**ANNAMALAI UNIVERSITY**

**218 - B.Sc. Psychology**

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted in Affiliated Colleges
in the academic year 2022 -2023 ONLY)

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| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Part** | **Study Components & Course Title** | **Hours/Week** | **Credit** | **Maximum Marks** |
| **CIA** | **ESE** | **Total** |
|  |  | **SEMESTER – I** |  |  |  |  |  |
| 22UTAML11 | I | Language Course - I : Tamil - I | 5 | 3 | 25 | 75 | 100 |
| 22UENGL12 | II | English Course - I : Communicative English I | 5 | 3 | 25 | 75 | 100 |
| 22UPSYC13 | III | Core Course - I : General Psychology I | 6 | 4 | 25 | 75 | 100 |
| 22UPSYC14 | Core Course - II : Lifespan Psychology I | 6 | 4 | 25 | 75 | 100 |
| 22UPSYA01 | Allied - I : Paper – 1 : Medical Sociology | 6 | 4 | 25 | 75 | 100 |
| 22UENVS18 | IV | Environmental Studies | 2 | 2 | 25 | 75 | 100 |
|  | **Total** | **30** | **20** |  |  | **600** |
|  |  | **SEMESTER – II** |  |  |  |  |  |
| 22UTAML21 | I | Language Course - II : Tamil -II | 5 | 3 | 25 | 75 | 100 |
| 22UENGL22 | II | English Course - II : Communicative English II | 5 | 3 | 25 | 75 | 100 |
| 22UPSYC23 | III | Core Course – III : General Psychology II | 4 | 4 | 25 | 75 | 100 |
| 22UPSYC24 | Core Course– IV : Lifespan Psychology II | 3 | 4 | 25 | 75 | 100 |
| 22UPSYC25 | Core Course– V : Theories Of Counselling | 3 | 4 | 25 | 75 | 100 |
| 22UPSYA02 | Allied – I : Paper -2 : Biopsychology I | 3 | 3 | 25 | 75 | 100 |
| 22UPSYE26 |  | Internal Elective – I :  | Introduction to Counselling  | 3 | 3 | 25 | 75 | 100 |
| Health Psychology |
| 22UVALE27 | IV | Value Education | 2 | 1 | 25 | 75 | 100 |
| 22USOFS28 | Soft Skill | 2 | 1 | 25 | 75 | 100 |
| 22UNMSD01 |  | Skill Development Course – I Effective English |  | 2 | 25 | 75 | 100 |
|  | **Total** | **30** |  **28** |  |  | **900** |

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|  |  | **SEMESTER – III** |  |  |  |  |  |
| 22UTAML31 | I | Language Course – III : Tamil -III | 5 | 3 | 25 | 75 | 100 |
| 22UENGL32 | II | English Course – III : English Through Literature-I | 5 | 3 | 25 | 75 | 100 |
| 22UPSYC33 | III | Core Course – VI : Cognitive Psychology-I | 5 | 4 | 25 | 75 | 100 |
| 22UPSYP34 | Core Practical – I : Experimental Psychology I | 3 | - | - | - | - |
| 22UPSYA03 | Allied - II : Paper -1 Biopsychology II | 5 | 3 | 25 | 75 | 100 |
| 22UPSYE36 | Internal Elective – II : | Guidance and Counselling | 3 | 3 | 25 | 75 | 100 |
| Rehabilitation Psychology |
| 22UPSYN37 | IV | Non-Major Elective – I : Stress Management | 2 | 2 | 25 | 75 | 100 |
| 22UPSYS38 | Skill Based Subject – I : Personality Development | 2 | 2 | 25 | 75 | 100 |
|  |  | **Total** | **30** | **20** |  |  | **700** |
|  |  | **SEMESTER – IV** |  |  |  |  |  |
| 22UTAML41 | I | Language Course - IV: Tamil -IV  | 5 | 3 | 25 | 75 | 100 |
| 22UENGL42 | II | English Course – IV : English Through Literature-II | 5 | 3 | 25 | 75 | 100 |
| 22UPSYC43 | III | Core Course – VII : Cognitive Psychology-II | 5 | 4 | 25 | 75 | 100 |
| 22UPSYP44 | Core Practical – II : Experimental Psychology I | 4 | 3 | 40 | 60 | 100 |
| 22UPSYC45 | Core Course – VIII: Criminal Psychology | 3 | 4 | 25 | 75 | 100 |
| 22UPSYA04 | Allied – II : Paper – 2: Psychological Statistics | 4 | 3 | 25 | 75 | 100 |
| 22UPSYN47 | IV | Non-Major Elective – II : Human Resource Management | 2 | 2 | 25 | 75 | 100 |
| 22UPSYS48 | Skill Based Subject – II : Consumer Behaviour | 2 | 2 | 25 | 75 | 100 |
| 22UNMSD02 |  | Skill Development Course – IIMicrosoft office Essentials |  | 2 | 25 | 75 | 100 |
|  |  |  | **30** | **26** |  |  | **900** |
|  |  | **SEMESTER – V** |  |  |  |  |  |
| 22UPSYC51 | III | Core Course – IX : Social Psychology-I | 5 | 4 | 25 | 75 | 100 |
| 22UPSYC52 | Core Course – X : Psychopathology I | 5 | 4 | 25 | 75 | 100 |
| 22UPSYC53 | Core Course – XI : Positive Psychology I | 5 | 4 | 25 | 75 | 100 |
| 22UPSYC54 | Core Course – XII : Organizational Behaviour  | 4 | 4 | 25 | 75 | 100 |
| 22UPSYP55 | Core Practical – III : Experimental Psychology II | 3 | - | - | - | - |
| 22UPSYE58 | Internal Elective – III :  | Theories of Personality | 4 | 3 | 25 | 75 | 100 |
| Substance use and Counselling |
| 22UPSYS59 | IV | Skill Based Subject – III : Psycho diagnostics | 2 | 2 | 25 | 75 | 100 |
| **22UGENS57** | **Gender Studies** | 2 | 1 | 25 | 75 | 100 |
|  |  | **Total** | **30** | **22** |  |  | **700** |

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|  |  | **SEMESTER – VI** |  |  |  |  |  |
| 22UPSYC61 | III | Core Course – XIII : Social Psychology-II | 6 | 5 | 25 | 75 | 100 |
| 22UPSYC62 | Core Course – XIV : Psychopathology II | 6 | 5 | 25 | 75 | 100 |
| 22UPSYC63 | Core Course – XV : Positive Psychology II | 6 | 4 | 25 | 75 | 100 |
| 22UPSYP64 | Core Practical – III : Experimental Psychology II | 6 | 4 | 40 | 60 | 100 |
| 22UPSYE66 | Internal Elective – IV :  | School Counselling (or) | 4 | 3 | 25 | 75 | 100 |
| Forensic Psychology |
| 22UPSYS68 | IV | Skill Based Subject – IV : Experiential Learning | 2 | 2 | 25 | 75 | 100 |
| 22UEXTA67 | V | Extension Activities | - | 1 | 100 | - | 100 |
|  |  | **Total** | **30** | **24** |  |  | **700** |
|  |  | **Grand Total** | **180** | **140** |  |  | **4500** |

**Internal Elective Courses**

|  |  |  |
| --- | --- | --- |
| 22UPSYE26-1 | Internal Elective - I  | Introduction to Counseling  |
| 22UPSYE26-2 | Health Psychology |
| 22UPSYE36-1 | Internal Elective - II  | Guidance and Counselling |
| 22UPSYE36-2 | Rehabilitation Psychology |
| 22UPSYE58-1 | Internal Elective - III  | Theories of Personality |
| 22UPSYE58-2 | Substance use and Counselling |
| 22UPSYE66-1 | Internal Elective - IV  | School Counselling |
| 22UPSYE66-2 | Forensic Psychology |

**Allied Courses**

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| --- | --- | --- |
| 22UPSYA15 | Theory | Medical Sociology |
| 22UPSYC35 | Theory | Biopsychology I |
| 22UPSYA35 | Theory | Biopsychology II |
| 22UPSYA46 | Theory  | Psychological Statistics |

**Non-Major Elective Courses (NME)**

(Department of Psychology offers the following NME to other Department)

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| --- | --- |
| 22UPSYN37 | Stress Management |
| 22UPSYN47 | Human Resource Management |

**Credit Distribution**

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| --- | --- | --- | --- | --- | --- | --- |
| Part | Study Components | Papers | Credits | Total Credits | Marks | Total Marks |
| Part-I | Language Course | 4 | 3 | 12 | 100 | 400 |
| Part-II |  Communicative English | 4 | 3 | 12 | 100 | 400 |
| Part-III | Core Course  | 15 | 4-5 | 62 | 100 | 1600 |
|  | Core Practical  | 2 | 4 |  8 | 100 | 200 |
|  | Allied Courses | 4 | 4 | 16 | 100 | 400 |
|  | Internal Elective | 4 | 3 | 12 | 100 | 400 |
| Part-IV | Environmental Studies | 1 | 2 | 2 | 100 | 100 |
|  | Value Education | 1 | 1 | 1 | 100 | 100 |
|  | Soft Skill | 1 | 1 | 1 | 100 | 100 |
|  | Gender Studies | 1 | 1 | 1 | 100 | 100 |
|  | Non-Major Elective | 2 | 2 | 4 | 100 | 200 |
|  | Skilled based courses | 4 | 2 | 8 | 100 | 400 |
| Part-V | Extension Activities | 1 | 1 | 1 | 100 | 100 |
|  | Naan Mudhalvan course |  |  |  |  | 300 |
|  |  |  |  | 140 |  | 4800 |

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| SEMESTER: I CORE: IPART: III | 22UPSYC13: GENERAL PSYCHOLOGY I | CREDITS: 4HOURS: 5/W |

COURSE OBJECTIVES

To enable the student to understand

* 1. The definition, approaches, careers and methods of Psychology
	2. The structure and functions of brain and nervous system
	3. The structure and functions of the sense organs
	4. The processes of perception and consciousness
	5. The concept of consciousness, sleep and dreams

Unit–I: Introduction Hours: 12

Define Psychology – Modern Approaches to Psychology – Cultural Diversity: Discrimination in Psychology – Previous Approaches – Learning from History – Careers in Psychology – Research Areas in Psychology – Applying / Exploring Study Skills. - Methods of Science – Case Study: Testimonials – Survey – Correlation – Decisions about Doing Research – Experiments Scientific Method: Applying / Exploring Human Subjects and Animal Research.

Unit–II: Brain Hours: 12

The Big Picture: The Human Brain – Development of Neurons - Neuron Structure and Function – Relax Response – Axon Structure and Function – Neurotransmitters Receptors – Neurons, Nerves and Nervous System – Applying / Exploring: Brain Transplant – New Treatment for Parkinson’s Disease.

Unit–III: Nervous System Hours: 14

Central And Peripheral Nervous Systems – The Human Brain Cultural Diversity: Racial Myths about Brain Size – The Master Control Centre: The Brain – Techniques Studying the Living Brain Inside The Fore Brain – The Endocrine System –Organization of the Brain – Applying / Exploring Split – Brain Research. Vision: Stimulus: Light Waves – Structure And Function of the Eye - The Retina: A Miniature Computer – The Visual Pathway: Eye to Brain – Colour Vision – Applying / Exploring: Visual Experiences.

Unit–IV: Hearing and other Senses Hours: 12

Hearing – Structure and Function of the Ear – Direction, Loudness and Pitch – Vestibular System – Chemical Sense: Taste – Cultural Diversity: Different Tastes – Chemical Sense: Smell – Sense of Touch Applying / Exploring: The Experience of Pain. Basic Perceptual Processes-Perceptual Threshold – Sensation Visas Perception – Principles of Perceptual Organization – Depth Perception Perceptual Constancies – Illusions: Fooling our Perception – Applying /Exploring: Creating Perceptual Experiences.

Unit–V: Influences on Perception Hours: 10

Studying Heredity and Experience Effects of Restricted Experiences – Learning Influences – Perceptual Sets – Cultural Diversity: Culture and Perception – Applying /Exploring Extrasensory Perception. - consciousness, Sleep and Dreams - The Continuum of Consciousness – Rhythms of Seeping and Waking – The Word of Dreams – Applying / Exploring: Sleep Problems and Treatment - Attention –Motor skills-Motivation-Memory-Personality tests-IQ tests.

COURSE OUTCOMES

1. The students define Psychology & explain its various approaches and methods
2. The students understand the structure and functions of human brain &nervous system
3. The students explain the structure and function of the sense organs
4. The students describe the basic perceptual process
5. The students describe the concepts of consciousness, sleep and dream

Text Books

1. Morgan and King, Kalat, J.W. (1996). *Introduction to Psychology* (4th Ed) New York: Brooks/Cole Publishing Company.
2. Rod Plotnik.(1993). *Introduction to Psychology*, Brooks/Cole Publishing Company Pacific Grove, California.3rd Edition.

Supplementary Readings

1. Rajamanickam, M. (2000). *Modern General Psychology*. Agra: H.P. Bhargava Book House.
2. Benjamin,L.T., Hopkins, J R., National R., (1987).*Psychology,* New York: Macmillan Publishing Company.
3. Wade, C., &Tavaris .C., (1987 ).*Psychology* New York Happer& Row Publishers Inc.

OUTCOME MAPPING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 3 | 2 |  | 3 | 2 |
| CO2 |  |  | 3 |  |  |
| CO3 |  | 3 |  |  | 3 |
| CO4 | 3 |  |  | 3 |  |
| CO5 | 3 | 2 | 3 |  | 3 |

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| SEMESTER: I CORE: IIPART: III | 22UPSYC14: LIFESPAN PSYCHOLOGY I | CREDITS: 4HOURS: 5/W |

COURSE OBJECTIVES

To enable the student to understand the

1. different approaches and various methods in human development
2. various stages of human development
3. principles and patterns of physical, intellectual, social and personality development in early childhood
4. principles and pattern of physical, intellectual, social and personality development in middle childhood
5. principles and pattern of physical, intellectual, social and personality development in adolescence

Unit–I: Human Development Hours: 12

Meaning of Human Development – Early Approaches – Human Development Today –Influences on Development–Timing of Influences - Theoretical Perspectives – Psychoanalytic - Learning – Cognitive – Evolutionary – Contextual Approaches – Research Methods – Methods of Data Collection Basic Research Designs – Ethics in Research.

Unit–II: Conception To Birth Hours: 14

Conceiving New Life – Heredity and Environment – Prenatal Development – Birth Process. Infancy and Toddler Hood: New Born Baby – Survival and Health- Early Physical Development–Cognitive Development–Classic Approaches–Newer Approaches – Language Development – Foundations of Psychosocial Development – Developmental Issues in Infancy And Toddlerhood – Contact with other Children- Children of Working Parents.

Unit–III: Early Childhood Hours: 12

 Aspects of Physical Development – Bodily Growth and Change – Nutrition Sleep Pattern and Problems – Motor Skills – Health and Safety – Cognitive Development – Language and other Cognitive Abilities – Early Child Hood Education – Psychosocial Development in Early Child Hood – Developing Self- Parenting – Relationship with Other Children.

Unit–IV: Middle Childhood Hours: 10

 Aspects of Physical Development – Healthy and Safety – Cognitive Development – Language and Literacy – Child in School – Psychosocial Development- Child in Family –Child in Peer Group – Mental Health.

Unit–V: Adolescence Hours: 12

Physical Development–Puberty–Physical and Mental Health – Cognitive Development –Aspects of Cognitive Maturation – Educational and Vocational Issues–Psychosocial Development – Search for Identity – Sexuality – Relationships with Family Peers and Adult Society.

COURSE OUTCOMES

1. The students understand the concept of human development
2. The student will know about the various stages of human development
3. The students explore the principles and patterns of physical, intellectual, social and personality development in early childhood
4. The students learn the principles and pattern of physical, intellectual, social and personality development in middle-childhood
5. The students acknowledge the principles and pattern of physical, intellectual, social and personality development in adolescence

Text Books

1. Papalia, D. E., and Olds, S.D.(2004)*Human Development* (9th Edn.) New Delhi: Tata McGraw Hill publishing Co., Ltd.,.
2. Ambron& Brodzinsky*, Life Span Human Development*New York: Holt Rinhart Winston.

Supplementary Readings

1. Schiamberg,L (1984). B. *Human Development* (2nd Edn. New York: Macmillan publishing Co.,.
2. Hurlock, E. B (1976). *Child Development* (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd.,

OUTCOME MAPPING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 3 |  | 3 |  | 2 |
| CO2 |  | 3 |  | 3 |  |
| CO3 | 3 |  | 3 |  | 3 |
| CO4 |  | 3 |  | 3 |  |
| CO5 | 3 | 2 | 3 |  | 2 |

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| SEMESTER: I PART: IIIALLIED I | 22UPSYA15: MEDICAL SOCIOLOGY | CREDITS: 4HOURS: 5/W |

 **Learning Objectives:**

To enable the student to understand

 **LO1**: The nature and scope of medical sociology

 **LO2**: The relationship between health and social environment

 **LO3**: To know the medical social services in hospital

 **LO4**: The role of health professionals in health care providing systems

**Unit–I: Medical Sociology Hours: 13**

Medical Sociology – Nature and Scope, Relationship between medicine and sociology; Social epidemiology, Development of epidemiological measures, age, sex, race and social class.

**Unit–II: The interaction of mind Hours: 12**

The interaction of mind, body and society – Stress – Psycho physiological medicine, Social factors and stress, Socio demographic variables in the process of seeking medical care.

**Unit–III: Approach to Deviance Hours: 12**

 The sick role – Illness as deviance, functional approach to deviance, the sick role, labelling theory.

**Unit–IV: Social institution Hours: 11**

 The physician in a changing society – nursing – Past, present and future trends, other health practitioners, the hospital as a social institution, health care: a right or a privilege.

**Unit–V: Medical social services in hospital Hours: 12**

Medical social services in hospital – Medical social work in paediatrics, skin and STD (sexually transmitted Disease). Psychiatry and Tuberculosis divisions: Health policy of government of India.

**Course Outcomes:**

 **CO1:** The students understand the nature and scope of medical sociology

 **CO2:** The students acknowledge the interaction between mind, body and society

 **CO3:** The students practically contribute towards the medical- social services in hospitals

 **CO4:** The students become aware of the Indian health policy

**Text Books:**

1. Coceraham, William. *Medical Sociology*. New Jersey: Prentics Hal, 1982.
2. Giriraj Gupta.*The social and Cultural context medicine in India,* New Delhi: Vikas publishing House Ltd., 1981.

**Reference Books:**

1. Coe,Redney. *Sociology of Medicine*. New York: McGraw Hill, 1970.
2. Freeman, H.*Handbook of Medical Sociology*. Englewood Cliffs: Prentice Hal, 1963.
3. Goel, S.L.*Health care Administration policy making and planning*.New Delhi: Sterling Publishers Private Limted, 1981.
4. Johan Bond, Senga Bond. *Sociology and Health Care*. New Delhi: Churchil living Store, 1994.
5. Ommen, T.K *Doctors and Nurses*. New Delhi: Macmillam, co.,1978

**Outcome Mapping**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| CO1 | 3 |  | 3 |  | 2 |
| CO2 |  | 3 |  | 2 |  |
| CO3 | 3 |  | 3 |  |  |
| CO4 |  | 3 |  | 3 | 3 |
| CO5 | 3 |  | 3 |  |  |

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| SEMESTER: IPART: IV | 22UENVS 18: ENVIRONMENTAL STUDIES | CREDIT: 2HOURS: 2 |

COURSE OBJECTIVES

1. To gain knowledge about the importance of environmental sciences and natural resources.
2. To learn the concept, structure and function of ecosystem and the importance of biodiversity.
3. To understand and gain knowledge about environmental pollution and management.
4. To impart knowledge about social issues and human population.
5. To acquire the skills for identifying and solving pollution problem.

UNIT - I:INTRODUCTION TO ENVIRONMENTAL SCIENCES: NATURAL RESOURCES:

Environmental Sciences – Relevance – Significance – Public awareness – Forest resources – Water resources – Mineral resources – Food resources – conflicts over resource sharing - Exploitation - Land use pattern - Environmental impact - fertilizer -PesticideProblems-casestudies.

UNIT - II:ECOSYSTEM, BIODIVERSITY AND ITS CONSERVATION:

Ecosystem – concept – structure and function producers, consumers and decomposers - Food chain - Food web - Ecological pyramids - Energy flow - Forest, Grassland, desert and aquaticeco system.

Biodiversity - Definition - genetic, species and ecosystem diversity - Values and uses ofbiodiversity - biodiversity at global, national (India) and local levels - Hotspots, threatstobiodiversity-conservationofbiodiversity-Insitu &Exsitu.

UNIT - III:ENVIRONMENTALPOLLUTIONANDMANAGEMENT

Environmental Pollution – Causes – Effects and control measures of Air, Water, Marine, soil, solidwaste, Thermal, Nuclear pollution and Disaster Management - Floods, Earth quake, Cyclone and Land slides.Role of individuals in prevention ofpollution-pollutioncasestudies.

UNIT - IV:SOCIALISSUES-HUMANPOPULATION

Urban issues - Energy - water conservation - Environmental Ethics - Global warming -Resettlement and Rehabilitation issues - Environmental legislations - Environmentalproduction Act. 1986 - Air, Water, Wildlife and forest conservation Act – Population growth and Explosion – Human rights and Value Education – Environmental Health- HIV/AIDS – Role of IT in Environment and Human Health – Women and child welfare – Public awareness – Case studies.

COURSE OUTCOMES

After completion of this course, students will be able to gain knowledge in

1. The scope and importance of environmental science and natural resources.
2. The structure and functions of Ecosystem and biodiversity and its conservation.
3. The problem of environmental pollution and its management.
4. The social issues and human population.
5. They will identify and solve the pollution problem.

Text Books

1. Agarwal,K.C. (2008). *EnvironmentalBiology*, NidiPubl.Ltd.Bikaner.
2. Bharucha Erach, (2004). *Textbook for Environmental Studies,* UGC.
3. Odum, E.P., Odum, H.T. & Andrews, J. (1971). *Fundamentals of Ecology*. Philadelphia: Saunders.
4. Brusseau, M.L., Pepper, I.L., and Gerba, C. (2019). *Environmental and Pollution Science*. Academic Press, USA.
5. Primack R.B. (2014). *Essentials of Conservation Biology*, Oxford University Press, USA.
6. Raven, P.H, Hassenzahl, D.M., Hager M.C, Gift N.Y, and Berg L.R. (2015). *Environment*, (9th Ed.), Wiley Publishing, USA.
7. Rosencranz, A., Divan, S., and Noble M.L. 2002. Environmental Law and Policy in India: Cases, Material & Statutes. Oxford University Press.
8. Schmidtz, D., Shahar, D.C. 2018. Environmental Ethics: What Really Matters, What Really Works 3rd Edition, Oxford University Press, USA.
9. Sengupta,R.(Ed.) 2013. Ecological Limits and Economic Development. Oxford University Press, New Delhi, India.
10. Singh, J.S., Singh, S.P. and Gupta, S.R. 2017. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
11. Stuetz R.M., and Stephenson T. (Eds.) (2009). *Principles of Water and Wastewater Treatment Processes (Water and Wastewater Process Technologies).* IWA Publishing, London, UK.
12. Sodhi, N.S., Gibson, L. and Raven, P.H. (Eds). (2013). *Conservation Biology: Voices from the Tropic*s. John Wiley & Sons.
13. Thapar, V. (1998). *Land of the Tiger: A Natural History of the Indian Subcontinent*. University of California Press, USA.
14. Warren, C.E. (1971). *Biology and Water Pollution Control*. WB Saunders.
15. Wilson, E.O. (2006). *The Creation: An Appeal to Save Life on Earth*. W.W. Norton & Company, NewYork, USA.
16. World Commission on Environment and Development. (1987). *Our Common Future*. Oxford University Press, USA.

Supplementary Readings

1. Kumarasamy,K.,A. Alagappa Moses and M.Vasanthy, (2004). *Environmental Studies*, Bharathidsan University Pub,1, Trichy.
2. Rajamannar, (2004). *Environemntal Studies*, EVR College Pub, Trichy.
3. Kalavathy,S. (ED.) (2004). *Environmental Studies*, Bishop Heber College Pub., Trichy.

OUTCOME MAPPING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 2 | 3 | 3 | 3 |
| CO3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 |

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| --- | --- | --- |
| SEMESTER: II CORE: IIIPART: III | 22UPSYC23: GENERAL PSYCHOLOGY II | CREDITS: 4HOURS: 4/W |

COURSE OBJECTIVES

To enable the student to understand

1. The types of motives and emotions
2. The different types of Learning
3. Various types of memory and forgetting
4. The meaning of intelligence
5. The various personality theories and assessments

Unit–I: Motivation Hours: 14

Motivation: Approaches to motivation Biological and Social needs – Hunger – Body weight – Sexual behaviour – Achievement – Intrinsic motivation – Applying exploring: Eating problems. Emotion - Basic Emotions-Peripheral theories – Cognitive Appraisal theory – Happiness – Functions of Emotions – Cultural Diversity: Expressions and intensity of Emotions – Applying Exploring: The Lie Detector Test.

Unit–II: Learning Classical Conditioning Hours: 12

Three approaches to learning – establishing classical conditioning – classical conditioning: An example – other conditioning concepts – classical conditioning: Two explanations – Classical conditioning all around us – Applying / exploring: Chemotherapy and Conditioned nausea.

Operant Conditioning and Cognitive Learning - Operant conditioning – A closer look at reinforces schedules of reinforcement – examples of operant conditioning – other conditioning terms – cognitive learning – Biological factors in learning cultural diversity: Eastern teacher, Western teacher, Western researcher applying / Exploring Applications of Operant Conditioning.

Unit–III: Memory Hours: 10

Three Kind of memory – Sensory memory recording – Short-term memory working – Long – term memory storing – Encoding Transferring information – Applying exploring: Unusual memory abilities. Remembering and Forgetting: Ways to remember – How memory is organized – Lasting memories – Reasons for forgetting the Biological Base of memory – Mnemonics: Memorizations methods.

Unit–IV: Intelligence Hours: 12

Approaches to defining intelligence – Measuring intelligence – Widely used 1Q tests – Distribution of 1Q scores – Problems with 1Q test- Cultural Diversity 1Q tests and immigration – The Nature – Nature Question – Applying Exploring: Intervention programs - Thought and Language - Concepts – Forming concepts – Solving problems–Thinking creatively – Language Basic rules – Acquiring language – Language stages – Language and thought – Applying exploring Do animals have Language?

Unit–V: Personality Hours: 12

Personality – Definition, meaning- Theories- Freud’s Psychodynamic theory – Divisions of the mind – Development of Personality – Freud’s followers – Humanistic theories –Social Learning theory – Trait Theory – Four theories of Personality Applying exploring: Measuring traits- Assessment of personality.

COURSE OUTCOMES

1. The students understand the concepts of motivation and emotion.
2. The students personalize the concept of learning and theories of learning.
3. The students become aware of the different kinds of memory and forgetting.
4. The students understand the concept of intelligence and acquire the skill to administer the IQ Tests.
5. The students explain the various personality theories and assessments

Text Books

1. Morgan and King, Kalat, J.W. (1996). *Introduction to Psychology* (4th Ed) New York: Brooks/Cole.Publishing Company.
2. Rod Plotnik. (1993). *Introduction to Psychology*, Brooks/Cole Publishing Company, Pacific Grove, California. 3rd Edition.

Supplementary Readings

1. Rajamanickam, M. (2000). *Modern General Psychology*. Agra: H.P. Bhargava Book House.
2. Benjamin,L.T.,Hopkings, .J.R., Nation, .J.R. (1987). *Psychology,* New York: MacmillanPublishingCompany.
3. Wade, C.&Tavris. C., (1987). *Psychology*, New York: Harper and Row Publishers Inc.

OUTCOME MAPPING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 2 |  |  | 2 |  |
| CO2 |  | 3 | 3 |  | 3 |
| CO3 |  | 3 |  | 3 |  |
| CO4 |  | 3 | 3 |  | 3 |
| CO5 | 3 |  |  | 3 |  |

|  |  |  |
| --- | --- | --- |
| SEMESTER: II CORE: IVPART: III | 22UPSYC24: LIFESPAN PSYCHOLOGY II | CREDITS: 4HOURS: 3/W |

COURSE OBJECTIVES

To enable the student to understand

1. The physical and psychosocial development in young adulthood
2. The principles and patterns of physical, intellectual, social and personality development in the middle adulthood.
3. The psychosocial development of middle adulthood
4. The principles and patterns of physical, intellectual, social and personality development in late adulthood
5. The psychological issues and purpose of life and death

Unit–I: Young Adulthood Hours: 13

 Physical development – Health and Physical condition – Sexual and reproductive issues – Cognitive development – Perspectives on adult cognition - Moral development – Education and wok – Psychosocial development – Personality development four views Foundations of intimate relationships – parenthood.

Unit–II: Middle Adulthood: Physical and Cognitive Development Hours: 12

Physical development – Physical changes – Health Cognitive development – Measuring cognitive abilities – Distinctiveness of adult cognition –creativity – work and education. Middle Adulthood

Unit–III: Middle Adulthood: Psychosocial Development Hours: 12

Change at midlife: Classic theoretical approaches – The self at midlife – Changes in relationships- Consensual relationships- Relationship with maturing children – Other Kinship ties.

Unit–IV: Late Adulthood Hours: 13

Old age today – Physical development – Longevity and aging – Physical changes – Physical and mental health – Aspects of cognitive development – Psychosocial development theory and research – lifestyle and social issues – Personal relationships in late life.

Unit–V: Death & Bereavement Hours: 10

The many faces of death – Psychological issues – Special losses – Medical, Legal and ethical issues – Finding meaning and purpose in life and death.

COURSE OUTCOMES

1. The students understand the young adulthood development
2. The students demonstrate middle adulthood development
3. The students acknowledge about psychosocial development
4. The students imbibe importance of late adulthood changes
5. The student personalize the knowledge about death and bereavement

Text Books

1. Papalia, D. E., & Olds, S.D.(2004). *Human Development* (9th Edn.) New Delhi: Tata McGraw Hill Publishingco., Ltd.,
2. Ambron& Brodzinsky, *Life Span Human Development* New York: Holt Rinhart Winston.

Supplementary Readings

1. Schiamberg, L. B. *Human Development* (2nd Edn. New York: Macmillan publishing Co., 1984.
2. Hurlock, E. B*. Child Development* (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd., 1976

OUTCOME MAPPING

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| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 3 | 2 |  | 3 | 2 |
| CO2 |  |  | 3 |  |  |
| CO3 | 2 |  |  | 3 |  |
| CO4 |  | 3 |  |  | 3 |
| CO5 | 2 |  | 2 |  |  |

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| SEMESTER: II CORE: VPART: III | 22UPSYC25: THEORIES OF COUNSELING | CREDITS: 4HOURS: 3/W |

COURSE OBJECTIVES

To enable the student to understand

1. The nature and theories of counselling
2. The application of Psychoanalytic theory
3. The application of theories (Adler and Erick Bern) in counselling
4. The application of theories of Rogers and Skinner in counselling
5. The rational and emotive approaches to counselling

Unit-I : Toward a Personal Theory of Counselling Hours : 10

The Nature of Counselling - Theory - Theory in Counselling.

Unit-II : Classical Psychoanalytic Theory Hours : 12

Theory of Personality Development - Process of Development - Abnormal Personality Development goals of Therapy.Ego-Counselling- Theory of Personality - The Development of Abnormal Behavior - The Goals of Counselling - Techniques of Ego-Counselling.

Unit-III: The Individual Psychology of Adler: Hours: 12

 Theory of Personality Development - Abnormal Development - goals of Counselling - Techniques of Counselling.Transactional Analysis.- Theory of Personality - Maladaptive Personality Development - Transactional Analysis in Counselling.

Unit-IV: Self-Theory: Hours: 16

 Background - Theory of Personality -The Development of maladaptive Behavior - The Counselling Process - Recent extensions of Self-Theory. Behavior Approaches to Counselling Theory of Personality - Development Behavior -Theory of personality - Abnormal personality development - Goals of Counselling - The Process of Counselling - Techniques of Counselling.

Unit-V: Rational Approaches to Counselling Hours: 10

Reality Therapy - Goals of Counselling - Process and Techniques of Counselling - Rational Emotive Counselling - Reality Therapy and Rational - Emotive therapy - A Final Word.

**COURSE OUTCOMES**

The student will be able to

1. Define counselling
2. Understand various theories of counselling
3. Evaluate various approaches to counselling
4. Find out suitable counselling technique to a problem
5. Apply counselling technique in real life situation

Text Books

1. Hansen, J.C. Stevic, R.R. Warner, R. W. Jr. (1977) *Counselling: Theory and Process* (2nd Edition). Boston: Ally and Bacon Inc.,.
2. Narayanan Rao, S. (1981) *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.,.

Supplementary Readings

1. Lewis, E.C. (1970) *The Psychology of Counselling*. New York: Holt, Rinehart and Winston, Inc.
2. Bordin, E.S. (1968) *Psychology of Counselling*. New York: Appleton Century Crafts.
3. Blum and Bolinsky, B. (1961) *Counselling and Psychology*, Bombay: Asia Publishing House.

OUTCOME MAPPING

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| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 2 |  |  | 3 |  |
| CO2 |  | 2 | 2 |  | 3 |
| CO3 |  | 3 |  | 3 |  |
| CO4 | 3 |  | 3 |  |  |
| CO5 |  |  | 2 | 3 | 3 |

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| SEMESTER: IIPART: IIIALLIED II | 22UPSYA02 : BIOPSYCHOLOGY – I | CREDITS: 3HOURS: 3/W |

**Learning Objectives:**

To enable the student to understand

 **LO1:** The meaning and approaches of Bio Psychology

 **LO2:** The Neurophysiology

 **LO3:** The chemical basis of behaviour

 **LO4:** The concept of emotions

**Unit–I: Biological Foundations of Behaviour Hours: 10**

Introduction: Meaning of Biological Psychology – Viewpoints to explore Biology of Behaviour – Approaches the brain and behaviour – Levels of Analysis - Functional Neuro-anatomy: Composition of the Nervous System – Divisions of the Nervous System – Functional descriptions of Brain Structures – Blood supply to the Brain – Newer Imaging Technology – Cell Specialization.

**Unit–II: Neurophysiology Hours: 13**

Conduction, Transmission, and the Integration of Neural Signals - Electrical signals are the vocabulary of the Nervous System -The sequence of transmission process at chemical synapses – Neurons and synapses combine to make circuits gross Electrical Activity of the Human Brain.

**Unit–III: Chemical Base of Behaviour Hours: 13**

The Chemical Base of Behaviour: Neurotransmitters and Neuropharmacology. Many chemical neurotransmitters have been identified -Neurotransmitter system from a complex array in the brain -Research on Drugs range from molecular processes to effects on transmission -Drugs that affect the brain can be divided into functional classes -Drug abuse is pervasive.

**Unit–IV: Hormones and the Brain Hours: 12**

Hormones and the Brain: Hormones act in a great variety of ways throughout the body -Hormones act on a wide variety of cellular mechanisms -Each endocrine gland secretes specific hormones –Hormones affect behaviour in many different ways – Hormonal and Neural system interact to produce integrated responses.

**Unit–V: Emotions Hours: 12**

 Emotions: Meaning of Emotions – Theories of Emotions – Types of Emotions Viewpoint – Individual Differences in Emotional Responsiveness – Autonomic Responses – Brain Circuits in Emotions.

**Text Books**

1. Rosenzweing, M. S., Marc Breedlove, S & Watson, N. V. (2005). *Biological Psychology*. MA:Sinauer Associates, Inc.
2. Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.
3. Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.
4. Kalat , J.W. (2004). *Biological Psychology*. CA: Wadswort/Thomson Learning,

**Course outcome**

**CO1:** The Students learn the meaning and approaches of Bio Psychology

**CO2:** The Students become aware of neurophysiology

**CO3:** The Students practically imbibe the chemical basis of behavior

**CO4:** The Students understand the concept of emotions

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  | 3 |  | 2 |
| **CO2** |  | 2 |  | 3 |  |
| **CO3** | 3 |  | 2 |  | 3 |
| **CO4** |  | 3 |  | 3 |  |

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| SEMESTER: I INTERNAL ELECTIVE – I | 22UPSYE26-1: INTRODUCTION TO COUNSELING | HOURS: 3/WCREDITS: 3 |

COURSE OBJECTIVES

To enable the student to understand

1. The nature and theories of counseling
2. The application of Psychoanalytic theory
3. The application of theories (Adler and Erick Bern) in counseling
4. The application of theories of Rogers and Skinner in counseling
5. The rational and emotive approaches to counseling

Unit-I

Toward a Personal Theory of Counselling

The Nature of Counselling - Theory - Theory in Counselling.

Unit-II

Classical Psychoanalytic Theory

Theory of Personality Development - Process of Development - Abnormal Personality Development goals of Therapy. Ego-Counselling

Theory of Personality - The Development of Abnormal Behavior - The Goals of Counselling - Techniques of Ego-Counselling.

Unit-III

The Individual Psychology of Adler

Theory of Personality Development - Abnormal Development - goals of Counselling - Techniques of Counselling. Transactional Analysis

Theory of Personality - Maladaptive Personality Development - Transactional Analysis in Counselling.

Unit-IV

Self-Theory: Background - Theory of Personality -The Development of maladaptive Behavior - The Counselling Process - Recent extensions of Self-Theory.

Behavior Approaches to Counselling Theory of Personality - Development Behavior -Theory of personality - Abnormal personality development - Goals of Counselling - The Process of Counselling - Techniques of Counselling.

Unit-V

Rational Approaches to Counselling Reality Therapy - Goals of Counselling - Process and Techniques of Counselling - Rational Emotive Counselling - Reality Therapy and Rational - Emotive therapy - A Final Word.

Diversity and Social Justice Issues in Counselling

Approaches to Counselling: Psychoanalytic and Humanistic Approach

Eating habits and Personality Development,

Transpersonal Theory, Family therapy

COURSE OUTCOMES

The student will be able to explain

1. The nature and theories of counseling;
2. The application of Psychoanalytic theory;
3. The application of theories (Adler and Erick Bern) in counseling;
4. The application of theories of Rogers and Skinner in counseling;
5. The rational and emotive approaches to counseling;

Text Book

1. Hansen, J.C. Stevic, R.R. Warner, R. W. Jr. Counselling: Theory and Process (2nd Edition). Boston: Ally and Bacon Inc., 1977.
2. Narayanan Rao, S. Counselling Psychology. New Delhi: Tata McGraw Hill Publishing Co. Ltd., 1981.
3. Lewis, E.C. The Psychology of Counselling. New York: Holt, Rinehart and Winston, Inc. 1970.
4. Bordin, E.S. Psychology of Counselling. New York: Appleton Century Crafts, 1968.
5. Blum and Bolinsky, B. Counselling and Psychology, Bombay: Asia Publishing House, 1961.

OUTCOME MAPPING

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| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 |  | 3 |  | 2 |  |
| CO2 | 2 |  |  |  | 3 |
| CO3 | 3 |  | 3 | 2 |  |
| CO4 |  | 3 |  |  | 3 |
| CO5 |  | 2 |  | 3 |  |

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| SEMESTER IIINTERNAL ELECTIVE: I | 22UPSYE26-2: HEALTH PSYCHOLOGY | HOURS: 3/WCREDITS: 3 |

COURSE OBJECTIVES

To enable the student to understand

1. The meaning of health psychology
2. Sources and coping mechanism of stress
3. AIDS and heart problems
4. Pain and related illness
5. Intervention strategies and research techniques

Unit – I

Definition – Foundation of health psychology – Growing Partnership in health care – Meaning of disease – Bio medical and Psychological foundation of health & illness. Social – Ecological theories of health and illness.

Unit – II

Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eating behavior: healthy and unhealthy habits.

Unit – III

The AIDS pandemic: A behavioural disease- Heart health: Silent killers and the hurry sickness -Insomnia – Mental handicap – Obesity – Sexual behavior.

Unit – IV

The problem of pain: Headaches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V

Interventions: Cognitive, Behavioural, Pharmacotherapy and Positive Behavior Therapy. Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies Psychosomatic drugs and Behavioral drugs, Aims and Future of Health Psychology. Cannon`s Flight or Fight model of stress, Stress and change in Physiology The role of Psychology in the study of HIV, Sex and Well-being

The Gate Control theory of pain, Health psychology and Placebo Effects Measuring Subjective health.

COURSE OUTCOMES

1. The meaning of health psychology
2. Sources and coping mechanism of stress
3. AIDS and heart problems
4. Pain and related illness
5. Intervention strategies and research techniques

Text Books

1. Philip, L.T. (1998). *Health Psychology***.**Brooks/ Cole Publishing Co. New York.
2. Shelly, E. Taylor. (1995). *Health Psychology*, McGraw Hill Book co., New Delhi.
3. HemalathaNatesan (2004). *Positive Behavior Therapy*, Coimbatore: Ganesh Krupa Publishers.

Supplementary Readings

1. 1) Briffiths, D. (1981) *Psychology and Medicine*. The MacMillam Press Ltd. London.
2. 2) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.
3. 3) Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.
4. 4) Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth.

OUTCOME MAPPING

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| --- | --- | --- | --- | --- | --- |
| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 2 |  |  |  | 3 |
| CO2 |  | 2 |  | 3 |  |
| CO3 | 3 |  |  |  | 3 |
| CO4 |  | 3 | 2 |  |  |
| CO5 |  | 3 |  |  | 2 |

**SEMESTER – III**

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| **22UPSYC33** | **Core Course – VI** | **L** | **T** | **P** | **C** |
| **Semester-III** | **COGNITIVE PSYCHOLOGY – I** | **5** |  |  | **4** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The history, methods and paradigms of Cognitive Psychology

 **LO2**: The anatomy and imaging technique of brain

 **LO3**: The various approaches of perception and attention

 **LO4**: The comprehensive perspective of memory and its different stages

 **LO5**: The formation and categorization of concepts

**Unit–I: Cognitive Psychology Hours: 12**

 Cognitive Psychology: History, Methods, and paradigms: Structuralism-Functionalism-Behaviourism –Gestalt Psychology- The study of Individual Differences –The “Cognitive Revolution” and the Birth of Cognitive Science-General Points - Research Methods in Cognitive Psychology: Experiments and Quasi –Experiments-Naturalistic Observation-Controlled Observation and Clinical Interviews-Introspection-Investigations of Neural Underpinnings-General Points - Paradigms of Cognitive Psychology: The Information-Processing Approach- The connectionist Approach – The Evolutionary Approach-The Ecological Approach-General Points - The Brain: An overview of Structure and Function: Structure of the Brain-The Hindbrain and Midbrain-The forebrain - Localization of Function: Faculty Psychology and Phrenology- Studies of Aphasia and Other Mapping Techniques - Lateralization of Function: Studies of Split –Brained Patients - Brain –Imaging Techniques: CAT (CT) Scans-Magnetic Resonance Imaging(MRI)-Positron Emission Tomography(PET)-Functional Magnetic : Imaging(FMRI) - Other Brain-Recording Techniques: Electroencephalography (EEG)-Event –Related Potential(ERP)- Transcranial Magnetic Stimulation(TMS)

**Unit- II: Perception Hours: 10**

 Perception: Recognizing Pattern and Objects Gestalt Approaches to perception: Bottom-Up Process –Template Matching-Featural Analysis-Prototype Matching-Top-Down Processes-Perceptual Learning-The Word Superiority Effect-A Connectionist Model of Word Perception -Direct Perception -Disruptions of Perception: Visual Agnosia

**Unit–III: Attention Hours: 12**

 Attention: Deploying Cognitive Resources-Selective Attention-Bottleneck Theories- Spotlight Approaches –Schema Theory – Inattentional Blindness - Neural Underpinnings of Attention: Networks of Visual Attention- Event –Related Potentials and Selective Attention - Automaticity and the Effects of Practice: The Stroop Task-Automatic Versus Attentional (Controlled) Processing- Feature Integration Theory –Attentional Capture - Divided Attention: Dual- Task Performance –The Attention Hypothesis of Automatization-Divided Attention outside the Laboratory: Cell phone Usage While Driving

**Unit –IV: Working Memory Hours: 14**

Working Memory: Forming and Using New Memory Traces-Traditional Approaches of the Study of memory-Sensory Memory-Iconic Memory-Echoic Memory-Short-Term Memory-Capacity and Coding-Retention Duration and Forgetting-Retrieval of Information - Working Memory: Executive Functioning-Neurological Studies of Memory Processes - Retrieving Memories From Long-Term Storage: Aspects of Long-Term Memory: Capacity-Coding-Retention Duration and Forgetting- Retrieval of Information-The Use of Mnemonics-Other Retrieval Principles- The Testing Effect. Subdivisions of Long-Term Memory: Semantic Versus Episodic Memory-Implicit Versus Explicit Memory-Declarative Versus Procedural Memory - The Levels of Processing View: The Reconstructive Nature of Memory- Autobiographical Memory-Flashbulb Memories-Eyewitness Memory-The Recovered/False Memory Debate

**Unit–V: Forming Concepts Hours: 10**

 Forming Concepts and Categorizing New Instances: The Classical View of Concepts and Categorization – The Prototype View of Concepts and Categorization –The Exemplar View of Concepts and Categorization –The Schemata/Scripts View of Concepts and Categorization –The Knowledge –Based View of Concepts and Categorization.

**Course Outcomes:**

**CO1**: The students learn about the history, methods and paradigms of Cognitive Psychology

 **CO2**: The students pictures the anatomy and imaging technique of brain

 **CO3**: The students explore the various approaches of perception and attention

 **CO4**: The students comprehend about memory and its different stages

 **CO5:** The student understand the formation and categorization of concepts

**Text book:**

1. Kathleen M. Galotti : 2014.*Cognitive Psychology*, New Delhi, Sage Publications.

**Reference Books:**

1. R.Reed Hunt, Henry C ELLIS : 2006 *Fundamentals of Cognitive Psychology*.7th Edition New Delhi, Tata McGraw-Hill Publishing Company Limited.
2. JOHN. B.BEST 1995 4th Edition.*Cognitive Psychology*, New York, West Publishing Company.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  |  | 3 |  |
| **CO2** |  | 2 | 3 |  | 3 |
| **CO3** |  | 3 |  | 3 |  |
| **CO4** | 3 |  | 3 |  |  |
| **CO5** |  |  | 3 | 2 | 2 |

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| **Semester III** **CORE PRACTICAL I** | **22UPSYP34****EXPERIMENTAL PSYCHOLOGY I** | **CREDITS:--****HOURS:3/W** |

Candidatesarerequiredtoperformatleast5experimentsfromthelistgivenbelowandpreparearecordwhichthesameshouldbesubmittedatthetimeofpracticalexaminationsdulysignedbythecourseteacherandwithabonafidecertificatefromtheHeadoftheDepartment.

### List of Experiments:

1. Spielberger’sStateandtraitInventory(STAI)
2. Rathu’sAssertivenessQuestionnaire
3. StressSymptomChecklist
4. TypeA/BPersonalityTest(JenkinsActivitysurvey
5. MentalHealthQuestionnaire
6. EmotionalMaturityScale
7. StudySkillQuestionnaire

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| **Semester III** **ALLIED II** | **22UPSYC35****BIOPSYCHOLOGY-II** | **CREDITS: 3****HOURS:5/W** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The general principles of sensory processing

 **LO2**: The motor control and plasticity

 **LO3**: The sexual behaviour

 **LO4**: The concept of homeostasis and other biological functions

 **LO5**: The several kinds of biological perspectives of learning and memory

**Unit–I**: **Sensory process Hours: 10**

General principles of Sensory processing, Touch and Pain - Sensory Receptors – Nature of Stimulus – Sensor processing – Beginning – Selective and Analytical. Touch: Structure of Skin – Dorsal column – Cortical columns – Somatosensory Perception: Pain: Nature –Measuring Pain - Hearing, Vestibular Perception, Testing and Smell - Hearing: Structure and Functions of ear – Auditory system pathways – Theories of pitch Discrimination – Localization of sound – Perception of sound – deafness. Vestibular Perception: Receptor Mechanisms – Evolution of Auditory and Vestibular Organs – Nerves Fibres – Motion Sickness. The Chemical Senses: Taste sensations – Odour Sensations.

**Unit–II: Vision Hours: 10**

Vision - Nature of Visual information – Eye as an optical device and neural organ – Neural signals – Area VI – Colour Vision – Perception of Visual Motion – Major Systems of Cortical Visual Areas – Visual Neuroscience. Motor Control and Plasticity - The Behavioural View – The Control system View – The Neuroscience View – Movement Control – Extra pyramidal Systems - Sensory Receptor organs Detect energy substances -what type of stimulus was that? – Sensory processing begins in receptor cells -Sensory information processing is selective and analytical.

**Unit–III: Sexual Behaviour Hours: 8**

Sexual Behaviour - Reproductive behaviour can be divided into four stage -The neural circuitry of the brain regulates reproductive behaviour – Pheromones guide reproductive behaviour in many species – The hallmark of human sexual behaviour is diversity. Sexual differentiation - The sex of an individual is determined early in life – Hoe should we define gender – by genes, gonads, genitals or the brain – Gonadal hormones direct sexual differentiation of the brain and behaviour – Social influence affect sexual differentiation of the nervous system – Do early gonadal hormones masculinise human behaviour in adulthood.

**Unit–IV: Homeostasis Hours: 12**

 Homeostasis: Active Regulation of internal states -Homeostasis maintains internal states within a critical range. Temperature, Food and Energy regulation. Importance of body temperature is a critical condition for all Biological process – Some animals generate heat; others must obtain heat from the environment – which behaviours can adjust body temperature – The brain monitors and regulates body temperature. Nutrient regulation requires the anticipation of future need – Insulin is crucial for the regulation of body metabolism - The Hypothalamus coordinates multiple systems that control hunger – obesity is difficult to treat – Experience protects from toxins in food – Eating disorder are life – threatening.

 Biological Rhythms, Sleep, and Dreaming - Many animals shoe daily rhythms in activity and physiological measures – An endogenous circadian clock is located in the hypothalamus – Many biological events display rhythms shorter than a day – Animals use circannual rhythms to anticipate seasonal change. Human sleep exhibits different stages – The sleep of different species provides clues about the evolution sleep – Our sleep patterns change across the life span – Manipulating sleep reveals an underlying structure – What are the biological functions of sleep? – At least four interacting neural system underlie sleep – Sleep disorder can be serious, even life- threatening.

**Unit–V: Learning and memory Hours: 10**

 Learning and memory: Biological perspectives - Many kinds of brain damage can impair memory – There are several kinds of memory and learning – Memory has temporal stage: short, intermediate, and long – Different region of the brain process different aspects of memory – Brain image provides insights about region involved in different kinds of memories – Comparative approaches yield insights about the evaluation of learning and memory – Learning and memory change throughout life.

**Course Outcomes:**

 **CO1**: The students learn about the general principles of sensory processing

 **CO2**: The students become aware of the motor control and plasticity

 **CO3**: The students personalize their sexual behaviour

 **CO4**: The students learn the concept of homeostasis and other biological functions

 **CO5:** The students explore the biological perspectives of learning and memory

**Text Books:**

1. Rosenzweing, M.S., Marc Breedlove, S. & Watson, N.V. (2005*). Biological Psychology*. MA: Sinauer Associates, Inc.
2. Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.

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| **Semester III Internal Elective- II** | **22UPSYE36-1****GUIDANCE AND COUNSELLING PSYCHOLOGY** | **CREDITS:3****HOURS:3/W** |

**Course Objectives**

To enable the student to understand

a) The meaning of guidance and counselling

b) Approaches to counselling

c) Nature of good psychological test

d) Quality of effective counsellor

e) Special areas in counselling

**UNIT - I**

**NATURE AND SCOPE OF GUIDANCE AND COUNSELLING**

 **Counselling and Guidance**: Meaning - Nature - Need and Functions of Guidance and Counselling - Emergence of Guidance and Counselling in India - Goals and Scope of Guidance and Counselling - Types of Counselling Services.

**UNIT - II**

**APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS**

 Directive and non-directive approaches - Humanistic approach- Behaviouristic approach - Existential Approach - Eclectic Approach, **Counselling Process**: Preparation for counselling, Steps in the counselling process.

**UNIT - III**

**PSYCHOLOGICAL TESTING AND DIAGNOSIS**

 Use of psychological tests in guidance and counseling - Types of psychological tests - Nature of a good psychological test - Test interpretation in counseling - Limitations of psychological tests - Diagnosis and its limitations.

**UNIT - IV**

**COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES**

 Qualities of an effective counsellor, **Counsellor skills**: Building Trust - Listening - Attending - Observing - Building Rapport - Demonstrating Empathy, Ethics in counselling.

**UNIT - V**

**SPECIAL AREAS IN COUNSELLING**

 Family group consultation - Counseling Families Concerning Children - Counseling with Parents - Counseling the Delinquent - Marriage Counseling - Premarital Counseling - Counseling the Handicapped - Career Counseling - Adolescent Counseling- Role of Counsellor in developing Good Mental Health.

**Course outcomes:**

 CO1. Need and foundation of guidance

 CO2. Various approach to guidance

 CO3. Assessment and diagnostic process in counselling

 CO4. Counsellor skills

 CO5. Special areas in counselling

**Text Books:**

* + 1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
		2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
		3. Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

**References:**

* + 1. Nayak, A. K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing.
		2. Barki, B. G., & Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling.
		3. Kochhar, S. K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.

**OUTCOME MAPPING**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | **2** |  | **3** |  |  |
| **CO2** |  | **3** |  |  | **2** |
| **CO3** | **2** |  |  | **3** |  |
| **CO4** |  | **2** |  | **3** |  |
| **CO5** | **3** |  | **2** |  |  |

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| **Semester III Internal Elective- II** | **22UPSYE36-2****REHABILITATION PSYCHOLOGY** | **CREDITS:3****HOURS:3/W** |

**Learning Objectives:**

To enable the student to understand

 LO1**:** The meaning, definition and methods of Rehabilitation Psychology

 LO2**:** The concept of disability and impairment

 LO3**:** The various models of rehabilitation

 LO4**:** The government schemes and policies

**Course Outcomes:**

The students:

 CO1**:** Learn the meaning, objectives and scope of this field

 CO2**:** Understand the difference between disability and impairment

 CO3**:** Personalize the various models of rehabilitation

 CO4**:** Explain the government schemes, policies, Acts and legislation

**Unit–I:**

 Rehabilitation Psychology: Definition, historical perspective, scope and methods- Functions of Rehabilitation psychology. Psychological approach to rehabilitation: Assessment, diagnosis, treatment and certification– Role of psychologist in disabilities rehabilitation– Understanding psychological needs of caregivers and working with families of persons with disabilities.

**Unit–II:**

 Concept and definition of disability– Concept of impairment, activity, participation – Nature and needs of persons with disabilities. Personality development of persons with disabilities– Lifespan development of person with disabilities – Personality traits and coping styles.

**Unit–III:**

 Models of Rehabilitation – Medical Model – Psychological Model – Socio-cultural model – Institutional model.

**Unit–IV:**

 Work setting of rehabilitation psychologists – Designing training programmes for rehabilitation psychologists – Training needs analysis, implementation of training programmes. Government schemes and policies -Legislations: Mental Health Act – PD Act – RCI Act – National Trust Act.

**Unit–V:**

 Use of psychological tests in screening, diagnosis and assessment of persons with disabilities –Ethical issues in psychological; assessment. Research problems in disability rehabilitation – Research design – Recent trends in research in rehabilitation psychology.

**Text Books:**

1. Zigler, E, Gates, D. B (1999). *Personality development in individuals with mental Retardation*, NewYork: Cambridge University press.
2. Singh, N. N. (1998).*Comprehensive Clinical Psychology: Application in Diverse Populations*, Vol. 9, Elser Science, Pergamon.

**Reference Books:**

1. Golden, C.J. (1984).*Current Topics in Rehabilitation Psychology*: Grune&Straton London.
2. Michel Hersen. & Vincent, B. & Van Hasselt. (1990). *Psychological Aspects of Developmental and Physical Disabilities.* Sage publications.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 | 2 |  | 2 | 3 |
| **CO2** | 2 |  | 3 |  |  |
| **CO3** |  | 3 |  |  | 3 |
| **CO4** | 3 |  | 2 | 3 |  |

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| **Semester III Non-Major Elective – I**  | **22UPSYN37****STRESS MANAGEMENT** | **CREDITS:2****HOURS:2/W** |

**Learning Objectives**

The students must know

1. The nature and sources of stress
2. To identify the physiological, psychological and personality factors of stress.
3. Stress and psycho-somatic illness
4. Job stress and related factors
5. Stress coping strategies

**Unit-I Hours: 12**  Definition - Nature of stress- Alarm and adaptation - illness and immunology. The Psychology of Stress- Stress prone Personalities - Measurement of Stress- Social Readjustment Rating Scale- Stress symptom check list- Healthy coping at work- Completing your own diagram- Resources.

**Unit -II Hours: 10**

 Physiological arousal- flight or fight response- Activation of the fight or flight response. Situational Stresses - Frustration- Burnout - Cultural differences. Personality factors- locus of control and stress- Type A personality- The Disease prone personality.

**Unit –III Hours: 12**

 Acute Stress Disorder- Post Traumatic stress disorder- Stress and psychosomatic illness-Prevalence of psychosomatic illness.

**Unit -IV: Hours: 10**

 Work Stress - Individual vulnerability- Organizational stressors, Job satisfaction and anxiety- Off the job stressors- Stressful events and conditions at work events- Conditions. Personal stress management – Planning - Life changing Philosophy- Philosophical and intellectual exercises- more active coping strategies- Positive Therapy.

**Unit – V Hours: 10**

Coping with stress by attacking the problem- Relaxation- Exercise- Inoculation- Social support- Distraction- Belief as coping strategies. Exploring stress Management- self evaluation- appraisal- coping- dealing with unavoidable stressors- practice- demonstration of techniques.

**Text Books:**

1) Seaward, B. L. (2006). *Essentials of Managing Stress*, New Delhi: Jones & Bartlett.

2) Kalat, J.W. (1996). *Introduction to Psychology* (eth ed.) New York: Brooks/ Cole Publishing Co.

3) Wade, C & Tavris, C. (1987). *Psychology*. New York: Harper and Row Publishers.

**Reference Books:**

1) McLean, A. (1979). *Work Stress*. California: Addison- Wesley Publishing Co.

2)) Plotnik, R. (1993). *Introduction to Psychology*. California: Brooks/Cole Publishing Co.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| CO1 | 3 |  | 3 |  | 2 |
| CO2 |  | 3 |  | 2 |  |
| CO3 | 3 |  | 3 |  |  |
| CO4 |  | 3 |  | 3 | 3 |
| CO5 | 3 |  | 3 |  |  |

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| **Semester III Skill Based Subject – I** | **22UPSYS38****PERSONALITY DEVELOPMENT** | **CRIEDITS :2****HOURS:2/W** |

**Learning Objectives**

To enable the student to understand

 LO1**:** Personality development and theories

 LO2**:** Determinants of personality

 LO3**:** Personality enrichment and assessment

**Course Outcomes:**

 **CO1:** The students understand the personality development and their theories

 **CO2:** The student become aware the determinants of personality

 **CO3:** The students personalize their personality enrichment and assessment

**Unit-I :** **Introduction hour:12**

 Defining Personality- Personality Development - Stability of Personality - Personality Change.

**Unit-II : Theories of Personality hour:10**

 Psychoanalytical Theory of Personality - Humanistic Theory of Personality - Trait Theory of Personality - Social Cognitive Theories -Behaviorism and Learning Approaches to Personality-Eastern Theory: Triguna Theory (SRT)

**Unit- III : Determinants of Personality hour:12**

 Cognitive Determinants - Intellectual Development and Intellectual Capacities -Deviant Intelligence -Major areas of adjustment affected by Intelligence Socio-cultural Determinants-Family and Educational Determinants-Social Determinants Emotional Determinants-Dominant Emotions, Emotional Expressions - Emotional Balance and Emotional Deprivation - Emotional Catharsis and Emotional Stress.

**Unit- IV: Personality Enrichment hour:14**

 Motivation and its Process- Life Skills for Personality Development.

**Unit-V : Managing Self hour:12**

 Emotions, Ego, Pride, Stress, Achievements, Confidence improvement, Recognition of one’s own limitations and deficiencies, Interpersonal Skills,Communication Skills, Commitment , making decisions, handling other people's stress, empowering, motivating and inspiring others.

**Text Books:**

1. Cervone Daniel, Pervin. L.A, (2008*), Personality Theory & Research*, (10th Edn.), John Willey & Sons, Inc., United States of America.
2. Haslam Nick, (2007*), Introduction to Personality and Intelligence*, Sage Publications, New Delhi.
3. Hurlock, B. Elizabeth,(2007). *Personality Development*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

**References:**

1. Ciccarelli .K. Saundra, Meyer.E. Glenn, (2007). *Psychology*, Pearson Prentice Hall, New Delhi.
2. Hilgard, E, Atkinson RC & Atkinson RL (1976). *Introduction to Psychology* (6th Edn.), Oxward& IBH Publishing Co. Pvt Ltd, New Delhi.
3. Nair.V. Rajasenan, (2010).*Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, TamilNadu.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
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| CO2 | 3 | 3 |  |  |  |
| CO3 |  |  |  | 2 |  |

**SEMESTER – IV**

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| **22UPSYC43** | **Core Course – VII** | **L** | **T** | **P** | **C** |
| **Semester-IV** | **COGNITIVE PSYCHOLOGY – II** | **5** |  |  | **4** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The importance of codes in memory

 **LO2**: The structure of language and cognition

 **LO3**: The essentials of thinking, problem solving and decision making;

 **LO4**: The principles of cognitive development regarding Piaget and non- Piaget approaches

 **LO5**: The cross-cultural perspective and cultural cognition

**Unit-I: Codes in Long – Term Memory Hours: 12**

 Codes in Long – Term Memory: The Dual – Coding Hypothesis-The Relational- Organizational Hypothesis - Empirical Investigations of Imagery: Mental Rotation of Image – Scanning Images. The Nature of Mental Imagery: Principles of Visual Imagery –Implicit Encoding –Perceptual Equivalence – Structural Equivalence –Critiques of Mental Imagery Research and Theory –Tacit knowledge and Demand Characteristics–The Picture Metaphor –Propositional Theory. Neuropsychological Findings: Spatial Cognition.

**Unit–II**: **Language**  **Hours: 12**

 Language: The Structure of Language-Phonology-Syntax-Semantics-Pragmatics- Language Comprehension and Production. Speech Perception-Speech Errors in Production-Sentence Comprehension-Comprehending Text Passages- Story Grammars-Gricean Maxims of Conversation

Language and Cognition: The Modularity Hypothesis- The Whorfian Hypothesis –Neuropsychological View and Evidence.

**Unit–III**: **Thinking and Problem Solving Hours: 12**

 Thinking and Problem Solving: Classic Problems and General Method of Solution- Generate –and-Test Technique – Means – Ends Analysis –Working Backward-Backtracking –Reasoning by Analogy. Blocks to Problem Solving: Mental Set –Using Incomplete or Incorrect Representations –Lack of Problem – Specific Knowledge or Expertise-Expert Systems-Critical Thinking. Reasoning and Decision Making: Reasoning: -Type of Reasoning--Deductive Reasoning-Propositional Reasoning-Syllogistic Reasoning-Inductive Reasoning-Analogical Reasoning-Hypothesis Testing-Everyday Reasoning. Decision Making: Setting Goals-Gathering Information-Structuring the Decision-Making a Final Choice-Evaluating-Cognitive Illusions in Decision Making-Availability-Representativeness-Framing Effects-Anchoring-Sunk Cost Effects-Illusory Correlation-Hindsight Bias-Confirmation Bias-Overconfidence. Utility Models of Decision Making: Expected Utility Theory-Multi attribute Utility Theory- Descriptiveness of Decision Making-Image Theory-Recognition-Primed Decision Making-Neuropsychological Evidence on Reasoning and Decision Making

**Unit-IV: Cognitive Development through Adolescence Hours: 12**

 Cognitive Development through Adolescence: Piagetian Theory: General Principles –Stages of Development - the Sensorimotor Stage –The preoperational Stage –The Concrete Operations Stage –The Formal Operations Stage –Reactions to Piaget’s Theory. Non-Piagetian Approaches to Cognitive Development: Perceptual Development in Infancy – Toddlers’ Acquisition of Syntax –Preschoolers’ Use of Memorial Strategies –The Development of Reasoning Abilities in Middle and Late Childhood. Some Post – Piagetian Answers to the Question “What Develops “.Neurological Maturation –Working –Memory Capacity and Processing Speed – Attention and Perceptual Encoding – The Knowledge Base and Knowledge Structures –Strategies – Meta-cognition. Individual Differences in cognition: Ability Difference – Cognitive Styles –Learning Styles –Expert /Novice Differences – The Effects of Aging on Cognition.

 Gender Differences in Cognition: Gender Difference in Skills and Abilities –Verbal Abilities –Visuospatial Abilities –Quantitative and Reasoning Abilities-Gender Difference in Learning and Cognitive Styles – Connected learning

**Unit –V**: **Cognition in Cross-Cultural Perspective Hours: 12**

 Cognition in Cross-Cultural Perspective: Examples of Studies of Cross – Cultural cognition. Cross-Cultural Studies of Perception – Picture Perception –Visual Illusions Cross-Cultural Studies of Memory –Free Recall Visuospatial Memory-Cross-Cultural Studies of Categorization-Cross-Cultural Studies of reasoning-Cross-Cultural Studies of Counting. Effect of Schooling and Literacy: Situated Cognition in Everyday Settings.

**Course Outcomes:**

 **CO1**: The students explore the importance of neuropsychology in mental imagery

 **CO2**: The students understand the structure of language

 **CO3**: The students learn about the essentials of thinking, problem solving and decision making

 **CO4**: The students understand the development of cognitive approaches

 **CO5:** The student become aware of the cross-cultural perspective and cultural cognition

**Text Book:**

1. Kathleen M. Galotti: 2014 *Cognitive Psychology*, New Delhi, Sage Publications.

**Reference Books:**

1. R.Reed Hunt, Henry C Ellis: 2006 *Fundamentals of Cognitive Psychology.* 7th Edition New Delhi, Tata McGraw-Hill Publishing Company Limited.
2. John. B.Best 1995 4th Edition. *Cognitive Psychology*, New York, West Publishing Company.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 | 3 |  | 3 |  |
| **CO2** |  |  | 3 |  | 3 |
| **CO4** |  | 2 |  | 3 |  |
| **CO5** | 3 |  | 3 |  | 3 |

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| **22UPSYP44** | **Core Practical – II** | **L** | **T** | **P** | **C** |
| **Semester-IV** | **Experimental Psychology I** | **4** |  |  | **3** |

 Candidatesarerequiredtoperformatleast5experimentsfromthelistgivenbelowandpreparearecordwhichthesameshouldbesubmittedatthetimeofpracticalexaminationsdulysignedbythecourseteacherandwithabonafidecertificatefromtheHeadoftheDepartment.

### List of Experiments:

1. Visual Acuity.
2. Span of Attention
3. Habit Interference
4. Alex and er Pass along Test
5. Concept Formation
6. Type A/B Personality Test (Jenk ins Activity survey
7. Mental Health Questionnaire

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| **22UPSYC45** | **Core Course VIII** | **L** | **T** | **P** | **C** |
| **Semester IV** | **CRIMINAL PSYCHOLOGY** | **3** | **0** | **0** | **4** |

**Course Objectives:**

 To enable the student to understand

 a) the nature of criminal behavior

 b) the nature and extent of juvenile offending

 c)the nature and scope of criminal justice

 d) about the restorative justice and its effectiveness in reducing crime

 mental disorder and crime

**Unit-I:**

**Criminal Behavior**

 Criminal behavior an overview- crime- criminal Psychology-the nature of explanation-the causes of crime-evolutionary approaches-developmental approaches-psychological approaches-biological approaches-situational approaches.

 Juvenile Delinquency and development of theories of crime Juvenile delinquency and development theories of crime- Juvenile delinquency -the nature and extent of juvenile offending – the age-crime curve-risk and protecting

**Unit-II**

**Mental Disorder and Crime**

 Mental disorder and crime-the concept of mental disorder-major mental disorders- the association between mental and crime-the relationship between mental disorder and crime-psychopath. Aggression and Violence. Aggression and violence- conceptual issues-concept check-evolutionary approaches-situational approaches-psychological approaches-biological approaches-social-structural and cultural approaches-general theories of aggression

**Unit-III**

**Violent Offending**

 Violent offending-the nature and extent of violent crime-community violence-family violence-school violence-multiple homicide.

Collective Violence

 Collective violence-the nature and extent of collective violence-evolutionary approaches-situational approaches-psychological approaches-mechanisms of moral disengagement-understanding the Rwandan genocide: key psychological and situational process-social-structural and cultural approaches

**Unit-IV**

**Sexual Offending**

 Sexual offending - the nature and extent of sexual offending - characteristics of sexual offenders - theoretical approaches to understanding sexual offending-integrated models of sexual offending.

Drugs and Crime: Drugs and crime-what are drugs-who uses drugs-drug use and misuse-theories of drug use and misuse- illegal drug markets-the associations between drugs and crime-understanding the relationship between drugs and crimes.

**Unit-V**

**Punishment**

 Punishment-the nature and scope of criminal justice responses to crime- the harms of punishment-rationales for punishment-does punishment work- to copy or not to copy. Prevention, rehabilitation Prevention, rehabilitation and restorative justice-prevention-rehabilitation

**Course Outcomes:**

 The student will be able to explain

 CO1. The nature of criminal behavior

 CO2. The nature and extent of juvenile offending

 CO3. The nature and scope of criminal justice

 CO4. The restorative justice and its effectiveness in reducing crime, mental disorders and crime.

**Text Book:**

* 1. RussilDurrant ,2013,An Introduction To Criminal Psychology, NewYork, Rouledge Taylor & Francis Group.

**Reference Book:**

1. Abadinsky, H. (2011).Drug Use and abuse: A comprehensive introduction, Belmont, CA Wadsworth.
2. Adler F. Mueller. G.O.W and Laufer W.S.(2007).Criminology and the criminal justice system (6th edn) Newyork: McGraw-Hill.
3. Atherican Psychiatric Association (2000), Diagnostic and Statistical manual of mental disorders (4th edn. Revised text) Washington, DC, American Psychiatric Association.

OUTCOME MAPPING

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| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 2 |  |  | 2 |  |
| CO2 |  |  | 3 |  |  |
| CO3 |  | 3 |  | 2 |  |
| CO4 | 2 |  |  |  | 2 |

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| **22UPSYA04** | **Allied – II : Paper – 2** | **L** | **T** | **P** | **C** |
| **Semester-1V** | **PSYCHOLOGICAL STATISTICS** | **4** |  |  | **3** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The principles of Statistics and the types of variables

 **LO2**: The meaning and computation of the measures of central tendency and the measures of variability

 **LO3**: The meaning, computation and interpretation of correlation

 **LO4**: The probability and mathematical distribution statistical estimations and inferences an significance of differences

 **LO5**: The central features and applications of chi- square and analysis of variance

**Unit–I: Introduction Hours: 12**

 Meaning and Definition of Statistics – Need and importance of Statistics in Research – Classifications of statistics – Attributes – variables – continuous and discontinuous variables.

**Unit–II: Descriptive Statistics Hours: 10**

 Meaning and Application of Measures of Central Tendency – mean – median – mode. Meaning and Application of Measures of Variability – Range – Standard Deviation – Quartile Deviation (semi inter quartile range) – Mean Deviation.

**Unit–III: Correlation Hours: 12**

 Meaning of Correlation and its types – Pearson product moment correlation – rank order correlation – Applications of measures of relationship Normal curve – properties of normal curve – deviations from the normality – skewness – kurtosis

**Unit–IV: Difference between the means Hours: 12**

 Difference between the means –‘t’ ratio – its applications – One way analysis of variance (ANOVA) – Concept of two way analysis of variance – repeated measures – analysis of co variance (ANCOVA)

**Unit–V: Chi square, Para Metric and experimental design Hours: 14**

 Meaning and definition of Chi - square - and its applications (Histogram – frequency polygon – bar diagram).

**Course Outcomes:**

 **CO1**: The students learn the meaning and the need of statistics

 **CO2**: The students explore about data management

 **CO3**: The students understand various statistical methods such as mean, median, mode and frequency distribution

 **CO4**: The students apply the inferential statistics

 **CO5:** The students practically learn about central features and application of chi- square and analysis of variance

**Text Books:**

1. Garrett, H.E. *Statistics in Psychology and Education*. Bombay : Allied pacific private Ltd., 1961.

**Reference Books:**

1. Guilford, J.P., &Fruchter, B. *Fundamental Statistic in Psychology and Education*. (6th Edn). Singapoore: McGraw Hill Book Company (International Student Edn). 1981.
2. Rajamanickam, M. *Statistical Methods in Psychological and Educational Research*. New Delhi; Concept publishing company, 2001.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 | 2 | 2 |  | 2 |
| **CO2** |  |  |  | 3 |  |
| **CO3** |  | 3 |  |  | 3 |
| **CO4** |  |  |  | 3 |  |
| **CO5** | 3 |  | 3 |  | 2 |

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| **Semester-1V Non-Major Elective – II** | **22UPSYN47****Human Resource Management** | **CREDITS:2****HOURS:2/W** |

**Course Objectives:**

 To enable the student to understand

 a) the concepts and importance of human resource management

 b) the theories and techniques of recruitment

 c) the need, importance and technique of training

 d) the characteristics of manager and the techniques of executive development

 e) the process of effective communication

**Unit-I Hours: 12**

**Basic aspect of Human Resource Management**

 Managing Human Resources - The Challenging of human resource management - Mis-conceptions about HRM - Definition of HRM - Features of HRM - Importance of HRM - Functions of HRM - Managerial function -Operative functions - Course Objectives of HRM - Personal policies, Procedures and Programs - Need for personal policies - Advantages - Obstacles – Characteristics of sound personal policy.

**Unit-II Hours: 10**

**Human Resource Planning**

 Importance of Human Resource - Man power planning defined - Need for Human Resource Planning -Process of HRP - Responsibility for HRP - Man power plan component short range analysis - Long range. analysis -Job analysis - Purposes and uses of job analysis - The steps in Job analysis - Techniques of job analysis data -Job description - Uses of job description - Limitations of job description - Job specification.

**Unit-III Hours: 14**

**Management and Executive Development**

 Managerial Functions - Skills of the Manager -Characteristics of Manager - Purpose and Course Objectives of Management Development - Need for executive development in the Indian context - Importance of Managerial Development Management - Development concepts - Executive development - Process components of Management Development Program - Establishment of Training and Development Programs Organizational Climate for Management - Development -Factors - Inhabiting - Management Development - Basic requisites for the success of Management Development Program - On-the-Job Techniques - Job Rotation or Channel Method of Development - Off-the-Job Techniques -Courses for Management Development- Administration of Management - Development - Programs.

**Unit-IV Hours: 14**

**Performance Appraisal**

 Importance and Purposes - Approaches to performance appraisal - The evaluation process - Methods of performance appraisal - Traditional method -Management by objective (MBO) - Course Objectives of MBO -Process of MBO - Benefits of MBO - Program -Assessment centre method - Human asset accounting method - Behaviorally Anchored rating scales (BARS) components of appraisal evaluation - Factors deterring appraisal - The Halo effect leniency - The Central Tendency - Similar error.

**Unit-V Hours: 10**

**Communication**

 Definition and Characteristics - Key elements of C -Importance of C in Management - Course Objectives of Communication. Functions of C - Communication process model - Organizational C- Advantage - Transmission of informal messages systems of direction of communication - Vertical communication - Downward C - Upward C -Horizontal C - Media of Communication – Communication with the Public Channels of C - Barriers to C – Conditions for Effective C - Management of Communication.

**Course Outcomes:**

 The student will be able to explain

1. The challenges in Human Resource managements;
2. The need of Job analysis
3. The importance of performance appraisable methods
4. Function and importance of communication in management.
5. The characteristics of manager and the techniques of executive development

**Text Books**

1. Mamoria, C. B., Personal - Management of Human Resources (13th Edn.) Bombay: Himalaya Publishing House, 1993.
2. Subba Rao, P and Roa, V.P.S. Personal/Human Resource Management Test, Cases and Games. New Delhi: Konark Publishing Pvt. Ltd., 1990.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| CO1 | 3 |  | 3 |  | 2 |
| CO2 |  | 2 |  | 2 |  |
| CO3 | 2 |  | 3 |  | 2 |
| CO4 |  | 3 |  | 3 | 2 |
| CO5 | 3 |  | 3 |  |  |

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|  **Semester IV Skill Based Subject – II** | **22UPSYS48****CONSUMER BEHAVIOUR** | **CRIEDITS :2****HOURS:2/W** |

**Course Objectives:**

 To enable the student to understand

1. The nature of consumerbehavior
2. The factors influencing consumer behaviour
3. The consumer attitude and communication process
4. The consumers in their social and cultural settings
5. The consumer decision making

Unit I

INTRODUCTION

 Definition, scope, consumer roles, history of consumer behaviour and the marketing concept, contributing disciplines and application of consumer behaviour Market segmentation: need, types - geographic, demographic, psychographic and life style. Product positioning: need and strategy.

Unit II

FACTORS INFLUENCING CONSUMER BEHAVIOUR

 Consumer motivation: needs, goals, motive arousal, reactions to frustration.Consumer Personality: nature, influences on consumer behaviour. Consumer emotions: nature, uses in advertising. Consumer Perception and its implications. Consumer Learning: Classical and Instrumental theories in the context of consumer behaviour.

Unit III

CONSUMER ATTITUDE AND COMMUNICATION PROCESS

 Attitude: functions, Tri-component attitude model and Katz's models of attitude and attitude change. Post purchase attitude change: cognitive dissonance theory and attribution theory. Marketing communication: process, barriers, types of communication systems, Source, Message and Medium of Communication.

Unit IV

CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS

 Reference group: Nature, types and influences on consumers. Family life cycle stages, nature of household and purchases and family decision making and resolving conflict. Social class: Nature of social class, symbols of status, concept of money and social class, social class categories and consumer behaviour.

Unit V

CONSUMER DECISION MAKING

 Consumer decision: Stages in consumer decision process situational influence, problem recognition, information search, evaluation of alternatives and selection, outlet selection and purchase and post purchase action. Organizational Buyer: nature, market structure and pattern of demand, characteristics, decision approach, purchase pattern and organizational buyer decision process.

**Course Outcomes:**

 The student will be able to explain

 CO1. The Concept of consumerbehavior

 CO2. The factors motivate the consumer to buy

 CO3. The attitude and communication process of consumer behaviour

 CO4. The various social and cultural settings in consumers.

 CO5. The decision making process of consumer on buying behaviour.

**Text Book:**

1. Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective1st Edition. Dreamtech Press, New Delhi.

**References:**

1. Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9th edition, Prentice Hall of India Pvt Ltd, New Delhi, India
2. BatraSatish K and S.H.H. Kazmi (2004), Consumer Behaviour - Text and Cases, Excel Books, A-45, Naraina, Phase I, New Delhi, India.

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| Course | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1 | 2 |  | 3 |  |  |
| CO2 |  | 3 |  | 3 |  |
| CO3 |  |  | 2 |  | 2 |
| CO4 |  | 3 |  | 3 |  |

**Outcome Mapping**

**SEMESTER – V**

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| **22UPSYC51** | **Core Course – IX** | **L** | **T** | **P** | **C** |
| **Semester-V** | **SOCIAL PSYCHOLOGY – I** | **5** |  |  | **4** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The social behaviour and methods of Social Psychology

 **LO2**: The self concept, Influence of groups and culture on the self

 **LO3**: The impression formation and attribution

 **LO4**: The issues on prejudice and discrimination

 **LO5**: The formation and functions of attitude

**Unit–I: Understanding social behaviour Hours: 12**

A Model for Understanding Social Behaviour - Expanding Lewin’s Model - Social Psychology and Related Fields - Research in Social Psychology - Experimental Research - Correlation Research - Settings for Social Psychological Research - The Role of Theory in Social Psychological Research - Theory and the Research Process - Theory and Application - Ethics and Social Psychological Research.

**Unit–II: The social self Hours: 13**

Self-concept – Self-Knowledge: How We Know the Self? - The Influence of Groups and Culture on the Self - Self-Esteem: Evaluating the Self - Internal Influences on Self-Es teem - Self-Awareness - Self-knowledge and Self-Awareness - The Cost and Ironic Effects of Self-control - Managing Self-Presentations - Self-Esteem and Impression Management - Self-Monitoring and Impression Management - Self- Presentation and Manipulative Strategies - Self-Handicapping - The Impression We Make on Others.

**Unit–III: Social perception Hours: 12**

Impression Formation: Automaticity and Social Perception - Automatic Processing - The Importance of Automaticity in Social Perception - Automaticity and Behaviour - Automaticity and Emotions - Controlled Processing - The Attribution Process - Heider's Early Work on Attribution - Correspondent Inference Theory - Co variation Theory - Dual Process Models – Attribution Biases - Misattributions - The Fundamental Attribution Error - The Actor - Observer Bias - The False Consensus Bias - Constructing an Impression of Others - The Significance of First Impressions - Schemas - Stories - The Confirmation Bias - Shortcuts to Reality: Heuristics

**Unit–IV: Attitudes Hours: 13**

 Are Attitudes? - Definite Allport’s Definition of Attitudes - Attitude Structures - Explicit and Implicit Attitudes - Attitudes as an Expressing of Values - What Do Attitudes Do for Us? The Function of Attitudes - How Are Attitudes Measured? - The Attitude Survey - Potential Biases in Attitude Surveys - Behavioural Measures - Attitudes Formation - Mere Exposure - Direct Personal Experience - Operant and Classical Conditioning - Observational Learning - The Effect of Television and Books - The Effect of Textbooks - The Heritability Factor - Attitudes and Behaviour - Early Study of Attitudes and Behavior - The Theory of Reasoned Action - Theory of Planned Behavior - The Importance of conviction.

**Unit–V: Prejudice and discrimination Hours: 10**

The Dynamics of Prejudice, Stereotypes, and Discrimination - The Persistence and Recurrence of Prejudice and Stereotypes - Personality and Prejudice: Authoritarianism and Gender - The Authoritarian Personality - Gender and Prejudice - The Social Roots of Prejudice - Modern Racism - Changing Social Norms - The Cognitive Roots of Prejudice - Identify with the In-Group The Role of Language in Maintaining Bias - Illusory Correlations - From Illusory Correlations to Negative Stereotypes via - The Confirmation Bias - The Out-Group Homogeneity Bias - The Difference Between Prejudice and Non-prejudiced Individuals - Reducing Prejudice - Contact Between Groups - Personalizing Out-Group Members - Reducing the Expression of Prejudice Through Social Norms

**Course Outcomes:**

 **CO1**: The students learn about the social behaviour and methods of social psychology

 **CO2**: The students understand about self concept, Influence of groups and culture on the self

**CO3**: The student become aware the process of impression formation and attribution

 **CO4**: The students personalize the formation and functions of their attitude

 **CO5:** The students categorize the issues on prejudice and discrimination

**Text Book:**

1. Bordens, K. S., & Horowitz, I. A. (2002). *Social Psychology* (2nd Ed.) Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc.,
2. Baron, R. A., & Byrne. D*., Social Psychology*. (8thEdn.) New Delhi: Prentice Hall of India Private Ltd.,1999.

**Reference Books:**

1. Feldman, R. S. *Social Psychology*. (2nd Edn.) New Jersey: Prentice Hall Inc., 1998.
2. Brehm, S. S.andKassin, S. M. *Social Psychology*.New Jersey: Houghton Mlfflin Company Boston, 1990.
3. Michener, H. A. & Delamater, J. D. *Social Psychology* (4th Edn.) New York: Harcourt Brace College Publisher, 1999.
4. Brown, R. *Social Psychology*, London: Collier - Macmillan Limited, 1965.
5. Sears, D.O., Anne Peplan, Freedman, J. L., and Taylor, S.E*. Social Psychology* (6th Edn.) New Jersey: Englewood Cliffs, 1998
6. Krech D. Crutch field, S. &Ballachery, E.L .*Individual in Society, Text Book of Social Psychology* (International Student Edition) Tokyo: Hill Kiogakuha, Ltd., 1962.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 2 |  | 3 |  |  |
| **CO2** |  |  |  | 3 |  |
| **CO3** | 3 | 3 |  |  | 3 |
| **CO4** |  |  | 3 |  |  |
| **CO5** | 3 | 2 |  | 3 | 3 |

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| **22UPSYC52** | **Core Course – X** | **L** | **T** | **P** | **C** |
| **Semester-V** | **PSYCHOPATHOLOGY – I** | **5** |  |  | **4** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The meaning and historical background of abnormal of behaviour

 **LO2**: The theoretical perspectives of abnormal behavior

 **LO3**: The physical, psychological and social factors of various mental disorders

 **LO4**: The causes and types of anxiety disorders and sexual disorders

 **LO5**: The nature of various personality disorders and sexual treatment

**Unit–I: Abnormal Psychology Hours: 12**

 Abnormal behavior - Meaning of abnormal behavior - The epidemiology of maladaptive behavior -Seeking help for abnormal behavior - Research in abnormal psychology. The Historical Background - The historical views of abnormal behavior -Psychological and organic views of abnormal behavior -The stage is set.

**Unit–II: Theoretical Perspective on Maladaptive Behaviour Hours: 13**

 The role of theory in abnormal psychology- TW biological perspective - The psycho dynamic perspective Behavioural perspective - The cognitive perspective – The humanistic - Existential perspective - The community -Cultural perspective -An integrative approach. Classification and Assessment - Categories of maladaptive behavior - The basis of classification.

**Unit–III: Psychological Factors and Physical symptoms Hours: 8**

 Psychological, Social and bodily interactions - Psycho physiological disorder - Somatoform disorder -Factitious disorders and malingering.

**Unit–IV: Anxiety Disorders Hours: 12**

 Generalized anxiety disorder – Panic disorder -Obsessive - compulsive disorder - Interpreting and treating anxiety disorders. Sexual Variations and Disorders. Changing views of sexual behavior - Surveys of sexual behavior - Homosexuality - Sexual dysfunction - Gender identity disorder - The paraphillia - Sexual victimization.

**Unit–V: Personality Disorders Hours: 10**

 Classifying personality disorders - Odd or Eccentric behavior - Dramatic, emotional or erratic behavior -Anxious or fearful behavior - Treatment of personality disorder – The outlook for the personality disorder classification.

**Course Outcomes:**

 **CO1**: Students understand the meaning & historical background of abnormal behavior

 **CO2**: Students learn the theoretical perspective of abnormal behavior

 **CO3**: Students become aware of the physical, psychological and social factors of various mental disorders

 **CO4**: Students personalize the causes and types of anxiety disorders and sexual disorders

 **CO5:** Students learn the nature of various personality disorders and sexual treatment

**Text Book:**

1. Carson,Butcher&Mineka, Sarason, I.G.&Sarason, B.R.*AbnormalPsychology. The Problem of Maladaptive Behaviour* (8th Edn). NewDelhi: Prentice- Hall of India Private Ltd., 2000.

**Reference Books:**

1. Barlow, D.H. & Durand, V.M*. Abnormal Psychology* (2nd Edn). California : Brooks / Cole Publishing co.,1999.
2. Robert, C.C. Butcher, J.N. & Susan Mineka*. Abnormal Psychology and Modern Life*. New York :HarperCollins College Publishers, 1996.
3. Coleman, J.C. *Abnormal psychology and modern life*.Bombay: D.B. Taraporevala sons & co. Pvt., 1976.
4. J.D. *Abnormal psychology- A clinical approach to psychological Deviants*. New York: Me Graw- Hill Book Company. INC, 1947.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  | 3 |  | 3 |
| **CO2** |  | 2 |  | 2 |  |
| **CO3** | 3 |  | 3 |  | 2 |
| **CO4** |  | 2 |  | 2 |  |
| **CO5** | 3 |  | 3 |  | 2 |

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| **22UPSYC53** | **Core Course – XI** | **L** | **T** | **P** | **C** |
| **Semester-V** | **POSITIVE PSYCHOLOGY – I** | **5** |  |  | **4** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: About the western and eastern perspectives on positive psychology

 **LO2**: The classification and measure the human strengths and positive outcomes

 **LO3**: Resilience in every stages of life

 **LO4**: The concept of Positive Psychology in relation to the cultural context

 **LO5**: The process and principles of positive emotional states

**Unit –I: Western perspectives on Positive Psychology Hours: 12**

 Western perspectives on Positive Psychology – Greek Mythology – Western Civilization – History of Hope in Western civilization - Industrial revolution – Eastern Perspectives on Positive Psychology – perspective – Confucianism –Taoism- Buddhism –Hinduism – Eastern Philosophies.- East Meets west –Value systems – orientation to time – thought process – east and west–Different ways to positive outcomes – compassion – Harmony-Finial Thoughts.

**Unit –II: Classifications Hours: 12**

 Classifications and measures of human strengths and positive outcomes – measures of human strengths and positive outcomes – measures of human strengths – strength finder – VIA strength – developments assets – measures of human strength – classification of strength- identifying- positive outcomes for all dimensions of well-being – positive outcomes identifying strengths and moving toward a vital balance.

**Unit –III: Positive Psychology in context Hours: 12**

 Positive Psychology in context – developing strengths and living well in a cultural context - - culture and psychology – culture counts – matter of perspective – positive psychology – culturally embedded – embedded positive psychology – situating positive psychology – cultural context – foundations of good life – the wise man of the Gulf – Final thoughts on the complexity of cultural influences.

**Unit –IV: Stage of life Hours: 10**

 Living well every stage of life – resilience in childhood – roots of resilience research – resilience resources –positive youth development – development programs that work – life tasks of adulthood – trajectories of precious children – primary task of adulthood – successful aging - successful aging - Macarthur foundation study – adult development study – developmental focus in positive psychology – personal mini experiments – finding amazing people of all ages.

**Unit –V: Positive emotional states Hours: 14**

 Positive emotional states and process – principles of pleasure understanding positive affect, positive emotions, happiness and well-being – emotional terms – affect – emotion – happiness – subjective well-being – positive and the negative – affect schedule – positive emotions: expanding the repertoire of pleasure – personal mini-experiences – joy and lasting happiness – emotion styles linked to the common cold – happiness and subjective well-being – living a pleasurable life – age –old definitions of happiness – well-being as a synonym for happiness – satisfaction with life scale – determinants of subjective well-being -happiness – meaning – autheic happiness.

**Course Outcomes:**

**CO1**: students learn about the western and eastern perspectives on positive psychology

 **CO2**: students classify and measure the human strengths and positive outcomes

 **CO3**: students apply their Resilience in every stages of life

 **CO4**: students understand the concept of Positive Psychology in relation to the cultural context

 **CO5:** students learn the process and principles of positive emotional states

**Text Book:**

1. C.R .Snyder& Shane J. Lopez ,2007,*Postive Psychology*, New Delhi SAGE Publication

**Reference Books:**

1. Argyle M(2001).*The Psychology of Happiness* ,2nd Edition London: Routledge
2. Groopman.J,(2004),*The anatomy of hope: How people prevail in the face of illness.* New YorkRandom house.
3. Sue,D.W.,&Sue,D(2003).*Counseling the culturally diverse: Theory and practice* (4th ed).New York:Wiley

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  | 2 |  | 2 |
| **CO2** |  |  |  | 3 |  |
| **CO3** |  | 3 | 2 |  |  |
| **CO4** | 3 |  |  | 2 | 3 |
| **CO5** |  | 2 | 3 |  |  |

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| **22UPSYC54** | **Core Course – XII** | **L** | **T** | **P** | **C** |
| **Semester-V** | **Organizational Behaviour** | **4** |  |  | **4** |

**Course Objectives:**

 To enable the student to understand

 a) the meaning of organizational behavior

 b)the influence of individual behavior in organizations

 c) the importance of perception, decision making, values, attitudes and job satisfaction in organizations

 d) the influence of power and politics in organizations

 e) the types of stress and the strategies to manage the stress in workplace

**Unit-I Hours: 16**

**Meaning of Organizational Behavior**

 Managers work - Management functions Management roles - Management skills - Effective vs successful managerial activities - A review of the manager's Jefcr-HSnter Organizational Behavior (OB) -Replacing intuition with systematic study Generalizations about behavior - Consistency Vs. Individual differences - Challenges and opportunities for OB - Contributing disciplines to the OB field - Psychology -Sociology - Social Psychology - Anthropology - Political Science - Developing an OB model - An overview - The dependent variable.

**Unit-II Hours: 16**

**Foundations of Individual Behavior**

 Biographical characteristics - Ability - Personality - Major personality attributes influencing OB – Personality and national culture - Matching personalities and job -
Learning - Definition - Theories - Shaping: A managerial tool - Some specific organizational applications.

**Unit-III Hours: 18**

**Perception and Individual Decision Making**

 Perception and its importance - Factors influencing perception - The target - The situation - Person perception: Making judgment about others - Specific applications in organizations - The link between perception and individual decision making - Decision making process - Improving creativity in decision making - Actual method of decision making in organizations -Individual differences in decision making styles -Organizational constraints - Ethics in decision making.

Values, Attitude and Job Satisfaction

Values - Importance, Sources and types - Values, loyalty and ethical behavior - Values across cultures - Attitudes - Sources and types - Attitudes and consistency Cognitive dissonance theory - Measuring the A-B relationship - Attitude surveys - Attitudes and workforce diversity - Job satisfaction - The effect of job satisfaction on employee performance - Employee's expression of dissatisfaction.

**Unit-IV Hours: 5**

**Power and Politics**

 A definition of power - Contrasting leadership and Power - Bases of power - Dependency: The key to power -Identifying where the power is - Power tactics - Power in groups: Coalitions - Sexual harassment: Unequal power in the workplace - Politics: Power in action - Impression management - Defensive behaviours - The ethics of behaving politically.

Conflict, Negotiation and Inter group Behavior

 A definition of conflict - Transitions in conflict thought - Functional Vs. Dysfunctional conflict - The conflict process - Negotiation - Bargaining strategies - The negotiation process - Issues in negotiation - Inter group relations - Factors affecting inter group relations -Methods for managing inter group relations.

**Unit-V Hours: 5**

**Work Stress and its Management**

 Meaning of stress - Understanding stress and its consequences - Potential sources of Stress - Individual differences - Consequences of stress - Managing stress.

Organizational Change and Development

 Forces for change - Managing planned change -Changes done by change agents - Structure, technology, physical setting and people - Resistance to change -Individual resistance - Organizational resistance -Overcoming resistance to change - The politics of change -Approaches to managing organizational change - Lewin's three step model - Action research - Organizational development - Contemporary change issues for today's managers.

**Current Stream of Thoughts (For Advanced Learners Only)**

 Understanding Organizational Behavior, understanding how OB research is done The role of ethics and national culture, Managing diversity for success: The case of IBM Using Science to Math candidates to jobs: The case of Kronos

Communication barriers.

**Course Outcomes:**

 The student will be able to explain

 CO1. the meaning and responsibilities of organizational behavior

 CO2. the influence of individual of behavior in organization

 CO3. the importance of perception, decision making values attitudes and job satisfaction

 CO4. the influence of power and politics in organizations

 CO5. the types of stress and the strategies to manage the stress in workplace.

**Text Book**

 Robbins, S. P. Organizational Behavior: Concepts, Controversies and Application. (8th Ed.) New Delhi: Prentice Hall of India Private Ltd., 1999.

 **Reference Books**

 1) Luthans, F. Organizational Behavior. New Delhi:McGraw Hill, 1988.

 2) Davis, K. Newshon, W.J. Human Beahviour at Work.New Delhi: McGraw Hill Book Co., 1989.

 3) Rao, V.S.P. and Narayana, P.S. Organizational Theory and Behavior. New Delhi: Konark Publishers Pvt. Ltd., 1987.

 4) Prasad, L.M. Organizational Theory and Behavior New Delhi: Sultan Chand and Sons, 1988.

**Couse mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 2 |  | 2 |  | 2 |
| **CO2** |  |  |  | 3 |  |
| **CO3** |  | 3 | 2 |  |  |
| **CO4** | 2 |  |  | 3 | 3 |
| **CO5** |  | 2 | 3 |  |  |

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| **22UPSYP55** | **Core Practical – II** | **L** | **T** | **P** | **C** |
| **Semester-V** | **Experimental Psychology II** | **3** | **0** | **0** | **0** |

 Candidates are required to perform at least 15 experiments from the list given below andpreparearecordwhichthesameshouldbesubmitted atthetimeofpracticalexaminationsduly signed by the course teacher and with a bonafide certificate from the Head of theDepartment.

### ListofExperiments:

1. Thustone Intrest schedule
2. Study skills
3. Emotional maturity
4. ReligiousAttitudeScale
5. TestAnxietyScale
6. Ravens(APM)
7. Adjustment inventory

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| **Semester-V Internal Elective – III** | **22UPSYE58-1****THEORIES OF PERSONALITY** | **CREDITS:3****HOURS:4/W** |

**Learning Objectives:**

To enable the student to understand

 **LO1:** The Freud’s psychoanalytic theory

 **LO2:** The social psychological theories

 **LO3:** The significance of field theory

 **LO4:** The concepts of factor theory as well as different learning theories

 **LO5:** The framework of Rogers’s humanistic model

**Unit – I:Nature of personality Hours: 10**

 The Nature of personality theory – Personality theory and the history of Psychology – Personality –What is Theory – Theory of personality – personality theory and other psychological theories – comparison of theories of personality - Freud’s Psychoanalytic theory – structure of personality – Dynamics of personality – distribution and utilization of psychic energy – anxiety – development of personality –defence mechanisms of the ego – stages of development – characteristic research and research methods – current status and evaluation - Jung’s Analytic theory – structure of personality – dynamics of personality – development of personality - characteristic research and research methods- comparative studies of Mythology, Religion and the occult sciences - current status and evaluation.

**Unit – II: Social Psychological theories Hours: 13**

 Social Psychological theories: Adler, Fromm, Horney and Sullivan – Alfred Adler – Fictional finalism – Striving for superiority – Inferiority feeling and compensation – Social interest – style of life - characteristic research and research methods – Creative self – order of birth and personality – early memories – childhood experiences – Erich Fromm – Karen Horney – Harry stack Sullivan – Structure of personality – Dynamics – personifications – cognitive processes – energy – dynamics of personality – energy transformations – stages of development – determinants of development – interview – current status and evaluation – Murray’s Personality – structure of personality – personality as a partial formation – proceedings and serials – abilities and achievements – dynamics of personality – vector-value scheme – development of personality – Genetic – Maturational determinants – sociocultural determinants – Uniqueness – unconscious – socialization process – intensive study of small numbers of normal subjects – instruments of personality measurement – personality explorations – current status and evaluation.

**Unit – III: Structure of personality Hours: 12**

 Lewin’s Field theory – structure of personality – dynamics of personality- the psychological environment - characteristic research and research methods – current status and evaluation – Allport’s psychology of the individual – structure and dynamics of personality – functional autonomy- development of personality – idiographic versus nomothetic – direct and indirect measures of personality – studies of expressive behavior – current status and evaluation.

**Unit-IV**: **Cattell’s factor theory Hours: 12**

 Cattell’s factor theory - theory of personality – nature of personality – a structure of traits – development of personality – social context - characteristic research and research methods- related formulations - current status and evaluation- Stimulus -Response theory – reinforcement theory of Dollard and Miller – dynamics of personality - characteristic research and research methods – related formulations – current status and evaluation – Skinner’s operant reinforcement theory – some general considerations – dynamic of personality - characteristic research and research methods – current status of evaluation.

**Unit-V: Rogers’ self-theory Hours: 12**

 Rogers’ self-theory – representative view of the self and the ego – self theory - personality - characteristic research and research methods- current status of evaluation – existential psychology – structure of existence - Being-Beyond the world – dynamics and development of existence - characteristic research and research methods- deveins analysis of dreams - current status of evaluation – Personality theory in perspective – Comparison of theories of Personality – some reflections on current personality theory – theoretical synthesis versus – theoretical multiplicity.

**Course Outcomes:**

 **CO1**: The students understand the various concepts in psychoanalytic theories

 **CO2**: The students learn the various concepts of social psychological theories

 **CO3**: The students acknowledge the significance of Lewin’s Field theory

 **CO4**: The students personalize the concepts of factor theory and various learning theory

 **CO5:** The student imbibe the structure and dynamics of Roger’s self -theory

**Text Book:**

1. Calvin S.Hall,Gardner Lindzey 1970, Theories of Personality, Second edition, New York, John wiley& sons INC,.

**Reference Books:**

1. Adler G. 1948,*Studies in Analytical Psychology* , New York , Norton,
2. Murray H.A. 1938 .*Explorations in Personality*. New York, Oxford.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** |  | 3 | 3 |  | 3 |
| **CO2** | 3 |  |  | 2 |  |
| **CO3** |  | 3 |  | 3 |  |
| **CO4** | 3 |  |  |  | 3 |
| **CO5** |  |  | 3 |  |  |

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| **Semester-V Internal Elective – III** | **22UPSYE58-2****SUBSTANCE USE AND COUNSELLING** | **CREDITS:3****HOURS:4/W** |

**Learning Objectives:**

To enable the student to understand

 **LO1:** Historical concepts of substance use

 **LO2:** Various kinds and alcohol content

 **LO3:** Natural, synthetic - Routes of administration

 **LO4:** Types of tobacco smoking and smokeless

 **LO5:** Goals of treatment and Treatment settings

**UNIT - I**

**INTRODUCTION**

 Definition of terms - addiction, harmful use, dependence - criteria for dependence. Historical concepts of substance use - moral concept, disease concept and lifestyle choice. Theories of addiction - biological theories; psychological theories - personality traits, psychodynamic explanations, learning theories

**UNIT - II**

**ALCOHOL**

 Levels and patterns of use - Various kinds and alcohol content - Acute effects of alcohol use: physical and psychological - Long term effects of alcohol use: physical and psychological.

**UNIT - III**

**OPIOIDS AND CANNABIS**

 What are opioids: natural, synthetic - Routes of administration - Acute effects of opioid use : physical and psychological - Long term effects of opioid use: physical and psychological - Cannabis, its component and preparation - Modes of use - Physical and psychological effects: acute and long term

**UNIT - IV**

**NICOTINE**

 Types of tobacco smoking and smokeless : modes of use - Acute effects of nicotine use - physical and psychological - Long term effects of nicotine use: physical and psychological

**UNIT - V**

**MANAGEMENT OF SUBSTANCE USE**

Assessment of motivation and stages of motivation - Goals of treatment and Treatment settings - Motivational interviewing, motivational enhancement therapy - Relapse prevention strategies - identifying precipitants of relapse, high risk situations-social skills training, assertiveness training, life skills training - 12 step facilitation therapy - Alcoholics Anonymous, Nicotine Anonymous - Family and Marital Therapy - Nicotine replacement Therapy - Nicotine Patch, nicotine gum.

**Course Outcomes:**

 **CO1**: The Historical concepts of substance use

 **CO2**: The physical and psychological effects of substance use

 **CO3**: The Acute effects of opioid and cannabis use

 **CO4**: The Long term effects of nicotine use

 **CO5:** Treatments of substance use

**Text Books**:

 1. Lal, R (2005). Substance use Disorder: Manual for Physicians. New Delhi: AIIMS.

**References:**

1. Marlatt, A., & Donovan, D. (Eds). (2005). Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviours. New York: The Guilford Press
2. Murthy, P., &Nikhetha, S. (Eds). (2007) Psychosocial Interventions for Persons with Substance Abuse. Bangalore: NIMHANS Publication

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** |  | 2 | 3 |  | 3 |
| **CO2** | 3 |  |  | 2 |  |
| **CO3** |  | 2 |  | 3 |  |
| **CO4** | 3 |  |  |  | 3 |
| **CO5** |  |  | 2 |  |  |

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| **Semester V Skill Based Subject – III** | **22UPSYS59****PSYCHO DIAGNOSTICS** | **CRIEDITS :2****HOURS:2/W** |

**Learning Objectives:**

 To enable the student to understandLO1:Thecasehistory andMSE

 LO2: Theintelligenceassessmenttestandpersonalitytest

 LO3: About the development and administration of psychiatric rating scalesLO4:Theuseof variousscreening tests identifythesubstanceabusedisorder

### Course Out comes:

 CO1:students learnthecasehistoryand MSE

 CO2:students demonstrate the intelligence assessment test and personality testCO3:studentslearnaboutthedevelopmentandadministrationofpsychiatricratingscales

 CO4:students explore the use of various screening tests to identify the substanceabusedisorder

### Unit–I: Introduction hour:12

 Case study taking – Mental status examination– Observation – Report writing. RavensProgressive matrices test – Description of the material – Reliability – Validity. MinnesotaMultiphasicpersonality–Inventory–Description–Rorschachtest.Rorschachtest–Description&procedure–Scoring–Interpretation–Reliability–EvaluationoftheRorschach test. Thematic Apperception Test (TAT) Description & Procedure – Analysis ofstories-Reliability–Validity–EvaluationoftheTAT.

### Unit–II: Psychiatric Diagnostic Criteria hour:12

 Psychiatric Diagnostic Criteria: Currents schemata – Depression – Mania – Schizophrenia –Anxiety – Obsessive – Compulsive – Phobia – Hysteria – Anti – Social Personality disorder –Alcoholism–Drugdependence–Mentalretardation–Organicbrainsyndrome.BriefPsychiatric Rating Scale – Design and development – Instruction case examples – BPRSbenchmarks – Scoring – Significance of Profiling by contrast – Functions – Advantages ofBPRS.

### Unit–III: Assessment of Depression hour:12

 Designanddevelopment-Scoringandinterpretation-aseexamples. Beckdepressioninventory – Design and development – Scoring and interpretation–case examples –Advantages. Hamiltonanxietyscale – Designanddevelopment – Scoringinteroperation –useindrugevaluations –instructions – Case examples. State–Trait Anxiety Inventory – Desig and Development- Administration and Scoring –Interpretation – Case examples – advantages.

### Unit–IV: Screening Test for Substance Abuse Disorder

Michigan Alcoholism Screening test (MAST). Description and Scoring – Alcoholism Dependence scale (ADS) – Description and Scoring–Severity of Alcohol Dependence Questionnaire (SADQ) – Description and Scoring.

### Unit–V: Assessment of Mental Health and Adjustment

 Mentalhealthanalysis – Description – Scoring – Measure of Adjustment – Description–Reliability - Validity – Norms and Scoring. Psycho Physiological Assessment: Demonstration of bodilyassessment by Bio Feedback Galvanic Skin Response(GSR).

### TextBooks:

* 1. Freeman, F.S.(1965). *Theory and Practice of Psychological Testing* (3rd Edn). Oxford&IBNPublishing Co.
	2. *Psychiatric Rating Scales* (1973) (Vol.I) *Out Patient rating scales*. Hoffmann -LaRocheInc.
	3. *Psychiatric Rating Scales* (1975) (Vol.III*) Self – Report Rating Scales*. Hoffmann - LaRocheInc.
	4. Burdock, EI. Sudlovsky and Gerhom, S. (1982). *The Behaviour of Psychiatric Patients.QuantitativeTechniquesforEvalution*.New York.MarcelDeckerinc.

### ReferenceBooks:

1. AnneAnastasi.(1962).*PsychologicalTesting* (2ndEdn).NewYork:TheMacmillanCompany.
2. Wechsler, D. (1955). *Manual for the Wechsler Adult Intelligence Scale.* New York: ThePsychological Corporation.
3. Hathway, S.R & Kinley, J.C. (1967). *Manual of Minnesota Multiphastic PersonalityInventory (Revised*).New York:ThePsychological Corporation.
4. Murray,H.A. (1943*).ManualofThematic Apperception Test*.USA:
5. Rorschach,H.(1951).*Psycho-diagnostic*,NewYork: GruneandStrattonInc

### OutcomeMapping

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  | 3 |  | 2 |
| **CO2** | 2 |  |  | 3 |  |
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**SEMESTER – VI**

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| **22UPSYC61** | **Core Course – XIII** | **L** | **T** | **P** | **C** |
| **Semester-VI** | **SOCIAL PSYCHOLOGY – II** | **6** |  |  | **5** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The concept of persuasion and attitude change

 **LO2**: The concept of conformity, compliance and obedience

 **LO3**: The knowledge in group processes

 **LO4**: The interpersonal attraction and close relationships

 **LO5**: About the interpersonal aggression and altruism

**Unit–I: Persuasion and Attitude Change Hours: 12**

 The Yale Communication Model-The communicator -The Message and the Audience -Social Judgment Theory - The Problem of Multiple Audiences - The Cognitive Approach to Persuasion - The Elaboration Likelihood Model - The Effect of Mood on Processing - The Effect of Personal Relevance on Processing - The Impact of Attitude Accessibility on Elaboration-The Heuristic Model of Persuasion - Cognitive Dissonance Theory: A Model of Self-Persuasion1 - Cognitive Dissonance Theory - Alternatives to Cognitive Dissonance Theory - Self-perception Theory - Persuading the Masses – Public Health Campaigns: Educating People about AIDS - The Limits of Persuasion.

**Unit–II: Conformity, Compliance and Obedience Hours: 13**

 Conformity: Informational and Normative Social Influence - Social Norms: The Key to Conformity - Classic Studies in Conformity - Factors That Affect Conformity - Minority Influence - Compliance: Responding to a Direct Request - Foot-in-the-Door Technique - Door-in-the-Face Technique - Low-Ball Technique - Obedience - Milgram’s Experiments on Obedience - Predicted Behavior and Results in the Milgram Experiment - Situational Determinants of Obedience - The Role of Gender in Obedience - Disobedience - Breaking with Authority - Reassessing the Legitimacy of the Authority.

**Unit–III: Group Processes Hours: 12**

 Characteristics of Groups - Roles in Groups - The Effects of an Audience on Performance - The Effects of Group Participation on performance - Groups Self-Identity, and Intergroup relationships - Why People Identify with a Social Category - Self-categorization Theory (SCT) - The Power of Groups to Punish: Social Ostracism - Group Decision Making and Group Productivity - Individual Decisions Versus Group Decisions - The Effect of Leadership Style on Group Decision Making - Factors That Affect the Decision-Making Ability of a group - The Dynamics of Group Decision Making: Group Polarization and Groupthink.

**Unit–IV: Close Relationships Hours: 10**

The Roots of Interpersonal Attraction and Close Relationships - Affiliation and Intimacy - Loneliness and Social Anxiety - Love and Close Relationships - Love’s Triangle - Types of Love - The Formation of Intimate Relationships - Attachment Styles and Adult Love Relationships - Determinants of Interpersonal Attraction - Dimensions of Physical Attractiveness - Physique and the Attractiveness Bias - Dynamics of Close Relationships - Relationship Development - Evaluating Relationships - Love Over Time - Sculpting a Relationship - Responses to Conflict - Love in the Lab – Friendships.

**Unit–V: Interpersonal aggression Hours: 13**

 Levels and Types of Aggression - Factors That Contribute to Aggression - Biological Explanations for Aggression - The Frustration- Aggression Link - The Social Learning Explanation for Aggression - Reducing Aggression - Reducing Aggression in the Family - Reducing aggression with Cognitive intervention.

Altruism - Why Do People Help? Empathy: Helping in Order to Relieve Another's Suffering - Two Paths to Helping - Altruism Hypothesis - Biological Explanation - Helping in Emergencies: A Five-Stage Decision Model - Helping in Non-emergencies: - situational and personality influences.

**Course Outcomes:**

 **CO1**: The students learn the concept of persuasion and attitude change

 **CO2**: The students understand the concept of conformity, compliance and obedience

 **CO3**: The students acknowledge the group processes

 **CO4**: The students explore towards interpersonal attraction and close relationships

 **CO5:** The students imbibe the interpersonal aggression and altruism

**Text Book:**

1. Bordens, K. S., & Horowitz, I. A. (2002). *Social Psychology* (2nd Ed.) Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc.,
2. Baron, R. A., & Byrne. D., *Social Psychology*. (8thEdn.) New Delhi: Prentice Hall of India Private Ltd.,1999.

**Reference Books:**

1. Feldman, R. S. *Social Psychology*. (2nd Edn.) New Jersey: Prentice Hall Inc., 1998.
2. Michener, H. A. & Delamater, J. D. *Social Psychology* (4th Edn.) New York: Harcourt Brace College Publisher,1999.
3. Brown, R. *Social Psychology*, London: Collier - Macmillan Limited, 1965.
4. Sears, D.O., Anne Peplan, Freedman, J. L., and Taylor, S.E. *Social Psychology* (6th Edn.) New Jersey:Englewood Cliffs, 1998
5. Krech D. Crutch field, S. &Ballachery, E.L .*Individual in Society, Text Book of Social*
6. *Psychology* (International Student Edition) Tokyo: Hill Kiogakuha, Ltd., 1962.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** |  | 3 |  | 3 | 3 |
| **CO2** | 2 |  | 2 |  |  |
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| **CO4** | 3 |  | 3 |  |  |
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| **22UPSYC62** | **Core Course – XIV** | **L** | **T** | **P** | **C** |
| **Semester VI** | **PSYCHOPATHOLOGY- II** | **6** |  |  | **5** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The nature, treatment strategies of various mood disorders

 **LO2**: The characteristics and types of schizophrenic disorders

 **LO3**: The etiological factors of cognitive impairment

 **LO4**: The physiological and psychological symptoms related to various substance abuse disorders

 **LO5**: The application of various behavioural therapeutic techniques

**Unit–I: Mood Disorders Hours: 12**

Depression – Depressive disorders - Theoretical perspectives on depression - Treatment of depression -Bipolar disorders - Suicide.

**Unit–II: Schizophrenic Disorder Hours: 13**

 Characteristics and probable causes - Impact of schizophrenic disorders - Characteristics of schizophrenic disorders - Major sub - types of schizophrenia – What causes schizophrenic disorder - Methods of studying genetic transmission and environmental factors -Vulnerability, resiliency and stress .

 Schizophrenic Disorders: Psychological researchers. Treatment and outcome -Attention, cognition and the schizophrenic process -therapeutic approaches - Long - Term outcome studies.

**Unit–III: Cognitive Impairment Disorders Hours: 11**

 The brain: An International perspective - Delirium -Dementia - Amnestic disorders - The Diversity of cognitive impairment disorders - An integrative approach to brain disorders.

 Substance - Related disorders: Substance - Use disorders - Substance - Induced disorders - Alcohol - Related disorders - Other drugs -Cocaine - Substance dependence and social policy.

**Unit–IV: Childhood Disorders Hours: 12**

 Disorders of childhood and adolescence - The scope of the problem - Disruptive behavior - Internalizing disorders - Eating disorder - Therapy for children and adolescents. Developmental Disorders: Autistic disorder - Mental retardation

**Unit–V: Therapies and their outcomes Hours: 12**

 Psychotherapy - Cognitive - Behavioural therapies -Group therapy - Research on the psychological therapies -migration of psychologically based therapeutic approaches - Biological therapies - Hospitalization. Society's response to maladaptive behavior: Types of prevention - Sites of prevention -The challenge of prevention - Treatment in the community -Legal aspects of treatment and prevention.

**Course Outcomes:**

 **CO1**: Students learn the treatment strategies for various mood disorders

 **CO2**: Students explore the types and treatment of schizophrenic disorders

 **CO3**: Students demonstrate the etiological factors of cognitive impairment

 **CO4**: Students understand the physiological and psychological symptoms related to various substance abuse disorders

 **CO5:** Students enact various behaviour and therapeutic techniques

**Text Book:**

1. Sarason, I. G. &Sarason, B.R. *Abnormal Psychology. The Problem of MaladaptiveBehaviour*(8th Edn). New Delhi : Prentice Hall of India Private Ltd., 2000.

**Reference Books:**

1. Barlow, D.H. & Durand, V.M. *Abnormal Psychology*(2nd Edn). California : Brooks / Cole publishing co., 1999.
2. Robert, C. Butcher, J. N. & Susan Mineka. *Abnormal Psychology and Modern Life*. New York: Harper Collins College Publishers, 1996.
3. Coleman, J.C*. Abnormal psychology and modern life*. Bombay: D.B. Taraporevala sons & co. Pvt., 1976.
4. J.D. *Abnormal psychology- A clinical approach to psychological Devjants*. New York: Me Graw-Hill Book Company. INC, 1947.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  | 3 |  | 3 |
| **CO2** |  | 3 |  | 2 |  |
| **CO3** | 3 |  |  |  | 3 |
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| **22UPSYC63** | **Core Course – XV** | **L** | **T** | **P** | **C** |
| **Semester VI** | **POSITIVE PSYCHOLOGY – II** | **6** |  |  | **4** |

**Leaning Objectives:**

 To enable the student to understand

 **LO1**: The nature, definition and history of Positive Psychology

 **LO2**: The significance of positive cognitive state and its processes

 **LO3**: About various theories of wisdom

 **LO4**: The importance of mindfulness and Prosocial behaviour

**Unit-I: Making the most of emotional experiences Hours: 10**

 Making the most of emotional experiences: emotion – focused coping, emotional intelligence, socio emotional selectivity and emotional storytelling –emotion- focused coping: discovering the adaptive potential of emotional approach – Hurricane survivor –emotional intelligence learning skills. Case of Maria – socioemotional selectivity : focusing in later life on positive emotions and emotion – related goals emotional storytelling – the Pennebaker Paradigm as a means of processing intense negative emotions- emotional story telling –personal mini experiments – life enhancement strategies – emotional balancing act.

**Unit-II: Positive Cognitive States Hours: 10**

 Positive Cognitive States and Processes –seeing our futures through self- efficacy, optimism and hope –fascination with the future – being busy not an end in itself – self-efficacy – changing behavior through TV Heroes – Optimism – Hope – Life Enhancements strategies –Balancing your perspective on time- cultural caveats about temporal.

**Unit-III: Wisdom and courage Hours: 14**

 Wisdom and courage – Theories of wisdom-– implicit theories of wisdom – explicit theories of wisdom – being wise – developing wisdom – wise people and their characteristics –the measurement of wisdom – relationships between wisdom and intelligence – implicit theories of courage . Becoming and being courageous – take on courage - courage research – the measurement of courage – wisdom and courage in daily life – courage be learned – life enhancement strategies-the value of Wisdom and Courage.

**Unit-IV**: **Mindfulness flow and spirituality Hours: 12**

 Mindfulness flow and spirituality: Optimal experiences – Moment – to-moment searches – mindfulness – living with mindfulness – the benefits of mindfulness – personal mini- experiments- flow state – enhancement strategies- Spirituality: In search of the sacred – true benefits of Spirituality – the search continues.

**Unit-V: Prosocial Behaviour Hours: 14**

 Prosocial Behaviour – Empathy and egotism: Portals to Altruism, Gratitude, and Forgiveness –Altruism – Defining Altruism- Egotism Motive – Motivated Altruism – The Hypothesis, the genetic and Neural foundations of Empathy – cultivating altruism – Cultivating Forgiveness- measuring forgiveness – the evolutionary and neurobiological bases of forgiveness-Societal implications of Altruism, Gratitude and forgiveness. Empathy Egotism and Altruism – gratitude – forgiveness – moral imperatives – altruism – gratitude and forgiveness.- helping attitude scale – Questionnaire – GQ- 6 – forgiveness scale –motivations scale.

**Course Objectives:**

**CO1**: Students learn the nature, definition and history of Positive Psychology

 **CO2**: Students understand the significance of positive cognitive state and its processes

**CO3**: Students explore about various theories of wisdom

**CO4**: Students become aware of the importance of mindfulness and prosocial behaviour

**TextBook:**

1. C.R .Snyder& Shane J. Lopez ,2007,Postive Psychology, New Delhi SAGE Publication

**Reference Books:**

1. Argyle M(2001).*The Psychology of Happiness* ,2nd Edition London: Routledge
2. 2. Groopman.J,(2004),*The anatomy of hope: How people prevail in the face of illness*. New York Random hous
3. Sue,D.W.,&Sue,D(2003).*Counseling the culturally diverse: Theory and practice* (4th ed). New York:Wiley.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  | 2 |  | 2 |
| **CO2** |  | 3 |  | 3 |  |
| **CO3** | 2 |  | 3 |  | 3 |
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| **22UPSYP64** | **Core Practical – II** | **L** | **T** | **P** | **C** |
| **Semester-VI** | **Experimental Psychology II** | **6** |  |  | **4** |

Candidates are required to perform at least 5 experiments from the list given below and prepare record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

### List of Experiments:

1. Memory
2. Problem solving
3. Transfer of training
4. Role of Insight learning
5. Muller layer illusion
6. Binet Kamat Test (BKT)
7. Multiphasic Personality Questionnaire

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| **Semester VI Internal Elective – IV** | **22UPSYE66-1****SCHOOL COUNSELLING** | **CREDITS:3****HOURS:4/W** |

**Learning Objectives:**

To enable the student to understand

 **LO1**: The importance of School Counselling;

 **LO2**: About the professional identity of school counsellors in India

 **LO3**: The various models of School Counselling

 **LO4**: The various areas of School Counselling

 **LO5**: The various causes and management of suicidal thoughts, depression

**Unit-I: Fundamentals in School Counselling Hours: 14**

 School Counselling: Development of School Counselling-Scope- Counsellors’ role within school setting. Professional and Ethical Boundaries in School Counselling: Confidentiality and the Law- Codes of Confidentiality with Pupil Clients in School- Child Protection and Codes of Confidentiality-Professional Identity of School Counsellor’s in India

**Unit-II: Models of School Counselling Hours: 12**

 Adler’s Theories in School Counselling- Rogers’s Person- (Child)-Centered School Counselling- Behaviourism- Ellis’s Rational Emotive Behavior Therapy in School Counselling- Beck’s Cognitive Behavioural Therapy in School Counselling. Glasser’s Reality Therapy Supported by Choice Theory in School Counselling- Group Counselling. Brief Counselling Models: Evidence based counselling- Brief therapy- Egan’s Three-Stage Model- Motivational Interviewing. Solution-Focused Brief Counselling- Narrative Therapy- Coaching Skills-Strengths Based Counselling in the Schools- Virtual Counselling-Positive Psychology and School-Based Interventions.

**Unit-III: Identity Crisis, Parental Separation and Loss Hours: 10**

 Identity Crisis among Adolescents: Erikson’s theory and Marcia’s theory. Parental Separation and Stepparent Conflict: Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents. Loss and Bereavement: The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling.

**Unit-IV: Bullying and Other Issues Hours: 12**

 Bullying School: Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse. Anger, Aggression and Violence in Schools: Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils. Sexual Inclination and Conduct: Heterosexual Inclination and Conduct- Counselling For Heterosexual Young People- Counselling For Homosexual Young People. Smoking, Drugs and Alcohol Misuse: Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems.

**Unit-V: Depression, Life Meaning and Spiritual Emptiness Hours: 12**

 Low Self-Esteem, Depression and Suicidal Thoughts: Counselling for Self-Esteem- Counselling Depressed Young People- Counselling people with Suicidal Thoughts- Counselling the Sexually Abused. Life Meaning and Spiritual Emptiness: Spirituality in the Western Life Style- Spiritual Development- Spiritual Counselling and Problems of Congruence- Integrative Style of Spirituality-Centered Counselling.

**Course Outcomes:**

 **CO1**: Students understand the importance of School Counselling

 **CO2**: students explore about the professional identity of school counsellors in India

 **CO3**: students demonstrate the various models of School Counselling

 **CO4**: students enact the various areas of School Counselling

 **CO5**: students imbibe the various causes and management of suicidal thoughts, depression

**Text Book:**

1. Lines, D. (2011*). Brief counselling in schools: Working with young people from 11 to 18*. Sage.

**Reference Books:**

1. Baginsky, W. (2004). *School counselling in England*, Wales and Northern Ireland: a review. London:National Society for the Prevention of Cruelty to Children.
2. Chandrashekar C.R. (Editor) (2008*) Manual for college teachers on students counselling*, National Institute of Mental Health &Neuro Sciences, Bangalore.
3. Kandi, S. (2014). *Prevalence of Counselling Needs in Late Adolescent College Students of India*. AnadoluÜniversitesiEğitimBilimleriEnstitüsüDergisi, 4(2).
4. Miller, D. N., Nickerson, A. B., &Jimerson, S. R. (2009*). Positive psychology and school-based interventions. Handbook of positive psychology in schools*, 293-304.
5. Ramakrishnan, V. K., &Jalajakumari, V. (2013). *Significance of imparting guidance and counselling programmes for adolescent students*. Asia Pacific Journal of Research, 2(9), 102-112.
6. Robert J. Wright. (2012). *Introduction to School Counselling*. Sage Publications
7. Venkatesan, S., &Shyam, H. R. (2015). *Professional identity of school counselors in Indi*a. Journal of the Indian Academy of Applied Psychology, 41(1), 25.

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** |  | 3 |  | 3 |  |
| **CO2** | 3 |  | 2 |  | 3 |
| **CO3** |  | 3 |  | 2 |  |
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| **CO5** | 3 |  | 3 |  |  |

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| **Semester VI Internal Elective – IV** | **22UPSYE66-2****FORENSIC PSYCHOLOGY** | **CREDITS:3****HOURS:4/W** |

**Learning Objectives:**

 To enable the student to understand

 **LO1**: The nature, definition and history of Forensic Psychology

 **LO2**: The various legal concepts and political philosophy

 **LO3**: The clinical issues in forensic assessment

 **LO4**: To perform treatment and rehabilitation for high-risk occupations

**Unit –I:Scene Setting Hours: 12**

 Key Concepts-Forensic Psychology-Objects of Interest to Forensic Psychologists-Criminal Justice System-Legal System-Government Policies Impacted Forensic Psychology-Difference between Criminology and Psychology-Knowledge and Skills needed to be a Forensic Psychologist – Reflective Practice – The Emotional toll of working as a Forensic Psychologist-Forensic Psychological Expertise Develop over Time – Training.

 **Place Settings:** Key Concepts –On Academic Forensic Psychology- Forensic Psychologists work for the Police – Work in the Prison and Probation Psychologists – Work in Special Hospitals and Medium Secure Units-Community Forensic Services- Private Practice – Assisting the Courts.

**Unit- II: The Legal Setting: Hours: 10**

 Key Concepts – Legal Concepts and Consideration-Police Power Investigative Interviewing and Human Rights Concerns of Interest-Crown Prosecution Service-

 Prosecution Process –Systems are used to inspect the Major Criminal Justice Agencies.

**Ideological Context:**

 Political Philosophy – Origin of Government Policies that Impact the Working Environment –New Public Management-Rehabilitation Revolution Idea Born from the Big Society –Different Financial Models Driving Government Policies-Government Policy on Criminal Justice Agencies

**Unit –III: Political Context: Hours: 12**

 Key Concepts-Political Analysis-Punitive Public Sentiment Drive Sentencing Policy- Crime Trends-Concept of Risk-Risk Assessment-New Punitiveness

**Theory:**

 Key Concepts –Theory, A Law, A Model, A Concept and a Paradigm- Origin of Experimental Methods –A Theory is Valid-Every Teenager Become a Delinquent-People Commit Crime-A General Model of People Committing Crime- Different Kinds of Offending - Main Theory of Rehabilitation.

 **Researching:**

 Key Concepts – Research –Thinking about a Research Project-Importance to choose Appropriate Methods- Epistemology and Ontology- Different ways of Knowing-Research on Rape- Difficulties of Research Project- The Essential Stages of Research.

**Unit –IV: Victims: Hours: 12**

 Key Concepts – The Victims-Type of Victims- Those who fear Crime the most at Risk-The Impact of Victim-Victims services and Policies-Victimology important of Forensic Psychologists-Victimology Important Pre-Trial- Victimology important Post Trial-Victim an Artificial Divide

**Profiling Offenders:**

 Key Concepts –Beginning of Offender Profile-Underlying Theories-Profession Advanced- Techniques are involved in the Provision of Behavioural Investigative Advice (BIA) -The Product BIAs Provide- The Essential Elements to be Included in a Report-Cope with our feelings when we Work as a BIA

**Assessment:**

 The Process of Assessment-Role of Psychometric Testing in Assessment – Forensic Assessment –Clinical Judgment –Resistance ,Defensiveness ,Deception ,Dishonesty and Malingering in Assessment-Possible Outcomes of an Assessment-Impact of the work.

**Unit –V: Treatment and Rehabilitation: Hours: 14**

 Key Concepts –Treatment Targets-Risk-Need-Responsivity Model- Good Lives Model-Desistance Research-Happenings with in Treatment-The Length of the Treatment –Value of Peer Mentor Schemes-The Problems of Treating Offenders with Co-Morbidity-Role of the Forensic Psychologist in Treatment Provision-Therapeutic Communities Offer.

**Report Writing:**

 Key Concepts-Writing Reports-Legislation and Guidance-Share our Reports with Offenders –Other View on Reports-Balance between the Personal and Professional Dialectic

**Re-Imagining Forensic Psychology:**

 Key Concepts – Assessing the Status of Forensic Psychology-Forensic Psychology as a Discipline-The Utility of Forensic Psychology-Future Prospects for Forensic Psychology.

**Course Outcomes:**

**CO1**: Students understand the nature, definition and history of Forensic Psychology

 **CO2**: Students learn the various legal concepts and political philosophy

 **CO3**: Student explore the clinical issues in forensic assessment

 **CO4**: Students perform treatment and rehabilitation for high-risk occupations

**Textbook:**

1. Jennifer Brown, Yvonne Shell & Terri Cole (2015) Forensic Psychology, New Delhi, SAGE Publication

**Reference Books:**

1. Lenore E. Walker (2004).Introduction to Forensic Psychology: Clinical and Social Psychological Perspectives. Plenum Publishing Corporation, New York.
2. Adrian Needs (Editor),Graham J.TowelEditor 2004).Applying Psychology to Forensic Practice. Blackwell Publishers, New York

**Outcome Mapping**

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| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 |  | 3 |  | 3 |
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| **CO3** |  | 2 |  | 3 |  |
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| **Semester VI Skill Based Subject – IV** | **22UPSYS68****Experiential Learning** | **CRIEDITS :2****HOURS:2** |

 In the sixth semester students as part of experiential learning are formed into small groups and are made to visit, observe and analyse the activities in certain mental health clinics, special schools, and psychological institutions under the supervision of a faculty member. The students have to document their experience and submit it as a report which would be evaluated for 100 marks (75 + 25)