

# **MANONMANIAM SUNDARANAR UNIVERSITY**

## **B. Sc. PSYCHOLOGY**

### **For Affiliated Colleges**

**With effect from the Academic Year 2021-2022**

### **PROGRAMME STRUCTURE & SYLLABI**

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

**MEDIUM OF INSTRUCTION:** English

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

#### **STRUCTURE OF THE PROGRAMME:**

- The B.Sc. programme of instruction will consist of
  - i. Part I Tamil / other languages
  - ii. Part II Communicative English
  - iii. Part III
    - a. Core subjects
    - b. Add on Major – Professional English for Life Sciences
    - c. Allied subjects
    - d. Major Practical subjects
    - e. Major and Non Major Elective subjects
    - f. Case study, field work and Projects
  - iv. Part IV Common and Mandatory subjects
  - v. Part V Extension Activity
- The curriculum of B.Sc. Psychology programme is designed to have more than 140 credits for the award of B.Sc. Degree.
- The candidate's performance in each theory subject will be evaluated by a combination of Continuous Internal Assessment (CIA) and University examinations at the end of each semester of the B. Sc. programme.
- All course subjects shall be evaluated for a maximum of 100 marks.
- The CIA component for a theory course shall include tests / seminar / assignment parts.

- There will be three compulsory periodical tests in a semester. Each test is conducted for about one and half unit of the syllabus in each course. The duration of each test is one hour. Each test carries a maximum of 25 marks and shall be converted as required.
- The question paper pattern for each test of each of the theory papers is given below:

Section	Type of Questions	Maximum Marks
Part A	5 Objective Type Questions	5 X 1 = 5
Part B	2 out of 3 Questions	2 X 5 = 10
Part C	1 out of 2 Descriptive or Analytical Questions	1 X 10 = 10
<b>Total</b>		<b>25 Marks</b>

- The split-up of the CIA marks for all the Theory Courses is as below:

Components	Marks
Tests – The average of the best two tests from three compulsory tests	15
Seminar	5
Assignment	5
<b>Total</b>	<b>25 Marks</b>

- The question paper pattern for the end-semester examination of each theory paper is given below:

Section	Type of question	Marks
<b>Part A</b>	Multiple Choice Questions: Two questions from each unit (2 x 5 = 20 Questions)	10 x 1 = 10
<b>Part B</b>	Internal Choice Questions: One Question from each Unit (1 x 5 = 5 Questions)	5 x 5 = 25
<b>Part C</b>	Internal Choice Questions: One Question from each Unit (1 x 5 = 5 Questions)	5 x 8 = 40
<b>*Total</b>		<b>75 Marks</b>

- For the conduct of University Examination in Practical subjects, the University will appoint two examiners (one internal and one external examiner). The Examiners appointed by the University for Conduct of practical papers will set the question paper for the practical examination. Two experiments for each practical may be given at random to each student of which one will be conducted. For the second one, they will write only plan and procedure. The group data, which are common to all students in the batch, will be supplied by the examiner.
- For all theory and practical subjects, the duration of University examination will be for 3 hours.
- There is no passing minimum for the CIA components and for the CIA in total.
- There is a passing minimum of 50 % in the University examinations in each Theory, Practical and Project / Dissertation / Field Work courses.

- There is a passing minimum of 50 % in the overall component, i.e out of the total marks in the CIA component and the University examination
- CLASSIFICATION OF SUCCESSFUL CANDIDATES:
  - **PERCENTAGE OF MARKS**      **CLASS**
  - 75% and Above              First Class with Distinction
  - Between 60% and 74%      First Class
  - Between 50% and 59 %      Second Class

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

**PROCEDURE IN THE EVENT OF FAILURE:**

- If a candidate fails in a particular subject (other than project work) he/she may appear for the university examination in that subject in subsequent semesters and obtain pass marks.
- In the event of failure in case study / field work, the candidate will register for the report again and redo the work in a subsequent semester and submit the dissertation afresh for evaluation. The internal assessment marks will be freshly allotted in this case.

## SEMESTER I

Part	Sub. No.	Subject status	Subject Title	Hrs / week	Credits	Marks				
						Maximum			Passing minimum	
						Int	Ext	Tot	Ext	Tot
I	1	Language	Tamil/Other	6	4	25	75	100	30	40
II	2	Language	Communicative English - I	6	4	25	75	100	30	40
III	3	Core - 1	General Psychology - I	4	4	25	75	100	30	40
	4	Core - 2	Biological Psychology - I	4	4	25	75	100	30	40
	5	Add on Major (Mandatory)	Professional English for Life Sciences - I	4	4	25	75	100	30	40
	6	Allied - I	Psychological Statistics - Descriptives	4	3	25	75	100	30	40
IV	7	Common	Environmental Studies	2	2	25	75	100	30	40
			<b>Total</b>	<b>30</b>	<b>25</b>					

## SEMESTER II

Part	Sub. No.	Subject status	Subject Title	Hrs / week	Credit	Marks				
						Maximum			Passing minimum	
						Int.	Ext	Tot.	Ext	Tot.
I	8	Language	Tamil/Other	6	4	25	75	100	30	40
II	9	Language	Communicative English-II	6	4	25	75	100	30	40
III	10	Core - 3	General Psychology - II	4	4	25	75	100	30	40
	11	Core - 4	Biological Psychology - II	4	4	25	75	100	30	40
	12	Add on Major (Mandatory)	Professional English for Life Sciences - II	4	4	25	75	100	30	40
	13	Allied - II	Psychological Statistics - Inferentials	4	3	25	75	100	30	40
IV	14	Common	Value Based Education / சமூகஒழுக்கங்களும் பண்பாட்டுவிழுமியங்களும் / Social Harmony	2	2	25	75	100	30	40
			<b>Total</b>	<b>30</b>	<b>25</b>					

## SEMESTER III

Part	Sub. No.	Subject status	Subject Title	Hrs/ week	Cre dit	Marks				
						Maximum			Passing minimum	
						Int	Ext	Tot	Ext	Tot
I	15	Language	Tamil/Other	6	4	25	75	100	30	40
II	16	Language	English	6	4	25	75	100	30	40
III	17	Core – 5	Developmental Psychology - I	4	4	25	75	100	30	40
	18	Core – 6	Social Psychology I	4	4	25	75	100	30	40
	19	Major Practical - I	Experimental Psychology	4	4	25	75	100	30	40
	20	Allied – III	Community Organisation & Social Action	3	3	25	75	100	30	40
IV	21	Non Major Elective – I	Life Skills for Youth	2	2	25	75	100	30	40
	22	Common	Yoga	1	2	25	75	100	30	40
			<b>Total</b>	<b>30</b>	<b>27</b>					

### SEMESTER IV

Part	Sub. No.	Subject status	Subject Title	Hrs / we ek	Cre dit	Marks				
						Maximum			Passing minimum	
						Int	Ext	Tot	Ext	Tot
I	23	Language	Tamil/Other	6	4	25	75	100	30	40
II	24	Language	English	6	4	25	75	100	30	40
III	25	Core – 7	Developmental Psychology - II	4	4	25	75	100	30	40
	26	Core - 8	Social Psychology - II	4	4	25	75	100	30	40
	27	Major Practical – II	Psychological Assessments	4	4	25	75	100	30	40
	28	Allied – IV	Consumer Behaviour	3	3	25	75	100	30	40
IV	29	Non Major Elective – II	Psychological First Aid	2	2	25	75	100	30	40
	30	Common	Computers for Digital Era	1	2	25	75	100	30	40
V	31	Extension Activity	NCC / NSS / YRC / YWF		1					
			<b>Total</b>	<b>30</b>	<b>28</b>					

### SEMESTER V

Part	Sub No.	Subject status	Subject Title	Hrs/ week	Cre dit	Marks				
						Maximum			Passing minimum	
						Int	Ext	Tot	Ext	Tot
III	32	Core - 9	Abnormal Psychology - I	6	4	25	75	100	30	40
	33	Core - 10	Introduction to Research Methods	6	4	25	75	100	30	40
	34	Core - 11	Personality Psychology	6	4	25	75	100	30	40
	35	Major Elective - I	Community Psychology (OR) Environmental Psychology	4	4	25	75	100	30	40
	36	Mini Project	Field Work Report	6	6	25	75	100	30	40
IV	37	Skill Based Subject (Common)	Personality Development / Effective Communication / Youth Leadership	2	2	25	75	100	30	40
			<b>Total</b>	<b>30</b>	<b>24</b>					

### SEMESTER VI

Part	Sub No.	Subject status	Subject Title	Hrs / week	Cre dit	Marks				
						Maximum			Passing minimum	
						Int	Ext	Tot	Ext	Tot
III	38	Core - 12	Abnormal Psychology - II	5	4	25	75	100	30	40
	39	Core - 13	Educational Psychology	5	4	25	75	100	30	40
	40	Core - 14	Organisational Behaviour	5	4	25	75	100	30	40
	41	Core - 15	Guidance & Counselling	5	4	25	75	100	30	40
	42	Major Elective - II	Military Psychology (OR) Rehabilitation Psychology (OR) Sports Psychology	4	4	25	75	100	30	40
	43	Project	Case study Report	6	6					
			<b>Total</b>	<b>30</b>	<b>26</b>					

Part I Paper	:	08 (4 Credits x 04 papers = 16)
Part II Paper	:	08 (4 Credits x 04 papers = 16)
No. of Core papers (including Add on Major papers)	:	17 (4 Credits X 17 papers = 68)
No. of Allied papers	:	04 (3 Credits X 04 papers = 12)
No. of Practical papers (Major only)	:	02 (4 Credits X 02 papers = 08)
Non-Major Elective papers	:	02 (2 Credits X 02 papers = 04)
Major Elective papers	:	02 (4 Credits X 02 papers = 08)
Projects	:	02 (6 Credits X 02 papers = 12)
Common, Mandatory and Skill based papers	:	05 (2 Credits X 05 papers = 10)
Extention Activity	:	01 (01 Credit X 01 paper = 01)
<b>Total Credits</b>	<b>:</b>	<b>155</b>

### Programme Outcomes (PO)

for  
**B. Sc. Psychology**

PO 1

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

PO 2

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

PO 3

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

PO 4

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

PO 5

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

PO 6

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

PO 7

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

PO 8

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

**Programme Specific Outcomes (PSO)**

for  
**B. Sc. Psychology**

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

## **SEMESTER I**

### **GENERAL PSYCHOLOGY – I**

#### **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

#### **UNIT I : INTRODUCTION AND METHODS**

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

#### **UNIT II: SENSORY PROCESSES**

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

#### **UNIT III: ATTENTION & PERCEPTION**

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

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

#### **UNIT IV: CONSCIOUSNESS**

States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness - Dream – Theories. Altered States of Consciousness-meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States. Sensory deprivation- Near death Experience- Lucid dreaming

#### **UNIT V: LEARNING & CONDITIONING**

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

#### **Textbooks**

1. Atkinson & Hilgard (2009). Introduction to Psychology, 15<sup>th</sup> Ed. Wadsworth Cengage Learning, UK.
2. Cicarelli, K. S., Meyer, E. G. & Misra, "G. Psychology", South Asia Edition.: Dorling Kingsley (India) Pvt, Ltd, New Delhi, 2008.

## Reference books

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

## BIOLOGICAL PSYCHOLOGY – I

### Course Outcomes:

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

### UNIT I INTRODUCTION

Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

### UNIT II NERVOUS SYSTEM

Basic features of the nervous system- An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the nervous system- Neurons, Supporting cells, The blood-brain barrier – Neural communication: an overview, Measuring electrical potentials of axons, The membrane potential: Balance of two forces, The Action Potential, Conduction of the action potential.

### UNIT III COMMUNICATION BETWEEN NEURONS – SYNAPTIC TRANSMISSION

Communication between neurons- Structure of synapses, Neurotransmitter- meaning- types - Release of the neurotransmitter, Activation of receptors, Postsynaptic potentials, Termination of postsynaptic potentials.

### UNIT IV STRUCTURE & DIVISIONS OF THE NERVOUS SYSTEM

The Central Nervous System- Development of the central nervous system, The forebrain, The hind brain, midbrain & forebrain. The peripheral nervous system- spinal nerves, cranial nerves, The autonomic nervous system – Divisions & Functions.

### UNIT V: HORMONES AND THE BRAIN

Hormonal action- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones. Endocrine glands and its specific hormones. Pituitary- Pineal- Thyroid- Parathyroid; Pancreas- Adrenal- Gonads

### **Text Books**

1. Kalat, J.W., (2015), *Biological Psychology* (11<sup>th</sup>e.d.) New Delhi : Cengage Learning India Private Limited.
2. Barnes, J. ( 2013). *Essentials of Biological Psychological*. New Delhi : Sage Publications Pvt. Ltd.
3. Carlson, N. R. (2007). *Foundations of Physiological Psychology* (6th ed.). New Delhi, India: Pearson Education.

### **Books For Reference**

1. Pinel, J. (2007). *Biopsychology* (6th ed.). New Delhi: Pearson Education.
2. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., &Woldorff, G.M. (2008). *Principles of Cognitive Neurosciences*. Sunderland, U.S.A: Sinauer Associates, Inc. Publishers.
3. Levinthal, C.F., (2003), *Introduction to Physiological Psychology*. (3<sup>rd</sup>e.d.). U.S.A. : Pearson Education, Inc.

## **PSYCHOLOGICAL STATISTICS – DESCRIPTIVES**

### **Course Outcomes:**

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

### **UNIT I: INTRODUCTION**

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

### **UNIT II:CLASSIFICATION AND TABULATION**

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

### **UNIT III: DIAGRAMATIC AND GRAPHIC REPRESENTATION**

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

### **UNIT IV: MEASURES OF CENTRAL TENDENCY**

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

## **UNIT V: MEASURES OF VARIABILITY**

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

### **TEXT BOOKS:**

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

### **REFERENCES:**

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

## **SEMESTER II**

### **GENERAL PSYCHOLOGY – II**

#### **Course Outcomes:**

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

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

CO1: Evaluate and understand the different human emotions

CO2: Critically evaluate and identify determinants of motivation

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

CO4: Understand human thinking and reasoning abilities

#### **UNIT I: MEMORY AND FORGETTING**

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

#### **UNIT II: THINKING & LANGUAGE**

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

#### **UNIT III: MOTIVATION**

Motivation - Definition – Important Needs – Biological Needs, Social, Psychological Needs – Model of Motivation - Theories of Motivation – Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories - Classification of

Motives , Physiological motives – Psychological motives – Conflict. Meaning- Types- Frustration: Meaning- Causes.

#### **UNIT IV: EMOTION AND STRESS**

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

#### **UNIT V: INTELLIGENCE AND CREATIVITY**

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

#### **Textbooks:**

1. Atkinson & Hilgard (2009). Introduction to Psychology, 15<sup>th</sup> Ed. Wadsworth Cengage Learning, UK.
2. Cicarelli, K. S., Meyer, E. G. & Misra, "G. Psychology", South Asia Edition.: Dorling Kingsley (India) Pvt, Ltd, New Delhi, 2008.

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

## **BIOLOGICAL PSYCHOLOGY – II**

#### **Course Outcomes:**

- C01. Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
- C02. Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- C03. Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.
- C04. Understanding biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep and arousal.
- C05. Realizing the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.

#### **UNIT I: CIRCADIAN RHYTHMS, SLEEP AND DREAMING**

Rhythms of waking and sleeping: Endogenous cycles. Setting and resetting the biological clock. Mechanisms of the biological clock. Sleep and brain mechanisms: sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep. Brain mechanisms of wakefulness and arousal. Brain functions in REM sleep. Functions of sleep. Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.

## **UNIT II: BRAIN DEVELOPMENT AND PLASTICITY**

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons, New neurons later in life. Path finding by axons, Determinants of neuronal survival. Neuroplasticity: Meaning- Plasticity after brain damage.

## **UNIT III: BIOLOGICAL BASIS OF THIRST AND HUNGER**

Thirst : Mechanisms of water regulation. Osmotic thirst. Hypovolemic thirst and sodium specific hunger. Hunger : Digestion and food selection. Short and long term regulation of feeding. Brain mechanisms. Eating Disorders.

## **UNIT IV: BIOLOGICAL BASIS OF EMOTIONS**

Emotions: Introduction. Emotions, autonomic arousal and the James-Lange theory. Brain areas associated with emotions. The functions of emotions. Attack and Escape Behaviors: Attack behaviours. Escape. Fear and anxiety- Stress and Health

## **UNIT V: BIOLOGICAL BASIS OF LEARNING AND MEMORY**

Localized representations of memory. Types of memory. The hippocampus. Theories of the function of the hippocampus.. Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

### **Text Books**

1. Kalat, J.W., (2015), *Biological Psychology* (11<sup>th</sup>e.d.) New Delhi : Cengage Learning India Private Limited.
2. Barnes, J. ( 2013). *Essentials of Biological Psychological*. New Delhi : Sage Publications Pvt. Ltd.
3. Carlson, N. R. (2007). *Foundations of Physiological Psychology* (6th ed.). New Delhi, India: Pearson Education.

### **Books For Reference**

1. Pinel, J. (2007). *Biopsychology* (6th ed.). New Delhi: Pearson Education.
2. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., &Woldorff, G.M. (2008). *Principles of Cognitive Neurosciences*. Sunderland, U.S.A: Sinauer Associates, Inc. Publishers.
3. Levinthal, C.F., (2003), *Introduction to Physiological Psychology*. (3<sup>rd</sup>e.d.). U.S.A. : Pearson Education, Inc.

# PSYCHOLOGICAL STATISTICS - INFERENTIALS

## Course Outcomes:

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

## UNIT I: CORRELATION AND REGRESSION

Scattergram - Correlation Coefficient: Product Moment Correlation coefficient – Numerical computations – Partial Correlation: Assumptions – Limitations – Testing the Significance – Numerical computations; Multiple Correlation: Coefficient of Determination – Properties – Limitations – Numerical computations

Regression: Applications – Properties – Assumptions – Numerical computations – Standard Error of Estimate.; Multiple Regression: Properties – Assumptions – Numerical computations - Limitations

## UNIT II: LARGE & SMALL SAMPLE TESTS

Critical value of Z-statistics – Z-test for One sample – Z-test for Two Independent Samples – Test of Significance

Critical values of  $t$  –  $t$ -test for One Sample –  $t$ -test for two Independent Samples –  $t$ -test for Two Dependent Samples

## UNIT III: ANALYSIS OF VARIANCE

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

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

## UNIT IV: NON PARAMETRIC TESTS

Meaning – Advantages and Disadvantages – Chi-square – Run Test – Sign Test – Median Test – Mann Whitney U Test – Kruskal Wallis Test – Friedman Test

Characteristics, Assumptions, Numerical computations & Limitations

## UNIT V: NON PARAMETRIC CORRELATIONS

Rank Order – Bi-serial – Point Bi-serial – Tetrachoric Correlation – Phi Coefficient

Characteristics, Assumptions, Numerical computations & Limitations

**Text Books**

1. Verma, J P, Ghufuran, M. (2012). Statistics for Psychology: A Comprehensive Text. Tata McGraw Hill, New Delhi.
2. David Howell (2012). Statistical method for psychology (8<sup>th</sup> Edition). Cengage Learning.

**Reference Books**

1. Alan Agresti&Barbara Finlay. (2013). Statistical Methods for the Social Sciences. Pearson Education Ltd.
2. Arthur Aron, Elaine N. Aron, & Elliot J. Coups. (2006). 'Statistics for Psychology'. 4th Edition Pearson Education, New Delhi.
3. Gordon Bear, Bruce M. King, & Edward W. Minium. (2008). Statistical Reasoning in Psychology and Education. Wiley India Pvt. Limited.
4. Henry E. Garrett. (2006). 'Statistics in psychology and Education'. Paragon International Publishers, New Delhi.

**SEMESTER III****DEVELOPMENTAL PSYCHOLOGY -I****Course Objectives:**

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

**Course Outcomes:**

- CO1:** Assess critically theories of life span development.
- CO2:** Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- CO3:** Discuss methodological approaches used to study development.
- CO4:** Examine developmental issues of adolescents and adults in the Indian context.
- CO5:** Assess critically issues of disability and aging in the Indian context

**UNIT I: INTRODUCTION**

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

**UNIT II: CONCEPTION THROUGH BIRTH**

Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Sensory capacities of the neonate - Stages of child

Birth - Types of childbirth – Cultural aspects of childbirth - Attitudes of significant people - Prenatal hazards & complications of low birth weight.

### **UNIT III: INFANCY & BABYHOOD**

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

### **UNIT IV: EARLY CHILDHOOD**

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

### **UNIT V: LATE CHILDHOOD**

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

### **Text Books**

1. Hurlock, E., Developmental Psychology (1980). Tata McGraw Hill Publishing Co.
2. Santrock, J. W., (1999). Life span Development, 7th edition. McGraw Hill.
3. Butterworth, G, & Harris, M. (2014). Principles of Developmental Psychology. Psychology Press.
4. Shaffer, David R. (1996): Developmental Psychology, IV Edition, Brooks/Cole Publishing Company.

### **References**

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

## **SOCIAL PSYCHOLOGY – I**

### **Course Objectives:**

1. Understanding of the social side of life is perhaps the most central aspect of our daily lives.

2. Understanding how and why individuals behave, think, and feel as they do in social situations.
3. Studies all aspects of our behavior with and toward others, our feelings and thoughts about them, and the relationships we develop with them

**Course Outcomes:**

- CO1:** Understand theoretical Perspectives, research Possibilities and familiarise instruments for measuring social dimensions.
- CO2:** Understand major functions of self in Social context.
- CO3:** Evaluate different models of social perception and apply attribution theory to explain underlying cause of behaviour.
- CO4:** Understand attitude and change of attitude on the basis of different models.
- CO5:** Understand how individuals respond to expectations of self and others
- CO6:** Apply social psychology to unique social situations

**UNIT I: INTRODUCTION**

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

**UNIT II:THE SELF**

Self-Presentation: Self-Other accuracy in predicting behavior, Self-Presentation tactics – Self-Knowledge: Introspection, the self from the observer’s standpoint – Personal identity versus social identity: the importance of the social context and others’ treatment  
 The Self: Social Comparison: Self-serving biases and unrealistic optimism- Self-esteem: the measurement of self-esteem, the impact of migration on self-esteem, gender differences and self-esteem- Self as a target of prejudice: concealing one’s identity and its impact on well-being, overcoming the effects of stereotype threat.

**UNIT III:SOCIAL BELIEFS AND JUDGMENTS**

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

**UNIT IV: CONFORMITY, COMPLIANCE AND OBEDIENCE**

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

**UNIT V:PROSOCIAL BEHAVIOURS**

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

### **Text Books**

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

### **References**

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

## **EXPERIMENTAL PSYCHOLOGY**

### **Course Outcomes**

- C01. Design an experiment having one or two variables
- C02. Weigh methods of subject selection from subject populations
- C03. Examine the criteria for selecting stimuli from stimulus population.
- C04 Select the statistical test to be used for the given experimental research
- C05. Minimize pitfalls in experiments

### **Note:**

1. Any two experiments under each Unit should be conducted
2. A Total of 10 experiments are compulsory for conducting practical and record writing

### **UNIT I: ATTENTION**

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

### **UNIT II: SENSATION AND PERCEPTION**

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

### **UNIT III: LEARNING**

1. Habit interference
2. Paired Associate learning

#### **UNIT IV: MEMORY AND FORGETTING**

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

#### **UNIT V: THINKING & LANGUAGE**

1. Concept Formation
2. Problem Solving

#### **Learning Outcomes:**

After completing the course the learner will be able to:

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

### **COMMUNITY ORGANIZATION AND SOCIAL ACTION**

(To be handled by the Department of Social Work)

#### **UNIT I: INTRODUCTION**

Definition of community, Types of communities. Differences between rural , urban and tribal communities. Community Leadership and Power structure in the community.

#### **UNIT II: COMMUNITY ORGANISATION**

Definition, Objectives Assumptions, and Principles, Approaches in community organization – Neighborhood approach, System approach, Structural approach. Jack Rothmans Model- Locality Development, Social Planning and Social Action

#### **UNIT III: PHASES IN COMMUNITY ORGANIZATION**

Classification of methods /Tools of community organization – Need and importance of conflict resolution methods

#### **UNIT IV: SOCIAL ACTION**

Definition, Principles, Strategies of Social Action, Meaning and concept of Advocacy and Lobbying.

#### **UNIT V: ROLE OF COMMUNITY ORGANISER**

Application of community organization methods in issues related to Natural Resource Management, Public Health, Child Rights, Food Security, Civil Conflicts and Disaster Management.

#### **Textbooks & References**

1. Christopher A.J. and Thomas Willam (2010). introduction to Community Organization and Social action , Himalaya publishing
2. Patel A, K. (2010). Method of Social Work , Crescent Pub. New Delhi
3. Zubair Meenai. (2007). Participatory Community Work: Concept Publishing Company, New Delhi
4. Johri , Pradeep Kumar. (2005). Social Work for Community Development

## **LIFE SKILLS FOR YOUTH**

### **Course Outcomes:**

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

C01: Understand the need and importance of life skills in everyday professional and personal lives

C02: Analyse the factors contributing to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving, communication, positive interpersonal relationship, stress and emotion management

C03: Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving

C04: Create individual effective strategies to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving, communication, positive interpersonal relationship, stress and emotion management

C05: Apply the principles of effective communication, positive interpersonal relationships and effective stress and emotional management in everyday life

### **UNIT I: INTRODUCTION**

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

### **UNIT II: LIFE SKILLS FOR PERSONAL WELL BEING**

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

### **UNIT III: THINKING & MOTIVATION SKILLS**

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

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

### **UNIT IV: COMMUNICATION & INTERPERSONAL SKILLS**

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

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

### **UNIT IV: SELF MANAGEMENT SKILLS**

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

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

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

### **TEXTBOOKS**

1. Swaminathan, V. D., & Kaliappan, K. V. (2001). *Psychology for effective living: Behaviour modification, guidance, counselling & yoga*. 2<sup>nd</sup> ed. Chennai: Madras Psychology Society.
2. Agochiya, D. (2010). *Life competencies for adolescents: Training manual for facilitators, teachers and parents*. Sage, New Delhi.

#### **REFERENCES**

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

## **SEMESTER IV DEVELOPMENTAL PSYCHOLOGY – II**

#### **Course Outcomes:**

- C01. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- C02. Developing an ability to identify the milestones in diverse domains of human development across life stages.
- C03. Understanding the contributions of socio-cultural context toward shaping human development.
- C04. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.
- C05. Gaining knowledge of genetical as well as nature influences on physical and psychological differences of human beings.
- C06. It will have insight on psychological changes from childhood to old age and their appropriate theoretical understanding.

#### **UNIT I: PUBERTY & ADOLESCENCE**

Puberty: Meaning - Characteristics - Criteria - Causes - Age - Growth spurt - Body changes - Effects of puberty changes - Hazards & Happiness.

Adolescence: Characteristics - Developmental tasks - Physical change - Emotional changes - Social change - Interest - Morality - Sex interest and Behaviour - Family relationships - Personality change - Hazards & Happiness.

#### **UNIT II: YOUNG ADULTHOOD**

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

### **UNIT III: MIDDLE AGE**

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

### **UNIT IV: OLD AGE**

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

### **UNIT V: END OF LIFESPAN**

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

#### **Text Books**

1. Hurlock, E., Developmental Psychology (1980). Tata McGraw Hill Publishing Co.
2. Santrock, J. W., (1999). Life span Development, 7th edition. McGraw Hill.
3. Peterson, C. C. (2014). Developmental Psychology: Looking forward through the lifespan. 6<sup>th</sup> ed., Pearson, India.

#### **References**

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

## **SOCIAL PSYCHOLOGY II**

### **Course Objectives:**

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

### **Course Outcomes:**

- CO1:** Apply social psychology to unique social situations  
**CO2:** Understand major functions of self in Social context.  
**CO3:** Understand how individuals respond to expectations of self and others

- C04:** Students will be able to appreciate how individual behaviour is influenced by social and cultural context.
- C05:** They would be able to understand how social problems can be analysed in terms of various social and cultural theories

### **UNIT I: PERSUASION**

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

### **UNIT II GROUP INFLUENCE**

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

### **UNIT III: PREJUDICE**

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

### **UNIT IV: AGGRESSION**

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

### **UNIT V: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS**

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

### **Text Books**

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

### **References**

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

## **PSYCHOLOGICAL ASSESSMENTS**

### **Course Outcomes:**

- C01. Developing an understanding of the basic principles of psychological assessment and its various phases.

- C02. Developing knowledge about the steps in test construction and test standardization
- C03. Demonstrating understanding of the impact of cultural contexts on assessment
- C04. Developing knowledge of the ethical and legal issues involved in the assessment process
- C05. Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
- C06. Developing knowledge about the application of tests in a variety of settings.

#### **UNIT I: ACHIEVEMENT TESTS**

- 1. Scholastic Achievement
- 2. Study Habits

#### **UNIT II: ATTITUDE & INTERESTS TESTS**

- 1. Vocational / Career Interests
- 2. Multiphasic Interests

#### **UNIT III: APTITUDE TESTS**

- 1. Differential Abilities
- 2. Speed & Accuracy

#### **UNIT IV: MOTIVATION TESTS**

- 1. Level of Aspiration
- 2. Three Needs Assessment

#### **UNIT V: PROJECTIVE TESTS**

- 1. Sentence Completion
- 2. Word Association

#### **Note:**

- 1. Any two assessments under each Unit should be conducted
- 2. A Total of 10 assessments are compulsory for conducting practical and record writing

#### **Learning Outcomes:**

After completing the course the learner will be able to:

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

# CONSUMER BEHAVIOUR

(To be handled by the Department of BBA / Management)

## Course outcomes:

CO1: Understand basic concepts of consumer behaviour and marketing

CO2: Analyze various market segments

CO3: Evaluate basic concepts underlying the consumer as an individual

CO4: Evaluate the consumer decision making process

CO5: Analyse the relationship between consumer behavior and society.

CO6: Apply psychological aspects to marketing strategies.

## UNIT I: INTRODUCTION

Meaning, Nature, Scope and Application of Consumer Behaviour, Why Study Consumer Behaviour. Evolution of Consumer Behaviour as a Field of Study and its relationship with Marketing: Behavioural Dimension. The Interdisciplinary Nature of Consumer Behaviour

## UNIT II: CONSUMER DECISION MAKING PROCESS

Buying Motives - Buying Roles - Consumer Decision Making Process - Levels of Consumer Decision Making - Perspectives to Consumer Decision Making- Model of buying behaviour

## UNIT III: PSYCHOLOGICAL INFLUENCES ON CONSUMER DECISION MAKING

Needs & Motivation - Emotions and Mood - Consumer Involvement - Consumer Learning - Personality - Self-concept and Self-image - Consumer Perception, Risk and Imagery - Consumer Attitude: Belief, Affect, Attitude and Intention - Attitude Formation and Attitude Change - Consumer Communication

## UNIT IV: SOCIOLOGICAL INFLUENCES ON CONSUMER DECISION MAKING

Consumer groups: Consumer reference groups - Family and Life cycle - Social class and mobility - lifestyle analysis - Culture: Sub-Culture - Cross Culture; Interpersonal Communication and influence - Opinion Leadership; Diffusion of Innovation: Diffusion Process - Adoption Process - Consumer Innovators - Multiplicative innovation adoption (MIA) model.

## UNIT V: CONSUMER BEHAVIOR ANALYSIS AND MARKETING STRATEGY

Consumer Behaviour and Product Strategy - Consumer Behaviour and Pricing Strategy - Consumer Behaviour and Distribution Channel Strategy - Consumer Behaviour and Promotion Strategy

## Text Books

1. Consumer Behavior, Schiffman, L.G. and Kanuk L.L., Prentice Hall, India
2. Consumer Behavior, Concepts and Applications, Loudon, D.L. and Bitta, A.J.D, Tata McGraw Hill

3. Consumer Behavior and Marketing Strategy, Peter, J.P. and Olson, J.C., Schiffman, L.G. and Kanuk L.L., Prentice Hall, India

### **References**

1. Assael, H. Consumer Behaviour and marketing Action, Ohio, South Western, 1995
2. Engle, J F etc. Consumer Behaviour, Chicago, Dryden Press, 1993

## **PSYCHOLOGICAL FIRST AID**

### **Course Outcomes:**

- CO1: Understand the concept and background of Psychological First Aid  
CO2: Analyze the relevance of PFA models  
CO3: Describe the sources and reactions to traumas and disasters  
CO4: Evaluate the need of PFA for different population categories  
CO5: Identify the steps to practice Psychological First Aid.

### **UNIT I: INTRODUCTION**

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

### **UNIT II: REFLECTIVE LISTENING & RAPPOR**

Listening to others – Being a supportive Listener – Active Listening – Responding to someone who is grieving =

### **UNIT III: ASSESSMENT & PRIORITISATION**

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

### **UNIT IV: INTERVENTION AND DISPOSITION**

Types of Loss – Grief – Risk factors

Types of Stress – Potential Causes – Burnout - Basic stress management for disaster survivors – Types of Support system

Psychological First Aid Stages - reducing risk of adverse outcome – Prevention & coping strategies  
Understanding Human Resilience

### **UNIT V: SELF-CARE**

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

### **Text Books**

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

3.

### **Reference Books**

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

## **SEMESTER V ABNORMAL PSYCHOLOGY I**

### **Course Outcomes:**

- C01. Understanding the concept of abnormal behaviour.
- C02. Understanding the clinical picture and etiology of various subcategories of disorders listed in the DSM-5.
- C03. Exploring clinical assessment in an evidence based framework
- C04. To be able to describe the symptoms of different psychological disorders.
- C05. To discuss the causal factors of the disorders
- C06. To highlight the various treatments of the disorders
- C08. To obtain 'hands on' experience through the field work and assessment of the disorders

### **UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVES**

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

### **UNIT II: MODELS OF ABNORMALITY**

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

### **UNIT III: NEURODEVELOPMENT DISORDERS**

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

### **UNIT IV: ANXIETY RELATED DISORDERS**

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

### **UNIT V: SOMATIC DISORDER AND DISSOCIATIVE DISORDER**

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

#### **Text Books**

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

#### **References:**

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

## **INTRODUCTION TO RESEARCH METHODS**

### **Course Objectives:**

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

### **Course Outcomes:**

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

### **Unit I: INTRODUCTION**

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

## **Unit II: REVIEW OF LITERATURE**

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

## **Unit III: FORMULATING RESEARCH PROBLEM AND HYPOTHESIS**

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

## **Unit IV: SELECTING A SAMPLE**

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

## **Unit V: METHODS OF DATA COLLECTION**

Major approaches to information gathering, Primary sources; observation method, interview method, questionnaire method, different ways of administering a questionnaire. Advantages and disadvantages of questionnaire and interview method, methods of data collection in qualitative research, unstructured interview, observation and Secondary sources, collecting data and problems with using data from secondary sources

### **Text Books:**

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

### **References:**

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

## **PERSONALITY PSYCHOLOGY**

### **Course Objectives:**

1. To covers the various ideas psychologists and other scientists have advanced to explain the human personality.
2. Provide a detailed understanding of personality theories and research in all its forms, from DNA to political influences on its development, expression, pathology and applications
3. Understanding the central role played by personality in psychology and will appeal to students of occupational, health, clinical, cognitive and forensic psychology

### **Course Outcomes:**

- C01:** Demonstrate knowledge and understanding of major personality theories to explain uniqueness in human behaviour
- C02:** Familiarise with the issues and recent developments in personality research
- C03:** Recognize the interaction of situational and individual characteristics on the development of personality
- C04:** Appreciate theories that explain one's own personality
- C05:** Developing a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic.
- C06:** Develop methods to promote one's own personal growth based on the concepts of personality theories

### **UNIT I: CONCEPT, ASSESSMENT, MEASUREMENT AND RESEARCH METHODS**

Personality: Definition, Meaning & Nature - Individual Uniqueness - Gender - Culture - Formal Theories - Personal Theories - Subjectivity in Personality Theories - Self-Report Measures - Biological Measures - Behavioral Assessment - Projective Techniques - Clinical Interviews - Online and Social Media Analysis.

### **UNIT II: PSYCHOANALYTIC THEORIES**

Sigmund Freud: Classical Psychoanalysis - Instincts - Structure of Mind - Psychosexual Development - Therapeutic Techniques - Free Association - Catharsis - Dream Analysis - Carl Jung: Analytical Psychology - Psychological Types - Collective Unconscious - Alfred Adler: Individual Psychology - Inferiority Feelings - Role of Birth Order.

### **UNIT III: LIFE-SPAN AND TRAIT PERSPECTIVES ON PERSONALITY**

Erik Erikson: Identity Formation - Ego Crises - Approaches to Trait: Lexical - Statistical - Theoretical - Gordon Allport: Culture - Functional Equivalence - Personal Dispositions - Eysenck's: Hierarchical Model of Personality - Cattell's Taxonomy: The 16 Personality Factor System

### **UNIT IV: COGNITIVE AND SOCIAL PERSPECTIVES ON PERSONALITY**

Roots in Gestalt - Kurt Lewin's Field: Cognitive Style - Perceptual Mechanisms - Schema Theory - Kelly's Personal Construct Theory - Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style - Rotter's Locus of Control

### **UNIT V: BEHAVIORAL, AND HUMANISTIC PERSPECTIVES ON PERSONALITY**

Albert Bandura: Social-Cognitive Learning Theory: Self- System - Skinner Operant Conditioning - Maslow Hierarchy of Needs, Self-Actualization - Rogers' Growth, Inner Control, Becoming One's Self.

### **Text Books**

1. Larsen, R. J., & Buss, D. M. (2018). Personality psychology: Domains of knowledge about human nature (6<sup>th</sup> Ed.). Boston: McGraw-Hill.
2. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research (6<sup>th</sup> Ed.). Boston: Pearson/Allyn and Bacon.

### **References**

1. Hall, Lindzey & Campbell. (1997). Theories of Personality. 4<sup>th</sup> Ed. Wiley Publications
2. Schultz & Schultz. (2008). Theories of Personality. 9<sup>th</sup> Ed. Wadsworth Publications
3. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Cambridge University Press India/Foundation Books.

## **COMMUNITY PSYCHOLOGY**

### **Course Outcomes:**

- C01. Understanding the role of Psychology in community development.
- C02. Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- C03. Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies

### **UNIT I: INTRODUCTION**

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

### **UNIT II: MODELS OF COMMUNITY PSYCHOLOGY**

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

### **UNIT III: CONTEXT**

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

### **UNIT IV: ACTION**

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

### **UNIT V: UNDERSTANDING COMMUNITY PSYCHOLOGY**

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

### **Text Books**

1. Duncan, N., Naidoo, B. B., Pillay, J., & Roos, V. (2007). *Community Psychology: Analysis, context and action*. UCT Press, South Africa.
2. Seedat, M. (2001). *Community Psychology: Theory, Method, and Practice : South African and Other Perspectives*. Oxford University Press, Southern Africa
3. Orford, J., (2008). *Community Psychology: Challenges, controversies, and emerging consensus*. John Wiley & Sons.

### **References**

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

## **ENVIRONMENTAL PSYCHOLOGY**

### **Course Outcomes:**

- C01. Understanding the role of psychological processes (people's attitude, beliefs) in people's responses to environmental problems.
- C02. Understanding the processes related to environmental degradation and their impact on human life.
- C03. Understanding pro-environment behaviour and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour.

### **UNIT I: INTRODUCTION**

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

### **UNIT II: URBAN ENVIRONMENTS & DESIGNING OF SPACES**

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

### **UNIT III: PEOPLE AND NATURE**

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

#### **UNIT IV: ENVIRONMENTAL RISKS & INTERVENTIONS**

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

#### **UNIT V: PRO-ENVIRONMENTAL ACTION**

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

#### **TEXT BOOKS**

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

#### **REFERENCES**

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

## **SEMESTER VI**

### **ABNORMAL PSYCHOLOGY II**

#### **Course Outcomes:**

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

#### **UNIT I: MOOD DISORDERS**

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

#### **UNIT II: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.**

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

#### **UNIT III: PERSONALITY DISORDER**

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

#### **UNIT IV: SUBSTANCE RELATED DISORDERS**

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

#### **UNIT V: PREVENTION AND TREATMENT**

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

### **Text Books**

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

### **References:**

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

## **EDUCATIONAL PSYCHOLOGY**

### **Course Outcomes:**

- CO1. Understanding the meaning and processes of education at individual and social plains in the Indian context.
- CO2. Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- CO3. Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
- CO4. Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

### **UNIT I: INTRODUCTION**

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

### **UNIT II: GROWTH & DEVELOPMENT THEORIES**

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

### **UNIT III: INDIVIDUAL VARIATIONS**

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

### **UNIT IV: INTELLIGENCE & PERSONALITY**

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

### **UNIT V: LEARNING APPROACHES**

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

## **TEXT BOOKS**

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

## **REFERENCES**

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

# **ORGANISATIONAL BEHAVIOR**

## **Course Objectives:**

1. Examining the individual, the group, and the organization.
2. Covers many areas such as individual and group behavior at work, as well as organizational processes such as communication in the workplace and managing conflict and negotiation
3. Understanding the challenges of International cooperation, new technologies, increased quality, employee motivation and commitment and the diversity of workforce

## **Course Outcomes:**

**CO1:** Critically appraise the approaches to study of organizational behaviour

**CO2:** Describe the individual factors regulating organization

**CO3:** Identify the effect of groups and teams on function of organization

**CO4:** Understand the concept of leadership and trace its relevance in organizational set-up

**CO5:** Understand and manage conflict in organization

**CO6:** Evaluate the various organizational process

**CO7:** Analyse the impact of organizational process on employee behaviour

## **UNIT- 1 INTRODUCTION**

Definition of Organisational Behaviour, Theoretical foundation for Organisational Behaviour, Fundamental concepts of Organisational Behaviour, Basic approaches of Organisational Behaviour, Models of Organisational Behaviour, Limitations of Organisational Behaviour, Challenges of Organisational Behaviour

## **UNIT- 2 INDIVIDUAL RELATED COMPONENTS AND PROCESSES**

Personality, Perception, Attribution, Motivation, Stress, Decision making, Application in OB - Job Satisfaction - Job Involvement - Organizational commitment - organizational citizenship behavior - Meaning - Application.

## **UNIT- 3 GROUP RELATED COMPONENTS AND PROCESSES**

Group Dynamics: Types of groups - Group norms - Group Cohesiveness - Teams, Communication, Leadership, Power and Politics, Conflict Resolution and Cooperation

## **UNIT- 4 ORGANISATION RELATED PROCESSES AND OUTCOMES**

Organisational structure, Organisational designs, Organisational justice ethics and Corporate Social Responsibility, Creativity in organisations, Reward systems, Organisational Commitment and Organisational Citizenship Behaviour.

### **UNIT- 5 CONTEMPORARY TRENDS**

Contemporary Organisational Designs, Positive Organisational Behaviour and Psychological Capital, Empowerment and Participation, Managing an International workforce

#### **Text Books**

1. Robbins, S.P., Judge, T.A.&Vohra, N.(2011).OrganisationalBehaviour(14<sup>th</sup>ed.). New Delhi, India: Pearson Education
2. Luthans, F.(2013).OrganisationalBehaviour(12<sup>th</sup>ed.).New Delhi, India: McGraw Hill Education (India) Private Limited

#### **References**

1. Newstrom, J.W & Davis, K.(2002). OrganisationalBehaviour(11<sup>th</sup>ed.).New Delhi, India:McGraw Hill Publishing Company Limited
2. Greenberg, J & Baron, E.A. (2008).Behaviour in Organisations (9<sup>th</sup>ed.). New Delhi, India: PHI Learning Private Limited
3. Andre, R.(2009). OrganisationalBehaviour. New Delhi, India: Pearson Education

## **GUIDANCE AND COUNSELLING**

#### **Course Objectives:**

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

#### **Course Outcomes:**

- C01:** Demonstrate understanding of the principles and elements of the counselling interview
- C02:** Demonstrate purposeful and effective counselling skills in a counselling interview
- C03:** Demonstrate the ability to establish an effective helping relationship, including attending to cognition, affect and meaning.
- C04:** Outline the role of psychological theory in application to the helping process.
- C05:** Describe ethical issues for helpers and ways of committing to ethical professional practice.
- C06:** Understand and apply various techniques in counselling

### **UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING**

Counselling and Guidance : Meaning- Nature, Need and Functions of Guidance and Counselling, Emergence of Guidance and Counselling in India, Goals and Scope of Guidance and Counselling, Types of Counselling Services.

**UNIT II: APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS-** Directive and non-directive approaches, Humanistic approach, Behaviouristic approach, Existential Approach, Eclectic Approach. Counselling Process- Preparation for counselling, Steps in the counselling process.

**UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS**

Use of psychological tests in guidance and counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests. Diagnosis and its limitations.

**UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES**

Qualities of an effective counsellor, Counsellor skills - Building Trust: Listening, Attending, Observing, Building Rapport, Demonstrating Empathy. Ethics in counselling.

**UNIT V: SPECIAL AREAS IN COUNSELLING**

Family group consultation, Counseling Families Concerning Children, Counseling with Parents, Counseling the Delinquent, Marriage Counseling, Premarital Counseling, Counseling the Handicapped, Career Counseling, and Adolescent Counseling, Role of Counselor in developing Good Mental Health.

**Text Books**

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

**References**

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

**MILITARY PSYCHOLOGY**

**UNIT I: INTRODUCTION**

Meaning, Nature and Scope – Psychological Concepts and Trends in Military Context – The Centurion Phenomenon -- Human Landscape of war – Stereotype threat and marksmanship performance – Misconduct behaviours in Armed forces – Psychological operations in warfare – Future warfare and mind control - Beyond Century: The future of Military Psychology

**UNIT II: TESTING IN MILITARY PSYCHOLOGY**

Intelligence and Aptitude testing – Selection Inventory & Interview – Improving Selection – Assessment of Elite Operational Personnel – Assessment and management of acute combat stress on the battlefield

### **UNIT III: TRAINING AND PRACTICE IN MILITARY CONTEXT**

Secret weapon of Optimism – Building soldier resilience – Training hardiness for stress resilience – Promoting psychosocial health of disaster first responders – Wellbeing in the Military

### **UNIT IV: ISSUES INSIDE THE LIFE OF ARMED FORCES**

Value-based leadership – Adaptive Leadership – Suicide Prevention – Psychological Adjustment after Military Operations – Substance Use – Understanding and addressing Sexual harassment – Managing PTSD and Depression

### **UNIT V: TERRORISM, PEACE & ETHICS**

Countering Terrorism – Winning hearts and Building peace – Familial pathways to soldier effectiveness - Ethical issues in Military Psychology – Journey of the woman warrior

#### **Text Books**

3. (Eds.). Maheshwari, N., Kumar, V. V. (2016). *Military Psychology: Concepts, trends and interventions*. Sage Publication India Pvt Ltd., New Delhi.
4. Bowles, S. V., & Bartone, P. T. (Eds.). (2017). *Handbook of Military Psychology: Clinical and organisational practice*. Springer

#### **References**

5. Laurence, J. H., & Matthews, M. D. (Eds.) (). *The Oxford Handbook of Military Psychology*. Oxford University Press
6. Kennedy, C. H., & Zillmer, E. A. (2012). *Military Psychology. Clinical and Operational applications*. 2<sup>nd</sup>ed. The Guilford Press, London.

## **REHABILITATION PSYCHOLOGY**

### **Course Outcomes:**

CO1: Understand and analyse the importance of rehabilitation in the field of Psychological Disabilities

CO4: Understand the advancement in cognitive rehabilitation

### **UNIT I: PERSPECTIVES IN REHABILITATION PSYCHOLOGY**

Introduction, Review and Background – History – Psychological models – Adjustment to chronic illness and disabilities: theoretical perspectives – Epidemiological context – Outcomes and assessment – Emerging role – Rehabilitation Psychology and Global health

### **UNIT II: CLINICAL SOMATIC CONTEXTS & APPLICATIONS**

Stroke and Rehabilitation – Traumatic Brain Injury – Post-Acute Rehabilitation – Spinal Cord Injuries – Persistent and Chronic Pain – Cardiovascular Rehabilitation – Rehabilitation for persons with Diabetes Mellitus- Rehabilitation of Visual and Hearing Impaired - Children with chronic health condition

### **UNIT III: REHABILITATION OF PHYSICALLY & MENTALLY DISABLED**

Terminology related to Physical Functioning-Cerebral Palsy and other Disorders that Affect Ambulation: Meaning-Prevalence-Classification-Causes- Rehabilitation: Assistive and Adaptive Techniques; Intelligence and Mental Handicap-Classification-characteristics-Incidence and

Prevalence-Causes and Prevention-Assessment-Nature and Methods of Behavioral Approaches in Teaching Mentally challenged and-Managing Problem Behavior.

#### **UNIT IV: REHABILITATION OF MENTALLY ABNORMAL OFFENDERS**

Abnormality and Psychopathology-Mentally Abnormal Offenders-Legal Process-Compulsory Hospital Admission-Voluntary Organization Services-Support and Rehabilitation.

Rehabilitation of problem drinkers and drug abusers: Alcohol and Problem Drinking-Conscious Altering Drugs and its effects-Detoxification services-Treatment Methods- Rehabilitation services.

#### **UNIT V: PROFESSIONAL ISSUES & FUTURE CHALLENGES**

Education and Training in Rehabilitation Psychology – Ethics in Rehabilitation Psychology – Vocational Rehabilitation – Health legislation and Public policies: Rights for the Disabled in India – Role of Govt. and Non-Government services – Mental Health Act – RCI Act – National Trust Act; Disease prevention through lifestyle interventions – Families in Rehabilitation - Aging, Rehabilitation and Psychology

#### **Text Books:**

1. Kennedy, P. Eds. (2012). *The Oxford Handbook of Rehabilitation Psychology*. Oxford University Press, New Delhi.
2. Bhattia M.S. (2004). *Essentials of Psychiatry*-CBCS Publication-New Delhi.
3. Joel A. De Lisa et al(1998): *Rehabilitation. Medicine: Principle and Practice*, 3Rd Edition. Lippincot Raven Publication. Philadelphia.
4. Fraser N.Watts and Benner. O.h.(1998): *Theory and practice of Psychiatric Rehabilitation*. John Wiley&Sons.New York
5. ReetaPeshawaria. (1992): *Behavioural approach in mentally retarded children. A manual for teachers* NIMH PUBLICATION.secunderabad. India

#### **References:**

1. Mehta D.S. (1983): *Handbook of disabled in India* –allied publishers. New Delhi
2. Krishna Chandra (1987). *Handbook of Psychology for the Disabled and Handicapped*. Anmol Publishers Pvt.Ltd., New Delhi.

## **SPORTS PSYCHOLOGY**

### **Course Outcomes**

C01. Apply the principles of psychology in sports.

C02. Defend the use of healthy aggression in sporting scenarios.

C03. Differentiate between intrinsic and extrinsic motivation in sports.

C04. Identify the source of motivation for a sportsperson.

C05. Explain the importance of goal- setting in sports.

C06. Manage conflicts among teams

### **UNIT I: INTRODUCTION**

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

### **UNIT II:INDIVIDUAL DIFFERENCE AND SPORT BEHAVIOUR**

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

### **UNIT III: SOCIOENVIRONMENTAL FACTORS AND SPORT BEHAVIOUR**

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

### **UNIT IV: PSYCHOLOGICAL SKILLS, INTERVENTION TECHNIQUES AND SPORT BEHAVIOUR**

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

### **UNIT V: ATHLETIC INJURY AND SPORT BEHAVIOUR**

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

#### **Text Books:**

Horn, T. S. Eds. (2008). *Advances in Sport Psychology*, 3<sup>rd</sup> ed. Human Kinetics, USA.

Kornspan, A. (2009). *Fundamentals of Sport and Exercise psychology*. Human Kinetics, USA.

#### **References:**

Tenebaum, G., & Eklund, R. C. (2020). *Handbook of Sport Psychology*, 4<sup>th</sup> ed. John Wiley & Sons

Kremer, J., Moran, A., Walker, G., & Craig, C. (2012). *Key Concepts in Sports Psychology*, Sage, New Delhi.