

SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240

(Autonomous)

(Re-Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)



DEPARTMENT OF PSYCHOLOGY

Syllabus of
**Bachelor's Degree in
Psychology**

(CREDIT BASED SEMESTER SCHEME)

2017 – 2018 onwards.

Approved by the :BOS meeting held on 12th July 2016
Approved by the Academic Council meeting, held on 5th October 2016



PSYCHOLOGY AS A DISCIPLINE

Psychology is the science of behaviour and cognitive processes. Psychology evolved from the more established fields of biology and philosophy. Psychology has many activities ranging from recording nerve-cell activity to psychotherapy. Psychology began as the science of mental life. This was only until 1920. Then a man by the name of John Watson redefined psychology as the science of observable behavior. To be able to include both the observable behavior as well as the inner thoughts and feelings psychology became the science of behavior and mental processes. This is what psychology is today.

The study of psychology includes both theory and practical. As a scientific discipline psychology grows and matures, sub-disciplines emerge. It has many subfields like clinical psychology, counselling psychology, educational psychology, cognitive psychology, industrial and organizational psychology, social psychology, developmental psychology which deal with different domains of human behaviour.

The study of psychology provides students to work with the community and well-being of the society. The students can undertake career like counselors, clinical practitioners, therapist, trainers, HR Managers, Psychology teachers etc in different government and private sectors organisations.

Preamble:

The syllabus of Psychology pertaining to both BA/BSc degree is of three academic years comprising six semesters. The curriculum is structured to impart subject knowledge among students. The objective of curriculum is to make subject interesting, relevant and prepare the students for higher education. The syllabus was developed by the faculty members after the discussion with the subject experts, getting the guidance from the faculty members of P.G. department of Psychology, the feedback obtained from alumni and keeping in mind about the Mangaluru University and other Universities syllabi.

Psychology being a behaviour science, adequate importance is given to life skills. As experimental science, the practicals in Psychology includes assessment of human abilities. In addition to this, test administration, scoring, analysing, interpreting, interviewing, observation and case history taking skills are incorporated. All the units of the syllabus are well defined. The number of hours required to complete each unit is also mentioned.



A list of reference books for study is also mentioned at the end part of the syllabus copy of each semester.

Course Objectives

- To enable the students to:
- Impart knowledge about the basic aspects of different branches of psychology
- learn the basic theories and principles of Applied Psychology
- Inculcate curiosity, creativity and problem solving skills
- Develop the skills required to opt for higher education and career

Learning outcomes

By learning psychology, the students will be capable of

- Understanding basic principles and theories in psychology
- Implementing thinking and reasoning skills in different branches of psychology such as general, child, social, abnormal, industrial and organizational and health psychology
- Doing innovative research studies on various issues related to the fields of psychology
- Developing good personality and life skills to lead successful life
- Propagating the information about mental health to the community at large



PAPER DESCRIPTION

Sl. No	Semester	Paper	Title
1.	I	I	Foundations of Behaviour-I
2.	II	II	Foundations of Behaviour-II
3.	III	III	Child Development Part-I
4.	IV	IV	Child Development Part-II
5.	V	V	Social Psychology
6.		VI	Abnormal Psychology
7.	VI	VII	Industrial and Organization Psychology
8.		VIII	Health Psychology

SCHEME OF EXAMINATION

Semester	Paper	Credits	Marks		
			IA	Sem End	Total
I	Psy-I, S171	2	20	80	100
I	Practical-I	1	10	40	50
II	Psy II, S271	2	20	80	100
II	Practical-II	1	10	40	50
III	Psy-III, S371	2	20	80	100
III	Practical-III	1	10	40	50
IV	Psy-IV, S471	2	20	80	100
IV	Practical-IV	1	10	40	50
V	Psy-V, S571	2	20	80	100
	Psy-VI, S572	2	20	80	100
	Practical-V	2	20	80	100
VI	Psy-VII, S671	2	20	80	100
	Psy-VIII, S672	2	20	80	100
	Practical-VI	2	20	80	100
Total		24	240	960	1200



I SEMESTER-Paper I
FOUNDATIONS OF BEHAVIOUR-I
Teaching Hours 3 per week

Rationale /Learning Objectives:

- To impart knowledge of the basic concepts and modern trends in Psychology.
- To foster interest in psychology and create a foundation for future studies in psychology.

UNIT I: PSYCHOLOGY AND ITS PERSPECTIVE - 12hrs

- Definitions—Soul, Mind, Consciousness.
- Major sub fields—clinical, counselling, developmental, educational, experimental, cognitive, industrial and organizational psychology, evolutionary and social psychology.
- Methods—Scientific methods and experimental method.
- Psychology in India the beginning of testing, cross cultural Studies and indigenization.

UNIT II: BIOLOGICAL BASIS OF BEHAVIOR - 12hrs

- Nervous system—Neuron, structure, division of the nervous system.
- The central nervous system—Brain and spinal cord.
- The peripheral nervous system –Somatic, Autonomic - SNS and PSNS.
- Brain—structure and functions – hind brain, mid brain, and forebrain, thalamus, hypothalamus and limbic system.
- Cerebral cortex—Lobes and hemispheres.
- Endocrine system—Pituitary, Adrenal, Pancreas, Gonads, Thyroid, Parathyroid and Pineal glands.

UNIT III: LEARNING AND MEMORY 12hrs

Learning – Definition,

- Classical conditioning, processes - Extinction, Spontaneous recovery, Generalization and Discrimination
- Operant conditioning, processes - Reinforcement schedules, Punishment dangers and effective punishment
- Cognitive learning – Trial and error, latent and insightful learning
- Observational learning

Memory - Definition

- Information processing model (Atkinson & Shiffrin)
- Levels of processing
- Working memory
- Long term memory
- TOT, Flash bulb memories
- Autobiographical memory
- Forgetting – Causes and techniques to improve memory



Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY: Baron, Robert A. (2002). Psychology (5th Ed.). Prentice hall publications.

REFERENCE BOOK:

1. Vinay Prabhu, V. (2002). General Psychology. Vipul Prakashana Mumbai
2. Wayne Weiten. (1995). Themes & variations (III rd ed). Books/ Cole publishing company California
3. Natraj .P (1991). Psychology for beginners Part 1 Shrinivasa publications Mysore
4. Morgan King et..al (2004) Introduction to Psychology (7th ed) TATA MCGRAW-HILL : New Delhi
5. Parameswaran & Bina Introduction to Psychology. Neel Kamal Publications New Delhi

PRACTICALS-Paper I

Teaching Hours 3 per week

1. Stroop Effect
2. Nature of questions and accuracy of report
3. Recall and recognition
4. Bilateral transfer of Training
5. Insight on motor learning
6. Retroactive inhibition
7. Chunking
8. Repetition & Recall
9. Feeling tone on Recall

STATISTICS

1. Grouping of data – class intervals & frequency distribution
2. Measures of central tendency

Research Methodology

- ★ Meaning and Definition of research
- ★ Objectives of research
- ★ Types of research

REFERENCE BOOK:

1. Kothari, C.R., (2012) Research Methodology (2nd ed.) New age International Publisher : New Delhi



II SEMESTER-Paper II
FOUNDATIONS OF BEHAVIOUR-II
Teaching Hours 3 per week

Rationale /Learning Objectives:

- To familiarize the students with the basic psychological processes and their application.
- To impart the Knowledge of psychological testing and interpretation skills.

UNIT I: ATTENTION AND PERCEPTION - 12hrs

- Sensation-Definition and Characteristics.
- Attention- Definition, Factors, phenomenon of attention and types of attention-Explicit and implicit attention, voluntary and involuntary attention, Selective and divided attention.
- Perception- Definition, Factors, principles of grouping and organization, errors in perception-illusion, depth perception-monocular and binocular cues. ESP, subliminal perception.
- Levels of consciousness-Waking state of consciousness, Sleep: Stages of sleep, Altered States of consciousness – Meditation and hypnosis.

UNIT II: EMOTION AND MOTIVATION -12hrs

- Emotion— Definition, Nature of emotion, Components of emotion-Physiological, cognitive and behavioral components. Expressions of emotions—external, internal, and psychological changes.
- Motivation—Definition, Needs, Drives, Motives and Incentives, physiological motives—Hunger, Thirst and Sex. Social motives—Achievement, Affiliation, Power and Self-actualization.

UNIT III: PERSONALITY AND INTELLIGENCE - 12hrs

- Personality—Definition, Traits of personality-surface and source traits. Psychodynamic theory-Freud-structure of Personality, levels of consciousness, psychosexual stages of development. Erikson's psychosocial theory. Carl Jung-Types of Personality, libido, collective and personal unconsciousness. Measurement Of Personality Observation Method—Interviews and Rating Scales. Questionnaires -- type A/B personality, EPI, MMPI and Bell's Adjustment Inventory. Projective Tests -- TAT and Rorschach Ink blot Test.
- Intelligence-Definition, Theories-Spearman, Sternberg's & Howard Gardner's theory. Origin and classification of tests, Normal probability curve. Factors influencing on intelligence. Intellectually Challenged-NIMH and APA Classification. Intellectually Gifted.



Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY:

1. Baron, Robert A. (2002). Psychology (5th Ed.). Prentice hall publications.

REFERENCE BOOK

1. Vinay Prabhu, V. (2002). General Psychology. Vipul Prakashana Mumbai
2. Wayne Weiten. (1995). Themes & variations (III rd ed). Books/ Cole publishing company California
3. Natraj .P (1991). Psychology for beginners Part 1 Shrinivasa publications Mysore
4. Morgan King et..al (2004) Introduction to Psychology (7th ed) TATA MCGRAW-HILL : New Delhi
5. Parameswaran & Bina Introduction to Psychology. Neel Kamal Publications New Delhi

PRACTICALS-Paper II

Teaching Hours 3 per week

1. Color blindness
2. Span of attention
3. Muller Lyer illusion
4. Otis test of Mental ability
5. Type A/B behavior pattern
6. Deomohan's achievement motive scale
7. Set on attention
8. EPI
9. Emotion and free association

STATISTICS

1. Measures of variability -- Standard Deviation

Research Methodology

- ★ Sample and population
- ★ Size of the sample
- ★ Characteristics of good sample - *C.R. Kothari*

REFERENCE BOOK:

1. Kothari, C.R., (2012) Research Methodology (2nd ed.) New age International Publisher : New Delhi



III SEMESTER-Paper III
CHILD DEVELOPMENT: PART-I
Teaching Hours 3 per week

Rationale /Learning Objectives:

- To provide an overview of the genetic foundation of behavior.
- To study the stages of development that spans the period of infancy.

UNIT I: INTRODUCTION AND GENETIC FOUNDATION - 12hrs

- Research design: longitudinal and Cross sectional
- Methods: Case study and biographical method
- Sex cells and their differences
- Preparatory processes : Maturation, Ovulation & Fertilization – its importance
- Multiple off - springs : Identical twins & fraternal twins
- Chromosomal abnormalities : Down's Syndrome
- Abnormalities of the Sex chromosomes: XYY syndrome, Triple X syndrome, Klinefelter syndrome (XXY), Turner's syndrome (XO), Fragile X syndrome.

UNIT II: PRE-NATAL DEVELOPMENT - 12hrs

- Germinal period: Ovum, Embryo and Fetus – its Hazards
- Pre-natal environmental influences
- Stages of labour and delivery
- Types of birth: Natural or Prepared childbirth, Caesarian birth, Breech birth, Transverse birth and Instrumental birth.
- Reproductive choices: Genetic counseling and Pre-natal diagnostic choices

UNIT III: INFANCY: PHYSICAL COGNITIVE AND EMOTIONAL DEVELOPMENT - 12hrs

- Assessment of the new born-APGAR scale
- SIDS
- New born reflexes - Eye blinking, sucking, swimming, Palmar grasp & Babinski.
- Principles of motor development.
- Sequence of motor development- cephalocaudal and proximodistal pattern
- Motor skills in infancy—Gross – Crawling, Standing, Stepping and Walking. Fine -- Reaching and Grasping.
- Cognitive development - Piaget's stages of cognitive development
- Development of emotional expression – Happiness, Anger, Sadness, Fear and Self conscious emotions.



Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY :

1. Berk, L.E ; (2013) Child Development (9th ed), PHI Learning Private Limited New Delhi

REFERENCE BOOK:

1. Hurlock, E.B (2011) Child Development (6th ed),TATA McGRAW - HILL EDITION : New Delhi
2. Santrock J.M, (2006). Life Span Development (10th ed), TATA McGRAW - HILL EDITION : New Delhi

PRACTICALS-Paper III

Teaching Hours 3 per week

1. Seguin form board test
2. Social maturity scale
3. Developmental screening test
4. Early school personality questionnaire
5. Expression of emotions-Felchi Series.
6. Draw a man test.
7. Emotional stability test
8. Number or letter cancellation test
9. C.P.Q

STATISTICS

1. Correlation – Rank difference.

Research Methodology

- ★ Meaning of research design
- ★ Important concepts related to research design

REFERENCE BOOK:

1. Kothari, C.R., (2012) Research Methodology (2nd ed.) New age International Publisher : New Delhi



IV SEMESTER-Paper IV
CHILD DEVELOPMENT: PART-II
Teaching Hours 3 per week

Rationale /Learning Objectives:

- To examine development from childhood to adolescence.
- To understand the changes in self and the emergence of gender identity.
- To create awareness on problems and disorders of childhood and adolescence.

UNIT I- CHILDHOOD - 12hrs

Early childhood

- Cognitive development -- information processing-attention, memory, task analysis
- Parenting -- Parenting styles
- Play –functions of Play.

Middle and late childhood

- Language development – Vocabulary and Grammar, Reading and Bilingualism.
- Emotional development – Developmental changes and Emotional intelligence.
- Gender – Gender stereotypes, Socio-emotional development and Gender role
- Families – Parent child issues and societal changes.
- Peers – Friends, Peer status, Social cognition and Bullying.

UNIT II-PUBERTY AND ADOLESCENCE -12hrs

- Puberty - Causes of puberty changes.
- Major physical changes during puberty.
- Variations in the age of puberty and consequences of puberty changes.
- Adolescent sexuality and sexual orientation.
- Adolescent relationship-Autonomy, attachment, parent adolescent conflict, friendships.

UNIT III- PROBLEMS AND DISORDERS OF CHILDHOOD AND ADOLESCENCE

- 12hrs

- Symptom disorders-Enuresis, Encopresis, Sleep walking and Tics.
- Child maltreatment—child abuse and sex abuse.
- Learning disabilities.
- Attention deficit hyperactivity disorder.
- Pervasive developmental disorder-Autism.
- Eating disorders-Anorexia and Bulimia.
- Premenstrual syndrome.
- Teenage Suicide.



Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY :

1. Berk, L.E ; (2013) Child Development (9th ed), PHI Learning Private Limited New Delhi

REFERENCE BOOK:

1. Hurlock, E.B (2011) Child Development (6th ed),TATA McGRAW - HILL EDITION : New Delhi
2. Santrock J.M, (2006). Life Span Development (10th ed), TATA McGRAW - HILL EDITION : New Delhi

PRACTICALS-Paper IV
Teaching Hours 3 per week

1. Parent child Relationship Scale.
2. Guidance Need Inventory.
3. VIR
4. Bell's adjustment Inventory.
5. Adolescent Problem Checklist.
6. Sentence completion test
7. Study habit inventory
8. Test of Creativity
9. Coloured progressive matrices

STATISTICS

Correlation - Product moment.

Research Methodology

- ★ Data collection – Primary and secondary data
- ★ Collection of primary data – Observation method Interview method Questionnaire method

REFERENCE BOOK:

1. Kothari, C.R., (2012) Research Methodology (2nd ed.) New age International Publisher : New Delhi



V SEMESTER-Paper V
SOCIAL PSYCHOLOGY
Teaching Hours 3 per week

Rationale /Learning Objectives:

- To understand social behavior.
- To create awareness about the factors which influence behavior.

UNIT I-INTRODUCTION TO SOCIAL PSYCHOLOGY AND SOCIAL PERCEPTION

- 12hrs

- Definition, Historical roots of social psychology.
- Theories in social psychology – Learning, Motivation, Decision-Making, Interdependence and Socio cultural.
- Methods in social psychology-Correlation, Systematic observation, Experimental method and Survey.
- Forming impressions of Others-What information do we use, Integrating impressions, Motivated person perception.
- Nonverbal Communication – Basic Channels
- Attribution - Theories of attribution: Jones and Davis's theory and Kelley's theory.

UNIT II- PRO-SOCIAL BEHAVIOUR AND AGGRESSION

- 12hrs

- Responding to an emergency.
- Decision to help in an emergency - Five steps.
- Situational factors-Attraction, Attribution and pro-social models.
- Aggression -- Origins and Definition of Aggression.
- Social Determinants of Aggression – Frustration, Provocation, Media, Violence, Heightened Arousal and Personal Causes of Aggression.
- The prevention and control of Aggression - Punishment and Retaliation, Reducing Frustration and Attack, Aggressive Anxiety, Displaced Aggression and Catharsis.

UNIT III- ATTITUDE AND PREJUDICE

- 12hrs

Attitude

- Definition,
- Attitude formation,
- Attitude -- Behavior link
- Attitude change and when attitude change fails.



Prejudice and discrimination

- Definitions
- Discrimination—Prejudice in Action.
- The origin of prejudice.
- Techniques for countering its effects.
- Prejudice based on gender.

Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY:

1. Baron, Robert and Byrne, Donn (2004) Social Psychology, 10th edition Pearson Education: New Delhi

REFERENCE BOOKS:

1. Myers, D.G (1996) Exploring Social Psychology (5th ed) McGRAW – HILL : USA
2. Taylor, S.E, et al. (2006) Social Psychology (12th ed), Pearson Education: New Delhi



V SEMESTER-Paper VI
ABNORMAL PSYCHOLOGY
Teaching Hours 3 per week

Rationale /Learning Objectives:

- To introduce students to the different perspectives and models regarding the causation of mental illness
- To acquaint students with various manifestations of psychopathology.

UNIT-I: INTRODUCTION -12hrs

- Defining abnormality, Critical analysis of abnormality-Descriptive and Explanatory criteria.
- Classification of abnormal behavior-DSM-IV Classification and its limitations, ICD-10 Classification.
- Psychological models of abnormality- model, Behavioristic model, Cognitive-behavioral model, Humanistic model and Interpersonal model.

UNIT-II: ANXIETY BASED DISORDERS - 12hrs

- Anxiety based disorders- Phobia, OCD and GAD.
- Somatoform disorders-Somatization disorder, Hypochondriasis, and Conversion disorder.
- Dissociative disorders-Amnesia, Fugue and Dissociative Identity disorder.

UNIT-III: PSYCHOTIC DISORDERS -12hrs

- Schizophrenia-subtypes
- Delusional Disorder
- Mood Disorders-Unipolar and Bipolar disorders.
- Personality Disorders-Clusters, Paranoid, Antisocial and Dependent Personality Disorder.

Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY:

1. Carson, R.C, Butcher J.N and Mineka Susan (2005) Abnormal Psychology and Modern Life (11th ed) Pearson Education ; New Delhi

REFERENCE BOOKS:

1. Kaplan, Sadock. B.J, Grebb JA (1994) Synopsis of psychiatry (7th Ed), Lippincott Williams & Wilkins : US
2. Diagnostic & Statistical Manual of Mental Disorders (4th Ed), American Psychiatric Association: Washington



PRACTICALS-paper V
Teaching Hours 4 per week

1. MPQ-H.N Murthy.
2. Psycho-Physiological State Inventory.
3. Assessment of self-confidence.
4. Sinha's anxiety scale.
5. Mental health Checklist-Pramod Kumar.
6. Stereotype.
7. Competition/Co-operation.
8. Assessment of personal values.
9. Measurement of attitude scale- Teachers attitude scale.
10. Level of aspiration.
11. Self concept questionnaire.
12. Bogardus social distance scale
13. Progressive weights
14. Illusion of warmth
15. Bhatia's battery of performance test

STATISTICS

t-test-Independent.

Research Methodology

- ★ What is a hypothesis and characteristic of hypothesis
- ★ Basic concepts concerning testing of hypothesis (types of hypothesis)
 - a. Null hypothesis and Alternate hypothesis
 - b. Level of significance
 - c. Decision rule or test of hypothesis
 - d. Type I and Type II errors
 - e. Two tailed and one tailed test

REFERENCE BOOK:

1. Kothari, C.R., (2012) Research Methodology (2nd ed.) New age International
Publisher : New Delhi



VI SEMESTER-Paper VII
INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY
Teaching Hours 3 per week

Rationale /Learning Objectives:

- To understand the scope and application of industrial and organizational psychology.
- To sensitize the students to problems related to human relation and human activities in organizations.
- To understand the consumer Behaviour.

UNIT I: INTRODUCTION -12Hrs

- Definition and Meaning.
- Fundamental concepts in organizational behavior.
- The scope and historical development of Industrial/organizational psychology.
- Challenges for industrial/organizational psychology.
- Industrial/organizational psychology as a career.
- Training and employment problems.
- Importance of studying organizational behavior.
- Approaches to the study of organizational behavior—Hawthorne Studies.

UNIT II: DEVELOPMENT OF HUMAN RESOURCE - 12hrs

Employee selection—Principles and techniques.

- Recruitment process.
- Psychological testing.
- Principles of psychological testing.
- Techniques and administration of psychological tests.
- Fair employment practices.

Performance appraisal.

- Objective performance appraisal methods – Output measures and Judgmental Performance appraisal.
- Performance appraisal for Managers
- Bias in performance appraisal

Training and development.

- Goals of organizational training programmes.
- Training methods.



UNIT III: ORGANIZATIONAL BEHAVIOR -12hrs

- Leadership - Definition, Approaches-Trait, Behavioral and Situational.
- Styles-Authoritarian, Democratic and Laissez faire.
- Studies-IOWA, Michigan and Hawthorne.
- Motivation Theories-Content and Process.
- Job satisfaction-Factors and Effects.
- Consumer psychology-The Role of Advertisements.

Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY:

1. Schultz, D and Schultz, S.E (2002) Psychology and Work Today (8th ed) Pearsons Education: New Delhi

REFERENCE BOOKS:

1. Mishra M.N., (2001) Organizational Behaviour. Vikas Publishing House Pvt. Ltd : New Delhi
2. Ashwathappa, K. (2010) Organizational Behaviour (9th ed) Himalaya Publishing House: Mumbai



**VI SEMESTER-Paper VIII
HEALTH PSYCHOLOGY
Teaching Hours 3 per week**

Rationale /Learning Objectives:

- To acquaint the students with the newly emerging field of Health psychology.
- To understand the relationship between body and mind.
- To understand the role of psychologists in managing chronic illnesses and diseases.

UNIT-I: INTRODUCTION

12hrs

- Definition of health and Involvement of Psychology in Health
- History of body mind relationship.
- Need for the field of health psychology.
- Biopsychosocial model in health psychology.

UNIT-II: STRESS AND DISEASES - 12hrs

- Meaning of stress.
- Categories of stress.
- Factors predisposing a person to stress.
- Post-traumatic stress disorders.
- Stress and diseases – Headaches, Infectious disease, Cardiovascular disease, Hypertension, Reactivity and Risky behaviours and Ulcers.
- Other physical disorders – Diabetes, Asthma and Rheumatoid Arthritis.

UNIT-III: HEALTH ENHANCING BEHAVIOUR - 12hrs

- Role of self efficacy in Enhancing health
- Stress Management — Biofeedback, Relaxation, Yoga, Meditation and Hypnosis.
- Physical activity – Exercise, Diet and Weight control.
- Psychological Interventions – Individual therapy, Social support, Family support and Support groups.

Student Activities: Class Presentation, Seminars, Debate, Article Review, Assignments.

BOOK FOR STUDY:

1. Taylor Shelly. (1998) Health Psychology (7th ed). McGraw Hill Education : NewDelhi

REFERENCE BOOKS:

1. L Brannon & J Fiest (2000) Health Psychology (4th ed) Wadsworth: USA



PRACTICALS-paper VI
Teaching Hours 4 per week

1. Muscular Fatigue.
2. Achievement motive.
3. Leadership effectiveness scale.
4. Occupational stress index.
5. Job Satisfaction.
6. DAT - Clerical Speed and Accuracy, Verbal Reasoning.
7. Medico-psychological inventory.
8. Psychological well being.
9. General health questionnaire.
10. Locus of control.
11. Emotional maturity Scale.
12. MRMT
13. Tweezer dexterity
14. MMPI
15. Personal stress source inventory.

STATISTICS

Correlated t-test

Research Methodology

- ★ Meaning and need of interpretation
- ★ Significance of report writing
- ★ Different steps in writing report

REFERENCE BOOK:

1. Kothari, C.R., (2012) Research Methodology (2nd ed.) New age International
Publisher : New Delhi



Question Paper Pattern

Time: 3hrs.

Max. Marks – 80

Part – A

I. Answer any TEN of the Following
4 questions each from 3 units

2x10=20

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

Part - B

Answer the following questions

Unit - I

II

- a ----- 05
b ----- 05
c ----- 10

OR

- d ----- 05
e ----- 05
f ----- 10

Unit - II

III

- a ----- 05
b ----- 05
c ----- 10

OR

- d ----- 05
e ----- 05
f ----- 10



Unit - III

IV

a-----	05
b-----	05
c-----	10

OR

d-----	05
e-----	05
f-----	10



Practical Examination Pattern
B.A./B.Sc. I semester to IV semester

Time: 3 hours

Max Marks: 50

- | | |
|------------------------|----------|
| 1. Internal assessment | 10 marks |
| 2. Records | 05 marks |
| 3. Viva | 05 marks |
| 4. Practical exam | 30 marks |

B.A./B.Sc. V semester to VI semester

Time: 4 hours

Max Marks: 100

- | | |
|------------------------|----------|
| 1. Internal assessment | 20 marks |
| 2. Records | 10 marks |
| 3. Viva | 10 marks |
| 4. Practical exam | 60 marks |

