B.SC. PSYCHOLOGY PROGRAMME

(UNDER GRADUATION)

PROGRAMME OF STUDY

(As Approved by the Academic Council wide Appendix – _____ on 2019)

DEPARTMENT OF PSYCHOLOGY

THEAMERICANCOLLEGE

MADURAI–625002

2019

UNDERGRADUATE DEPARTMENT OF PSYCHOLOGY

PROGRAMME FOR B.Sc. PSYCHOLOGYFROM 2019 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 1501	General Psychology - I	5	5	75
		PSY 1403	Developmental Psychology - I	4	4	60
		PSY 1405	Biological Psychology	4	4	60
	Supportive course	PSY 1407	Introduction to Sociology	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 1502	General Psychology - II	5	5	75
		PSY 1404	Developmental Psychology - II	4	4	60
		PSY 1406	Statistics For Psychology	4	4	60
	Supportive Course	PSY 1408	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+1	
			TOTAL	**30+2**	**25**	**375**
III	Part I	Lang	Tamil/Hindi/French	3	2	30
	Part II	Lang	English	3	2	30
	Part III Major	PSY 2501	Social Psychology - I	5	5	75
		PSY 2503	Experimental Psychology - I	5	5	75
		PSY 2405	Rehabilitation Psychology	4	4	60
		PSY 2507	Abnormal Psychology - I	5	5	75
	Supportive Course	PSY 2409	Geriatric 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
	Part III Major	PSY 2502	Social Psychology - II	5	5	75
		PSY 2404	Research Methods in Psychology	4	4	60
		PSY 2506	Abnormal Psychology - II	5	5	75
		PSY 2508	Experimental Psychology - II	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 3601	Cognitive Psychology	6	6	90
		PSY 3603	Health Psychology	6	6	90
		PSY 3605	Principles of Counselling	6	6	90
		PSY 3507	Disaster Management	5	5	75
	Part IV	LS XXXX	XXX	3	2	30
		EVS	Understanding our Environment	4	2	30
			TOTAL	**30**	**27**	**405**
VI	Part III Major	PSY 3602	Positive Psychology	6	6	90
		PSY 3604	Organizational Behaviour	6	6	90
		PSY 3606	Research Project	6	6	90
		PSY 3509	Sports Psychology	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 1407	Introduction to Sociology	5	4	60
II	III	PSY 1408	Educational Psychology	5	4	60
III	III	PSY 2409	Geriatric Psychology	5	4	60
IV	III	PSY 2410	Industrial Psychology	5	4	60

NON-MAJOR ELECTIVE COURSES

SEM	PART	CODE	TITLE	Hr/Wk	Cr	Marks
I	IV	PSY 1201	Psychology in Daily Life	3	2	30
II	IV	PSY 1202	Counselling & Guidance	3	2	30

LIFE – SKILL COURSES

SEM	PART	CODE	TITLE	Hr/Wk	Cr	Marks
I	IV	**PSY 1203**	Life Skill Education	3	2	30
II	IV	**PSY 1204**	IT Skills for Psychologists	3	2	30
V	IV	**PSY 3201**	Cyber Psychology	3	2	30
VI	IV	**PSY 3202**	Consumer Psychology	3	2	30

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 offing 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 the society.

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

PSO10: Identify, Analyse and interpret the information in 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 1501	X	X	X		X		X			
PSY 1403	X	X	X		X					X
PSY 1405	X		X	X	X					X
PSY 1407	X	X		X					X	X
PSY 1201		X	X		X			X		X
PSY 1203	X		X		X			X		X
Semester - II										
PSY 1502		X	X	X	X					X
PSY 1404	X	X	X		X					X
PSY 1406	X	X			X	X				X
PSY 1408	X	X	X			X				X
PSY 1202	X	X						X	X	X
PSY 1204		X	X	X	X			X		
Semester - III										
PSY 2501	X		X	X				X		X
PSY 2503					X	X	X	X		X
PSY 2405	X	X	X					X	X	
PSY 2507		X			X	X	X		X	
PSY 2409	X		X	X					X	X
Semester - IV										
PSY 2502			X		X		X	X		X
PSY 2404		X				X	X	X		X
PSY 2506		X			X	X			X	X
PSY 2508					X	X	X	X		X
PSY 2410			X		X		X	X		X
Semester - V										
PSY 3601	X	X		X	X				X	
PSY 3603		X	X	X	X				X	
PSY 3605		X			X	X		X		X
PSY 3507		X	X			X			X	X
PSY 3201		X		X			X	X		X
Semester - VI										
PSY 3602			X	X	X			X		X

Course code / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
PSY 3604				X	X		X		X	X
PSY 3606		X	X		X		X			X
PSY 3509		X	X	X				X	X	
PSY 3202		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

B.Sc. PSYCHOLOGY	PART III MAJOR:CORE PAPER-1	5 Hrs Per week
Semester – I	GENERAL PSYCHOLOGY I	Credit 5:
Code: PSY 1501		MARKS:75

Course Description:

This course general psychology aims to introduce different areas of psychology and create knowledge and develop the skills to improve the self and the society.

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: Use learning theories for day today life

CO4: Distinguish and relate different types of memory

CO5: Infer the concept on thinking and language.

UNIT I Introduction to Psychology

A definition of Psychology-practical problems, Methods of Psychology, Work of Psychologists, Schools of psychology.

UNIT II Attention & Perception

Attention & Perception- Conscious clarity, determinants of Attention, Distraction, Training attention, Physiological basis of attention, Sensory deprivation, attention and overt behaviour; Perceptual constancies, Instabilities, perception of fundamental physical dimensions, illusions, Organizational factors of perception, sensory interaction; Perception in learning.

UNIT III Learning

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

UNIT IV Memory

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

UNIT V 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. Lally, M., & Valentine-French, S. (2018). Introduction to Psychology. California, USA: College of Lake County.
2. Morgan, Clifford.T., King, Richard.A., Weisz,John.R., Schopler, John (1993).Introduction to Psychology, Tata McGraw Hill.

REFERENCE BOOKS

1. Marx, Melvin H. (1976) Introduction to psychology - Problems, Procedures & Principles, MacMillan Publishing Co.
2. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich. Inc.
3. Baron, R. A., & Misra, G. (2014). Psychology, 5th ed. New Delhi: Pearson Education
4. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT

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-2	4 Hrs Per week
Semester – I	DEVELOPMENTAL PSYCHOLOGY I	Credit 4:
Code: PSY 1403		MARKS:60

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 Personality Development of infancy and toddlerhood

CO4: Understand and Relate physical and cognitive development of early childhood for better childhood.

CO5: Demonstrate the theoretical perspectives of development for a healthy Middle Childhood

UNIT I Introduction

Conception through birth: Fertilization, Prenatal development, Environmental Influences on prenatal development; stages of child Birth, types of childbirth: prenatal hazards & complications of low birth weight.

UNIT II Infancy & Toddlerhood

Infancy & Toddlerhood (0-3 years) - Physical & Cognitive Development - Body Systems of neonate, infant reflexes, infant Sensory capacities, Milestones of motor development, Environmental influences on motor development; Piaget's Sensorimotor Stage.

UNIT III Infancy & Toddlerhood

Infancy & Toddlerhood - Language and Personality Development - Theories of language development, Stages of language development from 0-3 years; Emotional development - Temperamental differences, Development of Attachment - Individual differences and long term correlates of attachment.

UNIT IV Early childhood

Early childhood (3-6 years) - Motor Skills, Piaget's Preoperational stage, Development of language; gender differences, fears and aggression; Prosocial behaviour, Child rearing practices and parenting styles

UNIT V Middle Childhood

Middle Childhood (6-12 years) - Piaget's Stage of Concrete operations, Development of self-concept, Components of self-concept, Theoretical perspectives on self-concept - Freud's latency period, Erickson's Industry vs. Inferiority, Social learning theory, Information processing approach; The child in the peer group, functions and influences of the peer group, Friendship & popularity Visits to nursery schools / hospitals to get an idea about preschoolers and infants should be arranged.

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
$$\bar{x} = 3$$

B.Sc. PSYCHOLOGY	PART III MAJOR:CORE PAPER-3	4 Hrs Per week
Semester – I	**BIOLOGICAL PSYCHOLOGY**	**Credit 4:**
Code: PSY 1405		**MARKS:60**

Course Description:

This course aims to develop the understanding and application of psychological principles and theories biological perspectives. This course will develop knowledge about 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 behaviuors.

CO5: Compare the biology of emotional behaviour of normal and impaired brain.

UNIT I Introduction

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

UNIT II Neuroanatomy

Neuroanatomy - The neuron: Structure of the neuron, types of Neurons; The Peripheral Nervous system: Structure and function The Skeletal Nervous system-structure and function; The Autonomic Nervous System-Structure & function The Central Nervous System: Spinal cord - structure and function The Brain - hindbrain, midbrain & forebrain.

UNIT III Neurotransmitters

Neural Impulse: Neural impulse Cycle: membrane potential, resting potential, action potential; conduction across the length of a neuron and conduction across the synapse; Neurotransmitters and the nervous system - acetylcholine, dopamine, norepinephrine & GABA.

UNIT IV Hormones and Behaviour

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

UNIT V The Biology of Emotions

The Biology of Emotions, Learning & Memory Emotional behaviour - Visceral factors in emotional behaviour, Autonomic nervous system & emotions; Brain mechanisms Learning & Memory: Various types of memory, brain damage & Impairments of implicit memory; brain damage & experiments Of explicit memory; The story of H.M: a man with hippocampal Damage; role of hippocampus, amygdala and frontal cortex.

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 (l965): **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	

Mean score − 1+2+4+4+5=16/5

$\bar{x}$ **= 3.2**

B.Sc. PSYCHOLOGY	PART III MAJOR: SUPPORTIVE PAPER-1	5 Hrs Per week
Semester - I	**INTRODUCTION TO SOCIOLOGY**	Credit 4:
Code: PSY 1407		MARKS:60

Course Description:

This course aims to develop the understanding among learners about the social perspectives. This course will develop knowledge about social principles among the learners.

Course outcome:

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

CO1: Identify the characteristic of society and its intuitional relevance.

CO2: Classify the types of social process for societal development.

CO3: Compare and contrast the types of social institution for socialization process.

CO4: Identify the consequences of social stratification in the Indian society through caste, class, race etc.

CO5: Demonstrate the models of social control and analyze the factors for social change

UNIT I Introduction

Sociology: Definition, Meaning, Characteristics and Concept. Society, Community, Social group, Associations, and Institution: Definition, Meaning, Characteristics, Types.

UNIT-II Social Processes

Social Processes - Meaning, Types -Co-operation, Competition, Conflict, Accommodation and Assimilation. Concept and meaning of culture, civilization, customs, folkways and mores.

UNIT-III Social Institutions

Social Institutions – Meaning, Primary & Secondary Institution, and Functions. Socialization – Definition and functions. Agencies of Socialization.

UNIT-IV Social Stratification

Social stratification - concept, and forms. Concept of Caste, Class, and Race. Caste System in

India.

UNIT-V Social Control

Social Control-, Definition, Concept, agents of Social Control. Social Change – Definition, concept, process, factors for Social Change.

Pedagogical Method:

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

TEXT BOOKS:

1. Shankar Rao (2011) Principles of sociology, Tata Macraw Hill, New Delhi.
2. Mangal(PD), (2011)Sociology of Social Stratification, Centrum press, New Delhi

REFERENCE BOOKS:

4. Haralambos&Holborn (2013), Sociology : Themes and Perspectives 8th Edition. Collins UK
5. Ashok Walekar, (2012), Encyclopaedia of Sociology and Social Work –I, ABD Publishers
6. Ashok Walekar, (2012), Encyclopaedia of Sociology and Social Work –II, ABD 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		2				
CO2				4		
CO3					5	
CO4		2				
CO5			3			

Mean score – 2+4+5+2+3=16/5
$\bar{x}$ **= 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:
Code: PSY 1201		MARKS:30

Course Description:

This course aims to develop the skills among the learner's daily life. This course will develop knowledge and they 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 –I Introduction

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

UNIT -II Developmental Psychology

Developmental Psychology: Conception, Pregnancy – Child growth & development. Importance of prenatal development. Developmental tasks in each stage: Infancy to old age.

UNIT –III Personality and Learning

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

UNIT –IV Memory and Behaviour

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

UNIT –V Intelligence and Motivation

Intelligence: Meaning and definition of intelligence. Motivation - Meaning, Types of motives. Introduction to psychological testing, Frustration - sources of frustration,

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	

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

B.Sc. PSYCHOLOGY	PART IV : LIFE SKILL I	3 Hrs Per week
Semester – I	LIFE SKILL EDUCATION	Credit 2:
Code: PSY 1203		MARKS:30

Course Description:

This course aims to develop the 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 understanding self.

CO2: Discuss ways to nurturing relationship

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 - I Introduction

Life skills: importance, category of skills. Self-awareness: concept of self, self-awareness-Johari window, concept of ideal and real self, inferiority complex.

UNIT - II Relationship Skills

Relationship management: importance, expectations, conflicts, nurturing relationship. Communication: objectives, passive, aggressive and assertive communication.

UNIT - III Thinking skills

Empathy: concept of empathy, importance, development of empathy. Thinking skills: creative and critical thinking, strategies to develop these skills.

UNIT - IV Coping skills

Coping skills: understanding emotions and stress, strategies to manage emotions and stress effectively. Stress Management techniques.

UNIT - V Problem solving skills

Problem solving: concept of problem, problem analysis, problem solving techniques. Decision making: problems in making decisions, decision making techniques.

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

Mean score – 1+2+3+3+6=15/5
$$\bar{x} = 3$$

B.Sc. PSYCHOLOGY	PART III MAJOR:CORE PAPER-4	5 Hrs Per week
Semester – II	**GENERAL PSYCHOLOGY II**	Credit 5:
Code: PSY 1502		MARKS:75

Course Description:

This course general psychology aims to introduce different areas of psychology and create knowledge and develop the skills to improve the self and the society.

Course Outcome:

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

CO1: Assess intelligence through the suitable intelligence test

CO2: Prepare and practice motivation strategies for self and others.

CO3: Subdivide appropriate emotions and understand its components

CO4: Understand various types of personality and its assessment.

CO5: Interpret consciousness and sleep

UNIT I Intelligence

Intelligence - Theories - Factor, Cognitive: measurement of Intelligence; Determinants; Testing for special aptitudes.

UNIT II Motivation

Motivation - Motives as inferences, explanations and predictors, Theories of motivation, Biological motivation, social motives, Motives to know and to be effective, Frustration and Conflicts of motives.

UNIT III Emotions

Emotions - Components of Emotion, Characteristics & Functions of Emotion, Expression and Control of Emotions, Emotions & lie detectors, Facial feedback hypothesis, Theories of emotions, Measurement of Emotion, Culture and Emotion.

UNIT IV Personality

Personality - Determinants of Personality (brief review), Theories Of personality - Psychodynamic, Trait, Type, Learning, Behavioural& Self: Measurement of personality

UNIT V Consciousness

Consciousness- Fundamental processes, active and passive roles of consciousness; Sleep & dreams; Hypnosis.

Pedagogical Method:

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

TEXT BOOK:

1. Hilgard, Ernest R., Atkinson, Rita L., Atkinson, Richard, C.(1979) : **Introduction to Psychology**, Harcourt Brace Jovanovich. Inc

REFERENCE BOOK:

2. Rathus, Spencer A.(1996) : **Essentials of Psychology**, Wadsworth Publishing Co Inc
3. Marx, Melvin H.(1976) : **Introduction to Psychology-Problems, procedures & Principles** (for chapter V only)
4. Baron, R.A.(2013). **Psychology. India**: Dorling Kindersley.
5. Smith, E.E., Hoeksema, S.N., Freddrickson, B.,•& Loftus, G.R. (2006). **Introduction to Psychology. India** : Thomson learning 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					5	
CO2			3			
CO3				4		
CO4		2				
CO5				4		

Mean score – 5+3+4+2+4=18/5
$\bar{x}$ **= 3.6**

B.Sc. PSYCHOLOGY	PART III MAJOR:CORE PAPER-5	4 Hrs Per week
Semester – II Code: PSY 1404	DEVELOPMENTAL PSYCHOLOGY II	Credit 4: MARKS:60

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: Point out the physical changes during adolescence

CO2: Recognize the gender identity and relationship with others

CO3: Explain the areas of marital adjustment in young adulthood

CO4: Evaluate physical health and work in middle age

CO5: Compare and contrast psychosocial development of Late adulthood.

UNIT I Adolescence

Adolescence(13-19 years): Physical Changes - adolescent growth spurt, Maturation in adolescence, psychological impact of physical Health concerns of adolescents; Intellectual development - Piaget's formal operational stage, home influences on achievement in schools, effect of cognitive growth on adolescent lives.

UNIT II Perspectives on adolescence

Influences on Vocational planning; Theoretical Perspectives on adolescence; Identity Formation- gender identity and sex role identity; Relationship with parents - roots of conflicts, how adolescents are affected by parents' life situation; relationship with peers - friendship.

UNIT III Young adulthood

Young adulthood (20-39 years): Intellectual development; Vocational adjustment in young adulthood - stability of vocational choice; Work and gender influences; Health & fitness in young adulthood. Marriage and areas of marital adjustment; Parenthood; Factors influencing adjustment to parenthood; Alternate ways to parenthood; Divorce.

UNIT IV Middle Age

Middle Age(40-64 years): Physical changes and health in middle age; Adjustment to physical changes; Work in middle ages; Marital satisfaction in midlife; Relationship with maturing Children; Relationship with aging parents

UNIT V Late Adulthood

Late Adulthood (65 - death) - Physical and Cognitive Development -Aging, Physical Development, Cognitive Development. Psycho-Social Development, Personal Development. Old Age - Social and family adjustments. - Violence and health problems, spirituality in later life.

Pedagogical Method:

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

TEXT BOOK:

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

REFERENCE BOOK:

2. Paplaia, Diane B., Olds, Sally, Wendkos(1992): **Human Development**, Tata McGraw Hill Publishing Co
3. Shaffer, David R(1996): **Developmental Psychology**, IV Edition, Brooks/Cole Publishing Company
4. Travers, D. (1999). **Human Development. Across the life span**. 4th ed. London: McGraw Hill.
5. Conger, John.J. andGalambos, Nancy. L. (1997): Adolescence and Youth, 5th edition, Longman, New York.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K5)

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

Mean score – 4+2+2+5+4=17/5

$\bar{x}$ **= 3.4**

B.Sc. PSYCHOLOGY	PART III MAJOR:CORE PAPER-3	4 Hrs Per week
Semester – II	**STATISTICS FOR PSYCHOLOGY**	Credit 4:
Code: PSY 1406		MARKS:60

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
CO3: Compute mean, median and mode
CO4: Calculate measures of variability for any given data
CO5: Differentiate spearman and Pearson correlation and its use in Psychology field

UNIT I Introduction

Introduction - Meaning of statistics, Need and Importance of Statistics in psychology. Types of statistics – descriptive, inferential; Scales of measurement - Nominal, Ordinal, Interval & Ratio; Organization of data -Coding, Sorting, Editing, Data Entry, Data Verification, Tabulation.

UNIT II Graphical Representation of data

Graphical Representation of data - One Dimensional, Two and Three Dimensional diagrams. Graphical representation of data - Frequency polygon, histogram, cumulative frequency graph and O give; computing percentiles.

UNIT III Measures of Central Tendency

Measures of Central Tendency - Mean, Median & Mode. Advantages and Limitations of different types of Central Tendencies. When to use the mean, median & mode.

UNIT IV Measures of Variability

Measures of Variability - Range, Quartile deviation, Average Deviation & Standard deviation; coefficient of variation. Concept of Normal Distribution. Properties and applications of Normal Curve.

Unit V Correlation

Correlation - Meaning & Types; correlation & causation; coefficient of correlation and its interpretation. Karl Pearson's coefficient of Correlation. Edward Spearman's Rank Correlation. Introduction to Hypothesis Testing. (Usefulness of basic Parametric and Non Parametric Tests- (**only theory no problems**)

Pedagogical Method:

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

TEXT BOOK:

1. Heiman, G. W. (2011). Basic Statistics for the Behavioral Sciences. Belmont, USA: Wadsworth, Cengage Learning.

REFERENCE BOOK:

1. Garrett, Henry E. (1981). Statistics in Psychology & Education, Vakils, Feffer & Simons Ltd.
2. Gupta, S.P. (2015). Statistical Methods, New Delhi: Sultan & Chand.
3. Everitt, B. S., & Howell, D. C. (2005). Encyclopedia of Statistics in Behavioral Science. Chichester: John Wiley & Sons, 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			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:
Code: PSY 1408		MARKS:60

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 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 learning process and different views about learning.

CO2: Express the various aspects related to the 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 Exploring Educational Psychology.

Exploring Educational Psychology: Historical Background- Teaching: Art and Science- Effective Teaching: Professional knowledge and Skills-Goal Setting and Instructional planning Skills-Classroom Management Skills-Motivational Skills-Technological Skills. Research in Educational Psychology: The Scientific Research Approach – Research Methods.

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: Intelligence Tests- Theories of Multiple Intelligence- Information- Processing Approach

Unit IV Learning and Motivation.

Learning: Behavioral Approach to Learning-Classical Conditioning, Operant Conditioning. Increasing Desirable Behaviors- Decreasing undesirable Behavior. Bandura's Social Cognitive Theory- Observational Learning. Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method- Dramatization-Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia.

Unit V Special Education.

Children with Disabilities- Learning Disabilities- ADHD- Mental Retardation- Physical Disorders- Sensory Disorders- Speech and Language Disorders- Autism Spectrum Disorders- Emotional and Behavioural Disorders of Children who are gifted-Characteristics and educating children who are gifted.

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	COUNSELLING AND GUIDANCE	Credit 2:
Code: PSY 1202		MARKS:30

Course Description:

This course aims to develop skills required for an effective guidance and counsellors working in different areas. This course will guide the learners which are the skills required to become an effective guidance and counsellor.

Course Outcome:

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

CO1: Understand the concept of Counselling, guidance and advice.

CO2: Explain Counselling approaches and practices

CO3: Employ Group counselling techniques in appropriate place.

CO4: Recommend the counselling settings for individual and groups

CO5: Assist individuals towards self-discovery using counselling tools and techniques.

UNIT I Introduction

What is counseling? Conceptual clarification of related terms - Guidance &Counseling , Advice & Counseling, Education & Counseling characteristics & attitudes; Need for Counseling.

UNIT II Counseling approaches

Direction & Counseling; Instruction & Counseling The effective counselor - Counseling approaches and practices - Directive, non-directive, Existential, Eclectic.

UNIT III Group Counseling

Group Counseling & Guidance - Aims, Appeal, Types of groups.

UNIT IV Counseling Interview

Counseling Interview - Nature and significant features, setting and types of counseling interviews, Organization & Development And guidelines.

UNIT V Tools & Techniques used in counseling

Tools & Techniques used in counseling and guidance - Testing &non-testing devices, Tools and techniques for environmental information; Tools used in assisting individuals towards self-discovery Some guidelines.

Pedagogical Method:

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

TEXT BOOK:

1. Dave, Indu (1992): **Basic Essentials of Counselling**

REFERENCE BOOKS:

2. John Antony, D OFM Cap.(2015), **Counselling Made Easy**, Dindugal, Guru Publications.
3. Pasricha, Prem (1976) :**Guidance and Counselling In Indian education**
4. Rao, Narayan (1984): **Counselling Psychology**

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	

Mean score – 1+2+3+5+5=16/5
$\bar{x}$ **= 3.2**

B.Sc. PSYCHOLOGY	PART IV : LIFE SKILL II	3 Hrs Per week
Semester – II	IT SKILLS FOR PSYCHOLOGISTS	Credit 2:
Code: PSY 1204		MARKS:30

Course Description:

This course aims to develop skills required for the mental health professionals. This course will guide the learners which are the skills to be developed to become a psychological professional.

Course Outcome:

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

CO1: Describe computer architecture and languages

CO2: Identify the steps involved in operating window system.

CO3: Operate editing, formatting and mail merge in MS-Word

CO4: Work the data base using MS-Excel

CO5: Prepare Power point slides for professional presentations.

UNIT I Introduction

Introduction to computers – Generations of computers – Classification of computers – application of computers. Computer Architecture – personal computer – Hardware / Software– operating systems – computer languages.

UNIT II Windows

Starting Windows – desktop – mouse – window maximizing, minimizing, restoring & closing a window. Using the start menu – control panel – windows explorer – copying, moving files –finding files or folders.

UNIT III Microsoft Word

Starting word – creating a document – saving, printing, resaving and closing a document. Editing a document – move and copy text – Formatting Text and paragraph – finding and replacing text and checking spelling – mail merge.

UNIT IV Microsoft Excel

Worksheet - Excel – getting started with Excel. Entering numbers – entering formula – editing cells and using commands and functions – moving and copying. Inserting and deleting rows and columns – creating charts – Data base in a Worksheet.

UNIT V Microsoft PowerPoint

Power point – slides – inserting new slides – clip arts – power point views – running a slideshow – printing a presentations – format options – editing features. Internet – web browsers –email – search engines – chatting. Introduction to data analysis – analysis of data through computer software – introduction to SPSS – variable list – variable code - value code – cross tabulation – simple statistical analysis.

Pedagogical Method:

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

TEXT BOOK:

1. RituChoudhary (2011) **Operating systems**. Centrum Press, New Delhi.

REFERENCE BOOKs:

2. VasanthiRamanathan (2007) **Computer application in Business**,Meenakshipathipagam.
3. The Institute of Charted Accountants in India (2015) **Information Technology Training Programme Module 1**, New Delhi
4. Taxali R.K (2005) **PC Software for Windows**, New Delhi, McGraw Company.
5. Jeff Walden ,**More File Formats for Popular PC Software**, New Delhi,Wiley.

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-1	5 Hrs Per week
Semester – III	SOCIAL PSYCHOLOGY - I	Credit 5:
Code: PSY 2501		MARKS:75

Course Description:

This course aims to introduce application of psychology in society. This course deals will 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 the 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. Major Theoretical Perspectives of Social Psychology - Cognitive dissonance theory and Drive theory. Social Psychology in relation to Educational psychology, social work, and counselling.

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, false modesty. Self-esteem - Development and Consequences. **Perceiving Others**- Non-Verbal Communication, Impression Formation, Impression, Management.

Unit - III Social Cognition

Goals of social cognition, Attribution theories & error, Self-fulfilling prophecy, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Cognitive strategies for enhancing and protecting the self

Unit - IV Social Influence

Goals of social influence, Conformity –Definition, Asch's Research on Group Influence Compliance –Definition, the Foot-in-the- Door Tactic, Obedience - Definition, Milgram's

Electric Shock Procedure, Social Norms – descriptive and injunctive norms, norms of reciprocity and obligation, collectivism, rebelliousness

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:

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.

REFERENCE BOOK:

2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: McGraw Hill.
3. 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-2	5 Hrs Per week
Semester – III	EXPERIMENTAL PSYCHOLOGY - I	Credit 5:
Code: PSY 2503		MARKS:75

Course Description:

This course aims to develop the skill of psychological assessment and report writing among the learners. This course also develop the knowledge about various psychological concepts and its assessment tools.

Course Outcome:

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 experiment in the APA format.

(Minimum of three experiments in each unit.)

Unit - I Experiments on Memory

1. Effect of cueing on recall
2. Test on working memory
3. Effect of serial position on recall
4. Chunking on recall
5. Paired associate learning

Unit - II Experiments on Perception and cognition

1. Muller Lyer illusion
2. Stroop effect
3. Signal detection
4. Problem solving

Unit - III Experiments on Learning

1. Bilateral transfer
2. Habit interference

3. Maze learning

4. Test on schedules of reinforcement

5. Test of learning curve

6.Retro achievement in Habituation

Unit - IV Tests on Personality

1. Rotter's Locus of Control Scale

2. Eysenck's Personality Inventory

3. 16 Personality Factor Questionnaire

4. Myers Briggs Type Indicator Scale

Unit - V Experiments on Motivation

1. Achievement motivation quiz

2. Work motivation scale

3. Level of aspiration and achievement

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
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-3	4 Hrs Per week
Semester – III	REHABILITATION PSYCHOLOGY	Credit 4:
Code: PSY 2405		MARKS:60

Course Description:

This course aims to develop understanding about the various mental health problems, disabilities and diseases. 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: Elucidate personality development 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, Concept of rehabilitation; Rehabilitation Psychology: Definition, historical perspective, scope and methods. Functions of Rehabilitation Psychology.

Unit - II Types of Disability I

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,

Unit - III Types of Disability II

Definition, nature, types and characteristics of various disabilities as per PWD Act including: 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 – IV Personality Development

Personality development of persons with disabilities, Lifespan development of persons with disabilities, Personality traits

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, Group discussion, 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&Straton, 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:**
Code: PSY 2507		**MARKS:75**

Course Description:

This course aims to develop understanding about the various mental health problems and diseases. This course will provide basic knowledge about various mental health diseases and its classifications.

Course Outcome:

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

CO1: Recognize the abnormal behaviour in different tradition

CO2: Explain the different anxiety disorder with suitable example

CO3: Compare and Contrast the Neurocognitive disorder

CO4: Assess the causes and symptoms of somatoform disorders

CO5: Distinguishes the various eating and sleeping disorder

Unit - I Ways of thinking about abnormality

Historical Conceptions of Abnormal Behaviour: The Supernatural Tradition, the Biological Tradition, the Psychological Tradition. Concept of normality and abnormality. Systems of classification (DSM 5 and ICD 10); clinical case formulation; Principles and provisional diagnosis.

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 Psychopathology of Neurocognitive Disorders

Clinical characteristics, etiology and treatment of Dementia, delirium, head injury, epilepsy, other amnesic syndromes; Clinical characteristics and etiology and treatment.

Unit – IV Somatoform Disorders

Clinical characteristics, etiology and treatment of Pain Disorders, Somatization Disorders, Conversion Disorders, Hypochondriasis, Body Dysmorphic Disorders.

Unit - V Psychopathology of Eating and Sleeping disorders

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

Pedagogical Method:

Lecture, PPT, Group discussion, 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. World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.

3. Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

4. Barlow, D. H., & Durand, V. M.. (1995). Abnormal psychology: An integrative approach. Fort Worth, TX: Harcourt Brace College Publishers.

5. 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	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 MAJOR: SUPPORTIVE PAPER-2	5 Hrs Per week
Semester – III	GERIATRIC PSYCHOLOGY	Credit 4:
Code: PSY 2409		MARKS:60

Course Description:

This course aims to develop understanding about the geriatric psychology. Application of psychology in different developmental stages will enable the psychologist to become effective in developing rapport with old age peoples

Course Outcome:

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

CO1: Recall the concept of aging and theories of aging

CO2: Generalize the attitude formation among the aging people in society

CO3: Interpret the causes of memory loss among old age people

CO4: Compare the common health issues of old age people

CO5: Analyze the role of community on elderly care and support

Unit - I Introduction

Field and Scope of Geropsychology; Demographics & Aging: birth & death rates, sex ratio, life expectancy, impact of population aging in India and the world - Implications; A brief overview of the theories of aging - Wear and tear theory, Rate of living theory, Cross-linking theory.

Unit - II Approaches and Attitude

Approaches to successful aging; patterns of aging. Attitude towards the aged and aging in the community and attitude of self towards aging.

Unit - III Elderly Diseases I

Clinical symptoms & Management of elderly diseases: Loss of memory, Respiratory disease, Heart disease, musculoskeletal disorder.

Unit - IV Elderly Diseases II

Clinical symptoms & Management of elderly diseases: CNS related health Problem, Digestive problem, Vision, Hearing, Sleep disturbances.

Unit - V Organization of Elder care Services

Organization of Elder care Services: Community and social supports in the care of the elderly. NGOs in elder Care, Living in institutions, improving the Quality Of life, Welfare programmes for the aged- An integrated Programme for older persons, Indira Gandhi National Old Age Pension Scheme, National Social Assistance Scheme.

Pedagogical Method:

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

TEXT BOOK:

1. Rao, A. Venkoba (1989), Psychiatry of Old Age in India, Published by Torrent Laboratories Private Limited, Ahmedabad

REFERENCE BOOK:

2. Biswas, S.K. (1987) Aging in contemporary India, The Indian Anthropological Society, Calcutta
3. Gokhale, S.D., Ramamurti, P.V., Pandit, N. &Pandal, B. (1999) Ageing in India, Murnbai, Somaiga Pubs Pvt Ltd
4. Birren, J.E. &Schaie, W. (1996) Handbook of Psychology of Aging, New York: Academic 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-1	5 Hrs Per week
Semester – IV	SOCIAL PSYCHOLOGY - II	Credit 5:
Code: PSY 2502		MARKS:75

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

Nature of groups, Social facilitation, Social Loafing, Group formation stages, Group structure – role, status, communication structure, effects of groups on individuals.

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& 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:

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.

REFERENCE BOOK:

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 – IV	RESEARCH METHODS IN PSYCHOLOGY	Credit 4:
Code: PSY 2404		MARKS:60

Course Description:

This course aims to develop the skill of psychological research and report writing among the learners. This course will develop the knowledge about various research components among the budding psychological researchers.

Course Outcome:

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

CO1: State the meaning of research and different types of research.

CO2: Identify random and non-random sampling techniques with suitable example

CO3: Employ suitable hypothesis for their future research works

CO4: Distinguish different methods of data collection procedure in Psychology.

CO5: Follow suitable writing style in different research reports.

Unit - I Introduction to research

Research: Meaning, Definition and types. Paradigms of research: Qualitative and Quantitative. Introduction to Psychological research – Objectives and goals, ethical problems and principles. Research process. Research Problem: meaning, types and selection. Review of literature.

Unit – II Sampling and Research Design

Sampling: definition, Probability & Non-Probability. Research design: Definition, Purpose, types and selection. Randomized experimental and quasi-experimental approaches, Group vs. single-subject designs.

Unit – III Variables and Hypothesis

Variables: Meaning and Classification, Levels of Measurement. Hypothesis: Definition, Characteristics, Functions, and types. Nature of data, testing the normality and hypothesis testing.

Unit – IV Methods of data collection

Observation, Interview, Questionnaire and Case study: Definition, Characteristics and types.

Unit – V Psychological testing and report writing

Test construction: Steps in test development and standardization, Types and uses of psychological testing. Applications of psychological testing in various settings: (Clinical, Organizational and business, Education, Counseling, Military and Career guidance); Ethical issues in psychological testing. Report writing: purpose, format for report in psychology and citations methods as per APA.

Pedagogical Method:

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

TEXT BOOK:

1. Kerlinger, F. N. (1973). Foundations of behavioural research. USA: Holt, Rinehart & Winston.

REFERENCE BOOK:

2. Methodology of Research in Social Sciences by O. R. Krishnaswamy and M. RangnathamHimalaya publication House, 2005, ISBN: 8184880936
3. Research Methodology: Methods and Techniques by C. R. Kothari, New Age InternationalPublishers, ISBN:81-224-1522-9
4. Concise Rules of APA Style, Sixth Edition (Concise Rules of the American Psychological Association (APA) Style) 6 Spi Edition, by American Psychological Association
5. A.K.Singh, (2017), Tests, Measurements and Research Methods in Behavioural Sciences, BharatiBhawan Publishers & Distributors; Fifth edition,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			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 - 3	5 Hrs Per week
Semester – IV	**ABNORMAL PSYCHOLOGY - II**	**Credit 5:**
Code: PSY 2506		MARKS:75

Course Description:

This course aims to develop understanding about the various mental health problems and diseases. This course will provide basic knowledge about various mental health diseases and its classifications.

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 and the suicide prevention strategies

Unit – I Personality Disorders, sexual dysfunctions

Clinical characteristics, etiology and theories of cluster A, B and C personality disorders. Clinical characteristics, etiology of sexual dysfunctions and paraphilia's

Unit – II Psychoses:

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

Unit – III Mood Disorders:

Depression, Depressive Disorders, Dysthymic Disorder, Major Depressive Disorder. Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder

Unit – IV Substance Related Disorders:

Etiology, Epidemiology, Diagnostic criteria of Substance Dependence, Substance Abuse, Alcoholism, Drug Abuse, Different Drugs.

Unit – V Psychiatric Emergencies & Treatment

Suicide: Concept, Theories, Causes, Mental Illness and Suicide, Prevention of Suicide.

Management of mental illness: indigenous method of healing, physical treatment-ECT, Therapeutic interventions – Supportive psychotherapy, behaviour therapy, cognitive behaviour therapy, Psycho pharmaco treatment.

Pedagogical Method:

Lecture, PPT, Group discussion, 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 - II	Credit 5:
Code: PSY 2508		MARKS:75

Course Description:

This course aims to develop the skill of psychometric assessment and its application among the neo psychologist. 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 experiment 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. Bells 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
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-2	5 Hrs Per week
Semester – IV	INDUSTRIAL PSYCHOLOGY	Credit 4:
Code: PSY 2410		MARKS:60

Course Description:

This course aims to understand the application of psychology in an organization or industry. This course deals will motivation in various work environment and prepare an suitable model for the 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 - V 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. UdaiPareek, 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	6 Hrs Per week
Semester – V	COGNITIVE PSYCHOLOGY	Credit 6:
Code: PSY 3601		MARKS:90

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 thinking

CO3: Analyze the salient features of sensation and perception

CO4: Describe ways to develop resilience and mental wellbeing

CO5: Illustrate the importance of mental imagery.

Unit - I Introduction to Cognition

Cognition- meaning, definition. Cognitive Psychology- concept and Emergence of Cognitive Science and current issues.

UNIT - II Cognitive Process

Attention: definition, Characteristics, Selective attention, Divided attention, Thinking-Process of thinking, Image and thinking, Types of Thinking- Concept formation, Reasoning, Problem solving, Decision Making, Creative thinking

Unit - III Sensation &Perception

Modularity of Perception: Visual perception (Form and pattern perception); Space perception and cognition, Auditory Perception, Multimodal Perception; Synesthesia; Perception and Action.

Unit - IV Positive Cognitive States and Processes

Resilience: Developmental and clinical perspectives; Sources of resilience in children, adulthood and later life; Optimism- Concept and meaning; variation of optimism and pessimism; Spirituality: the search for meaning; Spirituality and well-being; Forgiveness and gratitude, Mental well-being.

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.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

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

REFERENCE BOOK:

2. Goldstein B E and Brockmole J.R. (2016). Sensation and Perception (8th Edition) Cengage Learning Inc.

3. Smith, E. E. &Kosslyn, S (2007). Cognitive Psychology: Mind and Brain. Prentice Hall.

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

5. Kellogg, R.T. (2007) Fundamentals of Cognitive 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			3			
CO3				4		
CO4			3			
CO5				4		

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

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-2	6 Hrs Per week
Semester – V	HEALTH PSYCHOLOGY	Credit 6:
Code: PSY 3603		MARKS:90

Course Description:

This course aims to application of psychological principles and theories in clinical and health setting. Knowledge about health psychology prepare 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: Discuss the importance of stress coping strategies

CO3: Analyze the psychological aspects of terminal and chronic illness

CO4: Demonstrate primary and secondary prevention practices

CO5: Create an awareness about the importance of health

UNIT - I Introduction

Health: Definition, determinants, need, models- The Mind-Body Connection, The stages of change model, The Health belief model. Role of lifestyle changes in illness. Health psychology – Need – Role of Psychology in Health.

Unit - II Stress &Coping

Stress -Definition, factors influencing stress, Categories of stressors, Effects, Type A behaviour and Stress. Adjustment disorders, Burnout. Coping with stress and burnout, general principles of coping, Techniques of coping.

Unit - III 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.

Unit - IV Prevention of disease

Prevention of Diseases-Primary Prevention- Safety restraints, Immunization, Safe-Sex, Nutrition and Diet, Obesity and Weight Control, Exercise, Sleep, Substance use. Secondary Prevention and tertiary prevention and its behavioral outcomes- components of interventions, Individual differences and personal characteristics.

Unit – V Health Care Interventions and Health Promotion

Health awareness programmes: Health Education – Meaning, concept, techniques. Relaxation Training, Meditation, Biofeedback, Behaviour Modification, Cognitive Behavioural techniques.

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:

2. An introduction to health psychology, 2nd edition, Robert J. Gatchel, Andrew Baum and David S. Krantz, McGraw Hill, NY, 1989
3. Abound F.E. (1998). Health Psychology in Global Perspectives. Thousand Oaks, CA: Sage Publications
4. Dimatteo, Robin,M., Martin, Leslie, R. (2007). Health Psychology. New Delhi: Pearson Education
5. 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	6 Hrs Per week
Semester – V	PRINCIPLES OF COUNSELLING	Credit 6:
Code: PSY 3605		MARKS:90

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 psychotherapeutic technique

CO5: Prepare an appropriate format for case study report

UNIT - I Introduction to Counselling

Counselling – Definition, meaning, objectives. 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, Child Counselling, Counselling the Delinquent, Marriage Counselling, Pre-marital Counselling, Counselling Drug Addicts, Crisis Intervention Counselling, Career Counselling and Trauma Counselling.

UNIT - III Counselling Relationships and Skills

Building Counselling relationships, working in a counselling relationship – Transference and counter transference, Termination of Counselling relationships. Basic skills for Counselling, communication and relationship skills.

UNIT - IV Therapeutic Interventions:

Psychotherapy –Definition, meaning, history and objectives. Rational Emotive Behaviour Therapy, Cognitive therapy, Transactional Analysis, Gestalt therapy, Family Therapy,

Marital therapy, Group Therapy, Art therapy and relaxation therapy and Integrative approach.

UNIT - V Case History and Reporting

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

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, Dindugal, Anugraha Publications.
5. Antony, John (2001) Dynamics of Counselling, Dindugal, 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	5Hrs Per week
Semester – V	DISASTER MANAGEMENT	Credit 5:
Code: PSY 3507		MARKS:75

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 - V Rehabilitation, 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 cirisis 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 IV Life Skill	3 Hrs Per week
Semester – V	CYBER PSYCHOLOGY	Credit 2:
Code: PSY 3201		MARKS:30

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, method 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 cyber space

UNIT - I Introduction

Introduction to Cyber psychology: meaning, definition, an overview of the history of cyberspace and cyber psychology.

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 cyber psychology: 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 Cyber psychology

Computer therapies in Cyber psychology: 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 Digital Age. The human 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. Cyber psychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park.
4. Towards Cyber Psychology: 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-1	6 Hrs Per week
Semester – VI	POSITIVE PSYCHOLOGY	Credit 6:
Code: PSY 3602		MARKS:90

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 to 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

Pro Social 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, NewDelhi, 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	ORGANIZATIONAL BEHAVIOUR	Credit 6:
Code: PSY 3604		MARKS:90

Course Description:

This course aims to introduce application of psychology in development of organizational behaviour. Knowledge about organizational behaviour enable psychologist to develop organizational behaviour required for an employee.

Course Outcome:

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

CO1: Understand and Demonstrate the appropriate organizational behaviour

CO2: Apply different models on interpersonal behaviour

CO3: Demonstrate the effective organizational culture and its factors

CO4: Enumerate different employee engagement activities

CO5: Develop training strategies for employee preparation and engagement

UNIT - I Introduction to Organizational Behaviour:

Organization – Concept and Meaning. Concept of Organizational Behaviour (OB) and its Importance. Key Elements of Organizational Behavior, Challenges and Opportunities for OB. Models of Organizational Behaviour - Autocratic Model, Custodial Model, Supportive Model, Collegial Model, System Model.

UNIT - II Introduction to Interpersonal Behaviour and Learning:

Nature and meaning of Interpersonal Behaviour, Concept of Self, Transaction Analysis (TA), Benefits and uses of Transactional Analysis, Johari Window Model. Learning and Learning Cycle, Components of Learning.

UNIT - III Organizational Culture:

Organizational Culture- concept, factors and impact- Developing sound organizational culture; Organizational change and Development- definition, concept- Organizational development approaches and techniques. Team Building. Concepts- Team effectiveness, significance of team working,

UNIT – IV Employee Engagement:

Employee Engagement Activities, HR Audit, HRD Climate, Knowledge Management, Business Process Outsourcing, Corporate Social Responsibility: Concepts, Objectives, role

of HR, significance of CSR, Social Accountability System.

UNIT - V Organization Change and Development:

Organization Change and Development: Definition, Meaning and Need for Change, Strategies to Overcome Resistance, Process of Change. Training and Development: Definition, need and Scope of Training, Training Need Analysis, Methods of training, On-the-Job Training, Coaching, Mentoring, Management Games, Case Study, Role Plays, Job Rotation, Simulation Training,   Training for workers, supervisors and managers. Evaluation of Training.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Luthans,   F.   (2010). Organizational   behaviour.   12th ed.   Boston: McGraw   Hill International Edition.

REFERENCE BOOK:

2. Robbins, S.P. & Judge, T.A. (2016). Organizational behaviour. 16th Ed. New Delhi: Prentice- Hall of India Private Limited.

3. Pareek, U. (2007). Understanding organizational behaviour. 2nd. Ed. New Delhi: 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		2				
CO2			3			
CO3			3			
CO4	1					
CO5						6

Mean score – 2+3+3+1+6=15/5

$\bar{x}$ **= 3**

B.Sc. PSYCHOLOGY	PART III MAJOR: CORE PAPER-3	6 Hrs Per week
Semester – VI	**RESEARCH PROJECT**	Credit 6:
Code: PSY 3606		MARKS:90

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 Vivo 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	15 marks
9.	Concept paper	10 marks
	Total	70 marks

External

S.No	Components	Marks
1.	Rationale	5 marks
2.	Knowledge	5 marks
3.	Communication	5 marks
4.	Participation	5 marks
Total		20 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	5Hrs Per week
Semester – VI	SPORTS PSYCHOLOGY	Credit 5:
Code: PSY 3509		MARKS:75

Course Description:

This course aims to application of psychology in sport field. Knowledge about health sports psychology will make the psychologist to develop effective mental health skills among the sport persons.

Course Outcome:

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

CO1: Identify the importance of sports psychology

CO2: Relate the motivation needs among the sports persons

CO3: Explain the importance of competition and cooperation in sports

CO4: Support the personality development of sports person.

CO5: Develop the relationship between good health and sports

Unit-I Introduction to Sports Psychology

Sports Psychology- Nature, Meaning, History and Scope. Present and future of sports psychology. Development of sports psychology in India, Role of sport and exercise psychologists.

Unit-II Motivation in Sports Psychology

Motivation in sports psychology - Views and definitions of motivation, Guidelines for building motivation, developing realistic view of motivation, Motivating sportspersons and building team morale, Developing achievement motivation and competitiveness in sports. Introduction to effective goal settings in sports.

Unit-III Competition and Cooperation

Defining competition and cooperation, Enhancing Cooperation. Character development and sportspersonship, Moral reasoning and moral behavior, Guiding practice in character development, Effective coaching for young athletes.

Unit - IV Personality and Sport

Personality and sport - Measuring personality in sport and exercise. Anxiety and arousal regulation. Stress-Sources of stress, how arousal and anxiety affect performance,

Imagery- Factors affecting imagery effectiveness, Keys to effective imagery, Self-confidence- Building self-confidence.

Unit-V Outcomes of Exercise

Psychological well-being, Motivation, Achievement, Reduction of anxiety and depression, Mood changes, Personality and Cognitive functioning, quality of life and adherence.

Pedagogical Method:

Lecture, PPT, Group discussion, activity and exposure visits

TEXT BOOK:

1. Burton, D., & Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics.

REFERENCE BOOK:

2. Weinberg, R.S., & Gould, D. (2011). Foundations of sport and exercise psychology (5th Ed.). Champaign, IL: Human Kinetics

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		2				
CO4				4		
CO5						6

Mean score − 1+2+3+4+6=16/5

$\bar{x}$ **= 3.2**

B.Sc. PSYCHOLOGY	Part IV Life Skill	3 Hrs Per week
Semester – VI	CONSUMER PSYCHOLOGY	Credit 2:
Code: PSY 3202		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, Group discussion, 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

$\bar{x} = 3$