2	30
	Part III Major	PSY 1511	Introduction to Psychology - I	5	5	75
		PSY 1413	Developmental Psychology - I	4	4	60
		PSY 1415	Biological Psychology	4	4	60
	Supportive course	PSY 1417	Introduction to Human Genetics & Hereditry	5	4	60
	Part IV	NME XXXX	XXX	3	2	30
		LS XXXX	XXX	3	2	30
		TOTAL	30	25	375	
II	Part I	Lang	Tamil/Hindi/French	3	2	30
	Part II	Lang	English	3	2	30
	Part III Major	PSY 1512	Introduction to Psychology - II	5	5	75
		PSY 1414	Developmental Psychology - II	4	4	60
		PSY 1416	Introduction to Psychological Research	4	4	60
	Supportive Course	PSY 1418	Educational Psychology	5	4	60
	Part IV	NME XXXX	XXX	3	2	30
		LS XXXX	XXX	3	2	30
	Part V	Extension	NSS, SLP, PED	2	1	
		TOTAL	30+2	25+1	375	
III	Part I	Lang	Tamil/Hindi/French	3	2	30
	Part II	Lang	English	3	2	30
	Part III Major	PSY 2511	Social Psychology - I	5	5	75
		PSY 2413	Descriptive Statistics	5	4	60
		PSY 2515	Rehabilitation Psychology	5	5	75
		PSY 2517	Abnormal Psychology - I	4	5	75
	Supportive Course	PSY 2419	Criminal Psychology	5	4	60
		TOTAL	30	27	405	

SEM	PART	CODE	TITLE	Hr/Wk	Cr	Marks
IV	Part I	Lang	Tamil/Hindi/French	3	2	30
	Part II	Lang	English	3	2	30
		PSY 2512	Social Psychology - II	5	5	75
	Part III Major	PSY 2414	Inferential Statistics	5	5	75
		PSY 2516	Abnormal Psychology - II	4	4	60
		PSY 2518	Experimental Psychology	5	5	75
	Supportive Course	PSY 2410	Industrial Psychology	5	4	60
	Part V	Extension	NSS, SLP, PED	2	1	
		TOTAL	30 + 2	27+1	405	
V	Part III Major	PSY 3511	Cognitive Psychology	5	4	60
		PSY 3513	Health Psychology	5	4	60
		PSY 3515	Principles of Counselling	5	5	75
		PSY 3517	Disaster Management	3	3	45
		PSY3519	Psychological Testing	5	5	75
		PSY3221	Internship Training		2	30
	Part IV	LS XXXX	XXX	3	2	30
		EVS PSY3200	Understanding our Environment	4	2	30
		TOTAL	30	27	405	
VI	Part III Major	PSY 3612	Positive Psychology	6	6	90
		PSY 3614	Cyber Psychology	6	6	90
		PSY 3616	Research Project	6	6	90
		PSY 3518	Introduction to Psychotherapy	5	5	75
	Part IV	LS XXXX	XXX	3	2	30
		HVS		4	2	30
			TOTAL	30	27	405
GRAND TOTAL FOR SEMESTER (1 TO 6)				180+4	158+2	2370

SUPPORTIVE COURSES

SEM	PART	CODE	TITLE	Hr/Wk	Cr	Marks
I	III	PSY 1417	Introduction to Human Genetics & Heredity	5	4	60
II	III	PSY 1418	Educational Psychology	5	4	60
III	III	PSY 2419	Criminal Psychology	5	4	60
IV	III	PSY 2418	Industrial Psychology	5	4	60

NON-MAJOR ELECTIVE COURSES

SEM	PART	CODE	TITLE	Hr/Wk	Cr	Marks
I	IV	PSY 1211	Psychology in Daily Life	3	2	30
		PSY1213	Psychological Well-being	3	2	30
II	IV	PSY 1212	Psychological First Aid	3	2	30
		PSY1214	Society & Psychology	3	2	30

LIFE – SKILL COURSES

SEM	PART	CODE	TITLE	Hr/Wk	Cr	Marks
I	IV	PSY 1215	Life Skill Education	3	2	30
		PSY1217	Leadership & Personality Development	3	2	30
II	IV	PSY 1216	Skills for Psychologists	3	2	30
V	IV	PSY 3211	Employability Skills	3	2	30
		PSY 3213	Psychology in Media	3	2	30
VI	IV	PSY 3212	Career Guidance	3	2	30

VALUE ADDED COURSES

SEM	CODE	TITLE	Hr/Wk	Cr	Grade
I	PSY 121V	Problem Solving	2	2	
II	PSY 122V	Stress Management	2	2	
III	PSY 221V	Self-Awareness	2	2	
IV	PSY 222V	Empathy	2	2	
V	PSY 321V	Emotional Intelligence	2	2	
VI	PSY 322V	Resilience	2	2	

Programme Outcomes (Pos)

Undergraduate programmes are expected to have developed in undergraduates the following graduate attributes:

1. *Cognitive Ability*: Capacity to register, remember and recall ideas and add knowledge in the relevant discipline.
2. *Reflective Skills*: Ability to apply knowledge and solve problems in similar but unknown disciplinary contexts.
3. *Communicative Competence*: Ability to communicate in one's mother tongue and in English discipline-specific complex ideas and life experiences.
4. *Aptitude for Higher Studies*: To be proactive in demonstrating general aptitude to evaluate the circumstances and come up with an interest to progress further in career by opting for post studies or through entrepreneurial initiatives at offering in the multidisciplinary and trans-disciplinary contexts.
5. *Employability Capacity*: Ability to serve the nation as school teachers, responsible staff and officers in various private and public sectors to find suitable meaning for the education they have pursued here.
6. *Action Research Aptitude*: Skills to undertake action research as independent projects on the themes and issues concerning life and work moving ahead with techno-savvy and eco-friendly approaches.
7. *Quest for Lifelong Learning*: Skills to learn lifelong independent of academia transcending the space and time barriers.
8. *Study Abroad*: Ability to pursue higher studies in a global context of multilingual, multicultural, multiethnic and multiracial communities without compromising the values and ethos cherished and nurtured in love with the motherland.
9. *Citizenry Attributes*: Be responsible citizens with democratic bent of mind, probity in public life, moral uprightness, and commitment for social uplift of the marginalized, the poor, the destitute, and the needy.
10. *Civic Responsibility*: Capacity to respect human values, to exhibit religious tolerance, and to practice politics of difference and dissent.

PROGRAM SPECIFIC OUTCOME

End of the program the student will able to:

PSO1: Recall and assimilate the meaning, methods in psychology

PSO2: Express the psychological terms and understand the higher order concepts in psychology

PSO3: Review the important psychological concepts and apply it in an appropriate place.

PSO4: Compare and appraise the acquired skills and techniques in the fields of psychology.

PSO5: Demonstrate the knowledge and skills required for an effective professional in psychology.

PSO6: Assess the client's issues and understand their psychological problems in appropriate context.

PSO7: Employ the psychological knowledge and skills in different settings.

PSO8: Apply the ethical principles and values of psychology in society.

PSO9: Create awareness and sensitization for the needy population on various psychological issues.

PSO10: Identify, Analyse and interpret the information in a scientific manner and formulate intervention strategies for psychological well being.

Mapping of Program Specific Outcomes (PSOs) with Program Outcomes (POs)

POs /PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	X	X	X	X	X	X	X	X		
PSO2	X	X	X	X	X	X	X			
PSO3	X	X	X	X	X	X	X			
PSO4	X	X	X	X	X	X	X			
PSO5	X	X	X	X	X	X	X		X	X
PSO6	X	X			X	X			X	X
PSO7	X	X	X		X	X	X	X	X	X
PSO8	X	X	X		X	X	X		X	X
PSO9	X	X	X		X	X	X		X	X
PSO10	X	X	X		X	X	X	X	X	X

Mapping of Program Specific Outcomes (PSO) with Courses

Course code / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
Semester - I										
PSY 1511	X	X	X		X		X			
PSY 1413	X	X	X		X					X
PSY 1415	X		X	X	X					X
PSY 1417	X	X		X					X	X
PSY 1211		X	X		X			X		X
PSY 1213	X		X		X			X		X
Semester - II										
PSY 1512		X	X	X	X					X
PSY 1414	X	X	X		X					X
PSY 1416	X	X			X	X				X
PSY 1418	X	X	X			X				X
PSY 1212	X	X						X	X	X
PSY 1214		X	X	X	X			X		
Semester - III										
PSY 2511	X		X	X				X		X
PSY 2513					X	X	X	X		X
PSY 2515	X	X	X				X		X	
PSY 2517		X			X	X	X		X	
PSY 2419	X		X	X					X	X
Semester - IV										
PSY 2512			X		X		X	X		X
PSY 2414		X				X	X	X		X
PSY 2516		X			X	X			X	X
PSY 2518					X	X	X	X		X
PSY 2410			X		X		X	X		X
Semester - V										
PSY 3511	X	X		X	X				X	
PSY 3513		X	X	X	X				X	

PSY 3515		X			X	X		X		X
PSY 3517		X	X			X			X	X
PSY 3519	X	X			X			X	X	X
PSY 3211		X		X			X	X		X
Semester - VI										
PSY 3612			X	X	X			X		X
PSY 3614				X	X		X		X	X
PSY 3616		X	X		X		X			X
PSY 3518		X	X	X				X	X	
PSY 3212		X	X	X	X					X

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

K1 = Knowledge

K2 = Understand

K3 = Apply

K4 = Analyze

K5 = Evaluate

K6 = Create

Proposed Norms for Certification of Value Added Courses

Since valued added courses are not part of the curriculum and since certification is not part of the statement of marks, it is proposed that

- i. Continuous Internal Assessment (CIA) is conducted for 25 marks with one test for 15 marks and one assignment for 10 marks.
- ii. The duration of the End-of-Semester (EOS) online exam is one and a half hours with 50 marks as maximum.
- iii. The question paper is set and answer scripts are valued by the course teachers.
- iv. Equal weight of 50% is given to both CIA and EOS.
- v. Letter Grade is awarded to students on a four point scale:

Marks Obtained Out of 50	Course Grade	Grade Description
37.5-50	O	Outstanding
32.5-37	A	Very Good
27.5-32	B	Good
25-27	C	Average

- vi. Certificates will be issued under the college emblem signed by the Principal and the Head of the Department.

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-1	5 Hrs Per week
Semester – I	INTRODUCTION TO PSYCHOLOGY	Credit 5:
Code: PSY 1511	I	MARKS:75

Course Description:

This course is an introductory course to psychology and aims to introduce different areas of psychology to improve knowledge and develop the skills to understand the nature and dimensions of human and animal behaviour.

Course Outcome:

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

CO1: Describe the Basic concepts in Psychology

CO2: Associate relationship between attention and perception

CO3: Apply learning theories in everyday life

CO4: Relate to the science of memory and forgetting

CO5: Infer the concept on thinking and language

Unit 1: Introduction to Psychology

A definition of Psychology – Psychology as science, practical problems, Schools of psychology, Methods of Psychology, Work of Psychologists, Subfields of psychology; Psychology in India.

Unit 2: Attention & Perception

Attention & Perception- determinants of Attention, types of attention, Role of attention in perception. Perception and processing. Organizational factors of perception, perception of fundamental physical dimensions – Perceptual constancies, Instabilities, illusions, depth perception, sensory interaction and deprivation; Perception in learning.

Unit 3: Learning

Learning: Principles of learning - Classical conditioning, Operant Conditioning, Principles of reinforcement, Cognitive Learning, Individualized learning, Learner & learning.

Unit 4: Memory

Memory - Kinds Of memory, Processes of memory, Stages of memory, Levels-Of-Processing model, Forgetting, Improving memory, Biology of memory.

Unit 5: Thinking and Language

Thinking and language- Thinking process, Concepts, Problem-solving, Decision Making, Creative thinking, Language, communication.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOKS:

1. Morgan, Clifford.T., King, Richard.A., Weisz,John.R., Schopler, John (1993).Introduction to Psychology, TataMcGraw Hill.
2. Rathus, S. A (2018) Psych 5. Cengage Learning.

REFERENCE BOOKS

1. Baron, R. A., & Misra, G. (2014). Psychology, 5th ed. New Delhi: Pearson Education
2. Ciccarelli, S. K., & White J. N. (2015) Psychology 4th edition, Pearson

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2		2				
CO3			3			
CO4				4		
CO5				4		

$$\text{Mean score } -2+2+3+4+4=15/5$$

$$= 3$$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-2	4 Hrs Per week
Semester – I	DEVELOPMENTAL PSYCHOLOGY- I	Credit 4: MARKS:60
Code: PSY 1413		

Course Description:

This course aims to apply psychological principles in various developmental stages. This course will guide the learners to understand the milestones in the development of behaviour, cognition, and emotions in various stages of life.

Course Outcome:

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

CO1: Recognize Basic concepts of human Growth and Development.

CO2: Infer and assimilate the physical and cognitive development of infancy and toddlerhood

CO3: Associate Language and motor Development of Early and late childhood

CO4: Understand and Relate physical development of puberty.

CO5: Demonstrate the theoretical perspectives of development

Unit 1: Introduction

Introduction to Growth & Development. Conception to birth: Fertilization, stages of lifespan, prenatal development, Environmental Influences on prenatal development; stages of childBirth, types of childbirth: prenatal hazards & complications.

Unit 2: Infancy & Babyhood

Infancy & Babyhood - Physical & Cognitive Development –Adjustments of infancy, infant reflexes, characteristics and developmental tasks of infancy & babyhood. Language and Emotional development. Development of Attachment. Child rearing practices and parenting styles

Unit 3: Early & late childhood

Characteristics of Early & late childhood, developmental tasks of Early & late childhood, Physical, speech, emotional development of Early & late childhood. Hazards of Early & late

childhood. Milestones of motor development, Environmental influences on motor development. Development of language.

Unit 4: Puberty

Characteristics of puberty, body changes at puberty, effects of puberty, and hazards of puberty. Sex Education.

Unit 5: Theories of development

Theoretical perspectives on development- Freud's psychosexual theory, Jean Piaget's theories of cognitive development. Lawrence Kohlberg's theories of moral development, Social learning theory, Lev Vygotsky's sociocultural theory, attachment theory, Erikson's psychosocial theory.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOK:

1. Hurlock, E(1980),**Developmental Psychology**, Tata McGraw Hill Publishing Co.

REFERENCES:

2. Papalia, Diane E, Olds, Sally Wendoks (2003): **Human Development**, Tata McGraw Hill Publishing Co
3. Brown, Carol (2008), **Developmental Psychology**, Sage publications

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2		2				
CO3				4		
CO4			3			
CO5				4		

Mean score –2+2+4+3+4=15/5

= 3

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-3	4 Hrs Per week
Semester – I	BIOLOGICAL PSYCHOLOGY	Credit 4: MARKS:60
Code: PSY 1415		

Course Description:

This course aims to develop the understanding and application of psychological principles and theories and biological perspectives. This course will develop knowledge about the brain and its impact on the behaviour and cognition among the learners.

Course Outcome:

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

- CO1: State the meaning of Biological Psychology and Recall historical views of human behaviour.
- CO2: Sketch and Describe the structure and functions of neuron
- CO3: Explain the functions of neurotransmitters
- CO4: Distinguish Theories Of hormones in determining human behaviour.
- CO5: Compare the biology of emotional behaviour of the normal and impaired brain.

Unit 1: Introduction

The Nature of Biological Psychology - Historical views on human behavior – Methods of studying biopsychology - anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods.

Unit 2: Brain

Structure and Functions of Brain, Nervous System and Spinal Cord. The Nervous system - the Central, the Peripheral, the Skeletal, and the Autonomic Nervous System.

Unit 3: Neuron and Neurotransmitters

Neuron – Structure, types and functions. Neural Impulse and synapse. Neurotransmitters - acetylcholine, dopamine, serotonin, oxytocin, epinephrine, norepinephrine & GABA.

Unit 4: Hormones and Behaviour

Hormones and Behaviour - Main endocrine glands, their hormone products and principal effects of the hormones

Unit 5: Sleep

Sleep – The stages of sleep and brain waves, Sleep hygiene, Sleep Disorders

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOK

1.Kalat, James. W.,(2003) **Physiological Psychology**, Brooks/Cole Publishers

REFERENCE BOOKS

2. Morgan (1965): **Physiological Psychology**, International student edition, McGraw Hill Series

3. Rosenweig, Breedlov, Leiman(2002): **Biological Psychology**, 3rd edition, Sinaven Associates, Inc

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3				4		
CO4				4		
CO5					5	

$$\text{Mean score } -1+2+4+4+5=16/5$$

$$= 3.2$$

B.Sc. PSYCHOLOGY	PART III MAJOR: SUPPORTIVE PAPER-1	5 Hrs Per week
Semester - I	INTRODUCTION TO HUMAN GENETICS & HEREDITY	Credit 4: MARKS:60
Code: PSY 1417		

Course Description

This course will provide students with an understanding of human genetics and heredity and its relevance in the study of human behavior. It will give an overview of molecular biology and its significance and role in psychology. The course will also use labs to demonstrate concepts in this course. Some relevant topics from this course can be identified and taught with a practical approach.

Course Outcome:

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

- CO1: Identify the significance of genetics in behavior
- CO2: Classify the types of cells based on structure and function
- CO3: Compare and contrast the types of animal models in behavioral genetics
- CO4: Identify the consequences of nature – nurture interaction on human behavior
- CO5: Demonstrate the role of gene expression and epigenetics

Unit 1: Introduction to genetics

Definition and function of genes, historical perspective – Darwin, Galton, Pre-Mendelian and Mendel's law and beyond, impact on social policy and law.

Unit 2: Biological basis of heredity

Introduction to Cell structure and division, RNA, DNA, Chromosome, Karyotype, Variation in chromosome number (polyploidy, aneuploidy changes, autosomal monosomy, autosomal trisomy), aneuploidy of the sex chromosomes, structural alterations within chromosomes.

Unit 3: Animal models in behavioural genetics

Quantitative genetic experiments to study animal behavior - selection studies & inbred strain studies, animal studies for identifying genes and gene functions – Creating mutations, quantitative trait loci, synteny homology

Unit 4: Nature, Nurture, and human behavior

Genetics of human behaviour – adopting designs, twin design, combination. Heritability & environmentality.

Unit 5: Pathways between genes and behavior

Gene expression and role of epigenetics, Transcriptome – gene expression profiles, gene expression and genetics, gene expression as a biological basis for environmental influence. Proteome – the brain.

Pedagogical Method:

Lecture, PPT, Group discussion, activity, lab, and exposure visits.

TEXT BOOKS:

1. Knopik, V. S., Neiderhiser, J. M., DeFries, J. C., & Plomin, R. (2017). Behavioral genetics 7th ed. Worth publishers Macmillan Learning.
2. Cummings, M. (2009). Human Heredity: Principles and Issues 8th ed. Cengage Learning.

REFERENCE BOOKS:

1. Gardner, R. M., Sutherland, G. R., & Shaffer, L. G. (2011). Chromosome abnormalities and genetic counseling (No. 61). OUP USA.
2. Klug, W. S., Cummings, M. R., Spencer, C. A., Palladino, M. A. (2016). Concepts of genetics. Upper Saddle River, NJ: Pearson Education.
3. Gangane., S. D (2012). Human Genetics. New Delhi: Elsevier.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
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C01		2				
C02				4		
C03					5	
C04		2				
C05			3			

Mean score $-2+4+5+2+3=16/5$

$= 3.2$

B.Sc. PSYCHOLOGY	PART IV: Non-Major Elective (NME) PAPER-1	3 Hrs Per week
Semester - I	PSYCHOLOGY IN DAILY LIFE	Credit 2: MARKS:30
Code: PSY 1211		

Course Description:

This course aims to develop the skills among the learner's daily life. This course will develop knowledge and the learners will apply it in their life situations.

Course Outcome:

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

CO1: Identify the Importance of Psychology in Daily Practice.

CO2: Distinguish the stages of human development

CO3: Relate personality and learning in daily life.

CO4: Apply behaviour medication techniques.

CO5: Interpret the application of psychology in various fields.

Unit 1: Introduction

Psychology - Meaning, Definition, Scope. Branches of Psychology. Importance of Psychology in Daily Practice.

Unit 2: Developmental Psychology

Developmental Psychology: Conception to birth, types of delivery. Child growth & development. Developmental tasks in each stage: Infancy to old age.

Unit 3: Personality and Learning

Personality – Definition, Introduction to Theories of Personality - Types of personality,. Learning: Meaning, Types and Theories: Conditioning theory, operant conditioning theory.

Unit 4: Memory and Behaviour

Memory –Meaning, Types, Factors influencing memory. Behavior: Meaning, Types of behavior, factors influencing behavior. Behavior modification: techniques.

Unit 5: Motivation and defense mechanisms

Motivation - Meaning, Types of motives, Maslow's theory of motivation. Defense mechanisms – Meaning and types. Application of Psychology in various fields (Family, Educational settings, Industry).

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOK:

1. Morgan, Clifford (1986), **Introduction of Psychology**, New Delhi, Tata McGrawHill

REFERENCE BOOK:

2. Barron, Robert, A (2000), **Psychology 5th Edition**, Allyn & Bacon
3. Hurlock, Elizabeth, (2002), **Development Psychology**, New York, McGraw Hill.
4. Hilgard & Atkinson, (1998), **Introduction to Psychology**, New York, HCB & Word.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5					5	

$$\text{Mean score} = 1+2+3+4+5=15/5$$

$$= 3$$

B.Sc. PSYCHOLOGY	PART IV: LIFE SKILL I	3 Hrs Per week
Semester – I	LIFE SKILL EDUCATION	Credit 2: MARKS:30
Code: PSY 1215		

Course Description:

This course aims to develop life skills among the learners through education. This course will guide the learners to understand the social, emotional and personal skills required for leading the life successfully.

Course Outcome:

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

- CO1: State the importance of life skill and understanding self.
- CO2: Discuss ways to nurturing relationship and developing communication
- CO3: Practice creative and critical thinking
- CO4: Understand the emotions; identify the stressor and coping mechanism.
- CO5: Develop potentials to solve problems of daily life through effective decisions.

Unit 1: Introduction

Life skills: Definition and Importance of Life Skills, categories of skills and life skills- Livelihood Skills and Survival Skills. Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self-Awareness: Johari Window, SWOT Analysis.

Unit 2: Relationship Skills

Empathy - Sympathy, Empathy & Altruism Effective Communication - Definition, Functions, Models, Barriers Interpersonal Relationship - Definition, Factors affecting Relationships

Unit 3: Thinking skills

Thinking Skills - Thinking - Nature, Elements of Thought - Types of Thinking - Concept Formation, Reasoning Creative and Critical Thinking - Definition, Nature, Stages

Unit 4: Coping skills

Coping Skills - Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping Strategies Coping with Stress - Definition, Stressors - Sources of Stress - The General Adaptation Syndrome Model of Stress

Unit 5: Problem solving skills

Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving Decision Making - Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

Text book:

1. WHO Report (1997), **Life Skill Education Guidelines**

Reference books:

2. Centre for Field Assistance and Applied Research (2001), **Life Skills Manual**, Washington, Peace Corps.
3. RGNIYD, **Life Skill Education Manual**.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4			3			
CO5						6

$$\text{Mean score } -1+2+3+3+6=15/5$$

$$= 3$$

Problem solving is one of the important skills listed in the top ten life skills, career skills, employability skills and soft skills. It helps the psychology students to solve the problem in their life, academically and in their counseling process in an effective manner. This course aims at enabling first year undergraduate psychology students, who are expected to develop skills to solve their day to day problems.

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

- i. Know the problems and its types,
- ii. Understand its characteristics,
- iii. Explore various problem-solving strategies,
- iv. Apply an effective intervention technique, and
- v. Analyze the models of problem solving.

Unit 1 Problem, Problem Solving, types of problem

Unit 2 Characteristics of Problem

Unit 3 Steps involved in Problem Solving

Unit 4 Problem Solving Strategies

Unit 5 Problem Solving Approaches and Models

Methodology of teaching-learning

Lecture, Discussion, Brainstorming, Worksheets, Case Study

References

----- (2005). *The OCR Guide to Problem Solving*. Oxford Cambridge and RSA.

----- (-----). *Training Module on Problem Solving*. United Nation: Economic and Social Commission for Asia and Pacific.

----- (2017). *Problem Solving and Decision Making*. Optima Train: USA.

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-1	5 Hrs Per week
Semester – II	INTRODUCTION TO PSYCHOLOGY - II	Credit 5: MARKS:75
Code: PSY 1512		

Course Description:

This course aims to continue to introduce different areas of psychology and create knowledge and develop the skills to explore, understand, and improve the self.

Course Outcome:

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

- CO1: Describe the Basic concepts in Intelligence
- CO2: Associate relationship between personality and behavior
- CO3: Use personality theories to understand assessment application
- CO4: Relate with the significance of motivation in everyday life
- CO5: Reason with the concept of emotion

UNIT I Intelligence

Intelligence- Definition, types, theories of intelligence, measuring intelligence - concepts of C.A., M.A., & I.Q., Assessment, IQ tests and cultural bias, extremes in IQ scores. Nature vs nurture in intelligence.

UNIT II Introduction to Personality

Personality- Definition, Theories of personality - Psycho-dynamic approach- Freudian and Neo-Freudian. Behavioural, social cognitive, and humanistic perspectives – Bandura, Rotter, Rogers, Maslow

UNIT III Personality and its Measurement

Personality- Type and Trait theories: Eysenck, Allport, Cattell; 16 PF, the five-factor model of personality. Measuring personality: Importance and concerns - Objective tests, projective tests, behavioral assessments.

UNIT IV Motivation

Motivation- Definition, types, theories of motivation – Approaches based on evolution, drives, psychological needs, arousal, incentive. The implication of motivation in hunger, sex, and achievement.

UNIT V Emotion

Emotion – Definition, Physiology, emotional expression, Theories of emotion- James-Lange theory, Cannon-Bard theory, Cognitive theories. Polygraph and its application.

Pedagogical Method:

Lecture, PPT, Group discussion, activity, educational videos and lab demonstrations.

TEXT BOOKS:

1. Morgan, Clifford. T., King, Richard. A., Weisz, John. R., Schopler, John (1993). Introduction to Psychology, Tata McGraw Hill.

REFERENCE BOOKS

1. Hall, C. S., Lindzey, G., & Cambell, J. B. (1998). Theories of Personality. New York: J. Wiley & Sons.
2. Ciccarelli, S. K., & White, J. N. (2017). Psychology.4th edition. New Jersey: Pearson education
3. Rathus, S. A. (2018). Psych 5. Cengage Learning.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2		2				
CO3			3			
CO4				4		
CO5				4		

Mean score $-2+2+3+4+4=15/5$

$\bar{x}= 3$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-5	4 Hrs Per week
Semester - II	DEVELOPMENTAL PSYCHOLOGY II	Credit 4: MARKS:60
Code: PSY 1414		

Course Description:

This course aims to apply psychological principles in Adolescence up to old age. This course will guide the learners to understand the milestones in all the aspects of development in adolescence to end of life.

Course Outcome:

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

CO1: Identify and relate basic concepts of adolescence.

CO2: Infer the relationship with parents and friends.

CO3: Assimilate Development in young hood

CO4: Understand and interpret the concept of sandwich generation.

CO5: Learn about old age and stages of death, dying and grieving.

UNIT I:

Adolescence: Physical development, social development, emotional development, cognitive development. Health and adolescence.

UNIT II:

Adolescence Identity Formation- gender identity and sex role identity; Relationship with parents - Roots of conflicts, influence of parents life situation in the life of adolescents ; Relationship with peers.

UNIT III:

Young adulthood: Intellectual development; Vocational adjustment in young adulthood - stability of vocational choice; Work and gender influences. Marriage and areas of marital adjustment; Parenthood; Factors influencing adjustment to parenthood, Divorce.

UNIT IV:

Middle Age (40-64 years): Physical and cognitive development, Adjustment to physical changes. Relationship with maturing Children; Relationship with aging parents.

UNIT V:

Late Adulthood (65 - death) – Physical, Cognitive, Psycho-Social Development. Old Age - Social and family adjustments. - health problems, spirituality in later life. Death, dying and grieving.

TEXT BOOK:

- Hurlock, E. (1980): *Developmental Psychology*, Tata McGraw Hill

REFERENCE

- Paplaia, Diane B., Olds, Sally, Wendkos(1992): **Human Development**, Tata McGraw Hill Publishing Co
- Shaffer, David R(1996): **Developmental Psychology**, IV Edition, Brooks/Cole Publishing Company
- Travers, D. (1999). **Human Development. Across the lifespan**. 4th ed. London: McGraw Hill.
- Conger, John.J. and Galambos, Nancy. L. (1997): *Adolescence and Youth*, 5th edition, Longman, New York.
- Santrock, J. W. (2007). *A topical approach to life-span development* (3rd ed.). New York: McGraw Hill
- Santrock, J. W. (2006). *Life-span development* (10th ed.). McGraw-Hill.

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-3	4 Hrs Per week
Semester – II	INTRODUCTION TO RESEARCH	Credit 4: MARKS:60
Code: PSY 1416		

Course Description:

This course will provide students with an orientation towards research in the field of psychology. It is an introductory paper in research methodology for social sciences.

Course Outcome:

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

CO1: Understand the meaning and evolution of scientific research

CO2: Identify the various sampling techniques

CO3: Explain the different ways to systematically measure behaviour

CO4: Infer the importance of ethics in psychology

CO5: Apply knowledge of scientific writing

UNIT I Introduction

Psychological Research: Early contributions, goals, value. The scientific approach, behavioural science and common sense, philosophy of science, the role of theory, research hypotheses, a priori and post hoc explanations, conceptual and operational definition, research process.

UNIT II Sampling behaviour

Sampling techniques: Probability samples – simple random sampling, stratified random sampling, cluster sampling, multistage sampling. Nonprobability samples – convenience sampling, quota sampling, purposive sampling.

UNIT III Measuring behaviour

Strategies of behavioural research – descriptive, correlational, experimental, quasi-experimental. Approaches to psychological measurement – observational, physiological measures, archival data, self-report.

UNIT IV Ethical considerations

Ethical issues in research – approaches to ethical decisions, basic ethical guidelines, IRB, the principle of informed consent, Invasion of privacy, Coercion to participate, physical and

mental stress, deception in research, objections to deception, debriefing, confidentiality, ethical principles in research with animals, scientific misconduct.

UNIT V Scientific writing

Scientific writing: Journal publication, elements of good scientific writing, avoiding biased language, Parts of a manuscript: Title, abstract, introduction, method, results, discussion. Citing and referencing: APA format.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and educational videos.

TEXT BOOK

1. Leary, M. R. (2003) Introduction to behavioral research methods, 3rd edition. Pearson.
2. Gravetter, F. J., & Forzano, L. A. B. (2018). Research methods for the behavioral sciences. Cengage Learning.

REFERENCE BOOKS

1. American Psychological Association (2019), Publication Manual of the American Psychological Association, 7th edition.
2. Coolican, H. (2004). Research methods and Statistics in Psychology. London: Hoddes Arnold
3. Kerlinger, F. N. (1973). Foundations of behavioural research. USA: Holt, Rinehart & Winston.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3				4		
CO4				4		
CO5					5	

Mean score $-1+2+4+4+5=16/5$

$\bar{x}= 3.2$

B.Sc. PSYCHOLOGY	PART III MAJOR: SUPPORTIVE PAPER-2	5 Hrs Per week
Semester - II	EDUCATIONAL PSYCHOLOGY	Credit 4: MARKS:60
Code: PSY 1418		

Course Description:

This course aims to apply psychological principles and theories for the betterment of the teaching and learning. This course will guide the learners how to manage the classroom and selection of an appropriate teaching method.

Course Outcome:

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

CO1: Define psychological elements in the learning process and different views about learning.

CO2: Express the various aspects related to cognitive development.

CO3: Analyze the importance of development in education

CO4: Appraise the theoretical and practical know-how of how to work as an educational psychologist.

CO5: Compare different types of teaching methods

Unit-I Introduction to Educational Psychology.

Educational Psychology: Meaning, Definition, Nature and Historical Background. Principles of Educational Psychology, Goal and Objectives of Educational Psychology. Need, importance and scope of Educational Psychology.

Unit II Cognitive Development: Piaget’s theory and Vygotsky’s Theory.

Cognitive Development: Piaget’s theory: Cognitive Processes-Piagetian Stages-Evaluating Piaget’s Theory: Contributions and Criticisms. Vygotsky’s Theory-Assumptions- Zone of Proximal Development-Scaffolding- Language and Thought.

Unit III Language Developments and Intelligence

Language Development: Language – Morphology - Syntax - Semantics - How Language Develops-Biological and Environmental Influence. Memory: Encoding-Storage-Retrieval and

Forgetting. Intelligence: meaning and theories of Intelligence, Theories of Multiple Intelligence

Unit IV Learning

Learning: Behavioral Approach to Learning-Classical Conditioning, Instrumental and Operant Conditioning. Increasing Desirable Behaviors- Decreasing undesirable Behavior. Bandura’s Social Cognitive Theory- Observational Learning.

Unit V Teaching

Teaching: Art and Science - Effective Teaching: Professional knowledge and Skills - Goal Setting and Instructional planning Skills - Classroom Management Skills - Motivational Skills - Technological Skills. Teaching Techniques: Description - Demonstration- Lecture Method - Discussion Method – Dramatization -Explanation - Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia. Teaching Skills. Strategies to develop teaching skills

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOK:

1. Santrock, J. W. (2006), **Educational Psychology**, 2nd Edition, New Delhi, Tata McGraw Hill.

REFERENCE BOOK:

2. Corno, Lyn & Anderman, Eric M (2012), Handbook of Educational Psychology (2nd edition)Routledge
3. Misra, Girishwar& Woolfolk, Anita (2012), **Fundamentals of Educational Psychology**, Pearson India

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				

CO3			3			
CO4				4		
CO5					5	

Mean score $-1+2+3+4+5=15/5$

$$\bar{x} = 3$$

B.Sc. PSYCHOLOGY	PART IV: Non-Major Elective (NME) PAPER-2	3 Hrs Per week
Semester – II	Psychological First Aid	Credit 2: MARKS:30
Code: PSY 1212		

Course Description:

This course aims to develop skills required for providing psychological first aid to the needy. This course will guide the learners to develop skills to become an effective psychological first aid provider.

Course Outcome:

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

- CO1: Understand the concept of Psychological first aid.
- CO2: Explain models and approaches in psychological first aid
- CO3: Employ PFA techniques in appropriate places.
- CO4: Develop the skills of PFA
- CO5: Analysis of the protocol in Psychological first aid.

UNIT I Introduction

Psychological First Aid: Meaning, Definition, Concept, Need, Importance and Scope

UNIT II Models and approaches

Various Models and approaches in Psychological First Aid.

UNIT III Application of Psychological First Aid

Psychological First Aid: When, Where, Why, Whom and How?

UNIT IV Skills of PFA

Skills of the person who provides Psychological First Aid, Do's and Don'ts in Psychological First Aid.

UNIT V Ethics in Psychological First Aid

Ethics and Protocol in Practicing Psychological First Aid.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOK:

WHO (2011). Psychological first aid: Guide for field workers

REFERENCE BOOKS:

1. Australian Psychological Society (2013). Psychological First Aid: An Australian guide to supporting people affected by disaster
2. Vinod Singaravelu (2011). Psychological First Aid: Field workers Guide

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4					5	
CO5					5	

$$\text{Mean score} = 1+2+3+5+5=16/5$$

$$\bar{x} = 3.2$$

B.Sc. PSYCHOLOGY	PART IV: Non-Major Elective (NME)	3Hrs Per week
Semester – II	Society and Psychology	Credit: 2
Code: PSY 1214		MARKS: 30

Course Description:

This course aims to develop the knowledge about the society and its functions and it also enables the learners to identify the impacts of human behaviour through analysing various norms of the society and culture.

Course Outcome:

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

CO1: Gain knowledge on society and the human mind.

CO2: Understand the process of socialization.

CO3: Apply the learned knowledge in societal concepts.

CO4: Analyze the areas of impacts in behaviour.

CO5: Evaluate the perspectives and attitudes based on the norms and practices.

Unit I: Introduction

Society - meaning and characteristics. Outline on human mind and behavior – Understanding Psychological perspectives.

Unit II: Institutions of Socialization

Institutions of Socialization – Family, economics, religion, education and government.

Unit III: Roles of culture, caste and religion in society

Meaning: Culture, Religion and Caste, Influences in thoughts and behaviour. Honor killing, assaults using religion and caste. Culture and subculture – impacts.

Unit IV: Impact of media in society

Reality shows, advertisements, films, print media and social networking sites, Influences on human attitude and behavior.

Unit V: Impact of society norms in human behaviour

Understanding of various societal norms, behavioural patterns through learning norms, Attitudes and Perspectives

Pedagogical Method:

Lecture, PPT, Group discussions, activity.

TEXT BOOK:

1. Shankar Rao (2011) Principles of sociology, Tata Macraw Hill, New Delhi.

Reference Books:

2. <https://psychology.wikia.org/wiki/Society>
3. https://santamariatimes.com/lifestyles/columnist/lynda-gantt-how-does-culture-affect-behavior/article_78b4f192-cb93-511e-9c0d-d1c309320623.html

Mapping of course outcome (COS) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledg e	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5					5	

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-1	5 Hrs Per week
Semester – III	SOCIAL PSYCHOLOGY - I	Credit 5: MARKS:75
Code: PSY 2511		

Course Description:

This course aims to introduce the application of psychology in society. This course deals with different perspectives of social psychology, social perception, social cognition, social influence and social behaviour and its impact/ application in society.

Course Outcomes:

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

CO1: Relate the significance of social psychology in social life.

CO2: Recognize self and others in social context

CO3: Predict the possible social cognition in different social settings

CO4: Relate social influence on development of different norms

CO5: Apply Prosocial behaviour in an appropriate social setting

Unit - I Introduction

Social Psychology: Definition, Goal, Scope, Origin and Development. Social Psychology: Advances at the Boundaries. Major Theoretical Perspectives of Social Psychology - Cognitive dissonance theory and Drive theory. The Role of Theory in Social Psychology.

Unit - II Social perception

Perceiving Self- Self-concept – Beginnings, Formation. Contribution of Carl roger’s theory – Real self & Ideal self. Self- presentation – Nature of self-presentation, Self-Knowledge, Personal versus Social Identity, Self-esteem.

Perceiving others- Nonverbal Communication, Attribution: Theories of Attribution; Some Basic Sources of Error, Impression Formation and Impression Management:

Unit - III Social Cognition

Heuristics: How We Reduce Our Effort in Social Cognition, Schemas: Mental Frameworks for Organizing Social Information, Automatic and Controlled Processing, Potential Sources of Error in Social Cognition, Affect and Cognition.

Unit - IV Social Influence

Conformity: Asch’s Research on Conformity; Sherif’s Research on the Autokinetic Phenomenon: How Norms Emerge, Factors Affecting Conformity, Compliance: Tactics Based on Friendship or Liking; The Foot-in-the-Door and the Lowball; The Door-in-the-Face and the “That’s-Not-All” Approach; Tactics Based on Scarcity; Obedience - Definition, Milgram’s Electric Shock Procedure,

Unit - V Prosocial behavior

Definition, Types of Prosocial Behavior, Goals of Prosocial Action, Just world hypothesis, Social responsibility norm, Bystander-calculus model, Empathy arousal hypothesis, Pluralistic ignorance

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOK:

Baron, R. A & Branscombe, N. R. (2012). Social psychology(13th ed). Boston: Pearson/Allyn & Bacon.

REFERENCE BOOK:

1. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: McGraw Hill.
2. David Krech, Richard S. Crutchfield, Egerton L. Ballachey, Individual in Society, McGraw-Hill; International Ed edition (April 1, 1964), New York City.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2			3			
CO3					5	
CO4			3			
CO5				4		

Mean score $-2+3+5+3+4=17/5$

$\bar{x}= 3.4$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-4	4 Hrs Per week
Semester – III	DESCRIPTIVE STATISTICS	Credit 4: MARKS:60
Code: PSY 2413		

Course Description:

This course aims to apply statistics in psychological works such as research, case documentation and reporting. This course will guide the learners to choose an appropriate statistic for the interpretation.

Course Outcome:

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

CO1: Recall the need and importance of statistics in Psychology (K)

CO2: Sketch the different types of graphs used in statistics and analyse data

CO3: Compute mean, median and mode

CO4: Calculate measures of variability for any given data

CO5: To gain knowledge about normal distribution and its properties

UNIT I Introduction

Introduction to statistics: meaning of statistics. Populations and Samples, variables and data, Parameters and Statistics, Descriptive and Inferential Statistics; Types of data: Qualitative and quantitative data, Discrete and continuous data, Different types of scales: For attributes - Nominal and Ordinal, For variables - Ratio and Interval.

UNIT II Tabular and Graphical Representation of data

Frequency Tables for Nominal Variables, Grouped Frequency Tables, Frequency Distribution Graphs: Graphs for Interval or Ratio Data- Histograms and Polygons. Graphs for Nominal or Ordinal Data: Bar Graphs. Graphs for Population Distributions: Relative Frequencies and Smooth Curves. Ogives. The Shape of a Frequency Distribution.

UNIT III Measures of Central Tendency

Measures of central Tendency: Meaning, Computation, characteristics and Merits and Demerits of Mean, Median, Mode. Central Tendency and the Shape of the Distribution.

Selecting a Measure of Central Tendency. Partition values: Quartiles, Deciles, Percentiles.
Percentile rank,

UNIT IV Measures of Variability

Meaning of dispersion, Significance of measuring variation, Measures of variability: Range. Quartile deviation, Mean Deviation, Standard Deviation. Calculation of Standard Deviation from Raw Scores and Grouped Scores, variance- coefficient of variation.; Properties and Comparison of Measures of Variability.

UNIT V Normal Distribution

Standard Scores (z-score); Properties of z-scores. Normal Distribution: characteristics, properties and Assumptions - skewness and kurtosis.

Pedagogical Method:

Lecture, PPT, Group discussion, activity

TEXT BOOK:

1. Gravetter, F. J., & Wallnau, L. B. (2002). *Essentials of statistics for the behavioral sciences*. Pacific Grove, CA: Wadsworth.

REFERENCE BOOK:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall
2. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
3. Gravetter, F. J., & Wallnau, L. B. (2000). *Statistics for Behavioral Sciences*. (5th ed). Singapore : Wadsworth-Thomson I earn in g. (I SBN : 0 -53 4'3 5926-4).
4. Gupta S.P. (2006) : *Statistical Methods - 34th Edition* S. Chand & Sons., New Delhi.
5. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2"d ed). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203-8)

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2			3			
CO3			3			
CO4			3			
CO5					5	

Mean score -1+3+3+3+5=15/5

=3

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-3	5 Hrs Per week
Semester – III	REHABILITATION PSYCHOLOGY	Credit 5: MARKS:75
Code: PSY 2515		

Course Description:

This course aims to develop understanding about the various mental health problems, disabilities and diseases in the rehabilitation sector. This course will provide basic knowledge about various provisions to improve the life of the disabled peoples.

Course Outcome:

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

CO1: Distinguish the types of disabilities

CO2: Explain disabilities as per Person with disabilities act

CO3: Describe Autism causes, symptoms and intervention strategies

CO4: Discuss the important psychological assessments of persons with disabilities

CO5: Analyze the different legislation provision available to PWD

Unit - I Introduction

Concept and definition of disability, Concept of impairment, Nature and needs of persons with disabilities, Psychosocial and Biological Perspectives of Disability. Concept of rehabilitation; Rehabilitation Psychology: Definition, historical perspective, scope and methods. Functions of Rehabilitation Psychology.

Unit - II Types of Disability

Definition, nature, types and characteristics of various disabilities as per PWD Act including: Mental Retardation, Learning disabilities, Visual disabilities, Hearing and speech disabilities, Orthopedic and Neuromuscular disability, Cerebral Palsy, Multiple Disabilities, Autism, Hanson’s disease, Mental illness, Cardiac rehabilitation, Coping with cancer, HIV / AIDS. Incidence, prevalence, causes and prevention of above mentioned various disabilities.

Unit - III Psychologist in Rehabilitation Setting

Role of psychologist in disability rehabilitation. Work settings of rehabilitation psychologists, Designing training programmes for rehabilitation psychologists. Understanding psychological needs of caregivers and working with families of persons with disabilities.

Unit – IV Psychodiagnostic Assessments of Persons with Disability

Screening and early identification of persons with disabilities, Developmental Assessment. Psychological Assessment – Intellectual assessment, Assessment of Adaptive Behaviour.

Unit - V Legislations Related to PWD’s

Mental Health Act, Persons with Disability Act, Rehabilitation Council of India Act, and National Trust Act

Pedagogical Method:

Lecture, PPT, Groupdiscussion, activity and exposure visits.

TEXT BOOK:

1. Robert G. Frank, Mitchell Rosenthal, Bruce Caplan, (2009), Handbook of Rehabilitation Psychology, American Psychological Association, Washington, D.C., United States.

REFERENCE BOOK:

2. Golden C.J., 1984. Current Topics in Rehabilitation Psychology: Grune & Stratton, London.
3. Government of India (1995). The Persons with Disabilities (Equal opportunities, Protection of Rights, and Full Participation) Act, New Delhi: Ministry of Social Justice and Empowerment.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1				4		
CO2		2				
CO3			3			
CO4			3			
CO5				4		

Mean score $-4+2+3+3+4=16/5$
 $\bar{x}= 3.2$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER - 4	5 Hrs Per week
Semester – III	ABNORMAL PSYCHOLOGY - I	Credit 5: MARKS:75
Code: PSY 2517		

Course Description:

This course aims to understand the field of abnormal psychology. Students will explore abnormality within historical, social, and cultural context. By the end of this course students know each major disorder, its etiology, symptoms, and preferred treatment strategy, using case material to supplement the chapter text.

Course Outcome:

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

CO1: Understand Basic concepts of mental health and mental illness.

CO2: Infer and assimilate the etiology of anxiety disorders

CO3: Compare and Contrast the Neuro cognitive disorder

CO4: Recognize etiology, symptoms, and treatment of eating disorders

CO5: comprehend the etiology, symptoms, and treatment of sleeping disorders

UNIT I Introduction

Introduction to the concept of Mental health and Mental illness. Types of mental illness- Difference between psychosis and neurosis. Concept of Normality and Abnormality. Historical Conceptions of Abnormal Behaviour: The Supernatural Tradition, the Biological Tradition, the Psychological Tradition.. Myths and Misconceptions of abnormal behavior. Systems of classification (DSM 5 and ICD 10).

UNIT II Anxiety related Disorders

Clinical characteristics, etiology and treatment of Generalized Anxiety Disorder (GAD), Panic Disorder, Phobias, Obsessive Compulsive Disorder (OCD), Post Traumatic Stress Disorder (PTSD).

UNIT III Brain disorders and other cognitive disorders

Clinical characteristics and etiology and treatment of Brain disorders and other cognitive impairments- Dementia, Delirium, organic amnesic syndromes & Mental retardation- Classification. Developmental disorders- Dyslexia and Autism.

Unit –IV Somatoform Disorders

Clinical characteristics, etiology and treatment of Somatization Disorders, Hypochondriasis, Pain Disorders. Other neurotic disorders – Culture bound syndromes.

Unit - V Behavioral syndromes

Clinical characteristics, etiology and treatment of Eating disorders- Anorexia and Bulimia, Binge eating disorder. Obesity. Sleep Disorders: dyssomnias, parasomnias- Insomnia, Narcolepsy, Somnambulism.

Pedagogical Method:

Lectures/discussions, interactive activities, case studies/research, multimedia presentations

TEXT BOOK:

1. World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.

REFERENCES:

2. Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.
3. Barlow, D. H., & Durand, V. M.. (1995). Abnormal psychology: An integrative approach. Fort Worth, TX: Harcourt Brace College Publishers.
4. Mangal.S.K.,(2008) Abnormal Psychology,Sterling Publishers Pvt.Ltd; UK.
5. Davison, G., & Neale, J. (2003). Abnormal Psychology (8th ed. With Cases). New York: John Wiley & Sons, Inc.
6. Lauren B Alloy, John.H.Riskind, Margaret J Manah, Abnormal Psychology Current perspective-9th edition
7. Robert C Carson, James N Butcher, Susan Mineka, Jill M Hooley,Abnormal Psychology 13th edition,

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3				4		
CO4					5	
CO5				4		

Mean score $-1+2+4+5+4=16/5$

$$\bar{x} = 3.2$$

B.Sc. PSYCHOLOGY	PART III: SUPPORTIVE COURSE	5 Hrs Per week
Semester – III	Criminal Psychology	Credit: 4
Code: PSY 2419		MARKS: 60

Course Description:

This course aims to provide knowledge and scope of criminal psychology, helps the budding psychologists to apply the skills to identify the psychological reasons and provide better interventions to the victim.

Course Outcome:

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

CO1: Identify the importance of criminal psychology in the field of psychology

CO2: Understand the psychological theories with relation to crimes

CO3: Help in applying the techniques.

CO4: Analyze the real crimes with the theoretical base

CO5: Relate with current scenarios of the field

Unit-I

Introduction- Meaning, purpose and scope of criminal psychology, Criminal responsibility: Mc-Naughten and Durham rules, Mens-rea Vs Actus-rea in the criminal law of India.

Unit-II

Provision in the I.P.C. (Sc. 84 and 85), Mental abnormalities and crime, Normal and abnormal behaviour, Causes of abnormal behaviour.

Unit-III

Psychological and Psychoanalytic theory –Sigmund Freud, Adler, Intelligence: Theories, Measuring of intelligence, Learning Criminal behaviour: Social learning, subculture Perspective, Eysenck’s theory of personality and crime.

Unit-IV

Definition meaning and scope of Brain Imaging: techniques in brain imaging, Historical background of Criminal Psychology in India, Application of Narco Analysis, Application of Lie –detector/polygraph.

Unit–V

Psychology and the police, Application of Psychology in court, Application of Psychology in prison, Psychological Intervention: Intervention with victim/survivors.

Pedagogical Method:

Lecture, PPT, Group discussions, activity and exposure visit.

References:

- 1) Bartal, Curt R. (1999), Criminal Behaviour: A Psychosocial Approach. (5thEd.)
- 2) Encyclopedia of Criminology and Deviant Behaviour.
- 3) Criminal & Behavioral Profiling, SAGE Publications, Inc. David, Canter (2014).
- 4) Criminal Psychology (4th vol.)Sage Benchmark in psychology, Sage publication Ltd. David Gadd, Tony Jefferson.(2007)
- 5) Psychology and Crime: An introduction to Criminal Psychology. London. Philp Feldman, Mucrice. (1993).
- 6) The Psychology of Crime: A Social Science Textbook illustrated. reprint Cambridge University Press

Mapping of course outcome (COS) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5					5	

Mean score –1+2+3+5+4=15/5

$$\bar{x} = 3$$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-1	5 Hrs Per week
Semester – IV	SOCIAL PSYCHOLOGY - II	Credit 5: MARKS:75
Code: PSY 2512		

Course Description:

This course aims to explore the psychology in society and its influence on the behaviour, cognition and relationship and decision making among the individuals.

Course Outcome:

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

CO1: Identify different types of behaviour in groups and dynamics

CO2: Distinguish different types of love and relationship in social setting

CO3: Describe the formation of an attitude in an individual

CO4: Analyze the prejudice and stereotyping in society

CO5: Assess and criticize the root cause of aggressive behaviour among the individuals

Unit - I Group Processes

Groups: Their Key Components, The Benefits—and Costs—of Joining, Social facilitation, Social Loafing, Cooperation: Working with Others to Achieve Shared Goals, Responding to and Resolving Conflicts, The Decision-Making Process: How Groups Attain Consensus, The Role of Leadership in Group Settings.

Unit -II Interpersonal attraction and close relationships

Determinants of Interpersonal Attraction- proximity, similarity, physical attractiveness. Theories of attraction, formation of intimate relationships. Love- Definition and types - Love for people, Caretaking love, Platonic love, Deep connection, Passionate love.

Unit – III Attitudes

Definition, structure, implicit and explicit attitudes, Formation of attitudes, Attitudes and Behavior Attitude Change- Persuasion process. Cognitive approaches to Persuasion- Elaboration Likelihood Model, Cognitive Dissonance theory.

Unit –IV Negative Social Relations

Prejudice and discrimination- Definition, Components, Types – sexism, racism, ageism; Social and cognitive roots of prejudice, Reducing prejudice. Stereotypes – Definition, Cognitive foundations, Effects: stereotypes and distort perceptions.

Unit – V Aggression

Aggression: Definition, types, gender differences. Biological explanation for aggression, frustration-aggression hypothesis, social learning theory of aggression, Influences - Social and Situational, reducing aggression.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOK:

Baron, R. A & Branscombe, N. R. (2012). Social psychology(13th ed). Boston: Pearson/Allyn & Bacon.

REFERENCE BOOK:

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.
2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: McGraw Hill.
3. Baumeister.R.F. and Bushman,B.J. (2008).Social Psychology and Human nature.Belmont,CA: Thomson Wadsworth
4. Taylor ,S .E, Peplau, L.A and Sears, D.O. (2006) Social Psychology, 12th edition.NewDelhi:Pearson Prentice-Hall of India Pvt Ltd.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5					5	

Mean score $-1+2+3+4+5=15/5 \bar{x}= 3$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-2	4 Hrs Per week
Semester – III	INFERENTIAL STATISTICS	Credit 4: MARKS:60
Code: PSY 2414		

Course Description:

This course aims to apply statistics in psychological works such as research, case documentation and reporting. This course will guide the learners to choose an appropriate statistic for the interpretation.

Course Outcome:

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

CO1: To gain knowledge and understanding about hypothesis testing

CO2: To analyse and interpret data by applying ‘t’ test

CO3: To understand and apply ANOVA

CO4: To analyse the data using chi-square test

CO5: To analyse data using correlation test

UNIT 1: Introduction to Hypothesis Testing

Hypothesis Testing - Meaning, Logic and the Elements of a Hypothesis Testing. Steps of Hypothesis Testing. The Statistical Decision regarding Retention and Rejection of Null Hypothesis. Uncertainty and Errors in Hypothesis Testing: Type I Errors, Type II Errors, Selecting an Alpha Level. Directional (One-Tailed) Hypothesis Tests, Comparison of One-Tailed versus Two-Tailed Tests. Power of a Test.

UNIT 2: Mean Difference Analysis (‘t’ test)

Introducing the ‘t’ Statistic, Degrees of Freedom and the t Statistic, The ‘t’ Distribution. The Shape of the ‘t’ Distribution, Determining Proportions and Probabilities for ‘t’ Distributions, Assumptions of the ‘t’ Test for a Single Sample and the ‘t’ Test for Dependent Means. Hypothesis Testing with a ‘t’ Test for Independent Means, Assumptions of the ‘t’ Test for Independent Means

UNIT 3: Analysis of Variance

Basic Logic of the Analysis of Variance. ANOVA Notation and Formulas, Carrying Out an Analysis of Variance, Hypothesis Testing with the Analysis of Variance, Assumptions in the Analysis of Variance. An Overview of the Two-Factor, Independent-Measures ANOVA

UNIT 4: Chi-Square test

The Chi-Square Statistic and the Chi-Square Test for Goodness of Fit, The Chi-Square Test for Independence, Assumptions for Chi-Square Tests. Non Parametric Vs parametric tests

UNIT 5: Correlation Analysis

Correlation – Meaning, Linear correlation - pearson product moment correlation. When, Where and Why Correlations are Used. Alternatives to the Pearson Correlation-Spearman's rank order correlation - Scatter Diagram. Introduction to Regression Analysis

Pedagogical Method:

Lecture, PPT, Group discussion, activity

TEXT BOOK:

1. Gravetter, F. J., & Wallnau, L. B. (2002). *Essentials of statistics for the behavioral sciences*. Pacific Grove, CA: Wadsworth.

REFERENCE BOOK:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall
2. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
3. Gravetter, F. J., & Wallnau, L. B. (2000). *Statistics For Behavioral Sciences*. (5th ed). Singapore : Wadsworth-Thomson I earn in g. (I SBN : 0 -53 4'3 5926-4).
4. Gupta S.P. (2006) : *Statistical Methods - 34th Edition* S. Chand & Sons., New Delhi.
5. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2"d ed). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203-8)

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2				4		
CO3					5	
CO4		2				
CO5				4		

Mean score =2+4+5+2+4=17/5

=3.4

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER - 3	5 Hrs Per week
Semester – IV	ABNORMAL PSYCHOLOGY - II	Credit 5: MARKS:75
Code: PSY 2516		

Course Description:

This course aims to understand the field of abnormal psychology. Students will explore abnormality within historical, social, and cultural context. By the end of this course students know each major disorder, its etiology, symptoms, and preferred treatment strategy, using case material to supplement the chapter text.

Course Outcome:

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

CO1: Distinguish the characteristics of various clusters of personality disorder

CO2: Identify the diagnostic criteria for schizophrenia

CO3: Relate the depression related disorder

CO4: Differentiate various substance related disorder

CO5: Develop treatment plan for mental illness

Unit – I Personality Disorders, habit and impulse disorders

Clinical characteristics, etiology and theories of cluster A, B and C personality disorders. Clinical characteristics, etiology of sexual disorders – Sexual dysfunctions and disorders of sexual preference (paraphilia's)

Unit – II Schizophrenia

Etiology, Epidemiology, Diagnostic criteria of schizophrenia and its types (paranoid, hebephrenic, Catatonic and un-differential).

Unit – III Mood Disorders:

Clinical characteristics, Diagnosis, Prognosis of Unipolar disorder- Depression, Mania. Major Depressive Disorder, Bipolar Disorder, Dysthymic Disorder, Cyclothymic Disorders.

Unit – IV Psychoactive substance use Disorders:

Etiology, Epidemiology, Diagnostic criteria of Substance Dependence, psychoactive Substances, Alcohol dependence, withdrawal syndrome.

Unit – V Management of mental illness:

Psychopharmacology, Biological method of treatment- ECT, psychological interventions – psychotherapy, behaviour therapy, cognitive behaviour therapy.

Pedagogical Method:

lecture, PPT, Groupdiscussion, activity and exposure visits.

TEXT BOOK:

1. World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.

REFERENCE BOOK:

2. Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.
3. Barlow, D. H., & Durand, V. M.. (1995). Abnormal psychology: An integrative approach. Fort Worth, TX: Harcourt Brace College Publishers.
4. Mangal.S.K.,(2008) Abnormal Psychology,Sterling Publishers Pvt.Ltd; UK.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2		2				
CO3			4			
CO4			4			
CO5						6

Mean score $-2+2+4+4+6=18/5$

$\bar{x}= 3.6$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-4	5 Hrs Per week
Semester – IV	EXPERIMENTAL PSYCHOLOGY	Credit 5: MARKS:75
Code: PSY 2518		

Course Description:

This course aims to develop the skill of psychometric assessment and its application among the neo psychologists. This course will enhance the skill of psychometric report writing, assessment and documentation among the learners.

Objectives:

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

CO1: Conduct experiments and administer psychological experiment to a subject

CO2: Write a report which reflects the details of the experiment/ test, the aim, applications procedure of administration and subject results

CO3: Compare the individual and group data collected in the experiment

CO4: Make interpretations and compare conclusions based on the norms given in the manual

CO5: Write all the experiments in the APA format.

Unit – I Experiments in Abnormal psychology

1. General Health Questionnaire - 28
2. Beck's Depression Inventory / Hamilton Depression Inventory
3. Hamilton Anxiety rating scale

Unit – II Experiments in Social psychology

1. Rosenberg Self-esteem scale
2. Assertiveness scale
3. Social Distance Scale

Unit – III Experiments on Intelligence

1. Raven's progressive matrices
2. Bhatia's test of intelligence
4. WAIS – Wechsler's Adult Intelligence Scale

Unit – IV Experiments/Psychological Tests on Emotion

1. Test of Emotional Intelligence
2. Motiquiz inventory
3. Test of Emotional Maturity

Unit – V Psychological well-being tests

1. Psychological wellbeing scale by Carl Rifles
2. Bell's adjustment inventory
3. Life satisfaction scale

Pedagogical Method:

DEMONSTRATION CLASS. PPT and discussion

CONTINUOUS ASSESSMENT:

Internal

S.No	Components	Marks
1	Regulation of work	15 marks
2	Conduction of experiments	15 marks
3	Record note	20 marks
4	Content of the record	10 marks
5	Data analysis and reference	15 marks
Total		75 marks

External (Viva voce)

S.No	Components	Marks
1.	Awareness	10 marks
2.	Communication and presentation	5 marks
3.	Application and theory	10 marks
Total		25 marks

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
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CO1		2				
CO2			3			
CO3				4		
CO4					5	
CO5						6

Mean score $-2+3+4+5+6=20/5$

$$\bar{x} = 4$$

B.Sc. PSYCHOLOGY	PART III MAJOR: Supportive Paper	5 Hrs Per week
Semester – IV	INDUSTRIAL PSYCHOLOGY	Credit 4: MARKS:60
Code: PSY 2410		

Course Description:

This course aims to understand the application of psychology in an organization or industry. This course deals with motivation in various work environments and prepares a suitable model for effective organization by implementing psychological principles and theories.

Course Outcome:

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

CO1: Identify the appropriate theories on work and motivation

CO2: Estimate the impact of decision making on individual and group relationship

CO3: Prepare different leadership traits based on the industry demand

CO4: Solve problems in employee selection and employee management

CO5: Develop the personality suitable for the different work environment

Unit - I Introduction and motivation at work:

Industrial Psychology: Meaning, Nature and Functions. Motivation & work behavior. (Theory X and Y, McClelland's, Need Theory, Herzberg's Two Factor Theory.

Unit – II Decisions Making by Individuals & Groups

Groups & work teams, Group Behavior, Group formation & development. Decision making process, individual influences, group decision process.

Unit – III Organizational Design & Structure

Organizational design process, Forces reshaping organizations. Leadership–Definition, Meaning, Styles & Theories - Trait Theory, Behavioural Theories, Emerging issues in Leadership

Unit - IV Job Analysis and Employee Engagement

Job Analysis-Personnel Recruitment, Employee selection, Performance appraisal-Performance Management. Employee Engagement –Affect, Attitudes, and Behavior at work. Employee well-being at Work - Workplace Psychological Health.

Unit - Personality and Organization

Meaning, Application of Personality theory in organization. Emerging Trends Complexity, challenges and choices in the future

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Luthans, Fred, Organizational Behaviour, McGraw Hill 2008

REFERENCE BOOK:

2. Robbins, Stephen, Organizational Behaviour, Prentice Hall, India
3. Udai Pareek, Understanding Organisational Behaviour, Oxford University press.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5						6

Mean score $-1+2+3+4+6=16/5$

$$\bar{x} = 3.2$$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-1	5 Hrs Per week
Semester – V	COGNITIVE PSYCHOLOGY	Credit 4: MARKS:60
Code: PSY 3511		

Course Description:

This course aims to application of psychological principles and theories in cognitive sciences. Knowledge about cognitive psychology prepare the budding psychologist to study the importance of cognition in various Psychology fields.

Course Outcome:

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

CO1: Describe the concept of cognition and cognitive psychology

CO2: Demonstrate the importance of attention and perception

CO3: Analyze the salient features of different types of thinking

CO4: Describe the conceptual framework of memory and apply memory strategies in daily life.

CO5: Illustrate the importance of mental imagery.

Unit - I Introduction to Cognition

Cognition- meaning, definition. Cognitive Psychology- influence on the study of cognition. Current trends in the study of cognition. Additional Areas That Contribute to Cognitive Psychology: Artificial Intelligence, Computer Simulation, The Connectionist Approach, Cognitive Science, The Computer Metaphor

UNIT - II Attention & Perception

Attention: definition, Characteristics, Selective attention and theories of attention- – filter model, the attenuation model, and the neuron-cognition of attention, Divided attention, perception: gestalt approach to perception, Bottom up and Top down theories of perception. Face Perception, Speech Perception, Multimodal Perception; Synaesthesia;

Unit – III Cognitive Process

Thinking Process of thinking, Image and thinking, Types of Thinking- Concept formation, Reasoning, Problem solving, Decision Making, Creative thinking

Unit – IV Memory

Sensory memory, Short term memory, Long term memory, Atkinson-Shiffrin model, Working memory model, Levels of processing view, Tulving’s model, Connectionist model, Mnemonic system.

Unit - V Mental Imagery and Cognitive Map

Mental Imagery- Meaning, characteristic of mental image and cognitive neuroscience.

Cognitive Map- Concept, Background information on CM, Cognitive map in relation to Distance, Shape and relative position.

Text book:

Matlin, M. W. (2005). Cognition. New York: J. Wiley & Sons.

References:

Eysenck M.W. and Keane M.T. (2015) Cognitive Psychology: A Student's Handbook. 7th Edition. Psychology Press.

Galotti, K. M. (2010). *Cognitive psychology: In and out of the laboratory*. Canada: Nelson.

Goldstein B.E.(2008).Cognitive Psychology. 2 nd Edition, London: Wadsworth

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2				4		
CO3				4		
CO4			3			
CO5				4		

Mean score =1+4+4+3+4=16/5 =3.2

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-2	5 Hrs Per week
Semester – V	HEALTH PSYCHOLOGY	Credit 5: MARKS:60
Code: PSY 3513		

Course Description:

This course aims to apply psychological principles and theories in clinical and health settings. Knowledge about health psychology prepares the budding psychologist to improve mental health in society.

Course Outcome:

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

CO1: Recognize the importance of mind and body connection

CO2: Understand the need to create an awareness about the importance of health

CO3: Analyse primary and secondary prevention practices

CO4: Discuss the importance of stress coping strategies

CO5: Demonstrate good understanding of the psychological aspects of terminal and chronic illness

UNIT - I Introduction

Health Psychology - The Mind-Body Connection – Health models – Need for health psychology – Research and training

UNIT - II Health behaviors

Introduction – Health promotion: habits, cognitive-behavior approaches, stages of change, social engineering; venues for health-habit modification.

UNIT – III Primary and secondary prevention

Health- promotion behavior: exercise, accident prevention, cancer related health behaviors, diet, sleep

Health-compromising behavior: Obesity, eating disorders, substance use and abuse

UNIT - IV Stress and coping

Stress: origins, physiology, theoretical perspectives, assessing stress, sources of chronic stress.

Coping with stress: Stress and resilience, coping and external resources, coping outcomes, coping interventions, social support

UNIT - V Chronic and Terminal Illness

Nature, Psychosocial factors, impact and Management of Chronic Illness -Pain, Coronary heart disease, Hypertension, Diabetes, Cancer, HIV/AIDS. Role of Health Psychology.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Health psychology, 7th edition, Shelly E. Taylor, TATA McGraw-Hill, New Delhi, 2012

REFERENCE BOOK:

1. An introduction to health psychology, 2nd edition, Robert J. Gatchel, Andrew Baum and David S. Krantz, McGraw Hill, NY, 1989
2. Abound F.E. (1998). Health Psychology in Global Perspectives. Thousand Oaks, CA: Sage Publications
3. Dimatteo, Robin, M., Martin, Leslie, R. (2007). Health Psychology. New Delhi: Pearson Education
4. Kuppuswamy, B. (2001). Elements of Ancient Indian Psychology. New Delhi:

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3					4	
CO4				3		
CO5						6

Mean score – $1+2+4+3+6=16/5$

$$\bar{x} = 3.2$$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-3	5 Hrs Per week
Semester – V	PRINCIPLES OF COUNSELLING	Credit 5: MARKS:75
Code: PSY 3515		

Course Description:

This course aims to develop counselling skills among the learners and this course also imparts knowledge about various counselling areas, methods and types.

Course Outcome:

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

CO1: Understand the concept of counselling, guidance and psychotherapy

CO2: Describe various areas of counselling

CO3: Demonstrate the importance of counselling relationship in and out of counselling setting

CO4: Employ appropriate counselling skill

CO5: Prepare an appropriate format for case study report

UNIT - I Introduction to Counselling

Counselling – Definition, meaning, Goals of Counselling Scope of Counselling. Difference between counselling, Guidance and Psychotherapy. Counselling Process: Pre-helping phase – Acquainting, Diagnosing. Helping Phase – Pacing, Reframing, Initiating and Evaluating.

UNIT - II Areas of Counselling

Individual Counselling, Group Counselling, directive, non directive, eclectic counselling. Counselling Families, Counselling the Delinquent, Pre-marital Counselling, Counselling Drug Addicts, Crisis Intervention Counselling, Career Counselling and Trauma Counselling.

UNIT – III Counselling Relationships

Building Counselling relationships, working in a counselling relationship – Transference and countertransference, Termination of Counselling relationships. Issues related to termination – Follow up, Referral and Recycling.

UNIT - IV Counselling Skills

Counselling Skills: Communication Skills: Non –verbal and Verbal Communication Skills. Relationship skills-Genuineness, Rapport, Empathy. Counselor’s Attitude and Beliefs, Portrait of an Effective Counsellor. Counsellee factors.

UNIT - V Case History and Reporting

Case history – Format- (Myer gross case study format), Preparation, merits and limitations. Code of Ethics. Case Report Writing. Mental State Examination.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Belkin, G. S. (1988). Introduction to Counselling. W. G.: Brown Publishers.

REFERENCE BOOK:

2. Prasantham B J (1987) Therapeutic Counselling, Vellore, CCC.
3. Narayana Rao, S. (2002). Counselling and Guidance. 2nd ed. New Delhi: Tata Mc Graw Hill.
4. Antony, John (2003) Skills of Counselling, Dindigul, Anugraha Publications.
5. Antony, John (2001) Dynamics of Counselling, Dindigul, Anugraha Publications.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2		2				
CO3			3			
CO4			3			
CO5					5	

Mean score –2+2+3+3+5=15/5

$\bar{x}= 3$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-4	3 Hrs Per week
Semester – V	DISASTER MANAGEMENT	Credit 3: MARKS:45
Code: PSY 3517		

Course Description:

This course aims to develop coping skills among the learners to face different natural and manmade disasters in their life.

Course Outcome:

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

CO1: Recognize the effects of disaster and its nature

CO2: Compare and contrast the different types of disasters

CO3: Demonstrate the plan for disaster preparedness

CO4: Criticize the issues in disaster mitigation

CO5: Recommend the suitable of rehabilitation measures for the victims

Unit - I Understanding Disasters

Disasters - Meaning, nature, Causes and effects. Disaster: A Global View, Disaster Profile of India, The Disaster Management cycle. Crisis Phases; Models of Crisis Assessment & Intervention Trauma. Trauma- Nature and effects.

Unit - II Types of Disaster

Geological and Mountain Area Disasters- Earthquakes, Volcanic Eruption, Landslides, Snow Avalanches Wind and Water Related Natural Disaster- Floods and Flash Floods, Droughts, Cyclones, Tsunamis. Man Made Disasters- Understanding Man-Made Disasters, Fires and Forest Fires, Nuclear, Biological and Chemical disaster, Road Accidents

Unit - III Disaster Preparedness

Disaster Preparedness: Concept & Nature. Disaster Preparedness Plan, Community based Disaster Preparedness Plan. Disaster Preparedness for People and Infrastructure, Role and Responsibilities of Central, State, District and local administration. Use and Application of Emerging Technologies.

Unit - IV Disaster Mitigation

Disaster Mitigation: meaning and concept; Disaster Mitigation Strategies, Emerging Trends in Disaster Mitigation, Mitigation management, Role of Team and Coordination

Unit - VRehabilitation, Reconstruction & Recovery and therapeutic interventions

Rehabilitation – Meaning and concept. Education and Awareness, the Philosophy of Coping with Disasters, Dealing with Victim’s Psychology, Risk Assessment and Vulnerability Analysis. Psychological Response and Psychological Rehabilitation. Rumour and Panic Management, Medical and Health Response to Different Disasters

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Briere, J. & Scott, C. (2006). Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment. USA: Sage Publications.

REFERENCE BOOK:

2. Dass-Brailsford, P. (2007). A Practical Approach to Trauma: Empowering Interventions. USA: Sage Publications.
3. Johnson, K. (2000). School Crisis Management: a hands - on guide to training crisis response teams (2nd ed.) Alamea, CA: Hunter House.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5					5	

Mean score –1+2+3+4+5=15/5

$\bar{x} = 3$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-5	5 Hrs Per week
Semester – IV	PSYCHOLOGICAL TESTING	Credit 5: MARKS:75
Code: PSY 3519		

Course Description:

This course aims to develop the skill of psychological testing and its application among the psychologists. This course will enhance the skill of psychological test administration and documentation among the learners.

Objectives:

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

- CO1: Conduct experiments and administer psychological tests to a subject
- CO2: Write a report which reflects the details of the test, the aim, applications procedure of administration and subject results
- CO3: Compare the individual and group data collected in the test
- CO4: Make interpretations and compare conclusions based on the norms given in the manual
- CO5: Write all the psychological tests in the APA format.

Unit – I Psychological tests in Clinical psychology

1. Mini Mental Status Examination (MMSE)
2. Altman’s Mania Rating Scale (AMRS)
3. Brief Psychiatric Rating Scale (BPRS)

Unit – II Psychological tests in Educational Psychology

1. Vanderbilt Assessment Scale
2. Vineland Social Maturity Scale (VSMS)
3. Learning Disability Evaluation Scale – Renormed Second Edition (LDES-R2)

Unit – III Experiments in Health Psychology

1. Depression Anxiety Stress Scale -21 (DASS-21)
2. Pittsburgh Sleep Quality Index

3. Eating Attitudes Test (EAT-26)

Unit – IV Psychological tests in Positive Psychology

1. Oxford Happiness Questionnaire
2. The PERMA Profiler
3. Meaning in Life Questionnaire

Unit – V Psychological tests in Career Guidance and Counseling

1. RIASEC test
2. Career Interest Survey
3. Myers-Briggs Type Indicator (MBTI)

Pedagogical Method:

DEMONSTRATION CLASS. PPT and discussion

CONTINUOUS ASSESSMENT:

Internal

S.No	Components	Marks
	Regulation of work	15 marks
	Conduction of experiments	15 marks
	Record note	20 marks
	Content of the record	10 marks
	Data analysis and reference	15 marks
Total		75 marks

External (Viva voce)

S.No	Components	Marks
4.	Awareness	10 marks
5.	Communication and presentation	5 marks
6.	Application and theory	10 marks
Total		25 marks

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2			3			
CO3				4		
CO4					5	
CO5						6

Mean score $-2+3+4+5+6=20/5$

$$\bar{x} = 4$$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-6	Hrs Per week
Semester – III	INTERNSHIP	Credit: 2
Code: PSY 3221		MARKS: 30

This course aims to prepare the students to undergo summer internship in their area of specialization. This course also prepares the students to develop hands-on skills in the area. The students will be motivated to read and discuss recent progress in the field of their specialization.

Learning Outcome:

- i. Explore and identify organization for internship
- ii. Nurture the skills through actively participate in the activities of the internship organization
- iii. Plan and assist the senior mentor in the internship organization
- iv. Learn the procedure in document of the activities carried out during the internship
- v. Apply their theoretical knowledge in the field of work

It is an organizational activity at the end of the internship, the students have to submit their reports in the prescribed format.

Evaluation Pattern

Final Report = 15 marks

Viva Voce = 15 marks

B.Sc. PSYCHOLOGY	PART IV EVS	4 Hrs Per week
Semester – III	UNDERSTANDING OUR ENVIRONMENT	Credit 2: Marsk:30
Code: PSY 3200		

Course Description:

This course will help students to understand the environment, ecosystem, biodiversity, and resources available in the country. Emphasis will be placed upon the practices and values of environmental conservation and preservation for sustainable lifestyle.

Course Outcome:

At the end of this course, the learners will be able to:

1. Understand the concept of environment and ecology
2. Infer and distinguish the renewable and nonrenewable resources
3. Describe the components and functions of ecosystem
4. Describe biodiversity and its conservation
5. Identify and predict the problems in environment in order to develop management strategies

Unit 1: Introduction

Environment and Environmental studies: Definition, concept, components and importance. Ecological succession: Definition, types, concept and process. Need for public awareness. Preservation vs Conservation.

Unit 2: Natural Resources

Renewable and non-renewable resources: Forest resources, Water resources, Mineral resources, Food resources, Energy resources, Land resources. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

Unit 3: Ecosystems

Ecosystem – Concept, Structure, Types and Functions (Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems). Energy flow in the ecosystem: Food chains, food webs and ecological pyramids. Preserving the Ecosystem.

Unit 4: Biodiversity and its Conservation

Flora and fauna of India, Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels. Conservation of Biodiversity.

Unit 5: Environmental Pollution

Definition, cause, 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. The 3 R's of Waste Management (Reduce, Reuse, Recycle).

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOKS:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

REFERENCE BOOKS

1. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
2. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
3. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
4. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p f) De A.K., Environmental Chemistry, Wiley Eastern Ltd.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/ K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2				4		

C03				4		
C04	1					
C05						6

Mean score – 2+4+4+1+6=17/5

$$\bar{x} = 3.4$$

B.Sc. PSYCHOLOGY	PART IV Life Skills	3 Hrs Per week
Semester – V	Employability Skills	Credit 2: Marsk:30
Code: PSY 3211		

Course Description:

This course will introduce students to employability skills required for different settings. India is the youthful country in the world and provider of man power to the world. The skilled employed are the need of the hour for this training and planning should be made in a way to develop the employability skills among the learners.

Course Outcome:

At the end of this course, the learners will be able to:

1. Understand the need and importance of employability skills
2. Be able to use and apply appropriate employability skills.
3. Develop an understanding of employability skill development programme planning, organization, implementation, administration, and evaluation.
4. Demonstrate competency in Employability skills training and development, follow-up, and evaluation.
5. Demonstrate competence in Employability and adhere the ethics

Unit 1: Introduction to Employability Skills

Employability skills – meaning, definition, nature, types, scope and importance. History of employability skills training in the world and specifically in India.

Unit 2: Communication Skills

Introduction to Communication. Types of Communication, Writing skills, Note taking, Question Skills

Unit 3: Self-Management Skills

Introduction to Self-Management Skills. Strength and wetness analysis, Self-confidence, Positive Thinking, Personal Hygiene, Grooming.

Unit 4: ICT Skills

ICT Skills – Smartphone and Tablet, hardware and Software, Basic Computer operations, Communication and networking.

Unit 5: Entrepreneur Skills and Green Skills

Entrepreneurship – Meaning and definitions. Role of entrepreneurs. Quality of successful entrepreneurs. Sustainable development.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOKS:

1. NIMI, India (2019). Employability Skills Manual.
<https://bharatskills.gov.in/pdf/FacilitatorManual.pdf>

REFERENCE BOOKS

1. NCTE (2019). Employability Skills for Class X.
http://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/emp-X.pdf
2. NCTE (2018). Employability Skills.
http://psscive.ac.in/assets/uploads/ncert_books/Employability_Skills.pdf
3. The Education for Employment consortium (2012). Will you be employable.
http://cced-complete.com/documentation/will_you_be_employable_eng.pdf
4. NIMI, India (2019). Employability Skills Manual.
<https://bharatskills.gov.in/pdf/FacilitatorManual.pdf>
5. NIMI, India (2019). Employability Skills Manual – Student Workbook.
<https://bharatskills.gov.in/pdf/EmployabilitNew.pdf>

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/ K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				

C02		2				
C03			3			
C04				4		
C05				4		

Mean score $-2+2+3+4+4=15/5$

= 3

B.Sc. PSYCHOLOGY	PART III SUPPORTIVE COURSE	3 Hrs Per week
Semester – V	PSYCHOLOGY IN MEDIA	Credit 2: MARKS:30
Code: PSY 3213		

Course Description:

This course aims to understand the application of psychology in the media industry and to gain understanding of psychological effects and influence of media in daily life and address various issues in the field of media psychology.

Course Outcome:

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

CO1: Identify psychological principles in media industry

CO2: Understand mass media and relationship with psychology

CO3: Apply the psychological approaches to the effects of media

CO4: Analyze the future of media psychology

CO5: Comprehending the representations of social psychology and Generes.

Unit - I

Media psychology, Needs. Relationship between media and Psychology. Theoretical issues in media psychology – Early approach to media, Postmodernism, Effects Tradition, Active audience.

Unit – II

Psychological effects and influences of Media. Media violence, Pro social and Erotica, Advertising.

Unit – III

Developmental issues in the media industry Young children and television, Media and Adolescence.

Unit - IV

Future of media psychology: Internet and psychology in media.

Unit - V

Social Psychology of the media: Representations of social groups and psychology of media audiences. Genres: News and current affairs, sports, reality shows and soaps.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Giles, D. (2003). Media psychology. Mahwah, N.J: Lawrence Erlbaum Associates Publishers.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5						6

Mean score $-1+2+3+4+6=16/5$

$\bar{x}= 3.2$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-1	6 Hrs Per week
Semester – VI	POSITIVE PSYCHOLOGY	Credit 6: MARKS:90
Code: PSY 3612		

Course Description:

This course aims to develop positive aspects in an individual by application of psychological principles and theories. Positive psychology will make the individual see positive components in life rather than the pessimistic.

Course Outcome:

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

CO1: State the importance of positive psychology in life

CO2: Describe the strategies to foster resilience

CO3: Practice Prosocial behaviour in daily life

CO4: Support the positive parenting and its impact on child

CO5:Analyses the importance of self-esteem and self-regulation

Unit - I Introduction

Positive psychology- Meaning, Concept and Importance, Building human strength- Classification and Measures of Human strengths. The Pursuit of Happiness - The Happiness System, The Secret of Smiling, Positive Feelings as a Compass. Maslow's Toward a Psychology of Being.

Unit - II Resilience and emotional Intelligence

Resilience-Concept and Importance, Resiliency Skills, Protective and Risk Factors, Strategies to Foster Resilience. Emotional Intelligence- Meaning, Concept and Importance.

Unit - III Prosocial behaviour

ProSocial Behaviour – Altruism, Empathy, Social Intelligence, Gratitude, Optimism, Modesty and Forgiveness. Love and Kindness- Triangular Theory of Love, Love Language.

Unit - IV Positive Emotional States and Processes

The Principles of Pleasure: Understanding Positive Affect/Positive Emotions, Positive Environments, Positive Relationships, Positive Parenting, Positive Discipline, Positive Schooling, Positive Communities and Me/We Balance.

Unit – V Self and Positive Psychology

Self Esteem: The Immune System of Consciousness, Self-Regulation. Enhancing mental health, Positive Youth Development, Future of positive psychology.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Snyder, C.R. et al, (2011), Positive Psychology, New Delhi, Sage Publications India Private Limited.

REFERENCE BOOK:

2. Snyder, C.R. ed., (2002), Handbook of Positive Psychology, New Delhi, Oxford University Press.
3. Seligman, M. E. (2004). Authentic happiness. (Paperback) New York: Free Press.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4					5	
CO5				4		

Mean score – 1+2+3+5+4=15/5

$\bar{x} = 3$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-2	6 Hrs Per week
Semester – VI	CYBER PSYCHOLOGY	Credit 6:
Code: PSY 3614		MARKS:90

Course Description:

This course aims to understand the field of cyber psychology also the pros and cons of social media and effective utilisation of psychological theories, methods and principles to manage those.

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

CO1: Understand the basic concepts of cyber Psychology.

CO2: Utilize the cyber space effectively

CO3: Interpret research methods in cyber studies.

CO4: Infer and distinguish cyber relationships

CO5: Analyze and describe the problems in cyberspace

UNIT - I Introduction

Introduction to Cyberpsychology: meaning, definition, an overview of the history of cyberspace and cyberpsychology.

UNIT - II The Psychology of the Individual in Cyberspace

The Psychology of the Individual in Cyberspace. Computer-mediated communication, online identity and self-presentation, Identity management in cyberspace - Personality types in cyberspace - Unique roles in cyberspace - Transference to computers and cyberspace

UNIT - III Research methods in cyber psychology

Research methods in cyberpsychology: Online research methods and ethics; online group processes and behaviour; online relationships and communities; Steps in studying an online group, Case studies of digital life forms;

UNIT - IV The Psychology of Cyberspace Relationships

The Psychology of Cyberspace Relationships: In-person versus cyberspace relationships - Transient and long term online relationships - The psychology of text relationships - E-mail

communication and relationships – Transference among people online – Cyberspace romances
 – Subtlety in multimedia chat.

UNIT - V Computer therapies in Cyberpsychology

Computer therapies in Cyberpsychology: Computer mediated Therapy, Abnormal behavior and cyber therapies, gender issues in cyberspace; internet addictions; health and clinical issues on the internet; online gaming.

TEXT BOOK:

1. John Suler. The Psychology of the Digital Age. Humans become electric.
<http://truecenterpublishing.com/tcp/cyberpsych.html>

REFERENCE BOOKS:

2. John Suler (2016). The psychology of cyberspace.
<http://www-usr.rider.edu/~suler/psycyber/psycyber.html>
3. Cyberpsychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park.
4. Towards CyberPsychology: Mind, Cognitions and Society in the Internet Age. Amsterdam, IOS Press, © 2001, 2002, 2003

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2			3			
CO3			3			
CO4				4		
CO5				4		

Mean score – 2+3+3+4+4=16/5

$\bar{x} = 3.2$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-3	6 Hrs Per week
Semester – VI	RESEARCH PROJECT	Credit 6: MARKS:90
Code: PSY 3616		

Course Description:

This course aims to develop research skills among the learners.

Course Outcome:

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

CO1: Identifies the good research problem

CO2: Outline a good research proposal for the research work

CO3: Understand the different types of research in Psychology

CO4: Analyses the collected data from the sample

CO5: Prepares a good research report

Course content:

- Develop the research competence.
- Each student is expected to complete research in a topic of his/her interest.
- They will carry out this project under faculty supervision.
- Project Viva Voce will be conducted to evaluate their research project.

Pedagogical Method:

Study, explore, Group Discussion, and exposure visits

CONTINUOUS ASSESSMENT

Internal

S.No	Components	Marks
1.	Topic	5 marks
2.	Proposal writing	10 marks
3.	Presentation of proposal	5 marks
4.	Review of literature	5 marks
5.	Tools selection / finalisation	5 marks

6.	Data collection	10 marks
7.	Data analysis	5 marks
8.	Reporting	20 marks
9.	Concept paper	10 marks
Total		75 marks

External

S.No	Components	Marks
1.	Rationale	5 marks
2.	Knowledge	5 marks
3.	Communication	5 marks
4.	Participation	10 marks
Total		25 marks

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5						6

Mean score $-1+2+3+4+6=16/5$

$$\bar{x} = 3$$

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-4	5 Hrs Per week
Semester – VI	INTRODUCTION TO PSYCHOTHERAPY	Credit 5: MARKS:75
Code: PSY 3518		

Course Description:

This course aims to enhance the student’s skills as psychotherapists. The course will focus on in- depth exploration of various approaches to psychotherapy, understanding the content, the process and techniques of psychotherapy in general.

Course Outcome:

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

- CO1: Understand Basic concepts of psychotherapy.
- CO2: Utilize and describe a conceptual framework for the psychodynamic therapies.
- CO3: Infer and assimilate the techniques of behaviour and cognitive therapies
- CO4: Recognize the different humanistic therapies
- CO5: Comprehend and Demonstrate basic skills of therapist.

UNIT I - INTRODUCTION

Introduction to Psychotherapy – Objectives, characteristics and ethics. Professional and Ethical issues in Psychotherapy. Effectiveness of Psychotherapy. Need and importance of psychotherapy. Case studies in Psychotherapy. Approaches of psychotherapy.

UNIT II - PSYCHODYNAMIC THERAPIES

Psychodynamic Psychotherapy: Meaning and definition. Freud - Psychoanalytic therapy, two essentials: Dreams & childhood memories. Carl Gustav Jung – Analytical Psychotherapy. Alfred Adler – Adlerian Therapy. Contemporary Psychodynamic Psychotherapies – Ego Psychology. Techniques of psychodynamic approach.

UNIT III - BEHAVIORAL AND COGNITIVE THERAPIES

Behaviour therapy: Meaning and definition. Classical Conditioning, Operant Reinforcement theory. William Glasser – Reality Therapy. Techniques of behaviour modification - Aversion, exposure, flooding, Relaxation techniques, modelling and behavioural rehearsal (assertiveness training). Cognitive-Behavioural Psychotherapy: Meaning and definition. Albert Ellis – Rational Emotive Behaviour Therapy (REBT). Aaron T. Beck – Cognitive Therapy.

UNIT –IV - HUMANISTIC-EXISTENTIAL THERAPIES

Person-centered approach (Carl Rogers), Gestalt therapy (Fritz Perls). Viktor Frankl – Logotherapy. Existential Therapies (Kubler-Ross), Interpersonal Psychotherapy: Family Systems Therapy of Murray Bowen. Techniques of humanistic therapies.

UNIT - V – SKILLS AND POSTMODERN APPROACHES

The therapeutic Skills – Preliminary considerations – the setting – Phases of the session. Other approaches to Psychotherapy – Supportive therapy Psychobiology – Zen Psychology - NLP.

Other therapies- Couples therapy (Lazarus). Solution focused brief therapy, Narrative Therapy.

Pedagogical Method:

Lectures/discussions, interactive activities, case studies/research, multimedia presentations

TEXT BOOK:

1. Corey, Gerald (2009) Counselling and Psychotherapy: Theory and Practice. Cengage Learning. India.

REFERENCES:

2. Antony, D. John (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha publications.
3. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India.
4. Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy 8th ed. California: Brooks/Cole.
5. Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butterworth & Co. Ltd., London, 1979.
6. Introduction of Psychotherapy – Its History and Modern Schools – Hadfield.J.A., George Allen and Unwin Ltd., London, 1970.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2			3			
CO3				4		
CO4					5	
CO5				4		

Mean score $-2+3+4+5+4=18/5$

$$\bar{x} = 3.6$$

B.Sc. PSYCHOLOGY	Part IV Life Skill	3 Hrs Per week
Semester – VI	CONSUMER PSYCHOLOGY	Credit 2:
Code: PSY 3212		MARKS:30

Course Description:

This course aims to the study of consumer behavior and understanding the psychological and sociological elements and their impact on consumer decision making. Also gain an understanding of the theoretical and conceptual concepts of buyer behavior and apply them to real life marketing situations and practices.

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

CO1: Describe the basic concepts of consumer Psychology and consumer behaviour.

CO2: Understand the consumer motivation, personality and its relevance in consumer psychology.

CO3: Interpret the consumer perception on buying.

CO4: Infer and distinguish consumer attitudes and beliefs.

CO5: Evaluate and create awareness on consumer decision making and its process.

UNIT - I Introduction

Consumer psychology – meaning and concept. Consumer Behaviour – Definition, Consumer and Customers, Buyers and Users. Cultural Influences on Consumer Behaviour. Social Class and Group Influences on Consumer Behaviour.

UNIT - II Consumer motivation and personality

Consumer Motivation: Needs and Goals, Motivational Conflict. Consumer Personality: Self-concept, personality Theories, Brand Personality. Personal branding.

UNIT - III Consumer perception

Consumer Perception: Sensation, Perceptual Selection, Perceptual Organisation, Factors that Distort Individual Perception, Price Perceptions, Perceived Product and Service Quality, Consumer Risk Perceptions.

UNIT - IV Consumer Attitudes

Consumer Attitudes: Functions of Attitude, Factors that Inhibit Relationship between Beliefs, Feelings and Behaviour, Changing Attitudes, Attitude Change Strategies

UNIT - V Consumer Decision-making

Consumer Decision-making - Types of Consumer Decisions, consumer decision making Process – Problem Recognition, Information Search and Evaluation of Alternatives. Outlet Selection, Purchase and Post Purchase Behaviour.

Pedagogical Method:

Lecture, PPT, Groupdiscussion, activity and exposure visits

TEXT BOOK:

1. Tyagi C L and Arun Kumar (2004), Consumer Behaviour, Atlantic Publishers, New Delhi, pp 36.

REFERENCE BOOKS:

2. Consumer behaviour., Loudon David., McGraw-Hill Education; 4 edition (31 May 1993)
3. Consumer behaviour., Pearson Education India; 11 edition (October 14, 2015)
4. Hawkins Del I, Best R J and Coney K A (2001), Consumer Behaviour: Building Marketing Strategy, 8th Edition, McGraw-Hill Higher Education, New York.

Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1	1					
CO2		2				
CO3			3			
CO4				4		
CO5					5	

Mean score $-1+2+3+4+5=15/5$

$\bar{x}= 3$

B.Sc. PSYCHOLOGY	PART IV Life Skills	3 Hrs Per week
Semester – VI	Career Guidance	Credit 2: Marsk:30
Code: PSY 3212		

Course Description:

This course will introduce students to career counselling theories, assessment tools and techniques, and application of theories to working with individuals within the context of different settings. Through readings, class exercises, and community outreach projects. Interrelationships among lifestyle, workplace, and career planning are explored. Overview of principles and practices of guidance and counselling in schools as they relate to the curriculum, guidance services and the counselling process is taught. Techniques for assessment of career aptitudes, interests, values and personality provide an opportunity for in-depth self-study. Attention is given to career theories and techniques for facilitating career development.

Course Outcome:

At the end of this course, the learners will be able to:

1. Demonstrate a working knowledge of career development theories and decision-making models.
2. Be able to use career, vocational, educational, occupational, and labour market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.
3. Develop an understanding of career development program planning, organization, implementation, administration, and evaluation.
4. Demonstrate competency in career educational planning, placement, follow-up, and evaluation.
5. Demonstrate competence in counselling within the legal and ethical standards of the profession

Unit 1: Introduction to Career Guidance

Career Guidance – Meaning and Definition, Nature, Scope and importance of Career Guidance. Development of Career Guidance in the world and specifically in India. Qualities of

an effective Career Guide and Counsellor. Qualification and Training required for Career Guide. Role of Career guide and Counsellors.

Unit 2: Theories of Career Guidance

Frank Parsons' Trait and Factor Theory. Holland Theory of Vocational Types. Bandura's Social Cognitive Theory. Super's Developmental Self-Concept Theory. Roe's Personality Theory. Krumboltz's theory of Career counselling

Unit 3: Areas of Career Counselling

1. Academic Enhancement – Learning, Memory, Attention, Perception, Mental Ability
2. Personal and Social Development – Self Esteem, Self Confidence, Interpersonal relationship, Social etiquettes
3. Career Planning – Assessment, Exploration, Preparation, Implementation and Decision making

Unit 4: Career Information

Sources of Career information – For education, For Training and Development, For Higher Education, For Job or Vocation

Types of Career Information – Research Reports, Print, Online and Offline – reliable and non-reliable career information

Unit 5: Skills and Ethics in Career Guidance

Skills required for an effective career guide and counsellor. Ethics in Career Guidance and Counselling

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits.

TEXT BOOKS:

1. James A. Athanasou and Raoul Van Esbroeck (2008). International Handbook of Career Guidance.
http://eksis.ditpsmk.net/uploads/book/file/38EBF361-A274-4C3F-BA5C-6DB57C31F408/International_Handbook_of_Career_Guidance.pdf
2. Whiteley & Resnikof (.....). Career Counselling.
<https://cpb-us-e2.wpmucdn.com/faculty.sites.uci.edu/dist/3/599/files/2018/05/Care>

REFERENCE BOOKS

1. Report on Effective Career Guidance -
http://www.eunec.eu/sites/www.eunec.eu/files/members/attachments/report_on_effective_career_guidance.pdf
2. Gideon Arulmani Sonali Nag-Arulmani (2004). Career counselling: A handbook.
http://www.thepromisefoundation.org/files/documents/Career_Counselling_Handbook_PrePrint_Manuscript_1.pdf
3. David Capuzi (2012). Career Counselling.
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Mapping of Course Outcomes (Cos) with Bloom’s Taxonomy (K1 to K6)

CO/ K	K1 Knowledge	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
CO1		2				
CO2		2				
CO3			3			
CO4				4		
CO5				4		

Mean score –2+2+3+4+4=15/5

= 3