

MANONMANIAM SUNDARANAR UNIVERSITY

B. Sc. PSYCHOLOGY

For Affiliated Colleges

With effect from the Academic Year 2024-2025

PROGRAMME STRUCTURE & SYLLABI

ELIGIBILITY: A candidate, who has passed in +2 in Higher Secondary Examination

MEDIUM OF INSTRUCTION: English

PROGRAMME DURATION: Three academic years with 6 semesters (2 semesters per year).

- The curriculum of B.Sc. Psychology programme is designed to have at least 140 credits for the award of B.Sc. Degree.
- The candidate's performance in each theory subject will be evaluated by a combination of Continuous Internal Assessment (CIA) and University examinations at the end of each semester of the B. Sc. programme.
- All course subjects shall be evaluated for a maximum of 100 marks.
- The CIA component for a theory course shall include tests / seminar / assignment parts.
- There will be three compulsory periodical tests in a semester. Each test is conducted for about one and half unit of the syllabus in each course. The duration of each test is one hour. Each test carries a maximum of 25 marks and shall be converted as required.
- The split-up of the CIA marks for all the Theory Courses is as below:

Components	Marks
Tests - The average of the best two tests from three compulsory tests	15
Seminar	5
Assignment	5
Total	25 Marks

- For the conduct of University Examination in Practical subjects, the University will appoint two examiners (one internal and one external examiner). The Examiners appointed by the University for Conduct of practical papers will set the question paper for the practical examination. Two experiments for each practical may be given at random to each student of which one will be conducted. For the second one, they will write only plan and procedure.

The group data, which are common to all students in the batch, will be supplied by the examiner.

- For all theory and practical subjects, duration of University examination will be for 3 hours.
- There is no passing minimum for the CIA components and for the CIA in total.

ONLY THOSE CANDIDATES WHO HAVE PASSED IN ALL THE PAPERS INCLUDING THE PRACTICALS AND PROJECT WORKS/ CASE STUDIES IN THE FIRST APPEARANCE ARE CONSIDERED FOR RANKING.

MMSU

B. Sc. Psychology

Course Structure w.e.f. 2024 - 25

SEMESTER I

Part	Sub. No.	Subject status	Subject Title	Credit	Hrs/ week
I	1.1	Language	Tamil/Other	3	6
II	1.2	English	English	3	6
III	1.3	Core Course I	Introduction to Psychology - I	4	4
	1.4	Core Course II	Biological Psychology	4	4
	1.5	Elective I	Community Psychology	5	6
	1.6	Skill Enhancement Course SEC-1	Non Verbal Communication Skills	2	2
IV	1.7	Skill Enhancement (Foundation Course)	Careers & Ethics in Psychology	2	2
			Total	23	30

SEMESTER II

Part	Sub. No.	Subject status	Subject Title	Credit	Hrs/ week
I	2.1	Language	Tamil/Other	3	6
II	2.2	Language	English	3	4
III	2.3	Core Course III	Introduction to Psychology- II	4	4
III	2.4	Core Course IV	Developmental Psychology - I	4	4
III	2.5	Elective II	Cross Cultural Psychology	5	6
IV	2.6	Skill Enhancement Course SEC-2	Personality Development	1	2
IV	2.7	Skill Enhancement Course SEC-3	Psychological First Aid	1	2
IV	2.8	Naan Mudhalvan	***	2	2
			Total	23	30

*** - Students who fail to appear for Naan Mudhalvan course of II Semester will be permitted to take the course titled "Stress Management" as Special paper

SEMESTER III

Part	Sub. No.	Subject status	Subject Title	Credit	Hrs/ week
I	3.1	Language	Tamil/Other	3	6
II	3.2	Language	English	3	4
III	3.3	Core Course V	Developmental Psychology II	4	4
III	3.4	Core Course VI	Practical1 : Experimental Psychology	4	4
III	3.5	Elective III	Statistics for Behavioural Science - Descriptives	4	6
IV	3.6	Skill Enhancement Course SEC-4	Life Skills for Youth	2	2
IV	3.7	Naan Mudhalvan	***	2	2
IV	3.8		Environmental Studies	2	2
			Total	24	30

*** - Students who fail to appear for Naan Mudhalvan course of III Semester will be permitted to take the course titled "Relaxation Techniques" as Special paper

SEMESTER IV

Part	Sub. No.	Subject status	Subject Title	Credit	Hrs/ week
I	4.1	Language	Tamil/Other	3	6
II	4.2	Language	English	3	6
III	4.3	Core Course VII	Psychopathology - I	4	4
III	4.4	Core Course VIII	Practical 2: Assessments in Psychology	4	4
III	4.5	Elective IV	Statistics for Behavioural Science - Inferentials	4	4
IV	4.6	Skill Enhancement Course SEC-5	Handwriting Analysis	2	2
IV	4.7	Naan Mudhalvan	***	2	2
IV	4.8		Value Education	2	2
			Total	24	30

*** - Students who fail to appear for Naan Mudhalvan course of IV Semester will be permitted to take the course titled "Conflict Resolution" as Special paper

SEMESTER V

Part	Sub. No.	Subject status	Subject Title	Credit	Hrs/ week
III	5.1	Core Course IX	Psychopathology - II	4	5
III	5.2	Core Course X	Social Psychology - I	4	5
III	5.3	Core Course XI	Introduction to Research	4	5
III	5.4	Core Course XII	Project with Viva Voce	4	5
III	5.5	Elective V	Health Psychology	3	4
III	5.6	Elective VI	Educational Psychology	3	4
IV	5.7	Naan Mudhalvan	***	2	2
	5.8		Internship / Industrial / Training / Field Visit / Knowledge Updating Activity	1	-
			Total	25	30

*** - Students who fail to appear for Naan Mudhalvan course of VSemester will be permitted to take the course titled "Self-Esteem Enhancement" as Special paper

SEMESTER VI

Part	Sub. No.	Subject status	Subject Title	Credit	Hrs/ week
III	6.1	Core Course XIII	Cognitive Psychology	4	5
III	6.2	Core Course XIV	Social Psychology - II	4	5
III	6.3	Core Course XV	Counselling Psychology	4	5
III	6.4	Elective VII	Environmental Psychology	4	5
III	6.5	Elective VIII	Sports & Exercise Psychology	3	4
III	6.6	Naan Mudhalvan	***	3	4
	6.7		Extension Activity	2	2
			Total	25	30

*** - Students who fail to appear for Naan Mudhalvan course of VI Semester will be permitted to take the course titled "Time Management" as Special paper

Programme Outcomes (PO) for B. Sc. Psychology

PO 1

Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.

PO 2

Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.

PO 3

Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.

PO 4

Facilitating acquisition of basic skills in major areas of application (psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).

PO 5

Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.

PO 6

Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

PO 7

Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.

PO 8

Developing respect for social diversity and increasing social and cultural relevance of learning.

Programme Specific Outcomes (PSO)
for
B. Sc. Psychology

- PSO 1 *Comprehending core psychological concepts and theories*
- PSO 2 *Fostering an applied perspective*
- PSO 3 *Establishing interface with socio-cultural context*
- PSO 4 *Building scientific attitude and perspective*
- PSO 5 *Creating Social and multicultural sensibility*
- PSO 6 *Enhancing Self-awareness, relational well-being and personal growth*
- PSO 7 *Improving ability to communicate and having empathy*
- PSO 8 *Demonstrating moral and ethical awareness and reasoning*

SEMESTER I

INTRODUCTION TO PSYCHOLOGY I

Course Objectives:

1. To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology.
2. To examine the basic principles of sensation for vision, hearing, smell, taste and bodily senses.
3. To understand the principles of Perception and Illusion.
4. To examine the nature and components of consciousness
5. To understand the Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.

Course Outcomes:

After successful completion of the course students will be able to:

CO1: Understand the genesis of Psychology and its importance

CO2 : Gain basic knowledge about Psychology

CO3: Understand the fundamental mental processes which are base for behavior

CO4: Relate the process of attention to perception and infer how we make sense of the world around us

CO5 Critically examine the process of learning

UNIT I : INTRODUCTION AND METHODS

What is Psychology?: Definition – Goals – What is not psychology? Pseudopsychologies. The History of Psychology – Schools - Modern Perspectives – Psychology In India – Psychology: The Science – Methods: Introspection – Observation – Survey – Experiment – Case Study – Correlation Research – Scope of Psychology: Branches of basic Psychology – Branches of applied Psychology

UNIT II: SENSORY PROCESSES

Definition – General Psychophysical Properties: threshold sensitivity – signal detection – sensory coding; Vision: Visual system - Light and vision - Visual Properties – Structure and components of Eye - Optic nerve; Auditory sense: Auditory properties – sound waves and hearing; Olfaction – Gustation – Pressure and Temperature - Pain

UNIT III: ATTENTION & PERCEPTION

Selective attention; physiological correlates of attention; Internal influences on perception- learning – set - motivation & emotion - cognitive styles; External influences on perception- figure and ground separation – movement – organization – illusion;

Internal- external interactions: Constancy -Depth Perception- Binocular & Monocular Perception; Perceptual defense & Perceptual vigilance; Sensory deprivation -Sensory bombardment; ESP - Social Perception.

UNIT IV: CONSCIOUSNESS

States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness - Dream – Theories. Altered States of Consciousness-meaning – Hypnosis – Use of

Drugs – Meditation – Other Altered States. Sensory deprivation- Near death Experience- Lucid dreaming

UNIT V: LEARNING & CONDITIONING

Learning: Definition – Nature- Association Learning – Classical Conditioning – Basic Principles; Operant Conditioning – Basic Principles – Reinforcement – Types – Punishment – Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning - Social and Cognitive Learning – Latent Learning – Insight Learning – Observational Learning.

Textbooks

1. Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5thed.) India, U.P.: Pearson India Inc.
2. Ciccarelli, S.K., & White, J.N. Psychology 5thed.(2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd
3. Atkinson & Hilgard (2009). Introduction to Psychology, 15th Ed. Wadsworth Cengage Learning, UK.

Reference books

1. Baron, A. R., "Psychology", 5th Edition, Pearson Education, New Delhi, 2010.
2. Morgan, C.T. and King, R.A (1994) Introduction to Psychology, Tata McGraw Hill Co, Ltd, New Delhi.
3. Robert S. Feldman (2004) Understanding Psychology 6th Edition Tata McGraw – Hill

BIOLOGICAL PSYCHOLOGY

Course Objectives:

1. To place emphasis on the perspectives and research methods of Biological Psychology.
2. To examine the basic features of the nervous system
3. To understand the communication between neurons and synaptic transmission
4. To examine the nature and divisions of the nervous system
5. To examine the role of hormones and glands

Course Outcomes:

- C01. Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
- C02. Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- C03. Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.
- C04. The explanation of mind-body relationship will also be elaborated.
- C05. The course will make them understand the importance of evolution in psychology.

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Mind-brain relationship – Use of animals in research – Level of analysis.

UNIT II: BRAIN ANATOMY & ITS FUNCTIONS

Nerve cells and nerve impulses - Neurons - Action Potential- The Synapse – Brain & Spinal Cord: Fore brain, Mid brain and Hind brain – Reflex arc – Cranial Nerves & Spinal nerves

UNIT III: THE SENSORY MOTOR SYSTEM

Vision: visual coding – Neural basis of visual perception – visual development – Audition: sound and the ear – pitch perception – auditory cortex – sound localization – Mechanical senses: vestibular sense – Somatosensation– Pain - Chemical senses: Taste –Olfaction; Movement: Control – Brain mechanism - Movement Disorders

UNIT IV: INTERNAL REGULATION

Rhythms of Waking and sleeping – Stages of sleep and brain mechanisms – Sleep disorders – Dreaming; Temperature regulation – thirst - hunger

UNIT V: REPRODUCTIVE & EMOTIONAL BEHAVIOURS

Sex and Hormones – Variations in sexual behaviour – Gender identity and gender-differentiated behaviours – sexual orientation; Emotional behaviours: Definition and theoretical perspectives –brain areas associated with emotions – Functions of emotions - Attack and escape behaviours

TEXTBOOKS

1. Kalat, J.W. (2013). *Biological Psychology*. 11th Ed. New York: Brooks/Cole.
2. Mark, R., Rozenweig, S., Breedlove, M., & Leiman, A. L. (2002). *Biological Psychology: An Introduction to Behavior, Cognitive and Clinical Neuroscience*. Sunderland: Sinauer Publisher.

REFERENCES

1. Powell, G. (1998) *Brain and Personality*. 3rd Ed. London: Routledge & Kegan Paul.
2. Carlson, N. R. (2007). *Foundations of Physiological Psychology*, 6th Ed. Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education.
3. Wagner, H., & Silber, K. (2004). *Physiological Psychology*. NY: BIOS Scientific Publishers.

COMMUNITY PSYCHOLOGY

Course Objectives:

1. To demonstrate an understanding of the values and methods of community psychology and how they differ from other subfields of psychology
2. To understand role of community psychology in promoting mental health and well-being
3. To explore the relationship between people and their environments and consider ways of improving this relationship.
4. To link theories to practices through exemplary research and interventions.

Course Outcomes:

- CO1. Understanding the role of Psychology in community development.
- CO2. Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- CO3. Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies

UNIT I: INTRODUCTION

Meaning, Characteristics and Goals – Scope and Careers as Community Psychologist: Indian and International context: Individualism – Public Health Psychology – Critical Psychology - Emergence and Development – History of Community Psychology – Assumptions and Values; The Future of Community Psychology: Training for the Twenty-First Century.

UNIT II: MODELS OF COMMUNITY PSYCHOLOGY

Mental health model – Social ecological model – Critical orientation to community Psychology – theory of community coalition

UNIT III: CONTEXT

Intergenerational rites of passage – Poverty – Race and childhood health – Power and violence – HIV pandemic and community – COVID19 pandemic and community- vulnerable communities: homelessness – the elderly – Community competence

UNIT IV: ACTION

Learning in Community Psychology – Indigenous knowledge and learning development – Healing practices – Social support – Social action and innovation – Crisis and coping

UNIT V: UNDERSTANDING COMMUNITY PSYCHOLOGY

Community learning - Teaching Community Psychology – Community based coping – Ethics and Community Psychology- Programme evaluation – Aims, methods and imperatives of research in community psychology

Text Books

1. Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). *Community psychology: Linking individuals and communities*. Wadsworth, Cengage.
2. Duncan, N., Naidoo, B. B., Pillay, J., & Roos, V. (2007). *Community Psychology: Analysis, context and action*. UCT Press, South Africa.
3. Seedat, M. (2001). *Community Psychology: Theory, Method, and Practice : South African and Other Perspectives*. Oxford University Press, Southern Africa
4. Orford, J., (2008). *Community Psychology: Challenges, controversies, and emerging consensus*. John Wiley & Sons.

References

1. Scileppi, J. A., Torres, R. D., & Teed, E. L. (2000). *Community Psychology: A Common Sense Approach to Mental Health*. Prentice Hall, India.
2. Shanmugam, T. E. (1987). *Community Psychology*. UtsavShanmugam
3. Myers, E. R. (1977). *The Community Psychology Concept: Integrating Theory, Education and Practice in Psychology, Social Work, and Public Administration*. University Press of America

NON VERBAL COMMUNICATION SKILLS

Course Objectives

1. To identify and describe the various contexts of non-verbal communication study.
2. To describe the role of verbal and nonverbal messages in the human communication process.
3. To demonstrate an ability to adapt to various nonverbal communication situations.

Course Outcomes:

1. Students will be the most communicatively informed person in every communication situation they find themselves
2. Students Understand others verbally and nonverbally in professional and personal situations
3. Students will be the most effective communicator verbally and nonverbally in each communication situation they find themselves in, such as professional and personal contexts.
4. Students apply theories and concepts in analyzing nonverbal communication in a variety of contexts.
5. To gain an understanding of nonverbal codes and their effects on managing interaction, forming impressions, developing and maintaining relationships, and engaging in social influence

UNIT 1: COMMUNICATION

Communication: Definition - Functions – Process

History of Nonverbal Communication–Chronemes& Proxemics - Evidence of Nature of Nonverbal Behaviors Encoding and Decoding - Cultural Differences: Definitions and Dimensions - Sex Differences in Nonverbal Communication – Body Language and NLP

UNIT 2: BODY COMMUNICATION

Interpersonal communication: definition – types: oral – written – nonverbal;

Physical appearance - Gesture and Posture – Hands: Common Hand signals – Finger movements – Palms – Arms – Hand(s)-to-face gestures - Hand(s)-to-cheek gestures - Hand(s)-to-chest gestures – Palm to Palm – Handshakes; Legs: Crossed positions – Styles of sitting – Postures – Walking Gestures

UNIT 3: COMMUNICATION THROUGH SENSES

Facial communication: Specific features – Head Gestures – Distinctive Characteristics – Masking; Eye Communication: Pupils – Gaze – Gazing – Eye Contact – NLP and Eye movements – Eyes in Interaction - Glasses; Tactile communication – smell – taste

UNIT 4: VOCAL BEHAVIOUR & SPATIAL COMMUNICATION

Sounds – paralanguage & silence - Proxemics and Territoriality: Space and Territoriality - Environmental and Physical Surroundings- Appropriation of space – Zones and Nonverbal communication – Territorial gestures – Touch gestures – Directional gestures

Unit 5: APPLICATIONS:

Impression Management - Communicating Intimacy - Dominance and Persuasion -Female-Male Nonverbal Communication Supervisor and Employee Relationships - Teacher-Student Nonverbal Relationships

Text Books:

1. Lewis, H. (2000). Body Language: A guide for professionals. 2nd ed. Response Books, New Delhi.
2. Pease, Allan. Body Language: How to Read other's Thoughts by Their Gestures. New Delhi: Sudha Publication, 2003
3. Knapp, M. L., Hall, J. A., & Horgan, T. G. (2014). Nonverbal communication in human interaction (8 th ed.).Belmont, CA: Wadsworth.
4. Ribbens, Geoff and Richard Thompson. Body Language. New York: Hodder & Stoughton, 2007

References:

1. Morris, Desmond. *The Pocket Guide to Man Watching*. London: Grafton Books
2. *Nonverbal Communication: Forms and Functions (2nd ed.)* By Peter A. Andersen
3. Gray, J. (2015). *Men are from Mars, Women are from Venus: The Definitive guide to relationships*. Harper Element, UK.

CAREERS AND ETHICS IN PSYCHOLOGY

Course Objectives:

1. Understand the nature of fields in psychology
2. Comprehend core fields in Psychology
3. Understand applied fields in psychology
4. Learn the emerging fields of psychology
5. Know ethical concerns of psychology

Course Outcomes:

On successful completion of the course, the students will be able to

C01 (K1,K2): Understand Psychology

C02 (K2): Understand the core fields of Psychology

C03 (K2): Understand the applied fields of Psychology

C04 (K2): Acquire knowledge and emerging fields of Psychology

C05 (K2,K3): The importance of ethical practices in Psychology.

UNIT I: INTRODUCTION

Introduction to Psychology – Difference between core, applied and emerging fields.

UNIT II: CORE FIELDS IN PSYCHOLOGY

Abnormal Psychology–Cognitive Psychology–Development Psychology – Health Psychology

UNIT III: APPLIED FIELDS IN PSYCHOLOGY

Clinical Psychology – Counselling Psychology –Educational Psychology – Experimental Psychology –Industrial/Organizational Psychology – Rehabilitation Psychology

UNIT IV: EMERGING FIELDS IN PSYCHOLOGY

Engineering Psychology – Environmental Psychology –Evolutionary Psychology – Forensic Psychology– Sports Psychology

UNIT V: ETHICS IN PSYCHOLOGY

Meaning of Ethics in Research and clinical settings- Informed consent, debrief, protection of participants, deception, confidentiality, and withdrawal from an investigation- Importance of Ethics in Psychology.

Text Book:

1. Kuther, T. L and Morgan, R. D (2019) *Careers in Psychology: Opportunities in a Changing World*. SAGE Publications, Inc; Fifth edition

References:

1. Baron, A. R., "Psychology", 5th Edition, Pearson Education, New Delhi, 2010.
2. Feldman, R. S. (2004) *Understanding Psychology* 6th Edition Tata McGraw – Hill
3. APA MANUAL

SEMESTER II

INTRODUCTION TO PSYCHOLOGY – II

Course Objectives

1. To examine the various spectrum of Cognition like problem –solving and Decision making.
2. To understand the way memory works and stages of memory.
3. It provides an overview of theories of motivation, emotion and its implication on behaviour.
4. To understand what is intelligence and various theoretical approaches to it and to know how to assess Intelligence.

Course Outcomes:

After successful completion of the course students will be able to:

C01: Understand the fundamental mental processes which are base for behaviour

C02: Evaluate and understand the different human emotions

C03: Critically evaluate and identify determinants of motivation

C04: Apply the knowledge of learning principles and memorising skills in the preparation for examination and share them with other students.

C05: Understand human thinking and reasoning abilities

UNIT I: MEMORY AND FORGETTING

Memory: Definition –Memory Process: Encoding – Storage – Retrieval – The information processing model – Sensory memory – Short term memory – Long term memory – Forgetting: Meaning – Forgetting curve-Theories of forgetting - Causes – Memory and Brain – Improving memory.

UNIT II: THINKING & LANGUAGE

Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving-Steps. Barriers to Effective problem solving. Strategies of problem solving: algorithms, heuristic-Decision making-Steps-, Reasoning –inductive and deductive reasoning. Language –Nature, Main Components of Language – Morphemes – Phonemes – Syntax - Semantics – Pragmatics.

UNIT III: MOTIVATION

Motivation - Definition – Important Needs – Biological Needs, Social, Psychological Needs – Model of Motivation - Theories of Motivation – Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories - Classification of Motives , Physiological motives – Psychological motives – Conflict. Meaning- Types- Frustration: Meaning- Causes.

UNIT IV: EMOTION AND STRESS

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories –Stress: Definition – Four variations - Stressors – Effects – GAS – Individual differences - Coping mechanism.

UNIT V: INTELLIGENCE AND CREATIVITY

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence - Emotional Intelligence – Meaning – Characteristics - Creativity: Definition- Nature – Steps -Characteristics of creative people – Creativity tests.

Textbooks:

1. Baron, R.A. & Misra, G. (2017) Psychology Indian Subcontinent Edition (5thed.) India, U.P.: Pearson India Inc.

2. Ciccarelli, S.K., & White, J.N. Psychology 5th ed.(2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd
3. Atkinson & Hilgard (2009). Introduction to Psychology, 15th Ed. Wadsworth Cengage Learning, UK.
4. Ciccarelli, K. S., Meyer, E. G. & Misra, "G. Psychology", South Asia Edition.: Dorling Kingsley (India) Pvt, Ltd, New Delhi, 2008.

References:

1. Baron, A. R., "Psychology", 5th Edition, Pearson Education, New Delhi, 2010.
2. Morgan, C.T. and King, R.A (1994) Introduction to Psychology, Tata McGraw Hill Co, Ltd, New Delhi.
3. Robert S. Feldman (2004) Understanding Psychology 6th Edition Tata McGraw – Hill

DEVELOPMENTAL PSYCHOLOGY – I

Course Objectives:

1. This course facilitates an understanding about Human development – its universal features, its individual variations, and its nature.
2. The perspective of development is lifelong, multidimensional, involves growth, maintenance and is constructed through biological, sociocultural, and individual factors working together.

Course Outcomes:

- CO1:** Assess critically theories of life span development.
- CO2:** Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- CO3:** Discuss methodological approaches used to study development.
- CO4:** To describe the various emotions and socialization patterns of early childhood.
- CO5:** To critically analyze the cognitive and personality development and to distinguish the hazards and happiness of late childhood in childhood

UNIT I: INTRODUCTION

Definition - Origins of Development Psychology – Cultural and biological determinants – Methods of study in Development Psychology; Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues;

UNIT II: CONCEPTION THROUGH BIRTH

Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Sensory capacities of the neonate - Stages of child Birth - Types of childbirth – Cultural aspects of childbirth - Attitudes of significant people - Prenatal hazards & complications of low birth weight.

UNIT III: INFANCY & BABYHOOD

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of Infant – Hazards of Infancy; Characteristics of Babyhood – Developmental tasks- Physical development – Physiological development – Muscle Control – Speech development – Emotional behaviour – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards & Happiness.

UNIT IV: EARLY CHILDHOOD

Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

UNIT V: LATE CHILDHOOD

Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.

Text Books

- 1.
2. Santrock J.W. (2011) Life-Span Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited.
3. Santrock J.W. (2013) Child Development (13th Ed.) New Delhi: Tata McGraw Education Private Limited.
4. Butterworth, G, & Harris, M. (2014). Principles of Developmental Psychology. Psychology Press.
5. Hurlock, E., Developmental Psychology (1980). Tata McGraw Hill Publishing Co.
6. Shaffer, David R. (1996): Developmental Psychology, IV Edition, Brooks/Cole Publishing Company.

References

1. Thomas J. Berndt, Child Development (1997) 2nd edition. Brow& Benchmark Pub.
2. D.E. Papalia. Sally W. Olds, Child Development (1994) 5th edition Tata McGraw Hill.
3. E. M. Hetherington & Ross D Parke, Child Psychology – a contemporary viewpoint (1993) 4th edition McGraw Hill Pub.
4. Laura C Berk. Child Development (1996) Prentice- Hall of India (Pvt) Ltd. 3rd edition.
5. Feldman R.S. & Babu N. (2019) Child Development (8th Ed.) Noida: Pearson

CROSS CULTURAL PSYCHOLOGY

Course Objectives:

1. Introduce the principles, concepts and issues associated with the study of cross-cultural psychology.
2. Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.
3. Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives.
4. Examine the role of Culture in various development aspects of human development process and emotionality
5. Explore gender sensitisation in view of cultural spectrum

Course Outcomes:

CO1 - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences

C02 - To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.

C03 - To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.

C04 - To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.

C05- To examine the role of culture in the understanding gender roles, stereotypes and ideology development

UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY

Definition, Origins & Contents of Culture, Pan cultural Principles Etics&Emics

UNIT II: SOCIALIZATION & ENCULTURATION

Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors

UNIT III: CULTURE AND DEVELOPMENTAL PROCESS-TEMPERAMENT

Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross-Cultural research on Temperament; Attachment- Bowlby's (1969) evolutionary theory of attachment, Ainsworth's Classification System of Attachment; Moral reasoning- Kohlberg's Theory of Morality, Criticism: Kohlberg's Theory of Morality.

UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION

Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.

UNIT V: CULTURE AND GENDER

Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research

Text Books:

1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5th Ed.). Belmont, CA: Wadsworth Cengage Learning
2. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2nd Ed.) John Wiley & Sons Ltd.

References:

1. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press.
2. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.

PERSONALITY DEVELOPMENT

Course Objectives:

1. To learn and improve person's personality characteristics
2. To understand how personality develops and what are the different types of personality
3. To understand how personality affects career choices and success of one's own family
4. Nurture within a person, characteristics such as self-confidence, positive attitude, emotional intelligence, social grace, flexibility, friendliness, and practical communication skills.

Course Outcomes:

- CO1:** Remember various dimensions and importance of a person's compelling personality
- CO2:** Understand the various dynamics of personality development and how someone's personality develops and how that information can be useful.
- CO3:** Apply the knowledge gathered from the course towards skills that would help them handle the day to day challenges
- CO4:** Analyse people around you and also more about who you are and how you got to be that way
- CO5:** Evaluate why you or someone you know behaves in a particular way.
- CO6:** Create an opportunity where you are striving to learn more about who you are, which direction your life should take, and understanding others around

UNIT I INTRODUCTION

Concept of personality - Dimensions of personality - Significance & Stages of personality development - Elements of Success

UNIT II POSITIVE ATTITUDE & SELF-MOTIVATION

Attitude: Concept - Significance - Factors affecting attitudes - Positive & Negative attitude - Advantages & Disadvantages - Ways to develop positive attitude - Differences between personalities having positive & negative attitude; Motivation: Significance - Internal and external motives - Importance of self-motivation - Factors leading to de-motivation

UNIT III SELF DEVELOPMENT SKILLS

Emotional Adjustment - Self-Awareness - Self-esteem - Self-Confidence - Stress Coping Ability - Time Management

UNIT IV SOCIAL SKILLS DEVELOPMENT

Assertiveness - Interpersonal Relationship - Problem Solving - Decision Making - Conflict Resolution

UNIT V SERVICE ORIENTATION & EMPLOYABILITY QUOTIENT

Social Concern - Value System and Culture; Resume building- Developing Group Discussion Skills - Facing the Mock Interview Sessions

Text Books:

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Bhatia, R. C. (2010). *Personality Development*, Ane Books Pvt. Ltd., Chennai.
3. Aurther, J. (2006). *Personality Development*. Lotus Press, New Delhi.

Reference Books:

1. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.
2. Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition: Prentice Hall.

3. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
4. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
5. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
6. Seven Habits Of Highly Effective People – Stephen Covey
7. You Can Win – Shiv Khera
8. Personality Development and Career management: By R.M.Onkar (S Chand Publications)
9. Social Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)

PSYCHOLOGICAL FIRST AID

Course Objectives:

1. Understand the nature and meaning of Psychological First Aid (PFA)
2. The understand the techniques of PFA
3. To understand the intervention techniques
4. To know the self-care techniques of PFA
5. To distinguish between PFA and Psychological Debriefing.

Course Outcomes:

- C01: Understand the concept and background of Psychological First Aid
 C02: Analyze the relevance of PFA models
 C03: Describe the sources and reactions to traumas and disasters
 C04: Evaluate the need of PFA for different population categories
 C05: Identify the steps to practice Psychological First Aid.

UNIT I: INTRODUCTION

Meaning, Terms and Concepts – Historical context; Emergencies & Mental Health – Maslow’s Hierarchy of needs – John Hopkins Model – Five Elements of Psychological First Aid - Common mild, severe and potentially incapacitating psychological and behavioral reactions after a disaster

UNIT II: REFLECTIVE LISTENING & RAPPORT

Listening to others – Being a supportive Listener – Active Listening – Responding to grieving person - - 3Ls of PFA – Look, Listen and Link

UNIT III: ASSESSMENT & PRIORITISATION

Assessment of Needs– Assessment of Stress – Assessment through listening – Prioritisation: Beyond the Ashes – Case studies

UNIT IV: INTERVENTION AND DISPOSITION

Types of Loss – Grief – Risk factors; Types of Stress – Potential Causes – Burnout - Basic stress management for disaster survivors – Types of Support system
 Psychological First Aid Stages - reducing risk of adverse outcome – Prevention & coping strategies - Understanding Human Resilience; Psychological Debriefing –structured discussion of events

UNIT V: SELF-CARE

Self-care plan and preparation – self-empowerment and hope - Support systems – Protective factors - Linking to Basic Needs – Linking to accurate information – Linking to family, friends and social support

Text Books

1. Everly, G. S., & Lating, J. M. (2017). *The John Hopkins guide to Psychological First Aid*. John Hopkins University Press, Baltimore
2. Jacobs, G. A. (2016). *Community Based Psychological First Aid: A practical guide to helping individuals and communities during difficult times*. Elsevier Inc.

Reference Books

1. Snider, L., World Health Organization, War Trauma Foundation & World Vision International. (2011). *Psychological First Aid: Guide for Field Workers*. World Health Organization
2. Eds. Koocher, G., & La Greca, A. (2011). *The parents' guide to Psychological First Aid: Helping children and adolescents to cope with predictable life crises*. Oxford University Press, New Delhi.
3. American Psychiatric Association. Committee on Disaster and Civil Defense. (1954). *Psychological First Aid in Community Disasters*. University of Michigan.

STRESS MANAGEMENT

UNIT I: INTRODUCTION

What is stress? The stressor, Stressful events in life, Stress reactivity, Consequence of stress

UNIT II: MODELS

Stress cycle, General Adaptation Syndrome, Biopsychosocial, Biomedical and Others Models of stress.

UNIT III: STRESS MANAGEMENT

Assessment of stress, taking control, life events and stress, success analysis, Asserting Self, Effective communication

UNIT IV: STRATEGIES

Relaxation Technique: Meditation, Autogenic Training and Imagery, Progressive Relaxation

UNIT V: PROGRAMS

Developing Stress Management programs and Modules

References:

1. Comprehensive Stress Management, seventh edition (2002) by Jerrold S. Greenberg, Published by McGraw-Hill
2. Introduction to Psychology, By Clifford T. Morgan, Richard
3. Taylor, S.E. (2006). *Health Psychology*, 6th Ed. Tata McGraw-Hill Edition, New Delhi.

SEMESTER III

DEVELOPMENTAL PSYCHOLOGY – II

Course Objective

1. To study the Physical and emotional changes during puberty and changes in morality, sex interest and family relationships in adolescence.
2. To examine the hazards of early adulthood
3. To understand the Vocational and marital adjustments during early adulthood
4. To examine cognitive and personality development in adolescence, early and late adulthood

Course Outcomes:

- CO1. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- CO2. Developing an ability to identify the milestones in diverse domains of human development across life stages.
- CO3. Understanding contributions of socioculture context in shaping human development
- CO4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.
- CO5. Gaining knowledge of genetical as well as nature influences on physical and psychological differences of human beings.
- CO6. It will have insight on psychological changes from adolescence to old age and their appropriate theoretical understanding.

UNIT I: PUBERTY & ADOLESCENCE

Puberty: Meaning - Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness; Adolescence: Characteristics – Developmental tasks – Physical change – Emotional changes – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.

UNIT II: YOUNG ADULTHOOD

Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

UNIT III: MIDDLE AGE

Characteristics – Developmental tasks – Adjustment to physical changes and mental changes – Social Adjustment – Vocational Adjustment – Adjustment to changed family patterns – Being single – loss of a spouse – Adjustment to approaching retirement – Vocational and Marital Hazards - Adjustment to approaching old age.

UNIT IV: OLD AGE

Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities. Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards.

UNIT V: END OF LIFESPAN

Death, dying and bereavement: Death as a lifespan developmental process – Longevity – Timing of death and lifespan – Process of dying – Choice and personal control – Cultural variations in dying and the acceptance of death – Bereavement – Widows and widowers

Text Books

1. Santrock, J. W. (2020). Life span development (18ed), New York, NY: McGraw Hill
2. Papalia, D.E., & Olds, S.W. (2017). Human development (9ed), New York, NY: Tata McGraw Hill.
3. Hurlock, E. (2017). Developmental psychology (5thEd).New Delhi, India: Tata McGraw Hill
4. Feldman R.S. (2015) Development across the lifespan (7th Ed.) Delhi: Pearson
5. Peterson. (2014). *Developmental Psychology: Looking forward through the lifespan*. 6th ed., Pearson, India.

References

1. Shaffer, David R. (1996): *Developmental Psychology*, 4thEd, Brooks/Cole Publishing Company.
2. Thomas J. Berndt, Child Development (1997) 2nd edition. Brown & Benchmark Pub.
3. D.E. Papalia. Sally W. Olds, Child Development (1994) 5th edition Tata McGraw Hill.
4. E. M. Hetherington & Ross D P.(1993). *Child Psychology – a contemporary viewpoint* 4th ed McGraw Hill
5. Laura C Berk. Child Development (1996) Prentice- Hall of India (Pvt) Ltd. 3rd edition.

PRACTICAL 1: EXPERIMENTAL PSYCHOLOGY

Course objectives

1. To experiment and assess human psychological attributes.
2. To learn psychological test administration and scoring.
3. To comprehend and deduce test results.
4. To conceptualise and report psychological tests.
5. To analyse & apply data to understand unique human psychological capacities and discrepancies

Course Outcomes

- CO1. Design an experiment having one or two variables
- CO2. Weigh methods of subject selection from subject populations
- CO3. Examine the criteria for selecting stimuli from stimulus population.
- CO4 Select the statistical test to be used for the given experimental research
- CO5. Minimize pitfalls in experiments

Note: Totally 10 experiments are compulsory for conducting practical and record writing

UNIT I: ATTENTION

1. Free and directed observation
2. Division / Distraction of attention

UNIT II: SENSATION AND PERCEPTION

1. Paired comparison and / or rank order
2. Illusion Experiments

UNIT III: LEARNING

1. Habit interference
2. Paired Associate learning

UNIT IV: MEMORY AND FORGETTING

1. Cued & Chunked Recall
2. Proactive & Retroactive Interference

UNIT V: THINKING & LANGUAGE

1. Concept Formation
2. Problem Solving

Learning Outcomes:

After completing the course the learner will be able to:

- Perform the 10 experiments with aim, materials required, describe the tools used, explain the procedure and tabulate results, discuss and draw conclusions.
- Discuss uses, merits and demerits of the experiments.

STATISTICS FOR BEHAVIOURAL SCIENCE – DESCRIPTIVES

Course objective:

1. To understand basic statistical concepts.
2. To learn of qualitative data and its application in research.
3. To gain insight into parametric analysis.

Course Outcomes:

- C01. Understanding the nature and scope of statistics in Psychology.
- C02. Developing skills to use quantitative techniques such as measures of central tendency and variability
- C03. Knowing how to use the normal probability curve as a model in scientific theory
- C04. Grasping concepts related to hypothesis testing and developing related computational skills
- C05. Learning basic techniques of descriptive statistics

UNIT I: INTRODUCTION

Meaning and definition of statistics – origin, growth and characteristics – Need for understanding Statistics – Application of Statistics in Psychology – Scope and limitations.

UNIT II: CLASSIFICATION AND TABULATION

Objectives – types of classification – geographical – chronological – qualitative – quantitative – formation of continuous frequency distribution – uses of tabulation – parts of a table – types of tables – simple and complex tables – general purpose and special purpose tables.

UNIT III: DIAGRAMATIC AND GRAPHIC REPRESENTATION

General rules for constructing diagrams & graphs – uses of diagrams & graphs. Bar diagram – pie diagram – pictogram – cartogram. Line graph – frequency curve – frequency polygon – histogram – Ogives or cumulative frequency curves – limitations of diagrams and graphs.

UNIT IV: MEASURES OF CENTRAL TENDENCY

Concepts of averages – requisites of a good average – the mean, median and mode – merits and demerits – combined mean – numerical computations (simple problems only).

UNIT V: MEASURES OF VARIABILITY

Concept of dispersion – measures of dispersion – range – quartile deviation – standard deviation – mean deviation – combined standard deviation – numerical computations (simple problems only).

TEXT BOOKS:

1. Verma, J. P., & Ghufan, M. (2012). Statistics for Psychology: A comprehensive text. McGraw Hill India, Delhi.
2. Garrett, H.E. (1979): Statistics in Psychology and Education, 9th Indian Reprint, Bombay.

REFERENCES:

1. Howell, D.C. (2002): Statistical Methods of Psychology. 5th edition. Australia, Duxbury Publishers.
2. Minium, E.W., King B.M. and Bear, G. statistical Reasoning in psychology and Education. N.Y: John wiley & Sons, end 2001.
3. Gravetter F.J. and Wallnay L.B. Essentials of statistics for the Behavioral sciences N.Y. West Publishing com., 1995.
4. Gupta, S.P. (2006): Statistical Methods, New Delhi: Sultan Chand and Sons

LIFE SKILLS FOR YOUTH

Course Objectives:

1. To enhance one's ability to be fully self aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.
2. To increase one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work.
3. To provide opportunity for realising one's potential through practical experience.

Course Outcomes:

CO1: Understand the need and importance of life skills in everyday professional and personal lives

CO2: Analyse the factors contributing to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving, communication, positive interpersonal relationship, stress and emotion management

CO3: Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving

CO4: Create individual effective strategies to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving, communication, positive interpersonal relationship, stress and emotion management

CO5: Apply the principles of effective communication, positive interpersonal relationships and effective stress and emotional management in everyday life

UNIT I: INTRODUCTION

Youth: Definition and characteristics - Problems of youth, pertaining to self, family and society;*Life Skills:* Definition and Importance - Skills needed for development of youth – Scope of Life Skills in management of Youth problems pertaining to health, sexuality, education and occupation

UNIT II: LIFE SKILLS FOR PERSONAL WELL BEING

Self-development skills: self-awareness building – SWOT Analysis – Johari Window Analysis – self-confidence building – self-esteem enhancement skills – Empathy building skills

UNIT III: THINKING & MOTIVATION SKILLS

Thinking skills: problem solving – decision making - critical thinking - creative thinking – realistic and positive thinking;

Motivation skills: self-motivation – motivation of others – Goal setting: SMART Goals – Immediate, Intermediate & Long term Goals - wealth building;

UNIT IV: COMMUNICATION & INTERPERSONAL SKILLS

Communication skills: verbal and non-verbal communication – active listening and attending;*Interpersonal skills:* Team building skills: Negotiation and refusal skills – Assertiveness skills – Maintaining good marital and sexual relationship – Child rearing and family relationships;

Leadership skills: political, occupational and professional leadership – entrepreneurial skills

UNIT IV: SELF MANAGEMENT SKILLS

Anger & Stress Management skills: Relaxation - Thought Stopping – Positive Self Talk;

Time Management Techniques: Identifying Time Wasters - Advantages of Time Management - Time Management Styles;

Desensitisation procedures: Study skills for students – Role play – Group Discussions – Debate – Brainstorming;

TEXTBOOKS

1. Swaminathan, V. D., & Kaliappan, K. V. (2001). *Psychology for effective living: Behaviour modification, guidance, counselling & yoga*. 2nd ed. Chennai: Madras Psychology Society.

2. Agochiya, D. (2010). Life competencies for adolescents: Training manual for facilitators, teachers and parents. Sage, New Delhi.

REFERENCES

1. Shulman, L. (1979). *Skills of helping: Individuals & groups*.
2. Burnard, P. (1999). *Interpersonal Skills Training*.
3. Bishop, S. (1999). *Assertiveness skills training*.
4. Harvard business essentials (2005). *Time management*. Boston.
5. Greenberg, J.S. (2001). *Comprehensive stress management*. 7thed. Chennai: TataMcGraw-Hill
6. Jones, N. (2005). *Practical counseling and helping Skills*. 5thed. Sage, New Delhi.

RELAXATION TECHNIQUES

Course Objectives:

1. To Understand the nature and importance of relaxation
2. To understand meditation
3. To Understand guided imagery
4. To Know about muscular relaxation
5. To Understand biofeedback

Course Outcomes:

- CO1. Understand the nature and importance of relaxation
- CO2. Understand meditation
- CO3 Understand guided imagery
- CO4. Know about muscular relaxation
- CO5 Understand biofeedback

UNIT I: INTRODUCTION

Meaning, Nature and importance of relaxation techniques in today's world

UNIT II: YOGA & MEDITATION

Yoganidra – Dhyana – Transcendental Meditation – Mindfulness Meditation - Meaning – Nature – Types- Procedure – Benefits

UNIT III: GUIDED IMAGERY

Meaning – Nature – Types- Procedure – Benefits

UNIT IV: PROGRESSIVE MUSCULAR RELAXATION & AUTOGENIC RELAXATION

Meaning – Nature – Types- Procedure – Benefits

UNIT V: BIOFEEDBACK

Meaning – Nature – Types- Procedure – Benefits

References

1. Payne, R.A. (2010). *Payne's Handbook of Relaxation Techniques: A Practical Guide for the Health Care Professional*, Churchill Livingstone; 4th edition.
2. Jena, S. P. K. (2008). *Behaviour Therapy: Techniques, Research and Applications*. Sage Publications, New Delhi.
3. Swaminathan, V. D., & Kaliappan, K. V. (2001). *Psychology for effective living: Behaviour modification, guidance, counselling & yoga*. 2nd ed. Chennai: Madras Psychology Society.

SEMESTER IV

PSYCHOPATHOLOGY – I

Course Objectives:

- 1.To have an overview of Abnormal psychology.
2. To comprehend the paradigms in psychopathology.
- 3.To gain understanding of neuro-developmental disorders.
4. To learn of anxiety disorders.
5. To develop insight into Somatoform and Dissociative disorders.

Course Outcomes:

- CO1. Understanding the concept of abnormal behaviour.
- CO2.Understanding of various subcategories of disorders listed in DSM-5.
- CO3.Exploring clinical assessment in an evidence based framework
- CO4. To be able to describe the symptoms of different psychological disorders.
- CO5. To discuss the causal factors of the disorders
- CO6.To highlight the various treatments of the disorders
- CO8.To obtain 'hands on' experience through field work and assessment of the disorders

UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVES

Defining Abnormal Behavior, Causes of Abnormal Behavior- Necessary, Predisposing, Precipitating and Reinforcing causes, Historical views of abnormal behaviour. Brief note on DSM 5 and ICD 11 classification system

UNIT II: MODELS OF ABNORMALITY

Biological, Psychodynamic, Behaviour, Cognitive, Humanistic- Existential, Interpersonal perspective, Bio-cultural.

UNIT III: NEURODEVELOPMENT DISORDERS

Intellectual disability - Definition, Clinical types and Causal factor, Autism Spectrum disorder- Clinical Picture and Causal Factors, Specific Learning disorder- Clinical Picture and Causal factors, Attention Deficit /Hyperactivity disorder. Conduct Disorder. Neurocognitive Disorder

UNIT IV: ANXIETY RELATED DISORDERS

Meaning- Types: Brief description of Generalized Anxiety Disorders, Phobic Disorder, PTSD, OCD, Panic Disorder with Causal factors and Treatment

UNIT V: SOMATIC DISORDER AND DISSOCIATIVE DISORDER

Somatic Symptoms & related disorders (SSD), Complex SSD, Illness Anxiety Disorder, Functional Neurological Disorder. Dissociative Disorders- Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and Derealization Disorder –Causal factors and Treatment.

Text Books

1. Butcher,J.N., Hooley, J.M., Mineka, S., Dwivedi, C.B (2017). Abnormal Psychology 16th Ed. New Delhi: Pearson Publication.
2. Barlow, Durand & Hoffman. (2017). *Abnormal Psychology: An Integrated and Casebook in Abnormal Psychology, 8th Ed.* Cengage Learning.

References:

1. Sarason&Sarason. (2017). Abnormal Psychology: The Problems of Maladaptive Behaviour. 11th Ed. Pearson Education
2. Comer, R. J (2018). *Fundamentals of Abnormal Psychology.* 9th Ed. Worth Pub.

PRACTICAL 2: ASSESSMENTS IN PSYCHOLOGY

Course Objectives:

1. To assess human psychological attributes.
 2. To experience with measurement theory, psychological testing, evaluation and assessment.
 3. To cover the general measurement topics, including psychometric theory, ethical issues, and test characteristics
 4. To learn psychological test administration and scoring.
- To comprehend, interpret and deduce test results.

Course Outcomes:

- CO1. Developing an understanding of the basic principles of psychological assessment and its various phases.
- CO2. Developing knowledge about the steps in test construction and test standardization
- CO3. Demonstrating understanding of the impact of cultural contexts on assessment
- CO4. Developing knowledge of ethical and legal issues involved in the assessment process
- CO5. Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
- CO6. Developing knowledge about the application of tests in a variety of settings.

UNIT I: ACHIEVEMENT TESTS

1. Scholastic Achievement
2. Study Habits

UNIT II: ATTITUDE & INTERESTS TESTS

1. Vocational / Career Interests
2. Multiphasic Interests

UNIT III: APTITUDE TESTS

1. Differential Abilities
2. Speed & Accuracy

UNIT IV: MOTIVATION TESTS

1. Level of Aspiration
2. Three Needs Assessment

UNIT V: PROJECTIVE TESTS

1. Sentence Completion
2. Word Association

Note: A Total of 10 assessments are compulsory for conducting practical and record writing

Learning Outcomes:

After completing the course the learner will be able to:

- Perform the 10 assessments with aim, materials required, describe the tools used, explain the procedure and tabulate results, discuss and draw conclusions.
- Discuss uses, merits and demerits of the assessments.

STATISTICS FOR BEHAVIOURAL SCIENCE – INFERENCE

Course Objectives:

1. The main objective of inferential statistics is to make it easier to study data from a smaller scale and then interpret them and attribute conclusions to a larger scale of data.
2. To make inferences based on relations found in the sample, to relations in the population.

Course Outcomes:

- CO1. Developing an understanding of the nature of data
- CO2. Developing skills to use quantitative techniques such as Correlation, Regression, t-test, Chi square and Z test
- CO3. Knowing how to use the properties of normality to obtain better results
- CO4. Grasping concepts and developing computational skills
- CO5. Learning basic techniques of inferential statistics, parametric & non-parametric.

UNIT I: CORRELATION AND REGRESSION

Scattergram - Correlation Coefficient: Product Moment Correlation coefficient – Numerical computations – Partial Correlation: Assumptions – Limitations – Testing the Significance – Numerical computations; Multiple Correlation: Coefficient of Determination – Properties – Limitations – Numerical computations
Regression: Applications – Properties – Assumptions – Numerical computations – Standard Error of Estimate.; Multiple Regression: Properties – Assumptions – Numerical computations - Limitations

UNIT II: LARGE & SMALL SAMPLE TESTS

Critical value of Z-statistics – Z-test for One sample – Z-test for Two Independent Samples – Test of Significance
Critical values of t – t -test for One Sample – t -test for two Independent Samples – t -test for Two Dependent Samples

UNIT III: ANALYSIS OF VARIANCE

One-way ANOVA: Important terminologies – One-way ANOVA Model – Procedure – Assumptions;
Two-way ANOVA: Advantages - Important terminologies – Two-way ANOVA Model – Procedure – Assumptions

UNIT IV: NON PARAMETRIC TESTS

Meaning – Advantages and Disadvantages – Chi-square – Run Test – Sign Test – Median Test – Mann Whitney U Test – Kruskal Wallis Test – Friedman Test
Characteristics, Assumptions, Numerical computations & Limitations

UNIT V: NON PARAMETRIC CORRELATIONS

Rank Order – Bi-serial – Point Bi-serial – Tetrachoric Correlation – Phi Coefficient
Characteristics, Assumptions, Numerical computations & Limitations

Text Books

1. Gravetter, F, J., & Wallnau, L, B. (2023). *Statistics for the Behavioral Sciences* (10thed). Cengage Learning, India
2. Verma, J P, Ghufraan, M. (2012). *Statistics for Psychology: A Comprehensive Text*. Tata McGraw Hill, New Delhi.
3. David Howell (2012). *Statistical method for psychology* (8th Edition). Cengage Learning.

Reference Books

1. Alan Agresti & Barbara Finlay. (2013). *Statistical Methods for the Social Sciences*. Pearson Education Ltd.

2. Arthur Aron, Elaine N. Aron, & Elliot J. Coups. (2006). 'Statistics for Psychology'. 4th Edition Pearson Education, New Delhi.
3. Gordon Bear, Bruce M. King, & Edward W. Minium. (2008). Statistical Reasoning in Psychology and Education. Wiley India Pvt. Limited.
4. Henry E. Garrett. (2006). 'Statistics in psychology and Education'. Paragon International Publishers, New Delhi.

HANDWRITING ANALYSIS

UNIT I: INTRODUCTION

Graphology & Handwriting analysis: Meaning – History - Understanding Graphology as a science – Benefits

UNIT II: GRAPHOLOGY & PICTOGRAPHS

Character & Personality – Three Dimensions of Movement: Zones: Line Slope – Slants – Pressure – Line Thickness – Writing Size – Spacing – Speed – Rhythm – Letter form Quality – Letter Shapes; Slant: The Horizontal Dimension: The Palmer Method; Pressure: The Depth Dimension of Movement: Degree of force – width of the stroke - Pastiosity

UNIT III: SIZE & SPACING

Measuring Size – Spacing within words – Spacing Between words – Spacing between lines – Rigid and Irregular spacing – Margins – Envelopes

UNIT IV: SPEED: THE PACE OF WRITING

Rhythm AND Form Quality – Strokes and Shapes: Curved Movement – Straight Movement – Threaded Movement – Lead-in-strokes – Ending Strokes – Connecting Strokes

UNIT V: SELF-IMAGE CONCEPTS

Personal Pronoun I – Small letter d – T-Bars – I-dot – Signatures – Letter Specifics: Capitals – Danger Signs: Honesty and Dishonesty – Signs of Violence – Emotional Instability

Text Books:

1. Amend, K. K., & Ruiz, M. R. (1980). *Handwriting Analysis: The Complete Basic Book*.
2. Bharmal, F. H. (2023). *Signature and Handwriting Analysis*. Instant Pubn, India.
3. Seifer . M. (2008) *The Definitive Book of Handwriting Analysis*. Career Press. UK.

References:

1. Parikh, P. S. (2017). *The Power of Handwriting Analysis*. Jaico Publishing House, Chennai.

CONFLICT RESOLUTION

Course Objectives:

1. To understand the nature of conflict and its consequences
2. To know the components of conflict
3. To be aware of the types of individual conflicts
4. To understand the model of conflict resolution
5. To comprehend the role of conflict resolution in peace building.

UNIT - I: INTRODUCTION

Meaning, Nature, Consequences of conflicts and the need for resolving conflicts

UNIT-II: COMPONENTS OF CONFLICT

Conflict with the self, Conflict with others, Conflict with the environment and Conflict with the supernatural

UNIT- III: TYPES OF PSYCHOLOGICAL CONFLICT

Approach-Approach, Avoidance-Avoidance, Approach-Avoidance, Double Approach-Avoidance

UNIT-IV: DEALING WITH CONFLICT

Thomas-Kilmann Model of Conflict Resolution

UNIT-V: CONFLICT RESOLUTION AND PEACEBUILDING

Peace building – meaning and significance. Conflict Prevention, Conflict Management, Conflict resolution and transformation and Post-conflict reconciliation

References:

1. Weinstein, L. (2019). The 7 Principles of Conflict Resolution. Pearson Education. India

SEMESTER V

PSYCHOPATHOLOGY – II

Course Objectives:

1. Understand the clinical picture, causal factors and treatment for Mood disorders
2. Know the Causes and Treatment of the Schizophrenia and psychotic disorders
3. Classify the causes and treatment of Personality Disorders.
4. Classify Substance related disorder and its attributes.
5. Understand various prevention and treatment methods

Course Outcomes:

- CO1. To describe various forms of assessment used to classify mental disorders/conditions.
CO2. Analyse maladaptive behaviour from different theoretical perspectives
CO3. Describe different therapeutic approaches to deal with maladaptive behaviour
CO4. Compare symptoms of various psychological & organic related psychosomatic disorders
CO5. Contrast addictive, substance related and non-substance related disorders.

UNIT I: MOOD DISORDERS

Unipolar mood disorder- Biological, Psychosocial, Socio- cultural Causal factors Bipolar disorders- Biological, Psychosocial, Socio- cultural Causal Factors, Treatment- Suicide- causes- prevention

UNIT II: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.

Schizophrenia- meaning - Clinical features positive symptoms- negative symptoms –Causes – treatment - Subtypes, Other Psychotic Disorders- Causal Factors, Treatment

UNIT III: PERSONALITY DISORDER

Meaning- Cluster A disorder- meaning- types- causes- treatment. Cluster B disorders- meaning- types- causes- treatment. Cluster C disorders- meaning- types- causes- treatment

UNIT IV: SUBSTANCE RELATED DISORDERS

Psychoactive drugs-meaning-types. Concepts: Substance Abuse- Tolerance- Dependence- Addiction- with withdrawal symptoms. Addiction Disorders- Alcohol Abuse and Dependence, Drug Abuse and Drug Dependence, Causal factors, Treatment.

UNIT V: PREVENTION AND TREATMENT

Perspectives on Prevention-Primary, Secondary and Tertiary Prevention. Psychological approaches to treatment-Psycho dynamic therapy, Behaviour therapy, Cognitive and Cognitive Behavioral therapies, Humanistic and Existential therapies, Family and Marital Therapy, Eclecticism and Integration, Indigenous systems-Yoga and Meditation.

Text Books

1. Butcher, J.N., Hooley, J.M., Mineka, S., Dwivedi, C.B (2017). *Abnormal Psychology* 16th Ed. New Delhi: Pearson Publication.
2. Barlow, Durand & Hoffman. (2017). *Abnormal Psychology: An Integrated and Casebook in Abnormal Psychology*, 8th Ed. Cengage Learning.
3. Hooley, J.M., Butcher, J.N., Nock, M. K., Mineka, S., Kapur, P. (2018) *Abnormal Psychology*. 17th Ed. New Delhi: Pearson Education

References:

1. Sarason & Sarason. (2017). *Abnormal Psychology: The Problems of Maladaptive Behaviour*. 11th Ed. Pearson Education
2. Comer, R. J (2018). *Fundamentals of Abnormal Psychology*. 9th Ed. Worth Pub.

SOCIAL PSYCHOLOGY – I

Course Objectives:

1. Understanding of social side of life is perhaps the most central aspect of daily lives.
2. Understanding how and why individuals behave, think, and feel as they do in social situations.
3. Studies all aspects of our behavior with and toward others, our feelings and thoughts about them, and the relationships we develop with them

Course Outcomes:

CO1: Understand theoretical Perspectives, research Possibilities and familiarise instruments for measuring social dimensions.

CO2: Understand major functions of self in Social context.

CO3: Evaluate different models of social perception and apply attribution theory to explain underlying cause of behaviour.

CO4: Understand attitude and change of attitude on the basis of different models.

CO5: Understand how individuals respond to expectations of self and others

CO6: Apply social psychology to unique social situations

UNIT I: INTRODUCTION

Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods.

UNIT II:THE SELF

Self-Presentation: Self-Other accuracy in predicting behavior, Self-Presentation tactics – Self-Knowledge: Introspection, the self from the observer’s standpoint – Personal identity versus social identity: the importance of the social context and others’ treatment

The Self: Social Comparison: Self-serving biases and unrealistic optimism- Self-esteem: the measurement of self-esteem, the impact of migration on self-esteem, gender differences and self-esteem- Self as a target of prejudice: concealing one’s identity and its impact on well-being, overcoming the effects of stereotype threat.

UNIT III:SOCIAL BELIEFS AND JUDGMENTS

Judging the social world- Perceiving the social world- Explaining the social world– Importance of social beliefs: Self-fulfilling prophecy. Cognitive social psychology. Behaviour and Attitudes: Conditions When Attitudes Determine Behaviour – Conditions When Behaviour Determines Attitudes. Explaining Why Behaviour Affect Attitudes-Self presentation: Impression Management- Self justification: Cognitive Dissonance- Self perception – Comparing the theories.

UNIT IV: CONFORMITY, COMPLIANCE AND OBEDIENCE

Definitions- Classic Studies on Conformity, Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform. Resisting social pressures to conform. Compliance: Principles of compliance, Effectiveness of compliance strategies. Obedience: Causes & resisting the effects of destructive obedience.

UNIT V: PROSOCIAL BEHAVIOURS

Altruism and prosocial behaviour – theoretical perspectives- By Stander Effect. Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help – Increasing Helping Behaviour.

Text Books

1. Myers, D.G. & Twenge, J.M. (2017). *Social Psychology*, International Student Edition. (12th edition). New York: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social Psychology*. (14th edition). India: Pearson India Education Services Pvt. Limited.

References

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

INTRODUCTION TO RESEARCH

Course Objectives:

1. Enable researchers, irrespective of their discipline, in developing the most appropriate methodology for their research studies
2. Understanding & formulating guiding principles that govern a particular procedure
3. Developing and testing new theories that contribute to the advancement of your practice and profession

Course Outcomes:

- CO1:** Understand scientific research and scope for doing research in psychology by explaining different types of research
- CO2:** Understand the basic requirements of doing a research involving the identification of problem, formulation of hypothesis and different data collection methods
- CO3:** Identify research designs on the basis of distinct perspectives
- CO4:** Understand and analyse probability and non-probability sampling techniques

UNIT I: INTRODUCTION

Definition – characteristics - Types; Application, objective, enquiry mode, Approaches to social research: Quantitative, qualitative and mixed or multiple method approach, advantages and disadvantages of mixed method, Research process: Eight step model.

UNIT II: REVIEW OF LITERATURE

Importance and purpose of reviewing literature, steps in searching for literature, sources of literature, planning the review work, note taking

UNIT III: FORMULATING RESEARCH PROBLEM AND HYPOTHESIS

Importance, Sources, Considerations, steps in formulation of research problem; research objectives; Hypothesis: Definition, Function, characteristics, types of hypothesis, errors in testing a hypothesis

UNIT IV: SELECTING A SAMPLE

Definition, theoretical basis, factors affecting the inferences, Random and Non Random Sampling Techniques, calculation of sample size

UNIT V: METHODS OF DATA COLLECTION

Major approaches to information gathering, Primary sources; observation method, interview method, questionnaire method, different ways of administering a questionnaire.

Advantages and disadvantages of questionnaire and interview method, methods of data collection in qualitative research, unstructured interview, observation and Secondary sources, collecting data and problems with using data from secondary sources

Text Books:

1. Ranjit Kumar, (2014) *Research Methodology - A step by step guide for Beginners*, 4TH ed. Sage Texts, Sage publications India Pvt Ltd, New Delhi.
2. Krishnaswami, O.R and Ranganathan (2008). *Methodology of research in social sciences* 2nd Reviseded, Himalaya Books Pvt Ltd, Mumbai.

References:

1. C RKothari, Gaurav Garg (2014), *Research Methodology - Methods and Techniques*, Third edition, New Age International Private Ltd Publishers, New Delhi.

HEALTH PSYCHOLOGY

Course Objectives:

1. This course is a new field and chief among the developments has been the use
2. Facilitates the understanding of refinement of the biopsychosocial model
3. Understanding changes in perspectives of health and illness over the 20th century

Course Outcomes:

CO1: Understand the spectrum of health and illness for better health management

CO2: Examine the role of psycho social factors affecting health behaviour.

CO3: Understand variety of health announcing health protective & health compromising behaviours and to be able to know their application in illness management

CO4: Identify stresses in one's life and how to manage them

CO5: Know to identify human strengths and life enhancement

CO6: Compose Health enhancing behaviour

UNIT I: INTRODUCTION

Definition – Mind-body relationship – Field of Health Psychology – Focus of Health Psychology – Future of Health Psychology

UNIT II: HEALTH BEHAVIOUR & PRIMARY PREVENTION

Health beliefs, behaviours and behaviour change – Health promotion – Changing Health Habits – Cognitive Behavioural approaches – Transtheoretical model of behaviour change – Health enhancing behaviours – Health compromising behaviours

UNIT III: STRESS, PAIN & COPING

Defining, measuring and managing stress – theoretical contributions to stress – sources of chronic stress – stress and illness – coping with stress – coping and external resources – social support – coping outcomes – stress management

UNIT IV: BEHAVIOUR & CHRONIC DISEASE

Behavioural factors in Chronic diseases: Cardio vascular diseases – Cancer - Asthma – Living with chronic illness

UNIT V: BEHAVIOURAL HEALTH

Health Promotion - Exercising – Obesity & its Management – Quality of Life – Yoga and Meditation.

TEXT BOOKS

1. Taylor, S. E. (2014). *Health Psychology*. 9th ed. McGraw-Hill Education

2. Brannon, L. & Feist, J. (2010). Health Psychology: An introduction to behaviour and health. 7th ed. Wadsworth Cengage Learning.

REFERENCES

1. Ogden, J. (2012). Health Psychology. 5th ed. McGraw-Hill Education
2. Saraphino, E. P. (2011). *Health psychology : Biopsychosocial Interaction* (7th ed.) United States of America: John Willey and Sons Inc.

EDUCATIONAL PSYCHOLOGY

Course Objectives:

1. Understand the meaning and purpose of education.
2. Explain the theoretical perspectives of learning and cognition.
3. Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity.
4. Differentiate the social process of learning in various societal contexts.

Course Outcomes:

- C01. Understanding the meaning and processes of education at individual and social plains in the Indian context.
- C02. Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- C03. Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
- C04. Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

UNIT I: INTRODUCTION

Definition – Nature, Characteristics and scope – Methods of Educational Psychology – Educational Psychology and the role of the teacher - Characteristics of an effective teacher – Teacher as Researcher

UNIT II: GROWTH & DEVELOPMENT THEORIES

Cognitive Development: Piaget's Four Stages Development – Vygotsky's Theory; Language Development – Meaning of Growth and Development – Stages of Growth and Development - Factors influencing Growth and Development – Erickson's Theory of Psycho-social Development – Kohlberg's Theory of Moral Development – Emotional Development

UNIT III: INDIVIDUAL VARIATIONS

Meaning and definition of individual differences – Types – Distribution – Determinants – Role of Heredity and Environment;

UNIT IV: INTELLIGENCE & PERSONALITY

Intelligence: Definition, Nature and characteristics – Theories of Intelligence; Personality and Temperament: Definition, Nature and characteristics – Theories of Personality

UNIT V: LEARNING APPROACHES

Definition, Nature and characteristics – Behavioural and Social Cognitive approaches – Information-processing approach – Transfer of Learning - Dealing with exceptional children – Effective Classroom management

TEXT BOOKS

1. Santrock, J. W. (2021). Educational Psychology. 7th ed. Tata McGraw-Hill, New Delhi.
2. Woolfolk, A. (2019). Educational Psychology, 14th ed. Pearson.

REFERENCES

1. Tuckman, B. W., & Monetti, D. M. (2011). Educational Psychology. Cengage Learning.
2. Mangal, S. K. (2011). Advanced Educational Psychology, 2nd ed. PHI Learning, New Delhi.

SELF ESTEEM ENHANCEMENT

Course Objectives:

1. To introduce the concept of self esteem.
2. To enhance the understanding of self.
3. To enhance the value of healthy relationships
4. To inculcate the knowledge of developing self esteem

Course Outcomes:

1. Understanding of the concept of self esteem.
2. Analyzing and assessing of emotions and behavior
3. Understanding the models of self esteem
4. Demonstrating the understanding of self esteem enhancement

UNIT1: INTRODUCTION

Concept and Development of Self Esteem: Definition of self esteem, Traits of high self esteem and low self esteem, Maintaining and nurturing self esteem, Relationship between self- belief and self esteem-Difference between self esteem and self confidence.

UNIT 2: SELF

Analyzing self, emotions, behaviour: Assessment of emotions and behaviour – Ability to express emotions clearly, The doormat syndrome, Assertive vs. aggressive behaviour. Increasing self-awareness – Recognizing your uniqueness, Self motives, Self illusions. Developing and improving personal healthy relationships. Impact of negative self affect.

UNIT 3: MODELS

Selves in the greater social context: Biopsychosocial model of self-esteem. Cognitive model of Self-esteem- Affective model of Self-esteem and self-talk techniques.

UNIT4: EXTERNAL ATTRIBUTES TO SELF ESTEEM

Family dynamics and its impact on self-esteem; Social/school/college environment and its role in development of self-esteem.

UNIT 5: MODULE DEVELOPMENT

Developing Self Esteem Enhancement programs and Modules- Strategies of developing Self Esteem

References:

1. www.uoregon.edu/~mevans/Life_skillssylwinoo.html-5k
2. The self-esteem work book: An interactive approach to changing your life. Lynda Field. Element. Queensland: 1995.
3. <http://www.users.muohio.edu/mcconnar/psy730-self.html>

SEMESTER VI

COGNITIVE PSYCHOLOGY

Course Objectives:

1. To define and outline the evolution and scope of cognitive psychology.
2. To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language.
3. To outline the various theories of attention and perceptual disorders.
4. To compare the differences between short term, long term and working memory.
5. To illustrate the different types of problem solving strategies, and the application of different types of reasoning

Course Outcomes:

CO1 (K1) Recognize applications of cognitive processes in areas of human Development.

CO2 (K2) Distinguish the different disorders of language and comprehend the stages of human language development and also identify different perspectives of pattern recognition.

CO3 (K2) Explain the process of attention and identify various perceptual disorders.

CO4 (K4) Recognize and examine the process of remembering and forgetting.

CO5 (K5) Examine the different types of reasoning and demonstrate various problem solving strategies.

UNIT 1 – Foundations of Cognitive Psychology

Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Approaches to Cognitive Psychology: Information Processing approach – Connectionist approach – New milestone in Cognitive Psychology: Computer Metaphors – Artificial Intelligence

UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS

Definition, nature and characteristics of attention, perception and consciousness – Information processing – determinants of attention - selective attention and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

UNIT 3 – MEMORY AND LANGUAGE

Short term vs long term memory – types of long term memory – encoding, storage and retrieval – working memory – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

UNIT 4 – PROBLEM SOLVING AND CREATIVITY

Problem solving: Meaning – Problem solving cycle – types of problems – Problem solving techniques – obstacles and aids in problem solving – knowledge and problem solving – creativity – definition – divergent thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

UNIT 5 – REASONING AND DECISION MAKING

Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

REFERENCES

1. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.
2. Sternberg, R. J. (2009). Applied Cognitive Psychology. Perceiving, learning and remembering. New Delhi: Cengage Learning.
3. Parkin, A. J. (2000). Essential Cognitive Psychology. London: Psychology Press.
4. Smith, E.E &Kosslyn, S.M. (2007). Cognitive Psychology. Mind and Brain. New Delhi: Prentice – Hall of India.
5. Riegler, B.R &Riegler, G. L. (2008). Cognitive Psychology. Applying the science of the mind. New Delhi: Pearson Education, INC.
6. Galotti, K.M. (2004). Cognitive Psychology. In and out of the laboratory. New Delhi: Wadsworth.

SOCIAL PSYCHOLOGY - II

Course Objectives:

1. Understanding social side of life is perhaps the most central aspect of our daily lives.
2. Understand how &why individuals behave, think, &feel as they do in social situations.
3. Studies all aspects of our behavior with and toward others, our feelings and thoughts about them, and the relationships we develop with them

Course Outcomes:

CO1: Apply social psychology to unique social situations

CO2: Understand major functions of self in Social context.

CO3: Understand how individuals respond to expectations of self and others

CO4: Students will be able to appreciate how individual behaviour is influenced by social and cultural context.

CO5: They would be able to understand how social problems can be analysed in terms of various social and cultural theories

UNIT I: PERSUASION

Theories of Persuasion: the central route, the peripheral route, different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion. Resisting Persuasion: strengthening personal commitment, inoculation programs, and implications of attitude inoculation.

UNIT II GROUP INFLUENCE

Definition of Group – Social Facilitation: mere presence of others, crowding, factor- Social Loafing – Deindividuation: importance of working together, diminishing self-awareness- Group Polarization: The risky shift phenomenon, Group influence on opinions- Group Think: symptoms, critiquing, preventing group think, group problem solving – The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.

UNIT III: PREJUDICE

Disliking Others: Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice. Discrimination: prejudice in action- Techniques for countering the effects of prejudice.

UNIT IV: AGGRESSION

Aggression: Definition. Hurting Others: – Theories of Aggression – media violence - sexual violence Strategies to reduce Aggression.

UNIT V: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS

Internal sources of liking others: the role of needs and emotions- External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction- Close relationships: foundations of social self. Divorce & the detachment process.

Text Books

1. Myers, D.G. & Twenge, J.M. (2017). *Social Psychology*, International Student Edition. (12th edition). New York: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social Psychology*. (14th edition). India: Pearson India Education Services Pvt. Limited.

References

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

COUNSELLING PSYCHOLOGY

Course Objectives:

1. Assure counsellors' critical appraisal of culture & context underpinning counselling practice.
2. Students build their counselling skill repertoire, developing and practicing counselling skills and techniques appropriate for diverse clients with complex and challenging issues.
3. Striving to adapt counselling theories to diverse client context, students conduct a self-audit, with integrating counselling theories, skills and techniques across specific contexts in creating client movement toward agreed-upon objectives and problem – and opportunities

Course Outcomes:

- CO1:** Demonstrate understanding of the principles and elements of the counselling interview
- CO2:** Demonstrate purposeful and effective counselling skills in a counselling interview
- CO3:** Demonstrate the ability to establish an effective helping relationship, including attending to cognition, affect and meaning.
- CO4:** Outline the role of psychological theory in application to the helping process.
- CO5:** Describe ethical issues for helpers and ways of committing to ethical professional practice.
- CO6:** Understand and apply various techniques in counselling

UNIT I: NATURE AND SCOPE OF COUNSELLING

Counselling- Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of 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 counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, 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, and Adolescent Counseling, Role of Counselor in developing Good Mental Health.

Text Books

1. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counseling and guidance (7thed.). Upper Saddle River, NJ: Prentice Hall.
2. Rao, N. (2013). Counselling and Guidance. India: Tata McGraw Hill.

References

1. Nayak, A. K. (2007). Guidance and counselling. New Delhi: APH Publishing.
2. Barki, B. G., & Mukhopadhyay, B. (2008). Guidance and counseling: A manual (10th reprint). New Delhi: Sterling.
3. Kochhar, S. K. (1984). Guidance and Counselling in Colleges and Universities. New Delhi: Sterling.
4. Gladding, S.T. (2017). Counselling: A Comprehensive Profession. India: Pearson.

ENVIRONMENTAL PSYCHOLOGY

Course Objectives

1. To introduce the area of environmental psychology which seeks to understand the relationship between human behaviour and well-being in relation to the socio-physical environment.
2. To examine the nature, scope and basic concepts of environmental psychology and environmental influence.

Course Outcomes:

- CO1. Understanding the role of psychological processes (people's attitude, beliefs) in people's responses to environmental problems.
- CO2. Understanding the processes related to environmental degradation and their impact on human life.
- CO3. Understanding pro-environment behaviour and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour.

UNIT I: INTRODUCTION

Defintion – Origin – History – Environmental Psychology's link with other discipline – Key theoretical perspectives – Complexity, time and change – Environmental influences on human cognition and behaviour – Place – related theories; Key research methods: Lab experiments – natural experiments – Observations – behaviour mapping – GIS Surveys – Interviews and diaries

UNIT II: URBAN ENVIRONMENTS & DESIGNING OF SPACES

Urban stress – Environmental overload and attention restoration theory – Crime and incivilities – Housing, health and wellbeing – Culture and urban environment – Cities as spaces of convivance, culture and restoration; Environment and Quality of life – Designing sustainable cities – Designing educational environments and environments for children – Designing healthy environments

UNIT III: PEOPLE AND NATURE

Intrinsic Interconnectedness of people and nature – Restorative capacity of natural environments – Anthropocentric, biocentric and ecocentric views of world – New Environmental paradigm – Environmental change: Impacts on human health and wellbeing – Conversation Psychology

UNIT IV: ENVIRONMENTAL RISKS & INTERVENTIONS

Natural disasters and ecological threats: environmental risk and risk perception – role of cognition, emotions - human behavior in the face of risks – risk awareness and resilience- Intervention in human habitats

UNIT V: PRO-ENVIRONMENTAL ACTION

Environmental and climate change – Psychological drivers of pro-environmental action: Environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge – Role of direct experience – Models explaining environmental behavior – Role of habits and social practices – Behaviour spillover: myth or possibility – Role of environmental education – Pro-environmental action in organisations; Collaborating with policy-makers and practitioners – Fostering collaborations between various sectors

TEXT BOOKS

1. Steg, L., & de Groot, J. I. M. (Eds.) (2019). *Environmental psychology: An introduction* (2nd ed.). New York: Wiley
2. Clayton, S. (2012). *The Oxford handbook of environmental and conservation psychology*. New York: Oxford University Press.
3. Bonnes, M., & Secchiarioli, G. (1995). *Environmental Psychology : A Psycho-social Introduction*. London: SAGE.
4. de Groot, J. I. M., Berg, A. E. van den, & Steg, L. (2012). *Environmental Psychology : An Introduction*. Chichester, West Sussex: Wiley-Blackwell.

REFERENCES

1. Clayton, S., Devine-Wright, P., Stern, P. C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J., &
2. Bonnes, M. (2015). Psychological research and global climate change. *Nature Climate Change*, 5(7), 640-646.
3. Devine-Wright P (2013). Explaining 'NIMBY' objections to a power line: the role of personal, place attachment and project-related factors. *Environment and Behavior*, 45 , 761-781.
4. Kurz, T., Gardner, B., Verplanken, B. & Abraham, C. (2014). *Habitual behaviors or pattern of practice? Explaining and changing repetitive climate-relevant actions*. Wiley Interdisciplinary Reviews: Climate Change. 6. 10.1002/wcc.327. <https://doi.org/10.1002/wcc.327>
5. Michie, S., van Stralen, M. M., & West, R. (2011). *The behaviour change wheel: A new method for characterising and designing behaviour change interventions*. *Implementation Science* : IS, 6, 42.
6. Nash, N. et al. (2017). Climate-relevant behavioural spillover and the potential contribution of social practice theory. *WIREs Climate Change* 8 (6), article number: e481.
7. Gatersleben B., Murtagh N., Cherry M., Watkins M. (2017). Moral, wasteful, frugal, or thrifty? Identifying consumer identities to understand and manage pro-environmental behavior, *Environment and Behavior* 51 (1) pp. 24-49.

SPORTS & EXERCISE PSYCHOLOGY

Course Objectives:

1. Familiarize with the emerging field in sports and exercise psychology as a profession
2. Integrate theory and practice in sports and exercise
3. Understand the impact of personality and motivation in the performance
4. Comprehend the influence of emotional intelligence on the performance
5. Familiarize with the psychometric test associated with the sports

Course Outcomes

- CO1. Apply the principles of psychology in sports.
CO2. Defend the use of healthy aggression in sporting scenarios.
CO3. Differentiate between intrinsic and extrinsic motivation in sports.
CO4. Identify the source of motivation for a sports person.
CO5. Explain the importance of goal- setting in sports.
CO6. Manage conflicts among teams

UNIT I: INTRODUCTION

Meaning, Origin, Historical Background – Current Status – Role of Sport Psychologists - Professional practice issues; Academic, Professional & other paths incorporating Sport and Exercise Psychology

UNIT II: INDIVIDUAL DIFFERENCE AND SPORT BEHAVIOUR

Self-perceptual systems and physical activity – Self-confidence in sport – Attributions and perceived control – Motivational orientations and sport behaviour – Achievement goal theories in sport – Moral development in sport and physical activity

UNIT III: SOCIOENVIRONMENTAL FACTORS AND SPORT BEHAVIOUR

Group dynamics in sport and physical activity – Coaching effectiveness – Social influences – Creating a positive sport environment

UNIT IV: PSYCHOLOGICAL SKILLS, INTERVENTION TECHNIQUES AND SPORT BEHAVIOUR

Imagery in sport and exercise – Attentional processes and sport performance – fundamental goal concept: the path to process and performance success – The flow perspective of optimal experience in sport and physical activity - Enhancing Team performance

UNIT V: ATHLETIC INJURY AND SPORT BEHAVIOUR

Definitions, - Measurement challenges – Injury antecedents – Stress-based model of athletic injury – Injury responses – General wellbeing and recovery from injury – Helping athletes with mental health issues - Future directions

Text Books:

1. Horn, T. S. Eds. (2008). *Advances in Sport Psychology*, 3rd ed. Human Kinetics, USA.
2. Kornspan, A. (2009). *Fundamentals of Sport and Exercise psychology*. Human Kinetics, USA.

References:

1. Tenebaum, G., & Eklund, R. C. (2020). *Handbook of Sport Psychology*, 4th ed. John Wiley & Sons
2. Kremer, J., Moran, A., Walker, G., & Craig, C. (2012). *Key Concepts in Sports Psychology*, Sage, New Delhi.

TIME MANAGEMENT

Course Objectives

1. To understand the importance of Time Management.
2. It is helpful to establish priorities based upon values and goals.
3. It helps to demonstrate self-management by setting reasonable boundaries.
4. It also exposes the students to analyze and evaluate how they spend their time.

Course Outcomes

- CO1. Apply the principles of time management in daily life.
CO2. Understand to set meaningful goals and to achieve it
CO3. Identify the personal and external reasons for wasting time
CO4. To learn effective time management tools

UNIT I INTRODUCTION TO TIME MANAGEMENT

Meaning- characteristics - objectives of Time Management - Importance of Time Management - Benefits of Time Management - Basic Principles of Time Management

UNIT II TRACKING YOUR TIME

Causes of Time Wasting: environment, procrastination, poor delegation, use of Internet and technology, Inability to say “No” -Building self-awareness through self-assessment - Tracking your time with tools.

UNIT III SELF MANAGEMENT

Managing the day- Organising physical & virtual workspaces- Use of routines- Scheduling tools- Making to-do list- Developing habits- Overcoming procrastination and distractions

UNIT IV TIME MANAGEMENT STRATEGIES

Set & evaluate SMART goals – Six strategies: Set goal, organize, plan ahead, maximize time, prioritize and eliminate distractions- Ways to overcome Time Wasters- Time Management Planning Components - - Managing the unexpected- Managing the documents

UNIT V APPLICATION OF TIME MANAGEMENT

Application of time management at home-academic set-up- workplace- social settings- Creative Time Management ideas

References

1. Dixit, S. (2018). *Time Management*. Manjul Publishing House.
2. Stephen, R., & Simon. C. (1990). *The seven habits of effective people*. Schuster Publishers.
3. Bharti R.L., S.Chand (1990). *Managing Time for a Competitive Edge*
4. Graham, R. P. (2003). *Handbook of Time Management Working Smarter*. Crest Publishing House, New Delhi.
5. Yager, J.(2001). *Creative Time Management for the New Millennium*, Mumbai, Jaico Publishing.
6. Kroehnert, G.(2004) *Taming Time*, Tata McGraw Hill Publishing Company Ltd, New Delhi