

DWARAKA DOSS GOVARDHAN DOSS VAISHNAV COLLEGE

(Autonomous)

College with Potential for Excellence, Linguistic Minority Institution


Affiliated to University of Madras

Arumbakkam, Chennai – 600 106




**DEPARTMENT OF PSYCHOLOGY
SYLLABUS
2020-2021**

PRINCIPAL


PRINCIPAL
Dwaraka Doss Govardhan Doss
Vaishnav College
Arumbakkam, Chennai - 600106

**HEAD OF THE
DEPARTMENT**


Head
Department of Psychology
Dwaraka Doss Govardhan Doss
Vaishnav College (Shift II)
Arumbakkam, Chennai-600 106.

B.Sc. DEGREE COURSE IN PSYCHOLOGY
SYLLABUS
CHOICE BASED CREDIT SYSTEM

I SEMESTER
CORE I- GENERAL PSYCHOLOGY- I

UNIT I INTRODUCTION

Definition of Psychology, Psychology as a science: Methods of psychology, Different schools of Psychology and modern perspectives of psychology - **Scope and branches of psychology.**

UNIT II SENSATION AND PERCEPTION

General Properties of Senses, subliminal stimuli, Selective Attention, Physiological correlates of Attention, Internal influences on Perception- Learning, Set, Motivation and Emotion; External influences on perception- Figure Ground separation, Movement, organization, illusions, Perceptual constancies, Depth perception, Binocular and Monocular Depth, Perception; Perceptual defense and perceptual vigilance, sensory deprivation, sensory bombardment.

UNIT III CONSCIOUSNESS:

Fundamental Process, Active and passive roles of consciousness, Sleep and Dreams, Meditation, Hypnosis, Psi Phenomena, Alternate states of consciousness; Natural and Drug induced.

UNIT IV LEARNING

Definition of learning, Theories of learning, Classical conditioning, Operant conditioning, Cognitive Learning, Social Learning

UNIT V MEMORY

Meaning and nature of memory, Theories of memory: Information processing theories-sensory register, short term memory, rehearsal; Levels of processing theories, Long term memory-organizations, TOT, semantic and episodic memory, encoding and storing long term memories, role of organization, role of imagery, role of constructive processes; Retrieval from long term memory; Forgetting- Motivated forgetting, Interference, Decay through disuse,

Techniques of improving memory

REFERENCES:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction To Psychology, 7th Edition. Singapore: McGraw- Hill.
2. Myers, D.G. (2004). Psychology. 5th Edition, Worth Publishers: New York.
3. Baron, R.A.. (2002) Psychology, 5th Edition, Prentice Hall, India.
4. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.
5. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co

EXTRA READINGS:

Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
Kosslyn, S.M., & Rosenberg, R.S. (2006) Psychology In Context, 3rd Edition, Pearson Education Ltd.

COURSE OUTCOME:-

- CO1 – To define the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- CO2 – To explain various schools of thoughts in the field of psychology.
- CO3 – To illustrate the principles of psychology using examples from daily life
- CO4 – To explain, restate, and interpret basic theories in psychology.
- CO5 -- To relate the notions underlying different perspectives of psychology

CORE-II - BIOLOGICAL BASIS OF BEHAVIOUR I

UNIT I Biopsychology as a Neuroscience:

What is Biopsychology? Approaches to relate brain and behavior, relation between Biopsychology and the other disciplines. Divisions of Biopsychology; History of research on the brain and Behavior; Scope : Understanding of psychiatric disorders, Laboratory Clinical Approaches and Animal research contributions; Genetics and Psychological Differences. Foundations of Biopsychology: Evolution of the Human Brain, **Research methods of Biopsychology: Ethical issues in research with animals; careers in neuroscience.**

UNIT II Structure of the nervous system:

Basic features of the Nervous System – meninges, ventricles, cerebro spinal fluid blood brain barriers, Structure of the neuron – Peripheral Nervous System; The Central Nervous System, **Cerebral localization of function: Tests of Cerebral localization, sex differences, Anatomical Asymmetries of the brain – theories.**

UNIT III Neural Conduction and Synaptic Transmission:

The Neurons Resting Membrane Potential, Conduction of Action Potentials, Synaptic transmission, the Neurotransmitters. Hormones, Hormones affect behavior, Homeostasis: Temperature regulation, fluid regulation, regulation of salt, food and energy regulation, their responsiveness; neural circuit, Hormones and synaptic transmitters, mediate violence and aggression; Relationship of Stress and Emotions to human diseases.

UNIT IV Biopsychology of Emotions, Aggression And Stress:

Individual differences in their responsiveness; neural circuit, Hormones and synaptic transmitters, mediate violence and aggression; Relationship of Stress and Emotions to human diseases.

UNIT V Learning, Memory and Amnesia :

Amnesic effect of bilateral medial temporal Lobectomy, Neuro-anatomy of object – reorganization memory, the hippocampus and memory for special location, where are memories stored? Synaptic mechanism of learning and memory.

REFERENCE:

1. Neil. R. Carlson (2007) Foundations of Physiological Psychology, 6th Edition, Pearson Education, New Delhi,.
2. John. P.J. Pinel (2007) Biopsychology, 6th Edition ,Pearson Education, New Delhi.
3. Rosenzweig.R. Mark, Breedlove.S. Mark, Leiman.L.Arnold (2002) Biological Psychology, 3rd Edition, Sinauer Associates, Inc., Sunderland.

COURSE OUTCOME:-

- CO1 – To label the components of the nervous system.
- CO2 – To explain the anatomy of the nervous system
- CO3 – To identify the hormones and their function
- CO4 – To illustrate the relationship between biology and behavior
- CO-5 – To describe the manifestation of biological deficits in behavior

Allied I - PRINCIPLES OF SOCIOLOGY

OBJECTIVES: To introduce the basic concepts of Sociology as related to psychology.

UNIT I: Introduction to Sociology:

Scope of Sociology – Sociology as a science – Basic definitions in Sociology – society, association, institution, culture, groups, stratification, community, social role, social systems, and social norms, Family and kinship - Social Processes – Assimilation, cooperation, competition, conflict, accommodation, deprivation- **Relation between Sociology and Psychology.**

UNIT II: Social Thoughts and Thinkers:

Basic Concepts- Marx – Alienation, class struggle - Durkheim – Division of Labour, Suicide, religion and society – Weber – Social Action, Ideal types, Parsons – Social System, Pattern Variables – Mead – Self And Identity

UNIT III: Social Stratification:

Caste, Class, Dynamics of stratification systems – Roles of stratifications, problems of stratification,

UNIT IV: Social Change : Theories of social change – Agencies of social change – Instruments of social change– Education, science technology, Industrialization – Pace of social change

UNIT V: Sociology of India & Indian Society:

Structure of Indian Society - Stratification systems in India – Caste systems - Social mobility – Sanskritisation, Westernisation, Modernization, Industrialization in Indian Society - Social classes in India - Social Change in India – Social Movements, Political initiatives, Economic factors for social change, modern trends in social change - Multicultural society in India - social integration

REFERENCE:

1. Bottomore, T.B. (1985) Sociology, New Edition, Blackie & Son Publishers Pvt Ltd, Bombay.
2. Anthony Giddens (2006) Sociology, Polity Press, U.K.
3. Louis A.Coser (1979) Masters of Social Thought, Harcourt Brace Jovanoviti, New Delhi.
4. Andre Beteille: Caste, Class and Power: Changing Social Stratification, OUP, New Delhi.
5. Srinivas M.N. (2003) Social Change in Modern India, Orient Longman Pvt Ltd, New Delhi.

COURSE OUTCOME:-

- CO1 – To explain every type and purpose of human thought and activity
- CO2 – To describe how the cultural and social structures shape human action and thought and vice versa.
- CO3 – To classify, quantify, identify, and perform functions that are very anthropological in their construct in observing societies in the whole
- CO4 – To identify all levels of human thought and activity from the individual and personal level to the global level.

NME (SEMESTER-1)
NME SYLLABUS
STRESS AND COPING

UNIT I - INTRODUCTION

Definition of stress, types of stress, causes of stress, stress among different age groups.

UNIT II SOURCES OF STRESS

Post Traumatic stress disorder, Long term effects of early stressful life experiences, chronic

stressful conditions, chronic stress and health, stress in workplace

UNIT III - SOCIAL SUPPORT

Introduction to social support, Social companionship, effects of social support on psychological

distress, effects of social support on illness and health habits. effects of stress on support

providers, enhancing social support

UNIT IV - COPING INTERVENTIONS

Mindfulness training, Disclosure and coping, coping effectiveness training,

Cognitive Behavioral Techniques and Relaxation techniques, Personality and

Coping, Coping resources, coping styles,

problem focused and emotion focused coping

REFERENCES:-

1. Shelley, D. Taylor (1986). Health Psychology, 7th ed.,
New Delhi: McGraw Hill Education (India) Private
Limited
2. Richard, S. Lazarus (1984). Stress Appraisal and Coping, New
York: Springer Publishing Company

SEMESTER II

CORE III - GENERAL PSYCHOLOGY II

UNIT I THINKING AND INTELLIGENCE

Thinking process, Concepts and categorization, Problem solving and Decision making, Creative Thinking. Theories of intelligence: Factor theories and cognitive theories, Recent theory of Multiple Intelligence - **Determinants of Intelligence - Assessment of intelligence.**

UNIT II MOTIVATION

Definition of Motivation, Motivation and Behavior-Theories of motivation, biological motivation, social motives, motives to know and to be effective, Frustration and conflicts of motives.

UNIT III EMOTION

Definitions of Emotions: Components of emotions, Cognitive appraisal and emotion, Subjective experience and emotion, bodily changes and emotion, facial expression and emotion, Responses to emotion, Regulations of emotions, Emotions: Gender and Culture, **Assessment of Emotions- Management of emotions - Emotional Intelligence.**

UNIT IV PERSONALITY

Concepts of Personality: Psychoanalytic approach, Behaviouristic approach, Cognitive approach, Humanistic approach, Evolutionary approach, **determinants of personality, measurement of personality.**

UNIT V PSYCHOLOGY OF SELF

Perspectives on the notion of self, self as an object and as a process; Basis of self knowledge; Proximal and distal; Traditional and Contemporary approaches.

REFERENCES:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction To Psychology, 7th Edition. Singapore: McGraw-Hill.
2. Myers, D.G. (2004). Psychology, 5th Edition, Worth Publishers: New York.
3. Baron, R.A. (2002) Psychology, 5th Edition, Prentice Hall, India.
4. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub. Co.
5. Hilgard, E.R., Atkinson, R.L., R.C. (2003) Introduction To Psychology, 14th Edition Wordsworth Pub. Co

EXTRA READINGS:

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CORE IV- Biological Basis of Behaviour II

UNIT I: Development of the Nervous System:

Phases of neurodevelopment, postnatal development in Human Infants, Neuro-plasticity in Adults- Disorders of Neurodevelopment; Autism and Williams' Syndrome.

UNIT II: Brain Damage and Neuroplasticity:

Causes of Brain damage, neuro plastic responses to nervous system damage, treatment of nervous system damage; Amnesia after concussion; Amnesia of Korsakoff's Syndrome, Alzheimer's Disease.

UNIT III: Sleep, Dreaming and Circadian Rhythms:

Physiological and behavioral events of sleep, REM sleeping and dreaming, Circadian sleep cycles, effects of sleep deprivation, four areas of brain involved in sleep, circadian clock: neural and molecular mechanisms, psychopharmacology, Bio psychological theories of Addiction, Intracranial stimulation and pleasure centres of the brain

UNIT IV: Sensory System:

Visual System: Audition, Somato sensation: Touch and pain, the chemical senses: smell and taste, touch and pain, Cortical Mechanisms.

UNIT V Motor Control and Plasticity:

Different views, control of movements, disruption of movement by disorders of muscles, spinal cord or brain.

REFERENCE:

1. Neil. R. Carlson (2007) Foundations of Physiological Psychology, 6th Edition, Pearson Education, New Delhi,.
2. John. P.J. Pinel (2007) Biopsychology, 6th Edition, Pearson Education, New Delhi,.
3. Rosenzweig.R. Mark, Breedlove.S. Mark, Leiman.L.Arnold (2002) Biological Psychology, 3rd Edition, Sinauer Associates, Inc., Sunderland.

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- CO-5 – To describe the manifestation of biological deficits in behavior

Allied II- FUNDAMENTALS OF SOCIAL ANTHROPOLOGY

This course is meant to provide a basic understanding about the Social Anthropology, and emphasis will be laid on the basic social institutions, and organization; its working, and structural principles.

Unit - I Introduction

Basic concepts – Definition and **scope of social Anthropology**. Relationship of Social Anthropology to Psychology and other Social Sciences.

Unit – II Family

Concept and definition-features-typology. Descent: unilinear descent, double descent, and cognatic descent groups-bilateral groups, and kindred-rules regarding inheritance, Matriarchal and Patriarchal systems, its social-cultural significance.

Unit –III Marriage

Concept and definition – characters – ways of acquiring a spouse, preferential and prescribed marriages – endogamy, exogamy, and incest taboos – polygyny, polyandry, and their variant forms – marriages rules, dowry, bride price, and other forms of exchanges. Its social-cultural significance.

Unit-IV Kinship

Concept and definition-terminology, and criteria of differentiation – typology of kinship systems and social structure. Its social-cultural significance.

Unit – V Belief System and Political Institution

Concept and definition- elements, and forms-magic, religion, and science-different theories regarding the origin of religion-sacred and profane-tradition-ritual-myths-symbols. Clan and its socio-cultural significance. Political institution concept and definition –feature and types-youth organizations among Indian tribes, **Integrating the various cultural groups - social control and law-rewards, crime, and punishments in different societies**. Its socio-cultural significance.

References:

- Beals, A. R. and Hoijer, H.(2002). Introduction to Anthropology
- Madan, T,N, and Majumdar, D.N. (1960). Introduction to Social Anthropology. Bombay: Asia Publishing House
- Doshi, S.L. and Jain, P.C.(2001). Introduction to Social Anthropology. New Delhi: Rawat Publications
- Murdock, G.P. (1960). Social Structure in South East Asia. California: Ethnographic Arts Publications
- Mair, Lucy (1972). Introduction to Social Anthropology. 2nd Edition. USA: OxfordUniversity press.

COURSE OUTCOME:-

- CO1 – To explain every type and purpose of human thought and activity
- CO2 – To describe how the cultural and social structures shape human action and thought and vice versa.
- CO3 – To classify, quantify, identify, and perform functions that are very anthropological in their construct in observing societies in the whole

- CO4 – To identify all levels of human thought and activity from the individual and personal level to the global level.

NME (SEMESTER – 2)

BUILDING PSYCHOLOGICAL CAPITAL

UNIT1: INTRODUCTION

The need for a different approach, positive vs negative approach ,contributions of positive psychology, psycap in relation to job satisfaction motivation and performance

UNIT 2: PSYCAP EFFICACY

Definition, key ingredients of efficacy , ways to strengthen efficacy

UNIT 3: PSYCAP HOPE

Definition of hopelessness, effects of hopelessness, hopelessness and depression ways to improve hope

UNIT 4: PSYCAP OPTIMISM

Definition of optimism in locus of control ,ways to develop optimism dispositional optimism, explanatory style

UNIT 5: PSYCAP RESILIENCE

Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON.

REFERENCE:

1.Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological capital and beyond, New York: Oxford University Press.

2. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, 3. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press.

SEMESTER III

CORE V - DEVELOPMENTAL PSYCHOLOGY I

UNIT - I

Human development, period of life span, Conception through birth: Fertilization, heredity and environment, prenatal development, **birth: stages, methods, and settings of childbirth.**

UNIT - II

Characteristics of infancy and early childhood - physical development, health, motor, sensory, emotional, and perceptual development; **characteristics of late childhood, developmental tasks, physical development, health, motor skills, cognition and language.**

UNIT - III

Cognitive development: Piaget sensory motor stage, Piaget preoperational stage; Piaget stage of concrete operations, moral development, personality in late childhood, development of self-concept, Freud's latency period, Erickson's industry versus inferiority, social learning theory, Piaget stage of formal operations, moral development.

UNIT - IV

Characteristics of adolescence, developmental tasks of adolescence, physical changes, maturation in adolescence, psychological impact of physical changes, **health concerns of adolescence, aspects of intellectual development.**

UNIT - V

Social changes during adolescence: interests, theoretical perception in adolescence, identity formation, approved sex roles, family relationships, relationship with peers, personality changes, hazards of adolescence, **problems of adolescence: teenage pregnancy, Juvenile delinquency, positive view of adolescence.**

REFERENCE:

1. Papilia, Diane E., Sally WendosOlds (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co.
2. Hurlock, E. (1980). Developmental Psychology. Tata McGraw Hill Publishing.
3. Shaffer, David R. (1993). Developmental Psychology. IV Edition Brooks / Cole Publishing Company.
4. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.
5. Santrock, John W. (2007). Adolescence. 11th edition. Tata McGraw Hill Publishing Company.
6. Santrock, John W. (2007). Child Development. 11th edition. Tata McGraw Hill Publishing Company.

COURSE OUTCOME:-

- CO1 – To identify the developmental milestones of human beings
- CO2 – To predict the cognitive development attained from infancy to old age
- CO3 – To identify and critically analyze the various psychological and social problems and changes occurring at the various stages of life span
- CO4 – To communicate with all age groups without being judgemental or stereotypical
- CO5 – To design an action plan to deal effectively with the issues arising at the various stages of life span.

CORE PAPER – VI EXPERIMENTAL PSYCHOLOGY (Practical)

LIST OF EXPERIMENTS (Any 10)

1. Distraction of Attention
2. Division of Attention
3. Span of Attention
4. Muller Lyer Illusion
5. Tweezer Dexterity
6. Insight and Trial & Error Learning
7. Mirror Drawing
8. Transfer of Learning - Habit Interference
9. Maze Learning
10. Knowledge of Results
11. Concept Formation
12. Problem Solving
13. Bhatia's Battery
14. Color Preference
15. Level of Aspiration
16. MISC
17. Progressive Weights
18. Level of Aspiration

Marks = 100 **Internal** = 25 (Record-15, Assignment-5, Test-5)

External = 75 (Viva-20, Record-5, Conduction-15, Plan and Procedure-10, Results and Tabulation-10, Discussion-10, Conclusions 5)

ALLIED - III STATISTICS IN PSYCHOLOGY

UNIT – I

Meaning; need and importance of statistics. Functions and limitations of statistics; Source of data, .Primary and secondary;. Measurement: Scales of measurement: nominal, ordinal, interval and ratio scales; Discrete and continuous variables, Descriptive and Inferential statistical methods.

UNIT –II

Organization of Data: Tabulation and Classification of Data, Frequency Distributions: Discrete and continuous; cumulative frequencies, percentage frequencies.

UNIT – III

Graphical representations: Advantages, Shape of frequency distributions: Unimodal, bimodal, Frequency distribution: symmetrical and skewed distributions, Normal and Kurtosis distribution, Frequency graphs: Histograms, frequency polygon; Ogive Graphical representation of ungrouped data – bar diagram, Pie diagram, graphs.

UNIT – IV

Measures of central tendencies: Arithmetic mean, Geometric mean, Harmonic mean, weighted mean, combined mean, median and mode. Merits and demerits of measures of central tendencies.

UNIT – V

Measures of variability: The range, Inter quartile and semi- quartile range, standard deviation and variance. Combined SD; coefficient of variation. Measures of Association; correlation: The scatter Diagram; Patterns of correlation: Linear and curvilinear; Types: Positive and Negative linear correlation, Zero strength of the correlation, the correlation coefficient; methods: Pearson Product-moment, Rank order method.

REFERENCE:

1. Arthur Aron, Elaine N. Aron, Elliot. J. Coups. (2006). Statistics for Psychology.(4thedt.).New Delhi: Pearson Education Inc.
2. Frederick. J. Gravetter& Larry . B. Walluan (1995). Essentials of Statistics for the Behavioural Sciences. 2nd ed. New York: West Publishing Company.
3. Gupta,S.P. (2002). Statistical Methods. New Delhi: Sultan Chand and sons, New Delhi.
4. S.K. Mangal (2002) Statistics in Psychology and Education. (2ndedt). New Delhi: Prentice – Hall of India.
5. Garrett, HE (1968). Statistics for Psychology and Education.
6. Jack Lewin and James Alan Fox (2006). Elementary Statistics in Social Research.10th edition. New Delhi: Pearson Education

COURSE OUTCOME:-

- CO1 –To interpret and classify a great deal of information.
- CO2 – To describe the information in the form of visual representation
- CO3 --To infer different elements of a sample or population.
- CO4 -- To summarize what already exists in a given population
- CO5 -- To compute, predict and prepare the results of a study

SEMESTER IV

CORE PAPER – VII DEVELOPMENTAL PSYCHOLOGY II

UNIT - I

Characteristics of adulthood, physical, sensory, and psychomotor functioning, health in adulthood, changes in interest in adulthood, social mobility, sex role adjustment, personal and social hazards of adulthood, intellectual development, vocational adjustment, marital adjustment, adjustment to parenthood.

UNIT - II

Characteristics of middle age, developmental tasks, physical changes, sensory, psychomotor functioning, health in middle age, intellectual development.

UNIT – III

Personal and social hazards, changes to interest, works in the middle age, adjustment to changed family patterns, marital hazards of middle age, adjustment to single-hood, adjustment to loss of a spouse, relationship with maturing children and aging parents.

UNIT - IV

Characteristics of old age, developmental tasks, physical development, sensory and psychomotor functioning, intellectual development, health in old age, social adjustment in old age, physical hazards, psychological hazards, religion, and emotional well being.

UNIT – V

Social issues related to aging, relationship with siblings, friends, adult children; family management of elder care, adjustment to retirement, adjustment to single-hood, vocational and family hazards of old age, living arrangements for the elderly; Death: facing death; three aspects of death.

REFERENCE:

1. Papalia, Diane E., Olda Sally Wendoke (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co.
2. Hurlock, E. Developmental Psychology (1995). IV Edition. Tata McGraw Hill Publishing.
3. Shaffer, David R. (1993). Developmental Psychology. IV Edition. Brooks / Cole Publishing Company.
4. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.
5. Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd.
6. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwality Books Co.
7. Biswas, S.K. (1987). Aging in Contemporary India. Calcutta: The Indian Anthropological Society,
8. Birren, J.E. & Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press

COURSE OUTCOME:-

- CO1 – To identify the developmental milestones of human beings
- CO2 – To predict the cognitive development attained from infancy to old age
- CO3 – To identify and critically analyze the various psychological and social problems and changes occurring at the various stages of life span
- CO4 – To communicate with all age groups without being judgemental or stereotypical
- CO5 – To design an action plan to deal effectively with the issues arising at the various stages of life span.

CORE PAPER – VIII PSYCHOLOGICAL ASSESSMENT

LIST OF PAPER PENCIL TESTS (Any 10)

1. Expression of Emotions
2. Student Stress Scale
3. Multiple Intelligence Scale
4. Eysenck Personality Inventory
5. Self-concept Questionnaire
6. Emotional Maturity Scale
7. Job Satisfaction Scale
8. Career Maturity Scale
9. Organizational Climate Inventory
10. Raven's Standard Progressive Matrices
11. Superstition Scale
12. Strait & Trait Anxiety Scale
13. Strait & Trait Anger Expression Inventory
14. Self-esteem Scale
15. Social Maturity Scale
16. Social Distance Scale
17. Religious Attitude Scale
18. Altruism

Marks = 100 **Internal** = 25 (Record-15, Assignment-5, Test-5)
External = 75 (Viva-20, Record-5, Conduction-15, Plan and
Procedure-10, Results and Tabulation-10, Discussion-10, Conclusions 5)

ALLIED IV- MARKETING AND CONSUMER BEHAVIOR

Unit I

Marketing in the Twenty first century: definition, Scope of Marketing – Core marketing concepts; Direct and Online marketing – Advantages and Disadvantages.

Unit II

Market Segmentation – Levels and patterns of market segmentation, Segmenting consumer and business markets; Market targeting; Marketing mix.

Unit III

Understanding Consumer Behavior – Field and scope of consumer Behavior; Type of consumers; Major factors influencing Buyer Behavior; cultural, social, personal and psychological factors.

Unit IV

The Buying Decision process; Buying roles, buying behavior; Levels of consumer decision making; Models of consumers; Consumer Adoption process; the stages of buying – decision process.

Unit V

Consumer research: History, consumer research process; conducting a research study; consumerism.

Guest lectures by experts in the field of marketing must be arranged.

REFERENCE

1. Kotler, Philip (2001). Marketing Management. Millenium edition. New Delhi: Prentice Hall of India.
2. Schiffman, L.G. and Kanuk, L.L (1999). Consumer Behavior. 12th edition. New Delhi: Prentice Hall of India Pvt Ltd.

COURSE OUTCOME:-

- CO 1 - To cite how consumer decisions are affected by their behaviour
- CO 2 - To explain consumer behavior for the purpose of helping a firm or organization to achieve its objectives.
- CO3 - To judge the likes and dislikes of the consumer and conduct extensive consumer research studies to design and develop the product and market respectively.
- CO 4 - To examine how the consumer attitude gets affected or changes with respect to marketing strategies.
- CO 5 - To conclude that marketing starts with the needs of the customer and ends with his satisfaction

SEMESTER V

CORE – IX PSYCHOPATHOLOGY I

UNIT - I

Definition of abnormal behavior, Incidence of mental disorders, Historical views of abnormal behavior, Humanitarian approach, Contemporary views of abnormal behavior.

UNIT – II

Causal and risk factors for abnormal behavior- Biological view point and causal factor, Psychosocial view point and causal factor, Socio cultural view point and causal factor.

UNIT – III

Anxiety disorders – Specific phobia, social phobia, panic disorders with and without Agoraphobia, generalized anxiety disorder, obsessive compulsive disorder; Biological psychosocial and socio cultural causal factors for all anxiety disorders, Treatment and outcome.

UNIT – IV

Somatoform and dissociative disorder- Somatoform disorder- Hypochondriasis, Somatization disorder, Pain disorder, Conversion disorder and Body dysmorphic disorder
Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and socio cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.

UNIT – V

Prevention and treatment- Perspectives on prevention, Psychological approach to treatment- Behaviour therapy, Cognitive and cognitive behavioural therapies, Humanistic and experiential therapy, Psychodynamic therapy, Family and marital therapy, Eclecticism and integration.

REFERENCE:

1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition . New York: Brooks\Cole Publishing Co.,
2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education.
3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition . Scott, Foresman and Company.
4. Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication.

COURSE OUTCOME:-

- CO1 – To explain psychological abnormality
- CO2 – To list down, diagnose and identify disorders

- CO3 – To identify serious personality problems and deal with people having problems of adjustment and definitely contribute to the welfare of the humanity
- CO4 – To discriminate, differentiate the symptoms of disorder and classify them

CORE – X PSYCHOLOGICAL RESEARCH AND MEASUREMENT

UNIT – I

Introduction to Research Methodology: Meaning of Research – Objectives of Research – Types of Research – Significance of Research – Research Process – Criteria of Good Research.

UNIT – II

Methods of Data Collection & Analysis of Data: Collection of Primary data: Observation method, Interview method, Questionnaires, schedules, other methods - Collection of Secondary Data – Case study Method – Survey Method. Processing Data – Analysis: Descriptive Vs Inferential Analysis – Statistics in Research

UNIT – III

Sampling Fundamentals: Need for sampling – Steps in sample design – Types of sample Designs: Non-probability sampling – Probability sampling – Complex Random Sample Designs: Systematic sampling, Stratified sampling, Cluster sampling, Area sampling, Multistage sampling, Sampling with probability proportional to size, Sequential sampling.

UNIT – IV

Measurement and Scaling Techniques: Measurement in Research – Measurement scales – Sources of error in measurement – Tests of sound measurement – Technique of developing Measurement tools; Scaling – Meaning of scaling – scale classification bases – Important scaling techniques – Scale construction techniques.

UNIT – V

Report Writing: Technique of Interpretation – Precautions – Significance of Report writing – Steps – Types of Report writing – Mechanics of writing a report – Precautions.

Reference:

1. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited.
2. Guilford J.P. Research Methods in Social Sciences.

COURSE OUTCOME:-

- CO1 – To list down the steps in research process
- CO2 – To explain the method of research
- CO3 – To apply the research method to solve the societal problems
- CO4 – To interpret the results of the study and generate new theories.
- CO5 –To prepare and present the research report and critically evaluate and detect the faults in the study conducted.

CORE – XI APPLIED PSYCHOLOGY

UNIT - I

What is applied psychology- fields of applied Psychology, the science and profession of Psychology- who is an applied Psychologist, Brief review of research methods used in applied settings.

UNIT - II

Psychology in business and industrial settings- Engineering Psychology- the role of engineering psychologist- Industrial and Organizational Psychology – the role of Organizational Psychologist- Organizational Development- the role of Organizational development professionals- Applied Cognitive Psychology- the role of applied Cognitive Psychologist- Consumer Psychology- the role of Consumer Psychologist.

UNIT - III

Psychology in community settings- Clinical Psychology- the role of Clinical Psychologist- Community Psychology- the role of Community Psychologist- Health Psychology- the role of Health Psychologist- Applied Social Psychology- the role of Applied Social Psychologist- Applied Environmental Psychology-the role of Environmental Psychologist.

UNIT - IV

Psychology and Human Development- Applied Psychology in Education- School Psychology- the role of School Psychologist- Applied Sport Psychology- the role of Sport Psychologist- Applied Developmental Psychology- the role of Applied Developmental Psychologist.

UNIT - V

Psychology and Medicine- Psychology in medical practice, Psychology in medical education, Psychology in health research, Psychosomatic medicine, Somato Psychology, Forensic Psychology.

REFERENCE:

1. Anne Anastasi. Fields of Applied Psychology. McGraw Hill Book Company
2. W.L.Gregory, W.J.Burroughs (1989). Introduction to Applied Psychology. Scott, Foresman and Company.
3. Oamar Hasan (1998). Applied Psychology: Indian Perspective. New Delhi: Gyan Publishing House.

COURSE OUTCOME:-

- CO1-To list down various sub-fields of psychology
- CO2 – To match the branches of psychology with their corresponding objectives and outcomes.
- CO3 – To distinguish between different fields of psychology and their respective function
- CO4 – To associate the underlying notions of branches of psychology and their relevance in the past, present and future.
- CO5 – To integrate the principles and functions and apply them in the field.

CORE – XII SOCIAL PSYCHOLOGY – I

UNIT-I

Introduction to Social Psychology: Social Psychology: A Working Definition; History of Social Psychology, research methods in social psychology; Social Psychology in the new millennium

UNIT -II

Social Cognition: Self-concept – Perceived Self-control – Self-Serving Bias – Self-Presentation/Impression Formation and Impression Management- Attribution- theories of attribution, attribution errors

UNIT-III

Attitudes and Behavior: Attitude formation: how and why attitudes develop; do attitudes determine behavior? Does behavior determine attitudes? Why do actions affect attitudes? – Theory of cognitive dissonance- **The fine Art of Persuasion** – Resistance to Persuasion

UNIT-IV

Conformity: Definition- When do people conform? Why do people conform? Who conforms? Classic studies- Sheriff, Asch, Milgram's obedience studies - Resisting Social Pressure

UNIT-V

Interpersonal attraction & altruism: The Beginning of Attraction: Proximity and Emotions – Becoming Acquainted: The need to affiliate and the Effect of Observable characteristics. Altruism- why do we help? When will we help? Whom do we help? Increasing helping behaviour.

REFERENCE

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.

COURSE OUTCOME:-

- CO1 – To identify human behavior in groups
- CO2 – To describe socio-cultural causes and motives of human behavior in groups.
- CO3 – To list down the importance and significance of social psychology in the modern world
- CO4 -- To appraise the relationship between socio-cultural factors and mental health
- CO5 – To design methods to change the attitudes of the people in a desired way.

ELECTIVE I HEALTH PSYCHOLOGY

UNIT - I

Introduction to Health Psychology- Definition of Health Psychology- why is the field of health psychology needed- Models in Health Psychology- Training for a career in health psychology.

UNIT - II

Health promotion and the practice of health behaviour- Introduction to health behaviour- barriers to effective health promotion- factors influencing the practice of health behaviour.

UNIT - III

Modification of health behaviour- changing health behaviour by changing health beliefs- Cognitive behavioural approaches to health behaviour change- Appropriate venue for health habit modification.

UNIT - IV

Health enhancing behaviour- Exercise- benefits, determinants of regular exercise – Accident prevention- Cancer related health behaviour- weight control, maintaining a healthy diet.

UNIT - V

Health compromising behaviour- Alcoholism and problem drinking- Smoking- why do people smoke- Intervention to reduce smoking- smoking prevention.

REFERENCE:

1. Shelley E.Taylor (1995). Health Psychology. 6th edition. Tata McGraw Hill edition.
2. Edward P.Sarafino (1994). Health Psychology. John Wiley and Sons
3. David F Marks, Michael Murray, Brian Evans, Carla Willig, Cailine Woodall and Catherine M.Sykes (2008). Health Psychology: Theory, Research and Practice. 2nd edition. New Delhi: Sage Publications.

COURSE OUTCOME:-

PROJECT

Students must submit 3 Case study Reports (compulsory) from three different areas mentioned below:

Health and Organizational Psychology

Physical, Mental Health, Deviant Behaviour, Adjustment Problems, Special Children,
Neurological Disorders, Educational Institutions, Retail Outlets, Service Industries, NGO.

Marks = 100 Internal = 25 External = 75 (Viva = 25 Report = 50)
Credits = 5

SEMESTER VI

CORE – XIII PSYCHOPATHOLOGY II

UNIT I

Mood disorders- Unipolar mood disorders, Biological, psychosocial, socio cultural causal factors in Unipolar mood disorders, Bipolar disorders, Biological, Psychosocial and socio cultural causal factors affecting bipolar disorders, Treatment and outcomes.

UNIT II

Schizophrenia- schizophrenia and clinical picture, subtypes of Schizophrenia, Causes of schizophrenia, Treatment and outcomes.

UNIT III

Personality disorders- Clinical features, categories of personality disorders, Treatment and outcomes; Antisocial personality disorder and Psychopathy, etiology and treatment of antisocial personality disorder and Psychopathy

UNIT IV

Addiction disorders- Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.

UNIT V

Sexual variants, sexual abuse and Sexual dysfunctions- Sexual and gender variants, sexual abuse, sexual dysfunction, causes and treatment of sexual dysfunctions.

REFERENCE:

1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition. Brooks/Cole Publishing Co.
2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal Psychology. 13th edition. Pearson Education.
3. James C. Coleman (1976). Abnormal Psychology and Modern Life. 5th ed. Scott, Foresman and Company.
4. Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication.

COURSE OUTCOME:-

- CO1 – To explain psychological abnormality
- CO2 – To list down, diagnose and identify disorders
- CO3 – To identify serious personality problems and deal with people having problems of adjustment and definitely contribute to the welfare of the humanity
- CO4 – To discriminate, differentiate the symptoms of disorder and classify them

CORE – XIV ORGANIZATIONAL PSYCHOLOGY

UNIT – I

Introduction: Definition, scope and historical development of organizational psychology, Pioneers on personnel selection, Challenges for organizational Psychology – virtual work place, virtual employees, worker involvement, changing technology and skills.

UNIT – II

Organizational Structure: Organizational Structure – Definition, Common organizational designs, New design options, Organizational designs and employee behaviour, Organizational Culture – Definition, creating and sustaining an ethical and customer responsive culture, How employees learn culture, Spirituality and Organizational culture. Organizational Dynamics – Contemporary issues for managers, stimulating innovation, creating a learning organization, forces for change, managing planned change, resistance to change.

UNIT – III

Work Team, Leadership and Communication: **Leadership** – Definitions; Trait, behavioral and contingency theories; Inspirational approaches to leadership; Ethical and online leadership; Finding and creating effective leaders. **Communication – Functions and process of communication; organizational communication (Formal small group networks, the grapevine, computer aided communication)**, Barriers to effective communication. Differences between groups and teams, Types of teams, **creating effective teams**, **Teams and quality management**.

UNIT – IV

Work Motivation and Job Satisfaction: Early theories of work motivation – Need Hierarchy, Theory X and Theory Y; Two Factor theory. Contemporary theories of motivation: ERG theory; McClelland's theory of needs. Job satisfaction and work attitudes – Importance of work attitudes and opinions in industry. Job Satisfaction and its influence on work behaviour.

UNIT – V

Work Environment: Physical working conditions – illumination, noise, color, music, temperature and humidity. Work Schedules – work hours, shift work, rest pauses. Accidents and Safety – causes of accidents (individual and situational factors), prevent of accidents.

REFERENCE

1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.
2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentic Hall of India.

3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.

COURSE OUTCOME:-

- CO 1- To state the importance of understanding the dynamics of organizational behavior
- CO2- To solve the problems that come up between the different tiers of management, between the employees and management and among the employees.
- CO 3- To examine the reasons for decrease in productivity of the employees
- CO 4- To apply the knowledge gained from individuals, groups and the effect of structure on behavior to make organizations work more effectively.
- CO5- To evaluate and relate organizational functioning and productivity of the human resource with motivation, leader behavior and power, interpersonal communication, group structure and processes, learning, attitude development, and perception, change processes, conflict, work design, and work stress.

CORE – XV SOCIAL PSYCHOLOGY – II

UNIT – I

Group Dynamics: What is a Group – Formation of groups- Types of Groups social facilitation, social loafing; Deindividuation – Group Polarization – Group think – Minority Influence.

UNIT – II

Aggression: Theoretical Perspectives- Biological theories, Drive theories, Modern theories; Determinants of aggression- Social determinants, Situational determinants; **Prevention and control of aggression.**

UNIT – III

Prejudice: The Nature and Power of Prejudice - Sources of Prejudice- Social Sources; cognitive sources; emotional sources – Techniques for countering the effects of Prejudice in India.

UNIT – IV

Conflict and Peace Making: Conflict- Social dilemmas, competition, perceived injustice; Misperception. Peacemaking – Contact, co-operation, communication, conciliation.

UNIT – V

Application of Social Psychology: Applying Social Psychology to the

(i) Legal System: Effects of police procedures and media coverage; Eyewitness Testimony- Effects of judges and defendants.

(ii) Organization: Job satisfaction: Attitudes about work, Prosocial behaviour at work, Leadership: Patterns of influence within groups.

(iii) Health: Responding to health related information- the emotional and physiological effects of stress- coping with stress.

Applying Social Psychology to Sports, Military and Media.

REFERENCE

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

COURSE OUTCOME:-

- CO1 – To identify human behavior in groups
- CO2 – To describe socio-cultural causes and motives of human behavior in groups.
- CO3 – To list down the importance and significance of social psychology in the modern world
- CO4 -- To appraise the relationship between socio-cultural factors and mental health
- CO5 – To design methods to change the attitudes of the people in a desired way.

ELECTIVE II

COUNSELLING AND GUIDANCE

UNIT – I

Introduction: Definitions of Counselling – Guidance: Role of counseling in guidance – Scope of counselling – The client counsellor relationship – Characteristics of an effective counselor – Counselling Skills - Dimensions of Counsellor functioning – Ethical issues in counseling.

UNIT – II

Approaches to Counselling: The Directive approach – Humanistic approach – Roger's Client centered approach – Behaviouristic approach – Existential approach – The Minnesota point of view – The Eclectic approach.

UNIT – III

The Counselling Process: Goals of counseling – Relationship Establishment – Problem Identification and Exploration: Planning for Problem solving – Solution, Application and Termination – Evaluation.

UNIT – IV

Educational and Vocational Guidance: Guidance needs related to education – Aptitudes and Interests – Guidance at school level – Guidance towards life goals – Educational counseling. Vocational Guidance – Theories of vocational development – The vocational counseling process – Exploration and contract setting – The state of critical decision.

UNIT – V

Counselling of Special Groups: Life Skills Training – Relationship counseling – Counselling women – Counselling older adults – Business and Industry – People who abuse drugs – People who use Tobacco – People who abuse alcohol - People with AIDS – Victims of abuse – Counselling the differently abled and their care givers – People in poverty – Counselling relating to sexual identity issues.

REFERENCE:

1. Gibson L Robert & Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6thedn. Delhi: Pearson Education
2. Nelson-Jones. (1995). The theory and practice of counseling. 2ndEdn. London: Holt, Rinehart and Winston Ltd.
3. Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.

ELECTIVE III

HUMAN RESOURCE MANAGEMENT

UNIT I

Introduction to HRM – Definition and Scope of HRM – Functions of HRM – Role of HRM in the organisation – Changing trends and Challenges in HRM

UNIT II

Recruiting and Selection- Human Resource Planning (short and long term) –Job analysis, description and specification-Recruitment and Selection - Sources of recruiting – The different processes in recruiting – Advantages and disadvantages of different methods of recruitment – Interviews and methods of interviews

UNIT III

Training and Development – Need for training – Training Need analysis – Designing training courses – Training methodology – Training effectiveness – Training at Different Levels – Managing star performers and underperformers – Grievances and Redressal – multiskilling – HR process reengineering

UNIT IV

Performance Assessment – approach to performance appraisal – Stages in Performance evaluation - Performance Evaluation Systems – Different Methods– MBO – 360* evaluation – Balanced score Card etc– Assessment Centres – Link of performance evaluation to rewards – PE and Development

UNIT V

Compensation and Benefits: Different components of Compensation Benefits – Productivity and Performance related compensation- Role of Compensation in retention, Development and career progression

REFERENCE:

1. Keith Davis & John W. Newstrom (2006) .Human relations at work. New York: McGraw Hill.
2. Edwin B. Flippo (1984) Personnel Management. New York: McGraw Hill.
3. T.V.Rao (2006) Human Resource Management. New York: McGraw Hill.
4. Michael Armstrong(2001) A Handbook of Human Resource Practice. 8th Edn, London: Kogan.
5. David S. Decenzo and Stephen Robbins(1988) Personnel/Human Resource Management. 3rd Edn.New Delhi: Prentice Hall.
6. Venkata Ratham C.S, Shrivastava B.K(1998) Personnel Management & Human Resources. New Delhi: Tata McGraw Hill.
7. Ashwathappa . K (2005) Human Resource and Personnel Management: Text and Cases. New Delhi. Tata McGraw Hill.

PROJECT

Students must submit 2 Survey Reports (Compulsory) each from different areas mentioned below:

Mental Health Problems, Physical Health Problems, Issues pertaining to Women, Social Psychology, Environmental Psychology, Consumer behaviour, Child Psychology, Old age problems.

Report should be submitted not exceeding 75 pages

Marks = 200 Internal = 50 External = 150 (Viva = 50 Report = 100)
Credits = 10