

**ETHIRAJ COLLEGE FOR WOMEN**  
**DEPARTMENT OF PSYCHOLOGY**  
**Revised syllabus with effect from June 2015-2016**

Department of Psychology is revising syllabi for students admitted for the academic year 2015-16. Every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours. Teaching is organized into a modular pattern of credit courses.

**PREAMBLE:**

- The Department of Psychology submits changes and additions suggested in the U.G curricula that are given in the ensuing pages.
- Modification of course contents based on feedback.
- Reference text books updated.

**REGULATIONS**

**1. ELIGIBILITY FOR ADMISSION:**

Candidates for admission to the first year of the Degree of Psychology course shall be required to have passed the Higher Secondary Examinations by the Government of Tamilnadu or an Examination accepted as equivalent thereto by the syndicate of the University of Madras.

**2. ELIGIBILITY FOR THE AWARD OF DEGREE:**

A Candidate shall be eligible for the award of the degree only if she has undergone the prescribed course of study for a period of not less than three academic years, passed the examinations of all the six semesters prescribed.

### **3. COURSE OF STUDY:**

**The main subject of study for Bachelor Degree shall consist of the following:**

**PART – I: Foundation Courses exclusive for Languages.**

**PART -- II: English**

**PART – III: Core and Allied**

**PART --IV: Non major electives, soft skills, Environmental studies and value education**

**PART -- V: Extension activities / Sports / NCC**

### **4. PASSING MINIMUM:**

**A Candidate shall be declared to have passed in each paper/practical of the main subject of study wherever prescribed, if she secured NOT LESS THAN 40 % of marks prescribed for the examination.**

### **5. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

**PART I, II, III, IV.**

**Successful candidates passing the examination and securing the marks ( i ) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class respectively. All other successful candidates shall be declared to have passed the examination in the THIRD class. Candidates who pass all the examinations (Part I, II, III and IV) prescribed for the course in the FIRST APPEARANCE ITSELF ALONE are eligible for ranking.**

### COURSE PROFILE

#### I YEAR SEMESTER I

Semester I	Course Title	Course Code	Hours /Week	Cre dits	Marks		
					CA	SE	Total
Language			6	3	40	60	100
English			4	3	40	60	100
Core -I	Basic Psychology-I	PS15/1C/BP1	5	4	40	60	100
Core -II	Psychology of Childhood	PS15/1C/CHP	5	4	40	60	100
Allied -I	Biological Psychology – I	PS15/1A/BI1	6	5	40	60	100
Part – IV 1abc	Non-Major Elective - Managing Emotions	PS15/1N/ME	2	2	NA	50	50
Soft Skills			2	3	NA	50	50
	<b>Total</b>		<b>30</b>	<b>24</b>			

#### I YEAR SEMESTER II

Semester II	Course Title	Course Code	Hours/ Week	Cre dits	Marks		
					CA	SE	Total
Language			6	3	40	60	100
English			4	3	40	60	100
Core -III	Basic Psychology- II	PS15/2C/BP2	5	4	40	60	100
Core -IV	Psychology of Adolescence and Early Adulthood	PS15/2C/AAP	5	4	40	60	100
Allied -II	Biological Psychology – II	PS15/2A/B12	6	5	40	60	100
Part – IV 1abc	Non-Major Elective – Improving Study Skills	PS15/2N/ISS	2	2	NA	50	100
Soft Skills			2	3	NA	50	50
	<b>Total</b>		<b>30</b>	<b>24</b>			

**II YEAR SEMESTER III**

<b>Semester III</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Hours /Week</b>	<b>Credits</b>	<b>Marks</b>		
					<b>CA</b>	<b>SE</b>	<b>Total</b>
<b>Language</b>			<b>6</b>	<b>3</b>	<b>CA</b>	<b>SE</b>	<b>Total</b>
<b>English</b>			<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Core -V</b>	<b>Experimental Psychology</b>	<b>PS15/3C/EXP</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Core -VI</b>	<b>Psychology of Middle and Late Adulthood</b>	<b>PS15/3C/MLP</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Allied -III</b>	<b>Descriptive Statistics for Psychology</b>	<b>PS15/3A/ST1</b>	<b>6</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>EVS</b>	<b>Environmental Studies</b>	<b>UG11/3/EVS</b>	<b>2</b>	<b>2</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Soft Skills</b>			<b>2</b>	<b>3</b>	<b>NA</b>	<b>50</b>	<b>50</b>
	<b>Total</b>		<b>30</b>	<b>24</b>			

**II YEAR SEMESTER IV**

<b>Semester IV</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Hours /Week</b>	<b>Credits</b>	<b>Marks</b>		
					<b>CA</b>	<b>SE</b>	<b>Total</b>
<b>Language</b>			<b>6</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>English</b>			<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Core –VII</b>	<b>Psychological Testing</b>	<b>PS15/4C/PST</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Core –VIII</b>	<b>Social Psychology – I</b>	<b>PS15/4C/SP1</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Allied –IV</b>	<b>Statistical Reasoning in Psychology</b>	<b>PS15/4A/ST2</b>	<b>6</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Value education</b>	<b>Value education</b>	<b>UG15/4/VE</b>	<b>2</b>	<b>2</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Soft Skills</b>			<b>2</b>	<b>3</b>	<b>NA</b>	<b>50</b>	<b>100</b>
	<b>Total</b>		<b>30</b>	<b>24</b>			

**III YEAR SEMESTER V**

<b>Semester V</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Hour s/We ek</b>	<b>Credits</b>	<b>Marks</b>		
					<b>CA</b>	<b>SE</b>	<b>Total</b>
<b>Core IX</b>	<b>Abnormal Psychology I</b>	<b>PS15/5C/AB1</b>	<b>6</b>	<b>4</b>			
<b>Core -X</b>	<b>Organizational Behavior</b>	<b>PS15/5C/OZB</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Core -XI</b>	<b>Social Psychology II</b>	<b>PS15/5C/SP2</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Core XII</b>	<b>Counselling Psychology</b>	<b>PS15/5C/CSP</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Elective I</b>	<b>Health Psychology</b>	<b>PS15/5E/HTP</b>	<b>6</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Total</b>			<b>30</b>	<b>21</b>			

### III YEAR SEMESTER VI

Semester VI	Course Title	Course Code	Hours /Week	Credits	Marks		
					CA	SE	Total
Core – XIII	Abnormal psychology II	PS15/6C/AB2	6	4			
Core -XIV	Human Resource Development	PS15/6C/HRD	6	4	40	60	100
Core - XV	Applied Social Psychology	PS15/6C/ASP	6	4	40	60	100
Elective II	Positive Psychology	PS15/6E/PP	5	5	40	60	100
*Elective III	Case Studies (or) Survey Research	PS15/6E/CS (or) PS15/6E/SR	7	5	40	60	100
<b>Total</b>			<b>30</b>	<b>22</b>			

Extension Activities

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**\* Elective III - The student with more than 70% of the marks alone is eligible to opt between case studies or survey research. Students who take up case studies have to submit two reports for 100 marks and the student who carries out survey need to carry out one survey research for 100 marks**

**PATTERN FOR CONTINUOUS ASSESSMENT**

Semester	Course Code	Course Title	Continuous Assessment				
			Test I	Test II	Quiz/ Assignment/ Seminar/ Field visit	Participatory Learning	Total
			<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>

**RUBRICS FOR CONTINUOUS ASSESSMENT EVALUATION:**

**Quiz:** Most appropriate answer out of the four choices given – Key to be prepared by the Internal examiner

**Assignment:** Contents / Originality / Presentation / Schematic representation and diagram/ References

**Seminar:** Organization / Subject knowledge / Visual Aids / Confidence level / Presentation

**Participatory Learning:** Answering Questions / Clearing doubts / Participation in discussion / Attendance / Communication and Language

**Field Visit:** Participation/ preparation/ attitude/ leadership

**Structure of non major elective papers:**

Semester	Course code	Title of the Course	Page Nos.
<b>I</b>	<b>PS15/1N/ME</b>	<b>Managing emotions</b>	<b>22</b>
<b>II</b>	<b>PS15/2N/ISS</b>	<b>Improving Study Skills</b>	<b>24</b>



## SYLLABUS CONTENT

Semester – I Course Code: PS15/1C/BP1 Course Title: Basic Psychology – I

### SEMESTER- I

Teaching Hours: 75 Hours

Credits: 4

Course Code: PS15/1C/BP1

L T P: 3 2 0

### OBJECTIVES:

To offer the students

- A comprehensive overview of the basic researches and current critical findings in psychology.
- Expanded and updated information on topics like sensation, perception, emotion and motivation.

### COURSE OUTLINE:

**Unit I: Introduction to Psychology:** Definition, Milestones in Psychology, Schools of Psychology, Goals, Methods and Fields of Specialization. (10 Hours)

**Unit II: Sensation:** Basic principles of sensation – sensory thresholds – sensory adaptation; Vision- The nature of light, the human visual system, The Retina, The blind spot, visual processing in the retina, From eye to brain, Color vision; Hearing – The nature of sound, The path of sound; Chemical and body senses – Smell, Taste, skin and body senses. (20 Hours)

**Unit III: Perception & Attention:** Perception: Definition. Perceptual organization: Gestalt laws of organization, Top down and bottom up processing, Perceptual Constancy, Depth Perception, Perception of motion and Illusion. Attention- Selective Attention, Auditory Attention(15 Hours)

**Unit IV: Emotion:** Definition - Components of emotion; Functions of emotion; Theories of emotion – James-Lange Theory of emotion, Cannon-Bard theory of emotion, Cognitive Theories of Emotion – Schachter and Singer’s two-factor theory. Richard Lazarus Cognitive mediational theory; Facial expression and emotion – the facial feedback hypothesis (15 Hours)

**Unit V: Motivation:** Definition, Motives and types of motives. Approaches to motivation- Biological approach: Instinct approach, Drive reduction approach; Arousal approaches, Incentive approaches; Humanistic approaches- Maslow’s hierarchy of needs, Deci and Ryan’s self - determination theory. (15 Hours)

#### **RECOMMENDED TEXT BOOKS:**

1. Atkinson & Hilgard. (2003). *Introduction to Psychology* (14<sup>th</sup> Ed.). Thompson Wadsworth.
2. Wade, C. & Tavris. (1998) *Psychology* (5<sup>th</sup> Ed.). Addison- Wesley Educational Publishers, Inc.
3. Fernald & Fernald (2007). Munn’s Introduction to Psychology (5<sup>th</sup> ed.). New Delhi AITBS Publishers & Distributors
4. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3rd Ed.) New York: Worth Publishers
5. Robert, L. Crooks., & Stein. (1991). *Psychology- Science, Behavior and Life* (2<sup>nd</sup> Ed.). Holt, Reinhart & Winston Inc.
6. Khatoun, N. (2012). *General Psychology*. Dorling Kindersley (India) Pvt. Ltd.

#### **REFERENCES BOOKS:**

1. James, W. Kalat. (1996). *Introduction to Psychology*. (4<sup>th</sup> ed.). Brooks/Cole Publishing Company.
2. Saundra, K., Ciccarelli., & Glenn, E. Meyer. (2007). *Psychology*. Pearson Education.

### **QUESTION PAPER PATTERN**

**Title of the paper: Basic Psychology – I**

**Max Marks: 100**

**Course Code: PS15/1C/BP1 Time: 3 Hours**

**Time: 3 Hours**

**Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10x2 = 20)**

**Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:(5 x 8 = 40)**

**Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:(2 x 20= 40)**

**Semester - I Course Code: PS15/1C/CHP Course Title: Psychology of Childhood**

**SEMESTER – I**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS15/1C/CHP**

**L T P: 3 2 0**

**OBJECTIVES:**

To help students understand

- Factors that foster healthy development as well as those that impair it from the pre natal stage of life to middle childhood.
- The developmental changes- both quantitative and qualitative –as well as stability of personality.

**COURSE OUTLINE:**

**Unit I: Prenatal development and birth:** Genetic Foundations of Development; Course of Prenatal development; Teratology and Hazards to prenatal development; Birth process – Assessing the newborn; Postpartum period – physical adjustments, emotional and psychological adjustments (15 Hours)

**Unit II: Infancy and toddler hood: physical and cognitive development:** Physical growth and development – sleep, nutrition; Motor development – Dynamic systems view, Reflexes, Gross motor skills, fine motor skills; Sensory and Perceptual development – visual perception, other senses, intermodal perception. Cognitive development – Piaget’s theory of infant development – Sensorimotor stage (15 Hours)

**Unit III: Infancy and toddlerhood: language and socio-emotional development:** Language – Definition, Language’s Rule Systems, Development of language in infants, Biological and Environmental influences. Emotional development; Temperament; Personality development; Social Orientation/Understanding; Attachment and its development; Social and cultural contexts influencing the infant’s development (15 Hours)

**Unit IV: Early childhood:** Physical changes – Body growth and change, Motor Development, Nutrition and exercise. .Cognitive Changes – Piaget’s Preoperational Stage, Vygotsky’s theory, Information processing. Language development; Emotional Development; Moral Development; Gender; Family and socio-cultural influence on young children’s development; Peer Relations, Play and Television  
(15 Hours)

**Unit V: Middle and late childhood:** Physical Changes and Health – Body growth and change, motor development, Exercise, Health, Illness and Disease; Cognitive Changes – Piaget’s Concrete Operational Stage, Information Processing. Language Development; Development of Self- Self concept, self esteem; Emotional Development; Moral Development – Kohlberg’s stages; Gender; Influence of families, friends, school and cultural environment; Influence of technology, its effects.  
(15 Hours)

#### **RECOMMENDED TEXTBOOKS:**

1. Santrock, J. W. (2013). Child Development(13thed.). New Delhi: Tata McGraw Education Private Limited.
2. Santrock, J. W. (2011). Life-Span Development(13thed.). New Delhi: Tata McGraw Education Private Limited.
3. Shaffer, D. R. (1996). Developmental Psychology – Childhood and Adolescence (4th ed.) California: Brooks/Cole Publishing Company
4. Onlinelibrary.wiley.com
5. www.pearsonhighered.com
6. <http://pb.rcpsych.org/content/37/5/167>

#### **REFERENCE BOOKS:**

1. Berk, E. L. (2013). Child Development (9<sup>th</sup>ed.). New Delhi: PHI Learning Pvt. Limited.
2. Hurlock, E.B. (1978). Child Growth and Development (5<sup>th</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

3. Papalia, D. E, Olds, S. W, & Feldman, R. D. (2005). Human Development (9<sup>th</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

### **QUESTION PAPER PATTERN**

**Title of the paper: Psychology of Childhood**

**Max Marks: 100**

**Course Code: PS15/1C/CHP**

**Time: 3 Hours**

#### **Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10 x 2 = 20)**

#### **Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)**

#### **Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x 20= 40)**

Semester - I      Course Code: PS15/1A/BI1      Course Title: Biological Psychology – I

**SEMESTER – I**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS15/1A/BI1**

**L T P : 4 2 0**

**OBJECTIVES:**

- a) To emphasize broad themes of biological Psychology.
- b) To understand research methods that help in understanding brain-behavior relationship
- c) To study the structures, systems and cells that makes up nervous system.
- d) To study the process of neural conduction and synaptic transmission.
- e) To understand the structure and functions of endocrine glands.

**COURSE OUTLINE:**

- Unit I:            Biological Psychology:** Definition, Research Methods of Biological Psychology: Invasive Physiological methods and Methods of visualizing and stimulating the living human brain. (20 Hours)
- Unit II:            Neurons, Neurotransmission and Communication:** How the nervous system is organized. Cells of the nervous system – Neuron and Neuroglial cells, Information exchange in the nervous system: Resting Potential- Ionic basis for resting Potential, Action Potential- Ionic basis for action Potential, Refractory Period and Summation effects (15 Hours)
- Unit III:          Synaptic Transmission:** The concept and properties of synapse, Sequence of chemical events at synapse. Relationship between EPSP, IPSP and Neuronal decision process (15 Hours)
- Unit IV:          Organisation of the nervous system:** Divisions of the nervous system. Central nervous system: The brain-hindbrain, midbrain, forebrain; Spinal cord- structure and function. Peripheral Nervous system-: Spinal nerves and cranial nerves, somatic nervous system- structure and function; Autonomic nervous system- structure and functions (20 Hours)

**Unit V: Hormones and Behavior:** Principles of hormone action. Main endocrine glands; Thyroid gland, parathyroid gland, pituitary, adrenal gland, pancreas and gonads. (20 Hours)

**RECOMMENDED TEXTBOOKS:**

1. Barnes, J. (2013) *Essential Biological Psychology*. New Delhi: Sage Publications India Pvt Ltd.
2. Kalat, W. James. (2004). *Biological Psychology*. (8th Edition). Canada: Thompson Learning Inc.
3. Levinthal, F. (2003) *Introduction to Physiological Psychology* (3rd Ed.). New Delhi: Prentice Hall of India.
4. Pinel, P.J. (2007). *Biopsychology*, (6<sup>th</sup> Ed.). New Delhi: Pearson Education.
5. Rosenzweig, M.R., Breedlove, S.M., & Leiman, A.L. (2002). *Biological Psychology* (3<sup>rd</sup> Ed.). Massachusetts: Sinaver Associates, Inc.

**REFERENCE BOOKS:**

1. Carlson, R. Neil. (2001). *Physiology of behavior* (7th Ed.). Massachusetts: Allyn and Bacon.
2. <https://www.dana.org/Pdfs/brainimaging>

**QUESTION PAPER PATTERN**

**Title of the paper: Biological Psychology –I**

**Max Marks: 100**

**Course Code: PS15/1A/BI1**

**Time: 3 Hours**

**Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10 x 2 = 20)**

**Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)**

**Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x 20 = 20)**



Semester - II

Course Code : PS15/2C/BP2

Course Title: Basic Psychology – II

**SEMESTER – II****Teaching Hours: 75 Hours****Credits: 4****Course Code : PS15/2C/BP2****L T P: 3 2 0****OBJECTIVES:**

To offer the students

- A comprehensive and exciting overview of the basic researches and current critical findings in psychology.
- Expanded and updated information on topics like intelligence, motivation, emotion, personality and consciousness.

**COURSE OUTLINE:**

**Unit I: Learning:** Definition, Theories of Learning: Classical Conditioning- Principles in Classical Conditioning; Operant Conditioning- reinforcement, schedules of reinforcement, punishment; cognitive learning- insight learning, latent learning, observational learning. (15 Hours)

**Unit II: Memory:** Definition, Models of memory: Stage model –Sensory memory, STM – Duration and capacity of short term memory, LTM- Encoding, Types of LTM, Dimensions of LTM. Organization of information in LTM. Retrieval cues - TOT, serial position effect. Encoding specificity principle- context effect, state dependant retrieval, Mood congruence. Flash bulb memories. Reconstructing memories- Sources of potential errors. Forgetting: Hermann Ebbingaus curve. Factors influencing forgetting. Steps to improve memory (15 Hours)

**Unit III: Thinking and Language:** Components of thought and Language, Formation of concepts, Problem-solving, Reasoning and Decision- making; Creative thinking. (15 Hours)

**Unit IV: Intelligence:** Definition, Nature of Intelligence. Determinants of intelligence Theories of Intelligence-Spearman, Thurston, Gardner, Sternberg, Guilford, Cattell, Jensen; Anderson's theory and cognitive development. Ceci Bio-ecological theories. Emotional Intelligence. Artificial intelligence. Measuring Intelligence. (15Hours)

**Unit V: Personality:** Meaning and Definition of Personality, Theories of Personality: Psycho-analytic theory: Freud and Carl Jung, Social-Psychological theories: Adler. Behavioristic theory: Skinner, Albert Bandura. Assessment of Personality. (15 Hours)

**RECOMMENDED TEXT BOOKS:**

1. Atkinson.,&Hilgard. (2003). *Introduction to Psychology* (14<sup>th</sup> Ed.). Thompson Wadsworth.
2. Carole Wade., &Tavris.(1998) *Psychology* (5<sup>th</sup> Ed.). Addison- Wesley Educational Publishers, Inc.
3. Fernald & Fernald (2007). Munn's Introduction to Psychology (5<sup>th</sup>ed.). New Delhi AITBS Publishers & Distributors
4. Hockenbury.,&Hockenbury.(2003). *Psychology* (3<sup>rd</sup> Ed.).Worth Publishers.
5. Khatoon, N. (2012). General Psychology. Dorling Kindersley India Pvt Ltd

**REFERENCE BOOKS:**

1. Saundra, K..Ciccarelli.,& Glenn, E. Meyer. (2007). *Psychology*. Pearson Education

**QUESTION PAPER PATTERN**

**Title of the paper: Basic Psychology -II**

**Max Marks: 100**

**Course Code: PS15/1C/BP2**

**Time: 3 Hours**

**Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10x2 = 20)**

**Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)**

**Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x20= 40)**

**Semester - II Code: PS15/2C/AAP**

**Course Title: Psychology of Adolescence  
and Early Adulthood**

**SEMESTER – II**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS15/2C/AAP**

**L T P: 3 2 0**

**OBJECTIVES:**

To enable students to

- Identify factors that promote healthy development as well as those that impair it from adolescence through young adulthood.
- Study the developmental changes both quantitative and qualitative as well as stability of personality.

**COURSE OUTLINE:**

**UNIT I: Adolescence- physical changes:** Nature of Adolescence; Physical Changes – Puberty, Brain, Adolescent sexuality, Sexually transmitted infections; Issues in adolescent health – Nutrition and exercise, sleep patterns, leading causes of death, substance use and abuse, eating disorders. (15 Hours)

**UNIT II: Adolescence- cognitive changes:** Piaget’s Theory – Formal Operational Stage, Evaluating Piaget’s Theory; Adolescent Egocentrism; Information Processing – Decision Making, Critical thinking; Schools – Effective schools for young adolescents – Extracurricular activities, Service Learning (15 Hours)

**UNIT III: Adolescence- socio-emotional development:** The Self, Identity, and Religious/Spiritual Development – Self-esteem; Identity – Erikson’s view, Developmental Changes – Marcia’s statuses of identity; Emerging adulthood and beyond; Religious and Spiritual Development – Religion and Identity development, Cognitive development and religion in adolescence, positive role of religion. Families – Parental monitoring, Autonomy and Attachment, Parent-adolescent conflict; Peers – Friendships, Peer groups, Romantic relationships; Culture and Adolescent development; Adolescent problems.

Identity Formation- Erikson's view, Marcia's view, gender differences; Sexuality-orientation, sexual behavior, sexual risk taking; STD's; teenage pregnancy; relationship with family, peers and society. (15 Hours)

**UNIT IV: Early adulthood- physical and cognitive development:**Physical Development – Physical performance and development, Health, Eating and weight, Exercise, substance abuse; Sexuality – Sexual activity in emerging adulthood, sexual orientation and behavior, Sexually transmitted infections. Cognitive Development – Piaget's view, Realistic and Pragmatic thinking, Reflective and Relativistic thinking, Post-formal thought, Creativity; Careers and Work. (15 Hours)

**UNIT V: Early adulthood- socio-emotional development:** Stability and Change from Childhood to Adulthood – Temperament, Attachment; Attraction, Love and Close Relationships – Attraction, Physical attractiveness, Intimacy, Friendship, falling out of love; Adult lifestyles – single adults, cohabiting adults, married adults, divorced adults, remarried adults; Marriage and Family – Becoming a parent. (15 Hours)

**RECOMMENDED TEXTBOOKS:**

1. Santrock, J. W. (2011). Life-Span Development (13<sup>th</sup>ed.). New Delhi: Tata McGraw Education Private Limited.
2. Shaffer, D. R. (1996). Developmental Psychology – Childhood and Adolescence (4<sup>th</sup> ed.). California: Brooks/Cole Publishing Company
3. Sigelman, C.K. & Shaffer, D. R. (1995). Life span Development (2<sup>nd</sup>ed.). California: Brooks/Cole Publishing Company
4. web2.aabu.ed.jo
5. www.apa.org
6. [www.mhhe.com/santrock11](http://www.mhhe.com/santrock11)

**REFERENCE BOOKS:**

1. Hurlock, E.B. (1980). *Developmental Psychology – A Lifespan Approach* (5<sup>th</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Papalia, D. E, Olds, S. W, & Feldman, R. D. (2005). *Human Development* (9<sup>th</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

### **QUESTION PAPER PATTERN**

**Title of the paper: Psychology of Adolescence and Early AdulthoodMax Marks: 100**

**Course Code: PS15/2C/AAPTime: 3 Hours**

#### **Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10 x 2 = 20)**

#### **Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)**

#### **Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x 20= 40)**

**Semester - II                      Code: PS15/2A/BI2                      Course Title: Biological Psychology – II**

**SEMESTER – II**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS15/2A/BI2**

**L T P: 4 2 0**

**OBJECTIVES:**

To understand

- Biological basis for consciousness and sleep.
- The biopsychology of motivation
- The biopsychology of emotions, memory and learning.
- Cerebral lateralization of function.
- The effects of brain damage on emotion and memory.

**COURSE OUTLINE:**

**Unit I:                      Consciousness and Sleep:** Definition and types of consciousness. Biological and Environmental “clocks that regulate Consciousness and neural basis for consciousness. Sleep - The Stages of sleep, Functions of sleep and mental activity during sleep (15 Hours)

**Unit II:                      Biological basis for hunger and thirst:** Physiological mechanisms of hunger; The role of hypothalamus, paraventricular & arcuate nuclei, glucostatic principle, ghrelin, Physiological mechanisms of thirst. (20 Hours)

**Unit III:                      Biological basis of Emotions:** Brain and Emotions, Cerebral hemisphere and emotion, Fear & anxiety, Aggressive behaviours- The role of serotonin. (15 Hours)

**Unit IV:                      Biology of Learning and Memory:** Lashley’s & Thompson’s Contribution. Various types of memory, Brain areas involved in memory, Brain damage and experiments of implicit and explicit memory; The story of H.M- a man with Hippocampal damage. (20 Hours)

**Unit V: Lateralization and Language:** Lateralization of brain functions, Split brain research;  
Language- Speech production and comprehension (20 Hours)

**RECOMMENDED TEXTBOOKS:**

1. Carlson, R. Neil. (2001). *Physiology of behavior* (7th Ed.). Massachusetts: Allyn and Bacon.
2. Kalat, W. James. (2004). *Biological Psychology*. (8th Edition). Canada: Thompson Learning Inc.
3. Pinel, P. J. (2007). *Biopsychology*, (6<sup>th</sup> Ed.). New Delhi: Pearson Education.
4. Barnes, J. (2013) *Essential Biological Psychology*. New Delhi: Sage Publications India Pvt Ltd.
5. Feldman, S. R., (2004). *Understanding Psychology*. (6<sup>th</sup> Edition). New Delhi: Tata McGraw-Hill Publishing Private Ltd.

**REFERENCE BOOKS:**

1. Levinthal, F. (2003). *Introduction to Physiological Psychology* (3rd Ed.). New Delhi: Prentice Hall of India.
2. Rosenzweig, M. R., Breedlove, S. M., & Leiman, A. L. (2002). *Biological Psychology* (3<sup>rd</sup> Ed.). Massachusetts: Sinaver Associates, Inc.
3. [www.theorderoftime.com](http://www.theorderoftime.com)
4. [www.cogsci.ucsd.edu/lectures/coulson](http://www.cogsci.ucsd.edu/lectures/coulson).

**QUESTION PAPER PATTERN**

**Title of the paper: Biological Psychology - II**

**Max Marks: 100**

**Course Code: PS15/2A/BI2**

**Time: 3 Hours**

**Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10 x 2 = 20)**

**Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)**

**Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x 20 = 40)**

**Semester – I                      Code: PS15/1N/ME                      Title of the Paper: Managing Emotions**

**SEMESTER I**

**Teaching Hours: 30 Hours**

**Credits: 2**

**Course Code: PS15/1N/ME**

**L T P: 1 1 0**

**OBJECTIVES**

1. To enable the students to understand their own emotions and the emotions of others
2. To help the students to manage negative emotions and that of others
3. To help them acquire the wisdom of happiness

**Unit –I**

Definition, characteristics of emotions, types of emotions, functions of emotions.

(10 hours)

**Unit – II**

Understanding emotional intelligence (EI) - Definition of EI, EQ versus I Q, Domains of EI, Components of EI , Importance of EI .

(10 hours)

**Unit – III**

Skills for enhancing emotional intelligence: activities to help recognize one's own emotion, understand non-verbal communication, conflict resolution strategies, stress reduction techniques to manage emotions

(10 hours)

**RECOMMENDED TEXTBOOKS:**

1. Budhiraja, G.D (2007), The Art of Happy Living, Pustak Mahal Delhi
2. Walker, V; Brokaw, L (1995), 7<sup>th</sup> Ed., Becoming Aware, Kendall/Hunt Publishing Co.

**REFERENCE BOOKS:**

1. Weiten, W; Lloyd A.M (2004), 7<sup>th</sup> Ed., Psychology Applied to Modern Life, Thomson & Wadsworth
2. <http://psychcentral.com/blog/archives/2012/07/03/how-to-manage-emotions-more-effectively/>
3. <http://www.helpguide.org/articles/emotional-health/emotional-intelligence-eq.htm>



**QUESTION PAPER PATTERN****Title of the paper: MANAGING EMOTIONS****Max Marks: 50****Course Code: PS15/1N/ME****Time: 2 Hours****Answer any 10 out of 12 of the following questions:****10 x 5 = 50 Marks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**\*\*\*\*\***

**Semester – II                      Code: PS15/2N/ISS                      Course Title: Improving Study Skills**

**SEMESTER – II**

**Teaching Hours: 30 Hours**

**Credits: 2**

**Course Code     : PS15/2N/ISS**

**L T P: 1 1 0**

**OBJECTIVES**

1. To help the students analyze their strength and weakness, identifying their learning styles and improving study habits
2. To enable to the students to learn strategies and techniques to improve study skills and academic performance

**Unit – I**

**Effective Studying and Learning Styles:** Study skills definition. Developing sound study habits. Understanding learning styles. (10 hours)

**Unit – II**

**Strategies for improving academic performance:** Notes taking- Effective note taking strategies and creating a mind map. Test-taking skills – Test day strategies and avoiding test anxiety. Critical reading and thinking (10 hours)

**Unit – III**

**Techniques for improving study skills:** SQ3R Method, Mnemonics, Chunking procedures, Use of imagery. (10 hours)

**RECOMMENDED TEXTBOOKS:**

1. Weiten, W; Lloyd A.M (2004), 7<sup>th</sup> Ed., Psychology Applied to Modern Life, Thomson & Wadsworth
2. Hockenbury, H.D; Hockenbury E.S, (2003), Psychology, 3<sup>rd</sup> ed., Worth Publishers

**REFERENCE BOOKS:**

3. Passer W.M; Smith E.R (2007), 3<sup>rd</sup> ed., Psychology ‘The Science of Mind & Behavoieur, Tata Mc Graw-Hill
4. Ciccarelli, K.S; Meyer, E.G,(2007), Psychology, Pearson Edcation

**QUESTION PAPER PATTERN****Title of the paper: IMPROVING STUDY SKILLS****Max Marks: 50****Course Code: PS15/2N/ISS****Time: 2 Hours****Answer any 10 out of 12 of the following questions:****10 x 5 = 50 Marks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**\*\*\*\*\***

**Semester – III      Code: PS15/3C/EXP      Course Title: Experimental Psychology**

**SEMESTER – III**

**Teaching Hours: 75 Hours**

**Credits: 5**

**Course Code : PS15/3C/EXP**

**L T P: 0 2 3**

**Objectives:**

To enable students to

- Understand measurement of human capacities like perception, attention, learning and memory in a scientific setting.
- Gain knowledge of test conduction, recording of data, presentation of results and drawing of conclusions from the observations made.

**LIST OF EXPERIMENTS (Any 8)**

1. Distraction of Attention
2. Division of Attention
3. Span of Attention
4. Muller Lyer Illusion
5. Insight and Trial & Error Learning
6. Mirror Drawing
7. Transfer of Learning - Habit Interference
8. Maze Learning
9. Knowledge of Results
10. Concept Formation
11. Color Preference
12. Physical fatigue
13. Paired associate learning
14. Span of apprehension
15. Tweezer Dexterity
16. Bhatia's Battery of Intelligence
17. Minnesota Rate of Manipulation

**Semester – III      Code: PS15/3C/MLP      Course Title: Psychology of Middle and Late Adulthood**

**SEMESTER- III**

**Teaching Hours: 75 Hours**

**Credits: 4**

**Course Code : PS15/3C/MLP**

**L T P: 3 2 0**

**Objectives:**

To enable students to

- To gain understanding of the physical, cognitive and socio-emotional aspects of middle and late adulthood.
- To gain perspectives on stereotypes of aging, and on the issue of death and dying within ones' cultural context.
- To have a better understanding of retirement, health care, and the role of religion in ageing.

**Unit I**

**Physical and Cognitive Development in Middle Adulthood:** The Nature of Middle Adulthood: Changing Midlife, Defining Middle Adulthood; Physical Development: Physical Changes, Health and Disease, Mortality Rates, and Sexuality; Cognitive Development: Intelligence and Information Processing; Careers, Work and Leisure; Religion and Meaning in Life: Religion and Adult Lives, Religion and Health, Meaning in Life. (15 Hours)

**Unit II**

**Socio-emotional Development in Middle Adulthood:** Personality Theories and Development: Stages of Adulthood, the Life- Events Approach, Stress and Personal Control in Midlife, Contexts of Midlife Development; Stability and Change: Longitudinal Studies and Conclusions; Close Relationships: Love and Marriage at Midlife, Empty- Nest and its Refilling, Sibling Relationships and Friendship, Grand-parenting, Intergenerational Relationships. (15 Hours)

**Unit III**

**Physical and Cognitive Development in Late Adulthood:** Physical Development- The Young- Old, the Old-Old and the Oldest- Old; The Aging Body: A Description; Sexuality; Health Problems. Cognitive Development- Cognitive Functioning in Older Adults: Multidimensionality and Multidirectionality, Education, Work and Health, Training Cognitive Skills, Cognitive Neuroscience and Aging; Work and Retirement: Work and Adjustment to Retirement; Mental Health: Depression, Dementia, Alzheimer Disease and Other Afflictions, Fear of Victimization, Crime and Elder Maltreatment (15 Hours)

**Unit IV**

**Socio-emotional Development in Late Adulthood:** Theories of Socio-emotional Development: Activity-Disengagement Theory, Exchange Theory, Socio-emotional Selectivity Theory, Selective Optimization with Compensation Theory; Personality, the Self, and Older Adults in Society; Families and Social Relationships: Lifestyle Diversity, Older Adult Parents and their Adult Children, Great Grand-parenting, Friendship, Social Support and Social Integration, Altruism and Volunteerism; Impact of Gender and Culture; Successful Aging. (15Hours)

**Unit V**

**Ageism, Death & Dying:** Stereotypes of Aging: Positive and Negative Stereotypes, The Psychology of Prejudice, Breaking Negative Stereotypes; Death and Dying: The Death System and Cultural Variations; Issues in Determining Death; Decisions Regarding Life, Death and Health Care: Natural Death Act and Advance Directive, Euthanasia, Caring for Dying Individuals; Attitude Toward Death in Adulthood; Facing Death: Kubler- Ross' Stages of Dying, Perceived Control and Denial, Contexts in which people die, Communicating with a Dying Person; Making Sense of the World, Losing a Life Partner, Forms of Mourning. (15 Hours)

**RECOMMENDED TEXTBOOKS:**

1. Santrock, John W; (2011); *Life- Span Development*; 13<sup>th</sup> Edition; McGraw Hill Education (India) Private Limited: New Delhi
2. Barrow, Georgia, M.; (1996), *Ageing, the Individual and Society*; 6<sup>th</sup> Edition; West Publishing Company

**REFERENCE BOOKS:**

1. Santrock, W. John (2007). *Adolescence*. New Delhi: Tata McGraw-Hill Publishing Co
2. BirrenE.James. &Schaie K Warner (2001). *Handbook of the Psychology of Aging*. San Diego: Academic Press. 5<sup>th</sup>ed.
3. Barrow, Georgia, M.; (2014), *Ageing, the Individual and Society*; 10<sup>th</sup> Edition; Cengage Learning
4. Hurlock E. (1980) *Developmental Psychology*, Tata McGraw- Hill Publishing Company.

**QUESTION PAPER PATTERN****Title of the paper: Psychology of Middle and Late Adulthood****Max Marks: 100****Course Code: PS15/3C/MLP****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

Semester – III      Code: PS15/3A/ST1      Course Title: Descriptive Statistics for Psychology  
SEMESTER – III

Teaching Hours: 90 Hours

Credits: 5

Course Code : PS15/3A/ST1

L T P: 4 2 0

### Objectives

1. To emphasize basic concepts, need and importance of statistics and education.
2. To enable students to plan, collect, organize and present data.
3. To familiarize students with steps and procedures involved in calculations.
4. To enable them to select and choose appropriate statistical tools for analyzing and interpreting data.

### Course outline:

**Unit I:** Introduction: Meaning of statistics, need and importance of statistics in psychology and education, Branches of statistical methods. Basic Concepts: Variables, Values and Scores. Scales of measurement- nominal, Ordinal, interval and ratio; organization of data- statistical tables, Frequency distribution. (15 Hours)

**Unit II:** Graphical and Diagrammatic representation of data: Objectives, Utility and Limitations. Types of Diagrams. Rules for drawing diagrams. Construction of frequency distribution graphs: Histograms and Bar graphs, Frequency Polygon and Ogive. Percentiles and percentile ranks. (20 Hours)

**Unit III:** Measures of Central Tendency- Mean, Median and Mode; Process of Computation and its Properties. Selecting a measure of central tendency (15 Hours)

**Unit IV:** Measures of Variability- Range, Quartile deviation, Average deviation. Standard deviation and variance. Selecting a measure of variability. (20 Hours)

**Unit V:** Correlation: Meaning and Types; Correlation and Causation; coefficient of correlation and its interpretation; Rank difference method and product moment method (computation in ungrouped data. (20 Hours)



**RECOMMENDED TEXTBOOKS:**

1. Garrett.H.E.(1981). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd.
2. Gravetter,J., &Wallnau,B.(1995). *Essentials of statistics*. (2<sup>nd</sup> Ed.).West Publishing Company.
3. Mangal S.K. (1987). *Statistics in Psychology and Education*. New Delhi: PHI Learning Private Ltd.

**REFERENCE BOOKS:**

1. Aron, Aron., E. N., Coups , E.(2012). *Statistics for Psychology*.(3<sup>rd</sup> Ed). Prentice Hall.
2. Bali,N.P., Gupta, P.N, & Gandhi, C.P.( 2015). *Quantitative Techniques*.(2<sup>nd</sup> Ed). Laxmi Publication Pvt . Ltd
3. King,B.M., &Bear.G.(2001). *Statistical Reasoning in Psychology and Education*(3<sup>rd</sup> Ed.). John Wiley& Sons Inc.
4. Haslam,S.M.,&McGarty.C.(2003).*Research Methods and statistics in Psychology*..Sage Publications Ltd.

**QUESTION PAPER PATTERN****Title of the paper: Descriptive Statistics for Psychology****Max Marks: 100****Course Code: PS15/3A/ST1****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

**Semester – IV**

**Code: PS15/4C/PST**

**Course Title: Psychological Testing**

**SEMESTER- IV**

**Teaching Hours: 75 Hours**

**Course Code : PS15/4C/PST**

**Credits: 4**

**L T P: 0 2 4**

**Objectives:**

- To orient students to the requirements of a good test.
- To familiarize students with inventories- the administration, procedure, inference and conclusions drawn.

**LIST OF PAPER PENCIL TESTS (Any 8)**

1. Eysenck Personality Inventory
2. Self-concept Questionnaire
3. Job Satisfaction Scale
4. Career Maturity Scale
5. Organizational Climate Inventory
6. Raven's Standard Progressive Matrices
7. State & Trait Anxiety Scale
8. Social Maturity Scale
9. Type A type B behaviour pattern checklist
10. Styles of learning and thinking
11. Locus of control
12. Study of values
13. Deo- mohan's achievement scale
14. Occupational stress index
15. Sentence Completion Test
16. MISC
17. Levels of Aspiration

Semester – IV

Code: PS15/4C/SP1

Course Title: Social Psychology- I

**SEMESTER – IV****Teaching Hours: 75 Hours****Credits: 4****Course Code : PS15/4C/SP1****L T P: 3 2 0****Objectives:**

To enable students to

- Understand and identify factors that shape an individual's feelings, behavior and thought in social situations.
- Become aware of how a wide range of social, cognitive, environmental, cultural and biological factors interplay to affect an individual's behavior and thought in social situations.
- Apply the knowledge and findings of research in social psychology to practical problems like the process, personal health and social behavior in work settings.

**Course outline:**

**Unit I:** Introduction to Social Psychology: Social Psychology-definition; Social psychology & related disciplines; Social Psychology in the new millennium- Influence of cognitive perspective, emphasis on application, adoption of multicultural perspective, Role of biological factors and evolutionary perspective. (15 Hours)

**Unit II:** Social perception  
 Attribution- theories of attribution: Theory of Correspondent Influence, Kelley's theory of Causal Attributions, Augmenting, Discounting, Regulatory Focus theory; Attribution Errors- Correspondence Bias, Actor- Observer effect, Self- Serving bias; Application of Attribution theory, Impression formation and Management. (15 Hours)

**Unit III:** Attitudes and Behavior  
 Attitude formation: Development of attitudes, Relationship between attitude and behavior- Influence of attitude on behavior and behavior on attitudes; Explanation for the effect of actions on attitudes- Self- Presentation, Self- Justification, Self- Perception. (15 Hours)

**Unit IV:** Prejudice  
 Definition - Sources of Prejudice- Social Sources: Social inequality, Social Identity, Conformity, Institutional Supports; Emotional sources: Frustration and Aggression, Personality Dynamics; Cognitive Sources: Categorization, Distinctiveness, And Attribution. Cognitive consequences of Stereotypes. Techniques for Reducing Prejudice. (15 Hours)

**Unit V:** Conformity  
 Classic studies- Sheriff, Asch, Milgram's obedience studies: Situations in which people conform- Group Size, Unanimity, Cohesion, Status, Public Response, No Prior Commitment; Reasons for Conformity- Normative influence, Informational influence, Personality, Culture. Influence of personality and culture; Resisting Pressures to conform- Reactance, Asserting Uniqueness. (15 Hours)

**RECOMMENDED TEXTBOOKS:**

1. Myers David G. (2002) *Social Psychology*, 7<sup>th</sup> Edition, McGraw Hill Book Company.
2. Baron A. & Byrne D. (2002) *Social Psychology*, 10<sup>th</sup> edition, Prentice-Hall of India.

**REFERENCE BOOK:**

Shelly E. Taylor, Letitia Anne Peplau, David O.Sears. (2006) *Social Psychology*, 12<sup>th</sup> edition, Pearson education.

**QUESTION PAPER PATTERN**

**Title of the paper: Social Psychology- I**

**Max Marks: 100**

**Course Code: PS15/4C/SP1**

**Time: 3 Hours**

**Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:**

**(10 x 2 = 20)**

**Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:**

**(5 x 8 = 40)**

**Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:**

**(2 x 20= 40)**

Semester – IV      Code: PS15/4A/ST2      Course Title: Statistical Reasoning in Psychology

**SEMESTER – IV**

**Teaching Hours: 90 Hours**

**Credits: 5**

**Course Code : PS15/4A/ST2**

**L T P: 4 2 0**

**Objectives:**

To enable the students to understand the concepts in inferential statistics

**Course outline:**

- Unit I:** The normal curve- Characteristics and properties, skewness, kurtosis, Applications of the normal curve. Difference between parametric and non parametric test. Overview of Poisson distribution and Binomial distribution. (20 hours)
- Unit II:** Significance of Mean- Concept of Standard Error, Confidence Interval, Computation of significance of Mean in large and small samples. (15 hours)
- Unit III:** Significance of mean difference, two-tailed and one tailed tests of significance; Type I and type II error. Procedure for testing significance in large and small independent and correlated samples. ANOVA- Meaning; Logic of ANOVA, Computation of one way analysis of variance (20 hours)
- Unit IV:** Chi Square test. Uses of chi square as a test of goodness of fit, use of chi square as a test of independence between variables, Assumptions, Uses and Limitations of chi square test. (20 hours)
- Unit V:** Introduction to SPSS: Entering and Saving data, Descriptive Statistics, Hypothesis test with t-statistics, Measuring relationships and ANOVA. (15 hours)

**RECOMMENDED TEXTBOOKS:**

1. Garrett.H.E.(1981). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd.
2. Gravetter,J., &Wallnau,B.(1995). *Essentials of statistics*(2<sup>nd</sup> Ed.).West Publishing Company.
3. Mangal S.K. (1987). *Statistics in Psychology and Education*. New Delhi: PHI Learning Private Ltd.

**REFERENCE BOOKS:**

5. Aron, Aron., E. N., Coups , E.(2012). *Statistics for Psychology*.(3<sup>rd</sup> Ed). Prentice Hall.
6. Bali,N.P., Gupta, P.N, & Gandhi, C.P.( 2015). *Quantitative Techniques*.(2<sup>nd</sup> Ed). Laxmi Publication Pvt . Ltd
7. King,B.M., &Bear.G.(2001). *Statistical Reasoning in Psychology and Education*(3<sup>rd</sup> Ed.). John Wiley& Sons Inc.
8. Haslam,S.M.,&McGarty.C.(2003).*Research Methods and statistics in Psychology*..Sage Publications Ltd.

**QUESTION PAPER PATTERN****Title of the paper: Statistical Reasoning in Psychology****Max Marks: 100****Course Code: PS15/4A/ST2****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

Semester – V

Code: PS15/5C/AB1

Course Title: Abnormal Psychology I

**SEMESTER – V****Teaching Hours: 90 Hours****Credits: 4****Course Code : PS15/5C/AB1****L T P: 3 2 0****Objectives:**

To enable students to understand

- The different psychological problems of varying intensities.
- The symptoms, causes and treatment of various disorders.

**Course outline:**

**Unit I:** Definition of Abnormal Behaviour,– Historical view & Treatments – Contemporary views of Abnormal Behaviour, (15 hours).

**Unit II:** Casual factors & viewpoints in abnormal psychology, Causes and risk factors for abnormal behaviour; models or viewpoints for abnormal behaviour- Biological View points, psychosocial viewpoints, psychosocial causal factors, socio-cultural viewpoints, socio-cultural causal factors. (20 hours).

**Unit III:** Anxiety and related disorders, Phobic disorders; panic disorders; agoraphobia; generalized anxiety disorder; obsessive-compulsive disorders, causal factors, treatment and outcomes. (15 hours)

**Unit IV:** Somatoform & dissociative disorders, Somatoform disorders- somatization disorders, hypochondriasis, pain disorder, conversion disorder; body dysmorphic disorder, Dissociative disorders- dissociative amnesia and fugue, dissociative identity disorder, depersonalization disorder, causal factors, treatment and outcomes. (20 hours)

**Unit V:** Personality disorders, Clinical features; categories of personality disorder; causal factors; treatment and outcome; anti-social personality and psychopathy- clinical picture, causal factors, treatment. (20 hours)

Visits to be arranged to institutions eg.NGO's like Udavumkarangal, Banyan, SCARF, Dyslexia association, AIDS Counselling Centre.

**RECOMMENDED TEXTBOOKS:**

1. Carson R.C., Butcher J.V. & Mineka S. (2000), *Abnormal Psychology and Modern Life*, 13<sup>th</sup> edition, Allyn & Bacon.
2. Comer R. (1996), *Fundamentals of Abnormal Psychology*, 6<sup>th</sup> edition, Freeman & Company
3. Sarason I. G. & Sarason B.R. (2002), *Abnormal Psychology- Problem of maladaptive behavior*, 11<sup>th</sup> edition, Pearson education INC.
4. Nietzel S., McCauley & Bernstein (1998), *Abnormal Psychology*, Allyn & Bacon.

**REFERENCE BOOKS:**

1. Barlow H David & Durand V Mark (2002). *Abnormal Psychology 2<sup>nd</sup>*. Ed Brooks/Cole Publishing Company

**QUESTION PAPER PATTERN****Title of the paper: Abnormal Psychology I****Max Marks: 100****Course Code: PS15/5C/AB1****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**



**Semester – V                      Code: PS15/5C/OZB                      Course Title: Organizational Behavior**

**SEMESTER – V**

**Teaching Hours: 90 Hours**

**Credits: 4**

**Course Code : PS15/5C/OZB**

**L T P: 3 2 0**

**Objectives:**

To enable students to

- Understand the basic concepts of organizational behavior.
- Develop the ability to transfer theory to practice.

**Course outline:**

**Unit I: Introduction To Organizational Behavior**

Understanding Organizational Behaviour: Definition; Goals; Forces; Positive Characteristics of the Organizational Behavior Field. Fundamental Concepts : The Nature of People and The Nature of Organizations. Basic Approaches : Human Resource Approach, Contingency Approach, Results Oriented Approach, System Approach. (15 hours)

**Unit II: Work Motivation:**

The Meaning of Motivation. Motivational Models: The Content Theory of Work Motivation : Maslow's Hierarchy of needs, Herzberg's Two-Factor Model, ERG Theory. The Process Theories of Work Motivation : The Expectancy Model, The Porter-Lawler Model. Contemporary Theories of Work Motivation: Equity Theory of Work Motivation. (20 hours)

**Unit III: Employee Attitudes and Behavior**

Individual Behavior - The Nature of Employee Attitudes: Job Satisfaction, Job Involvement; Organizational Commitment, Work Moods. Effects of Employee Attitudes: Employee Performance.

Group Behavior: Organizational context for teams, Team Work and Team Building.

(15 hours)

**Unit IV: Communication**

Fundamentals of communication- Importance, The Two-Way Communication process, Potential Problems, Communication Barriers, Communication Symbols, The impact of Barriers on the communication Process. Downward Communication: Prerequisites and Problems; communication Needs. Other Forms of Communications: Lateral Communication and Electronic Communication. Informal Communications- Grapevine and Rumor. (20 hours)

**Unit V: Leadership**

The Nature of Leadership: Management and Leadership, Traits of Effective Leaders, Leadership Behavior, Situational Aspects, Followership. Behavioral Approaches to Leadership Style : Positive and Negative Leaders, Autocratic, Consultative and Participative Leaders, Leaders use of Consideration and structure. Contingency Approaches to Leadership :Fedler's Contingency Model, Hersey and Blanchard's Situational Leadership Model, Path-Goal Model of leadership and Vroom's Decision Making Model. (20 Hours)

Visit to organizations to learn about the structure and communication patterns must be planned

**RECOMMENDED TEXTBOOKS:**

1. Keith Davis(2000) *Human Behavior at work*, Tata McGraw Hill
2. Luthans, Fred(2000) *Organizational Behaviour*, McGraw Hill
3. Robbins, Stephen(1996) *Organizational Behavior*, Prentice Hall.
4. Hellriegel, Slocum, Woodman (1995) *Organizational Behaviour* 7<sup>th</sup>ed West's Publishing Company

**REFERENCE BOOKS:**

1. Moorhead and Griffin (2001) *Organizational Behaviour* 5<sup>th</sup>ed AITBS Publishers & Distributors

**QUESTION PAPER PATTERN****Title of the paper: Organizational Behavior****Max Marks: 100****Course Code: PS15/5C/OZB****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

Semester – V

Code: PS15/5C/SP2

Course Title: Social Psychology - II

**SEMESTER – V****Teaching Hours: 90 Hours****Credits: 4****Course Code : PS15/5C/SP2****L T P: 3 2 0****Objectives:**

To help students to

- Understand and verify factors that shape an individual's feelings, behavior and thought in social situations.
- Become aware of how a wide range of social cognitive, environmental, cultural and biological factors interplay to affect an individual's behavior and thought in social situations.
- Apply the knowledge and findings of research in social psychology to practical problems like the legal process, personal health and social behavior in work settings.

**Course outline:****Unit I:** Group Processes

Functions of group; Influence of group on individual performance - social facilitation, social loafing; Decision making in groups- nature, polarization; potential dangers- group think, biased processing. (15 Hours)

**Unit II:** Interpersonal attraction & intimacy

Friendship – Proximity, Physical Attractiveness, Similarity versus Complementarity, Liking those who like us, Relationship rewards. Love – Passionate love, Companionate love. Maintaining Close relationships – Attachment, Equity, self-disclosure. (20 Hours)

**Unit III:** Altruism

Altruism- Social exchange theory, Social norms, Evolutionary Psychology, Situational, Personal influences, Role of gender and similarity, Increasing helping behaviors. (15 Hours)

**Unit IV:** Aggression  
Theoretical Perspectives- Biological theories, Drive theories, Modern theories; Determinants of aggression- Social determinants, Situational determinants; Prevention and control of aggression. (20 Hours)

**Unit V:** Conflict and Peace making  
Conflict- Social dilemmas, competition, perceived injustice; Misperception. Peacemaking- contact, co-operation, communication, conciliation. (20 Hours)

### RECOMMENDED TEXTBOOKS:

1. Myers, David G. (2002) *Social Psychology* 7<sup>th</sup> Edition, McGraw Hill Book Co.
2. Baron A & Byrne. (2003) *Social Psychology* 10<sup>th</sup> Edition, Prentice Hall

### REFERENCE BOOK:

V.K.Kool / Rita Agrawal(2006) *Applied Social Psychology*. A Global perspective. Atlantic Publishers (P) Ltd.

### QUESTION PAPER PATTERN

**Title of the paper: Social Psychology - II**

**Max Marks: 100**

**Course Code: PS15/5C/SP2**

**Time: 3 Hours**

#### Part – A

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10 x 2 = 20)**

#### Part – B

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)**

#### Part – C

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x 20= 40)**

Semester – V

Code: PS15/5C/CSP

Course Title: Counseling Psychology

**SEMESTER – V****Teaching Hours: 90 Hours****Credits: 4****Course Code : PS15/5C/CSP****L T P: 3 2 0****Objectives:**

To enable students to understand

- The process of counselling
- Various theoretical approaches in counseling and its implications
- The role and function of counselors in a variety of settings.

**Course outline:**

- Unit I:** Counseling - Definition – Characteristics of Counsellor – Basic counseling skills - Communication skills- micro skills of attending, non-verbal behavior, ineffective listening, empathy, probing – Ethical Issues. (20 hours)
- Unit II:** Different approaches to counselling – Psychodynamic theories, Phenomenological theories, Behavioral theory, Cognitive and Cognitive-Behavioral Theories – Implications. (20 hours)
- Unit III:** Process of counseling- Stages of counseling- initiation, clarification of presenting problem, contract, intensive exploration of problems, establishment of possible goals and objectives; Applying strategies – Mutual acceptance of defined goals and objectives, Planning of Strategies, Use of Strategies, Evaluation of Strategies, Termination, Follow-up (20 hours)
- Unit IV:** Special areas of Counselling – Counselling adolescents – Counselling the challenged – Counselling the aged – Counselling minority members – Group Counselling, types of Groups, Advantages and Disadvantages of Group counselling. Career Counseling. (15 hours)

**Unit V:** Crisis Theory and Intervention

Crisis – Kinds of Crises – Crisis Theory – Crisis Intervention – Stages and Steps of Crisis Intervention, Brief Therapy, Forms of Crisis Intervention, Hot Lines, Drop-in centers, and Crisis Clinics, Outreach Counseling, Disaster Relief, Crisis Prevention, Skills for Crisis Intervention. (15 hours)

**RECOMMENDED TEXTBOOKS:**

1. Okun F Barbara. (2002). *Effective helping – Interviewing and counseling technique.*, 6<sup>th</sup> edition. USA: Brooks / Cole Thomson Learning.
2. Egan Gerard. (1994). *The Skilled Helper- A Problem management approach to helping.* 5<sup>th</sup> edition. California: Brooks / Cole Publishing Company.
3. Hough Margaret. (2002). *A practical approach to counseling.* Harlow: Pearson Education Limited.
4. Gibson L Robert & Mitchell H.Marianne. (2003). *Introduction to counseling and guidance.* 6<sup>th</sup> edition. New Delhi: Pearson education.

**REFERENCE BOOKS:**

1. Patrika R Vasantha. (2003). *Counselling Psychology.* New Delhi: Authors Press.
2. Jones Nelson Richard (2008). *Basic Counselling skills – A Helper’s Manual.* 2<sup>nd</sup> Edition. New Delhi: Sage Publications India Pvt Ltd.
3. Burnard Philip. (1995). *Counselling Skills Training – A sourcebook of Activities.* New Delhi: Viva Books Private Limited

**QUESTION PAPER PATTERN**

**Title of the paper: Counselling Psychology Max Marks: 100**

**Course Code: PS15/6C/CSP**

**Time: 3 Hours**

**Part – A**

**ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10 x 2 = 20)**

**Part – B**

**ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)**

**Part – C**

**ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x 20= 40)**

Semester – V

Code: PS15/6E/HTP

Course Title: Health Psychology

**SEMESTER – V****Teaching Hours: 90 Hours****Credits: 4****Course Code : PS15/6E/HTP****L T P: 3 2 0****Objectives:**

To enable students to understand

- Various factors influencing the physical health of individuals and indigenous healing perspectives.
- Various models available to conceptualize health.
- The nature of coping with pain and aspects of palliative care.
- Role of stress and pain and its influences on health.
- Recent challenges and trends in the domain of Health Psychology.

**Course outline:**

**Unit I: Introduction:** Definition of Health and its Domains, Definition and Goals of Health Psychology, Brief History of Health Psychology, Traditional Indian Healing System and Health Care Network in India, Perspectives in Health Psychology. (15 hours)

**Unit II: Models of Health Behavior:** Theory of Planned Behavior and Reasoned Action, PAPM, Trans-theoretical Model by Prochaska, Health Belief Model, Self- Efficacy theory, Protection Motivation Theory, Social Cognitive Theory, Diffusion of Innovation theory, Precede- Proceed Model. (20 hours)

**Unit III: Stress:** Definition of Stress and Stressor; Theoretical Explanations of Stress- the General Adaptation Syndrome, Transactional Theory of Stress, Diathesis Stress Model, Life- Events Theory, Tend and Befriend Theory, Theory of Learnt Helplessness; Coping Strategies: Emotion-Focused and Problem-Focused types; Coping Interventions: Mindfulness Training, Disclosure and Coping, Relaxation Training, Cognitive Therapies: Stress Inoculation Training, Rational Emotive Therapy. (20 hours)



**Unit IV: Pain and Palliative Care:** Pain: Definition and Types of Pain; Psychological issues- Who Becomes a Chronic Pain patient? Lifestyle of Chronic Pain, Toll of Pain on Relationships, Chronic Pain Behaviors, Pain and Personality, Pain Profiles, Pain and Stereotyped Responses to Stress; Coping: Hypnosis, Distraction, Coping Techniques, Guided Imagery, Other Cognitive Techniques; Management of Chronic Pain: Pain Management Programs. Palliative Care: Psychological Management of the Terminally Ill: Risks of Terminal Care for Staff, Individual and Family Counseling, Management of Terminal Illness in Children; Alternatives to Hospital Care- Hospice and Home Care; Problems of Survivors; Death Education. (20 hours)

**Unit V: Health Promotion:** Health Promotion; Stress and its Management; Health Services; Management of Serious Illness; Trends in Health and Health Psychology; Becoming a Health Psychologist- Path and Scope. The Role of a Health Psychologist. (15 hours)

**Visits to organizations and relevant sites to enhance understanding of the field will be included.**

#### **RECOMMENDED TEXTBOOKS:**

1. Khatoun, N (2012). *Health Psychology*; India: Pearson Education
2. Straub, O. Richard; (2002); *Health Psychology*; New York: Worth Publishers
3. Taylor E. Shelley; *Health Psychology*; 7<sup>th</sup> Ed; New Delhi: Tata McGraw Hill Education Pvt. Ltd

#### **REFERENCE BOOKS:**

1. Carlson R Neil (2001) *Physiology of behavior* 7<sup>th</sup> edition. Allyn & Bacon
2. Nancy J Cobb (2001) *Adolescence- continuity, change and diversity*. 4<sup>th</sup> edition, Mayfield Publishing
3. <http://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf>
4. <http://userpage.fu-berlin.de/~schuez/folien/Sutton.pdf>
5. <http://www.slideshare.net/misau/models-of-health-behaviors-by-yusuf-abdu-misau>

**QUESTION PAPER PATTERN****Title of the paper: Health Psychology****Max Marks: 100****Course Code: PS15/6C/HTP****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

Semester – VI

Code: PS15/6C/AB2

Course Title: Abnormal Psychology-II

**SEMESTER – VI****Teaching Hours: 90 Hours****Credits: 4****Course Code : PS15/6C/AB2****L T P: 3 2 0****Objectives:**

To enable students to understand

- The different psychological problems of varying intensities.
- The symptoms, causes and treatment of various disorders.

**Course outline:**

**Unit I:** Schizophrenia, Clinical picture; Classical subtypes of Schizophrenia – Catatonic, Disorganized, Paranoid, Undifferentiated; residual, other psychotic disorders, Causal factors; Treatments. (15 hours)

**Unit II:** Mood disorder and Suicide, What are mood disorders? Unipolar type, Bipolar type; Causal factors in Unipolar and Bipolar disorders; causal factors, Treatment and outcomes; Suicide- Clinical picture and causal factors; suicidal ambivalence; prevention and intervention. (20 hours)

**Unit III:** Substance Related Disorders, Alcohol abuse and dependence- Prevalence; demographics; clinical picture; biological, psychological and socio cultural causal factors; treatment of alcoholism; drug abuse and dependence – causal factor and Treatment. (15 hours)

**Unit IV:** Disorders of childhood and adolescence, Classification of childhood and adolescent disorders; ADHD, oppositional defiant disorder conduct disorder; anxiety disorders; childhood depression; symptom disorders- Enuresis, Encopresis, Sleep walking and Tics – Pervasive developmental disorders, autism, learning disabilities and mental retardation, causal factor, Treatment and outcomes. (20 hours)

**Unit V:** Sexual variants, abuse and Sexual dysfunction: Types of sexual dysfunction- treatment of sexual dysfunction. Sexual and gender variants, The paraphilias: fetishism, Transvestic fetishism, sexual sadism & masochism Voyeurism, Exhibitionism pedophilia, perspectives on pedophilia – Treatment. Sexual abuse, treatment and recidivism of sex offenders. (20 hours)

**RECOMMENDED TEXTBOOKS:**

1. Carson R.C., Butcher J.V. & Mineka S. (2000), *Abnormal Psychology and Modern Life*, 11<sup>th</sup> edition, Allyn & Bacon.
2. Comer R. (1996), *Fundamentals of Abnormal Psychology*, Freeman & Company
3. Sarason I. G. & Sarason B.R. (2002), *Abnormal Psychology- Problem of maladaptive behavior*, 10<sup>th</sup> edition, Pearson education INC.
4. Nietzel S., McCauley & Bernstein (1998), *Abnormal Psychology*, Allyn & Bacon.

**REFERENCE BOOKS:**

1. Barlow H David & Durand V Mark (2002). *Abnormal Psychology* 2<sup>nd</sup>. Ed Brooks/Cole Publishing Company

**QUESTION PAPER PATTERN****Title of the paper: Abnormal Psychology-II****Max Marks: 100****Course Code: PS15/6C/AB2****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

**Semester – VI      Code: PS15/6C/HRD      Course Title: Human Resource Development**

**SEMESTER – VI**

**Teaching Hours: 90 Hours**

**Credits: 4**

**Course Code : PS15/6C/HRD**

**L T P: 3 2 0**

**Objectives:**

To enable students to understand

- The importance of human resource in organizations.
- The different concepts involved in managing human assets.

**Course outline:**

**Unit I:      Fundamentals of Human Resource Development**

Introduction; Definition; Roles; Practice Areas; Difference between Personnel Functions and Human Resource Development; Qualities of an HRD Manager; Principles of HRD

(15 hours)

**Unit II:      Job Analysis, Job Description, Job Specification, Job Design and Job Evaluation**

Job Analysis : Concept, Objectives, Uses, Process and Techniques. Job Description: Meaning, uses, Contents and Guidelines. Job Specification and Role Analysis. Job Design : Concept. Job Evaluation : Concept, Objectives, Process, Advantages, Limitations and Essentials for the success of Job Evaluation.

(20 hours)

**Unit III:      Recruitment, Selection, Induction/Orientation, Placement, Promotions and Separation**

Recruitment ; Nature, Purpose, Factors, Process. Selection : Nature, Selection as a source of competitive advantage, Organization for selection, Process, Barriers to Effective Selection.

Induction/ Orientation: Purpose, Orientation Programme, Requisites of an Effective Programme, Evaluation, Problems in orientation. Placement –Meaning and Placement problems.. Promotions : Purpose and Principles. Separations : Voluntary, Involuntary.

(20 hours)

**Unit IV: Training and Development**

Training and development- Concept, need, Importance, Benefits to Employees, Types of training, Systematic Approach to Training: Identifying Training needs, Training Objectives, Designing a Training Programme, Training Methods and Techniques, Evaluating Training Effectiveness. Feedback.

(20 hours)

**Unit V: Performance Management System**

Meaning; Definition; Elements; Objectives; Components ;Types ;Uses; Process : Objectives, Establish Job Expectations, Designing Appraisal Programme, Appraise the Performance, Performance Management, Use of Appraisal Data.

(15 hours)

**RECOMMENDED TEXTBOOKS:**

1. Ashwathappa K. (1997), *Human Resource & personnel management*- Tata McGraw Hill.
2. Deb, T. (2012). *Development of Human Resource*. New Delhi :Ane Books Pvt. Ltd.
3. Gupta, C.B. (2005). *Human Resource Management*(6<sup>th</sup>e.d.). New Delhi :Sulthan Chand & Sons Publishers.

**REFERENCE BOOK:**

Gary Dessler, *Human Resource management* – 9<sup>th</sup> edition Prentice Hall Publishers.

**QUESTION PAPER PATTERN****Title of the paper: Human Resource Development****Max Marks: 100****Course Code: PS15/6C/HRD****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

**Semester – VI    Code: PS15/6C/ASP    Course Title: Applied Social Psychology**

**SEMESTER – VI**

**Teaching Hours: 90 Hours**

**Credits: 4**

**Course Code    : PS15/6C/ASP**

**L T P: 3 2 0**

**Objectives:**

To enable students

- To understand the applicability of social psychological concepts in select arenas of life.
- To deal better with the challenges to self and environment

**Unit I: Introduction to Applied Social Psychology:**

Meaning, Applied Social Psychology as a Science, The Role of Personal Values, Areas of Focus and Various roles of Applied Social psychologists (15 hours)

**Unit II: Applying Social Psychology to Sports Teams:**

Team Dynamics: Team Cohesion, Team Confidence, Effective Communication and Team Goal Setting. Team Building: Family Psychology Intervention and Communication Training Intervention. (20 hours)

**Unit III: Applying Social Psychology to the Media:**

Effects of Media violence: The Consequences of Viewing Media Violence, Imitation of Violence, Media and Aggressive Thoughts. Media Violence and Fear. Effects of long term exposure to Pornography. Effects of negative Media Coverage. Media and Perceptions on Mental Illness. Media and Positive Social Change

(20 hours)



**Unit IV: Applying Social Psychology to Community:**

Community Psychology: Definition, Origins, Community psychology values and Approaches. Sense of Community: Person – Environment fit. The Internet as a source of community and help. Effects of long term internet use and social media. Dealing with Digital Dependence (20 hours)

**Unit V: Applying Social Psychology to the Classroom:**

Cognitive Errors and Student –Teacher Relations. Attributions based on lectures and Overcoming fundamental attribution error, Belief Perseverance and Social categorization. Self perceptions and their Academic Consequences: Self- Handicapping, Self Serving bias, and Over Justification effect. Dealing with Academic Challenges.

(15 hours)

**RECOMMENDED TEXTBOOKS**

1. Coutts M L, Gruman A J & Schneider W F( 2012). *Applied Social Psychology*. (2<sup>nd</sup> Ed). New Delhi: Sage Publications.
2. Cashmore (2004). *Key concepts in sports psychology*. New York: Routledge.

**REFERENCE BOOKS**

1. Bannerjee, R., Tolmie, A., & Boyle, J. (2011) Educational Psychology: History & Overview in Davey, G (Eds.) *Applied Psychology* P.P.344- 360. UK: BPS Blackwell Publishing Ltd.
2. Bannerjee, R (2011) Educational Psychology: Research on Developmental and Social factors in Davey, G (Eds.) *Applied Psychology* P.P.406- 429. UK: BPS Blackwell Publishing Ltd.
3. Devonport, T & Lane, A. (2011) Sport and Exercise Psychology- Understanding Social, Developmental and Personality factors in Davey, G (Eds.) *Applied Psychology* P.P.594-609. UK: BPS Blackwell Publishing Ltd.
4. Kassin, S., Fein, S., & Markus, H. R. (2014). *Social Psychology* (9<sup>th</sup> Edn.). New Delhi: Cengage Learning

**QUESTION PAPER PATTERN****Title of the paper: Applied Social Psychology****Max Marks: 100****Course Code: PS15/6C/ASP****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES:****(10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH:****(5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH:****(2 x 20= 40)**

**Semester – VI****Code: PS15/6E/PP****Course Title: Elective II- Positive Psychology****SEMESTER – VI****Teaching Hours: 90 Hours****Credits: 5****Course Code : PS15/6E/PP****L T P: 4 2 0****Objectives:**

1. To introduce concepts of positive psychology
2. To enable the students to understand the implications of positive psychology for psychological practice

**UNIT I****INTRODUCTION**

Positive Psychology: Assumptions, Goals and Definitions; A brief history of positive psychology – Martin Seligman and positive psychology, Karen Horney and the morality of evolution, Carl Rogers and the actualizing tendency - Life Above Zero (15 Hours)

**UNIT II****POSITIVE EMOTIONAL STATES**

Positive Emotions – The Broaden-and-Build Theory of Positive Emotions; Positive emotions and Health Resources –Physical Resources –Psychological Resources – Social Resources; Positive Emotions and Well-being ; Cultivating Positive Emotions – Flow Experiences, Savoring (15 Hours)

**UNIT III****POSITIVE COGNITIVE STATES**

Optimism – Dispositional optimism, Optimism as explanatory style, How Optimism works , Varieties of Optimism – Hope theory; Meaningfulness – Contours of a positive life - Meaning and Means, Meaning, A pleasant life, An engaged life, A meaningful life, Means (20 Hours)

**UNIT IV****POSITIVE BEHAVIOUR**

Resilience – Definition; Sources of Resilience – In Children, In Disadvantaged Youth, In Adulthood and Later Life – Growth through Trauma; Forgiveness; Gratitude – Increasing well-being by counting one's blessings; Love – Close Relationships and well-being – knowing and being known, Attribution, Acceptance and Respect, Reciprocity, Continuity

(20 Hours)

**UNIT V - POSITIVE THERAPIES**

Motivational Interviewing – Solution-focused therapy – Positive Psychotherapy – Well-being therapy – Mindfulness-based cognitive therapy – Clinical approaches to posttraumatic growth

(20 Hours)

**RECOMMENDED TEXTBOOKS**

Baumgardner, S.R., & Cothers, M.K. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt.Ltd.

Carr, A. (2004). Positive Psychology a science of happiness and human strengths. New York, NY: BR Publishers

Joseph, S & Linley, P.A. (2006). Positive Therapy. A meta-theory for positive psychological practice. London: Routledge.

**REFERENCES**

Csikszentmihalyi, M. (2002). Flow. The classic work on how to achieve happiness. London: Rider.

**QUESTION PAPER PATTERN****Title of the paper: Positive Psychology****Max Marks: 100****Course Code: PS15/6E/PP****Time: 3 Hours****Part – A****ANSWER ALL QUESTIONS IN ONE OR TWO SENTENCES: (10 x 2 = 20)****Part – B****ANSWER ANY 5 OUT OF 8 QUESTIONS IN ABOUT 300 WORDS EACH: (5 x 8 = 40)****Part – C****ANSWER ANY 2 OUT OF 4 QUESTION IN ABOUT 1200 WORDS EACH: (2 x 20= 40)**

Semester – VI

Code: PS15/6E/CS

Course Title: Elective III – CASE STUDIES.

Teaching Hours: 105 Hours

Credits: 5

Course Code : PS15/6E/CS

L T P: 2 1 4

**Objectives:**

To enable students to

- To understand case study as a method of research
- Develop ability to make keen and accurate observations of a person or persons in-depth.
- Conduct a detail study of a person or persons
- Gain information through observation, interview, analysis of clinical records and interviewing significant others.
- Gain in-depth understanding of various developmental areas

The paper will have a theory and practical component:

**Theory:**

Case Study: Definition, Types of case studies, Process of carrying out case studies – Data collection methods, Uses and Limitations, Writing a case report.

**Practical:**

**Case studies (any 2) to be submitted from the following areas:**

- Elementary school children
- Adolescence
- Young adulthood
- Children with Special needs
- Clinical conditions
- Middle age
- Old age
- Working Women
- Victims of trauma or Abuse
- Palliative Care

Each case study should not exceed 30 pages. Students are required to submit an introduction and a case report for each of the chosen area. Students are required to spend a minimum of 75 hours on their 2 cases and 30 hours will be allotted for the theory component

The internal Evaluation for 60 marks will be based on both theory and practical component. 20 marks will be allotted for theory and 40 marks for practical component. The external evaluation will be for 40 marks.

### **RECOMMENDED TEXTBOOKS**

1. Guthrie., G (2012). *Basic Research Methods*. New Delhi: Sage Publications
2. Neuman, W,L (2007). *Social Research methods*. New Delhi: Presstech Litho Pvt. Ltd

**Semester – VI      Code: PS15/6E/SR      Course Title: Elective III – SURVEY RESEARCH**  
**SEMESTER – VI**

**Teaching Hours: 105 Hours**

**Credits: 5**

**Course Code : PS15/6E/SR**

**L T P: 2 1 4**

**Objectives:**

To enable students

1. To understand concepts related to carrying out survey research
2. To construct checklists to assess participants attitude/preferences/behaviour.
3. To administer standardized psychological test on a predetermined sample and to assess and compare people on certain behavioral/psychological traits.
4. To statistically evaluate and interpret the data received from the survey and generate conclusions.
5. To document information.

The paper will have a theory and practical component:

**Theory:**

Definition, Research questions appropriate of survey research, Logic of Survey Research, Construction of checklists or questionnaires, Types of Survey, Process of carrying out survey, Advantages and Disadvantages. Writing a survey Research Report.

**Practical:**

**Survey in any one of the following areas:**

1. Industrial/organizational behavior
2. Mental health issues.
3. Social behavior.
4. Family/parenting/relationship.
5. Consumer behavior
6. Environmental issues

Project report should not exceed 50 typed pages.

The internal Evaluation for 60 marks will be based on both theory and practical component. 20 marks will be allotted for theory and 40 marks for practical component. The external evaluation will be for 40 marks.

**RECOMMENDED TEXTBOOKS**

1. Guthrie., G (2012). *Basic Research Methods*. New Delhi: Sage Publications
2. Neuman, W,L (2007). *Social Research methods*. New Delhi: Presstech Litho Pvt. Ltd