



DEPARTMENT OF PSYCHOLOGY

Syllabus of

Bachelor's Degree in

PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM

SEMESTER SCHEME

UNDER NEW EDUCATION POLICY 2020

2021-22 ONWARDS

BOS meeting held on 16-08-2023

Academic Council meeting, held on 02-09-2023

Preamble

NEP has given rise to a novel dimension in fine tuning and accelerating the learning process of a student. Keeping this in mind emergence of LOCF (Learning Outcome-based Framework) has taken place.

Psychology as a science/social science tries to understand the behaviour of an individual in different situations making the learner to get equipped with various abilities to lead life with refined knowledge and talent as well as making it more student centric.

In the present context the syllabi of Psychology (BA/BSc) is framed in such a way to gain fundamental and advanced knowledge of psychology along with enhanced skills.

Further, preparing the students to get ready to meet the needs of job market.

The curriculum committee framed by the Government of Karnataka includes:

1. Dr. G. Venkatesh Kumar, Professor, University of Mysuru, Mysuru
2. Dr. Vijayalakshmi A. Aminabhavi, Professor, Karnatak University, Dharwad
3. Dr. Lancy D'Souza, Associate Professor, Maharaja's College, Mysuru
4. Dr. M. Sreenivas, Associate Professor, Bangalore University, Bengaluru
5. Dr. Kamala H, Associate Professor, Maharani Cluster University, Bengaluru
6. Dr. Beena Daliya, Associate Professor, IIPR, Bengaluru

SDM BOS of psychology (UG) reviewed and accepted of proposed syllabi by the core committee of State NEP 2020 board.

At the outset the proposed CBCS scheme for the Four years Multidisciplinary Undergraduate Honours Programme / 5 years Integrated Master's Programme covers major and minor disciplines in Psychology, Open Electives, skill development in the 1st and 2nd semesters with Ability Enhancement. (Completion of one year course - a student is eligible for a "Certificate" in Psychology with 48 credits).

The concept of Psychology in the 1st and 2nd semesters throw light on basic information about psychology making the beneficiary to acquire and develop the knowledge about psychology in terms of biological base of behaviour, sensation, attention, perception, memory, learning, decision making, emotions, motivation, intelligence, thinking and reasoning as well as personality along with experiments.

In the second year which comprises of 3rd and 4th semesters cover the aspects related to Child Psychology and Developmental Psychology as major and minor disciplines along with Ability Enhancement, Skill Enhancement Course and Extracurricular activities. (Completion of two years course - a student is eligible for a "Diploma" in Psychology with 96 credits).

Once the student enters 3rd year of learning psychology under BA/BSc stream in the 5th semester student can select one of major disciplines under Social Psychology, Organizational Psychology, and Corporate Psychology. Under minor disciplines choice is given between Social Psychology and Organizational Psychology.

In the 6th semester, major disciplines include Abnormal Psychology, Health Psychology and minor disciplines has options between Organizational Psychology Abnormal Psychology, Health Psychology and Corporate Psychology followed by Skill Enhancement Paper. (Completion of three years course - a student is eligible for a “Graduation Certificate” in Psychology with 136 credits).

Fourth year of NEP includes students of only major discipline. 7th semester of Fourth year includes Bio Psychology, Cognitive Psychology, Child Guidance and Counselling and

Research Methodology with discipline specific electives comprising Child Pathology,

8th semester has a major discipline on Theories of Personality and Learning as well as Theories of Motivation and Emotion, Counselling and Guidance. Discipline specific elective course has Forensic Psychology and Research Project Work. (Completion of four years course - a student is eligible for a “Honours Degree Certificate” in Psychology with 176 credits).

It should be kept in mind that, the practical in every semester is related to the theory paper that a student learns.

Programme Outcome:

The learners who complete three years of full time undergraduate programme in psychology would earn a Bachelor’s degree. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

✓ Academic Competence

- Basic professional skills pertaining to psychological testing, assessment and counselling.
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to relate and connect concepts with personal experiences and using critical thinking.
- Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
- Ability to use various e-resources and social media and negotiating with technological challenges.
- Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.

- Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

✓ **Personal & Behavioural Competence**

- Self-development, health and hygiene, self-regulation skills.
- Developing positive attributes such as empathy, compassion, social participation, and accountability.
- Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
- Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
- Appreciating and tolerating different perspectives.
- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

✓ **Social Competence**

- Collaboration, cooperation and realizing the power of groups and community.
- Analysing social problems and understanding social dynamics.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).
- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

Eligibility for admissions:

- For B.A Psychology the minimum eligibility will be to pass in II PU or any other equivalent examination from a recognized university or institution with any subjects
- For B.Sc Psychology the minimum eligibility will be to pass in II PU or any other equivalent examination from a recognized university or institution with any science subjects

Scheme & Syllabus for B.A/B.Sc. (Basic/Honours) Psychology

Group	Code	Title	Instructional Hours	Duration of Exam (Hrs)	Marks			Credits
					IA	Exam	Total	
		FIRST						
DCC	PCCT101	Foundations of Psychology	4	2	40	60	100	4
DCC	PCCP 101	Psychology Practical I	4	4	25	25	50	2
DOE	PCOE 101	Psychology of health and Wellbeing	3	2	40	60	100	3
DOS	PCSB 101	Developing life skills-I	3	2	40	60	100	3
		SECOND						
DCC	PYCT151	Foundations of Behaviour	4	2	40	60	100	4
DCC	PYCP 151	Psychology Practical – II	4	4	25	25	50	2
DOE	PYOE 151	Youth, Gender and Identity	3	2	40	60	100	3
DOS	PCSB 151	Developing life skills- II	3	2	40	60	100	3
		THIRD						
DCC	PCCT 201	Child Development	4	2	40	60	100	4
DCC	PCCP 201	Psychology Practical - III	4	4	25	25	50	2
DOE	PCOE 201	Psychology and Mental Health	3	2	40	60	100	3
		FORTH						
DCC	PCCT 251	Developmental Psychology	4	2	40	60	100	4
DCC	PCCP 251	Psychology Practical – IV	4	4	25	25	50	2

Group	Code	Title	Instructional	Duration of Exam	Marks			Credits
					IA	Exam	Total	
DOE	PCOE 251	Psychology at Work	3	2	40	60	100	3
		FIFTH						
DCC	PCCT 301	Health Psychology	4	2	40	60	100	4
DCC	PCCP 301	Health Psychology Practical	4	4	25	25	50	2
DCC	PCCT 302	Social Psychology	4	2	40	60	100	4
DCC	PCCP 302	Social Psychology Practical	4	4	25	25	50	2
		SIXTH						
DCC	PCCT 351	Abnormal Psychology	4	2	40	60	100	4
DCC	PCCP 351	Abnormal Psychology Practical	4	4	25	25	50	2
DCC	PCCT 352	Human Resource Management	4	2	40	60	100	4
DCC	PCCP 352	Human Resource Management Practical	4	4	25	25	50	2

I Semester
Discipline Core (DSC A1)
Course Code: PCCT101- Foundations of Psychology

52 hrs (4hrs/week)

Credit: 4

Course objectives :

- To understand nature and origin of psychology
- To understand basic knowledge of psychology
- To understand mental processes and for behaviour.
- To understand the Applications of Psychology in various areas
- To understand biological basis of human behaviour
- To understand various skills like learning, memory

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 behaviour

CO4: Understand the Applications of Psychology in various fields

CO5: Connect anatomical structure with various behaviours and analyse.

CO6: Apply the knowledge of learning principles and memorising skills in the preparation for examination and share them with other students.

UNIT – I: GENESIS AND GOALS OF PSYCHOLOGY (13 hours)

Psychology: Emergence and Development; Definition and Goals of Psychology- Understanding, Describing, Predicting and Control of Behaviour.;

Key Perspectives: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive.; General, Bio–Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology, and Applied branches of Psychology, Applied branches of psychology- Defence psychology, Cognitive neuroscience, Community psychology and Positive psychology.

Psychology as Applied Science: Introspection, Observation, Experimental, Clinical and Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR (13 hours)

Neuron: Structure and functions, Neural impulse, Synapse and Neurotransmitters.;

Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system; Methods of studying brain functions: invasion, lesion, ablation, chemical and stimulation method.;

Endocrine system: Functions and Effects: Pituitary, Thyroid, Thymus gland, Parathyroid, Pineal, Adrenal and Gonads.

UNIT-III: SENSATION, ATTENTION AND PERCEPTION (13 hours)

Sensation: Definition and Characteristics, Types of Senses and Receptors Involved in Each Sensation.;Kinaesthetic and Vestibular sensation.

Perception: Meaning and laws of perceptual organization; Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues. Errors in perception; Subliminal Perception.

Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction), Determinants: Objective and Subjective.

UNIT-IV: LEARNING (13 hours)

Memory: Basic Processes – Encoding, Storage and Retrieval, Types of Memory: Sensory Memory, Short-Term Memory Long-Term Memory, Autobiographical Memory and Flashbulb Memory.; Techniques to Improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review)

Forgetting: Meaning, Definition and Causes of Forgetting

Learning: Introduction: Definition, Factors Influencing Learning: Types of Learning: Classical Conditioning, Operant Conditioning and Trial and Error Learning, Cognitive Learning: Insightful (Kohler) and Observational (Bandura). Learning styles -VARK

Text Books:

1. Robert S Feldman (2011) *Essential of Understanding Psychology* (11th Ed), Tata McGraw-Hill Publication Company Limited: New Delhi
2. Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). *Introduction to Psychology*. Tata McGraw Hill Education Pvt. New Delhi
3. Nataraj, P. (latest edition): *Psychology for Beginners*. Mysore :Srinivas publication

4. Parameshwaran, E. G., & Beena, C. (2010): *An Invitation to Psychology*, Neelkamal Pvt. :Hyderabad
5. Weiten, W. (1995). *Psychology Themes and Variations (3rdedn)*, London: Brooks and Cole publishing Company.

Reference:

1. Mangal S.K.(2000) General Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
2. Shashi Jain (Latest edition). Introduction to Psychology. New Delhi: Kalyani Publishers.
3. Rajamanickam, M. (2008). Modern General Psychology. Vol 1 & 2. Concept Publisher. New Delhi.

Course Code: PCCP101: PRACTICAL - I

Minimum 8 Practical to be conducted

(4 hrs/week)

Credit: 2

1. Nature of question and accuracy of report
2. Stroop Effect
3. Left and Right Brain Dominance
4. Colour blindness/Mapping of colour zones
5. Two point threshold
6. Localisation of sound
7. Set on Attention
8. Span of attention
9. Muller-Lyer Illusion
10. Illusion of movement (Phi-Phenomena)
11. Meaning on retention
12. Retroactive Inhibition/ Proactive Inhibition
13. Recall and Recognition
14. Bilateral transfer of training
15. Insight on motor learning

STATISTICS

- Grouping of Data: Tabulation and frequency distribution
- Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

Semester I

Open elective course (OEC)

Course Code: PCOE 101 - Psychology of Health And Wellbeing

42 hrs (3 hrs/week)

Credit: 3

Course objectives:

- To understand better health management
- To understand stress and stress management techniques
- To help understand the healthy and unhealthy habits
- To understand strength and illness management

Course Outcomes

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

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

CO2: Identify stresses in one's life and how to manage them

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

CO4: Know to identify human strengths and life enhancement

Unit I: INTRODUCTION

(14hrs)

Health, Wellbeing and Illness - Meaning and Definition, Models of health and illness: Medical, Bio psychosocial.

Subjective Well-being and Psychological well-being

Management of Illness: Acute, Chronic, Terminal illness.

Unit II: STRESS AND COPING

(14hrs)

Meaning, Definition and Sources of Stress – Internal sources - Frustration, Conflicts and Pressure; External sources - Social and Environmental,

Effects of Stress on Physical and Mental Health

Coping and Stress management.

Unit III: HEALTH MANAGEMENT

(14hrs)

Health habits: meaning and Factors, Obstacles in modifying health behaviour

Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga;

Health compromising behaviours: alcoholism, smoking, internet addiction;

References:

1. Carr. A. (2004) Positive Psychology: The science of happiness and human strength UK: Routledge.
2. DiMatteo, M.R &. Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.
3. Farshaw, M (2003) Advanced Psychology: Health Psychology. London:Hodder and Stoughton
4. Forshaw, M. (2003).Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
5. Hick.J.W. (2005).Fifty signs of Mental Health.A Guide to understanding mental health.Yale University Press.
6. Snyder, C R., & Lopez. S.J.(2007) Positive Psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA Sage.
7. Taylor. S.E. 2006).Health Psychology.6th Edition.New Delhi: Tata M

Semester I
Skill Enhancement Courses (SEC)
Course Code: PCSB 101: -DEVELOPING LIFE SKILLS-I

42 hrs (3 hrs/week)

Credit: 2

Course Outcomes:

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

- 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
- 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

UNIT I: OVERVIEW OF LIFE SKILLS

(14 Hrs)

Meaning and significance of life skills

Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion

Use of Life skills in personal and professional life

Life Skills Training – Models-4 H,

Life Skills Education in the Indian Context.

UNIT II: SELF-AWARENESS AND EMPATHY:

(14 Hrs)

Definition and need for self-awareness and empathy, Self-esteem and self-concept, Human Values, tools and techniques of Self-awareness and empathy

Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.

Unit III: Critical and creative Thinking

(14 Hrs)

Definition and need for Creativity, Imagination, Intuition, Experience and Sources

Critical Thinking- Convergent & Divergent Thinking.

Definition of decision making and problem solving; Steps in problem solving: Problem Solving Techniques

Activities : Fish Bowl , Debates , 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion , brain storming, Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.

References:

1. Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
2. ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
3. Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
4. Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
5. Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
6. Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.

II Semester
Discipline Core (DSC A12)
Course Code: PCCT151- Foundations of Behaviour

52 hrs (4hrs/week)

Credit: 4

Course objectives:

- To understand different emotions
- To understand the motivational factors
- To understand different theories of intelligence
- To understand the different human abilities
- To understand different types of personalities

Course Outcomes:

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

CO1: Evaluate and understand the different human emotions

CO2: Critically evaluate and identify determinants of motivation

CO3: Compare and contrast different theories of intelligence

CO4: Understand human thinking and reasoning abilities

CO4: Differentiate the human personalities

UNIT I: EMOTIONS AND MOTIVATION

(13 hrs)

EMOTION: Meaning and definition; Classification of emotions- primary and secondary; Responses to emotions- physiological, behavioural, psychological and cognitive; Theories of emotions-physiological, neurological, cognitive; Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence. Emotional intelligence at work.

MOTIVATION: Meaning, definition, Basic concepts- Instincts, needs, drives, incentives, motivational cycle; Types of Motivation - Biological Motives & Social Motives: McClelland's theory of achievement motivation, Abraham Maslow-Need hierarchy theory.

UNIT II: INTELLIGENCE

(13 hrs)

Meaning, Definition and Factors influencing – Heredity and Environment, Theories – Spearman's Two factor theory; Cattell's theory of crystallized and fluid intelligence; Gardner's theory of multiple intelligences; Neural network theory.

Concept of IQ, Classification of IQ: Normal probability curve, Extremes of intelligence – Gifted and mentally challenged; Assessment of intelligence Types of intelligence tests and Uses, Relationship between Intelligence and creativity.

UNIT III: THINKING AND REASONING

(13 hrs)

Introduction to cognition; Introduction to Thinking and Problem Solving Process; Elements of Thinking and Types of Thinking; Creative and critical thinking: Meaning and types; Concept Formation: Meaning, importance and process of concept formation; Problem Solving: Meaning, importance, steps, and obstacles; Problem solving in daily life, Reasoning and decision making.

UNIT IV: PERSONALITY

(13 hrs)

Meaning and definition; Theories of personality- Triguna's, Type and trait, Dynamic-Sigmund Freud Carl Jung; Behavioural-Eysenck's dimensions of personality; Mc Crae and Costa's Big. Five factors, Humanistic- Roger's theory of self-actualization; Assessment of Personality - interviews, questionnaires and rating scales and projective tests and uses.

Books for Reference:

1. Baron, R. A. (2014). Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd.
2. Feldman, R. S. (2018). Understanding Psychology (14thed.). New York: McGraw Hill
3. Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.
4. Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16th ed.). Boston: Cengage Learning.
5. Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.
6. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7th ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.
7. Weiten, W. (1995). *Psychology Themes and Variations* (3rdedn), London: Brooks and Cole publishing Company.

Course Code: PCCP 151 PRACTICALS - II**Minimum 8 Practical to be conducted****(4 hrs/week)****Credit: 2**

1. Emotional regulation/Maturity scale
2. Emotional intelligence scale/ questionnaire
3. Achievement motivation
4. Power motive inventory/Scale
5. Emotion and free association
6. Competition/cooperation
7. Cognitive style assessment
8. Concept formation
9. Problem Solving
10. Standard progressive matrices
11. Draw a man test
12. Bhatia's test of Intelligence
13. General Mental Ability Test by Jalota
14. Eysenck's personality inventory
15. Big Five personality traits

STATISTICS**Measures of Variance (Grouped and Ungrouped)**

- Standard Deviation
- Range
- Quartile deviation

Semester II
Open elective course (OEC)
Course Code: PCOE151 - Youth, Gender And Identity

42 hrs (3 hrs/week)

Credit: 2

Course objectives:

- To understand gender identity issues and gender role
- to understand factors influencing on youth relationships
- To understand to create awareness about gender identity issues
- To understand the importance of law and youth

Course Outcomes:

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

CO1: Evaluate and understand the aspects and issues related to gender identity and gender role

CO2: Critically identify and evaluate key determinants influencing youth relationships

CO3: Demonstrate an awareness about the international context of Gender Identity.

CO4: Exhibit the consciousness of issues related to youth, gender and identity

CO5: Understand the importance of Law and Youth

UNIT I: INTRODUCTION TO YOUTH , GENDER AND IDENTITY (14hrs)

Concepts of Youth: transition to adulthood

Concepts of Gender: meaning of Sex, gender, Sexual Orientation, Gender Identity, Gender Roles, Gender Stereotypes.

Concepts of Identity: Multiple identities, Extended Youth in the Indian context.

UNIT II: ASPECTS OF YOUTH AND IDENTITY (14hrs)

Family: Parent-youth conflict, sibling relationships, intergenerational gap; Peer group identity: Friendships and Romantic relationships; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis. Culture and Gender: Influence of globalization on Gender identity

UNIT III: ISSUES RELATED TO YOUTH, GENDER AND IDENTITY

(14hrs)

Youth, Gender and violence; Issues of Sexuality in Youth; Gender discrimination; Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth

Juvenile Justice act; LGBT rights in India; UNICEF programs for youth

References

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
3. Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill
4. Nayana Joshi (2019) : Handbook of Juvenile Justice, Lawmanns Publication

Semester II
Skill Enhancement Courses (SEC)
Code No. PCSB 151-Developing Life Skills-II

42 hrs (3 hrs/week)

Credit: 2

Course Outcomes:

- CO1: Understand the foundations of communication, positive interpersonal relationship, stress and emotion management and group dynamics
- CO2: Analyse the factors contributing to effective communication, positive interpersonal relationships and effective stress and emotional management
- CO3: Apply the principles of effective communication, positive interpersonal relationships and effective stress and emotional management in everyday life
- CO4: Create individual effective strategies for enhancing communication skills, maintaining health interpersonal relationships and positive management of stress and emotions

UNIT I: EFFECTIVE COMMUNICATION

(14hrs)

Effective communication and Presentation skills; Verbal and nonverbal communication, Barriers to effective communication- intercultural problems.

Activities: Letter Writing, Descriptive writing, Job Application, Resume writing;

Activities : Listen and Draw , Blindfold walk; **Activities :** Interview Skills, Group Discussion, Presentation Skills, stand up for fillers, Just A Minute

UNIT II: INTERPERSONAL RELATIONSHIP

(14hrs)

Meaning and benefits of Interpersonal skills; Components of Interpersonal skills; Techniques of improving Interpersonal skills; Introduction to Groups: Composition, formation, types, expectations, Problem Solving, Consensus, Dynamics techniques;

Activities: Role play, Ice breakers, circle time discussions, group discussion, two truths and a lie and SWOC analysis of peer.

Activities: Use what you have game ,Group timeline, Do the Math : Cooperation and competition in groups, Barter Puzzle

UNIT III: COPING WITH STRESS AND EMOTIONS

(14hrs)

Stress Management: Stress, types, reasons and effects; Identifying stress - GAS, Stress management techniques and coping with stress; Identifying and managing emotions, harmful ways of dealing with emotions;

Activities : Stress Dairies, PATH method and relaxation techniques, Zen / Mandala drawing, creating Joy Collage, Gratitude Journaling, Eye Contact games.

References:

1. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
2. ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
3. Caruso, D. R. and Salovey P, "The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership", John Wiley & Sons, 2004.
4. Kalyana, "Soft Skill for Managers"; First Edition; Wiley Publishing Ltd, 2015.
5. Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
6. Shalini Verma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L) & Company, 2014.

III Semester
Discipline Core (DSC A12)
Course Code: PCCT 201- Child Development

60 hrs (4hrs/week)

Credit: 4

COURSE OBJECTIVES:

- ✓ To understand the stages of child development
- ✓ To have an overview of approaches and theories in the field of child development
- ✓ To gain knowledge about the role of heredity and environment on growth and development
- ✓ To develop an insight about different domains of development in childhood
- ✓ To sensitize about childhood disorders and the possible ways of dealing with them

COURSE OUTCOMES:

CO1: To impart an understanding of the various domains of human development from conception to Late childhood

CO2: To sensitize the students about issues relating to different stages of development

CO3: To have an understanding of the methods and major theories and the strengths and shortcomings of each.

CO4: To arouse intellectual curiosity and create an interest for research in Developmental Psychology

CO5: To explain the role of sex cells and genes and how they influence behavior.

CO6: To understand environmental influences in the developing child and complication of childbirth.

CO7: To give an overview of disorders and possible ways of handling them

UNIT I –INTRODUCTION TO CHILD DEVELOPMENT 15hrs

Introduction to the concept of Development; Principles of heredity, The field of Child Development – Domains of Development

Theories of child development– Cognitive theories, Behavioural and social cognitive theories; Ecological model –Bronfenbrenner .Ethological model /perspective

Developmental research designs - Cross-Sectional and Longitudinal Approaches
Sequential; Correlation and Case study method
Careers in child development.

UNIT II –PRE-NATAL DEVELOPMENT

15 hrs

Prenatal stages of development – Germinal, Embryonic and Fetal stages

Environmental influences and hazards on prenatal development

Types of birth and Birth complication

New Born Assessment – APGAR scale, Brazelton Neonatal Behavioural

Assessment Scale Chromosomal abnormalities – Down’s Syndrome

Abnormalities of sex chromosomes- (XXY) syndrome, triple X syndrome,

Klinefelter Syndrome (XXY) Turner’s syndrome (XO), fragile X syndrome

Gene linked abnormalities-PKU, Sickle Cell Anemia, Tay Sachs Disease

Reproductive choices- Genetic counseling and prenatal diagnostic choices

Postpartum period : Physical, Emotional, Psychological and bonding

UNIT III- PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT

15hrs

Motor development - Organized Newborn Reflexes, Sequence of motor

development–Gross motor development; fine motor development Perceptual

development- Hearing, Vision, Touch, Taste and Smell

Physical and psychological hazards – SIDS

Cognitive development– Piaget’s theory of cognitive development. Vygotsky’s

Theory of cognitive Development-Zone of Proximal Development and

Scaffolding

Language development - components of language development; pre-linguistic

development – receptivity to language, pre speech forms; Phonological

development; Semantic development; Grammatical Development, Pragmatic

development; Bilingualism

UNIT IV- EMOTIONAL SOCIAL AND MORAL DEVELOPMENT

15hrs

Emotional development- Development of emotional expressions; Self-Conscious Emotions; Emotional self-Regulation; Understanding and Responding to Emotions of Others – Empathy and Sympathy; Emotional deprivation & Emotional catharsis Social Orientation, Development of attachment, security of attachment .Cultural influences. Family atmosphere, effects of parents' work. The Child in the Peer Group - Positive and negative influences of peer relations, popularity, Friendship, Aggression and Bullying Moral development Kohlberg's theory of Moral development

Disorders of childhood- ADHD, conduct disorder, oppositional defiant disorder, anxiety disorders childhood, Childhood Depression,symptom disorders(Enuresis,encopresis,sleepwalk in genetics) learning disabilities, Pervasive developmental disorders (Autism)

References:

1. Berk, L. E. (2010). *Child Development (9th ed)*. New Delhi: Prentice Hall.
2. Carson, Butcher and Mineka, (2008) *Abnormal Psychology. (13th ed.)*, Pearson Education.
3. Hurlock E. B. (1997) *Child Development (6th ed.)*, New Delhi: McGraw Hill.
4. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development (9th ed.)* New Delhi: McGraw Hill.
5. Santrock, J. W. (2011). *Child Development (13th ed)*. New Delhi: McGraw Hill.
6. Santrock, J.W. (2012). *LifeSpan Development (13th ed.)* New Delhi: McGraw Hill.

Course Code: PCCP 201: PRACTICAL - III

Minimum 8 Practical to be conducted

(4 hrs/week)

Credits: 02

1. Seguin Form Board Test
2. Brigance School Readiness Scale
3. Children's Self Concept Scale
4. Parent child relationship scale
5. Three-Dimensional Parental Behaviour Inventory
6. Moral Values Scale
7. ADHD test
8. Autism rating scale
9. Learning disability test
10. Diagnostic Spelling Test
11. School Environment Inventory
12. Emotional Stability test for Children
13. Loneliness Inventory
14. Shyness Assessment Test
15. Coloured Progressive Matrices
16. Children's Personality Questionnaire
17. Visit to Special school/Anganawadi with a detailed report

STATISTICS – Computation of Correlation - Spearman's Rank Difference
Method, Pearson's Product Moment Method

Semester III
Open elective course (OEC)
Course Code: PCOE 201- Psychology and Mental Health
45 hrs (3 hrs/week)
Credit: 3

COURSE OBJECTIVES:

- To know about mental health and illness
- To have an overview on different issues in the field of mental health
- To gain knowledge about the prevention and promotion of mental health
- To develop an insight about different domains of development in childhood
- To sensitize about the possible ways of dealing with mental illness

COURSE OUTCOMES:

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

CO1: Develop a better understanding of mental health and mental illness

CO2: Understand different issues in the field of mental health

CO3: Identify and describe various mental illnesses commonly seen.

CO4: Bring awareness about prevention and promotion of mental health.

CO5: To understand the importance of psychological interventions

UNIT I: INTRODUCTION TO PSYCHOLOGY AND MENTAL HEALTH 15 hrs

Orientation to Psychology-meaning Fields: General, Abnormal, Clinical, Health, social, Physiological and cognitive psychology.

Application of Psychology - Medical, Legal, educational and personal settings Disability, Impairments and handicaps – Meaning and classification

Concept of mental Health and illness, Fundamentals of Mental Health. Classification of mental illness Risk factors of mental Health -Biological factors: genetics. Social factors: Family support, socioeconomic status, Interpersonal relation etc., Psychological: self-concept, Insecurity, attitude, perception and beliefs, Ethical issues

UNIT II: INTERPERSONAL APPROACH TO MENTAL HEALTH 15 hrs

Interpersonal approaches to mental health: communication and conflict

Cognitive distortions - personalization, catastrophizing, polarized thinking, should and

musts, mental filtering, fallacies (control, change, and heaven's reward), A -B-C model
Early signs of Psychological Disorder.

Mental health issues – Stress and burnout; fear, worry Anxiety, Phobia, Depression; Grief
and trauma

UNIT III: INTERVENTION AND MANAGEMENT

15 hrs

Need for mental health intervention and strategies . Prevention of mental Illness -Primary,
Secondary and Tertiary prevention Physiological approach, Cultural and Social Approach:
Bronfenbrenner model, Intersectionality (Privilege v/s Oppression) Coping Mechanisms:
Grounding techniques, mindfulness practices, Positive emotional, psychological and
social functioning (flourishing), physical health care, Anger management, meditation and
relaxation. Self-care in mental health: A conceptual model.

References:

1. Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health,SagePublications Ltd
2. Gurumani,G.D.,*Text Book of Mental Health and Hygiene*
3. Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C.(2011). *Self - care in mental health services: a narrative review. Health &SocialCarein theCommunity*, 19 (6)
4. Papalia., & C. D.E., Olds, S.W., & Feldmam, R.D. (2004). *Human Development*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing CompanyLtd.
5. Piotrowski,N.A.(2010).*Psychology&MentalHealth*.SalemPress.
6. Psychology text book for class XI Regional Production-cum-Distribution Centre, Publication Division, NCERT
7. Psychology text book for class XII Regional Production-cum-Distribution Centre, Publication Division, NCERT
8. RobertFeldman(2011)*EssentialsofUnderstandingPsychology* 10thEdition
9. Venkatesan, S. (2004). Children with Developmental Disabilities: A Training Guide for Parents, Teachers & Caregivers. New Delhi: Sage (India) Publications.
10. Venkatesan, S. (2007) Introduction to Disabilities & Handicaps. Prescribed Reading and Self Instructional Material for students enrolled under 'Certificate Course for Caregivers of Children with Developmental Communication Disabilities (C4D2) at All India Institute of Speech and Hearing, Mysore.

IV Semester

Discipline Core (DSC A12)

Course Code: PCCT 251- Developmental Psychology

60 hrs (4hrs/week)

Credit: 4

COURSE OBJECTIVES:

- To understand growth and development from puberty to late adulthood
- To orient about problem disorders of adolescence and the possible ways of dealing them
- To sensitize the students about issues related to developmental stages of early adulthood.
- To understand the challenges and concerns of middle adulthood
- To understand the old age related physical and psychological changes, challenges and support

COURSE OUTCOMES:

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

CO1: Comprehend developmental stages physically, cognitively and psycho-socially.

CO2: Identify the milestones in diverse domains of development across life stages.

CO3: Critically evaluate gender and sexuality issues across the lifespan.

CO4: Be aware of developmental issues across stages of adulthood.

UNIT I – PUBERTY & ADOLESCENCE

15 hrs

Determinants of Puberty, growth spurt, sexual maturation, Psychological dimensions of puberty, Physical Fitness and Sleep Needs

Social cognition - adolescent egocentrism and perspective taking Development of self – Erikson's Theory of Psycho-Social Development and Marcia's identity status theory, identity and social contexts

Eating disorders – Anorexia Nervosa and Bulimia Nervosa

Developmental issues: substance use, abuse & dependence, juvenile delinquency, fear of missing out (FOMO) phenomenon, internet gaming disorder, suicide and deliberate self-harm

UNIT II – EARLY ADULthood

15 hrs

Subdivisions of Adulthood, Characteristics of Early Adulthood

Schaie: A Life Span Model of Cognitive Development

Gender: Biosocial theory of gender role development

Adulthood: Changes in Gender roles, Masculinity, Femininity and Androgyny

Sexual activity in emerging adulthood, sexual orientation and behaviour, forcible sexual behaviour and sexual harassment

Foundations of Intimate Relationships - Friendship and Love

Non-marital and Marital Lifestyles- singlehood, cohabitation, LGBTQIA+

Developmental issues: Finding a path to purpose, impact of work, diversity in the workplace, mourning a miscarriage & losing a parent in Adulthood

UNIT III – MIDDLE ADULthood

15 hrs

Physical Development in Middle Age: Sensory & Psychomotor functioning, Sexuality & Reproductive functioning; Mid-life Crisis; Menopause and its effects, Changes in Male Sexuality; The Empty Nest and its Refilling

Grand parenthood and Great Grandparenthood, Styles of Grand parenting

Developmental issues: Prolonged parenting- The ‘Cluttered Nest’, Work & Retirement, Special loss: losing a child

UNIT IV – LATE ADULthood

15 hrs

Programmed and damage theories of aging

Physical Development in Late Adulthood: Organic and Systemic changes, Sensory & Psychomotor functioning

Elderly: Vocational adjustments and Adjustments to Changes in Family Life

Mistreatment of the elderly

Patterns of grieving, Kubler-Ross’ stages of dying

Developmental issues: Special loss: Surviving a spouse, Alzheimer's disease, Medical, Legal and Ethical Issues –Aid in dying

References:

1. Santrock, J.W. (2007). *A Topical Approach to Life-Span Development*. (3rd ed.). Tata McGraw Hill: New Delhi.
2. Papalia, D., Olds, S., & Feldman, R. (2008). *Human Growth and Development*. (7th ed.). Tata McGraw Hill: New York.
3. Santrock, J.W. (2011). *Life-Span Development*. (13th ed.). Tata McGraw Hill: New Delhi.
4. Mahmud, J. (2004). *Developmental Psychology*. APH Publishing Corporation: New Delhi.
5. Sharma, R.N. (2007). *Developmental Psychology*. Surjeet Publications: New Delhi.
6. Sigelman, C.K. & Rider, E.A. (2003). *Human Development*. (Indian ed.) Cengage Learning: New Delhi.
7. Berk, L.E. (2006). *Child Development*. (7th ed.) Pearson Education: New Delhi.
8. Kumar, S. (2004). *Principles of Developmental Psychology*. Anmol Publications Pvt. Ltd: New Delhi.
9. Hurlock, E.B. (2014). *Developmental Psychology: A Life-Span Approach*. (5th ed.). Tata McGraw Hill Education (India) Pvt. Ltd: New Delhi.

Course Code: PCCP 251: PRACTICAL - IV

Minimum 8 Practical to be conducted

(4 hrs/week)

Credits: 02

1. Adolescent Problem Checklist
2. Bell's Adjustment Inventory (Adult form)
3. Social Network Addiction Scale
4. Rosenzweig Picture Frustration Test
5. Family Environment Scale
6. Parental Support Scale
7. Gender Equality Scale
8. The Self-Acceptance of Sexuality Inventory (SASI)
9. Marital Adjustment Inventory/Questionnaire/Scale/Test
10. Old age Inventory
11. PGI Battery for Assessment of Mental Efficiency in the Elderly
12. Life Satisfaction Scale
13. Personal Values Questionnaire (PVQ)
14. Visit to a Rehabilitation Center/Geriatric home with a detailed report
15. Kimberly Internet Addiction Scale
16. Assessment of Vocational Interest
17. Psychological Well-being scale

Statistics

Mean comparison by computing

- Independent Samples t-test
- Paired Samples t-test

Semester IV
Open elective course (OEC)
Course Code: PCOE 251- Psychology at Work
45 hrs (3 hrs/week)
Credit: 3

COURSE OBJECTIVE

- To know nature and dynamics of I/O Psychology
- To have an overview on different ways of appraisal
- To gain knowledge about the leadership effectiveness
- To develop an insight about determinants of Job Satisfaction and its outcomes
- To sensitize about the need of motivation at workplace

COURSE OUTCOMES:

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

CO1: Understand the dynamics of Workplace Psychology.

CO2: Identify the need for appraisal and leadership effectiveness.

CO3: Comprehend the factors involved in Motivation and Job Satisfaction.

UNIT I: INTRODUCTION TO INDUSTRIAL – ORGANIZATIONAL PSYCHOLOGY

13hrs

Meaning, Nature and Goals of Industrial – Organizational Psychology, Role of a psychologist in Industries and Organizations

Challenges at workplace: Virtual employees, Worker Involvement, Global Workplace and Ethnic Diversity

Problems: Fraudulent Practitioners, Credentials and Certification, Conflicts, Stress, Burnout & Absenteeism

UNIT II: WORK MOTIVATION, STRESS & JOB SATISFACTION

15hrs

Meaning of Work Motivation, Types-Financial and Non-Financial motives

Theories of Motivation- Goal-setting theory, Maslow's theory, Herzberg's theory and Alderfer's ERG model

Stress: Meaning, Definition and Types of Stress

Stress Management Techniques: Physical Activity, Sports and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmes

Meaning of Job Satisfaction, Determinants of Job Satisfaction and its outcomes, Effects of Job Dissatisfaction

UNIT III: PERFORMANCE APPRAISAL & LEADERSHIP **17hrs**

Need for Performance Appraisal; Traditional Methods of Performance Appraisal: Critical incidents method, Essay method & Checklist method Modern Methods of Performance Appraisal: Behaviourally Anchored Rating Scale (BARS), Management by Objectives (MBO), Behavioural Observation Scale & 360- Degree Appraisal

Objective Performance Appraisal Techniques- Output measures, Computerized Performance Monitoring, Job-related Personal data

Bias in Performance Appraisal and Methods to Improve Performance Appraisals
Definition and Nature of Leadership, Styles of Leadership, Functions of a Leader
Communication: Meaning and Importance, Communication Styles- Verbal and Nonverbal, Flow of communication, Barriers of Communication, Strategies of effective communication

References:

1. Mohanty, G. (2001) - Industrial Psychology and Organizational Behaviour. Kalyani Publishers: Ludhiana.
2. Newstrom, J.W. (2007) - Organizational Behaviour- Human Behaviour at Work- (12th Ed). Tata McGraw-Hill Publishing Co. Ltd: New Delhi.
3. Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. (10th Ed). Pearson: London.

Semester V
Discipline Core (DSC A12)
Course Code: PCCT 301 Health Psychology
60 hrs (4hrs/week)
Credit: 4

COURSE OBJECTIVES:

- To acquaint the students about the need of health psychology and health-related behaviours.
- To have awareness about health-enhancing and health-damaging behaviours
- To understand the impact of stress on health and their coping strategies.
- To orient students about the pain associated with terminal illness and their management

COURSE OUTCOMES:

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

CO1: Understand the subject matter of health psychology.

CO2. Understand the correlates of pain, illness and its management.

CO3. Understand the impact of stress on health.

CO4. Have awareness about health enhancing and compromising life styles.

CO5. Attain and maintain one's health through coping strategies and interventions.

UNIT I - INTRODUCTION TO HEALTH PSYCHOLOGY AND HEALTH BEHAVIOUR **15 hrs**

Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive and physical aspects. Health and Quality of life.

Health Psychology: Introduction; Need for the field of health psychology; History of body mind relationship; Models of health -Biomedical and Bio psychosocial model.

Health Behaviours: factors influencing health behaviours, barriers to modify Poor health behaviours.

UNIT II - HEALTH ENHANCING AND COMPROMISING BEHAVIOUR

15hrs

Theories of Health behaviors: Theory of planned behaviour, the health belief model and their implications.

Health compromising behaviors: Substance abuse, over eating and obesity

Health enhancing behaviors: Physical Exercise, Maintaining healthy diet, sleep and hygiene.

Adherence: Meaning and factors predicting adherence.

UNIT III - STRESS AND HEALTH

15hrs

Stress: Nature and sources of stress; Theories of stress- Selyes' and Lazarus view.

Effects of stress on health: Stress and immune system, Role of stress in CHD, Hypertension and Diabetes.

Coping strategies -Social support; time management; Yoga, Meditation and

Relaxation technique, expressive therapy-music, art and dance

Positive psychological interventions - gratitude, forgiveness, savoring, patience, creativity.

UNIT IV MANAGEMENT OF PAIN, CHRONIC AND TERMINAL ILLNESS

15 hrs

Pain- Significance; Types; Psychological factors; Cognitive Behavioral Methods of Pain Control-gate control theory of pain, individual differences and socio-cultural differences in reaction to pain.

Management of chronic and terminal Illness - Emotional responses to chronic illness, coping with chronic illness, psychological and social issues related to dying – the issue of non-traditional treatment.

Alternatives to hospital care – Hospice or home care; Psychological management of terminally ill.

REFERENCES

1. Taylor, S.E. (2010). Health psychology. 6th Ed, New Delhi: Tata McGraw Hill
2. Marks. D .F .,Murry.M., Evans.B and Estacio.E.V (2011), Health psychology: Theory, research and practice (3rd edi), New Delhi: Sage publication India Pvt Ltd.
3. Brannon.L & Feist. J (2007) Introduction to Health Psychology New Delhi: Thomson Learning Inc.
4. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson.
5. Ogden.J (2000) Health Psychology, 2nd edition Philadelphia, Open University press.

Course Code: PCCP 301:Health Psychology Practical

Minimum 8 Practical to be conducted

(4 hrs/week)

Credits: 02

Assessment of

1. Psychological Well-Being
2. WHO Quality of Life
3. Multidimensional Health Locus Of Control (Form A)
4. Students Stress Rating
5. Type A and Type B - ABBPS
6. Resilience
7. Gratitude
8. Reactions to Frustration
9. Life style
10. Alcohol and Drug Attitude
11. P.G.I. Well-Being Measure
12. Optimum Health
13. Anxiety
14. General Health
15. Coping strategy

STATISTICS: One way ANOVA - Independent or Uncorrelated Score

Semester V
Discipline Core (DSC A12)
Course Code: PCCT 302 Social Psychology
60 hrs (4hrs/week)
Credit: 4

COURSE OBJECTIVES:

- To know the significance of Interpersonal Relationship
- To understand the concept of prosocial behaviour and related aspects
- To understand the various social issues like attitude, prejudice and discrimination
- To acquire knowledge about role of aggression on Behaviour

COURSE OUTCOMES:

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

CO1: Develop an understanding of the individual in relation to the social world.

CO2. Introduce students to realm of social influences on behaviour.

CO3. Understand the various social issues prevalent.

CO4. Know the significance of Interpersonal Relationship.

CO5. Sensitize the students about Social issues.

**UNIT I - SOCIAL PSYCHOLOGY, SOCIAL PERCEPTION AND
SOCIAL COGNITION**

15 hrs

Social Psychology: Definition, nature and scope of social psychology.

Social perception: Non-verbal communication; impression formation and management.

Social Cognition: Schemas, heuristics and automatic processing and errors.

Interdependent Relationship: family, friendship and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Applying social psychology at work, health and legal system

UNIT II - UNDERSTANDING AND EVALUATING THE SOCIAL WORLD 15 hrs

Attribution: theories of attribution - Fritz-Heider's theory, Jones and Davis theory, Kelly's theory;

Attitudes: definition and components, attitude-behaviour link; attitude formation and strategies for attitude change, measurement of attitudes.

Prejudice: meaning, definition, growth, techniques for counteracting its effects.

Stereotype meaning, gender stereotype, glass ceiling and discrimination.

UNIT III - SOCIAL INTERACTION AND INFLUENCE 15 hrs

Formation and influence of groups: conformity- Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, co-operation, conflict, techniques to resolve conflicts.

Pro-Social Behaviour- Latane and Darley's 5 crucial steps of an emergency, situational factors influencing pro-social behaviour, factors decreasing the tendency to help.

Social networking sites- impact of social media on children adolescents and families

UNIT IV - SOCIAL DISORGANIZATION ISSUES 15 hrs

Aggression- social learning perspectives , - theories of aggression - drive theory, modern theory- GAAM biological and situational determinants, personal determinants, prevention and control of aggressionpunishment, cognitive interventions and forgiveness

Violence – nature and categories of violence, violence in families, collective violence for social change

Anti social behavior- corruption, bribery and other forms of antisocial behavior

References:

1. Baron, R.A., Byrne, D. &Bhardwaj, G. (2010).Social Psychology (12th Ed.). New Delhi: Pearson.
2. Baron Robert and Byrne Donn (2004) Social Psychology, 10th Edition Pearson Education, Inc

3. Baron Robert, Branscombe (2017) NR Social Psychology 14th Edition Pearson Education, Inc
4. Misra, G. (2009).Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research).New Delhi: Pearson
5. Myers David -Social Psychology (2006) -8th Edition, Tata McGraw Hill.
6. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006).Social Psychology (12th Ed.).New Delhi: Pearson
7. Sutherland & Cressey :Principles of criminology

Course Code: PCCP 302: Social Psychology Practical

Minimum 8 Practical to be conducted

(4 hrs/week)

Credits: 02

Assessment of

1. Sociogram
2. Stereotype
3. Social distance
4. Cooperation
5. Competition
6. Attachment Style
7. Criminal Propensity
8. Violence
9. Suggestion
10. Social communication- Rumour
11. Attitude
12. Aggression
13. Social Responsiveness
14. Social Competence
15. Prosocial Behaviour

Statistics: Median Test

Semester VI
Discipline Core (DSC A12)
Course Code: PCCT 351 Abnormal Psychology
60 hrs (4hrs/week)
Credit: 4

COURSE OBJECTIVES:

- To identify the Psychological imbalances in the society.
- To prevent mental illnesses and maintain their Psychological health by understanding the reasons for mental illness.
- To create awareness about nature, types and causes of mental illness
- To enhance the knowledge on the clusters of personality disorders and mood disorder.

COURSE OUTCOMES:

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

CO1: Impart knowledge about the difference between the concepts of normality and abnormality to dispel myths regarding abnormality.

CO2. Familiarize students with criteria and classification of psychological disorders.

CO3. Provide an overview of the symptoms and etiology of various psychological disorders.

CO4. Introduce students to different perspectives regarding the causation of mental illnesses.

CO5. Familiarize students with a conceptual overview of abnormal behaviour.

UNIT-I UNDERSTANDING ABNORMALITY 15 hrs

Introduction: Meaning and definitions of abnormality, criteria of abnormality; psychological models of abnormality - psychodynamic, behavioristic, cognitive - behavioural and Humanistic models.

Classification of mental disorders –DSM and ICD. Mental status examination, Mental health care act 2017.

UNIT II-CLINICAL PICTURE AND ETIOLOGY OF ANXIETY DISORDERS

15hrs

Anxiety based disorders: The anxiety based response patterns; Phobic disorders;

Obsessive Compulsive Disorders (OCD); Generalized Anxiety Disorder(GAD);
Somatoform disorders; Hypochondriasis; conversion disorders.
Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder:
causes Biological, Psychological and Socio-cultural factors. (Diagnostic criteria/
Clinical features and causes & treatment).
Trauma and Stressors - Related Disorders: PTSD and acute stress disorder.

UNIT III - SCHIZOPHRENIA, DELUSIONAL AND MOOD DISORDER 15 hrs

Schizophrenia: clinical picture, subtypes and causes - biological, psychological and
socio-cultural factors.
Delusional disorder: diagnosis, clinical picture and its causal factors.
Bipolar and related disorders: bipolar disorder, bipolar disorder ii disorder and
cyclothymic disorder.

UNIT IV PERSONALITY DISORDERS AND PARAPHILIAS 15 hrs

Personality disorders: Cluster A (paranoid, schizoid, Schizotypal), Cluster B
(histrionic, narcissistic, antisocial, and borderline) & Cluster C (avoidant, dependent
personality disorder, Obsessive- Compulsive)
Paraphilic disorders: as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual
masochism, sexual sadism, pedophilic, fetishistic and transvestic). Causes of
paraphilia.

References:

1. Carson R.C, Butcher JN and Mineka Susan (2005)., Abnormal Psychology and modern
life (10th edn) New York: Harper-Collins
2. Kaplan H, Sadock BJ, Grebb JA (1994) Synopsis of Psychiatry (7th edn). New Delhi:
BL Waverly Pvt. Ltd.
3. Sarason .I.G & Sarason R.B (2005) Abnormal Psychology The Problems of Maladaptive
Behaviour 11th edition New Delhi Pearson Pub.

Course Code: PCCP 351:Abnormal Psychology Practical

Minimum 8 Practical to be conducted

(4 hrs/week)

Credits: 02

Assessment of

1. Multiphasic Personality
2. Family Pathology
3. Bell's Adjustment
4. Hamilton Anxiety Scale
5. Obsessional Compulsive Inventory Revised
6. Cohen's Perceived Stress
7. Defense Mechanism
8. Behavioural Deviance
9. Beck Depression
10. Personal Stress Source
11. Narcissism
12. Social Phobia
13. DASS
14. Pittsburgh Sleep quality test
15. Pathological lying scale

STATISTICS: Chi Square

Semester VI
Discipline Core (DSC A12)
Course Code: PCCT 352 Human Resource Management
60 hrs (4hrs/week)
Credit: 4

COURSE OBJECTIVES:

- To orient students about the core aspects of HRM.
- To sensitize the students about methods and issues related the selection and training in industries.
- To understand the significance and mode of performance appraisal.
- To understand different forms of HRM professions.

COURSE OUTCOMES:

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

CO1: Understand the nature, objectives and functions of HRM.

CO2. Understand the processes of selection and tools of training.

CO3. Know the tools of performance appraisal in work setting.

CO4. Know the application of electronic in HR and management of international HR.

UNIT I - INTRODUCTION **15 hrs**

Human Resource: definition nature, characteristics, objectives and scope of human resource management. Difference between personnel management, HRD and HRM.

Functions of HRM – A) Managerial B) Objective C) Advisory D) supportive functions.

Applying social psychology at work, health and legal system

UNIT II - SELECTION AND TRAINING **15 hrs**

SELECTION: Meaning and Nature. Definitions, Characteristics, Objectives and importance of Selection. Process and Tests used in Selection. Interview: Meaning and Types. Limitations of Interview.

TRAINING: Meaning, Definitions, Nature and Characteristics of Training. Purposes and Benefits of Training. Training need analysis, Methods /approaches to training-classroom/lectures , conferences, films, Vestibule training, apprenticeship, Computer

Assisted Instruction(CAI)Net Based training, In basket training, Role Playing, Executive Coaching.

UNIT III - PERFORMANCE APPRAISAL

15 hrs

Meaning and Definition of Performance Appraisal.

METHODS – A) Traditional method – Ranking, Paired Comparisons, Grading, Forced Choice, Checklist methods, Critical Incident method, Essay method. B) Modern Methods – Behaviour Anchored Rating Scale (BARS), Management by Objectives(MBO), 360 degree Feedback.

Benefits and Limitations in Performance Appraisal.

UNIT IV - E-HRM AND INTERNATIONAL HRM

15 hrs

E-HRM: Recruitment, Selection, Performance Management Learning and Compensation. HR in mergers and acquisitions. Business processing outcomes. HRM in high performance organizations.

I-HRM: Nature, Growth and Management of international Human Resource activities. HR and Internalization of Business.

TQM: Definition. Principles and Common Barriers to TQM, Six Sigma. Tools of Quality Improvement: Kaizen, Bench Marking, HR Audit and Balance Score card.

References:

1. H. R. Appannaiah, Dr. P.N.Reddy and K. Aparna Rao. Human Resource Management (2010) : Himalaya Publishing House
2. Shahi K. Gupta and Rosy Joshi. Human Resource Management (2011) : Kalyani Publishers
3. Dr. P. Subba Rao. Human Resource Management (2013): Himalaya Publishing House
4. Dr. P. Subba Rao. Personnel & Human Resource Management, Himalaya Publishing House
5. Dr. K. Venkataramana. Human Resource Management (2011) : Himalaya Publishing House
6. John W. Newstrom: Organizational Behaviour. Human Behaviour at Work. Tata McGraw Hill Education Private Limited, New Delhi
7. K.Aswathppa. Human Resource Management (2011). Tata McGraw Hill Education Pvt. Ltd, ND
8. Dr. C.B. Gupta. Human Resource Management. Sultan and Sons

9. Gay Dessler. Human Resource Management, 9th edi. Pearson Education 2003
10. C.S. Venkata Rathnam & B.K.Srinivasa. Personal Management & Human Resource.TMPL

Course Code: PCCP 352: Human Resource Management Practical

Minimum 8 Practical to be conducted

(4 hrs/week)

Credits: 02

Assessment of

1. Long Employee Attitude
2. Occupational Self Efficacy
3. Organizational Climate
4. Organizational Culture Scale
5. Vocational Interest Record
6. Work Motivation
7. Occupational Stress Index
8. Employee Mental Health
9. Burnout
10. Quality of Work Life
11. FIRO – B
12. Team Effectiveness Scale
13. Organizational Citizenship behaviour
14. Leadership
15. Behaviour Anchor rating

Statistics: One Way ANOVA - Correlated Scores

Code No. of the paper

QUESTION PAPER FORMAT

SEMESTER B.A/B.Sc (PSYCHOLOGY) DEGREE EXAMINATION

Month & Year

Time: 2 Hours

(TITLE OF THE PAPER)

Max.Marks:60

I. Select the right choice for the following Multiple Choice Questions and write it in your answer sheets.

(5x1=5)

- 1.
- 2.
- 3.
- 4.
- 5.

II. Fill in the blanks

(5x1=5)

- 6.
- 7.
- 8.
- 9.
- 10.

II. Write note on any Four of the following (Short notes)

(4x5=20)

- 11.
- 12.
- 13.
- 14.
- 15.

III. Answer the following (Essay questions)

(3x10=30)

16. a)

OR

b)

17. a)

OR

b)

18. a)

OR

b)

* Equal weightage to all the units

Semester-End Practical Examination

Exam: 10 to 15 students per batch

Mark: 25 marks for end semester examination + 25 marks for internal assessment and Record

Duration of Examination: 4 hrs

Marks Distribution:

●	Plan and procedure	05
●	Conduction of experiment	05
●	Results and discussion	05
●	Viva	05
●	Statistics	05
Total:		25

Distribution of Internal Assessment Marks

Test	Components (Theory)	Marks
	Seminars/field visits/Activity /Case Study/ Assignment/Internships/quiz	
	Online MCQ/Test	
	Total	

Components (Practical)	Marks
Test	
Class Record	
Test administering/ Assessment/ Attendance	
Total	