

PONDICHERRY UNIVERSITY

(A CENTRAL UNIVERSITY)



B.Sc. Psychology (Choice Based Credit System)

Syllabus

2017-18 onwards

Preamble

Psychology as an academic discipline that has bright prospect in the contemporary world and is emerging as a discipline of excellence. The need for Psychological help in various walks of life especially from the qualified fraternity is increasing as never before.

The new syllabi for B.Sc. Psychology based on Choice Based Credit System (CBCS) have been prepared strictly in accordance with guidelines given by UGC. It is designed in such a manner to encourage students with aptitude, interest and skills to join for graduate programs in Psychology and to build up a work force of competent psychologist within the public reach. This system will provide an opportunity to students to design curriculum to suit their individual needs, mobility across related disciplines and institutions in both horizontal and vertical manner. The syllabi provide space for students from other disciplines to explore selected courses which will enable them to deal effectively with demands and challenges of everyday life.

The eligibility criteria for admission, evaluation part and other examination and administrative related aspects will be in accordance with norms and guidelines of the Pondicherry University.

Distribution of Credits

Course		No. of Papers	No. of Credits
MIL	Modern Indian Language Course	04	12
ENGLISH	English Course	04	12
DSC	Discipline Specific Core Course	08	48
DSE	Discipline Specific Elective Course	06	30
SEC	Skill Enhancement Course <i>(Open to students of all Department)</i>	04	08
GE	Generic Elective Course <i>(Open to students of all Department)</i>	02	06
AECC	Ability Enhancement Compulsory Course	02	04
Total		30	120

Semester-wise distribution of Course / Papers and Credits

Distribution of Course / Papers and their Credits in the CBCS pattern for B.A. Philosophy																
Sem.	MIL		ENGLISH		DSC		DSE		SEC		GE		AECC		TOTAL	
	Core	Crdt	Core	Crdt	Core	Crdt	Core	Crdt	Core	Crdt	Core	Crdt	Core	Crdt	Core	Crdt
I	01	03	01	03	02	12	--	--	--	--	--	--	01	02	05	20
II	01	03	01	03	02	12	--	--	--	--	--	--	01	02	05	20
III	01	03	01	03	02	12	--	--	01	02	--	--	--	--	05	20
IV	01	03	01	03	02	12	--	--	01	02	--	--	--	--	05	20
V	--	--	--	--	--	--	03	15	01	02	01	03	--	--	05	20
VI	--	--	--	--	--	--	03	15	01	02	01	03	--	--	05	20
	04	12	04	12	08	48	06	30	04	08	02	06	02	04	30	120
Total No. of Course / Papers = 30													Total Credits = 120			

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A./B.Sc./B.Com/BBA PROGRAMME
To be implemented form 2017-18 onwards**

COURSE	SUBJECT CODE	TITLE OF THE PAPER	CREDITS ALLOTTED	
			Lectures	Tutorial/Lab
SEMESTER – I (20 Credits)				
MIL - 1	LBEN/LHIN/LMAL/LS AN/LTAN/LTEN 111	Bengali/Hindi/Malayalam/Sanskrit/Tamil/Telugu	03	
ENGLISH - 1	ENGL 112	ENGLISH - 1	03	
DSC – 1A	PSYC 111	Foundations of Psychology I	04	02
DSC – 2A	PSYC 112	Biological bases of Behaviour	04	02
AECC – 1	PADM 113	Public Administration	02	
SEMESTER – II (20 Credits)				
MIL – 2	LBEN/LHIN/LMAL/LS AN/LTAN/LTEN 121	Bengali/Hindi/Malayalam/Sanskrit/Tamil/Telugu	03	
ENGLISH – 2	ENGL 122	ENGLISH - 2	03	
DSC – 1B	PSYC 121	Foundations of Psychology II	04	02
DSC – 2B	PSYC 122	Social Psychology	04	02
AECC - 2	ENVS 123	Environmental Studies	02	
SEMESTER – III (20 Credits)				
MIL - 3	LBEN/LHIN/LMAL/LS AN/LTAN/LTEN 231	Bengali/Hindi/Malayalam/Sanskrit/Tamil/Telugu	03	
ENGLISH – 3	ENGL 232	ENGLISH - 3	03	
DSC – 1C	PSYC 231	Developmental Psychology I	04	02
DSC – 2C	PSYC 232	Experimental Psychology	04	02
SEC - 1	PSYC 233	Personality Development	02	
SEMESTER – IV (20 Credits)				
MIL - 4	LBEN/LHIN/LMAL/LS AN/LTAN/LTEN 241	Bengali/Hindi/Malayalam/Sanskrit/Tamil/Telugu	03	
ENGLISH – 4	ENGL 242	ENGLISH - 4	03	
DSC – 1D	PSYC 241	Developmental Psychology II	04	02
DSC – 2D	PSYC 242	Psychological Assessment	04	02
SEC - 2	PSYC 243	Life Skills	02	
SEMESTER – V (20 Credits)				
SEC – 3	PSYC 351	Stress Management	02	
*DSE – 1A *DSE – 2A *DSE – 3A	PSYC 352	Cognitive Psychology	04	01
	PSYC 353	Psychopathology	04	01
	PSYC 354	Health Psychology	04	01
	PSYC 355	Counseling Psychology	04	01
	PSYC 356	Organizational Psychology	04	01
	PSYC 357	Psychology for Effective living	03	
SEMESTER – VI (20 Credits)				
SEC - 4	PSYC 361	Managing emotions	02	
*DSE – 1B *DSE – 2B *DSE – 3B	PSYC 362	Statistics for Psychology	04	01
	PSYC 363	Counseling skills and techniques	04	01
	PSYC 364	Consumer Psychology	04	01
	PSYC 365	School Psychology	04	01
	PSYC 366	Behavior modification	04	01
GE - 2	PSYC 367	Positive Psychology	03	

Total Number of Credits 120

SEMESTER - I

DSE – 1A PSYC 111: FOUNDATIONS OF PSYCHOLOGY – I

Objectives

- To introduce the students to the subject of psychology, nature, scope and schools of psychology.
- To familiarize the methods used in psychology and to facilitate their knowledge about causes of behaviour.
- To understand the basic psychological processes and their applications in everyday life

Unit - I : Introduction

Definition, Nature, Scope and Origin: Branches of Psychology: Schools of Psychology.

Unit - II : Foundations of Behaviour

Biological bases of behaviour –Genetics & behavior, socio-cultural bases of behavior. Environment and Behavior; Nature versus Nurture.

Unit - III: Methods of Assessment

Observation, Experimentation, Case Study, Interview, Survey, Rating Scales, Questionnaire, Cross Cultural Methods.

Unit – IV: States of Consciousness

Stimulus Response Mechanism (SOR), States of Consciousness, Sleep (physiology and sleep disorders). Altered states of consciousness

Unit – V: Attention and Perception

Attention: definition, characteristics, types, determinants of attention. Perception; meaning, Principles of Perceptual Organization, Constancy, Size, Shape, and Space, Depth Perception, Psychophysics, ESP, Errors in Perception.

Reference

Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.

Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.

Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.

Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.

NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT

Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.

Atkinson & Hilgard(2014). Introduction to Psychology. 16th Ed. Wadsworth Pub Co

Fernald and Dodge, L. (2001) Munn'S Introduction to Psychology AITBS Publishers India.

DSC – 2A PSYC : 112 : BIOLOGICAL BASIS OF BEHAVIOUR

Objectives

- To develop an awareness about the biological basis of behavior.
- To acquaint students with physiology nervous system and endocrine system.
- To develop an understanding of sensory processes and muscles
- To promote the understanding of the physiology of learning, memory, motivation emotion, etc.

Unit I Nature, Scope and Methods

Neuroanatomical and Neurochemical techniques, Experimental Ablation, Recording the Electrical Activity in the Brain, Stimulating and Inhibiting Neural Activity

Unit II Nervous System

Neuron: Structure and Function, Communication within a Neuron, Neural Communication, Synaptic Transmission, Neurotransmitters,
Basic Features of Nervous System, Central Nervous System; brain and spinal cord
Peripheral Nervous System, Role of Nervous Systems in Controlling Behaviour

Unit III Sensory Processing

Anatomy of Visual System, Coding of Visual Information in Retina, Analysis of Visual Information, Functions of Visual System -Visual Acuity, Colour Vision, Colour Blindness, Colour Vision. Anatomy of Ear, Transduction of Auditory Information, Feature Detection in the Auditory System, Behavioural Functions of Auditory System. Anatomy of Taste Buds and Gustatory Cells, Detection of Gustatory Information, Neural Coding of Taste, Anatomy of Olfactory Apparatus, Transduction of Olfactory Information, Detection of Specific Odors. Anatomy of Skin and its Receptive Organs, Detection of Cutaneous Stimulation, Perception of Pain. Vestibular System and Kinesthetic System. The role of muscles and glands in Behaviour.

Unit IV-Physiology of Motivation and Emotion

Some Facts about Metabolism, Excitation and satiation of Hunger, Brain Mechanisms, cultural influences. The Nature of Physiological Regulation Mechanism, Drinking and Salt Appetite, Brain Mechanisms of Thirst and Salt Appetite. Physiological and Behavioural Description, Why do we Sleep, Disorders of Sleep, Biological clocks, Physiological Mechanisms of Sleeping and Walking. Sexual Development, Hormonal Control of Sexual Behaviour, Neural Control of Sexual Behaviour, Maternal Behaviour. Emotion as a Response Pattern, Expression and Recognition of Emotion, Neural Mechanisms in Emotion, Aggressive Behaviour

Unit V-Physiology of Learning and Memory

Synapse and Learning, Cortex and Learning, Memory Consolidation Theory, Chemical Coding Long Term Memory, RNA as a Memory Code, Protein as a Memory Code.

Reference

- 1: Carlson, N.R. (2000). *Physiology of behavior*. London: Allen and Bacon.
- 2: Leukel, F. (1985). *Introduction to Physiological Psychology*. CBS Publishing Company, New Delhi
- 3: Schneider, A. M. & Tarshis. (1975). *Physiological Psychology*. New York: Random House.
- 4: Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
- 5: Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.

SEMESTER - II

DSC – 1B PSYC 121 : FOUNDATIONS OF PSYCHOLOGY – I I

Objectives

- To enable students have a strong foundational course in psychology.
- To develop interest among students in psychological concepts of learning, memory and forgetting, thinking, motivation and personality.

Unit - I Learning

Definition, types of learning, transfer of learning, biological factors in learning.

Unit - II : Memory and Forgetting:

Memory – process of memorization, types, and efficient methods of remembering.

Forgetting – meaning, theories, factors affecting remembering, memory disorders

Unit - III: Thinking

Basic elements of thought – concepts, types of concepts, concept formation,

Reasoning, creative thinking. Intelligence – nature and definition, theories, assessment

intelligence, classification of Intelligence. Language – nature and development of language,

biological foundations of language, language in other species.

Unit - IV Motivation

Basic concepts, types, theories, frustration and conflict. Emotion – meaning, kinds of emotion; positive, negative. Theories of emotion: Control of emotion.

Unit - V Personality

Meaning and description, types, concepts – Freud, Jung, Adler. Approaches – Humanistic, trait, behavioural, social. Assessment of Personality.

References

Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.

Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.

Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.

Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.

NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT

Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.

Atkinson & Hilgard(2014). Introduction to Psychology. 16th Ed. Wadsworth Pub Co

Fernald and Dodge, L. (2001) Munn'S Introduction to Psychology AITBS Publishers India.

DSC – 2B PSYC 122 : SOCIAL PSYCHOLOGY

Objectives

- To enable students to appreciate the influence of social and cultural factors on individual behavior.
- To understand the social problems in terms of various social psychological theories.
- To understand the unique features of the students' socio-cultural contexts with respect to India and other countries.

Unit I Introduction

Origin and development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines, Application of social psychology in work, health, and legal system

Unit II Social Perception

Self-concept, Perceived Self-control, Self-serving Bias, Self-presentation, Self-esteem, Self and Gender. Non-Verbal Communication, Attribution, Impression Formation, Impression Management

Unit III Social Cognition

Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.

Unit IV. Attitudes

Attitude Formation, Attitude Behaviour Link, Attitude Change, The Art of Persuasion, Resistance to Persuasion, Cognitive Dissonance

Unit V. Interpersonal Relationship

Interpersonal Attraction: Proximity, Affective Basis of Attraction, Immediate Determinants of Likes and Dislikes.

Interdependent relationship: Family, Relationship beyond the Family, Adult Relationship and Attachment Style, Romance, Marriage, Relationship problems, Reaction to the Problems, Effect of Relationship Failure.

References

Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.

Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill.

Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal.

Feldman (2001). Social psychology. Pearson

SEMESTER - III

DSC – 1C PSYC 231 : Developmental Psychology I

Objectives

- To acquaint students with the knowledge of human development and developmental processes along with theories.
- To facilitate awareness of the methods of study to understand child development.
- To provide students with an awareness about the various stages in physical, cognitive, emotional and social development in infancy and childhood.

(1) Introduction

- a) **Human Development:** Early Approaches to the Study of Human Development,.
- b) **Developmental Processes and Periods:** Biological, Cognitive and Socio-Emotional Processes.
- c) **Influences on Development:** Heredity, Environment and Maturation, Major Contextual Influences, Basic Theoretical Issues

(2) Perspectives and Methods of Studies in Child Development

(a) **Perspectives:** Psychoanalytic, Learning, Cognitive, Evolutionary/Socio-Biological, Ethological.

(b) **Methods:-** Observational Studies, Interview, Experimental Studies, Correlational Studies, Developmental Studies, Psycho-physiological Studies, Standardised Tests.

(3) Biological Beginnings and Infancy

(a) **Prenatal Period:** *Conceiving New Life, Mechanisms of Heredity:-* Genetic code, Determiners of Sex, Environmental Influences- Maternal Factors and parental Factors,.

(b) **Infancy and Toddlerhood:** The Birth Process, Early *Physical Development*, Studying *Cognitive Development, Language Development*, Foundations of *Psychosocial Development*, Developmental Issues in Toddlerhood

(4) Early Childhood

(a) **Physical Development:** Aspects of Physical Development, Health and Safety

(b) **Cognitive Development:** Piagetian Approach, Language and Other Cognitive Abilities, Early Childhood Education.

(c) **Psychosocial Development:** Developing Self, Gender, Relationship with Other Children.

(d) **Emotional development.**

(5) Middle Childhood

(a) **Physical Development:** Aspects of Physical Development, Health and Safety.

(b) **Psycho Social Development:** The Developing Self, the Child in the Family, The Child in the Peer Group.

(c) **Developmental Disorders:** Behavioral Problems During Childhood, Learning Disabilities, Dyslexia, Mental Retardation, Autism and Attention Deficit Disorder.

References

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human Development*. 9th ed. New Delhi: McGraw Hill.

Santrock, J. W. (2007). *Child Development*. 11th ed. New Delhi: Tata McGraw Hill.

Travers, D. (1999). *Human Development. Across the Life Span*. 4th ed. London: McGraw Hill.

DSC – 2C PSYC 232 : EXPERIMENTAL PSYCHOLOGY

Objectives

- To create interest in the subject matter of psychology
- To develop scientific and experimental attitudes in the student
- To facilitate comprehension of the theoretical concepts through experiments
- To develop the skills of observation and scientific reporting in psychology
- To provide basic training in planning and conducting a psychological experiment
- To familiarize the student with psychological instruments and tools.

Sensory Process

- Two Point Threshold
- Localisation of Sound
- Kinaesthetic Sensitivity

Attention

- Span of Attention
- Division of Attention
- Distraction of Attention
- Oscillation of Attention
- Set in Attention

Perceptual Process

- Muller-Lyer Illusion
- Size-weight Illusion
- Depth Perception
- Colour Blindness

Learning

- Relational Learning
- Habit Interference
- Insight Learning
- Trial and Error Learning
- Transfer of Learning
- Paired Associate Learning

Motivation

- Level of Aspiration
- Knowledge of Results

Memory

- Immediate Memory Span
- Retroactive and Proactive Inhibition
- Memory for Meaningful and Meaningless Stimuli

Intelligence

- Differential Aptitude Tests
- Standard Progressive Matrices
- Bhatia's Battery of Intelligences

Each student is required to conduct a minimum of 10 experiments and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported)

References.

- 1Rajamani.M. (2005). Experimental Psychology with Advanced Experiments.
New Delhi. Concept Publishing Company.
- Woodworth.R.S & Schlosberg. H (1965) Experimental Biology. New York Methen
and Co. Ltd.
- Postman.L & Eagan.J.P (1949) Experimental Psychology. An Introduction New York
Harper and Brother Publishers.

SEC – 1 PSYC 233 : PERSONALITY DEVELOPMENT

Unit- I Introduction

Definition. Determinants – biological, psychological and socio-cultural factors. Misconceptions. Need for personality development.

Unit II –Positive thinking and Time Management

Meaning. Techniques of positive thinking – helpful and unhelpful pattern, developing positive thinking, handling negative thinking. Time management – identifying difficulties (time wasters), planning, prioritizing, organizing. Time management tips and strategies.

References

1. Wallace HR & Masters L A (2006) Personality development. South Wester Cenage learning, New Delhi.
2. Kumar P (2005). All about self motivation, Good will publishing ltd, New Delhi.
3. Hurlock E B (2006). Personality development. Tata Mcgraw Hill. New Delhi.
4. Swaminathan V D & Kaliappan K V (2001). Psychology for effective living, Madras Psychology Society, Chennai.

SEMESTER - IV

DSC – 1D PSYC 241 : Developmental Psychology II

Objectives

- 1) To provide an overview of the role of physical, cognitive and psycho-social development of adolescents.
- 2) To facilitate understanding the developmental changes in various stages of adulthood.

1 Adolescence

(a) **Physical and Cognitive Development:** Defining Adolescence, Theories of Adolescence, Physical Development, Cognitive Development.

(b) **Psychosocial Development:** Peer Relations, Sexual orientation, Sexual behaviour - Risky behaviours.

2 Early Adulthood

(a) **Physical and Cognitive Development:** Initiation into Adulthood, Physical Development, Cognitive Development, Patterns of Work

(b) **Psycho-Social Development:** Marriage and the Family, Personal Development, work, and career, gender roles.

3. Middle Adulthood

(a) **Physical and Cognitive Development:** Physical and Cognitive changes.

(b) **Psycho-Social Development:** Dealing with Stresses of Adulthood, Marriage and Family Relations, Sex and Love in Middle Adulthood.

4. Late Adulthood

(a) **Physical and Cognitive Development:** Aging, Physical and Cognitive changes.

(b) **Psycho-Social Development:** Social Development, Personal Development.

5. Old Age

Personal, Social and family adjustments. health problems, challenges faced during old age, Government policy for protection of safety of older people; The Role of spirituality in later life.

References:

1. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). *Human Development*. 9th ed. New Delhi: McGraw Hill.
2. Santrock, J. W. (2007). *Child Development*. 11th ed. New Delhi: Tata McGraw Hill.
3. Travers, D. (1999). *Human Development. Across the life span*. 4th ed. London: McGraw Hill.
4. Hurlock, E. B. (1974). *Personality Development*. New Delhi: Tata McGraw Hill.

DSC – 2D PSYC 242 : PSYCHOLOGICAL ASSESSMENT

Objectives:

- To nurture the ability in students to understand himself/herself and other persons
- To develop the skills of testing and scientific reporting in psychology
- To familiarize the students to various psychological tests and assessment tools
- To generate an interest in working of the community with a psychological outlook

1. Achievement Motivation
2. Self-Concept
3. State-Trait Anxiety
4. Aggression
5. Frustration
6. Emotional Maturity
7. Social Maturity
8. Locus of Control
9. Personal Values
10. Parent-Child Relationships
11. Social Intelligence
12. Big Five Personality
13. Mental Health
14. Mental Abilities
15. Type A Type B Behaviour
16. Personality Inventory
17. Extroversion-Introversion Inventory
18. MMPI
19. Children's Memory Scale
20. Wechsler Memory Scale
21. Academic Stress Scale
22. Adjustment Inventory
23. Verbal test of Creative Thinking
24. Depression Scale
25. Study Habit Inventory

Each student is required to conduct a minimum of 10 tests and submit the record for evaluation at the end of the semester. Some of the tests may be performed in any educational, occupational or clinical areas.

References

1. Rajamani.M. (2005). Experimental Psychology with Advanced Experiments. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) Experimental Biology. NewYork Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) Experimental Psychology. An Introduction New York Harper and Brother Publishers.

SEC – 2 PSYC 243 : LIFE SKILLS

Objectives

- 3) To encourage and motivate students about the larger issues of life and living
- 4) To introduce various skills needed by an Individual to deal effectively with the demands and challenges of everyday life

Unit I : Understanding self and others: Need for life skills training.

Coping with stress: Recognizing the sources of stress in our lives, Controlling our levels of stress, Relaxation techniques

Self-Awareness: Recognition of self, Strength and weaknesses

Coping with Emotions: Recognizing emotions within us and in others, How emotions influence our behaviour, Negative effects of Intense emotions like anger or sadness

Empathy: Successful relationship, Social Interaction, in situations of ethnic or cultural diversity.

Interpersonal skills: Maintaining positivity in relationships we maintain with others

Unit II: Skills for healthy living

Problem solving: How to deal constructively with problems in our life, consequences of unresolved problems in our lives

Effective communication: Expressing ourselves- Verbally and Non-Verbally

Critical Thinking: Steps involved in critical thinking, Models of critical thinking

Creative thinking: Fluency (generating new ideas), Flexibility (shifting perspective easily), Originality (conceiving of something new), and Elaboration (building on other ideas).

Decision making: How to deal constructively with decisions about our lives

References:

(1) Life Skills for Success by [Alka Wadkar](#) Sage Publications India Private Limited

(2) Life Skills by Veena Pavate ISBN: 978-93-85892-20-2 Power publishers

Facilitator Manual for Life Skills: Rajiv Gandhi Institute of Youth Development
Perumbadur.

SEMESTER - V

SEC – 3- PSYC 351: STRESS MANAGEMENT

Objective:

To understand the main symptoms and sources of stress

To learn ways of coping with stress.

Unit 1: Stress: Nature of stress, symptoms of stress, sources of stress, consequences of stress – depression, anxiety and suicide.

Unit 2: Managing stress: Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

References:

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson. Neiten, W. &

Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning .

Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

***DSE – 1A, 2A, 3A PSYC 352 : COGNITIVE PSYCHOLOGY**

Learning Outcomes

To enable the students to understand

- ❖ The fundamental questions and findings of cognitive psychology.
- ❖ Explore the ways in which psychologists go about studying these questions.

UNIT-I: The Foundations of Cognitive Psychology:

The Science of the Mind – scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology. Research in cognitive psychology.

UNIT-II: Attention and Perception:

Definition, types – Selective attention, divided attention. Models of attention – filter model and attenuation model. Perception – factors influencing perception. Bottom up and top down processing in perception, errors in perception.

UNIT-III: Memory: meaning, types of memory, working memory, long term memory. Memory Acquisition; Retrieval; Encoding Specificity; Implicit Memory. Forgetting. Techniques of enhancing memory.

UNIT-IV: Language:

Concepts: Definitions and Prototypes; Organization of Language, Phonology, Words, Syntax, Sentence Parsing. Theories of language development.

UNIT-V: Thinking, Problem Solving, Reasoning

Definition, concept formation, types of concept. Problem solving – approaches, Reasoning – definition, types.

References

- Reisberg, Daniel (2009). Cognition: Exploring the science of the mind. (4th Edition). New York: Norton.
- Goldstein, E. Bruce (2007). Cognitive Psychology: connecting mind, research and everyday experience (2nd Edition). Wadsworth.
- Matlin, M W (2009). Cognition (7th Edition), Wiley.

*DSE – 1A, 2A, 3A PSYC 353: Psychopathology

Objectives

- To create an interest in students to know and understand the causes, signs, and symptoms of various mental disorders.
- To facilitate the development of scientific outlook in contrasting normality and abnormality and to classify mental disorders according to the latest classification criteria.
- To make students understand the nature and course of development of various abnormal conditions.

1. The Science of Psychopathology

Definition and Scope

Historical Conceptions of Abnormal Behaviour: The Supernatural Tradition, The Biological Tradition, The Psychological Tradition, **Approaches to Psychopathology:**

- (a) The Biological Perspective, (b) The Psychodynamic Perspective, (c) Behavioural Perspective, (d) The Cognitive Perspective, (e) The Humanistic – Existential Perspective, (f) Community – Cultural Perspective, Cultural, Social and Interpersonal Factors.

2. Anxiety Disorders and Somatoform Disorders

DSM IV and ICD Classification.

(a) **Anxiety Disorders:** The experience of Anxiety, Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Interpretation and Treatment.

(b) **Somatoform Disorders:** Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, Body Dysmorphic Disorders.

3. Mood Disorders and Suicide

(a) **Mood Disorders:** Depression, Depressive Disorders, Dysthymic Disorder, Major Depressive Disorder.

(b) **Bipolar Disorder:** Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder

(c) **Suicide:** Concept, Theories, Causes, Mental Illness and Suicide, Prevention of Suicide.

4. Psychotic Disorders

Symptoms, Factors, Vulnerability, Schizophrenia, Schizoaffective Disorders, Delusional Disorders, Shared Psychotic Disorder.

5. Substance Related Disorders

Substance Dependence, Substance Abuse, Alcoholism, Drug Abuse, Different Drugs.

References

1. Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
2. Sarason, I. G., & Sarason, B. R. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour*. 10th ed. New Delhi: Pearson.
3. Lamm, A. (1997). *Introduction to Psychopathology*, New York: Sage.
4. Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.

***DSE – 1A, 2A, 3A PSYC 354 : HEALTH PSYCHOLOGY**

Objective: To understand the relationship between psychological factors and physical health
To enable students to understand the methods of health enhancement

UNIT 1: Introduction: Introduction to Health Psychology; components of health: social,emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

UNIT 2: Foundational System:

Systems of the body: Circulatory; Nervous; Digestive; Immune System

UNIT 3: Behavior and health: Lifestyle and its impact on health; Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT 4: Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.

UNIT 5: Health Management: Health-enhancing behaviors: Exercise, Nutrition, safety. Health Protective Behaviours, Pain management

References:

Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

Misra,G. (1999).Stress and Health. New Delhi: Concept.

Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

***DSE – 1A, 2A, 3A PSYC 355 : COUNSELLING PSYCHOLOGY**

Objectives:

1. To develop an understanding about the basic concepts, processes and areas of counselling
2. To acquaint the learner with the issues and challenges involved in counselling

Unit I Introduction:

Meaning and goals; counselling as a profession. The effective counsellor, counselling in Indian context. Ethics in counseling.

Unit II Approaches to counselling:

Psychodynamic, behavioural, person centred, cognitive.

Unit III Counselling Process:

Stages of the counselling process, basic skills for counselling, communication and relationships skills.

Unit IV Areas of counselling:

Group counselling, family counselling, child counselling, premarital counselling, marriage, counselling for drug addicts, crisis intervention counselling, career counselling.

Unit V Techniques in Counselling:

Yoga and Meditation, relaxation techniques, mindfulness, cognitive techniques.

References:

Arulmani, G. (2007). Counselling psychology in India: At the confluence of two traditions. *Applied Psychology*, 56(1), 69-82.

Rao, S. (2013). *Counselling and guidance*. Tata McGraw-Hill Education.

Strawbridge, S., & Woolfe, R. (2010). Counselling psychology: Origins, developments and challenges. *Handbook of counselling psychology*, 3, 3-22.

Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). (2003). *Handbook of counselling psychology*. Sage.

***DSE – 1A, 2A, 3A PSYC 356 : ORGANIZATIONAL PSYCHOLOGY**

Objective

To enable the students to understand the behavior of individuals in an organizational context

To understand the scope of psychologists in an organization

Unit 1: Organizational Psychology : Definition; History of Organizational Psychology as a discipline; Scope of Organizational Psychology; Role of psychologists in an organization.

Unit 2: Individual in Organizations: Personality determinants- Heredity and environment; Personality and Behavior; Big Five Personality factors; Attitudes- Definition, components, links to behavior.

Unit 3: Perception- Perceptual process- perceptual selection; person perception and perceptual errors; Attribution- Attribution process; Internal vs external causes of behavior; attribution of success and failure.

Unit 4: Motivation: Motivational processes; Needs hierarchy model; Achievement motivation model

Unit 5: Groups and Teams: definition of groups and teams; difference between groups and teams; Types of teams; Stages of team development.

References

Organizational Behavior (2004). Hellreigel & Slocum, 10th edition, Thomson, South Western , Singapore

PSYC 357: PSYCHOLOGY FOR EFFECTIVE LIVING

UNIT –I: Seeking Selfhood- Self-Concept, Self-Image, Ideal Self, Multiple Selves; Core Characteristics of Self-Concept: Self-Consistency, Self-Esteem, Self-Enhancement and Self Verification.

UNIT-II: Taking Charge- Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Personal Resolve and Decision Making: The Process of Decision Making, Decisions and Personal Growth:

UNIT-III: Managing Motives And Emotions- Needs and Motivation: Psychosocial Motives, Personal Motivation; Understanding Emotions: Experiencing Emotions, Expressing Emotions, Managing Emotions.

UNIT-IV: Making and Keeping Friends- Impression formation, Mistaken Impressions, difficulty in making and maintaining friends, Self-Disclosure.

UNIT-V: Stress- Managing Stress: Modifying Your Environment, Altering Your Life Style; Using Stress for Personal Growth.

References:

Eastwood Atwater (1993). Psychology for Living: Adjustment, Growth, and Behavior Today 5th Edition, Prentice Hall College Division.

SEMESTER - VI

SEC – 4 PSYC 361 : MANGAING EMOTIONS

Objective:

To help the students learn how to understand and manage their emotions
To develop emotional competencies.

Unit 1: Introduction: importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions.

Unit 2: Emotional competence: self-awareness, self-regulation, motivation, empathy, and interpersonal skills, Relaxation technique, auto suggestion.

References:

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

***DSE – 1B, 2B, 3B PSYC 362 : STATISTICS FOR PSYCHOLOGY**

Objectives

To understand the meaning of statistics along with different types of statistical analyses.

To get acquainted with elementary statistics and their place of application.

Unit I Introduction:

Meaning of statistics, Classification of statistics, Levels of Measurement, Frequency Distribution, Graph, percentage, percentile.

Unit II: Measures of central tendency

Mean, median, Mode.

Unit III: Measures of variability

Range, average deviation, quartile deviation, standard deviation.

Unit IV : Parametric Analysis:

Normal probability distribution, Mean difference – t test, z test. product moment correlation

Unit V Non parametric tests

Cchi-square, Mann Whitney U-test, Rank order Correlation

References:

Garrett, H.E. & Woodworth, R.S (2003). Statistics in psychology and Education. Vakils, Peffer and Simons Ltd, Bombay.

Mangal, S. (2005). Statistics in Psychology and Education. TataMcGraw Hill

Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.

***DSE – 1B, 2B, 3B PSYC 363 : COUNSELLING SKILLS AND TECHNIQUES**

Objectives

1. To acquire knowledge about basic skills in counselling
2. To enrich the learner with effective counselling techniques derived from sound theoretical bases

Unit I Skills in counselling

counsellors as helpers, communication skills in counselling, micro skills in counselling.

Unit II psychodynamic techniques

Free association, therapeutic transference, dream analysis, word association, creative activities, short term psychodynamic technique.

Unit III Humanistic Techniques

Transactional analysis, reality therapy, logotherapy,

Unit IV Cognitive Behavioural Technique

Rational emotive technique, Cognitive behavioural technique, multimodal technique

Unit V Expressive Techniques

Art, Music, Dance, Role play

References

Arulmani, G. (2007). Counselling psychology in India: At the confluence of two traditions. *Applied Psychology*, 56(1), 69-82.

Rao, S. (2013). *Counselling and guidance*. Tata McGraw-Hill Education.

Strawbridge, S., & Woolfe, R. (2010). Counselling psychology: Origins, developments and challenges. *Handbook of counselling psychology*, 3, 3-22.

Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). (2003). *Handbook of counselling psychology*. Sage.

***DSE – 1B, 2B, 3B PSYC:364: CONSUMER PSYCHOLOGY**

OBJECTIVES OF THE COURSE:

- To enable the students to understand the rationale behind ‘How and Why’ Consumers behave.
- To understand the internal and external influences that impels individuals to act in Consumption-Related ways.

Unit 1

Introduction to Consumer Psychology

The Science of Consumer Behavior: (Definition and meaning of Consumer Behavior) (Nature of Consumer Behavior), (Scope of Consumer Behavior), (Importance of Consumer Behavior)

Unit 2

Consumer Motivation

Meaning of Motivation, Types of Motives, Dynamic Nature of Motives – Needs and Goals of Consumers

Consumer Personality (Meaning of Personality, Facets of Personality, Personality Traits and Consumer Behavior)

Unit 3

Consumer in the Social and Cultural Settings

Family and Consumer Related Roles, (Social standing and Consumer Behavior), (Culture’s Influences on Consumer Behavior), (Reference Groups), (Psychographics), (Indian Context)

Unit 4

Consumer Communication Process

Definition of Communication, (Communication Process- Traditional Media and New Media), (Designing Persuasive Communication Messages), (The Indian Context)

Unit 5

Consumer Decision Making Process

Stages of Decision Making, (Types of Decision Making), (Consumer Decision Making Model – EKB Model), (Consumer Rights)

Reference:-

Schiffman, Leon, Wisenblitt, Joseph, Kuman S Rames. *Consumer Behavior*. Chennai. Pearson education, Inc. 2015

Sharma, Rajwanti, Sharma, Jai Pal. *Consumer Behavior*. New Delhi. JBC Press. 2014.

Blythe, Jim *Consumer behavior*. New Delhi. Sage. 2013.

Graves Philip. *Consumerology*. London. Nicholas Brealey. 2013.

Parischa, Seema. *Consumer Psychology*. New Delhi. Deep & Deep. 2005

Sharan, A.K. *Consumer Psychology*. Bangalore. Neha Publishers & Distributors. 1999.

***DSE – 1B, 2B, 3B PSYC 365: SCHOOL PSYCHOLOGY**

Objectives:

1. To acquaint the students with the nature of human abilities and its implications for school education.
2. To acquaint the students with the nature of exceptionality and its consequences.
3. To acquaint the students with the contribution of heredity and environment on school performance.
4. To help students understand the theoretical and professional aspects of school psychology.
5. To help Students to get acquainted with various applications of School Psychology.
6. To equip the students with assessment and guidance know how in school set up.

Unit I: Nature, History and Scope of School Psychology

Historical background, Definition, Educational Psychology and School Psychology, Nature and Scope of School Psychology, Role of a School Psychologist as a Professional, Skills of school psychologists, Services of school psychologists-Consultation, evaluation, intervention, Prevention, Research and planning

Unit II: Psychology of human differences and Nurture of the abilities

Individual differences: Aptitudes and talents, Personality, Intelligence (Giftedness Vs. Intellectually disable) Cognitive styles, Interests and Values, Varieties of Group differences: Sex, Age, Race, Social class, etc., Factors producing differences: Heredity, Environment

Unit III: Human Exceptionality

Conception of exceptional people, Current notion of exceptionality, giftedness, Children with special needs: Physical, Intellectual, Emotional, Family and personal problems of exceptional people, Special services: Day care centres, Rehabilitation centres, self-help groups, Learning difficulties and disabilities, Gifted children

Unit IV: Identifying problems of school children

Problems of Children-family, reading, potential for dropout, Anger /compliance problems, Attendance problems, Anxiety-related problems, Study habit deficiencies, Relational aggression and bullying, Grief and loss, Separation and divorce, ADHD, Other problems.,

Unit V: Helping children to achieve their Best

Intervention for Learning Difficulties, ADHD, Aggression and Bullying, Educational practices: Inclusive education, Segregation, Enrichment, Educational policies, Out-of school programs: Summer Training, Activity centres, Hobby groups, etc.

References:

1. Wolman, Benjamin B.(Ed.). (1985). Handbook of Intelligence. N.Y: John Wiley,
2. Cruickshank & Johnson (Eds.) (1975). Education of Exceptional Children and Youth (3rd Ed.). N. J.: Prentice Hall,
3. Guilford J.P. (1977) The Way Beyond IQ. Buffalo: Creative Education Foundation.
4. Sternberg, R.J. (2000). Handbook of intelligence. Cambridge; Cambridge University Press.
- 5 Tyler, Leona E. (1969). The Psychology of Human Differences(3rd Ed.). Bombay: Meredith Publishing Co. Indian Reprint – Vakils, Feffer and Simons,
6. Anastasi, Anne. (1975). Differential Psychology., (3rd Ed.). Toronto: Macmillan
- 7 Khire, U (1990). Glory of intelligence. Pune, JPSS.
8. Hardman, M.L., Drew, C.J., Egan, M.W., Wolf, B. (1990). Human Exceptionality (3rd Ed.), London: Allyn and Bacon.
9. Gardener, Howard. (1993). Multiple intelligences. New York: Basic Books
- 10.Kitano, M.K. & Kirby, D.F. (1986). Gifted Education: A Comprehensive View. Boston: Little Brown.
11. Phillips, B.N. (1990). School Psychology at a turning point. San Francisco: Jossey- Bass Publishers.
- 12.Maitra, Krishna (1993). Gifted and Talented. Delhi: Discovery Publishing House.
13. Watve, S.V. (2013). Why gifted education? Pune, JPSS.

***DSE – 1B, 2B, 3B PSYC:366: BEHAVIOUR MODIFICATION**

Unit : I

What is behaviour? What is behaviour modification? Some misconceptions about behaviour modification; Basic learning principles - Classical, Operant and Social learning theory.

Unit : II

Behaviour assessment - Various phases of a program; Sources of information - Indirect, Direct or Computer Assisted data collection; Comparing behaviour assessment with traditional assessment.

Unit : III

Areas of application : Education - From Preschool to University. Severe Problems : Developmental Disabilities, Childhood Autism and Schizophrenia, Self management of Personal Problems - Behavioural Community Psychology Business, Industry and Government - Sport Psychology.

Unit : IV

Reinforcement and Punishment: Types of reinforcement, Schedules of reinforcement, Types of punishment, (Type I and Type II), Physical, Reprimands, Time out and Response cost.

Unit : V

Techniques to develop or teach new behaviours Shaping, Chaining, Fading and Prompting. A brief overview of Systematic Desensitization General procedure and variants; Anxiety induction therapies - Implosion and flooding; Cognitive behaviour therapy.

Reference

1. Martin, G., & Pear, J. (2000) Behaviour Modification (7th Edn.) New Delhi, Prentice Hall of India Pvt. Ltd.
2. Wolpe, J. (1982) Practice of Behaviour Therapy (3rd Edn.) New York, Oxford Pergamon Press Inc.

GE – 2 PSYC 367 : POSITIVE PSYCHOLOGY

To enable the learner to

- Understand the role Psychology for positive behavioural outcomes
- Know the factors and mechanism in fostering positive behaviour

Unit I: Introduction

Goals and Assumptions of positive psychology, Happiness, Subjective Wellbeing and Psychological Wellbeing

Unit II: Positive Cognitive States:

Optimism; Mindfulness; Flow; Courage; Resilience

Unit III: Positive Social Behaviour:

Altruism; Gratitude; Forgiveness

Unit IV: Positive Behaviour in different Contexts

Positive Schooling, Positive Behaviour at Workplace, Successful Aging

References

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology*. Prentice Hall/Pearson Education.
2. Carr, A. (2011). *Positive psychology: The science of happiness and human strengths*. Routledge.
3. Snyder, C.R., & Lopez, S.J. (2007). *Positive Psychology: The Scientific & Practical exploration of human strengths*. New Delhi: Sage Publications
4. Baltes, P. B., & Smith, J. (2003). New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. *Gerontology*, 49(2), 123-135.
5. Kumar, U , Archana & Prakash, V. (2015) *Positive Psychology: Applications in Work, Health and Well-being*. New Delhi: Pearson
6. Bierhoff, H. W. (2002). *Prosocial behaviour*. Psychology Press.
